

Investigate condition job burnout of physical education teachers in Ahar city

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Abstract

The aim of this study was to investigate job burnout of physical education teachers in Ahar city. The research was descriptive, cross-sectional. The population of this study included all 52 male and female physical education teachers of Ahar city using census sampling; but, because some questionnaires was not returned and some was incomplete, final sample size is 48. The data collecting tool is Maslach burnout questionnaire (1981), which contains 22 items and three sub-components including emotional tiredness, depersonalization and lack of personal achievements. The face and content validity of the questionnaire was confirmed by several sport management professors and its reliability using Cronbach's alpha coefficient was 0.752. To analyze the results of this study, the KS test, one-sample t-test, Pearson correlation coefficient and independent 1 tests were used. The results showed that physical education teachers of Ahar city have low scores in the components of emotional tiredness meaning that their status of emotional tiredness is in a good condition. But, their scores in the state of depersonalization and lack of personal achievement are high, which means these teachers are at a disadvantage condition..

Keywords: burnout, depersonalization, emotional tiredness, lack of personal achievement, physical education teachers.

INTRODUCTION

Mental health plays an essential role in sustainable development. Mental disorders are one of the most important components of the overall burden of diseases. Job burnout is a pervasive phenomenon that results from the interaction of a person with the work environment and causes the loss of motivation, enthusiasm and reduced performance. Teachers, especially in the profession of physical education, are at high risk of burnout because their jobs are stressful. Identifying the burnout situation of teachers can help officials and planners to improve the quality of educational services. The researcher intends to investigate the state of burnout of physical education teachers in Ahar city.

Findings

Regarding the emotional exhaustion of physical education teachers, the results showed that 50% of them had a low emotional exhaustion score, 43.8% had an average score and only 6.2% had a high emotional exhaustion score. Therefore, the emotional exhaustion status of physical education teachers was lower than the average level, which indicates less emotional exhaustion among them.

Regarding depersonalization of physical education teachers, the results showed that 4.2% had a low depersonalization score and 95.8% had an average score. The average depersonalization score was higher than the average level, which indicates a high level of depersonalization among physical education teachers.

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Regarding the lack of individual success of physical education teachers, the results indicated that 97.9% had a high failure score and only 2.1% had an average score. The average score of individual lack of success was higher than the average level, which indicates a high level of lack of individual success among physical education teachers.

CONCLUSION

Overall, the study highlights the need for interventions and support mechanisms to address the high levels of depersonalization and reduced personal accomplishment among physical education teachers in Ahar. Potential solutions may involve improving working conditions, providing professional development opportunities, fostering positive supervisory relationships, and promoting healthy coping strategies. Neglecting these issues could have severe ramifications for the teachers, students, and the educational system as a whole.

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