

Contribution Of Emotional Exhaustion Towards Depersonalization Among Teachers

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Abstract

Teaching is a multi-dimensional profession and teachers have to be dynamic as they have to work simultaneously on various issues. The multi dynamic nature of their profession puts heavy demands on the shoulders of working teachers. Changing socio technic scenario and societal demands have contributed to responsibilities and practices of teachers. Research provides ample evidence that majority of teacher are under stress and suffer from emotional exhaustion that may lead towards depersonalization among teachers. Teaching is a social endeavor that requires teachers to be socially amiable. Trend toward depersonalization among teachers can deteriorate teaching practices and social nature of this profession. The purpose of this study was to assess the contribution of emotional exhaustion towards depersonalization among male and female teachers. Effect of gender on emotional exhaustion and depersonalization was also observed. This study was correlational in nature. All the working teachers in public schools of districts Sialkot were the population of this study while 360 (180 male &180 female) working teachers were randomly taken as sample for this study. Maslach Burnout Inventory was adapted to measure emotional exhaustion and depersonalization among teachers as emotional exhaustion and depersonalization are two distinct dimensions of burnout. The validity and reliability of the adapted tool to measure emotional exhaustion and depersonalization was assessed through expert opinion and pilot testing (emotional exhaustion $\alpha=.83$, depersonalization $\alpha=.86$). Pearson 'r' was used to find out the contribution of emotional exhaustion towards depersonalization among teachers. The results of correlation showed that emotional exhaustion significantly contribute towards depersonalization among male and female teachers. For Statistical analysis t-test was applied to assess the effects of gender on emotional exhaustion and depersonalization among teachers. The results of test reveal that there is no significant difference in effects of gender on emotional exhaustion and depersonalization among school teachers. Both female and male school teachers are equally prone to become victim of emotional exhaustion and depersonalization. On the basis of the results of the study the researchers suggests that a conducive working environment constituting cordial interpersonal relationship and balanced workload should be provided in educational institutions in order to control the factors contributing towards emotional exhaustion to avoid depersonalization among college teachers so that the performance of college teachers may be improved. The researchers recommend more research in this field with different and larger population.

Key words: emotional exhaustion, depersonalization, teachers.

INTRODUCTION

Nobody can negate the vital role of teachers in social sustainability. Emotionally passionate teachers fill their work and classes with pleasure, creativity, challenge and joy. The social and emotional state of teachers determine the emotional and social development of their students. The physical and emotional demands related with teaching make teachers emotionally exhausted. Emotionally exhausted teachers tend to withdraw from social activities and often become alienated from their surroundings that may lead them towards depersonalization. Depersonalization is mental condition of mind to be at distance from others being impersonal. Individuals suffering from depersonalization manifest callous attitude and detached response with feelings of aloofness and indifference towards people and work (Hakenan, Bakker and Schaufeli, 2005). The personality of teachers directly affects pillars of a society who are their students. Teaching is a social as well as emotional activity. Good teaching is charged with positive emotion. Emotionally exhausted teachers develop cynical attitude and can't contribute towards progress of students and society as a whole. Emotional and social well-being of teachers can determine the emotional and social stability among the members of the society at large. Social isolation that is the result of depersonalization can adversely affect social norms and fabric of a society. Teachers play a vital role in ensuring students and society for quality education. It is only possible when teachers are vigorous with continuous dedication and completely absorbing in academic and social activities. The falling standard of education and deteriorating social situations has drawn the performance of teachers into question. Teaching is a social activity and teacher have to face social and emotional challenges as emotions play a key role in social life. The emotionally challenging atmosphere often results in stress, emotional exhaustion and depersonalization, burnout and

attrition. College teacher play a significant role in character and personality building of the young adults who have to play their immediate role in the society. Therefore, the researcher wanted to examine the contribution of emotional exhaustion towards depersonalization among college teachers. Teaching is a social activity and teacher have to face social and emotional challenges as emotions play a key role in social life. The emotionally challenging atmosphere often results in stress, emotional exhaustion and depersonalization, burnout and attrition.

REVIEW OF RELATED LITERATURE

Emotional exhaustion is a state when an individual is drained of his/her personal resource and becomes emotionally exhausted. It is linked with weakened emotional resources and enhanced feelings of fatigue among individuals. Emotional exhaustion starts when individuals feel that they are uneasy and displeased with teaching. Feelings of irritability, weariness, lack of energy, enthusiasms, satisfaction, motivation, concentration, joy, zest, interest, and lack of self, confidence (Maslach, 2003). Emotionally exhausted people are unable to work responsibly and constructively (Allam, 2017). In an effort to cope with the emotional exhaustion individuals become depersonalized from others that eventually lead towards feeling of being reduced in personal accomplishment (Cam, 2001).

