

Engagement and Job burnout among Teaching Employees

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Abstract:

Educator approach is high on national motivation, and nations are trying to improve schools. According to the requests on schools, educators are increasingly unpredictable and it is normal that more number of instructors will enter the profession. The objective of this research is to explore the connection between the factors of work engagement and burnout and the demographic factors among the teaching employees in school. 116 School teachers were selected as sample for this study from district of Sivaganga. The analysis disclosed that there is a favourable connection between Organization commitment and Job satisfaction and there is a pessimistic connection between self-detachment, distrust and Job satisfaction.

Keywords: Work Engagement, Burnout, Job satisfaction, Job intimacy, Self-detachment.

1. INTRODUCTION

(Langelaan, S., Bakker, A., B., Doomen, L., J., P., van & Schaufeli, W., B., 2006), characterize commitment as a positive, satisfying work related perspective, described by vigor, dedication and absorption. Life implies where the individual have an abnormal state of vitality when working, in blend with mental versatility. Commitment shows a high feeling of excitement and motivation and also with absorption, it is intended to be completely gathered and also occupied with own work (Langelaan et al., 2006). In addition, the above author considers work engagement as a free state that is contrarily with burnout, thus energy and enthusiasm as the immediate affirmative alternate the extremes of fatigue and scepticism. (Hutell, D. & Gustausson, J., P, 2010) Its not just energy and enthusiasm as the direct opposite of fatigue and scepticism, yet work engagement as the direct inverse of burnout in general. Subsequently, they reason that a non-appearance of burnout proposes that the specific people is engaged in their work environment and

also that employees can be either experience difficult with burnout or be committed with work yet not both simultaneously. (Schaufeli, W.,B. and Bakker, A., B., 2003) It is the connection between work engagement and burnout through an unexpected way. As per them, work engagement is not the direct inverse of burnout yet rather independently builds. (Schaufeli, W.,B. and Bakker, A., B., 2004) additionally discovered that burnout and work engagement were adversely related. Although the burnout syndrome may arise in almost any profession, it is the most frequent in jobs with the powerful social interactions, particularly among educators whose profession regarded as one of the very stressful. Educators have the maximum pressure and the burnout levels comparing to the employees in other individual services and other tasks. As compared with other professional groups, educators reveal greater degrees of fatigue and scepticism, the most important measurements of the burnout syndrome. Especially school teaching employees from kid's level to high school level are encountering different symptoms of burnout and

engagement. Putting the statement into verification, the researcher attempted to handle a research on teachers working in Elementary, Primary, High school and higher secondary schools.

2. METHOD

2.1 Sampling methodology

A sample is a set of entities from a population utilized to define the facts regarding the population (Field, 2005). In addition, the larger the sample size, probably it denotes the entire population. Population consists of teachers who have been working in various levels such as kids level (Kindergarten), Primary schools, High schools and Higher secondary schools. In this analysis, the population is infinite and therefore to produce the sample further meditative and powerful, the sample size of this research is decided as 116. The information is gathered using questionnaire as the study tool employing a convenience-sampling method.

2.2 Research Methodology

The research conducted within this analysis have been finished and it also contains a questionnaire filled by the teachers in schools. Research Studies implementing students and teachers, referred for detailed process of this research study (M.AyishaMillath, S. Aishwarya and K.Malik Ali, 2017). Within this analysis, the respondents were also exposed to the 5-point likert scale (1=strongly disagree, 5=strongly agree). The survey carried out with the support of a questionnaire and which is issued to all the teachers. The studyexamination instrument SPSS, was employed to discover the relationship and difference in opinion among the respondents. This study, conducted with the sample of 116 teachers working in various schools at Karaikudi, Sivaganga District. The factors influencing engagement and burnout among the teaching employees were identified. Correlations and ANOVA methods, applied to find the relationship and difference in opinion between engagement and burnout with respect to demographic factors.

2.3 Measurement Instruments

The questionnaire consists of several questions, with different work related variables. The first part of the questionnaire consists of demographic characteristics like age, gender, marital status, educational qualifications, monthly income and occupation within the school system. The next part of the questionnaire is burnout and work engagement related.

