

265

IARJSET

ISSN (Online) 2393-8021
ISSN (Print) 2394-1588

International Advanced Research Journal in Science, Engineering and Technology

A monthly Peer-reviewed online and print journal

Indexed by NAAS, Microsoft Academic, Google Scholar, Indexcopernicus

DOI 10.17148/IARJSET



www.iarjset.com



266

A comparative study on the effect of online verses offline teaching on burnout among the teaching fraternity

Mrs. Vinatha K¹, Mr. Naresh M², Miss. Amora Monteiro³, Miss. Srujani⁴, Miss. Shreya M⁵

¹Associate Professor, Department of Psychology, St Agnes College (Autonomous), Mangalore.

²HOD of Humanities, SDM Law College, Mangalore

³Lecturer, Department of Psychology, St. Agnes College (Autonomous), Mangalore.

^{4,5}III BA. St. Agnes college (Autonomous), Mangalore

Abstract: Burnout is a topic which is frequently being used among the employees in the present generation. A term which was unheard earlier has now become a part and parcel of the workforce. People now and then keep on saying I feel burnt out. Due to the increasing number of cases of burnout, the research paper is related to finding the level of burnout in the respondents. As we now have blended mode of education, this is a comparative study on the level of burnout with reference to online and offline classes among the teaching fraternity.

For this study the researcher has made use of the questionnaire developed by Christina Maslach on burnout. This questionnaire consists of 15 questions where the respondents have to mark their preferences based on the five alternatives. The sample consists of 50 educationalists from various institutes. The Hypothesis framed by the researcher is that the level of burnout will be greater during online classes when compared to offline classes.

Keywords: 1 Burnout, 2 Blended mode, 3 Online and 4 Offline classes.

1. INTRODUCTION

Burnout is a state of negative feeling experienced by an individual. Burnout is a burning topic of the day which is receiving a lot of attention presently. During burnout the person feels drained, stressed, physically and mentally weak, they are not able to meet demands of the work place. This leads to stress and the person in turn loses interest, motivation and liking to do any job. This is a vicious circle because this in turn will decrease the productivity and also affect the performance at work as well as family and social life. The person may be having more of negative thoughts than positive. This may come in gradually, unless and until kept under check and control it may lead to sever burnout or a major break down which may be irreparable.[1] The term Burnout was coined by Herbert Freudenberger, an American psychologist in the year 1970. He used this phrase to refer to medical professionals, but it is now used by everyone.

According to ICD 11, burnout is an occupational phenomena rather than a medical illness.

[2] Burnout is characterised as follows in ICD 11:

"Burnout is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions:

- Feeling of energy depletion or exhaustion;
- Increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and
- Reduced professional efficacy.

Burnout refers specifically to phenomena in the occupational context and should not be applied to describe experiences in other areas of life".

1.2 The Objectives of this study is to:

- Assess your level of burnout.
- Compare the level of burnout during online and offline classes.
- Preventive measures for dealing with burnout.

1.3 The Methodology adopted is:

This is a cross sectional descriptive study. The study adopted the questionnaire developed by Christina Maslach. It consists of 15 questions with 5 alternatives to choose from. The alternatives are Not at all, Rarely, Sometimes, Often and Very often





1.4 Sample

The sample consists of 50 educationalists from various institutes irrespective of the gender to which they belong. The teachers taken as sample have used the blended mode of teaching.

1.5 Hypothesis

The hypothesis adopted for the study is that the level of burnout is greater during online classes when compared to offline classes.

1.6 Variables: Independent Variable- In the present study the independent variable is the questionnaire on burnout. Dependent variable- They are the responses given by the respondents. The responses are dependent on the mode of classes that were being taken that is online / offline.

1.7 Causes of Burnout

There may be varied reasons for a person to fall a prey to burnout. Some of them could be, being over worked, undervalued, stressful work situation, lifestyle, personality, over demanding work situation, always working under pressure, workload, lack of supportive people, too many responsibilities, colleagues and extreme commitment leading to no time for oneself.

Physical signs and symptoms of burnout include constant tiredness, exhaustion, frequent illness, poor sleep, and a change in eating habits.

Emotional - Sense of failure, helplessness, defeated, lonely, lack of motivation, negative thoughts, unable to cope.