It is often cited that emotional exhaustion cause depersonalization and feeling of being reduced in personal accomplishment (Halbesleben and Bowler, 2007, Bakker, Demerouti, Nachreiner, and Schaufeli, 2001, Maslach, Schaufeli, and Leiter, 2001, Moore, 2000) notes that emotional exhaustion important construct that influences work performance. Furthermore, intensity of emotional exhaustion cause teachers' burnout (Grayson and Alvarez, 2008). That's why emotional exhaustion has been focussed of many research studies (Dicke et al., 2015; Klusmann, Kunter, Trautwein, Lüdtke, and

Baumert, 2008). Emotional exhaustion lets the individual to become vulnerable to stressors and is considered as core aspect of burnout in educational context (Taxer, and Frenzel, 2019; Arens and Morin, 2016; Goetz, Becker, Bieg, Keller, Frenzel, and Hall, Goetz, 2015; Tsouloupas, Carson, Matthews, Grawitch, and Barber, 2010; Chang, 2009). People with emotional exhaustion avoid social relations and become depersonalized (Maslach, Schaufeli, and Leiter, 2001). Depersonalization is a state when an individual feels cognitive distance and becomes totally indifferent from others (Maslach et al., 2001). This state results in social isolation that cause various psychological diseases. Literature shows the existence of emotional exhaustion and depersonalization among teachers (Taxer et al., 2019; Arens & Morin, 2016; Hakanen et al., 2006; Friedman, 2000).

Depersonalization is characterized with withdrawal from social contact, cynical attitude towards students and job, absence from school and classes, use of labels for calling students, refusal from recognizing their students, and treating them as the impersonal objects (Maslach, 2003). According to Bakker and Schaufeli (2000) depersonalization is “the development of negative, cynical attitudes towards the recipients of one’s services or towards work in general”. When individuals are unable to manage their problems in amicable manner they start keeping distance from others and finally develop rigid characteristics. The symbols of depersonalization involve negligence, lack of interest apathetic attitude, unfriendliness, unwillingness to help, and drudgery feeling about others (Demirer, Bozoglan, and Sahin, 2013; Kim, Shin, and Umbreit, 2007; Allam, 2007; Maslach, Schaufeli, and Leiter, 2001).

Some researchers are of the view that emotional exhaustion & depersonalization are developed in parallel and both develop reduced personal accomplishment while others hold that emotional exhaustion results in depersonalization. The

efforts to cope with emotional exhaustion leads the individuals to depersonalize from others that eventually develops feelings of personal accomplishment. When emotional exhaustion exceeds coping the capability of individuals, they become introverted that cause emotional and physical burnout (Cam, 2001).

Both emotional exhaustion and depersonalization deteriorate the work performance of teacher as good teaching is charged with positive emotions and good social relations. Emotional exhaustion results in reduced work performance, psychological problems, stress, deteriorate social relations. People being unable to sustain cordial relation tend to withdraw from their social relations and become socially isolated. Social isolation is a source of psychological and social problems. By identifying the contribution of emotional exhaustion towards depersonalization can be helpful in managing problems related with emotional exhaustion and personalization. The resulting information may be helpful in preventing burnout among teachers at large as emotion exhaustion and depersonalization are two dimensions of burnout syndrome that is adversely affecting teaching profession and is a major source of teachers’ attrition.

OBJECTIVES

The purpose of this study was to explore relationship of emotional exhaustion with depersonalization in order to predict contribution of emotional exhaustion towards depersonalization among school teachers. Also gender difference between emotional exhaustion and depersonalization was investigated. Relationship between emotional exhaustion and depersonalization across gender was performed as well.

Hypotheses

Following hypotheses were formulate for this study:

H₀₁: There is no relationship between emotional exhaustion and depersonalization of school teachers.

H₀₂: There is no difference among teachers to become emotionally exhausted and depersonalized across gender.

