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EMOTIONAL EXHAUSTION, DEPERSONALIZATION AND PERSONAL ACCOMPLISHMENT IN DIFFERENT AGE GROUPS OF SCHOOL TEACHERS

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Abstract:

The purpose of this study was to explore and examine the effect of different age groups on Emotional Exhaustion, Depersonalization and Personal Accomplishment of high school teachers. A descriptive research design was used to study teachers working in high schools of Mysore city, Karnataka State, India. The data were collected from 388 teachers using stratified random sampling. The instrument used to measure the variables was Maslach Burnout Inventory by Maslach and Jackson (1981). The statistical techniques of descriptive statistics, and one way ANOVA were employed to analyze the data. Results revealed that age had significant influence over one of the component of burnout scores. In reduced of personal accomplishment, teachers with higher age groups had higher burnout scores.

KEY WORDS:

Emotional Exhaustion, Depersonalization, Personal Accomplishment, Burnout, Age Groups, High School Teacher.

INTRODUCTION

The phenomenon of burnout beginning with the intense interactions in working with people is quite usual and has been the issue of focus in different human service occupations including health and mental care professions (Freudenberger and North, 1985; Maslach and Jackson, 1982; Pines and Maslach, 1984). When individuals feel an inability to control or reduce stress to a manageable level, they may become emotionally drained. Feelings of exhaustion and ineffectiveness continue as mental and physical resources are depleted in the pursuit of unreachable and sometimes unrealistic goals (Maslach, Schaeferli & Leiter, 2001). The teacher then experiences a reduction in accomplishments, leaving him or her with a loss of self-esteem and dissatisfaction with these job accomplishments. This chain of events ultimately interferes with the burnout teachers' ability to continue to meet teaching demands. Thus, the three dimensions of the burnout syndrome: emotional exhaustion, depersonalization and a reduced sense of personal accomplishment, begins (Maslach & Jackson, 1993; Wood & McCarthy, 2002).

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 are usually the recipients of one's service or care and Personal accomplishment refer to a decline in one's feelings of competence and self-efficacy (Maslach, 1993).

Burnout is a particularly critical consequence of working in institutional settings (Maslach & Jackson, 1981). Freudenberger (1974) originated the term burnout. He defined burnout as a work related

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EMOTIONAL EXHAUSTION, DEPERSONALIZATION AND PERSONAL ACCOMPLISHMENT.....

stress response that can be observed among human service professionals such as social workers, healthcare workers, or teachers (Freudenberger, 1974). Other researchers have provided definitions of the concept of burnout as well (Demerouti, Bakker, Nachreiner & Schaufeli, 2001; Farber, 1991; Friedman, 1995; Jackson, Schwab, Schuler, 1986; Maslach, 1982; Maslach & Leiter, 1997). Farber (1991) limited burnout to a work-related syndrome that most often occurred as a result of working directly with people in need of assistance. Friedman (1995), on the other hand, defined burnout as a response of a person's perception of a significant difference between effort (amount of work exerted) and reward (amount of recognition or success realized).

2. LITERATURE REVIEW

Research continues to define teacher burnout as a syndrome characterized by physical, mental, and behavioral fatigue (Gulielmi & Tatrow, 1998; Kyriacou, 1987; Sari, 2004). The Maslach Burnout Inventory is a result of Maslach and Jackson's definition of the concept of burnout established in 1981. Teachers are vulnerable to burnout, which is a severe reaction to stress. It is important to point out that not all teachers who experience stress experience burnout. Teachers who experience burnout are likely high achievers who have desires to go above and beyond and lots of energy, but who feel powerless to achieve their goals, either in helping students or in attaining self-actualization (Freudenberger & Richelson, 1980). Once they are not able to accomplish their goals, their unconscious responses become dangerous to themselves. Ironically, the individual who is unresponsive to his or her job is least likely to burnout. Therefore, burnout often occurs in the most competent, enthusiastic, energetic, and committed teachers (Maslach & Leiter, 1997).

Demographic factors such as age and gender have been associated with at least one burnout measure (Cordes & Dougherty, 1993; Maslach, 1993; Schwab & Iwanicki, 1982). In their study of 469 teachers, Schwab and Iwanicki (1982) found that age was linked to emotional exhaustion. Younger teachers scored higher on the scale of emotional exhaustions than older teachers. Results also revealed that men scored significantly higher than women on the depersonalization subscales of the MBI-ES. In addition to the three significant contributing factors to teacher burnout, there are a variety of other sources (Friedman & Farber, 1992) as well as other studies that report similar results (Cordes & Dougherty, 1993; Greenglass & Burke, 1988; Maslach, 1993).

Research shows that younger teacher is the most susceptible to burnout (Demirel, et al, 2005, Song, 2008, Fisher, 2011). There were also some inconsistent findings relating to relationship between teacher burnout and years of teaching experience (Jackson, 1993, Bayram, Gursakal & Bilgel, 2010, Egyed & Short, 2006). Whitehead, et al. (2000) found the more levels of burnout in middle grade teachers and in the 30–39 year age.

3. RESEARCH METHODOLOGY

3.1 Hypotheses of the study

1. There is no significant difference in emotional exhaustion between teachers belonging to different age groups.
2. There is no significant difference in depersonalization between teachers belonging to different age groups.
3. There is no significant difference in personal accomplishment between teachers belonging to different age groups.

