

TEACHER BURNOUT IN RELATION TO SELECTED DEMOGRAPHIC VARIABLES OF PRIMARY AND SECONDARY SCHOOL TEACHERS

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Abstract

The present study was an attempt to investigate teacher burnout in relation to selected demographic variables of primary and secondary school teachers. For this purpose, descriptive study was conducted on 200 school teachers (100 from 14 primary and 100 from 10 secondary schools of Punjab). The study revealed that: (i) No significant difference exists between primary and secondary school teachers on EEv1 and DPv2 variables and significant difference exists between primary and secondary school teachers on PAv3 variable of burnout. (ii) A significant difference exists between male and female teachers on the variable of EEv1 and PAv3 and no significant difference exists on the variables of DPv2 of burnout. (iii) A significant difference exists between rural and urban teachers on the three dimensions of burnout i.e EEv1, DPv2 and PAv3. (iv) No significant difference exists between married and unmarried teachers in terms of DPv2 and PAv3 dimensions and significant difference exists in terms of EEv1 and dimension of burnout. (v) A significant difference exists between teachers having experience upto 120 months and above 120 months on the variables of EEv1 and PAv3 of burnout whereas no significant difference exists in terms DPv2. (vi) A significant difference exists between graduate and others and post-graduate teachers on EEv1 and PAv3 and no significant difference exists on DPv2 variable of burnout.

Keyword: Teacher Burnout

A teacher occupies an important and unique place in the system of education. He is the foundation head of knowledge. He has the delicate task of drawing out the best of the body, mind and spirit in the child and man. He is showered by such like esteem as the builder and architect of the nation. He acts as a pivot for the transmission of intellectual traditions and help to keep the lamp of civilization burning. Teaching is nothing short of pleasure if the teacher is competent and he is concerned with teacher only. The irony of the stark reality is that the teacher is entrusted not only with academic but also with much of non-academic work, which runs into innumerable items. Since teacher is pivotal of the entire educative endeavour, he needs to be nicely looked after and cared for. But in actual practice, we see that teacher is not getting a fair deal anywhere on the face of this earth, much less in India. Frequently teacher student interaction is centered around the student's problems and in therefore changed with the feelings of anger, embarrassment, fear or despair. Because solutions for student's problems are not always obvious and easily obtained. The situation becomes more ambiguous and frustrating for the person who works continuously with the people under such circumstances, the chronic stress can be emotionally draining and can lead to 'Burnout'.

Burnout is a situation in which teacher are

emotionally exhausted, become detached from their work and also feels unable to accomplish their goals. According to Maslach and Jackson 1981, burned out people suffer from emotional exhaustion, depersonalization and a reduced sense of personal accomplishment. Emotional exhaustion refers to feelings of being emotionally overextended and having depleted one's emotional resources. Depersonalization refers to a negative, callous and detached attitude towards the people one works with i.e patients, clients or students. Reduced personal accomplishment refers to someone's negative self-evaluation in relation to their job performance. Maslach and Lieter (1998) also stated that burnout occurs when energy involvement erode into fatigue, cynicism and an inability to function productively and effectively.

Objectives of the Study

- To examine the levels of burnout among primary and high school teachers.
- To study levels of burnout of male and female teachers.
- To find out the burnout levels of teachers working in rural and urban areas.
- To examine levels of burnout among married and unmarried teachers.

- To find out the effect of teaching experience on the variables of burnout.

Method : The investigator has adopted descriptive survey method for conducting the study.

Sample : A sample of 200 teachers (100 from 14 govt. primary and 100 from 10 govt. secondary) schools of Punjab has been selected for the present study.

Table 1 : Showing comparison between primary school teachers and secondary school teachers on the variables of Burnout.

Sr.No	Dimension	Primary school teachers		Secondary school teachers		t-value	Remarks
		Mean	S.D	Mean	S.D		
1	EEv1	25.90	6.75	25.85	9.06	0.04	Not significant
2	DPv2	12.50	4.77	13.00	5.05	-0.72	Not Significant
3	PAv3	22.05	7.24	19.80	7.05	2.23	Significant at 0.05 level

Table 1 shows that there exists no significant difference between primary and secondary school teachers on the variable of Emotional Exhaustion (EEv₁). Again there exists no significant difference between primary and secondary school teachers on the variable of depersonalization (DPv₂), whereas negative sign of t-value indicates that secondary school teachers are

Measures : Maslach burnout inventory (MBI).

Statistical techniques used : Pearson's product moment coefficient of correlation, mean, median, S.D and t-ratio.

Analysis and interpretation :

Variables : Emotional exhaustion (EE), Depersonalization (DP), Personal accomplishment (PA)

more prone to depersonalization (DPv₂) as compared to teachers of primary schools. The t-value of the third variable i.e personal accomplishment (PAv₃) is significant at 0.05 level of confidence. This indicates that teachers of primary and secondary schools have significant difference on the third variable of burnout i.e personal accomplishment (PAv₃).

Table 2 : Showing comparison between male and female teachers on the variables of burnout.

77 male teachers and 123 female teachers

Sr.No	Dimension	Male teachers		Female teachers		t-value	Remarks
		Mean	S.D	Mean	S.D		
1	EEv1	23.07	7.58	27.67	7.80	-4.13	Significant at 0.01 level
2	DPv2	12.41	5.57	12.96	4.87	-0.72	Not Significant
3	PAv3	19.56	7.06	21.46	7.30	1.83	Significant at 0.05 level