

## A Study of Burn-out In Relation To Demographic Variables among Primary School Teachers

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### ABSTRACT

*The present study attempts to study the Burn-out among primary school teachers in relation to their demographical variables. The research was carried out with the total of 100 primary school teachers of Faridabad district, Haryana. Maslach Burn-out Inventory (MBI) by Maslach and Jackson (1981) was applied to find out significant difference in burn-out of primary school teachers in relation to Sex and Pay-Scale. The study reveals that burn-out has no impact on the sex. This means this variable don't affect the burn-out of the teachers. But income of teachers is the cause of teachers burn-out at primary school stage.*

**Keyword:** Burn-out

### Introduction

Education is a lifelong process and potent force for social reconstruction. It is concerned not only with social progress, but also with moral, political, social and economic development. Gandhi ji said, "Education is the preparation for complete living, adjustment to environment, perfection of one's nature, character building and harmonious development of personality." Teacher is a key figure in the life of a nation. He has a unique place in the society.

The member of no other profession is so intimately involved in the task of improving the community-its economic, political, social and cultural life as is the teacher. The quality of the work is affected favorably when the teacher is well adjusted. On the other hand, maladjustment results in the mental tension and unrest which leads to burn-out.

### Meaning of Burn-out:

Burn-Out in simple words it is an expression for a condition of man marked by severe loss of professional enthusiasm, personal energy and possibly even mental and physical health, due to acute stress and over work. According to Maslach and Jackson (1981) burn-out has three separate aspects- Emotional Exhaustion, Depersonalization and a feeling of reduced Personal Accomplishment.

### Burn-out Among Teachers:

Burn-out among teachers has been defined in a variety of ways in the literature during its nearly 10 years history. Weisk off (1980) defines burn-out by its relationship to six categories of stress often found at teaching work place. They include work overload, lack of perceived success, amount of direct contact with children, staff-child ratio, programme structure and responsibility for others. Increased public demands on education have produced additional pressure and stress on teachers.

### Stages of Teacher Burn-out:

Clouse and Whitaker (1981) point out three stages of teacher burn-out : (1) Loss of Enthusiasm (2) Frustration (3) Alienation

### Objectives of The Study:

- 1) To study the mean difference in burn-out and its dimensions- Personal Accomplishment (PA), Depersonalization (DP) and Emotional Exhaustion (EE) in relation to various demographic variables- Sex and Pay Scale

### Hypotheses of The Study:

- 1) There exist no significant differences in burn-out and its various dimensions- Personal accomplishment (PA), Depersonalization (DP) and Emotional Exhaustion (EE) in relation to their : Sex and Pay-Scale.

### Population and Sample:

Survey method has been used in the present investigation. The method of selecting sample was simple random sampling. Primary teachers of Faridabad area constitute the population of the present study. The sample is made of 100 primary school teachers from ten primary schools consisting of male and female teachers in government, private/public schools.

### Tool Used:

1. Maslach Burn-out Inventory (MBI) by Maslach and Jackson (1981).
2. Personal data sheet

### Statistical Techniques Used

To find out the mean differences in burn-out scores of primary school teachers in relation to various demographic variables, investigator used 't-test' and mean difference.

### Analysis and Interpretation

#### (1) Sex-wise Difference :

#### See Table 1

INTERPRETATION: In case of Emotional Exhaustion,

**Table 1 Mean difference in burn-out of Male and Female teachers**

Sr. No.	Variables	Sex	N	Mean	S.D.	S. Ed.	t-ratio	Sig./ Insig.
1.	Emotional Exhaustion	Male	44	23.03	4.66	0.739	0.3	n. s.
		Female	56	23.25	5.79			
2.	Depersonalization	Male	44	11.8	4.2	0.597	2.06	Sig. at .05 level
		Female	56	10.57	5.22			
3.	Personal accomplishment	Male	44	29.06	5.205	0.62	1.40	n. s.
		Female	56	29.93	5.79			
4.	Total burn-out	Male	44	64.66	8.83	1.28	1.37	n. s.
		Female	56	62.91	9.21			

n. s. -not significant

**Table 2 Mean difference in burn-out of teachers in relation to pay scale of teachers**

Sr. No.	Variables	Pay scale	N	Mean	S.D.	S. Ed.	t-ratio	Sig./Insig.
1.	Emotional exhaustion	High income	50	22.47	4.92	0.77	1.62	n. s.
		Low income	50	23.72	5.94			
2.	Depersonalization	High income	50	11.81	5.26	0.70	0.29	n. s.
		Low income	50	11.67	4.64			
3.	Personal accomplishment	High income	50	29.05	5.44	0.78	0.88	n. s.
		Low income	50	29.74	5.57			
4.	Total burn-out	High income	50	62.03	8.65	1.25	2.82	Sig. at .05 level
		Low income	50	65.55	9.07			

n. s.-not significant

Personal Accomplishment and total burn-out calculated 't' value is less than the table value i.e. 1.96. It means there is no significant difference between male and female teachers in relation to emotional exhaustion, personal accomplishment and total burn-out. Hence Null hypothesis is accepted. But in case of Depersonalization the calculated 't' value is significant at .05 level, it means there is significant difference between male and female teachers in relation to depersonalization. Hence null hypothesis is rejected. Therefore male teachers are more depersonalized than female teachers.

**(2) Pay Scale-wise Difference:**

See Table 2

**Interpretation:** Table 2 shows that calculated 't' ratio for Emotional exhaustion, Depersonalization and Personal Accomplishment is less than the table value at 0.05 level i.e. 1.96. It means there is no significant difference between high income group teachers and low income group teachers in relation to emotional exhaustion, personal accomplishment and personal accomplishment. Hence Null hypothesis is accepted. But the calculated 't' value for total burn-out is significant at both the levels. It means there is significant difference between teachers having high income and low income in relation to their burn-out. Hence Null hypothesis is rejected. Further the mean scores show that low income group school teachers have significantly higher burn-

out as compared to that of high income group school teachers.

**Main Findings**

1) There exists no significant difference between male and female school teachers in relation to their emotional exhaustion, personal accomplishment and total burn-out. But there is significant difference between male and female teachers in relation to their depersonalization. It means female teachers are more depersonalized than male teachers.

2) There exist no significant difference between high income teachers and low income teachers in relation to their emotional exhaustion, personal accomplishment and depersonalization. But there is significant difference between high income teachers and low income teachers in relation to their total burn-out. It means low income group school teachers have significantly higher burn-out as compared to that of high income group school teachers.

**Educational Implication**

1) The study reveals that burn-out has no impact on the sex. This means these variables don't affect the burn-out of the teachers. But income of teachers is the cause of teachers burn-out at primary school stage. To get rid of this disturbing feature, some rewards may be given to the teachers as a substitute. For example, teachers with higher educational qualification can be given more increments and higher start. Similarly, the primary teachers can be put in a higher scale.

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