

An Analysis of Burnout among Working Mothers having Girl Child with Intellectual Disabilities

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Abstract- *The present study is an analysis of burnout among working mothers having girl child with Intellectual Disabilities (ID). A survey was conducted in the four schools of Coimbatore city on 60 mothers. The samples were selected based on purposive sampling method. Maslach Burnout Inventory (MBI) was administered to measure the level of burnout of mothers having girl child with ID. The data has been analyzed with the help of student's t-test. The t-value is interpreted on the particular level of significance. Qualitative interpretation is presented in result and discussion to interpret the condition of burnout among working mothers of girl child with Intellectual Disabilities. The researchers found that there was a significant difference in the level of burnout of mothers based on their age, age of their girl child with intellectual disabilities, their working experience and socio-economic status but there was no significant difference found in the level of burnout of mothers having girl child with ID based on their locality of residence, educational qualification and the type of family.*

Keywords: Stress, Burnout, Intellectual Disabilities, Mothers having girl child with ID

Introduction

Stress is the emotional and physical strain caused by our response to pressure from the outside world. Common stress reactions include tension, irritability, inability to concentrate, and a variety of physical symptoms that include headache and a fast heartbeat. Stress is the wear and tear our bodies experience as we adjust to our continually changing environment; it has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can help in compelling us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headache, upset stomach, rashes, ulcers, high blood pressure, heart disease and stroke. With the death of a loved one, the birth of a child, a job promotion, or a new relationship, we experience stress as we read just our lives. In so adjusting to different circumstances, stress will help or hinder us depending on how we react to it (Subramaniam, 2010). Basically burnout is a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur with individuals who work with other people in some capacity. The consequences of burnout are potentially very serious for workers, their clients, and the larger institution in which they interact (WHO, 2005).

The initial research on this syndrome involved interviews, surveys and field observations of employees in a wide variety of professions including health care, social services, mental health, criminal justice, and education (Jackson and Maslach, 1982). Some studies were also conducted to find out the stress level of parents of Persons with Disabilities (PWD) and

professionals working with PwD and their parents. Chaturvedi and Malhotra (1984) investigated the perception and attitude of parents towards their mentally retarded child and they found that most parents had unrealistic hopes and expectations and their feelings of shame, guilt and self-blame were predominant. Rejection, hostility, neglect of child and other negative attitudes were significantly more often seen in younger parents, urbanites and those with higher education. The negative attitudes were found to be more towards a child with additional psychiatric problems. The study conducted by Rastogi (1984) on parents of children with MR for their personality pattern with the help of Middle Sex Hospital Questionnaire (MSHQ), which was administered separately to mothers and fathers. Both the parents had obtained higher scores on scale of anxiety, phobia and depression; however, a higher degree of neurotic traits were noticed in mothers than the fathers. It was found that the removal of misconceptions about intellectual disabilities brings positive change in attitude of parents and brings down their stress level (Channabasavanna et.al., 1985).

Sequeira et al., (1990) studied a group of 55 mothers of male (N=30) and female (N=25) children with MR in the age group of 5-12 years with moderate (N=30) and severe (N=25) degree of retardation to assess the extent of the burden perceived and coping style utilized by the mothers in relation to and degree of retardation in their child. No significant difference in the perceived burden with reference to the sex of the child was found but significant differences were found by way of disruption of routine family activities, when degree of retardation was taken into account. Denial, rehearsal of outcome, finding a purpose and seeking emotional support were the commonly utilized coping styles found among mothers of children with MR. Singh (1990) investigated the insecurity and anxiety levels of mothers of children with MR and they found significant difference between the mothers of retarded and normal children. In the retarded group, between mothers of male and female children and those of high and low social economic status, significant differences were investigated. Srivastava (1990) conducted a study to find out the differences in frustration – aggression patterns of mothers of educable mentally retarded children and normal children. In their study, an Indian adaptation of Rozenzweig Picture Frustration Study was administered on 50 mothers of educable mentally retarded and 50 mothers of normal offspring to measure their reactions to frustrating situations. The results indicated that on direction of aggression, mothers differed significantly on extra punitive (E) and impunitive (M) factors. Further, the mothers of normal children and mothers of educable mentally retarded children differed in their frustration reactions. Peshwaria and Menon (1991) presented a rationale for working with families who have children with disabilities in India. They describe various types of parents and family involvement programs to reduce the stress level, which include individual programmes, group activities, parent training programs, siblings group and self-help groups. Venkatesan and Vepuri (1992) designed their study to elicit parental perceptions of adjustment towards their children with MR. They found that mother – respondents perceive more adjustment problems in their children than father respondents and associated variables like parental education and sex of the affected child do not appear as significant variable in the perceived adjustment status of MR adults.