RESEARCH DESIGN & PROCEDURE

This study was correlational in nature as emotional exhaustion and depersonalization

among teachers were the variables of this study while age gender, qualification and experience were the demographical variables. Information about the demographical variables was obtained by separately mentioning them on the questionnaire. This study was aimed to analyze the contribution of emotional exhaustion towards depersonalization among college teachers. This can be further elaborated with the help of figure 1

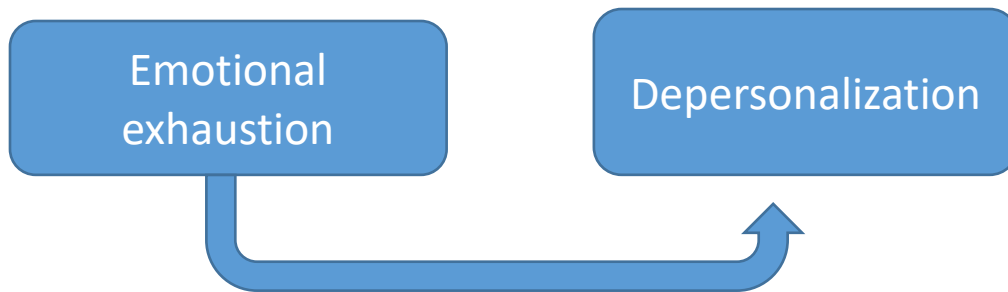


Figure 1: Flow diagram of the study

In order to measure emotional exhaustion and depersonalization among teachers 360 (180 male & 180 female teachers) were randomly selected. Emotional exhaustion and depersonalization were the variables of the study. In order to assess emotional exhaustion and depersonalization among teachers, the researcher adapted emotional exhaustion & Depersonalization inventory that is part of Maslach burnout inventory as emotional exhaustion and depersonalization are core components of burnout.

In order to fulfil the objective of this study, data was collected from public school teachers answer research questions data was required to be collected from teachers. Permission was taken from EDO (Executive District Officer) Education Sialkot. The researcher personally distributed inventories to teachers and requested them to provide quantitative data for the study. In order to analyze

the contribution of emotional exhaustion towards depersonalization among teachers Pearson r' was used to analyze relationship of emotional exhaustion with depersonalization. In order to assess the hypothesis of the study t' test was used to determine the effects of gender on emotional exhaustion and depersonalization among male and female teachers separately.

POPULATION

There are 1790 public schools and 13142 male & female school teachers are working in district Sialkot (SIS Punjab, 2022). All school teachers working in public schools constitute the sample of this study.

SAMPLE

Random sampling technique was used to draw sample of this study and 360 (180 male & 180 female) working school teachers were selected as

sample that is sufficient for a survey (Cohen, Manion & Morrison, 2013).

INSTRUMENTATION

In order to assess variables of study Maslach Burnout inventory was adapted (emotional

exhaustion $\alpha=.83$, depersonalization $\alpha=.86$) by the researcher as emotional exhaustion and depersonalization are two dimensions of burnout. The adapted inventory was comprised of 16 statements that were related to emotional exhaustion and depersonalization.

Table: 1 Summary of Inventory for emotional exhaustion and depersonalization

Constructs	Statements
Emotional exhaustion	1-8
Depersonalization	9-16

DATA COLLECTION & ANALYSIS PROCEDURE

Special permission from Edo Sialkot was taken to collect data from school teachers. The adapted inventory was given to 360 school teachers in order to assess emotional exhaustion and depersonalization among college teachers. The researchers personally visited the public schools and requested teachers to participate in this study.

Emotional exhaustion and depersonalization were the variables of this study. For assessing emotional exhaustion and depersonalization teachers, responses of teachers were rated as Never=0, A few times a year=1, Monthly=2, A few times a month=3, every

week=4, A few times a week=5, Every day=6. Emotional exhaustion and depersonalization were classified into four categories as High, Moderate, Mild and Nil.

DATA ANALYSIS AND INTERPRETATION

The objective of this study was to determine the contribution of emotional exhaustion towards depersonalization among college teachers. The researcher used Pearson 'r' to answer the research question and to find out the contribution of emotional exhaustion towards depersonalization among college teachers. Table 2 summaries statistical results of correlation.

Table 2: Pearson's Correlation between emotional exhaustion and depersonalization among teachers

Variable	N	R	Sig.
Emotional exhaustion	360	.888	.000
Depersonalization			

*. Correlation is significant at the 0.01 level.

The results of Pearson correlation show that there was a positive correlation ($r = .888$) at the 0.01 level between two variables that means that increase in level of emotional exhaustion enhances the level of depersonalization while reduction in level of emotional exhaustion decreases the level of depersonalization.

