

Burnout syndrome in teachers of special schools in the South Moravia Region in the Czech Republic

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Introduction

Burnout syndrome is formally defined as a state of physical, emotional and mental exhaustion caused by long-term involvement in situations that are emotionally demanding. (Pines, A., Aronson, E. 1988). Teaching profession is one of those in which may Burnout syndrome occurs. The array of symptoms such as physical depletion, feelings of hopelessness, the development of a negative self-concept and negative attitudes towards work can affect the work performance as well as teacher-pupil relationship (Gold, Y., Roth, R.A., 1993).

Research goal and research questions

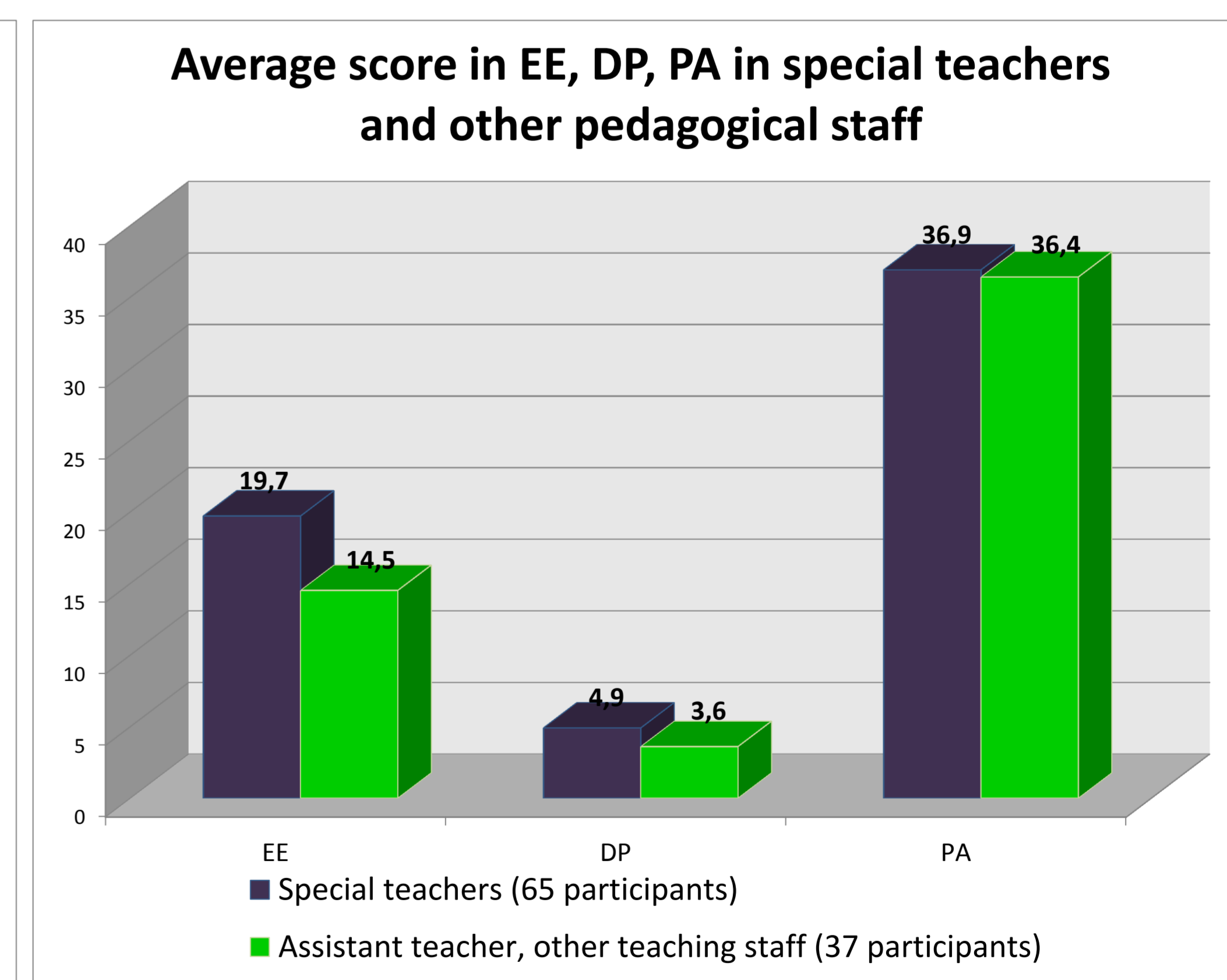
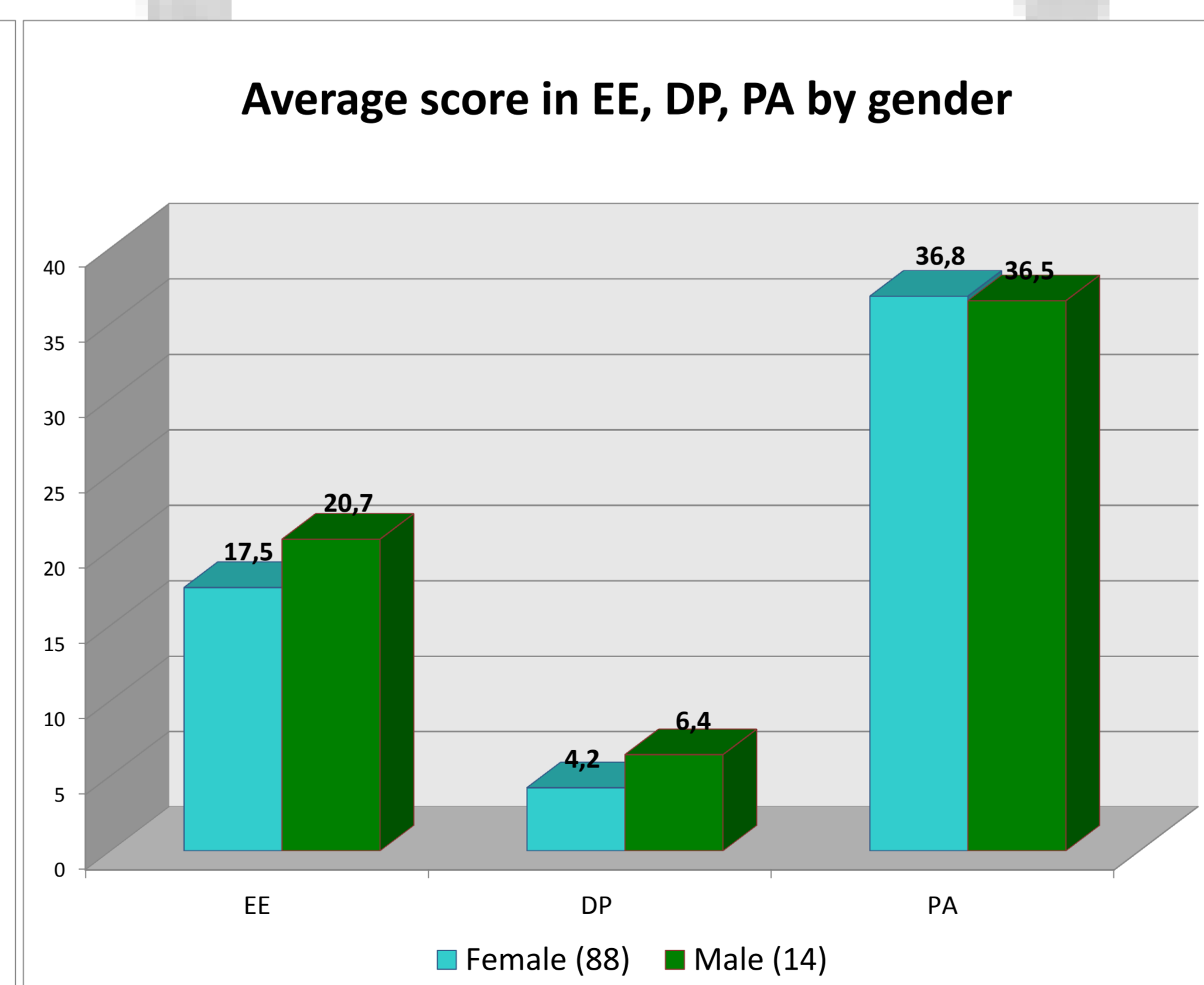
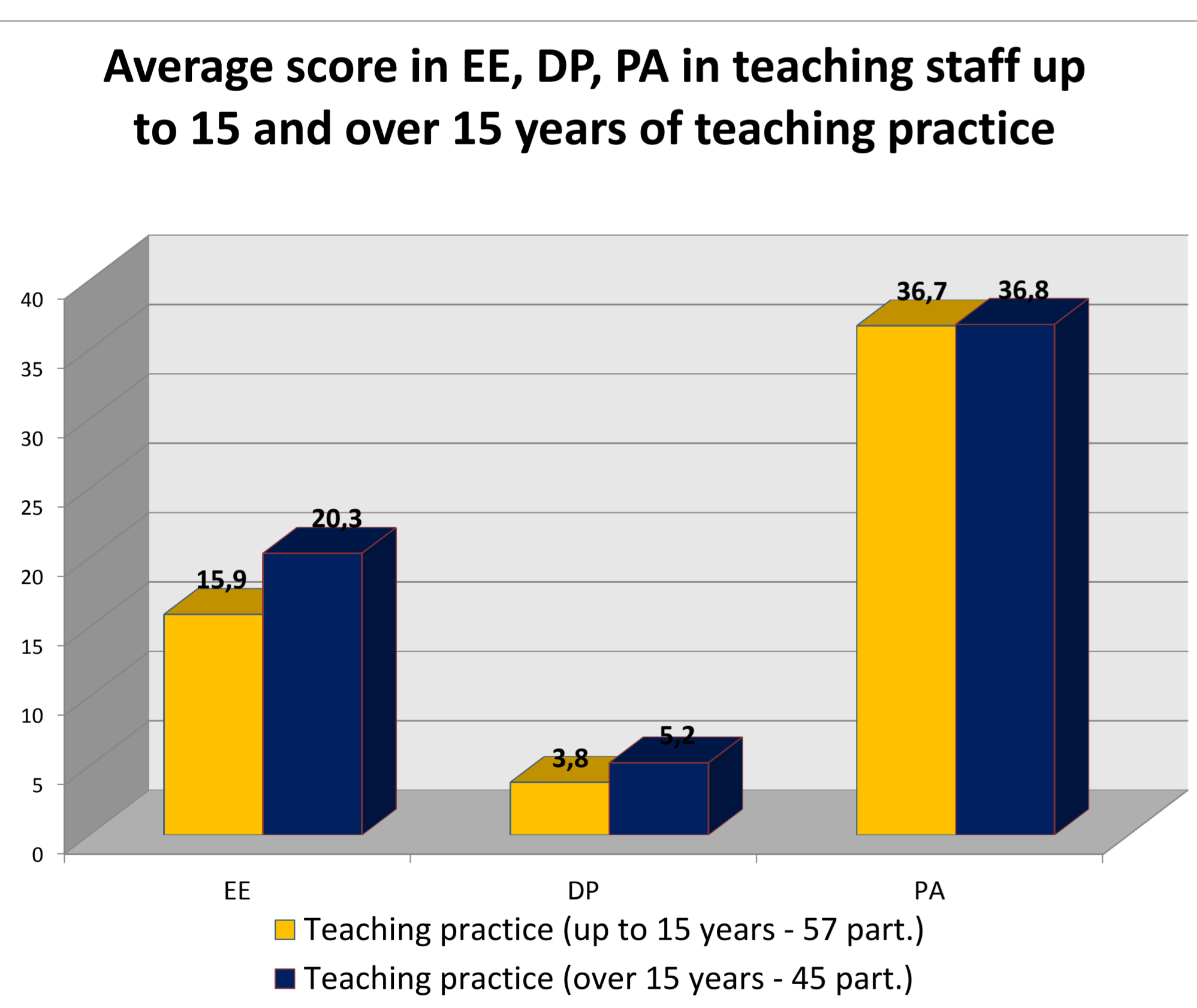
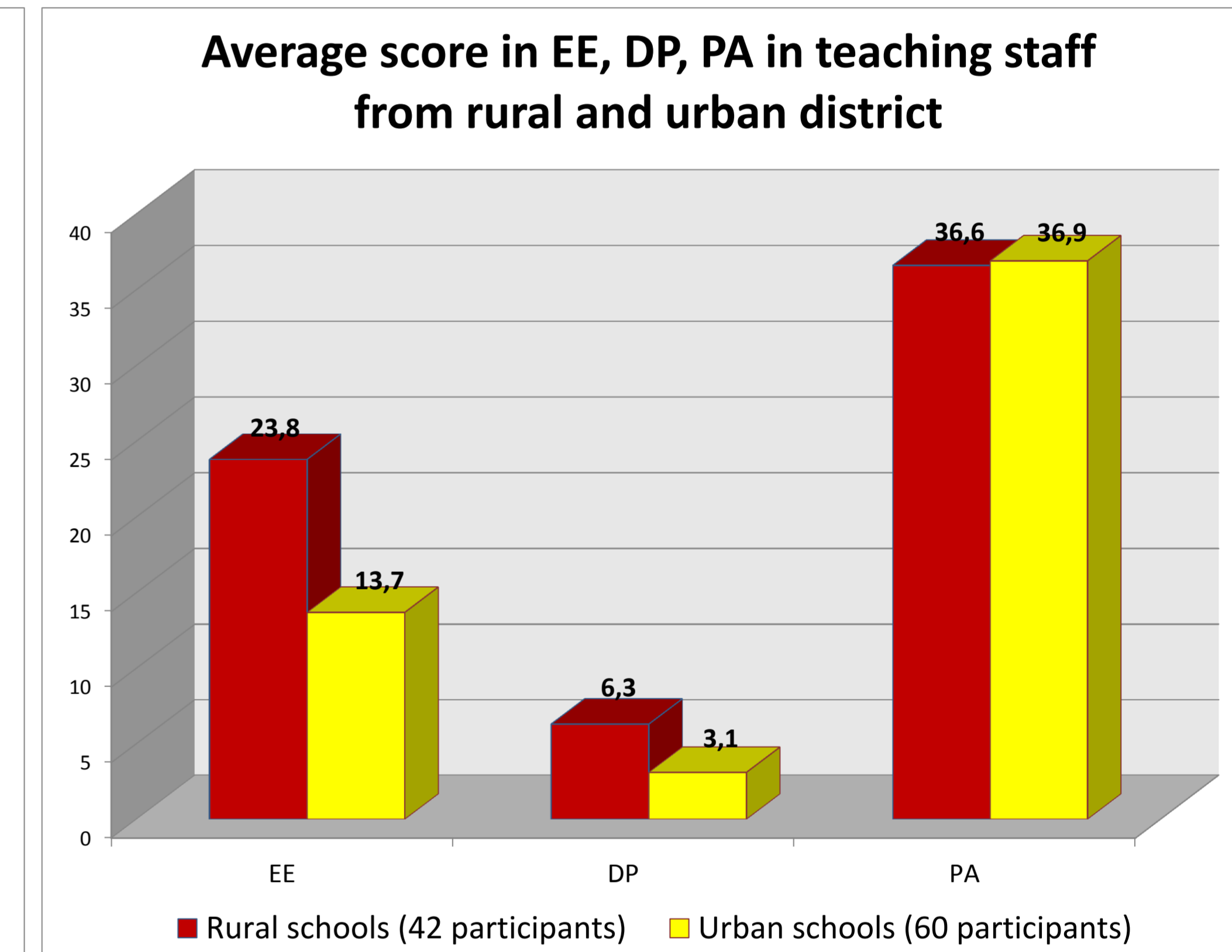