Chandorkar and Chakraborty (2000) presented that the parents of mentally retarded children had a higher prevalence of psychological morbidity than the parents of normal children. The most common psychiatric disorder was dysthymid followed by generalized anxiety disorder and moderate depression. Maslach, Schaufeli, and lieter (2001) presented that Burnout may occur in any job, but it is a special problem in emotionally demanding helping professions, such

as nursing, teaching, social work, childcare, counseling or police work. Often the most idealistic and caring workers are the ones who burn out. As somebody has said, "You have to be on fire to burn out". Basu, Mitra and Bhattacharya (2004) conducted an interview with 80 mothers of children with mild intellectual disabilities and concluded that the mothers must develop inner strength, mostly from formal and informal social support to deal effectively with the stressful situation. The study conducted by Kumar et al. (2004) to find out maternal expressed emotions for children with intellectual disabilities revealed expressed emotions to be significantly more among the mothers of children with intellectual disabilities. The findings also suggested that emotional over involvement and hostility was found more among mothers of children with intellectual disabilities.

Burnout is a real term used in psychology to express a syndrome in which a person who works, often in a high demand job, suddenly becomes disillusioned, exhausted and disinterested in work. Work performance suffers, the individual with burnout may seem withdrawn, and some people, feeling that there's no recovery from the condition, leave careers at which they've been very successful, or behave in ways that cause them to get fired. In other words, burnout means –a condition that evolves slowly over a period of prolonged stress, wearing down and wearing out of energy, exhaustion born of excessive demands which may be self-imposed or externally imposed by families, jobs, friends, value systems or society which depletes one's energy, coping mechanism and internal resources, a feeling state which is accompanied by an overload of stress and which eventually impacts one's motivation, attitudes and behaviors.

Research has revealed that psychiatric morbidity (depression, anxiety and experiencing high levels of stress) are common among mothers of mentally disabled children. Studies from different countries on parents of children with disabilities suggested that 35-53% of mothers of children with disabilities have symptoms of depression. Burnout is a psychological term for the experience of long-term exhaustion and diminished interest. Research indicates general practitioners have the highest proportion of burnout cases (according to a recent Dutch study in Psychological Reports, no less than 40% of these experienced high levels of burnout). Burnout is not a recognized disorder in the DSM although it is recognized in the ICD-10 as "Problems related to life-management difficulty".

The well-studied measurement of burnout in the literature is the Maslach Burnout Inventory. Maslach and her colleague Jackson first identified the construct "burnout" in the 1970s, and developed a measure that weighs the effects of emotional exhaustion and reduced sense of personal accomplishment. This indicator has become the standard tool for measuring burnout in research on the syndrome. The Maslach Burnout Inventory uses a three dimensional description of exhaustion, cynicism and inefficacy. Some researchers and practitioners have argued for an "exhaustion only" model that sees that symptom as the hallmark of burnout. Many theories of burnout include negative outcomes related to burnout, including job function (performance, output, etc.), health related outcomes (increases in stress hormones, coronary heart disease, circulatory issues) and mental health problems (depression, etc.).

The commonly held attitude is that having a child with Intellectual Disabilities is traumatic. Most of the mothers of children with ID experience feelings of confusion, shock, disbelief, guilt, bitterness and envy. Although most mothers suspect that something is wrong with their child and even have tangible proof of the fact, many of them are afraid to face the truth.

When mothers are informed that their child is mentally retarded, they are terribly shocked. The blow is really hard. They disbelieve the doctor and hope he may be wrong. They even try to convince him that there is nothing wrong with their child, that he is just not understood. They try to convince themselves that they have known other children who had been similar to their child in nearly childhood but who later grew to be normal. This disbelief is bolstered up by relatives and friends. It is because of this refusal to accept the doctor's verdict that they look for someone who will tell them that the child is normal and that even though he shows certain signs of retardation, he/she will grow out of it in the near future. Looking behind this disbelief is the realization that something is wrong with the child. Some studies have been conducted to analyze the stress level of parents of persons with disabilities, but studies to analyze the stress level of mother based on the above factors are limited in India.

The study was conducted with the following objectives-

- To find out the difference in level of burnout among mothers having girl child with Intellectual Disabilities attending special schools based on their age of the girl child.
- To find out the difference in level of burnout among mothers having girl child with ID attending special schools based on their age of the mother.
- To find out the difference in level of burnout among mothers having girl child with ID attending special schools based on their working experience in the years.
- To find out the difference in level of burnout among mothers having girl child with ID attending special schools based on their socio-economic status.
- To find out the difference in level of burnout among mothers having girl child with ID attending special schools based on their locality of residence.
- To find out the difference in level of burnout among mothers having girl child with ID attending special schools based on their educational qualification.
- To find out the difference in level of burnout among mothers having girl child with ID attending special schools based on their type of family.

The researchers have formulated the following hypothesis-

- There will be no significant difference in the level of burnout among mothers having girl child with ID based on their age.
- There will be no significant difference in the level of burnout among mothers based on the age of their girl child with ID.
- There will be no significant difference in the level of burnout of mothers having girl child with ID based on their socio-economic status.
- There will be no significant difference in the level of burnout among mothers having girl child with ID based on their educational qualification.
- There will be no significant difference in the level of burnout among mothers having girl child with ID based on the type of family.
- There will be no significant difference in the level of burnout of mothers having girl child with ID based on the working experience.
- There will be no significant difference in the level of burnout of mothers having girl child with ID based on the locality of their residence.