Behavioural - Withdrawal, isolation, procrastination, displacement, escaping from responsibility, cynical.

1.8 Tips to handle burnout

- Seek support and help from others
- Use relaxation techniques
- Exercise regularly
- Sleep well
- Change your attitude towards the job.
- Practice work life balance
- Take a break
- Have hobbies
- Healthy diet

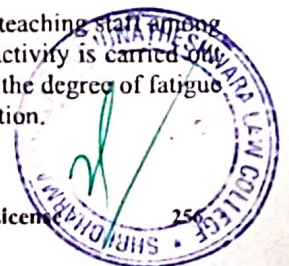
1.9 Suggestion for employers to reduce the level of burnout

- Flexible working conditions
- Caring about the wellbeing of their employees
- Restrict responsibilities
- Conduct mindful sessions / relaxation sessions
- Have outings and picnics (not during a pandemic)
- Encourage and support rather than putting down the person
- Give sufficient work and not over work and not burden the person.

2. REVIEW OF LITERATURE

[3] Abenavoli, et al. (2013) investigated the protective effects of mindfulness against burnout among educators in a sample of 64 educators. The results of the study indicated that educators' mindfulness had strong, consistent negative associations with three widely-studied components of burnout: emotional exhaustion, depersonalisation, and low personal accomplishment. The link between mindfulness and burnout was partially explained by affect, sleep-related impairment, and daily physical symptoms. In addition, the protective effect of mindfulness was most pronounced among more stressed and more ambitious educators.

[4] Sasa, Boroş & Bonchiş (2011) examined Aspects of the burnout syndrome within the teaching staff among 162 Romanian teachers. The findings revealed that the level of education at which the teaching activity is carried out (pre-school or elementary in the case of the sample group under study) has a significant impact on the degree of fatigue experienced by the teaching staff, which is most evident at the level of perceived emotional exhaustion.





[5] Adekola (2010) explored the Gender differences in the experience of work burnout among university staff among 1040 respondents (549 male and 491 female). Results of the study indicated that there is no difference in the levels of emotional exhaustion and depersonalisation of both male and female staff. It was also found that female staff experienced higher level of reduced personal accomplishment than their male counterparts.

3. RESULTS AND DISCUSSION

Table I showing the total number of respondents experiencing burnout their scores and interpretation during online and offline classes.

15-18		19-32		33-49		50-59		60-75	
No sign of burnout		Little sign of burnout		Maybe at risk of burnout		Sever risk of burnout		Very sever risk of burnout	
Online	Offline	online	offline	Online	offline	online	offline	online	Offline
-	4	27	26	19	17	4	3	-	-