3.2 Sample

The population for the study consists of teachers working in schools in Mysore city, India which includes 788 teachers. In this research stratified random sample was used. Sample size was calculated according to the table provided by Krejcie and Morgan (1970). Regarding the statistical range which is 788 number of sample is 388.

3.4 Instrument

Maslach burnout inventory (MBI): Job burnout component were measured by the Maslach Burnout Inventory, developed and standardized by Maslach and Jackson (1981). This is a widely used scale, and it consists of 22 statements that assess the three facets of professional burnout, emotional exhaustion, depersonalization and reduced of personal accomplishment. The emotional exhaustion was regarded as the basic individual stress component of the syndrome (Maslach et al., 2001). The respondents

EMOTIONAL EXHAUSTION, DEPERSONALIZATION AND PERSONAL ACCOMPLISHMENT.....

identity as to how often they feel professional burnout on a "six-point Likert-type rating scale" ranging from "never" (0) to "every day" (6). This scale has been employed in a considerable number of Greek and international studies that have investigated the professional burnout of a substantial number of occupations, such as civil servants, doctors, and teachers in special and mainstream schools (Kanas, 1996). Iwanicki and Schwab (1981) reported Cronbach alpha internal reliability estimates of 0.90 for emotional exhaustion, 0.76 for depersonalization, and 0.76 for personal accomplishment. The validity of the MBI was substantiated by studies conducted by Iwanicki and Schwab (1981).

3.3 Data collection

The questionnaires were administrated individually. The data required for the present study were collected from the high schools in Mysore. 400 respondents were requested to read each question carefully and then encircle the choice which best described their opinion regarding each item. Finally, the investigator collected 388 questionnaires from teachers.

4-RESULTS

The data collected thus were subjected to one way ANOVA to test the difference between teachers belonging to different age groups for emotional exhaustion, depersonalization and reduced of personal accomplishment scores using SPSS for windows (version 16.0).

Table 1
Mean Scores and Standard Deviation with Respect to Emotional Exhaustion, Depersonalization and Personal accomplishment of High School Teachers with Different Age Groups and results of one way ANOVA

Components of job burnout	Age groups (in years)	N	Mean	S.D	F value	P value
Emotional exhaustion	< 30	97	15.53	11.64	1.439	.231
	31-44	152	14.99	10.45		
	45-54	65	16.94	10.63		
	above 55 years	73	18.05	12.52		
	Total	387	16.03	11.21		
Depersonalization	< 30	97	9.93	7.04	1.391	.245
	31-44	152	8.71	5.45		
	45-54	65	9.95	8.09		
	above 55 years	73	10.30	5.78		
	Total	387	9.52	6.44		
Reduced Personal accomplishment	< 30	97	32.16 ^a	10.36	7.235	.001
	31-44	152	35.05 ^{ab}	10.07		
	45-54	65	32.51 ^a	11.68		
	above 55 years	73	39.08 ^b	10.03		
	Total	387	34.66	10.67		

EMOTIONAL EXHAUSTION, DEPERSONALIZATION AND PERSONAL ACCOMPLISHMENT.....

Note: $df=3, 383$; Mean values with different superscripts are significantly different from each other as indicated by Scheffe's Post hoc test ($\alpha=.05$)

For comparing the study variables of emotional exhaustion, depersonalization and personal accomplishment across different age groups, one way ANOVA was used. It may be seen from the table above that out of 3 components, only in one component, i.e, in reduced of personal accomplishment, teachers belonging to different age groups differed significantly ($F=7.235$; $p=.001$) in their burn out scores. The mean of personal accomplishment scores for less than 30, 31-44, 45-54 and above 55 years old were 32.16, 35.05, 32.51 and 39.08 respectively. Further, Scheffe's post hoc test revealed that teachers with age above 55 years had highest level of personal accomplishment scores and teachers with lowest age groups had least reduced of personal accomplishment scores. However, in rest of the 2 components (emotional exhaustion and depersonalization), age groups of teachers did not have significant influence, as the observed F values failed to reach the significance level criterion.

5. CONCLUSION

Main finding of the study is: only in personal accomplishment component, teachers in higher age groups had higher scores compared to teachers in younger age groups. The purpose of this investigation is to examine the effect of age differences on high teachers' emotional exhaustion, depersonalization and personal accomplishment.

Personal accomplishment refers to a decline in one's feeling of competence and successful achievement in one's work. The high school teachers reported higher scores on personal accomplishment. There are some studies that indicate that there is no difference between age groups in job burnout (Friedman & Faber, 1992; Zabel and Zabel, 2001, Mukundan & Khandehroo, 2010; Bayani, Bagheri & Bayani, 2013). Withehead, Ryba, and O'Driscoll (2000) studied factors relating to job burnout. The highest levels of emotional exhaustion were found in teachers of the upper primary level (grades 4–6) and in the 30–39 year age range. Reduced personal accomplishment was highest in first through third year teachers.

Relating to years of teaching experience, the present study found no difference in burnout between teachers with less teaching experience and teacher with more teaching experience. This finding is consistent with the work of Egyed (2006) Jackson (1993), Song (2008), and Fisher (2011) reported inconsistency results. There is, however, a strong need for additional research in this field (Bayani, Bagheri & Bayani, 2013).

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