Methodology

The present study is a descriptive study and survey method was used to find out the burnout among mothers having girl child with ID. Purposive sampling technique was used for the selection of the sample of the present study. Purposive sampling starts with a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit the purpose. Thirty Mothers of children having girl child with ID have been selected for data collection. The data were collected at New Prashanti Academy School and Kalanilayam School, established at Rama Krishna Mission University. Both the organizations are situated in Coimbatore city.

The important criteria for the selection of the sample were Mothers should not be suffering from any disease like epilepsy, heart attack, high blood pressure or any psychosomatic disorder and must be a full time working lady with an office hour of not less than 7 hours per day.

Description of Tool

Following tools were used by the investigator for collecting the data for the present study:

1. A performa was developed to collect the demographic details (related to different variables) of this study. The major information was collected about age of the mother, age of the girl child, educational qualification of mother, occupation of mother, economic status of the family, working experience of the mother, number of siblings, and locality of residence.
2. The Maslach Burnout Inventory was used to measure the burnout level of the mother of girl child with Intellectual Disabilities. Before using this checklist researcher analyzed the items and found the suitability for the target population. Maslach has developed inventories on burnout among different types of population. Among those inventories – the burnout scale developed for working professionals was used for data collection of the present study.

The Maslach Burnout Inventory was designed to assess the three components of the burnout syndrome: emotional exhaustion, depersonalization, and reduced personal accomplishment. There are 25 items, which are divided into three subscales. The general term recipient is used in the items to refer to the particular people for whom the respondent provides service, care, or treatment. The items are written in the form of statements about personal feelings or attitudes (e.g., “I feel burned out from my work,” “I don’t really care what happens to some recipients”). The items are answered in the terms of the frequency with which the respondent experiences these feelings, on a 5-point, fully anchored scale. Because such a response format is least similar to the typical format used in other self-report measures of attitudes and feelings, spurious correlations with other measures should be minimized.

Furthermore, the explicit anchoring of all 7 points on the frequency dimension creates a more standardized response scale, so that the researcher can be fairly certain about the meanings assumed by respondents for each scale value. In the original version of MBI (Maslach and Jackson, 1981a), there was also a response scale for intensity of feeling. However, because of the redundancy between the frequency and intensity ratings, the intensity scale was deleted from subsequent editions.

Basically, this tool is in English language but it was translated into Tamil language because Tamil is the regional language of Coimbatore city and participants may understand better in the Tamil language, so for this purpose, the person who was post-graduate in English literature had translated the tool from English to Tamil and further the Tamil version of the tool is translated into English by a scholar having post-graduate degree in Tamil. The items of translated (English → Tamil → English) tool was matched with the original tool and it was found that the two items were found different from the original tool. Those two items in Tamil version were cross checked and corrected. The final tool contained the items in both English and Tamil language.

Maslach has developed a set of inventories like MBI – Human Services Survey (MBIHSS), MBI – Educators Survey (MBI - ES), MBI – General Survey (MBI - GS). Maslach burnout inventory tool was already validated and published as well as used in the various field.

Procedure

The questionnaire was distributed to 52 mothers who were working under Sarva Shiksha Abhiyan(SSA) in Coimbatore city. After receiving their consent in writing for data collection, the inventory was distributed to all the samples. Before distributing the questionnaire, the researcher has discussed with coordinator of the SSA about the purpose and any benefits of participants from this study.

One-week gap was given to the participants for filling the given checklist. Some of the participants could not complete in the given one week. Hence Researcher has again visited to those participants and collected the questionnaire after 12 days. Out of 52 participants only 33 has returned the filled inventory during the given time. The demographic details of three checklists were not found to be properly filled. Hence, they were not included for data analysis and the responses of 30 participants were included finally. Written consent was taken from all the mothers having girl child with intellectual disabilities before for their participation for this study. A copy of the proforma is attached in the appendix.

Data Analysis and Interpretations

As per the research design and plan, the data has been collected on mothers having girl child with ID and analyzed with the help of student's t-test. The t-value is interpreted on the particular level of significance. The result of the study is interpreted in terms of the following objectives and hypothesis.

Table 1: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on the age of their girl child.

Age (Girl child)	N	Mean	Standard Deviation	t = 6.693, df = 28, p < 0.001, HS**
Age (Up to 15)	13	55.00	18.520	
Age (Up to 15)	17	45.52	11.922	

If we follow the criteria for interpretation of score by Maslach inventory, then the burnout score of the mothers based on the age of their girl child with ID age above 15 years is 45. Here, Maslach indicates that – “the samples belonging to score between 36 – 50, seems to be under a low amount of job-related stress and are not likely to burn out, however, the mean score of mothers having girl child aged up to 15 years is 55 and Maslach inventory suggest availability

