

BURNOUT OF SCHOOL TEACHERS IN RELATION TO GENDER, AREA AND TYPE OF INSTITUTE

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ABSTRACT

The purpose of this study is to identify the difference in burnout of the school teachers in terms of gender, area and type of the institution. Maslach's Burnout Inventory Scale was administered to a sample of 200 school teachers which were randomly selected from different educational institution and different area. Descriptive statistics was used for analysis of the data. The t-value was applied. Analysis revealed 1) No significant difference exist in burnout of male and female teachers. 2) No significant mean difference exist in burnout of rural and urban school teachers. 3) No significant mean difference exists in the burnout of govt. and private school.

INTRODUCTION

The teacher is an employee of an institution where the future of the nation is being shaped. According to first Prime minister of India Jawaharlal Nehru, "The future of the nation is being shaped in her classroom". Teacher plays an important role in nation building. If a teacher is mentally fit and free from all stress and strain, he will teach effectively in the classroom. His wisdom, knowledge and management of the class will depend upon the level of mental health and satisfaction of his life. Good mental health helps to the teacher to motivate and inspire the students. Motivation and inspiration are more important than anything else. The whole edifice of education stands on the shoulders of teachers. His teaching motivates and inspires the future generations of the country. Over the last few years burnout has become a buzzer which is used to convey an almost unlimited variety of social and personal problems.

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BURNOUT

Burnout is defined as a syndrome of emotional fatigue, alienation and reduced ability. It is a serious problem or condition in which people suffer from a negative change in feelings, attitudes and expectations. This is often followed by severe problem at the work place as well as in the private context. Affected person experiences fatigue, tiredness and it reduces their work abilities. Burnout refers to loss of enthusiasm, excitement and essence of mission in one's work. It causes a feeling of helplessness, negative self concept and attitudes towards work, life and other people. Burnout is a state of emotional, mental and physical exhaustion caused by excessive and prolonged stress. It occurs when we feel overwhelmed and unable to meet constant demands. As the stress continues, we begin to lose the interest or motivation that led us to take on a certain role in the first place. Burnout reduces our productivity and saps our energy, leaving us feeling increasingly helpless, cynical and resentful. Maslach (1986) has defined three key elements that appear in the burnout syndrome i.e. emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (PA) on the basis of clinical observation and case studies

Herbert Freudenberger (1974) defined burnout as, "The extinction of motivation or incentive, especially where one devotion to a cause or relationship fails to produce the desired results."

Reed(1979) defined burnout as the feeling of being locked into job routine.

Edelwich and Brodsky (1980) defined burnout as a progressive loss of idealism, energy, purpose and concern as a result of condition of work.

Maslach and Jackson(1981) said that burnout included emotional exertion resulting from chronic stress in human service, profession and occurs at any level in all jobs. The investigator considered burnout is another name of job stress.

RELEVANCE OF THE STUDY

Teaching is considered as a noblest profession. It is said that real democracy flourishes through education which can be imparted through healthy, happy and successful teachers. But now –a-days teachers are not imparting

education properly. They have lost the enthusiasm, excitement and essence in their mission. They are suffering from negative self concept and attitudes towards work. All this leads to a problem which is called burnout of teachers. Burnout reduces the productivity of teachers.

Some of the researchers have already tried to find out the factors responsible for the burnout of teachers. Fielding (1982) explored that personality characteristics of teachers and school climate affects the stress and burnout among teachers. K. M. Mishra (1990) analyzed the relationship of burnout to stress in teaching profession. Rama (1997) has found that the teacher with high span of teaching experience feels more burnout than teachers with low teaching experience. The present study will help to find out the level of burnout of school teacher and help in the remedy of burnout among school teachers so that teaching can be more effective.

OBJECTIVES

To find out the difference in burnout of male and female school teachers.

To find out the difference in burnout of rural and urban school teachers

To find out the difference in burnout of govt. and private school teachers

HYPOTHESES

There exists no significant mean difference in the burnout of male and female school teachers.

There exists no significant mean difference in burnout of rural and urban school teachers.

There exists no significant mean difference in the burnout of govt. and private school teachers.

RESEARCH METHODOLOGY

Descriptive survey method was used in the present study. In the present study a random sample of 200 school teachers of district Ludhiana were selected. Equal number of male and female, rural and urban, govt. and private school teachers has were as a sample in the study.

TOOLS

Maslach Burnout Inventory (MBI) was designed for measuring the level of burnout among respondents. MBI contains three subscales i.e. emotional exhaustion (EE), depersonalization (DP) and personal accomplishment (PA). The emotional exhaustion scale assesses the feeling of being emotionally over extended and exhausted by one's work. The depersonalization sub scale measures an unfeeling and impersonal response towards recipients of one's service, care, treatment or instructions. The personal accomplishment subscale assesses the feeling of competence and successful achievement in one's work with people. Alpha coefficients ranging from .71 to .90 for these subscales has been observed (Maslach, & Jackson, 1981).

