Abstract

The present study is an attempt to compare job burnout of general and special school teachers. Sample of the study consists of 50 general and 50 special school teachers of Ludhiana and Chandigarh. Maslach Burnout Inventory (form Ed.) by Christina Maslach and Susan E. Jackson was used to collect the data. The results of the study showed no significant difference in emotional exhaustion and depersonalization dimensions of burnout between general and special school teachers. But a significant difference was found in personal accomplishment dimension of burnout between general and special school teachers.

1. Introduction

In the educational process, teacher occupies a very important place. Most teachers begin their career with excitement and genuinely care for their students. However, over time they can lose that feeling. This happens due to many stressful factors like heavy non-academic workload, uncaring government policies, in disciplined students, deterioration in service condition, critical scrutiny by administrators, colleagues, parents and students, family commitments and other responsibilities expected by the community. The stresses experienced by teacher’s effect their abilities and lead to decrease in their performance and efficiency.

Teaching is a profession where every day radical changes occur in the educational system. In an attempt to survive in this pressing time, a teacher may struggle to handle many tasks at a time and this pressure ultimately makes him exhausted, detached, defensive and offensive. These conditions may lead the modern teacher towards stress and ultimately to the chronic stress syndrome referred as burnout. Teacher burnout is a serious problem in education today especially for special educators who teach in more adverse conditions than their normal counterparts. Special education teachers in today’s work place are experiencing stress and burnout more than ever. Hadi et. al. (2013) in their comparative study of job burnout among Iranian elementary school teachers of students with
Autism, found that the female teachers of children with Autism experience higher levels of burnout and general mental health problems compared to teachers of children with other disability requiring special education. Stress and consequent burnout is one of the major reasons for special education teachers to leave the profession and find employment in other educational fields.

Burnout is a group of negative symptom that an individual experiences at work. It is a psychological term for the experience of long term exhaustion and diminished interest. Burnout is a function of feeling inconsequential—feeling that no matter how hard one works, the payoffs in terms of accomplishment, recognition, or appreciation are not there (Anderson and Iwanicki, 1981). In the words of Maslach and Jackson (1986) burnout is comprised of three dimensions: emotional exhaustion, lack of personal accomplishment and feelings of depersonalization. Although different definitions of burnout exist, this long-term stress reaction is most commonly described as a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity. Emotional exhaustion refers to feelings of being emotionally overextended and depleted of one’s emotional resources. Depersonalization refers to a negative, callous, or excessively detached response to other people, who usually are the recipients of one’s service or care. Reduced personal accomplishment refers to a decline in one’s feelings of competence and successful achievement in one’s work (Hastings, Horne, and Mitchell, 2004). Burnout occurs when a teacher takes too much on himself. Teachers get a full load coupled with extras curricular activities, private tuitions, the family commitments and other responsibilities from community. A teacher struggles to meet deadlines and also to make sure that things are done well in a decent manner. This strain and stress conditions of him leaves a mark of burnout in his life. It can also be because of lack of mastery in the subject taught by the teacher (Patrick 2006).

2. Objectives Of The Present Research
I. To study burnout among general and special school teachers.
II. To study significance of difference in burnout between general and special school teachers.

3. Hypothesis

There exists no significant difference in burnout between general and special school teachers.

4. Research Methodology

- **Sample**: Sample for the present study comprised of 100 school teachers (equally balanced between general and special school teachers) from Ludhiana and Chandigarh cities.
- **Tool Used**: Maslach Burnout Inventory (Form Ed.) developed by Christina Maslach and Susan E. Jackson (1986)
- **Statistical Techniques**: Mean, Median, Standard Deviation, Skewness and Kurtosis of the score of teachers were calculated on the variables of Job Burnout to ascertain the nature of score distribution. t-ratios were calculated to locate the mean differences between job burnout in general and special school teachers.
- **Delimitations Of The Study**: The study was conducted on teachers teaching in general and special schools of Ludhiana and Chandigarh.
5. Results & Interpretation

Table 1: Showing Difference in Emotional Exhaustion Dimension of Burnout between General and Special School Teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>SE&lt;sub&gt;D&lt;/sub&gt;</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>General School Teachers</td>
<td>50</td>
<td>20.86</td>
<td>3.84</td>
<td>1.12</td>
<td>0.21</td>
</tr>
<tr>
<td>Special School Teachers</td>
<td>50</td>
<td>21.10</td>
<td>6.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that mean scores on emotional exhaustion dimension of burnout of general and special school teachers are 20.86 and 21.10 respectively. The t-ratio was found to be 0.21 which is not significant. This shows that there is no significant difference in emotional exhaustion between general and special school teachers.

Table 2: Showing Difference in Depersonalization Dimension of Burnout between General and Special School Teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>SE&lt;sub&gt;D&lt;/sub&gt;</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>General School Teachers</td>
<td>50</td>
<td>16.18</td>
<td>2.09</td>
<td>0.61</td>
<td>1.97</td>
</tr>
<tr>
<td>Special School Teachers</td>
<td>50</td>
<td>17.38</td>
<td>3.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that mean scores on depersonalization dimension of burnout of general and special school teachers are 16.18 and 17.38 respectively. The t-ratio was found to be 1.97 which is not significant. This shows that there is no significant difference in depersonalization between general and special school teachers.

Table 3: Showing Difference in Personal Accomplishment Dimension of Burnout between General and Special School Teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>SE&lt;sub&gt;D&lt;/sub&gt;</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>General School Teachers</td>
<td>50</td>
<td>14.36</td>
<td>5.26</td>
<td>1.14</td>
<td>4.21*</td>
</tr>
<tr>
<td>Special School Teachers</td>
<td>50</td>
<td>19.16</td>
<td>6.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level

Table 3 shows that mean scores on personal accomplishment dimension of burnout of general and special school teachers are 14.36 and 19.16 respectively. The t-ratio was found to be 4.21 which is significant. This shows that there is a significant difference in personal accomplishment between general and special school teachers.

The results obtained revealed that general and special school teachers do not differ significantly on emotional exhaustion and depersonalization dimensions of burnout. But in personal accomplishment dimension special school teachers had significantly higher mean scores than general school teachers. This may be due to the reason that special school teachers deal with special children who have less ability to succeed in life but through the efforts of teachers these children become able to learn and move ahead in life. So the success of these children gives a sense of accomplishment to the special school teachers. Therefore the hypothesis, “There exists no significant difference in burnout between general and special school teachers.” is not retained on personal accomplishment dimension but is retained for emotional exhaustion and depersonalization dimensions of burnout.
6. Conclusion

The present study centers around teachers who are most vulnerable to stress and burnout owing to high levels of personal interaction involved in their profession. Burnout has a serious impact on teacher’s overall efficiency and effectiveness which adversely affect his personal and professional life. As effective and confident teacher will always contribute in the development of students and the education system, remedial and in-service training can be implemented to assist teachers in reducing burnout especially in case of special school teachers. Interventionist strategies both at individual and organizational level have to be adopted for preventing burnout from inflicting the quality teaching. At the individual level strategies such as stress management, time management, proper nutrition, relaxation, exercise and meditation can prevent teachers from getting trapped in to burnout syndrome. Organizational interventions are also imperative for prevention of the onset of burnout. Strategies such as improvement in the working conditions, improvement in classroom environment, increase in salary and other benefits like open lines of communication, involving teachers in curriculum and instructional planning can be helpful.

Apart from these professional developmental activities, training for relaxation, stress management and coping strategies etc. can definitely help teachers in finding their jobs more meaningful.

7. References