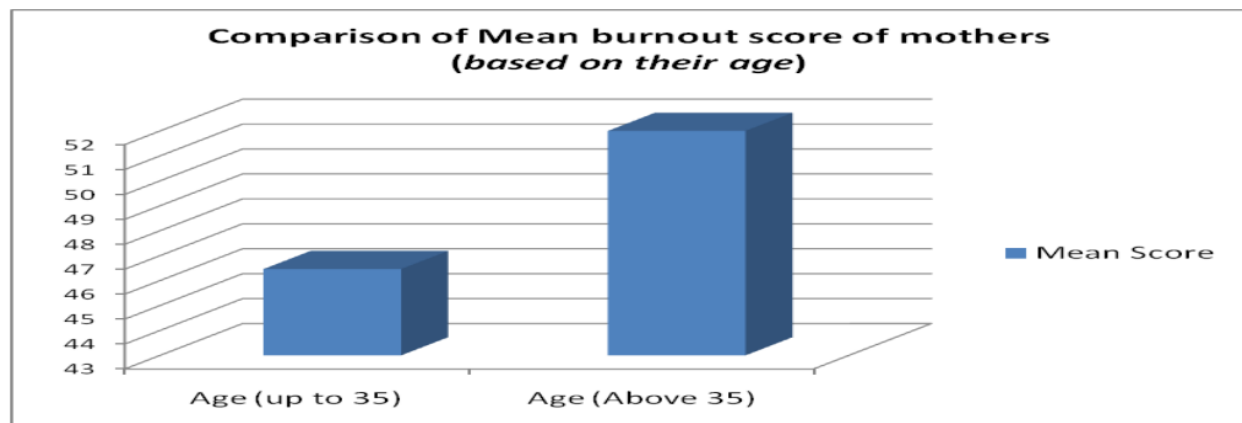
of a moderate amount of stress on the job and hence the person has a fair chance of burning out. For each question on which a person scores 4 or above, he must take action to improve his attitude or the situation surrounding those things that trouble him most". The difference in mean score was statistically significant at $P < 0.001$. The hypothesis- "there will be a significant difference in the level of burnout among mothers based on the age of their girl child with ID" is rejected at 0.001 level.

Table 2: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on the age of the mother.

Age (Mother)	N	Mean	Standard Deviation	$t = 4.223, df = 28, p < 0.001, HS^{**}$
Age (Up to 35)	13	46.46	17.01643	
Age (Above 35)	17	52.00	13.5007	

Figure 1: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on the age of the mother

The difference in mean score is found statistically significant. Hence it can be interpreted that the age of the mother having girl child with intellectual disability is directly proportional to their stress and burnout.



As per Maslach inventory it was found that the mean burnout score of mothers based on the age of the mother having girl child with disability whose age above 35 years is 52 where As per Maslach inventory it was found that the mean burnout score of mothers based on the age of the mother having girl child with disability whose age above 35 years is 52 where

Hence, the result of the study shows that there is a significant difference in burnout among mothers having girl child with intellectual disabilities based on the age of the mother and the hypothesis- "There will be a significant difference in the level of burnout among mothers having girl child with intellectual disabilities based on their age" is rejected at 0.001 level.

Table 3: Comparison of Mean burnout score of mothers having girl child with intellectual disability based on work experience of the mother.

Work exp. Of Mother	N	Mean	Standard Deviation	$t = 9.119, df = 28, p < 0.001, HS^{**}$
Up to 5 years	18	56.41	12.6904	
Above 5 years	12	45.11	17.5627	

The difference in mean burnout scores of mothers having girl child with intellectual disability based on work experience of the mother is statistically significant. As per Maslach inventory, the burnout scores of the mothers having girl child with disability whose age above 5 years is 45.11 where Maslach tool indicates a low amount of job-related stress. However, the mothers whose experience of working is up to 5 years only has a mean score of 56.41 where maslach indicates a moderate amount of stress on the job and have a fair chance of burning out. Here the inventory suggests - scored at 4 or above, consider ways you can reduce the stresses involved. If possible, take action to improve your attitude or the situation surrounding those things that trouble you most”.

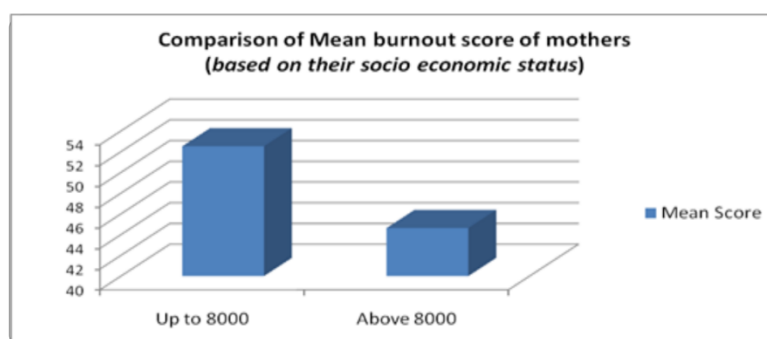
Hence, the result of the study shows that there is a significant difference in burnout among others having girl child with intellectual disabilities based on the work experience of the mother and the hypothesis- “There will be a significant difference in the level of burnout of mothers having girl child with intellectual disabilities based on the working experience is rejected at 0.001 level.

