

Burnout Among Secondary School Teachers



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ABSTRACT

The present study investigated the level of burnout among secondary school teachers in relation to their gender, area and teaching experience. The sample included 130 secondary school teachers selected randomly from rural and urban senior secondary schools located in the S.A.S. district of Punjab. The findings revealed that male and female secondary school teachers do not differ significantly in their burnout level while significant difference was found in the burnout levels of teachers teaching in rural and urban areas as well as teachers with different teaching experience.

Introduction

In recent years, the issue of burnout has received considerable research attention. A plethora of studies on burnout have consistently documented that this phenomenon results in significant consequences, both at work and in family life (Hellesoy et al., 2000). For example, burnout has been associated with job turnover, absenteeism, low morale and reduced feelings of job satisfaction for those suffering it. Among the various definitions that researchers have suggested for the comprehension of the burnout phenomenon, Maslach, Schaufeli and Leiter, (2001), approach seems to be accepted by the majority of the researchers. These authors conceptualized burnout as "... a tridimensional syndrome characterized by emotional exhaustion, cynicism (depersonalization), and reduced efficacy (reduced personal accomplishment)". Burnout has mainly been associated with the helping professions, such as education, health, and social services (Alexander and Hegarty, 2000; Grunfeld, et al., 2000; Koustelios, 2001; Koustelios & Tsigilis, 2005; Tsigilis et al., 2004).

As far as teaching is concerned, it has been characterized as a profession very susceptible to burnout (Maslach et al., 2001). In fact, Maslach et al. (2001) reported that teachers have the highest level of emotional exhaustion, whereas the other two components are close to average. The importance of burnout syndrome in the educational setting is even more emphasized, because apart from affecting the mental, psychosomatic and social health of educators it also decrease the quality of teaching and work performance, which in turn may negatively influences students' academic achievement (Blandford, 2000). Maslach and Jackson (1986) recognized the deleterious effects of burned - out teachers on themselves, their students and finally on the learning process, and the importance of studying burnout phenomenon in the educational environment. According to the related research studies, burnout in-

fluences most of the teachers at some point of their teaching profession (Cheek, Bradley, Parr & Lan, 2003; Dorman, 2003; Schwab & Iwanicki, 1982). As Wood and McCarthy (2002) indicated when teachers have burnout, it can have consequences for their professions. Besides increasing burnout in teachers 'professions makes teachers hate their career and it affects their students 'achievement.

Various studies have been conducted to investigate the influence of background variables such as gender, age, teaching experience on educators burnout scores (Antoniou et al., 2006; Koustelios, 2003; Smith & Leng, 2003; Van Horn, et al., 1997). However, Maslach (1999) pointed out that job factors are more strongly related to burnout syndrome than background characteristics.

Objectives of the Study

1. To compare the level of burnout of urban and rural secondary school teachers.
2. To compare the level of burnout of male and female secondary school teachers.
3. To study burnout among rural male secondary school teachers in relation to their teaching experience.

Hypotheses of the Study

1. There exists no significant difference in the burn out of urban and rural secondary school teachers.
2. There exists no significant difference in the burn out of male and female secondary school teachers.
3. There exists no significant difference in the burn out of secondary school teachers in relation to their teaching experience.

Design of the Study

The present study was designed to study the burnout level of secondary school teachers in relation to their gender, area and teaching experience.

Sample

Table 1: Significance of the difference between the means of the burnout scores of teachers from Rural and Urban areas-

S.No.	Locality of School	N	Mean	S.D.	t-value	Significance at 0.05 level
1.	Rural	73	99.31	11.6617	2.602	Significant
2.	Urban	57	105.07	13.52		

Table 2: Significance of the difference between the means of the burnout scores of Male and Female teachers-

S.No.	Gender	N	Mean	S.D.	t-value	Significance at 0.05 level
1.	Male	65	102.86	13.96	0.912	Not Significant
2.	Female	65	100.51	11.51		

Table 3: Significance of the difference between the means of the burnout scores of teachers with regard to their teaching experience-

S.No.	Teaching Experience	N	Mean	S.D.	t-value	Significance at 0.05 level
1.	Group 1 (0-10)	53	98.43	12.34	2.167	Significant
2.	Group 2 (10-20)	43	103.76	11.42		
3.	Group 1 (0-10)	53	99.65	12.43	2.181	Significant
4.	Group 3 (10-20)	34	104.70	14.06		
5.	Group 2 (10-20)	43	103.76	11.42	3.234	Significant
6.	Group 3 (20 and above)	34	104.70	14.06		

The present study consisted of 130 government secondary school teachers selected randomly from S.A.S. district of Punjab.

Tool Used :- Burnout scale for teachers prepared by the investigator was used for the present study.

Results and Discussion

See Table 1 The significant t-value between rural and urban secondary school teachers with regard to their burnout level in table 1 indicate that rural and urban secondary school teachers differ significantly in their levels of burnout. Further the higher mean score of urban secondary school teachers indicate that they have higher level of burnout than their rural counterparts.

See Table 2 The insignificant t-value in table 2 for burnout level with regard to gender, clearly indicate that male and female secondary school teachers do not differ significantly in their level of burnout. Also male

teachers have a higher mean score in burnout as compared to their female counterparts.

See Table 3 The significant t-value in table 3 for the variable of burnout with regard to teaching experience clearly shows that there exists significant difference in burnout level of teachers with regard to their teaching experience. It also shows that teachers with higher teaching experience have a higher level of burnout as compared to their counterparts with lower teaching experience.

Educational Implications

The findings hold implications for teacher training courses, professional development and the overall well-being of teachers. This is of importance given the increasing incidence of burnout and that it has a detrimental effect upon individual teachers which can impact on the quality of service that is delivered by an organization. In teaching this is relational to productive teaching and learning environments.

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