BURNOUT IN TEACHING: A CONCEPTUAL PERSPECTIVE

ABHILASH BABU P*; DR. N. BALASUBRAMANIAN**

*RESEARCH SCHOLAR,
DEPARTMENT OF EDUCATION,
MANONMANIAM SUNDARANAR UNIVERSITY,
THIRUNELVELI

**PROFESSOR AND HEAD,
DEPARTMENT OF EDUCATION,
sCHOOL OF DISTANCE EDUCATION,
BHARATHIAR UNIVERSITY,
COIMBATORE.

ABSTRACT:
The term "burnout" was first coined in 1974 by Herbert Freudenberger. Burnout within the teaching profession has been recognized as a serious problem. Burnout is a reaction to chronic stress. Teacher burnout is a serious psychological condition that affects the lives of thousands of highly effective teachers. Though teaching is called as labour of love until now, the realities of classroom life have made teaching a stressful occupation. As a consequence, many teachers are finding that their feelings about themselves, their students and their profession are more negative than they were initially. These teachers are susceptible to developing chronic feelings of emotional exhaustion and fatigue, negative attitudes towards their students and a loss of feeling of accomplishment in the job. If this is the reality, then it is rather frightening to think that many teachers are wasting themselves, spending their lifetimes in doing something which has no meaning for them, which gives them no sense of satisfaction and personal worth. In psychological terms such type of teachers are called burnt out teachers. Preventing and treating teacher burnout provides a necessary health benefit to teachers and helps to ensure that children will receive the best education possible. Hence research in reducing teacher burnout is the need of the hour.

KEY WORDS: Burnout, Emotional Exhaustion, Depersonalization, Personal accomplishment