

## **A STUDY OF JOB BURNOUT AMONG SPECIAL EDUCATOR AND REGULAR EDUCATOR OF INCLUSIVE AND REGULAR SCHOOL OF LUCKNOW DISTRICT**

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### **Abstract**

*The serious problem in today's education system is the educator's job burnout. The present study was conducted on educators' job burnout to see their effect on regular educators of mainstream schools and special educator of an inclusive school. The main reason for this investigation is to analyze the relationship between the general educator of mainstream school and the special educator of an inclusive school. The sample of 32 educators i.e 16 general educators of mainstream school and 16 of special educators of inclusive school was taken. The selection of the sample was taken purposefully as there are not many inclusive schools in Lucknow district. Sediman and Zager (1987) developed a teacher's burnout scale and Paula Laster (1984) developed a teacher job satisfaction questionnaire. Both tools were used in the present study to see the job burnout of general and special educators*

**Keywords-** *Teachers job burnout, special educator, general educator, mainstream schools, inclusive schools*

### **Introduction**

From a couple of years, burnout has become a “well-known articulation” used to pass on a practically limitless arrangement of social and individual issues. It is a troublesome/inconvenient issue that covers the welfare of an enormous number of human organizations’ workers’ as well as their countless clients. Educators and their students, psychotherapists and their patients, case managers and their clients all are possibly survivors of attitudes and behavior that are the features of burnout. Burnout is depicted as a negative behaviorism experience, for example, the response to occupation-related weight/stress. It relates to emotions experienced by individuals whose job demands conventional risk for earnestly charged social conditions. In this manner, it is a workable risk to which all individuals of helping professions are revealed, involving teachers.

Burnout was first described by Freudenberger (1974) and includes sentiments of disappointment and depletion outcome from the extreme requirement of the individual’s energy with an inadequate reward for the effort. Teaching can be viewed as a high-stress occupation. An education framework has every component related to stress, for example, a bureaucratic structure, ceaseless assessment of its procedures and results, and progressively through interpersonal interaction with peers/ students, parents, principals, colleagues, and the social community. As a result, increased student misbehavior, student insensibility, congested classrooms, insufficient pay, critical and unsupportive parents/guardians, expanding administrative loads, absence of infrastructural support, and an undeniably public negative

opinion has added to baffled teacher control all through the world. This builds up some time pressure, disappointment and negative frame of mind, which results in the physical, enthusiastic and attitudinal weariness that starts with a sentiment of uneasiness and mounts as the delight of teaching start to gradually slip away.

Most educators/ teachers start their professions energized and really care for their students. Nonetheless, after some time they can lose that feeling. Teaching can be a staggeringly satisfying occupation, and yet can be extremely distressing. Teachers communicate with their students, guardians, and associates which can prompt stress. Educator stress is characterized by Kyriacou (2001) as " Many times teachers experience unpleasant sentiments, such as strain, foiling, anxiety, irritated, and depression coming about because of parts of work as a teacher." Teachers stress might be seen as the awkwardness between requests at school and the resource teachers have to deal with them (Esteve, 2000; Troman and Woods, 2001). Tension and dissatisfaction weakened execution, and burst relational connections at work and home can be manifestations of educator stress (Kyriacou, 2001). Researcher (LeCompte and Dworkin 1991; Troman and Woods 2001) notes that educators who experience worry over extensive stretches of time may encounter what is known as burnout.

### **Concept of burnout**

Burnout is a condition of passionate, physical, and mental depletion brought about by inordinate and delayed pressure. It happens when a person feels overpowered, genuinely depleted, and unfit to satisfy consistent needs. As the pressure proceeds, an individual starts to lose the intrigue and inspiration that drove him/her to take on a specific job in any case.

Burnout is an element of feeling-immaterial inclination that regardless of how hard one wok, the adjustments as far as achievement, acknowledgment, or gratefulness are not there (Anderson and Iwanicki 198).

### **Concept of teachers burnout**

Teachers Burnout arises, when a teacher, who was once enthusiastic and eager about their field, encounters sentiments of chronic exertion and depressed about the job. Educators suffering from burnout feels that they are less appreciated, although they do a lot. Teachers feel that their endeavors will never be sufficient to satisfy the guidelines they are required to meet. This incessant pressure that educators experience can prompt many negative results. Thus, stress influences the effectiveness of teachers in student learning. Furthermore, burnout may be a reason for early resignations of a teacher or to quit the profession of teaching after a couple of years of teaching.

### **The rationale of the study**

Numerous studies recommend that burnout occurs at higher rates in the special educator of inclusive school when contrasted with the general educator of mainstream school. The present study compares the job burnout for the general educator of mainstream schools and special educator of inclusive schools in Lucknow.

