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RESEARCH ARTICLE

COMPARATIVE STUDY OF BURNOUT OF RURAL AND URBAN PRIMARY TEACHERS OF VARANASI

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Abstract

The present study is an investigation to find out the difference between rural and urban primary teachers of Varanasi with regard to their burnout. 'Burnout Inventory' by Menon, Dutt & Dhir (2008) was administered for the purpose of data collection. The sample consisted of 50 urban & 50 rural primary teachers of government schools of Varanasi. The statistical techniques used were the Mean, S.D. and t-test. The finding of the present study revealed that in the Emotional Exhaustion dimension, no significant difference was found at 0.05 level of confidence. On the Depersonalization and Lack of Personal Accomplishment dimensions significant differences were found at 0.05 level of confidence showing that the difference between the means of rural and urban teachers is quite high.

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Teachers who are the nation builders in the achievement of national and educational goals in the country feel that they are overloaded with work especially primary teachers. They are exposed to larger classes of students but have very limited facilities. Most teachers are exposed to prolonged stress which eventually culminates into burnout. Recent research has shown that teachers, along with servicemen, social workers, and linguists, are the most affected by rising stress in their respective work environments. Teaching as a profession is progressively becoming a stressful occupation (Hepburn & Brown, 2001). It has been reported that teacher stress affects the learning environment and ultimately prevents achievement of the teacher's educational goals. This leads to disinterest, negligence, bitterness, and absenteeism among teachers, and can result in teachers leaving the profession (Guglielmi & Tatrow, 1998). According to Shinn (1982) and Katzell, Korman, and Levine (1971), teachers are three times more likely to quit their jobs and even more likely to want to quit their jobs than are similarly trained professionals.

Burnout is the emotional, mental, and physical exhaustion that comes about from job related stress and roughly describes any negative responses by teachers to work-related stress (Blasé, 1982). Burnout is the end state of "burning out" which is the gradual attrition of important technical, psychological, and social resources. Fruedenberger was first person investigated burnout in the 1970s to address the collateral affects of stress-related decomposition among social service workers such as teachers, social workers, policemen, health care professionals, and therapists. Burnout represents a syndrome of affective and physiological responses to the chronic emotional strain of service delivery to others in need (Maslach, 1999) and is defined by three distinct but empirically related factors: Emotional Exhaustion, Depersonalization, and reduced Personal Accomplishment (Byrne, 1999; Maslach & Jackson, 1986).

- ❖ **Emotional Exhaustion** is characterized by psychological depletion caused by the constant demands of caring for others. This factor can include physiological illness, chronic fatigue, and decreased stress resistance. Teachers exhibit emotional exhaustion when they feel they can no longer extend themselves to students as they once did (Evers, Brouwers, & Tomic, 2002; Maslach & Jackson, 1986; Schwab & Iwaniki, 1982).
- ❖ **Depersonalization** refers to negative disassociation, indifference to students as individuals, and a detached attitude toward individual student needs (Maslach & Jackson, 1986).

- ❖ Satisfaction with **Personal Accomplishment**, a third indicator of teacher burnout, is evidenced by self-evaluation relative to job performance and expectations of future goal attainment. Teacher burnout factors are associated with isolation from colleagues and disassociation from students and other aspects of teacher work. In some cases, burnout factors are related to working harder but with desensitized automaticity. These variables impact selection and implementation of intervention strategies (**Farber, 1991; Maslach & Jackson, 1986; Jackson, Schwab, & Schuler, 1986**).

Review of Literature:-

After reviewing the literature the researcher found that burnout affects teachers' progress and various factors are responsible for that such as workload, work-environment, gender discrimination, school climate and so on. Among these urban and rural environment is also important factor which affects teachers' achievement and it is one of the causes of burnout. **Allie (1982)** conducted a study on regular and special education teachers to measure the effect of job stress and personal life stress on job performance, burnout and job satisfaction. Findings revealed that special education teachers had less job stress than regular teachers. Rural teachers were less stressed than their urban counterparts. Strong relationship was found between job stress, job dissatisfaction and emotional exhaustion. **Crane & Iwanicks (1986)** showed that perceived burnout among teachers of urban special education was moderate, the level varied significantly with respect to age, sex and experience. **Garland (1989)**, conducted the study on teachers who had resigned from a Boston area urban school. The findings revealed a strong relationship between burnout and teachers resignation. The subjects showed emotional, spiritual and physical exhaustion and poor administrative leadership to be the most significant factor contributing to teachers' resignation.

Statement of the problem:-

Comparative study of burnout of rural and urban primary teachers of Varanasi

Definition of related terms:-

Burnout:-

Burnout is Emotional, mental and physical exhaustion that comes from job-related stresses. In this study burnout inventory by **Menon, Dutt & Dhir (2001)**, a modified version of Maslach Burnout Inventory (MBI) was used to measure the level of burnout. In MBI the three general scales were addresses:

- ❖ **Emotional exhaustion (EE)** measures feelings of being emotionally overextended and exhausted by one's work.
- ❖ **Depersonalization (DP)** measures an unfeeling and impersonal response towards recipients of one's service, care treatment or instruction.
- ❖ **Personal accomplishment (PA)** measures feeling of competence and successful achievement in one's work.

