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A STUDY OF BURNOUT AMONG MALE AND FEMALE, GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS



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ABSTRACT

Burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who work with people in some capacity. The present study deals with the burnout among male and female, government and private secondary school teachers. The objectives of the study were to study and compare burnout between male and female secondary school teachers; to study and compare burnout between private and government secondary school teachers. The sample consisted of 120 secondary school teachers of both sexes from government and private secondary schools. The data

was collected with the help of Maslach Burnout Inventory by Maslach Jaksm(1986) . Data was analyzed through Mean, Standard deviation and t- test. It was found that there is no significant difference in burnout of male and female secondary school teachers. There is no significant difference in burnout of government and private secondary school teachers.

KEYWORDS : *Burnout, Emotional Exhaustion, Cynicism, Professional Efficiency.*

INTRODUCTION

Education is the most important invention of mankind. It is more important than his invention of tools, machines and language. Man without education would still be living just like an animal. Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training or research. Education is the key to reaching our potential. Education develops personality of an individual and makes him intelligent, bold, learned and courageous. Education is not all about studying and getting good marks .It is really a means to discover new things which we don't know about and increase our knowledge. The inequalities in the standards of education are a major issue that needs to be solved as early as it could be. The importance of education in our life cannot be ignored at any cost. The standards of education are declining due to the burned out nature of teachers.

Burnout is a state of physical, emotional and mental exhaustion that results from long term environment at work situation that are emotionally demanding. Burnout have three dimensions;

emotional exhaustion, cynicism and sense of personal accomplishment (Maslach, Jackson & Leiter, 1996). Emotional exhaustion is a feeling of being emotionally overextended and exhausted by one's work. 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. Burnout people have hard times at job situations. They continue their services with more burnout.

"Burnout is the index of the dislocation between what people are what they have to do. It represents erosion in values, dignity, spirit and will an erosion of the human soil." Maslach and Leiter.

"Burnout is a construct used to explain observable decrease in the typical quality of work performed by a person on the job." (Carroll & White, 1982).

Works on burnout has been done by different researchers. Most of the researches have been done on the basis of age, gender, and experience. (Burnout related to gender, grade and region is studied by (Kamau, 1992; Evers, 2004; Tomic & Tomic, 2008; Russel, 2012). Researches on burnout have been done with other variables also. Burnout of high school teachers was studied by (Demirel et. al., 2005 ; (Whitehead, 2000; and Tomic & Tomic, 2008)). Burnout was studied with work engagement, social support and cognitive functioning by (Hakanen, 2005; Russel, 2012; & Deligkaris, 2015).

It was suggested that burnout is connected to specific cognitive deficits (Deligkaris, 2015).

OBJECTIVES

The following objectives were framed:

- 1.To study and compare burnout between male and female secondary school teachers.
- 2.To study and compare burnout between government and private secondary school teachers.

HYPOTHESES

The following hypotheses were framed in accordance with the objectives.

- 1.There is no significant difference in burnout of male and female secondary school teachers.
- 2.There is no significant difference in burnout of government and private secondary school teachers.

METHOD

Descriptive survey method was used. The sample consisted of 120 senior secondary school teachers. There were 60 government (30 male, 30 female) and 60 private (30 male, 30 female) secondary school teachers. The sample was collected using random sampling technique. The investigator used Maslach Burnout Inventory (1996) for collecting data. The scale was administered to the teachers. Proper instructions were given about the inventory. There was no time limit to complete the inventory but they were asked to respond as quickly as possible. After the collection of data the scoring was done in accordance with the directions given in the manual. The tabulated data was then subjected to statistical analysis and results interpreted.

TESTING OF HYPOTHESES

To test the first hypothesis mean scores, S.D., of male and female teachers were calculated.

Table 1. Mean scores, SD, t – value of male and female secondary school teachers on burnout

Gender	Number	Mean	SD	S.Ed	t- value	Significance
Male	60	45.7	9.54	1.73	1.84	Non-significant
Female	60	42.5	9.5			

Table 1 shows the mean scores of Male and Female secondary school teachers on burnout. The mean scores of Male secondary school teachers is 45.7 with S.D. 9.54. The mean scores of Female teachers is 42.5 with S.D. 9.5. Standard error is 1.73. Critical value is less than table value at both levels that is 0.05 and 0.01. So, null hypothesis is accepted that there is no significant difference in burnout of male and female secondary school teachers.

Table 2. Mean scores, SD, t – value of government and private secondary school teachers on burnout.

Type of school	Number	Mean	SD	S.Ed	t- value	Significance
Government	60	45	9.3	1.82	0.824	Non-significant
Private	60	43.5	10.6			

Table 2 shows the mean scores of government and private secondary school teachers on burnout. The mean scores of government secondary school teachers is 45 with S.D. 9.3. The mean scores of private teachers is 43.5 with S.D.10.6. Standard error is 1.82. Critical value is less than table value at both levels that is 0.05 and 0.01. So, null hypothesis is accepted that there is no significant difference in burnout of government and private secondary school teachers.

FINDINGS AND DISCUSSIONS

•It was found that there is no significant difference in burnout of male and female secondary school teachers. Thus, both male and female teachers were found to have equal burnout. This shows that gender does not affect the burnout of teachers. The results are in accordance with the study of (Demirel, Guler, Toktamis, Ozdemir, & Serzer, ,2005) who found that there is no significant difference in burnout in male and female teachers.

•It was also found that there is no significant difference in burnout of government and private secondary school teachers. Thus, both government and private teachers feel same stress. Type of school does not affect the burnout of teachers. Kamau (1992) found that government high school teachers were more satisfied than private high school teachers.

Educational implications

- The teachers should be well adjusted in family. They should be mentally healthy to solve the problems.
- They should be provided good working environment. The school authorities should understand the problem of school teachers.
- The teachers should be provided provide adequate salaries to reduce burnout.
- There should be mutual respect among the staff members. This can provide healthy environment to the teachers.
- The teachers should be provided adequate workload.
- They should have a good status in society.
- The school authorities should identify specific stressors within the work environment that contribute towards burnout.

- Strategies for increasing teachers' abilities to deal effectively with demands of educational reforms should be promoted.
- There should be provision of greater personal guidance and support for teachers.
- There should be provision of information and helpful feedback about teacher's quality of work and achievements.
- Ongoing programs concerned with stress management, coping strategies and development of a balanced approach to living should be promoted.

Burnout in education is a very common phenomenon. As teaching is very demanding work, these demands make the teachers emotionally drained from their work. They feel burned out and feel that they are not fit for this work. This makes them unable to continue their services. To reduce stress and burnout critical steps should be taken for maximum job performance.

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