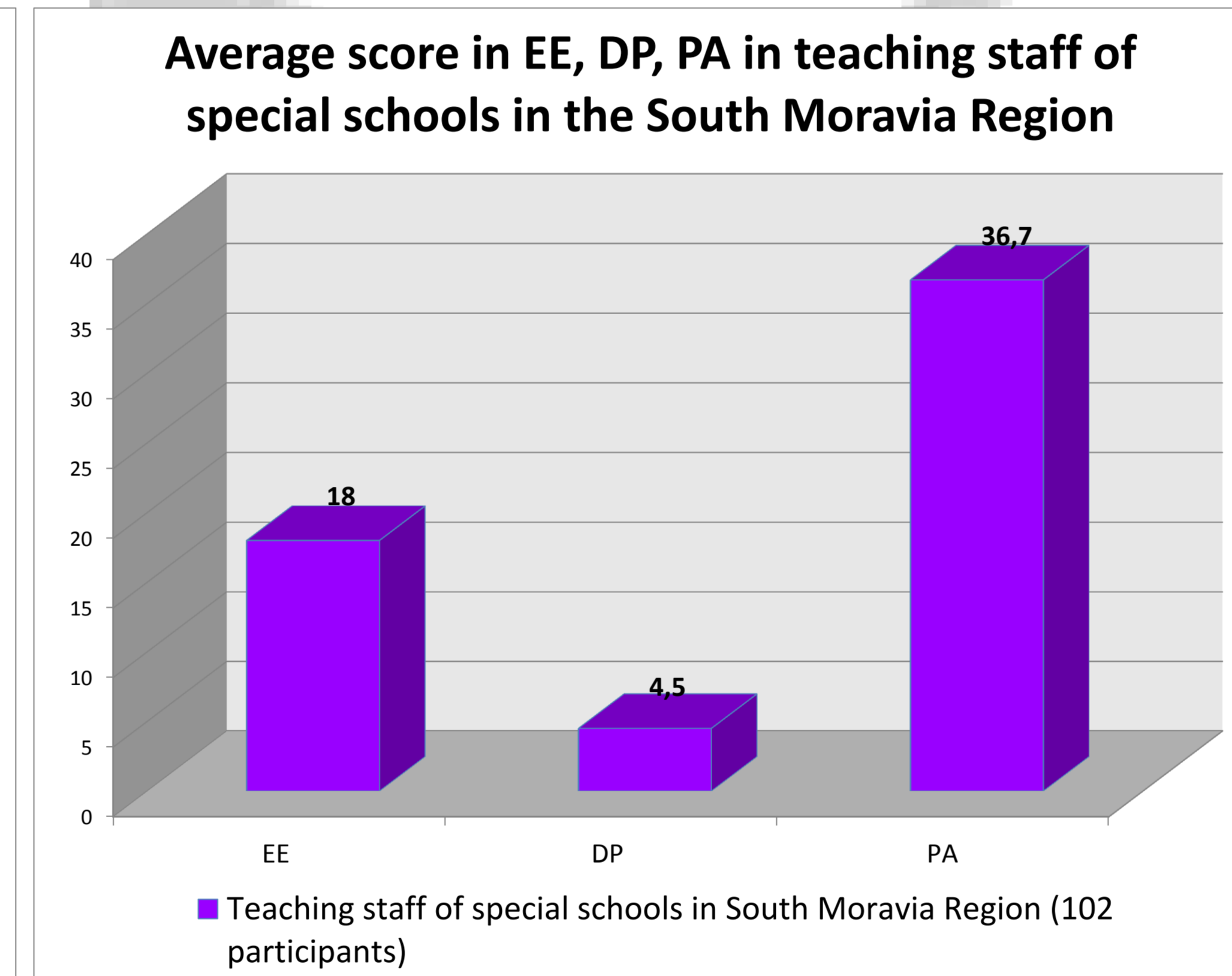
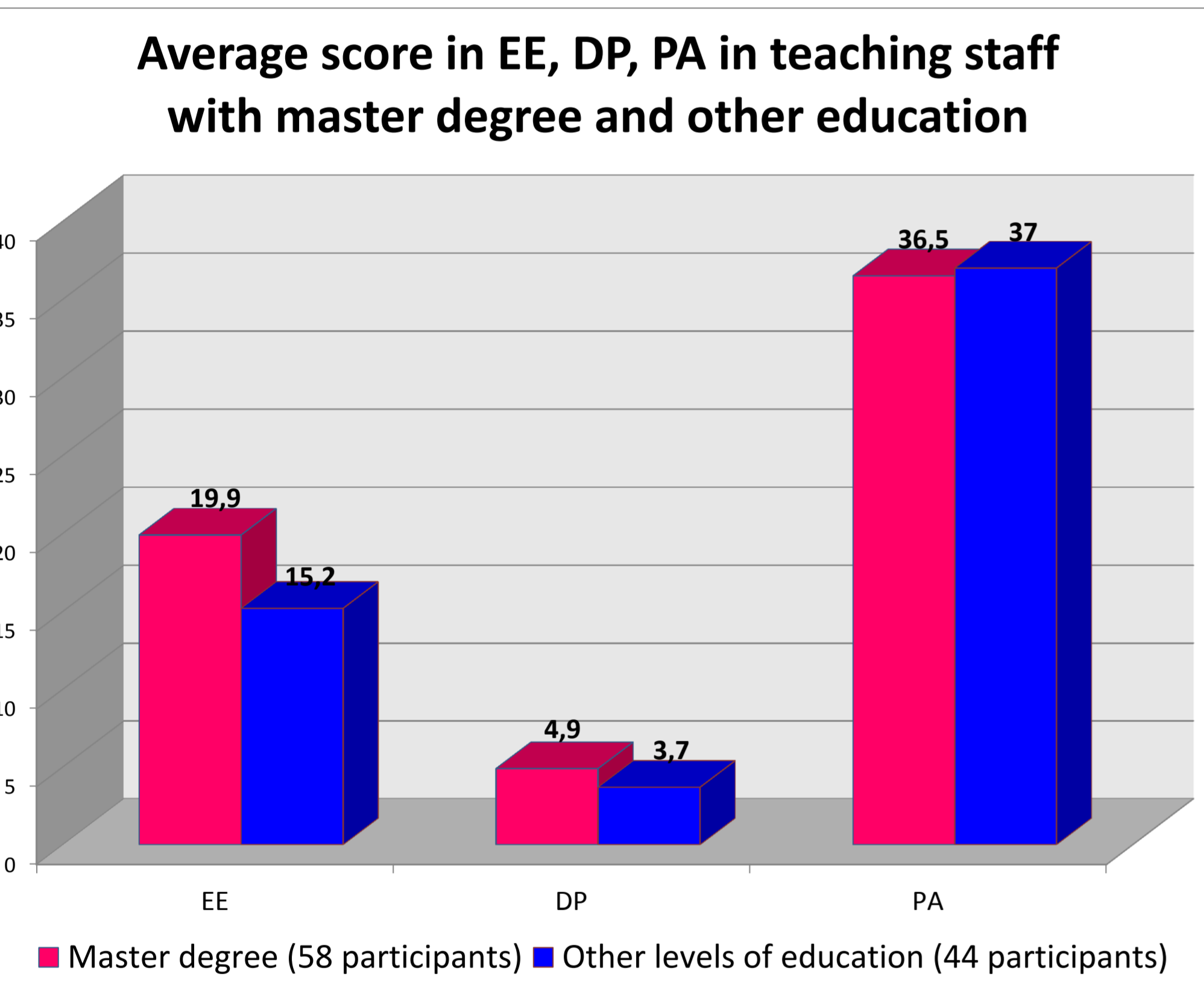
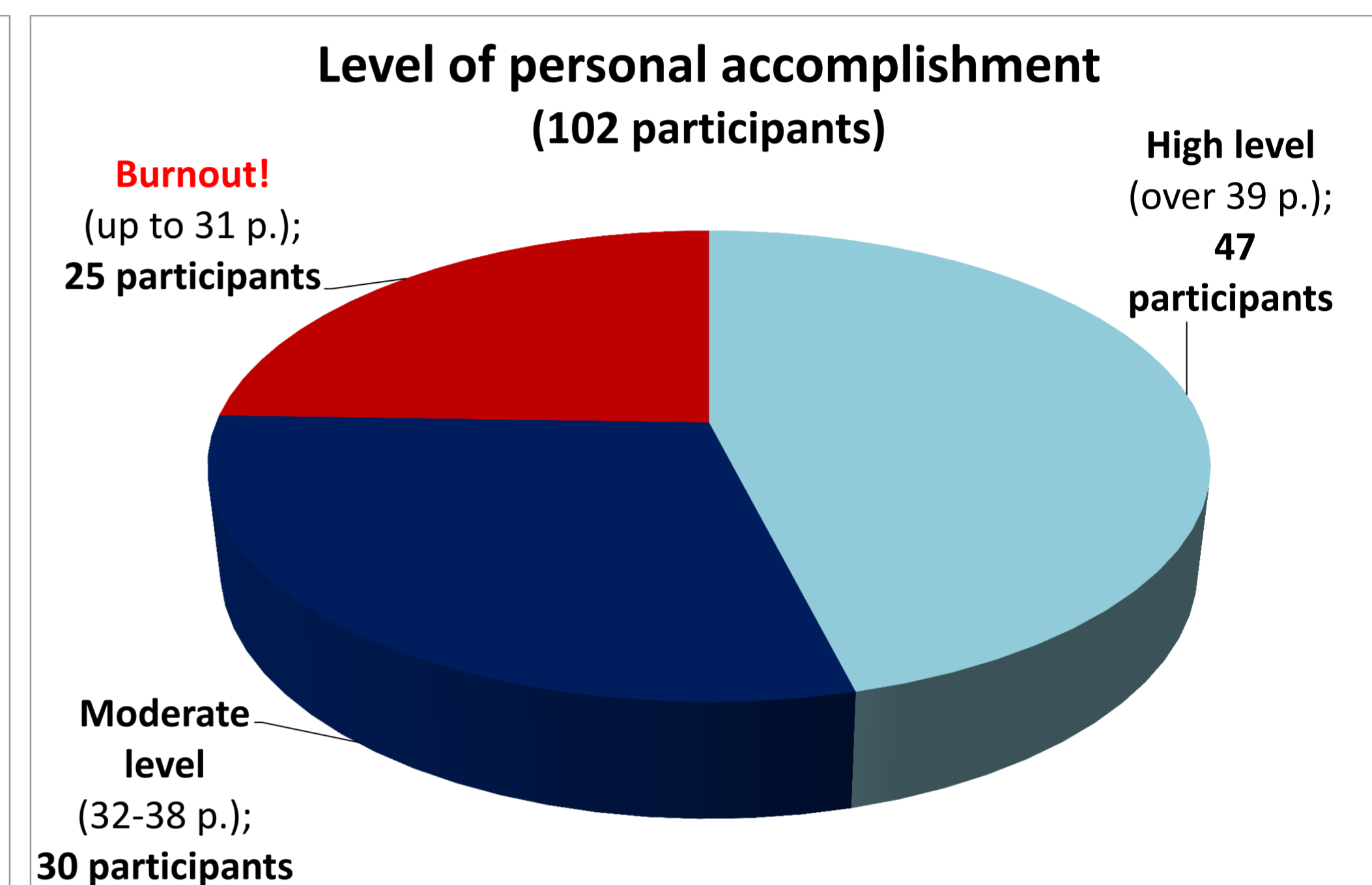
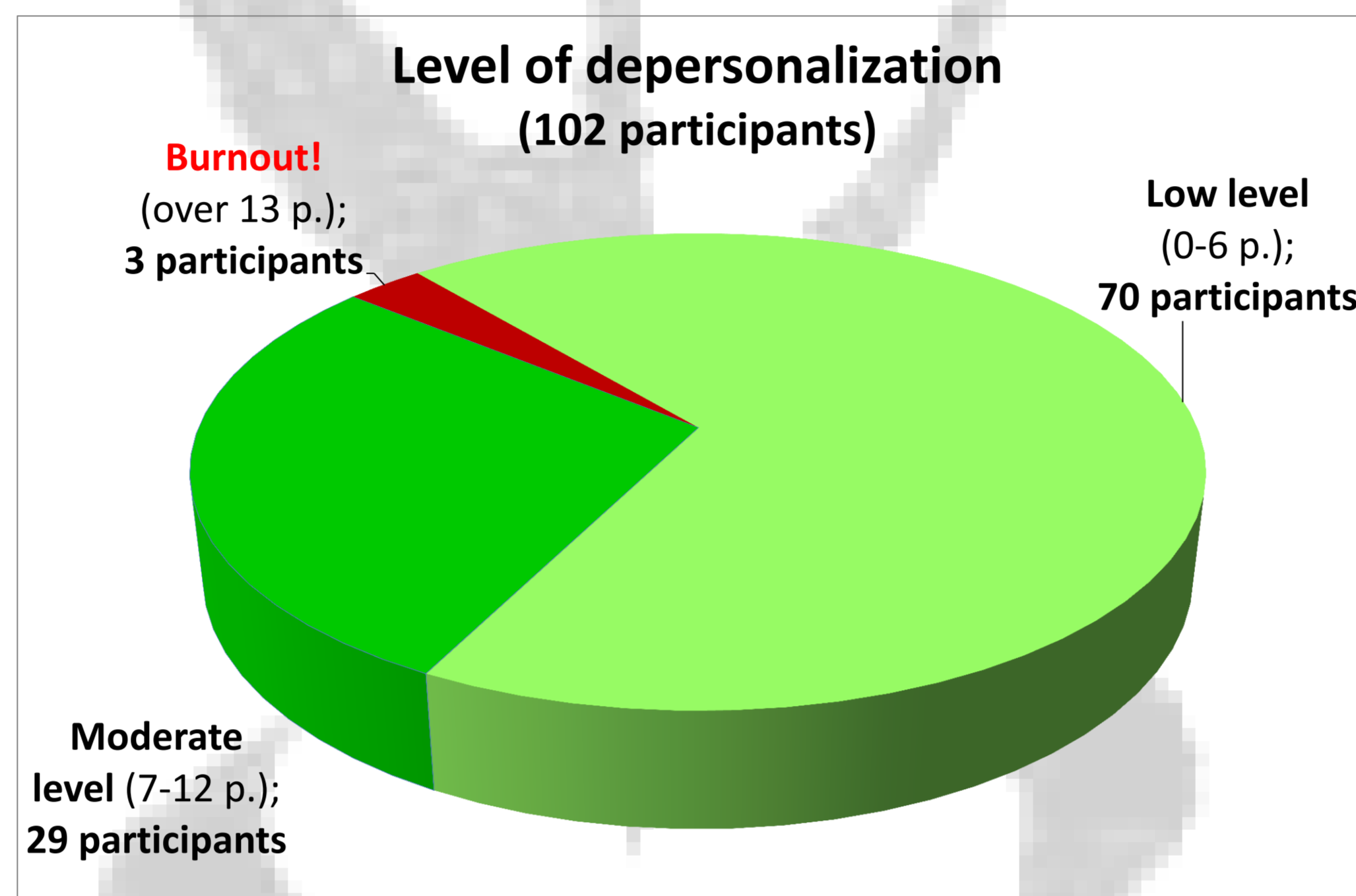
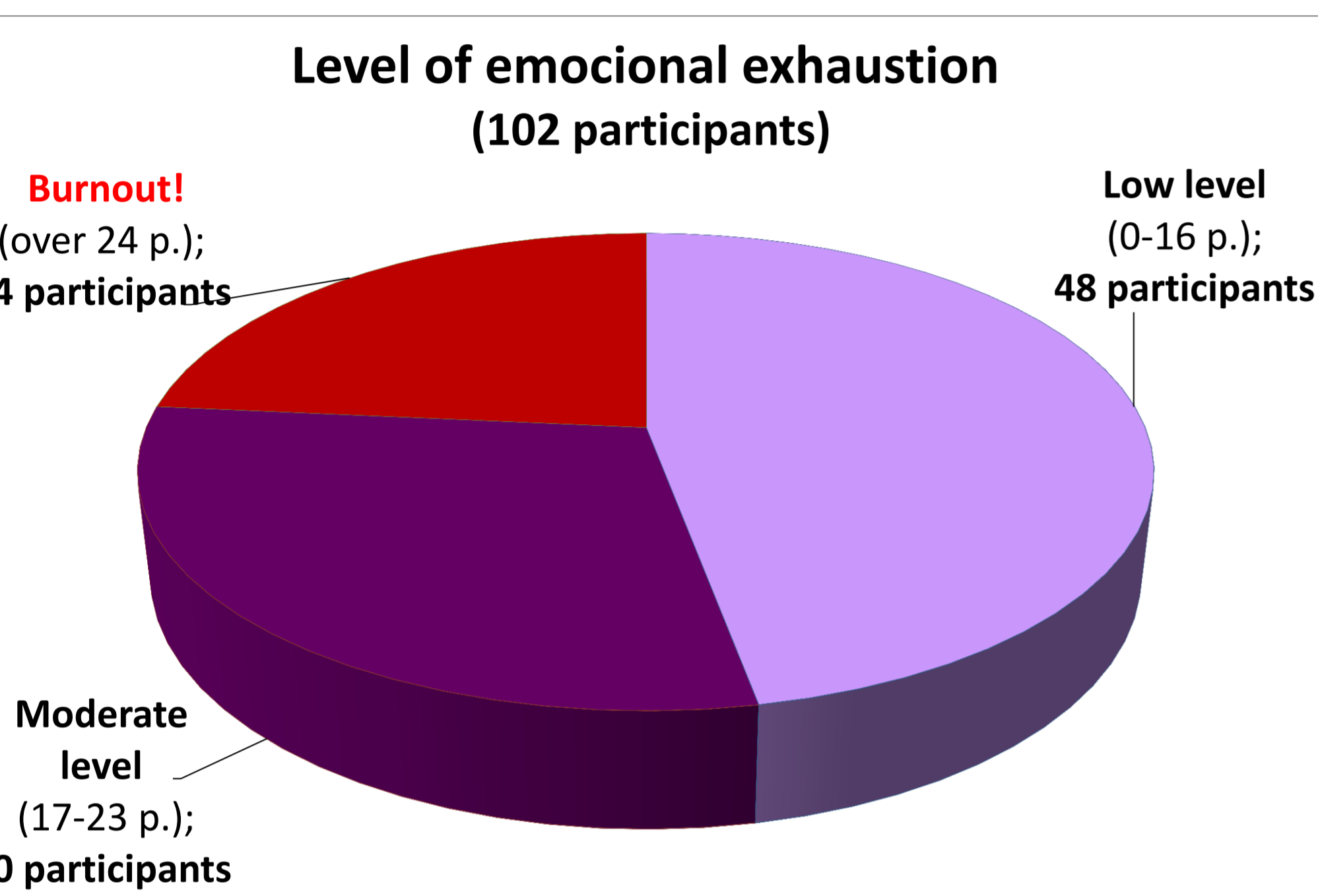
The aim of the research was an analysis of the level of Burnout syndrome manifestation in special school teachers in the South Moravia Region in the Czech Republic.

- What is the level of emotional exhaustion?