2.3.1 Work Engagement

Work engagement is characterized as a favourable perspective at work that prompts positive work related results (Seligman, M.E.P., & Csikszentmihalyi, M., 2000). Employees with higher levels of work engagement are vigorous and committed to their work and inundated to their work. The idea of work engagement suits to the method of favourable research, a field in psychology, which spotlights on approaches to expand well-being; as opposed to diagnosing or treating dysfunctional behavior. From the field of Psychology, it is moderately youthful, yet has its hypothetical grounds in prior investigations on wellbeing. Csikszentmihalyi, for instance, presented the idea of flow in 1988 (Csikszentmihalyi M., 1988). Flow alludes to the psychological perspective where an individual playing out an action is completely inundated, engaged and associated, with an action. Truly, in the logical writing, two general points of view on well-being are recognized: the hedonic and the eudaimonic approach. The hedonic approach accepts that wellbeing is brought about by positive encounters that exceed negative encounters in blend with a fulfillment with life. The eudaimonic approach, characterizes well-being as far as delight accomplishment and pain evasion. As indicated by this methodology, happiness and well-being can be accomplished by encountering more favourable than pessimistic feelings and by being happy with one's life. (Ryan, R. M, Deci, E. L., 2001). The eudamonic approach, conversely, thinks about well-being as something other than positive encounters. Eudamonic wellbeing stresses the significance of

human development and the feeling of people to take a stab at perfection as per their own abilities. The eudemonic methodology centers on accomplishing individual objectives, self-improvement, the sentiment of control and self-acknowledgment and the utilization of individual potential (Ryff, C. D., 1989). Later articles on work-engagement join the two approaches, implying that work engagement is all about Job satisfaction: hypotheses, definitions, and constructive work encounter; just as about involvement, responsibility, enthusiasm, vitality, self-improvement and offering significance to one's (work) life. There were various precise survey of productions on work engagement, which shown up between 1990 and 2007,(Simpson, M, 2009)recognizes four research headings: personal engagement (Kahn, W.A, 1990), Employee engagement(Harter, J.K, Schmidt, F.L, Hayes, T.L, 2002), burnout and engagement as two ends(Maslach,C.,Leiter, M.P., 1997), and burnout and engagement as independent variables(González-Roma, V., Schaufeli, W.B., Bakker, A., Lloret,S, 2006).

2.3.2 Burnout

Burnout is a condition of enthusiastic, mental, and frequently physical fatigue expedited by strained out or repeated stress and is not just a consequence of long hours of working. The criticism, depression, and inactivity that are normal for burnout regularly happen when an individual isnot responsible for how a work is done or is approached to complete tasks that conflict with their sense of self(Justyna Mojsa-Kaja, Krystyna Golonka, And Tadeusz Marek, 2015).Equally squeezing is progressing in the direction of an objective that does not resound, or when an individual needs support, in the workplace or at home. In the event that an individual does not tailor duties to coordinate a genuine calling, or if nothing else enjoys a reprieve occasionally, they could confront burnout together with mental and physical medical issues that frequently join it. There is a difference among burnout and plain stress, however sometimes, it is very well may be difficult

to tell what, the person is managing. It might require returning a stage to take a look at the general image of one's work life. On the off chance, that one never feels prepared to confront one's activity or colleagues, or feels like accomplishment has turned out to be inconceivable, it is almost certainly, facing burnout.

3. ANALYSIS

3.1 Descriptive Analysis

Table:1 Classification of Respondents based on Demographic factors

Demographic variables	Respective options	Frequency	Percent
Gender	Male	13	11.2
	Female	103	88.8
Age	Below 25 years	45	38.8
	26 to 30 Years	59	50.9
	31 to 40 Years	12	10.3
Marital status	Married	37	31.9
	Unmarried	79	68.1
Educational qualification	UG	59	50.9
	PG	57	49.1
School	Kids level	37	31.9
	Primary	60	51.7
	High school	15	12.9
	Higher secondary	4	3.4
Monthly household Income	Below Rs.15000	38	32.8
	Rs.15001 to 20000	72	62.1
	Rs.20001 to 30000	6	5.2

Source: Primary data

Out of 166 respondents, 88.8 percent were Female and the remaining 11.2 percentage were Male employees. Thus, the sample is influenced by female. The age distribution of the respondents, explained from the Table 1 that 38.8 percent belong to below 25 years group, 50.9 percent belongs to 26 to 30 years group and 10.3 percentage belongs to 31 to 40 years group. It was found that 68 percent were unmarried and 32 percent were married among the respondents. According to the educational qualification of the respondents, 51 percent were Under graduated and 49 percentage were Post graduated. 31.9 percent of the respondents working at kids level schools, 51.7 percent of the respondents working at Primary level, 12.9 percent of the respondents working in High schools and the remaining 3.4 percent were working in Higher secondary level schools. 32.8 percent

respondents come under the income group of below Rs.15000, 62.1 percent were from the income group who earn between Rs.15001 to 20000 and 5.2 percent were from the income group who receive monthly income between Rs.20000 to 30000. The reliability analysis of the measurement of this study gives .672 as Cronbach's Alpha value, which is close to the value of 0.7 and therefore the items considered in the questionnaire are reliable. There were 116 total valid samples and nothing has been excluded.