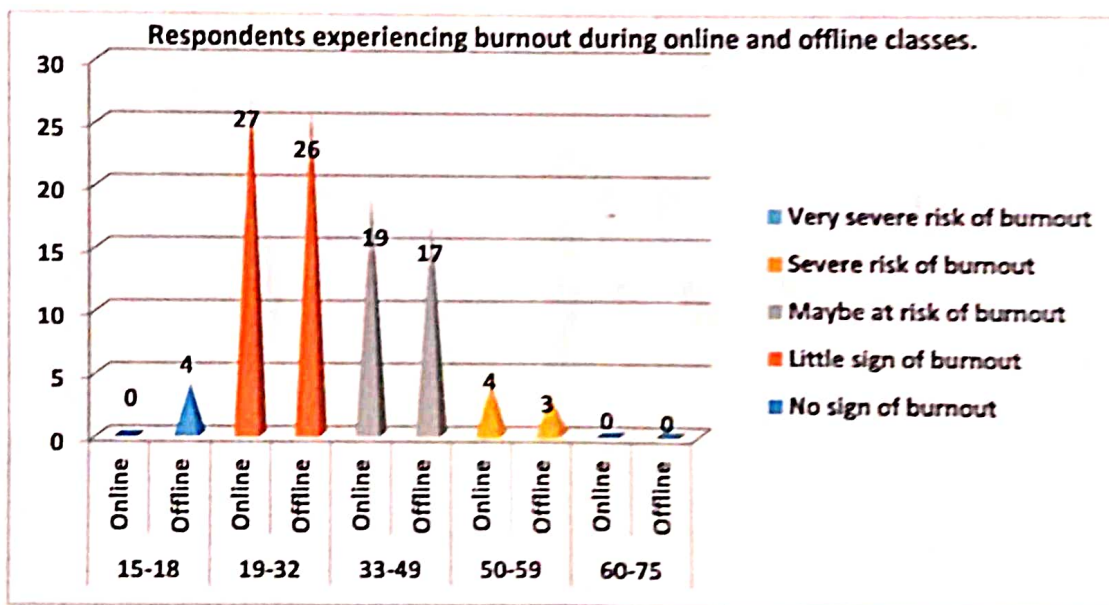


Chart .1. Respondents experiencing burnout during online and offline classes

Table 1 shows the scores and interpretation of the respondents in online and offline mode of teaching. Even a single respondent has not reported as having "No sign of burnout" during online class, but 4 respondents have reported no sign of burnout during offline classes. 27 respondents have reported "Little sign of burnout" during online classes while only 26 respondents have reported burnout during offline classes. 19 respondents have said that they "May be at risk of burnout" during online classes and only 17 reported during offline classes. Regarding "Severe risk" 4 have reported during online while only 3 have reported during offline. None of the respondents have reported "Very severe risk of burnout" So, in all the 4 categories, most respondents find offline classes better than online classes which were more strainfull and stress provoking than offline classes. The hypothesis formulated at the beginning of the study is accepted as the level of burnout is greater during online classes than offline classes. As the calculated t is 0.13 which is lesser than the tabulated t_2 which is 2.67.

Data Analysis – Table II shows the statistical calculation of data

SUBJECTS	ONLINE SCORE	INTERPRETATION	OFFLINE SCORE	INTERPRETATION
A	59	SEVERE RISK	51	SEVERE RISK
B	22	LITTLE SIGN	23	LITTLE SIGN
C	25	LITTLE SIGN	25	LITTLE SIGN
D	25	LITTLE SIGN	25	LITTLE SIGN





E	23	LITTLE SIGN	31	LITTLE SIGN
F	40	MAY BE AT RISK	40	MAY BE AT RISK
G	36	MAY BE AT RISK	31	LITTLE SIGN
H	34	MAY BE AT RISK	35	MAY BE AT RISK
I	35	MAY BE AT RISK	34	MAY BE AT RISK
J	31	LITTLE SIGN	32	LITTLE SIGN
K	21	LITTLE SIGN	22	LITTLE SIGN
L	30	LITTLE SIGN	26	LITTLE SIGN
M	29	LITTLE SIGN	35	MAY BE AT RISK
N	34	MAY BE AT RISK	19	LITTLE SIGN
O	32	LITTLE SIGN	26	LITTLE SIGN
P	33	MAY BE AT RISK	34	MAY BE AT RISK
Q	41	MAY BE AT RISK	38	MAY BE AT RISK
R	37	MAY BE AT RISK	26	LITTLE SIGN
S	38	MAY BE AT RISK	38	MAY BE AT RISK
T	33	MAY BE AT RISK	22	LITTLE SIGN
U	27	LITTLE SIGN	25	LITTLE SIGN
V	47	MAY BE AT RISK	45	MAY BE AT RISK
W	32	LITTLE SIGN	17	NO RISK
X	28	LITTLE SIGN	25	LITTLE SIGN
Y	53	SEVERE RISK	50	SEVERE RISK
Z	32	LITTLE SIGN	33	MAY BE AT RISK
AA	54	SEVERE RISK	53	SEVERE RISK
AB	26	LITTLE SIGN	26	LITTLE SIGN
AC	38	MAY BE AT RISK	40	MAY BE AT RISK
AD	20	LITTLE SIGN	15	NO RISK
AF	38	MAY BE AT RISK	36	MAY BE AT RISK
AG	48	MAY BE AT RISK	33	MAY BE AT RISK
AH	41	MAY BE AT RISK	41	MAY BE AT RISK
AI	26	LITTLE SIGN	31	LITTLE SIGN
AJ	27	LITTLE SIGN	29	LITTLE SIGN
AK	51	SEVERE RISK	37	MAY BE AT RISK
AL	29	LITTLE SIGN	28	LITTLE SIGN
AM	25	LITTLE SIGN	23	LITTLE SIGN
AN	30	LITTLE SIGN	31	LITTLE SIGN
AO	22	LITTLE SIGN	36	MAY BE AT RISK
AP	36	MAY BE AT RISK	34	MAY BE AT RISK
AQ	20	LITTLE SIGN	39	MAY BE AT RISK
AR	23	LITTLE SIGN	20	LITTLE SIGN
AS	30	LITTLE SIGN	30	LITTLE SIGN
AT	22	LITTLE SIGN	24	LITTLE SIGN
AU	36	MAY BE AT RISK	30	LITTLE SIGN
AV	34	MAY BE AT RISK	39	MAY BE AT RISK
AW	39	MAY BE AT RISK	37	MAY BE AT RISK
AX	28	LITTLE SIGN	28	LITTLE SIGN
AY	32	LITTLE SIGN	33	MAY BE AT RISK
Total	1652		1581	
Mean	33.04	MAY BE AT RISK	30.54	LITTLE SIGN