Primary teacher: - The rural and urban teachers working in government primary schools regulated by U.P. Government in Varanasi.

Objectives of the study:-

To compare the levels of burnout of rural and urban primary teachers of government primary schools of Varanasi.

Hypotheses of the study:-

1. There is no significant difference between the level of burnout and its dimension i.e. emotional exhaustion of rural and urban primary teachers of Varanasi.
2. There is no significant difference between the level of burnout and its dimension i.e. depersonalization of rural and urban primary teachers of Varanasi.
3. There is no significant difference between the level of burnout and its dimension i.e. lack of personal accomplishment of rural and urban primary teachers of Varanasi.

Population of the study:-

Rural and urban primary teachers belonging to all casts, categories, locale and religions of government primary schools regulated by U.P. Government of Varanasi constituted the population of the study.

Sampling and sampling techniques:-

Rural and urban primary government schools regulated by U.P. Government of Varanasi were selected randomly. Among these schools 50 rural and 50 urban primary teachers were selected randomly for the sample of the study. Simple random sampling technique was adopted for the present study. The following table shows the spectrum of sample.

Table 1: Distribution of sample

Total no. of primary teachers	Urban primary Teachers	Rural primary Teachers
100	50	50

Tools of the study:-

The following tool was used for achieving the objectives:

1. Burnout Inventory by Menon, Dutt & Dhir (2008), a modified version of Maslach Burnout Inventory.

Data analysis:-**To compare the levels of burnout of rural and urban primary teachers:-**

The objective of the present study is to compare the levels of burnout of rural and urban primary teachers of government primary school of Varanasi. The following table indicates the means, S.D. and 't' values regarding three dimensions of burnout :

Table 2: Mean, Standard Deviation and 't'-value of rural and urban primary teachers

Dimension of burnout	Urban Teachers			Rural Teachers			't' value
	N	Mean	S.D	N	Mean	S.D	
EE	50	33.98	10.45	50	36.21	10.17	1.085
DP	50	62.37	6.60	50	58.12	7.12	3.09*
PA	50	40.75	8.63	50	35.50	8.59	4.33*

*significant at 0.05 level

Table 2 gives the 't' value for the differences between the means of rural and urban teachers of primary schools for the Emotional Exhaustion, Depersonalization and Lack of Personal Accomplishment dimensions of burnout. From above table it is revealed that the 't' value in the Emotional Exhaustion dimension is 1.085, and it is not significant at the .05 level, indicating that the differences in the means of the sample groups may be due to chance. Thus, the hypothesis no .1 that there is no significant difference between the level of burnout and its dimension i.e. emotional exhaustion of rural and urban primary teachers of Varanasi was accepted.

In case of Depersonalization dimension 't' value is 3.09 and in the Lack of Personal Accomplishment it is 4.33. Thus, the hypothesis no .2 that there is no significant difference between the level of burnout and its dimension i.e. depersonalization of rural and urban primary teachers of Varanasi and the hypothesis no. 3 that there is no significant difference between the level of burnout and its dimension i.e. lack of personal accomplishment of rural and urban primary teachers of Varanasi were rejected.

Result:-

It is revealed from above analysis that the 't' value in the Emotional Exhaustion dimension is 1.085. Teachers, whether they are teaching in urban schools or in rural schools, feel the same level of emotional exhaustion, in the Depersonalization dimension 't' value is 3.09 and in the Lack of Personal Accomplishment it is 4.33 and are significant at the 0.05 level showing that the difference between the means of urban and rural teachers are significant and cannot be attributed to a chance factor or sampling error. The higher mean of urban teachers indicates that they feel more depersonalized in comparison to rural teachers. The finding is similar to the study of **Abel and Sewell (1999)**. His study concludes that urban teachers have greater stress and that there is a clear relationship between their stress and burnout as a result of having difficult classes, problem students, poor classroom climate, poor working conditions, shortage of resources, lack of recognition and inordinate demands on time leading to burnout. The factors behind the burnout in this study includes: overwhelming workload, discipline problems, low

pay, little respect, lack of administrative support and the clerical workload. Not surprisingly, the most commonly cited reasons refer to the difficulty of managing children and poor working conditions. In another study **Haberman** ,(2004) found that Stress is greater in urban schools than rural ones.

Educational implication:-

The present study has important implications for the teaching community in general and for the educational institutions for improving the effectiveness, efficiency and the quality of education. The present study helps to create awareness among teachers about burnout and its impact on health. The findings of this study will be beneficial to teachers. They can use the knowledge of the findings in developing effective coping strategies and a pro-active behavior for the burnout process. The institutions can also develop models to reduce burnout.

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