RESEARCH ARTICLE

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Journal of Ecophysiology and Occupational Health, *Vol 25(3), DOI: 10.18311/jeoh/2025/48178, 495-500, September 2025*

ISSN (Online) : 0972-4397
ISSN (Online) : 0974-0805

Occupational Burnout and Professional Values among Teachers: A Comparative Study of Government and Private Universities

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Abstract

This research aimed to study and compare the occupational burnout and professional values of teachers working in government and private institutions. This study employed a descriptive research method to investigate the existing significance of differences between the groups and relationships between different variables. Data was collected from 200 teachers teaching in government and private universities. The findings of the study revealed that university teachers teaching in government universities had significantly higher occupational burnout than those teaching in private universities. Also, there was a significant negative relationship between occupational burnout and the professional values of university teachers. It indicated that the increase in occupational burnout might have adversely affected the professional values of university teachers. It has been recommended that the authorities make necessary provisions on the campuses to help the teachers cope with systemic complexities and challenges, check occupational burnout, and strengthen the usage of professional values.

Major Findings: Teachers teaching in government universities had significantly higher occupational burnout than those teaching in private universities. However, they have not reported any difference in their professional values. Also, there was a significant negative relationship between occupational burnout and the professional values of university teachers. It indicated that the increase in occupational burnout might have adversely affected the professional values of university teachers.

Keywords: Occupational Burnout, Professional Values, University Teachers

1. Introduction

Most education experts concur that the caliber of the learning process greatly influences how good an educational program is. There was a problem with the teacher, either with the goals he set or the way he implemented them, whenever the student did not meet the predetermined goal. The teacher's skill is the primary determinant of the student's success. In the context of teaching and learning, Dr. Radhakrishnan states that "a teacher's position in society is crucial and in the foundation of the entire educational system, teachers serve as the conduit for the transmission of technical skills, spiritual and intellectual heritage, and cultural values from one generation to the next."

In modern times, the teaching process has become more challenging due to social changes; this causes stress and burnout on the part of teachers crowded classes, difficult curriculum and insufficient facilities make teacher's work more complicated. Occupational burnout is typically and especially found within human service professions. The fields of service that naturally experience high levels of occupational burnout include social service, teaching, judiciary, engineering, and medical practices. Occupational burnout among teachers in organizations is widespread. A burnout teacher feels helpless and

Article Received on: 15.01.2025 Revised on: 05.02.2025 Accepted on: 10.02.2025

depressed and develops a negative self-concept and attitude towards life.

2. Occupational Burnout

Herbert Freudenberger coined the term "burnout" in psychology in 1974. Greene[1] uses the term in his book "A Burn-Out Case," when a disillusioned and spiritually troubled architect resigns from his position and retreats into the African wilderness. Overtiredness, a lack of enthusiasm, passion, or motivation, and a sensation of exhaustion are all signs of occupational burnout. It can also include periods of aggravation, negative emotions, and distrustful behaviour, which can lead to decreased professional efficiency at work. More precisely, burnout is a condition of excessive physical, mental, and emotional exhaustion brought on by unmanaged and ongoing stress.

Leiter[2] states that occupational burnout means the creation of stress because of unsuitable job situations. Educational institutions also observe occupational stress among their workers. Additionally, burnout at work saps energy that could have been put to better use. Occupation burnout lowers a person's capacity to handle stress and is brought on by ignorance or stress from outside sources.

Burnout is usually caused by a combination of external and internal factors. External factors involve workload, work management, and a person's position at work, whereas internal factors include an individual's perspectives towards work, personal capability, particularity poor problem-solving ability, lack of dynamism, lack of enthusiasm, and inefficacy in maintaining a personal psychological balance. In addition to these, lack of occupational feedback and communication, work overload or underload, role conflict, training deficits, etc. are the factors that contribute to burnout.