3.2 Mean Ranking Analysis

3.2.1 Mean ranking analysis of factors that leads to Work engagement

Table 2: Mean ranking analysis of factors that leads to Work engagement

Factors leading to Work engagement	Mean	Standard Deviation	Rank
I am happy to work at my school	3.71	.494	3
Teaching make me to feel fully accomplished	3.19	.394	12
My teaching duties are interesting	3.78	.413	1
I am satisfied with my teaching Job	3.59	.543	6
I am motivated to contribute more than what is expected from me	3.60	.768	5
I am not in decision to leave this school	3.63	.692	4
I am very satisfied with the teaching quality	3.30	.514	11
The classrooms are physically comfortable	3.40	.768	10
The school administration and staff care about the employees benefit	3.50	.728	7
I feel comfortable to refer a teaching job at this school	3.44	.579	9
I believe that the students are getting good education	3.77	.637	2
I accept and cooperate towards changes in duties	3.50	.567	7

From the above table, it is evident that the significant element that leads to work engagement is the employee's opinion of "My teaching duties are interesting" which gets the highest score of 3.78. subsequently, the students are getting good education from the teacher's view gets the second highest score of 3.77, feeling happy to work at school obtains the score of 3.71, employees feeling of not to leave the school obtains the score of 3.63, employees feeling of motivated to contribute more than what is expected from them gets the score of 3.60, employee's satisfaction with their teaching job gets the next score of 3.59, the school administration and staff care about the employees benefit and employees acceptance towards changes

in duties both gets the equal score of 3.50. The next rank goes to "feeling comfortable to refer a teaching job at this school" (3.44), classrooms are physically comfortable gets the score of 3.40, employee's satisfaction with the teaching quality gets the score of 3.30 and finally "Teaching make me to feel fully accomplished" gets the least score of 3.19.

3.2.2 Mean ranking analysis of factors that leads to Burnout

Table 3: Mean ranking analysis of factors that leads to Burnout

Factors leading to Burnout	Mean	Standard Deviation	Rank
I have negative thoughts about my job	3.28	.767	3
I am easily irritated by small problems, or by my co-workers and team	3.29	.758	2
I feel misunderstood by my co-workers	3.12	.759	6
I feel that I have no one to share my thoughts	2.99	.829	9
I feel that I am achieving less than I should	2.88	.925	12
I feel under an unpleasant level of pressure to succeed	3.01	.909	8
I feel that I am not getting what I want out of my job	2.97	.823	10
I feel that I am in the wrong organization or the wrong profession	3.13	.870	5
I am frustrated with parts of my job	2.91	.995	11
Experiencing interpersonal conflict with co-workers	3.28	.830	3
I feel down and drained of physical or emotional energy	3.73	.664	1
Easily or automatically expressing negative attitudes especially to changes	3.03	.918	7

The above table reveals that employees' feeling of draining down of physical and emotional energy gets the highest score of 3.73. Their opinions were easily gets distracted by minor issues or by their coworkers and team get the second highest score of 3.29. Subsequently, negative thoughts about their job and experiencing interpersonal conflict with co-workers gets 3.28, employee's feeling of working in the wrong organization /wrong profession gets the score of 3.13, their feeling of misunderstanding on appreciation from their co-workers gets the score of 3.12, "their feeling of easily or automatically expressing pessimistic views especially to changes" gets the score of 3.03. "I feel under an unpleasant level of pressure to succeed" gets the score of 3.01, employee's feeling of no persons to share their thoughts gets the score of 2.99 and their feeling of

they are not getting what they want out of their job gets the score of 2.97. Further, employee's feeling of frustration with parts of their own job gets the score of 2.91 and finally their feeling of achieving less than they could; get the least mean score of 2.88.