Table 4: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on their socio economic status.

Socio-economic status	N	Mean	Standard Deviation	$t = 5.3116, df = 28, p < 0.001, HS^{**}$
Up to 8000	19	52.52	15.3817	
Above 8000	11	44.63	15.3576	

Figure 2: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on their socio economic status.

From the above tables we find that the mean burnout scores of the mother based on the socio-economic status. However, the t-value is 5.3116 which is more than the table value $t = 3.408$ at 28 degree of freedom. The difference in mean score is found statistically significant. Hence it can be interpreted that the socio-economic status of girl child with intellectual disabilities is directly proportional to their stress and burnout.



If we follow the interpretation criteria of Maslach inventory, then we can find that the burnout score of the socio-economic status of the mothers having girl child with disability which is above 8000 is 44 where Maslach tool indicates that – “the sample belonging to score between 36-50 which express a which express a low amount of job-related stress and are not likely to burn out. Look over those questions on which you scored at 3 or above and think about ways you can reduce the stress is involved”.

However, the mothers whose socio-economic status is up to 8000 has a mean score of 52 where Maslach indicates that- “the sample belonging to score between 51-70 which express a moderate amount of stress on the job and have a fair chance of burning out. For each question on which you scored at 4 or above, consider ways you can reduce the stresses involved. If possible, take action to improve your attitude or the situation surrounding those things that trouble you most”.

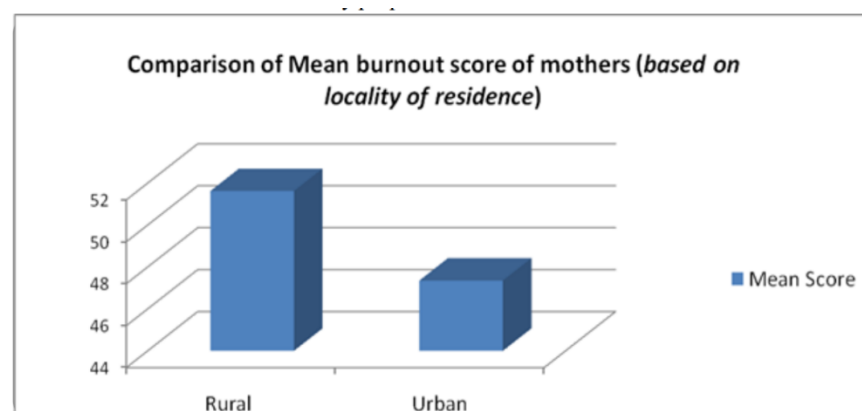
The result of the study shows that there is a significant difference in burnout among others having girl child with intellectual disabilities based on their socio-economic status and the hypothesis- “There will be a significant difference in the level of burnout of mothers having girl child with intellectual disabilities based on their socio-economic status” is rejected at 0.001 level.

Table 5: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on locality of residence.

Locality of residence	N	Mean	Standard Deviation	$t = 2.9638, df = 28, p < 0.005, HS^{**}$
Rural	16	51.62	13.0224	
Arban	14	47.35	18.33705	

Figure 3: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on their locality of residence.

From the above tables we find that the mean burnout scores of the mother based on their locality of residence. However, the t-value is 2.9638 which is less than the table value $t = 3.408$ at 28 degree of freedom. The difference in mean score is found statistically significant. Hence it can be interpreted that the locality of residence of mothers having girl child with intellectual disabilities is not directly proportional to their stress and burnout.



If we follow the interpretation criteria of Maslach inventory, then we can find that the burnout score of the locality of residence of the mothers having girl child with disability in urban the mean score is 47 where Maslach tool indicates that – “the sample belonging to score between 36-50 which express a which express a low amount of job-related stress and are not likely to burn out. Look over those questions on which you scored at 3 or above and think about ways you can reduce the stress is involved”.

However, the mothers whose locality of residence in rural area has a mean score of 51 where Maslach indicates that- “the sample belonging to score between 51-70 which express a moderate amount of stress on the job and have a fair chance of burning out. For each question on which you scored at 4 or above, consider ways you can reduce the stresses involved. If possible, take action to improve your attitude or the situation surrounding those things that trouble you most”.

Hence, the result of the study shows that there is no significant difference in burnout among others having girl child with intellectual disabilities based on their locality of residence. So, the hypothesis - There will be no significant difference in the level of burnout of mothers having girl child with intellectual disabilities based on the locality of their residence is rejected here at 0.001 level.

Table 6: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on the education of the mother.

Education of the Mother	N	Mean	Standard Deviation	$t = 1.631, df = 14, p < 0.005, HS^{**}$
Up to SSC	15	53.80	16.751	
Above SSC	15	45.46	13.632	

From the above tables we find that the mean burnout scores of the mother are based on their education. However, the t-value is 1.631 which is less than the table value $t = 3.408$ at 28 degree of freedom. The difference in mean score is found statistically significant. Hence it can be interpreted that the education of the mothers having girl child with intellectual disabilities is not directly proportional to their stress and burnout.