A person can manage with the syndrome of burnout. The only way to positively prevent burnout is through a Collaboration of occupational change and education is the only way to inhibit burnout. Shukla and Trivedi[3] conducted a study on burnout in Indian teachers. The results of the study revealed that Male and female teachers who teach Hindi or English subjects have the same level of burnout. On the other hand, those teachers who teach science subjects feel more exhausted as compared to arts teachers.

Martin and Alyson[4] conducted a study on predictors of burnout and self-efficacy in special education teachers. Many contributing factors were responsible for Burnout. Burnout and self-efficacy correlated with excellence in management, educational stressors, job inconsistency, and emotional, cognitive, and quantitative demands.

In a study on burnout among university instructors, Watts and Robertson[5] found that professors overburdened with many pupils suffer from high levels of occupational stress, which in turn causes occupational burnout. Compared to females, male teachers were observed to exhibit greater emotional exertion.

3. Professional Values

The term "professional" has organizational and occupational connotations for an individual. Professionals are expected to behave in a certain way by their employer and the external peer group that comprises the profession (Harrell, Chewing, and Taylor)[6]. The degree of a person's dedication to the organization and their career can be used to gauge how well they behave.

The term "professional values" refers to a set of beliefs and an abstract concept that members of the teaching community have either consciously or unconsciously instilled. These values guide the behaviour of individuals or groups in ways that help them achieve their objectives and satisfy their moral, social, educational, and psychological needs.

Each person's own set of values sufficiently fixes these. Researcher scholars have recently become interested in examining both professional and human values (Elizur *et al.*)[7]. Additionally, professional values have been linked to cross-cultural management (Mellahi)[8], ethical decision-making (Shafer *et al.*)[9], vocational choice (Super)[10], and organizational commitment (Elizur and Koslowsky)[11].

Occupational burnout is a form of job stress that is characterized by physical, psychological, or mental tiredness as well as uncertainties about the skill and value of the task. It is also known as job burnout and professional burnout. Professional values are the values related to the workplace. Professional values are reflected in the teacher's logical, psychological, and moral acts.

4. Significance of the Study

According to some experts, teaching is a job that carries an elevated risk of dealing with everyday issues, which

can lead to stress, anxiety, and burnout. These factors can result in low achievement, negative attitudes toward the profession, frequent absences from work, a desire to quit, and deterioration in one's physical and mental health. In the educational system, teachers have a fundamental role. Effective instructors who can raise the bar for instruction are desperately needed in schools if they are to increase the quality of education. Additionally, this study would help the researcher understand the professional ideals and occupational burnout of teachers.

Many investigators have researched teachers' burnout i.e. Shukla and Trivedi[3], Reddy and Poornima[12] and professional values like; Elizur and Kowslowsky[11], Devi[13], Hilferty[14], Carr[15], Roz and Rachel[16], Jayanthi[17] and Tirri's[18], but no study has been conducted on these variables collectively. The study's findings would help administrators and educators control burnout to increase university teachers' productivity. To lessen the teacher burnout, the study would also assist the administration in limiting the extent of assistance. Considering all of this, the study's main topic has been determined to be (i) the professional values and occupational burnout of university instructors at both public and private sectors. Additionally, (ii) to correlate university instructors' professional ideals and occupational burnout. It was hypothesized that:

H_{01}: There is no significant difference in the occupational burnout of teachers teaching in government and private universities.

H_{02}: There is no significant difference in the professional values of teachers teaching in government and private universities.

H_{03}: There is no significant relationship between university teachers' occupational burnout and professional values.

5. Research Methodology

The descriptive survey method, which focuses on surveying, characterizing, and examining the significance of differences between groups and relationships between various variables, was used for this study while keeping in mind the goals, hypothesis, and nature of all the variables. A total sample of 200 university teachers was selected by using a purposive sampling technique. Data was collected from 100 teachers teaching in government universities and 100 teachers teaching in private universities. Mashlach Burnout Inventory constructed by Maslach *et al.*[19] was used to examine occupational burnout among university teachers after the adaptation of the scale by the investigator. Similarly, the Professional Values Scale developed and standardized by Joshi & Singh[20] was used to assess the professional values of university teachers.