3.3 Factor Analysis

3.3.1 Factor Analysis on Work Engagement

Table 4: Test for factor analysis effectiveness using KMO and Bartlett's test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.534
Bartlett's Test of Sphericity	Approx. Chi-Square	608.708
	Df	66
	Sig.	.000

High value of KMO (0.534 > .05) indicates that the factor analysis is beneficial for the present data. The significant value for Bartlett's Test of Sphericity is .000; it is less than .05 and indicates that there is significant relationship between the variables (Table 5). The result of KMO and Bartlett's Test indicates that the current data is useful and effective for factor analysis.

Table 5: Factor analysis on Work Engagement

Rotated Component Matrix ^a				Identified Sub-factors
Factors related to Engagement	Component			
	1	2	3	
I am happy to work at my school			.020	Job intimacy
Teaching make me to feel fully accomplished			.666	
My teaching duties are interesting		.222		Job satisfaction
I am satisfied with my teaching Job		.686		
I am motivated to contribute more than what is expected from me		.712		
I am not in decision to leave this school		.644		
I am very satisfied with the teaching quality		.622		Organization commitment
The classrooms are physically comfortable	.640			
The school administration and staff care about the employees benefit	.785			
I feel comfortable to refer a teaching job at this school	.876			
I believe that the students are getting good education		.553		
I accept and cooperate towards changes in duties			.623	

Extraction Method: Principal Component Analysis

From the above table, the loadings of the twelve variables extracted as three factors. The greater the absolute value of the loading, more the elements contributes to the variable. We have extracted three

features from the above 12 items. According to the rotated component matrix, we can reveal that classrooms comfort, school administration and staff caring about the employee's benefit and feeling comfortable to refer a teaching job at this school are substantially loaded as component 1 (named as Organization commitment). Employees teaching duties are interesting , their opinion of satisfaction with their teaching job, the motivation to contribute more than what is expected from them, their satisfaction with the teaching quality and their belief that the students are getting good education were loaded as component 2 (named as Job satisfaction). Finally, "teaching make me to feel fully accomplished", happy to work at school and acceptance and cooperation towards changes in duties were loaded as component three(named as Job intimacy).

3.3.2 Factor Analysis on Burnout

Table 6: Test for factor analysis effectiveness using KMO and Bartlett's test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.542
Bartlett's Test of Sphericity	Approx. Chi-Square	554.979
	Df	66
	Sig.	.000

High value of KMO (0.542 > .05) indicates that the factor analysis is beneficial for the present data. The significant value for Bartlett's Test of Sphericity is .000 and it is less than .05 indicates that there is significant relationship between the variables (Table 7). The result of KMO and Bartlett's Test indicate that the present data is useful and effective for factor analysis.

Table 7: Factor analysis on Burnout

Rotated Component Matrix ^a				Identified Sub-factors
Factors related to Burnout	Component			
	1	2	3	
I have negative thoughts about my job			.789	Self-Detachment
I am easily irritated by small problems, or by my co-workers and team			.707	
I feel misunderstood or unappreciated by my co-workers			.531	
I feel that I have no one to share my thoughts		.715		Exhaustion
I feel that I am achieving less than I should		.747		
I feel under an unpleasant level of pressure to succeed		.698		
I feel that I am not getting what I want out of my job	.507			Distrust
I feel that I am in the wrong organization or the wrong profession	.845			
I am frustrated with parts of my job	.732			
Experiencing interpersonal conflict with co-workers	.688			
I feel down and drained of physical or emotional energy			.668	
Easily or automatically expressing negative attitudes especially to changes	.728			

Null Hypothesis: There is no significant difference between the opinions regarding work engagement with respect to Age of respondents

Table 8: Opinion of respondents with respect to Age regarding WorkEngagement

Factors of Work Engagement		Sum of Squares	Df	Mean Square	F	Sig.
Job Intimacy	Between Groups	11.899	2	5.950	9.356	.000
	Within Groups	71.859	113	.636		
	Total	83.759	115			
Job satisfaction	Between Groups	77.162	2	38.581	9.044	.000
	Within Groups	482.036	113	4.266		
	Total	559.198	115			
Organization Commitment	Between Groups	10.556	2	5.278	1.868	.159
	Within Groups	319.331	113	2.826		
	Total	329.888	115			

From the list of components under the construct Work engagement, Organization commitment's significance value is greater than 0.05 (Sig.>.05), hereby null hypothesis is accepted. For the other two components, Job intimacy and Job satisfaction (Sig.<.05), hence null hypothesis is rejected. This reveals that with respect to age of the respondents, there is a no significant difference in opinion on organization commitment and there is a significant difference in opinion on Job intimacy and Job satisfaction.