- What is the level of depersonalization?
- What is the level of personal accomplishment?
- Does gender, education, length of teaching practice, working position and subjectively perceived mental state effect the level of Burnout?

Research design

For the detection of the Burnout syndrome **Maslach Burnout Inventory (MBI)** has been used. It is focused on three different areas relating to work - emotional exhaustion (EE), depersonalization (DE) and personal accomplishment (PA). All areas were assessed in connection with gender, educational attainment, length of teaching practice, working position and the school districts.

For a data analysis was used statistic software (SPSS 22.0 software). Within the analysis following methods have been used: ANOVA, Tukey Post Hoc test, Nonparametric tests.



Results

Burnout in the area of emotional exhaustion reached 25 % of participants; in the area of depersonalization was detected in 3 % of participants; in the area of personal accomplishment reached 26 % of participants.

The average point of all respondents in **emotional exhaustion** was 17.96 points, which refers to **moderate level** of emotional exhaustion. Statistically **significant differences and higher level** of emotional exhaustion were connected with: an educational attainment (master degree), length of teaching practice (over 15 years), working position (special teacher) and in teaching staff from rural schools.

The average point of all respondents in **depersonalization** was 4.5 points - in a **low level** of depersonalization. There were found out statistically significant **differences and higher score** in depersonalization in connection with attained education (master degree), the length of teaching practice (over 15 years), in male gender, working position (special teachers) and in rural schools.

The average point of all respondents in **personal accomplishment** was 36.79 points - in a **moderate level** of personal accomplishment. **Higher score** in personal accomplishment were detected in connection with working position (special teachers), female gender, length of teaching practice (over 15 years), an educational attainment (other than master degree) and in urban schools.