If we follow the interpretation criteria of maslach inventory, then we can find that the burnout score of the education of the mothers having girl child with disability up to SSC the mean score is 53 where maslach tool indicates that – “the sample belonging to score between 51-70 which express a moderate amount of stress on the job and have a fair chance of burning out. For each question on which you scored at 4 or above, consider ways you can reduce the stresses involved. If possible, take action to improve your attitude or the situation surrounding those things that trouble you most”.

However, the mothers whose education is above SSC has a mean score of 45 where Maslach indicates that- “the sample belonging to score between 36-50 which express a which express a low amount of job-related stress and are not likely to burn out. Look over those questions on which you scored at 3 or above and think about ways you can reduce the stress is involved”.

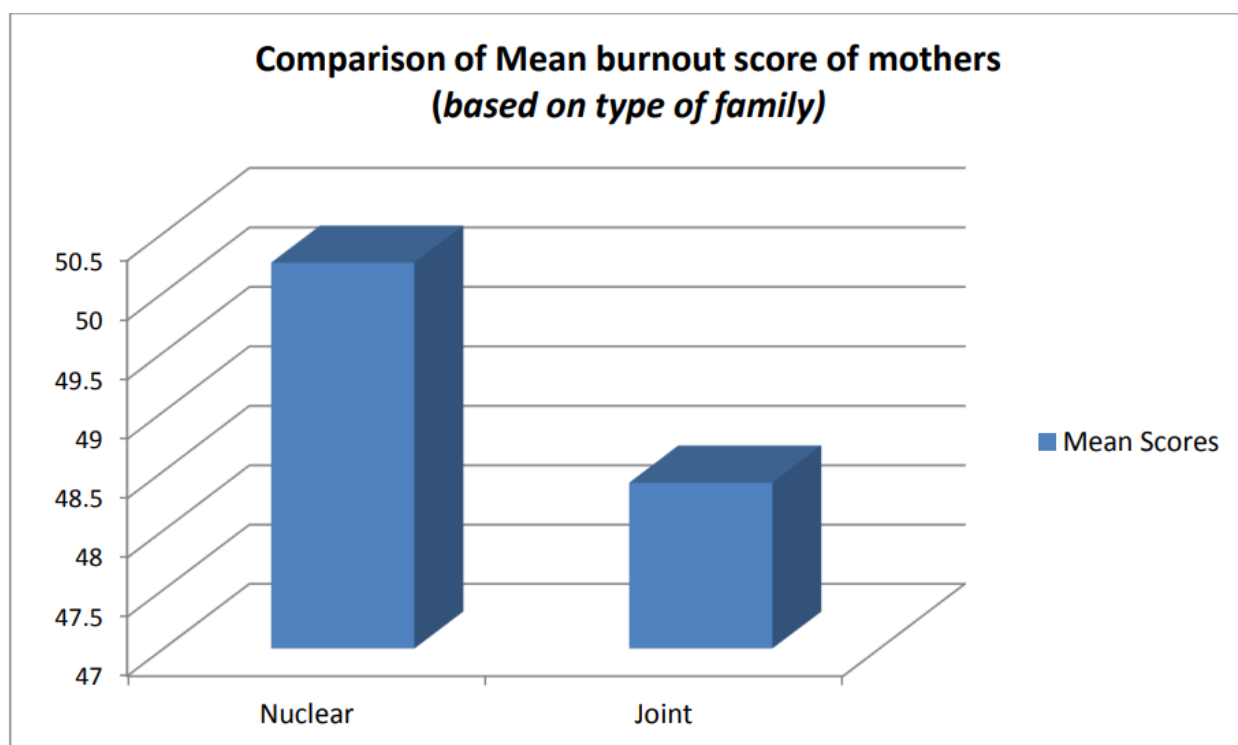
Hence, the result of the study shows that there is no significant difference in burnout among others having girl child with intellectual disabilities based on their education. So, the hypothesis - There will be no significant difference in the level of burnout among mothers having girl child with intellectual disabilities based on their educational qualification is accepted at 0.01 level.

Table 7: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on type of family.

Type of Family	N	Mean	Standard Deviation	$t = 1.2036, df = 28, p < 0.005, HS^{**}$
Nuclear	15	50.25	16.5811	
Joint	15	48.40	14.159	

Figure 4: Comparison of Mean burnout score of mothers having girl child with intellectual disabilities based on type of family

From the above tables we find that the mean burnout scores of the mother based on their type of family. However, the t-value is 1.2036 which is less than the table value $t = 3.408$ at 28 degree of freedom. The difference in mean score is found statistically significant. Hence, it can be interpreted that the type of family of the mothers having girl child with intellectual disabilities is not directly proportional to their stress and burnout.



If we follow the interpretation criteria of Maslach inventory, then you can find that the burnout score of the type of family of the mothers having girl child with disability in joint family the mean score is 48 where Maslach tool indicates that- "the sample belonging to score between 36-50 which express a which express a low amount of job-related stress and are not likely to burn

out. Look over those questions on which you scored at 3 or above and think about ways you can reduce the stress is involved”.