3.4.2 Opinion of respondents with respect to Age regarding Burnout

Null Hypothesis: There is no significant difference between the opinions regarding Burnout with respect to Age of respondents

Table 9: Opinion of respondents with respect to Age regarding Burnout

Extraction Method: Principal Component Analysis

From the above table, the loadings of the twelve variables extracted as three factors. The greater the absolute value of the loading, more the factor contributes to the variable. According to the rotated component matrix, employees feeling of not getting what they want out of their job, their feeling of being in the wrong organization/wrong profession, their feeling of frustration with parts of their job and their experience of getting interpersonal conflict with co-workers were loaded substantially as component 1 (named as Distrust). Secondly, employees feeling of no person to share their thoughts, feeling of achieving less than they could and feeling under unpleasant level of pressure to succeed were loaded as component 2 (named as exhaustion). Finally, negative thoughts about their own job, feeling irritated by small problems by co-workers and team, feeling misunderstood or unappreciated by their co-workers and feeling down and drained off physical/emotional energy were loaded as component 3 (named as Self-detachment).

3.4 Analysis of Variance (ANOVA)

3.4.1 Opinion of respondents with respect to Age regarding Work Engagement

Factors of Burnout		Sum of Squares	Df	Mean Square	F	Sig.
Self-Detachment	Between Groups	5.922	2	2.961	.696	.501
	Within Groups	480.526	113	4.252		
	Total	486.448	115			
Exhaustion	Between Groups	10.206	2	5.103	1.158	.318
	Within Groups	498.104	113	4.408		
	Total	508.310	115			
Distrust	Between Groups	100.211	2	50.106	8.809	.000
	Within Groups	642.780	113	5.688		
	Total	742.991	115			

From the list of components under the construct Burnout, Distrust's significant value is less than 0.05 (Sig.<.05), hereby null hypothesis is rejected. For the other two components, Self-detachment and Exhaustion (Sig.>.05), hence null hypothesis is accepted. This reveals that with respect to age of the respondents, there is a no significant difference in opinion on Self-detachment and Exhaustion and there is a significant difference in opinion on Distrust.

3.5 Correlation Analysis

Null Hypothesis: There is asignificant relationship among the factors of Work Engagement and Burnoutcomponent

Table 10: Correlation among the factors of Work Engagement and Burnout

N=116

Correlation coefficient (r) between Work Engagement and Burnout						
Factors of Work Engagement and Job burnout	Job Intimacy	Job satisfaction	Organization Commitment	Self-Detachment	Exhaustion	Distrust
Job Intimacy	1	-	-	-	-	-
Job satisfaction	-.006	1	-	-	-	-
Organization Commitment	.045	.381**	1	-	-	-
Self-Detachment	.169	-.014**	.397**	1	-	-
Exhaustion	-.148	.249**	.251**	-.048	1	-
Distrust	-.119	-.354**	.093	-.103	-.056	1

** Correlation is significant at the 0.01 level (2-tailed).

The correlation among the factors of work engagement and burnout are summarized in the above table. It is evident that the correlation among the factors of work engagement and burnout were

positive and negative as well as significant and insignificant. There was a low correlation observed between Organization commitment and Job satisfaction (.381) and hence it is significant and positively related. There was a moderate correlation observed between self-detachment and organization commitment (.397) and hence it is significant and positively related. Exhaustion and Organization commitment (.251) were significant and positively related. Subsequently, there was a low correlation between exhaustion and Job satisfaction (.249) and hence it is significant and positively related. Distrust and Job satisfaction (-.354) were significant and negatively related, Self-detachment and Job satisfaction (-.014) were significant and negatively related. There is inconclusive evidence about the significance of the relationships between other variables, as the 'p' value is greater than the significance level of 0.05. There was a moderate positive relationship between organization commitment and Job satisfaction. There were no significant correlations between self-detachment and Job intimacy as well as Exhaustion and Job intimacy. There was a moderate negative relationship between Distrust and Job satisfaction, as they noted as opposite constructs of burnout and engagement respectively, and there was a negative relationship between self-detachment and job satisfaction.