STATISTICAL ANALYSIS

$$\sum d = 61$$

$$\sum d^2 = 2205$$

$$d = \frac{\sum d}{n} = \frac{61}{50} = 1.22$$

$$sd = \sqrt{\frac{1}{n-1} [\sum d^2 - n(d)^2]}$$





$$sd = \sqrt{\frac{1}{50-1} [2205 - 50(1.22)^2]}$$

$$\sqrt{\frac{1}{49} [2155(1.48)]}$$

$$\sqrt{0.02[2155 \times 1.48]}$$

$$\sqrt{0.22[3189.4]}$$

$$= 63.78$$

$$T = \frac{d}{sd/\sqrt{n}}$$

$$d = \frac{1.22}{63.78/\sqrt{50}}$$

$$\frac{63.78/7.07}{1.22}$$

$$9.02$$

$$T = 0.13$$

$$df = n - 1$$

$$df = 50 - 1 = 49$$

$$t = 0.13 \text{ (calculated t)}$$

$$t = 2.67 \text{ (tabulated t)}$$

$$t_{cal} < t_{tab}$$

$$0.13 < 2.67$$

INTERPRETATION: Since the calculated t is lesser than the tabulated t, the hypothesis is proved in affirmation that the level of burnout is greater during online classes than offline classes.

CONCLUSION

Burnout is present and will continue in greater degree if left unchecked. The study revealed that majority of the respondents faced burnout situation in an online class than in the offline mode. Individuals with high degree of burnout need to be vigilant and take the matter seriously and be careful in order to avoid being physically and mentally affected. Until and unless organizations and managements plan out ways and strategies to make their employees being satisfied with their work, the problem of burnout will not be resolved.

REFERENCES

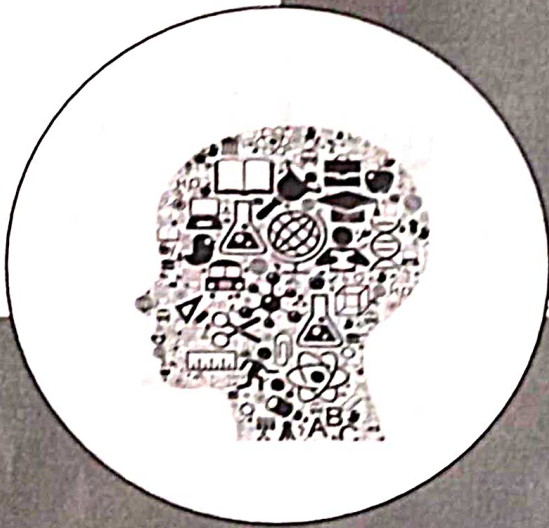
[1] <https://www.ncbi.nlm.nih.gov/books/NBK279286/>
 [2] <https://www.who.int/news/item/28-05-2019-burn-out-an-occupational-phenomenon-international-classification-of-diseases>
 [3] Abernavoli, etal 2013/01/01 The protective effects of mindfulness against burnout among educators Emotional Competence Identifying Risk and Protective Factors in Relation to Classroom Efficacy and Burnout. VL - ISSN 0262-4087 JO - The Psychology of Education Review,
 [4] AU - Boros, etal (2011) Aspects of the burnout syndrome within the teaching staff VL - 11 DO - 10.1016/j.sbspro.01.074 JO - Procedia - Social and Behavioral Sciences
 [5] Adekola, Bola PY - 2010/06/01 SP - T1 - Interferences between work and family among male and female executives in Nigeria VL - 4 JO - African journal of business management
 [6] Melinda Smith, M.A., Jeanne Segal, Ph.D., and Lawrence Robinson. (2021) Burnout Prevention and Treatment. <https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm> [7] Retrieved from https://www.researchgate.net/publication/268146185_Teachers'_Stress_and_Social-
 [8] <https://core.ac.uk/download/pdf/82257729.pdf>
<https://academicjournals.org/journal/AJBM/article-full-text-pdf/E64B91023543>
 [9] InformedHealth.org [Internet]. Cologne, Germany: Institute for Quality and Efficiency in Health Care (IQWiG); 2006-. Depression: What is burnout? [Updated 2020 Jun 18]. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK279286/>
 [10] <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/burnout/art-20046642>
 [11] <https://www.drugs.com/mca/job-burnout-how-to-spot-it-and-take-action>
 V S P RAO. (2010). Organizational Behaviour. New Delhi, Excel Books.