However, the mother who belongs to nuclear family their mean score of 50 where Maslach indicates that- “the sample belonging to score between 51-70 which express a moderate amount of stress on the job and have a fair chance of burning out. For each question on which you scored at 4 or above, consider ways you can reduce the stresses involved. If possible, take action to improve your attitude or the situation surrounding those things that trouble you most”.

Hence, the result of the study shows that there is no significant difference in burnout among others having girl child with intellectual disabilities based on their type of family. So, the hypothesis- There will be no significant difference in the level of burnout among mothers having girl child with intellectual disabilities based on the type of family is rejected at 0.05 level.

Table 8: Item analysis of the responses of working mothers having girl child with Intellectual Disabilities on Maslach burnout inventory.

S. No.	ITEMS	TOTAL
1	Worry at night and have trouble sleeping?	85
2	Feel less competent or effective than you used to feel?	64
3	Consider yourself unappreciated or “used” on the job?	52
4	Always feel tired, even when you get enough sleep?	74
5	Dread going to work?	51
6	Get angry and irritated easily?	71
7	Have recurring headaches, stomach aches, or lower back pain?	70
8	Feel overwhelmed?	75
9	Always watching the clock?	59
10	Avoiding conversation with co-workers?	55
11	Rigidly applying rules without considering more creative solutions?	50
12	Increasing your use of alcohol or drugs?	31
13	Automatically expressing negative attitudes?	44
14	Excessively absent?	55
15	Overload you with work?	68
16	Deny you breaks, lunch time, sick leave, or vacation?	53
17	Demand long shifts and frequent overtime?	60
18	Pay too little?	75
19	Lack access to a social-professional support group?	68
20	Depend on capricious funding sources?	39
21	Not have enough funds to accomplish agency goals?	55
22	Not have enough funds to accomplish agency goals?	64
23	Entail so many different tasks that you feel fragmented?	52
24	Entail so many different tasks that you feel fragmented?	63
25	Demand coping with an angry public?	56
Total		1489

When we refer to the above table, it shows that on item no. 1 (Worry at night and have trouble sleeping), item no. 4 (Always feel tired, even when you get enough sleep), item no.6 (Get angry and irritated easily), item no. 7 (Have recurring headaches, stomach aches, or lower back pain), item no.18 (Pay too little). Mothers of girl child with intellectual disabilities show comparatively high level of burnout because the above scores are more than 65 out of 125. According to Maslach Inventory all together it shows a high amount of job-related stress and may have begun to burn out. Consider studying stress reduction, assertiveness, and burnout prevention. Mark each question on which you scored a 4 or above and rank them in order of their effect on you – beginning with the ones that bother you most. For at least your top three, make a list of ways you can reduce the stresses involved and take action to improve your attitude and/or situation. If your body is reflecting this stress, get a medical checkup.

These items show that in general the mothers of girl child with intellectual disabilities are very much of worried and their sleeping is disturbed and troubled at night, most of the time they feel tired and exhausted, do not take much more interest and show less enthusiasm while going for work, get angry and irritated easily. They also have recurring headaches, stomach aches as well as lower back pain and feel overwhelmed, their response also indicates that the mothers of girl child with intellectual disabilities are not satisfied with the payment they receive on the job.

Findings of the study

- A significant difference is found in the level of burnout among mothers based on the age of their girl child with intellectual disabilities.
- A significant difference is found in the level of burnout among mothers having girl child with intellectual disabilities based on their age.
- A significant difference is found in the level of burnout of mothers having girl child with intellectual disabilities based on the working experience.
- A significant difference is found in the level of burnout of mothers having girl child with intellectual disabilities based on their socio-economic status”.
- It has been found that “There is no significant difference in the level of burnout of mothers having girl child with intellectual disabilities based on the locality of their residence.
- It has found that there is no significant difference in the level of burnout among mothers having girl child with intellectual disabilities based on their education.
- It has found that there is no significant difference in the level of burnout among mothers having girl child with intellectual disabilities based on the type of family.

Discussion

The aim of the study was to find out the difference in level of burnout among mothers of girl child with intellectual disabilities based on age of the girl child, age of the mother, working experience in the years, socio-economic status, locality of residence, educational qualification, and type of family. To fulfill this aim Maslach burnout inventory for working people is used on 30 mothers of girl child with intellectual disabilities and data was analyzed based on t-test. The result shows that there is a significance difference in the level of burnout among mothers having girl child with intellectual disabilities based on their age, their working experience, their socio-economic status and the age of their girl child with intellectual disabilities. However, the variables like locality of residence, type of family and education of mothers does not bring any

significant difference in the level of burnout in mothers of girl child with intellectual disabilities. The item analysis of the total score gained by mothers on all the 25 items shows that they are on risk of comparatively high level of stress on the items like – item no. 1 (Worry at night and have trouble sleeping), item no. 4 (Always feel tired, even when you get enough sleep), item no.6 (Get angry and irritated easily), item no. 7 (Have recurring headaches, stomach aches, or lower back pain), item no.18 (Pay too little). A mother of girl child with intellectual disabilities shows comparatively high level of burnout because the above scores are more than 70 out of 125.