### **Hypothesis**

1. General educator of mainstream school has a significantly low score on the Teacher Burnout scale than a special educator of an inclusive school.
2. General educator of mainstream school has a significantly higher on the Teacher job Satisfaction Questionnaire than Special educator of an inclusive school.
3. There is a critical connection between the scores on the Teacher Burnout scale and the Teacher Job Satisfaction Questionnaire for a general educator of mainstream school.
4. There is a critical connection between the scores on the Teacher Burnout Scale and the Teachers Job Satisfaction Questionnaire for special educators of an inclusive school.

### **Review of related literature**

Teachers with various burnout perils differentiate in their mental and physical state of prosperity. Teachers with a low burnout chance appear to judiciously feel generally advantageous while teachers with high burnout risk show the most raised deficits in their mental state of prosperity. Teachers with a high burnout chance uncovered basically progressively raised degrees of complaints and lower levels of thriving after occupations. Educators who have a low moving burnout risk point by point extended degrees of thriving and lessened degrees of fights after vocations (Hoyos and Kallus 2005).

Singh and Billingsley (1996) discovered factors, for example, stress, burnout, work over-burden, and employment disappointment adds to educator whittling down while factors, for example, administrative help, sensible job desires, and diminished work environment stress add to teachers' intention to remain in teaching. Maslach and others (2001) attempted to discover the burnout level as far as conjugal pressure. The discoveries investigated that unmarried individuals, particularly men are more presented to burnout than wedded people. It was additionally discovered that solitary, unmarried people show more highlights of burnout in contrast with divorced people. Dali's (2004) study uncovered that there was no essentialness contrast, among male and female grade teachers as far as all burnout measurements. Ioannou and Kyriakides (2007) showed that if an educator experiences the ill effects of burnout, he would have poor relational associations with partner and understudies. Instructors are the key people in bleeding edge to guarantee the nature of educating to give to the people to come.

Goddard, R., O'Brien, P., and Goddard, M. (2006) said that there is a gender difference in burnout. Their examination indicates that female educators are increasingly inclined to high passionate weariness and decreased individual achievement, while male instructors are progressively powerless to high depersonalization. Brouwers (2011) attempted to investigate the connection between age and the teaching profession. He completed the investigation on 311 physical training educators and found that instructors have more serious dangers of succumbing to burnout as they become more seasoned. Matin and others (2012) inspected the connection between statistic factors and occupational burnout. The examination uncovered that the activity burnout of representatives in associations may prompt the aim to leave the activity.

Researchers suggest that burnout is an issue and there are numerous variables that add to its reality. A study led by Huston (2001) demonstrated that more than one portion of the educators who reacted to the investigation demonstrated moderate to high degrees of burnout. Educators need to see quantifiable consequences of their teaching, to be perceived and complimented, and given a greater chance to take an interest in the decision-making process.

## **Methodology**

In the present investigation, the population comprises of all special teachers and general teachers of inclusive schools as well as mainstream schools.

## **Sample Strategy**

The researcher applied a purposive sampling strategy as there are bare of inclusive schools in Lucknow district.

## **Sampling**

In the investigation, the population consists of special educators and general educators of inclusive school and mainstream schools of Lucknow district. The total population in this investigation was 60 educators (20 special educators, 20 general educators of inclusive school and 20 general educators of mainstream school). Which was selected purposefully.

## **Variable of the study**

In the present study teachers, job burnout is the main variable

## **The Research Instrument**

In the present study, two scales were used-

1. The Teacher Burnout scale developed by Seidman and Zager in 1987
2. Teacher Job Satisfaction questionnaire developed by Paula Lester in 1984

The Teacher Burnout Scale is used to measure educator (teacher) burnout which contains 21 self-report items. It consists of four factors which include coping with job-related stress, career satisfaction, perceived administrative support, and attitudes towards students.

The Teacher Job Satisfaction Questionnaire is used to evaluate the job satisfaction of teachers. It consists of 77 self-reported items on a five-point Likert scale. Teacher Burnout Questionnaire includes 9 factors these are – Recognition (3 items), Advancement (5 items), Security (3 items), Pay(7 items), Working Condition (7 items), Responsibility (8 items), Work itself (9 items), Colleagues (10 items) and Supervision (14 items).

**Statistical techniques Used:** Mean, S.D, and t-value was calculated to analyze the data.

## **Analysis and Interpretation of Data**

### **Testing of Hypothesis**

According to Seidman and Zager, the Teacher Burnout Scale was scored in the following way-

After the completion of questions on the Teacher Burnout Scale, the investigator added all the scores together. The significance of scores is as per the following: 20-35 implies that you have

little burnout feelings. 36-35 implies some strong burnout feelings. 56-70 implies substantial burnout and 71-80 implies that a person is experiencing burnout.