271

ISSN No 2347-7075
Impact Factor- 7.328
Volume-2 Issue-10

INTERNATIONAL JOURNAL of ADVANCE and APPLIED RESEARCH



Publisher: P. R. Talekar
Secretary,
Young Researcher Association
Kolhapur(M.S), India

Young Researcher Association



International Journal of Advance
and Applied Research (IJAAR)
Peer Reviewed Bi-Monthly



ISSN - 2347-7075
Impact Factor -7.328
Vol.2 Issue-10 May- June 2022

International Journal of Advance and Applied Research (IJAAR)

A Multidisciplinary International Level Referred and Peer Reviewed Journal

May-June Volume-2 Issue-10
On

Chief Editor
P. R. Talekar
Secretary

Young Researcher Association, Kolhapur (M.S), India

Editor

Dr. R.R.Jane
Principal

Arts and Commerce College,
Bhisi Tah- Chimur Dist-Chandrapur

Co- Editor

Dr. N.S. Girde

Assistant Professor & Head Dept. of History

Published by- Young Researcher Association, Kolhapur (M.S), India

The Editors shall not be responsible for originality and thought expressed in the papers. The author shall be solely held responsible for the originality and thoughts expressed in their papers.

© All rights reserved with the Editors





CONTENTS

Sr. No	Paper Title	Page No.
1	Effect Of Role Portrayal Of Women In Advertisements On Consumer Attitude Priya Deshpande	1-3
2	Study Of Feminine Consciousness: Special Reference With Anita Desai's Novel Cry, The Peacock Prof. Dr. Vishnu M. Chavan	4-5
3	Women Empowerment Through Education Dr. J. S. Chitkoor	6-9
4	Feminism In The Poetry Of W. B. Yeats Dr. Rajendra Jane	10-12
5	Image Of Strong Woman In The Selected Novels Of Anita Desai Ms. Shital P. Mendhe, Dr. Varsha Vaidya	13-15
6	Study On "Women Empowerment, In The State Of Odisha" And The Role Of "Mission Shakti" Dr. Seema B. Mishra	16-18
7	Alice Munro's Deep Holes: A Feminist Overview Mr. Ankit Wadarka	19-21
8	Women And Environmental Movements In India For Conservation Of Nature Dr. Tanusree Chaudhuri	22-24
9	The Role Of Media In Women Empowerment In India Dr. Rajesh N. Sonkusare	25-26
10	A Study On Women Empowerment In Indian Economy Ms. Ruchira Pawar	27-29
11	Human Rights Of Women Under Preventive Detention: A Critique In The Light Of Women Empowerment Mrs. Vaishali Dorle Sukhdeve	30-33
12	Gender Disparity In Teacher Education: The Experience In West Bengal Dr. Manikanta Paria, Dr. Arun Malty	34-38
13	Gender Discrimination: A Major Issues Dr. Ghanshyam B. Bagde	39- 41
14	Women's Participation On Environmental Salvation In Chennai City Ramya. J, Dr. S. Santhi	42-45
15	Gender Inequality In Slums: A Dark Reality Of Urbanisation, Its Impact On Women's Empowerment And Way Forward Miss Taposhi Bordoloi	46-48
16	Kamila Shamsie's Home Fire As A Rewriting Of The Greek Play Antigone And Comparison Of The Position Of Female Characters Mrs. Blessy K. P, Dr. B. Rajesh	49-50
17	Ethinking Women Mental Health And Wellbeing Through The Lens Of Their Empowerment Dr. Pratibha Ganesh Chavan	51-53