The study conducted by Chandorkar and Chakraborty (2000) also found that the parents of mentally retarded children had comparatively higher prevalence of psychological morbidity than the parents of normal children. They often have generalized anxiety disorder as well as moderate level of depression. The present study also investigates that on more than 50% items of Maslach Inventory mothers of girl child with intellectual disabilities showed moderate level of stress.

Studied conducted by Chaturvedi and Malhotra (1984), most of the parents of children with disability had feelings of shame, guilt and self-blame. Rejection, hostility, neglect of child and other negative attitudes were significantly more often seen in younger parents, urbanities and those with higher education. The negative attitudes were found to be more towards a child with an attritional psychiatric problem.

The item analysis also shows that the parents of girl child with intellectual disabilities feel overwhelmed, avoid participating in happy social gatherings and feel less enthusiastic on work.

Sequeira et al (1990) conducted study to assess the extent of the burden perceived and coping style utilized by the mothers in relation to and degree of retardation in their handicapped child. The results of their study indicated that there were no significant differences in the perceived burden found with reference to the gender of the child but significant difference where found due to disruption in daily routine and other family activities because of availability of children with intellectual disabilities. The present study although shows no significant difference based on their type of family and education of the mothers of the girl child with intellectual disabilities but other factors like age of the girl child, their working experience and socio-economic status brings significant difference in the level of stress/burnout. Although comparative study based on gender is not conducted in the present study but the high scores of many mothers of girl child with intellectual disabilities shows comparative high level of stress/burnout. Study conducted by Srivastava (1990) also presented that there was a significant difference between the frustration reactions of mothers of normal children and mothers of children with intellectual disabilities.

Conclusion

Based on the result of the study on analysis of “analysis of burnout among mothers having girl child with intellectual disabilities”, following conclusion can be derived:

- Based on the age of the girl child with intellectual disabilities mothers undergoes high level of work stress, (moderate level of burnout as per Maslach inventory) on the job.
- It is also concluded that mothers having age above 35 years undergone comparatively high level of burnout than mothers having age below 35. It means growing with her own

age and also the age of girl child with intellectual disabilities work as a causative factor of mothers.

- It is natural that a person loose interest while the get more exercise on the job. The conclusion can be derived that mothers usually having an experience of more than 5 years shows significantly high amount of stress than mothers having less work experience.
- The salary of the individual which decides socio-economic-status is also found a contributive factor when deciding the burnout level of the mothers. It is concluded that mothers having comparatively high socio-economic status undergone with low level of burnout.
- It is also concluded that the variables like the locality of residence, education of the mother and type of family are not very helpful contributing factors in bringing the difference in burnout level of the mothers of girl child with intellectual disabilities.
- It is also concluded that the items like Worry at night and have trouble sleeping? Always feel tired, even when you get enough sleep? Get angry and irritated easily? Have recurring headaches, stomach aches, or lower back pain? Feel overwhelmed? Pay too little? Lack access to a social-professional support group? Are the measures contributive factors in increasing the stress and burnout level of the mothers of girl child with intellectual disabilities?

Educational Implications of the study

- 1) The outcome of the study indicates that the various factors like age of the girl child, age of the mother, socio-economic status of the mother, working experience and locality of residence of the mother contributes in increase in level of burnout of the mother of girl child with intellectual disabilities. Hence, mothers need to undergo with various stress management programs to reduce their stress and burnout level.
- 2) It is found that as the age of the girl child's increase the mother have more burden to look after girl child's need. Apart from this they require better social from the people in the community. Better social awareness can be created regarding the problem and social stigma faced by mothers of girl child with intellectual disabilities.
- 3) The government and non-government organizations may look into the financial and moral support required by mothers of girl child with intellectual disabilities.
- 4) The various stress management programs like yoga, physical activity, nutrition and social support etc. should be organized by such organizational to reduce the stress level of mothers of girl child with intellectual disabilities.
- 5) The flexibility and support from the employers, where mothers of girl child with intellectual disabilities are working should be provided so that the extra responsibility due to availability of the girl child with intellectual disabilities can be successfully tackled by such mothers.
- 6) The research community in the area of special education must take the responsibility of conducting the research on stress and burnout undergone by mother of girl child with intellectual disabilities simultaneously they need to investigate the better intervention package and programs for mothers of girl child with intellectual disabilities.

Recommendations for future study

An intervention programmed should be conducted for mothers of girl child with intellectual disabilities to reduce the psychological stress and burnout. A study may also be conducted for the comparative analysis of burnout between mothers of girl child with intellectual disabilities and girl child without intellectual disabilities.

A study should be conducted for the comparative analysis of burnout between mothers of girl child with disabilities and for the comparative analysis of burnout based on the gender of the children with intellectual disabilities. Further, a study should be conducted for the analysis of burnout among mothers of girl child with ID based on severity level. In this area, study must be conducted to find out the effect of counseling among mothers of girl child with intellectual disabilities.

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