Table 3 Comparison of male and female correlation for relationship of emotional exhaustion and depersonalization teachers

Variable	Gender	N	r	Sig.
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Emotional exhaustion depersonalization	Male	180	1.000	.000
	Female	180	0.793	

Table 3 shows comparison of correlation in male and female teachers for relationship of emotional exhaustion with depersonalization. The results of comparison manifest significant positive correlation ($r=1.00$) at level of 0.01 among male teachers between their emotional exhaustion and

depersonalization. Similarly, there significant exist positive correlation ($r = .793$) at the level of 0.1 among female teachers. The results indicated that emotional exhaustion among both male and female teachers enhances the level of their depersonalization.

Table: 4 Effect of gender on emotional exhaustion among teachers

	Gender	N	Mean	SD	Std. Errors	df	t-value	Sig.
Emotional exhaustion	Male	180	1.52	0.59	0.54	237	0.23	.74
	Female	180	1.50	0.58	0.53			

Table 4 reveals the results of t' test which shows that there are two groups of gender; male and female. Equal proportion was given to both strata. There were 180 male respondents and 180 female respondents. The analysis showed that there is no

significant difference of emotional exhaustion among school teachers across gender. Male and female teachers are not significantly different from each other in lieu of emotional exhaustion.

Table: 5 Effect of gender on depersonalization among teachers

	Gender	N	Mean	SD	Std. Errors	df	t-value	Sig.
Depersonalization	Male	180	1.51	0.58	0.53	238	0.23	.74
	Female	180	1.50	0.58	0.53			

The results of t' test mentioned in table 5 indicates that two groups of gender; female and male were given equal proportion. There were 180 male respondents and 180 female respondents. The analysis revealed no significant difference between male and female teachers about depersonalization as well. From tables 4 and 5 it can be concluded that hypothesis H_{02} is accepted and gender is not source of variation for emotional exhaustion and depersonalization.

FINDINGS

In order to find out contribution of emotional exhaustion towards depersonalization among teachers, Pearson 'r' was used. Results of correlation revealed the existence of significant positive correlation between emotional exhaustion and depersonalization among teachers. Increase in the level of emotional exhaustion increases the level of depersonalization among teachers. Contribution of emotional exhaustion towards depersonalization among teachers separately in male and female teachers the researchers compared correlation between emotional

exhaustion and depersonalization among teachers in male and female teachers separately was assessed through comparison of relationship of emotional exhaustions with depersonalization separately among male & female teachers. The results of comparison reveal that male and female both teachers have significant positive relationship between their emotional exhaustion and depersonalization. In order to test hypothesis of difference t-test was used to find out effects of gender on emotional exhaustion among teachers. The results of statistics revealed that gender is not source of variation for emotional exhaustion and depersonalization among teachers. Thus, hypothesis H_{02} of this study was accepted.

DISCUSSION

The findings of study confirm existence of relationship between emotional exhaustion and depersonalization and positive contribution of emotional exhaustion towards depersonalization among secondary school teachers. These findings confirm results of Chan's (2006; Kabuoh & Anazo, 2012) studies in which emotional exhaustion predict of depersonalization. In terms of gender, Cordes & Dougherty, (1993) Lackritz, (2004) Öztürket et. al., (2008) Günes, Bayraktar, & Kutanis, (2009), Kabuoh & Anazodo (2012) found that females are more prone to emotional exhaustion and depersonalization rather than males while this study confirms findings of Cecil & William, (2002) and Gorji & Vaziri (2011) that both female and male teachers are equally prone to become victim to emotional exhaustion and depersonalization.

CONCLUSIONS

Following conclusions are drawn based on findings of this study lead

1. Increase in the level of emotional exhaustion enhances the level of depersonalization in both female and male teachers.

2. Gender has no effect on emotional exhaustion and depersonalization among college teacher. Both male and female teacher become emotionally exhausted and depersonalized.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. This study was delimited to public school teachers of district Sialkot. There is need to conduct this study including population all over the country.
2. All private & public school teachers should be involved in study.
3. The comparison of emotional exhaustion depersonalization among college and school teachers may be done in order to determine factor responsible for development of emotional exhaustion and depersonalization among teachers.
4. More structured research involving some other related variables may be done in order to reduce and prevent emotional exhaustion and depersonalization among teachers.

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