18	Women Entrepreneurship And Economic Development Dr. Gayatri S. Tiwari	54-57
19	Women Empowerment In India: Ancient And Modern Dr. Sumita Mandal	58-61
20	A Study Of The Challenges To Women's Empowerment In The Modern Era Fr. Baiju Thomas	62-65
21	Patriarchy And Marriage In The Great Gatsby Ashutosh Manohar Popate, Sneha Manohar Popte	66-68
22	Impact Of Education On Womens Empowerment Ramya.P, Dr. S. Anitha	69-72
23	Environmental Conservation Movements In India By Women: A Review Sabahat Anjum Qureshi	73-75
24	Effect Of Education On Women's Empowerment Dr. Vanmala R. Tadvi	76-78
25	Feminist Analysis Of Amrita Pritam's Pinjar Dr. Govind Digambar Kokane	79-81
26	Role And Reality Of Women In Media Dr. Dadarao. K. Upase	82-84
27	Spatial Analysis Of Disparity Index Of Scheduled Caste Population Literacy In Osmanabad District Dr. Tatipamul R.V	85-88
28	Enriching The Nation Through Empowering Women – Challenges And Opportunities Dr. T. Vijaya Chithra	89-91
29	Empowerment Of Beggars In India: An Overview Rajshree Ramteke	



274

30	Impact Of Government Schemes On Women Empowerment Ms. Komal Kamlesh Gaikwad	94-99
31	Political Empowerment Of Tribal Women Neetabehn F. Vasava, Dr. Ravindrabhai Pancholi	100-102
32	Empowering Women Through Gender Sensitization Reshma M. Shaikh.	103-106
33	Dr.B.R. Ambedkar And Women Empowerment In India Kakali Sharma	107-109
34	Contribution Of Indian Women In Sports Dr.Sapna Ashish Nandeshwar	110-112
35	To Study Ever-Changing Role Of Women In Modern Society Mrs. Pallavi Swapnil Kale	113-118
36	A Study On The Role Of Economic Empowerment Of Women In Modern Age Mrs. Jyothi Vasantha Poojary	119-125
37	Health Status Of Women In India Santosh Ananda Keskar	126-129
38	The Role Of Women Athletes In The Olympic Games: An Overview Ms.Sawant Neeta Ankush	130-132
39	Contribution And Growth Of Women In Sports In India Parvati Tambake, Dr. Sakpal Hoovanna	133-134
40	The Feministic Analysis Of The Novel Of Alice Walker-"The Color Purple"-1982 Ms. Aastha S. Dhokiya	135-137
41	Smashing patriarchy: Women writers in Indian Literature Dr.Priyanka M.G.	138-140
42	Importance of Women Empowerment in Today's World Dr.R.Sangeetha	141-143
43	Role Of Women In Environmental Protection: Uttarakhand State Dr. Reena Uniyal Tiwari	144-146
44	Empowerment Of Women And Challenges of Women Education Dr. Nuzhat Sultana M. B.	147-149
45	Role of Indian Women in the Protection of the Environment Dr. Shaheema A S	150-153
46	Role of Human Rights in Women Empowerment Ms. Vandana Verma	154-156
47	Unveiling Social Hypocrisies, and Voicing Feminine Sensuality: Ismat Chughtai's <i>Lifting the Veil</i> Dr. Avinash L. Pandhare	157-159
48	An Analytical Study of the Passion for Literacy in Manobi Bandyopadhyay - The First Transgender College Principal in India R. Steffi, Dr. V. Sangeetha	160-162
49	Women Empowerment and Government Scheme Dr. Abha Shukla	163-167
50	Indian Feminism: A Brief Survey Dr. S. A. Gavali	168-170