6. Analysis and Interpretation of Data

Keeping in view the objectives of the study and their corresponding hypothesis, the data was analyzed statistically. To analyze the significance of the difference in occupational burnout as well as professional values of teachers teaching in government and private universities, 't'-Test was applied. Then, to find out the relationship between occupational burnout and professional values of university teachers, coefficient of correlation was used. The results have been presented in detail and in a serial order as below:

6.1 Occupational Burnout among Government and Private University Teachers

To find out the significance of difference in the means of occupational burnout of government and private university teachers, data was analyzed by computing 't'-ratios. Detail of analyses and interpretation have been discussed in the Table 1.

At the 0.05 level of significance, it was discovered that the computed value of t with df 198 was 2.107, and which was greater than the table value (1.97). Hence the hypothesis (H_{01}), "There is no significant difference in the occupational burnout of teachers teaching in government and private universities" was rejected. It was revealed that there was a significant difference in occupational burnout among teachers teaching in government and private universities. The mean score also shows variation. The

Table 1. Mean, SD and 't'-Ratio showing the significance of difference in occupational burnout of Government and private university teachers

University Type	Mean	SD	't'-Ratio
Private	54.15	11.886	2.107*
Government	57.5	10.550	
* Significant at 0.05 level of significance			

mean scores of government university teachers are higher (57.5) than private university teachers (54.15). This difference was significant statistically also. So, it may be assumed that government university teachers have more occupational burnout than private university teachers. This result is supported by the study conducted by Joshi and Singh[20] which indicates that teachers teaching at government universities have significantly higher occupational burnout than those teaching in private universities.

Figure 1 shows the difference in the mean and standard deviation of occupational burnout of government and private university teachers. The mean of private university teachers in this graph is 54.15 and the standard deviation of private university teachers is 11.886, same is the case with government university teachers, the mean of government university teachers is 57.5 and the standard deviation of private school teachers 10.55.

6.2 Professional Values of Government and Private University Teachers

To find out the significance of difference in the means of professional values of government and private university teachers, data was analyzed by computing 't'-ratios. Detail of analyses and interpretation have been discussed in the Table 2.

It has been found that the calculated value of t with df 198 was 1.801, and insignificant at even 0.05 level being less than the table value (1.97). Hence the hypothesis (H_{02}) i.e., "There is no significant difference in the professional values of teachers teaching in government and private universities" was not rejected. It showed that the professional values of teachers employed by the government and private universities did not differ significantly. However, the mean score shows slight variation. The mean score of government teachers is 138.53, whereas private teachers are 143.14 indicating a slight difference in professional values of government and private university teachers. It may be assumed that private teachers have more professional values than government university teachers. Statistically speaking, nevertheless, this difference was not significant. Similar findings by Devi[13], reported that teacher educators at self-financed educational institutions had greater professional values than those at government-financed institutions. This difference was statistically significant.

Figure 2 shows the difference in the mean and standard deviation of professional values of government and private university teachers. The mean of private

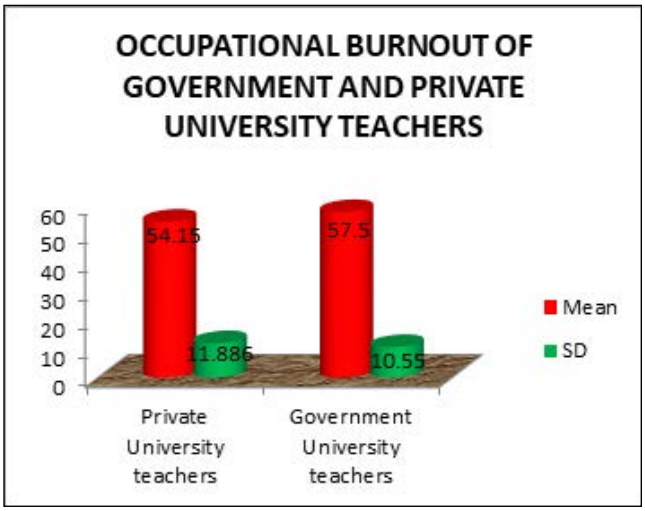


Figure 1. Occupational burnout among government and private university teachers.