4. DISCUSSION

- The objective of this study is to explore the relationship between the factors of work engagement and burnout and the demographic factors among the teaching employees in education sector.
- Descriptive analysis shows that majority of the sample were female employees. Majority (51 percent) of the sample belongs to the age group of 26 to 30 years, and majority of the sample were unmarried. The educational qualifications of the respondents were equal with UG and PG degree. Majority of the respondents (52 percent) were working in

primary school level classes. Majority of the respondents comes under the income group of Rs.15000 to 20000.

- Reliability analysis for the questionnaire constructs shows that the items are reliable for the survey with the value of .672, which is closer to the reliability co-efficient.
- Mean ranking analysis of the engagement factors concluded that the teaching duties are interested among the employees since they had given a strong acceptance response. Subsequently, the employees believe that the students are getting good education through them, they are happy to work at their school, they are not in the decision to leave the school and they are motivated to contribute more than what is expected from them, since the above items are in top five ranks. Further the employees are satisfied with their teaching job is given as sixth rank. The school administration and staff caring about the employees benefit, employees acceptance and cooperation towards duties, feeling comfortable to refer a teaching job at their school, feeling classrooms are comfort enough, feeling satisfied with the teaching quality and feeling like teaching making them full accomplishment, gets the successive ranks.
- Mean ranking analysis of the burnout factors concluded with the acceptance of feeling down and drained of physical/emotional energy since it gets the first rank. Subsequently, their opinion of easily irritated by small problems/by co-workers and team, experiencing interpersonal conflicts with co-workers, negative thoughts about the job, feeling that they are working in the wrong organization /wrong profession, comes under top five ranks. Further it was concluded that the employee's feeling of misunderstanding by co-workers, expressing negative attitudes to changes, feeling an unpleasant level of pressure to succeed, feeling that no persons

to share their thoughts, feeling that they are not getting what they want out of their job, frustration with parts of their job, gets the successive ranks.

- Factor analysis on work engagement was concluded with the identified factors of Job intimacy, Job satisfaction and Organization commitment and the usefulness of the factor analysis is efficient with the high KMO value.
- Factor analysis on Burnout was concluded with the identified factors of Self-detachment, Exhaustion and Distrust and the KMO value of sample adequacy is reliable.
- Analysis of variance, test for significance difference between the engagement factors with respect to age concluded that there is a significant difference between the opinion of respondents with respect to age among Job intimacy and Job satisfaction. Further, it concluded that there is no significant difference in opinion on organization commitment with respect to the age of the respondents.
- According to ANOVA using Burnout factors, concluded that there is a significant difference in opinion on Distrust with respect to the age of respondents. Further, the test concluded that there is no significant difference in opinion on self-detachment and Exhaustion with respect to the age of the respondents.
- Correlation analysis concluded that there was a moderate positive relationship between job satisfaction and organization commitment. There is no significant correlation between self-detachment and job intimacy as well as exhaustion and job intimacy. It is evident, that there is a significant moderate negative relationship between Distrust and Job satisfaction as they are opposite constructs of Burnout and engagement respectively.

5. IMPLICATIONS

Findings of the present study create a general opinion of the teachers to express their thoughts of engagement and burnout constructs. The results also insist the administration and head of the departments to make new changes by applying highly motivated factors. Thus, the implications can be done according to the importance of the factors that resulted in findings.

6. LIMITATIONS

The researchers, with great care, should view the results, as the samples are the teachers as respondents from school level. Further the study can be proceed with findings of gathering responses from all other educational institutions to get a clear conclusion about engagement and burnout in education sector. Future studies can be accompanied in qualitative basis to apply an in-depth analysis and to get an accurate result.

7. CONCLUSION

From the above study, it was concluded that there is a moderate level of engagement and burnout found among the teaching employees of schools in the District of Sivaganga. The opinion of the teaching employees shed light to the correspondence and head of the institutions, effectively to make new changes. The response level of the components of engagement and burnout will give a proper view about the job satisfaction, Job intimacy and organization commitment, Self-detachment, Exhaustion and Distrust among the teaching employees of schools. The teaching duties are considered interesting and this stands as a main factor of engagement among teachers. The duties of the teachers can be reviewed and well tailored for the future satisfaction of the teaching employees. Regarding burnout, the teaching employees feel that they feel down and drained of physical/emotional energy. The school administrations should take note of this to keep the teaching employees in a stable and constant state of energy during their duties. This can be implemented by making new shifts, rotation

of subjects/classes, adequate rest between teaching hours, rewards and recognitions, adequate support and appreciation from the respective head of the departments, arranging family events to give break from their work and assigning proper working hours per day.

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