***Cut-off scores for The Teacher Burnout Scale (table 1)***

*(Combined score of special educators in inclusive schools and general educators in mainstream schools)*

	SCORES			
Range	20-35	36-55	56-70	71-80
Number of educator response	0	3	17	12
Percentage	0%	7%	53%	38%

From the above table, it has been clear that 7 % of educators had some strong feeling of burnout, 53% of educators had a substantial feeling of burnout and 38% of educators were experiencing burnout

Once the tool was filled and collected from the educators, the data were analyzed by using a t-test.

- H<sub>1</sub> General educator of mainstream school has a significantly low score on the Teacher Burnout scale than a special educator of an inclusive school.**

***Table 2- T-test score of a general educator of mainstream school and special educator of inclusive school on the Teacher Burnout Scale.***

Educators	Mean	N	S.D	t-value	df	Sig(1-tailed)
General educator of mainstream school	72.25	16	8.32	2.01	30	0.014
Special educator of inclusive school	67.19	16	6.04			

After observing the result on the Teacher Burnout Scale between regular educators of mainstream schools and special educators of inclusive school, it was concluded that there was a significant difference. As the research hypothesis suggested that burnout would be lower for the general educator of mainstream school. Whereas the result revealed that the job burnout of general educators of mainstream schools is higher as compared to the special educator of an inclusive school

- H<sub>2</sub> General educator of mainstream school has a significantly higher score of the inclusive score on the Teacher job Satisfaction Questionnaire than Special educator of an inclusive school.**

**Table 3- T-test score of the general educator of mainstream school and special educator of inclusive school on the Job Satisfaction Scale.**

<b>Educators</b>	<b>Mean</b>	<b>S.D</b>	<b>N</b>	<b>T</b>	<b>df</b>	<b>Sig 1 tail</b>
General educator of mainstream school	239.56	16.75	16	0.989	30	0.083
Special educator of inclusive school	239.06	14.64	16			

After analyzing the Teacher Job Satisfaction Questionnaire, to see the difference between a general educator of mainstream and special educator of inclusive school, it was found that there is no significant difference in job satisfaction scores.

**H3 There is a critical connection between the scores on the Teacher Burnout scale and the Teacher Job Satisfaction Questionnaire for a general educator of mainstream school.**

**Table 4- correlation between Job Burnout and Job Satisfaction for Regular Educator of mainstream school.**

Mainstream school	Burnout- Regular educator	Job satisfaction- Regular educator
Burnout- Regular Education	1	
Job Satisfaction- Regular education	0.03	1

The correlation value of the teacher's job burnout and teacher job satisfaction for a regular educator of the mainstream was  $r = 0.03$  very low, therefore there is a weak relationship between teacher burnout scale and job satisfaction score of the general educator of mainstream school.

**H4 There is a critical connection between the scores on the Teacher Burnout Scale and the Teachers Job Satisfaction Questionnaire for special educators of an inclusive school.**

**Table 5- correlation between Job Burnout and Job Satisfaction for a Special Educator of Inclusive School.**

Inclusive school	Burnout- Special Educator	Satisfaction- Special Educator
Burnout- Special Educator	1	
Satisfaction- Special Educator	0.09	1

The correlation value of teacher job burnout and teacher job satisfaction for special educators of inclusive school was  $r = 0.09$ , which was very low. Hence, a weak relationship was found between teachers' burnout scale and job satisfaction scores for special educators of an inclusive school.

## Discussion and Result

The present study has observed that mainstream school educators can have a significantly higher score in teacher burnout scale measurements. In the present study, it was also observed that inclusive schools special educators have scored less than general educators of the mainstream when measured on teachers' burnout scale. This can happen because the general educators do not get training to handle special children, i.e. bachelor in special education, and they do not understand the psychology of these children and get upset with the antics of children. According to the second hypothesis, on the teacher job satisfaction questionnaire, the general education of mainstream schools can have a higher score than teachers of special education of inclusive school. However, the result revealed that there is no difference between the job satisfaction questionnaire.

The third hypothesis stated that a critical relationship exists between the score on the teacher burnout scale and job satisfaction questionnaire for the general educator of mainstream school. Findings, however, revealed that there is a very weak relationship which means that educators do not undergo burnout because they are not satisfied with their job.

In the last hypothesis, it is said that there is a critical connection between the scores on the teacher's burnout scale and the teacher job satisfaction questionnaire for special educators of an inclusive school. It is found that there was a poor correlation between burnout and job satisfaction.

## Conclusion

The teacher's burnout scale report of the present study are as follows-

- 1.) Teachers having a strong feeling of burnout are 7%
- 2.) Teachers having a significant strong feeling of burnout are 53%
- 3.) Encountering burnout education is 37%

It is an interesting fact that no teacher reported that he/she felt less burnout feeling. The entirety of educators have overwhelmed a strong feeling of burnout, but general educators, having higher levels than the special educators. Even after feeling burnout, there are many teachers who were satisfied with their job then non-satisfied.

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