Burn out Among School Teachers of Haryana

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Abstract

The present study investigated the level of burnout among school teachers of Haryana in relation to their gender and area. The sample included 600 school teachers randomly selected 300 from rural and 300 from urban secondary schools located in Hisar, Kurukshetra, Rohtak and Faridabad district of Haryana. The findings revealed that male and female school teachers differ significantly in their burnout level while no significant difference was found in the burnout level of teachers teaching in rural and urban areas.

Keywords: Burnout, school teachers urban and rural.

Introduction

The burnout syndrome is describes as emotional exhaustion which is the result of chronic stress and particularly occurs in people who are in contact with other people professionally (Antoniou et al 2013). It comprises three components: emotional exhaustion, depersonalization and lack of personal accomplishment/achievement (Montgomery and Rupp, 2005). Based on previous studies, there are gender differences in all three burnout syndromes and teachers occupational stress. Women teachers experience higher level of burnout, particularly emotional exhaustion (Antoniou et al 2006) and lack of personal achievement, but less depersonalization than male teachers (Lau et al 2005). Moreover, Yavuz (2009) found that men experience higher depersonalization. In contrary, Zhao and Bi (2003) found no difference in the three burnout syndromes between women and men teachers of secondary education.

Although many studies have been conducted in this area in foreign countries, only a few are reported in relation to India. Now days the role and responsibility of Indian teachers is multitasked in the present day school system. Job insecurity, low salary package, lot of deadlines to meet and a lot of responsibility to shoulder besides teaching are some of the sources of work place stress among school teachers in
private schools (Mahakud and Bajaj 2014). The female teachers are stress prone compare to the male teachers in school setting and the cause might be the factor like over work load, embarrassing nature and behavior of the boss and harassment from the other sources of work place (Ravichandran and Rajendran, 2007). A review of related literature reveals that this phenomenon results in significant consequences both at work and in family life. For a quality education, full utilization of human resources and to create a healthy environment for the development of students, this area required special attention (Shukla and Trivedi 2008). The proposed study will help teachers in particular and institutions in general in developing conducive teaching learning atmosphere in the institutions. Hence the present study was conducted with the following objectives.

**Objective of the study**
1. To compare the level of burnout of urban and rural school teachers.
2. To compare the level of burnout of male and female school teachers.

**Hypothesis of the study**
1. There exists no significant difference in burnout of urban and rural school teachers.
2. There exists no significant difference in the burnout of male and female school teachers.

**Design of the Study**
The present study was designed to study the burnout level of school teachers in relation to their gender and area.

**Sample**
The present study consisted of 600 school teachers selected randomly from four districts (Hisar, Kurukshetra, Rohtak and Faridabad) of Haryana State.

**Tool used**: Maslach Burnout Inventory (1996) was used for the present study.

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

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>T</th>
<th>Significant/NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE</td>
<td>Rural 300</td>
<td>17.49</td>
<td>6.71</td>
<td>1.51</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Urban 300</td>
<td>18.32</td>
<td>63.71</td>
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<td></td>
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<tr>
<td>DP</td>
<td>Rural 300</td>
<td>6.94</td>
<td>3.23</td>
<td>2.32</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Urban 300</td>
<td>6.97</td>
<td>3.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA</td>
<td>Rural 300</td>
<td>35.63</td>
<td>7.73</td>
<td>0.518</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Urban 300</td>
<td>36.37</td>
<td>23.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*EE = Emotional Exhaustion  DP=Depersonalization PA=Personal accomplishment*
Results and Discussions
The insignificant t-value in Table 1 for burnout level with regard to Area, clearly indicate that urban and rural school teachers do not differ significantly in their level of burnout. Also urban teachers have a higher mean score in burnout as compared to rural counterparts. The findings of present study are in contradictory to that of Arora (2013) who reported the higher mean score and higher level of burnout among urban school teachers as compared to their rural counterparts. The higher mean score among the urban teachers was also observed in the present study, but the difference was not significant. The may be due to good transportation system, family support, increase in mental level of the people due to increase in their income level.

| Table 2. Significance of the difference between the means of the burnout scores of Male and Female teachers |
|-----------|--------|------|------|------|------|
| EE        | Female | 300  | 18.63| 6.9  | 2.68 | Significant |
|           | Male   | 300  | 17.16| 6.4  |      |             |
| DP        | Female | 300  | 6.96 | 3.38 | 2.47 | Significant |
|           | Male   | 300  | 6.28 | 3.24 |      |             |
| PA        | Female | 300  | 34.3 | 7.3  | 2.37 | Significant |
|           | Male   | 300  | 37.7 | 23.59|      |             |

EE = Emotional Exhaustion DP=Depersonalization PA=Personal accomplishment

The insignificant t-value between male and female school teachers with regard to their burnout indicate that male and female school teachers differ significantly in their level of burnout (Table 2). Further the higher mean score of Female school teachers indicate that they have higher level of burnout than their male counterpart. The possible reason for higher level of burn out among female teachers is due to increase in excessive burden of female, over expectation by family and school and over ambition to achieve but family constrains do not allow. The same finding has been observed by several researchers (Manthei 1988, Purvakova & Muros 2010 and Antoniou et al 2013). However, study conducted in several parts of India revealed that male and female teachers display similar level of burnout (Shukls and Trivedi 2008, Arora 2013 and Mahakud &Bajaj 2014). The gender differences can be explained by social theory, which refers to women’s sensitivity and empathic abilities as a result of which women’s self is a self in relation with others (Pines & Ronen, 2011).

Educational Implication:
The findings hold implications for teachers 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.
Reference:


