

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

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**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	-	-

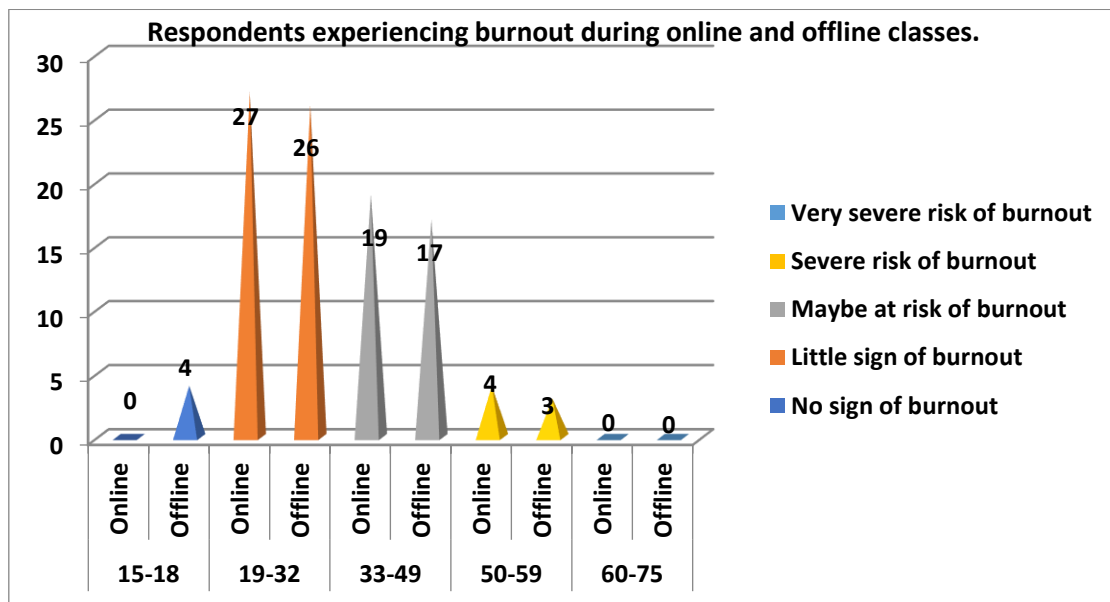


Chart .1. Respondents experiencing burnout during online and offline classes

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.

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