STATISTICAL TECHNIQUES

Mean, S.D., t ratio was used to analyses the data..

RESULTS & CONCLUSION

TABLE 1

Significance of the Difference between Means of dimensions of Burnout of male and female School Teachers.

S.No.	Dimension	Group	N	M	S.D	SE _M	T-value	Level of significance
1.	EE	Male	100	17.36	9.19	0.92	0.68	Not significant
		Female	100	18.22	8.75	0.88		
2.	DP	Male	100	8.44	5.37	0.54	1.47	Not significant
		Female	100	7.36	4.98	0.50		
3.	PA	Male	100	33.77	9.19	0.92	3.35	at .01 level
		Female	100	37.64	7.00	0.70		

Table 1 revealed that no significant difference exists between emotional exhaustion of burnout of male and female teachers. The t-ratio was calculated as 0.68 which is not significant at .05 level of confidence. No significant difference exists between depersonalization dimension of burnout of male and female teachers. The t-ratio was calculated as 1.47 which is not significant at .05 level of confidence. A significant difference exists between personal accomplishment dimension of burnout of male and female teachers the t-ratio was calculated as 3.35 which is significant .01 level of confidence. Therefore

hypothesis 1 stating that there exists no significant mean difference in the burnout of male and female school teachers stands partially accepted.

TABLE 2

Significance of the Difference between Means of dimensions of Burnout of Rural and Urban School Teachers.

1.	EE	Rural	100	17.77	8.84	0.88	0.98	Not significant
		Urban	100	18.41	9.08	0.91		
2.	DP	Rural	100	7.72	5.04	0.50	0.49	Not significant
		Urban	100	8.08	5.37	0.54		
3.	PA	Rural	100	36.42	7.68	0.77	1.21	Not significant
		Urban	100	34.99	9.01	0.99		

Table 2 revealed that no significant difference exists between emotional exhaustion of burnout of rural and urban teachers. The t-ratio was calculated as 0.98 which is not significant at .05 level of confidence. No significant difference exists between depersonalization dimension of burnout of rural and urban teachers . The t-ratio was calculated as 0.49 which is not significant at .05 level of confidence. A significant difference exists between personal accomplishment dimension of burnout of rural and urban teachers The t-ratio was calculated as 1.21 which is not significant .05 level of confidence. Therefore hypothesis 2 stating that there exists no significant mean difference in burnout of rural and urban school teachers stands accepted.

TABLE 3

Significance of the Difference between Means of dimensions of Burnout of Govt. and Private School Teachers

1.	EE	Govt.	100	17.59	8.92	0.89	0.32	Not significant
		Private	100	17.99	9.04	0.90		
2.	DP	Govt.	100	7.84	5.56	0.56	0.16	Not significant
		Private	100	7.96	4.83	0.48		
3.	PA	Govt.	100	36.05	8.12	0.81	0.58	Not significant
		Private	100	35.36	8.66	0.87		

Table 3 also revealed that no significant difference exists between emotional exhaustion of burnout of govt. and private teachers. The t-ratio was calculated as 0.98 which is not significant at .05 level of confidence. No significant

difference exists between depersonalization dimension of burnout of govt. and private teachers. The t-ratio was calculated as 0.16 which is not significant at .05 level of confidence. Table also revealed that a significant difference exists between personal accomplishment dimension of burnout of govt. and private teachers. The t-ratio was calculated as 0.58 which is not significant .05 level of confidence. Therefore hypothesis 3 stating that there exists no significant mean difference in the burnout of govt. and private school teachers stands accepted.

INTERPRETATION

Result of this study show that no significant difference exists in burnout of school teachers according to gender, area and type of institute. The possible interpretation of the result may be that all teachers have same working condition, workload and responsibilities. They have same level of fatigue, frustration and tiredness from their work and feel emotionally drained from their work. These results support the findings of Grover (1983) and Bonn (1981).

EDUCATIONAL IMPLICATIONS

The result of present study may be discussed in seminars, refresher course and courses and workshop organized for teachers. This study reveals that burnout influences the effectiveness of teachers adversely. The government must create conditions to reduce burnout to improve the effectiveness of teachers. It is useful in making plans and policies for the betterment of teachers. The finding of the present study helps the teachers in making the teaching learning situations more effective & helpful in inspiring the teacher to achieve life satisfaction and to inculcate commitment to their teaching profession. The result of present study can be used as the hierarchical structure of wants, need and attitude of teachers and may help the performance of teachers by giving motivation, helping and prioritization.

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