



The Perceived Level of Burnout among Physical Education Teachers in Egypt in the Light of Their Age

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Abstract

The purpose of this study was to examine the perceived level of burnout among physical education teachers in Egypt in the light of their age. The sample consisted of 120 physical education teachers from Egypt , Alexandria Governorate. The Maslach Burnout Inventory was used to measure burnout. Results indicated that Egyptian physical education teachers of this sample were experienced low level of burnout. Findings also revealed no statistically significant age differences on the burnout subscales.

Key words: Burnout, physical education teachers, Egypt

Introduction

Physical education and sports teaching is a profession that has some difficulties. Notwithstanding, most physical educators want to be known as people who are well-trained and who implement effective physical education program and value their profession. In order to deserve to be called as mentioned above, teachers should be willing to work a lot in the integrity of planning, implementation and evaluation stages of educational role that they have undertaken. Student discipline problems, student apathy, very crowded classrooms and the support deficiency of other officials, too much homework paper, too much measuring, half-hearted designation, role conflict and role confusion and the public criticism stresses for the teachers lead to burnouts (Filiz Fatma & Yılmaz, 2014).

Burnout disturb the quality of work and services offered by the staff. It may result in leaving a job, absence, and low morale and responsibility. Besides, burnout is associated with fatigue, sleeplessness, diseases, increased drug and alcohol use and familial problems. Also, a high percentage of diseases and emotional strains, stress tolerance and weaknesses relate to burnout. People who suffer from burnout feel exhaustion and fatigue and show cognitive, emotional and behavioral disorders (Mahdiehsadat, et al. , 2012).

Teacher burnout has been described as a syndrome resulting from prolonged teacher stress, characterised by emotional, physical and attitudinal exhaustion (Kyriacou, 2001) .Work conditions like poor career structure and low wages, are among the main factors that contribute to teacher job dissatisfaction and the intention to leave the teaching profession (Kyriacou & Sutcliffe,1979).Teachers who no longer have positive feelings about their students and feel drained are experiencing the second component of teacher burnout, i.e. depersonalisation. Finally, the third aspect of educators' burnout is a feeling of low personal accomplishment from their job, an aspect particularly crucial for teachers (Rentzou, 2013).

Sujith et al., (2014) examined whether physical education teachers working in government/aided sector and private sector of upper primary and secondary schools experience the same burnout levels. One hundred twenty full-time Kerala physical education teachers from government/aided and private (60 each) of upper primary and secondary schools filled in the “educator's” version of Maslach Burnout Inventory.

Analysis of variance showed that physical education teachers working in the upper primary schools reported significantly and meaningfully higher levels on the core burnout dimension, namely emotional exhaustion” in comparison to their colleagues in the secondary schools. Moreover, the strength of association among the three burnout components were more prominent in private sector than in government sector. The results shows that the education level in which physical education teachers working represents an important job characteristic that influences burnout levels and should be taken into consideration when this syndrome is examined, at least within the Kerala educational system.

Mainly, burnout has been associated with the helping professions, such as education, health, and social services. However, as Maslach and Schaufeli pointed out, burnout is not necessarily restricted to the human service professions and might be found in other types of occupations. In the recent years, the concept of burnout has also begun to appear very frequently in the sports context. As a result, a number of models of burnout have been developed by sport scientists, with most important, the cognitive–affective stress model, the negative-training stress response model and the unidimensional identity development and external control model (Koustelios, 2010).

Although the phenomenon of burnout has been the object of much discussion worldwide, research regarding these issues of burnout in sport is limited in Egypt. The purpose of this study was to examine the perceived level of burnout among physical education teachers in Egypt in the light of their age.

Method

Participants

120 physical education teachers from Egypt, Alexandria Governorate participated in the study. Their mean age was 28.12 (SD = 7.22).

Instrument

The Maslach Burnout Inventory- Educators Survey is a seven-point, Likert-type, self report survey instrument consisting of 22 statements concerning perceptions related to work. Approximately 10-20 minutes is needed to complete the survey (Maslach, 1993). Participants score each statement once for intensity and once for frequency. The frequency ratings of the survey are 0 (never), 1 (a few times a year or less), 2 (once a month or less), 3 (a few times a month), 4 (once a week), 5 (a few times a week), and 6 (everyday). The Maslach Burnout Inventory-Educators Survey has established categories for measuring intensity in each subdomain: (a) low, (b) moderate, and (c) high (Maslach et al., 1996).

Maslach et al. (1996) described the condition of emotional exhaustion as “a tired and fatigued feeling that develops as emotional energies are drained” (p. 27). The emotional exhaustion (EE) subscale measures feelings of emotional exhaustion. The emotional exhaustion subscale is comprised of nine items with a range from 0-54. The range of scores within the emotional exhaustion subscale consists of 0-16 (low), 17-26 (moderate), and 27 or over (high).

Depersonalization is determined to be a state of being in which an individual experienced “indifferent, negative attitude towards students” (Maslach et al., 1986, p. 28). The depersonalization subscale measures an individual’s perceptions of depersonalization. The depersonalization subscale is comprised of five items measuring lack of caring toward students with a range from 0-30. The range of scores within the depersonalization subscale consists of 0- 8 (low), 9-13 (moderate), and 14 or over (high).

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Maslach et al. (1986) defined personal accomplishment as “a feeling of competence and successful achievement in one’s work” (Maslach et al., 1986, p. 28). The personal

accomplishment subscale measures feelings regarding individual personal accomplishment. The personal accomplishment subscale is comprised of eight items with a range of 0-48. The range of scores within the personal accomplishment subscale consists of 37 or over (low), 31-36 (moderate), and 0-30 (high).

Procedure

The MBI subscales were administered to teachers. The participation in the study was voluntary. Furthermore, the participants were assured that their responses to the questionnaire would be held in strict confidence and they will be used only for academic purposes.

Results

The purpose of this study was to examine the level of burnout experienced by physical education teachers from Egypt, Alexandria Governorate, and age differences on burnout among physical education teachers from Egypt. Means and standards deviations for each for the three subscales (emotional exhaustion, depersonalization, and personal accomplishment) are presented in Table 1.

Table.1 *Means and standards deviations for each for the three subscales (emotional exhaustion, depersonalization, and personal accomplishment)*

Variables	Age					
	23-28		29-34		34- 40	
	M	SD	M	SD	M	SD
Emotional exhaustion	27.08	3.25	27.33	4.62	28.00	3.02
Depersonalization	18.02	2.88	19.00	2.91	18.78	4.22
Personal accomplishment	22.02	1.06	22.55	4.02	21.87	2.15

Discussion

The purpose of this study was to examine the perceived level of burnout among physical education teachers in Egypt in the light of their age. Results from this study showed physical education teachers in Egypt experienced high levels of burnout, as indicated by the three subscales of the burnout inventory. This is attributed, if partially, to the length of stay in teaching station. It emerged that majority of teachers had been in their stations for three and more years. Facing the same routine and challenges for long was monotonous. Exposure to new work experiences would revitalize the teachers. Among other factors that may lead to teachers burnout student indiscipline and behavioural problems. There was exaggerated freedom for students at schools especially after the Egyptian Revolution. The teachers are not allowed to Physically punish for discipline. This goes in the same line with Kyriciou (2001), who also found out that student indiscipline and behavioural problems were a major cause of teacher burnout among teachers. Perhaps lack of teaching resources causes burnout among teachers. Teachers need enough resources, great support and encouragement for them to perform well.

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