

A STUDY OF BURNOUT AMONG ENGLISH LANGUAGE TEACHERS IN THE SCHOOLS OF GAUTAM BUDDHA NAGAR, UTTAR PRADESH

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Received: 22 Dec 2017

Accepted: 02 Jan 2018

Published: 29 Jan 2018

ABSTRACT

In recent years, interest in the effects of burnout and strain in workforce in nearly every kind of human service professions has been increased; it includes teaching profession as well. The working conditions of the school, college or university have been changed to a great extent and are now significantly different from previous generations. The present study examined burnout between English Language teachers of Hindi Medium Schools and English Medium schools of Gautam Buddha Nagar. Data were collected from 240 teachers selected randomly from Hindi and English medium schools from all the four blocks of Gautam Buddha Nagar. Burnout was measured by Maslach Burnout Inventory (1996). Results of burnout through ANOVA revealed that English Language Teachers of Hindi medium school exhibited high emotional exhaustion and depersonalization followed by less personal accomplishment as compared to English Medium school. English Language teachers of English medium schools showed less emotional exhaustion and depersonalization, but higher personal accomplishment than English Language teachers of Hindi medium schools. Further, English Language teachers of Hindi medium schools differed significantly from English medium schools, showing that the former had burnout syndrome (high emotional exhaustion and depersonalization, followed by low personal accomplishment) as compared to the later ones. Results were interpreted in the light of existing theoretical framework and existing Indian organization culture in schools. The implications for the present research for theory and practice were also suggested.

KEYWORDS: *Burnout, Stress, Teachers, English and Hindi Medium Schools, English and Hindi Language Teachers*