Table 2. Mean, SD and 't'-Ratio showing the significance of difference in professional values of Government and private university teachers

University Type	Mean	SD	t-test
Private	143.14	15.367	1.801
Government	138.53	20.468	

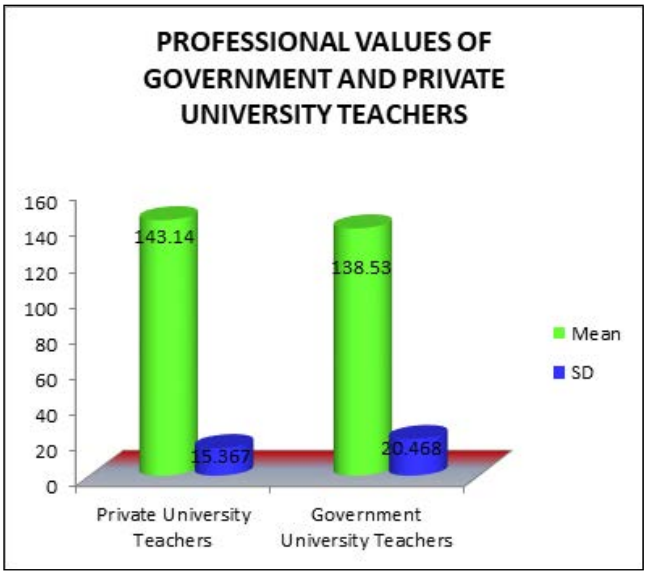


Figure 2. Professional values of government and private university teachers.

university teachers in this graph is 143.14 and the standard deviation of private university teachers is 15.367, in the same manner, the mean of government university teachers is 138.53 and the standard deviation of private school teachers 20.468.

6.3 Relationship between Occupational Burnout and Professional Values of University Teachers

The data was analyzed by using the coefficient of co-relation "r" between occupational burnout and professional values. Analysis of the data has been detailed in the Table 3 below.

Table 3. Coefficient of correlation showing the relationship between occupational burnout and professional values of university teachers

Variables	N	df	"r"
Occupational Burnout and Professional Values	200	198	-0.419**
**significant at 0.01 level of significance			

The calculated value of "r" with df 198 came out to be -0.419, which is higher than the table value (0.181) even at 0.01 level of significance. Therefore, the hypothesis (H_{03}) that, "There is no significant relationship between university teachers' occupational burnout and professional values." was rejected. Hence, it may be interpreted that there was a significant negative relationship between occupational burnout and the professional values of university teachers. This result indicated that the teachers with higher levels of professional values will have lower levels of occupational burnout. It indicated that the increase in occupational burnout may affect the professional values of university teachers, adversely. Similarly, Joshi & Singh[20] and Bulent[21] also supported the result by indicating that professional values were significantly and negatively related to occupational burnout.

7. Conclusions

Considering the above discussions and interpretations, the main conclusions drawn from the study were that university teachers teaching in government universities had significantly higher occupational burnout than those teaching in private universities. However, government and private university teachers reported almost the same levels of professional values. Also, the relationship between occupational burnout and the professional values of university teachers was found to be a significant negative relationship. This result indicated that the teachers with higher levels of professional values reported lower levels of occupational burnout. It indicated that the increase in occupational burnout might have affected the professional values of university teachers, adversely. Therefore, it has been recommended to the authorities that to increase the effectiveness of the institution, the management should focus on providing facilities and support to the teachers rather than overloading teachers. Professional values should be an integral part of curricula and the pedagogy of all teacher training programs. Finally, it has been strongly recommended that the government should modify the policies and make provisions for university teachers to overcome their overall problems.

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