

A STUDY ON THE RELATION BETWEEN TEACHER BURNOUT AND TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS OF PRIVATE SCHOOLS, WEST BENGAL.

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Abstract: The teaching profession has long been a valued profession; teachers were seen as a “life line” to shape the minds of our youth. But as of late, teachers are suffering from external social and political factors leaving many educators in dismay and frustration. In short, the impact of stress and burnout on the quality and consistency of education can be easily imagined and is clearly serious. As Sarason (1977) points out, “If it becomes increasingly the case that professionals experience a widening discrepancy in work between expectations and satisfactions, the negative consequences for their lives will have ramifications far beyond the spheres of their individual existence”. Hence the present study throws light on the relationship between Teacher burnout and Teacher Effectiveness among school teachers of private schools.

Key words: Teacher burnout , Teacher Effectiveness, satisfaction, expectations.

Introduction:

Though teaching has been 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.

Freudenberger (1977) describes burnout as physical and emotional exhaustion resulting from excessive demands on energy, strength or resources. He says that when frustration, tension or anxiety persist or increase,

stress develops into a syndrome labelled as burnout. He also noted that sometimes burnt out people do not see themselves as cynical and depressed. They find fault with everything and everyone around them, complaining about the organization and reacting critically to whatever is suggested by others (pp. 90-98).

Hindrickson (1979) points out that a burnt out teacher is losing or has lost the energy and enthusiasm needed to teach children (pp. 36-37).

Kahn (1986) has explained burnout as “a syndrome of inappropriate attitudes towards clients and towards self often associated with uncomfortable physical and emotional symptoms as well as with deterioration of performance” (p. 33).

Kasinath and Kailaslingam (1995) believe that Burnout is a syndrome of depersonalization, emotional exhaustion and reduced personal achievement that can occur among individuals who do ‘people work’ of some kind (p. 10).

Maslach (1984) defined burnout as the loss of concern for the people with whom one is working. Further, she explained burnout as the syndrome of emotional exhaustion and cynicism that results from interpersonal contact. She states that for the people who work continuously with other people, long term stress can be emotionally draining and can lead to burnout. They are usually required to work intensely and intimately with people on a large scale, continuous basis and become involved with their client’s psychological, social and physical problems. This type of professional interaction arouses strong feelings of emotional and physical stress that can be disruptive and incapacitating. This may lead to defence in the form of ‘detached concern’ – of establishing some psychological distance from the client while still maintaining a concern for the person’s wellbeing. Inability to develop this attitude and a lack of preparation for coping may make him/her unable to maintain the enthusiasm, care and commitment he/she initially brought to the job and then the process of burnout begins. A subsequent part is the development of negative, cynical and dehumanized perceptions of and feelings about one’s client and they are treated accordingly (depersonalization). Such negative reactions to clients, however, are not an inevitable consequence of emotional exhaustion, although they are quite prevalent.

A third aspect of the burnout syndrome is the tendency to evaluate oneself negatively, particularly in regard to one’s work and clients. People in this dimension of burnout feel unhappy about themselves and dissatisfied with their accomplishments.

Thus, burnout is seen as a syndrome of emotional exhaustion, depersonalization and lack of personal accomplishment. Burnout occurs at the individual level. It involves feelings, motives, attitudes and expectations. It is a negative feeling for the individual that leads to exhaustion (both physical and emotional), a feeling of lack of energy, a tendency to view the individuals in a disinterested manner (depersonalization) and the perception of a lack of personal achievement. The individual undergoing burnout may eat alone instead of taking his/her lunch with others, thereby avoiding mixing with others. The individual may even respond with cynicism to others.

the term “teacher effectiveness” is used broadly, to mean the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

Teacher effectiveness is a relative word which consists of two words - teacher and effectiveness. Teacher means a person who has teaching skills and possesses certain professional qualities of teaching.

According to Tagore, a teacher is a student throughout his life. He defined the term comprehensively. For him “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds. He cannot quicken them.”

For Swami Vivekananda “The true teacher is one who can immediately come down to the level of the student, transfer his soul to the student’s soul and see through and understand through his mind. Such a teacher can really teach and none else.”

S. Radhakrishnan has stated that “The teacher’s place in society is of vital importance. He acts as the pivot for transmission of intellectual traditions and technical skills, from generation to generation and helps to keep the lamp of civilization burning.” For Adams “The teacher is the maker of man.”

Review of Literature:

Luk et al. (2010) explored teacher burnout issues and the probable relationship between “burnout and social problem solving and holistic health” in Macau at two different schools. A total of 138 teachers were surveyed using a Chinese version of the Maslach Burnout Inventory (C-MBI) and the Body Mind Spirit Well Being Inventory (MSWBI) were the instruments used to collect the necessary data for this study. The results of this study showed that surveyed teachers experienced average burnout and shared that those experiencing greater levels of burnout needed closer attention.

Yibal and Haolang (2012) studied to explore job burnout of University administrators and teaching faculties and its protective factors. The survey showed that the job burnout level of administrative personnel is significantly lower than that of teaching faculties, ($P1 < 001$) while their scores in self consistency and congruence and interpersonal trust was much higher than that of teaching faculties ($p2 < 001$, $p3 < 001$).

Dunham and Scott (2000) identified factors which caused teacher dissatisfaction in Australian schools. Systematic changes to staffing ratios, promotion procedures changes to responsibilities and management all found to be dissatisfying, particularly given the pace of change at the time. Implicit in many of the public pronouncements about educational change was that schools and teachers were in need of reform from outside were either incapable of seeing the need of change or managing it themselves.

Ng (2002) carried out a comparative study about teacher's time spent on 400 school teachers each on Beijing, Shanghai, Taipei, Hong Kong and Macau. Results showed that both teachers in Hong Kong and Macau were overloaded, working hours were double than those of the teachers of other three cities and time spent mostly were in class teaching, preparation for teaching and marking assignments.

Objectives:

- 1) To study the relationship between Teacher Burnout and Teacher Effectiveness among secondary school teachers of private schools..
- 2) To study the relationship between the Emotional Exhaustion, Depersonalization and Personal Accomplishment components of Teacher Burnout and Teacher Effectiveness among secondary school teachers of private schools.
- 3) To study the relationship between Teacher Effectiveness and Years of Experience (for less than as well as greater than 15 years) among secondary school teachers of private schools.

Hypothesis:

- There is no significant relationship between Teacher Burnout and Teacher Effectiveness among secondary school teachers of private schools.
- There is no significant relationship between components of Teacher Burnout and Teacher Effectiveness among secondary school teachers of private schools.

Method:

In the present study, private secondary schools were selected with the help of systematic sampling technique. The intended sample was of 150 teachers from 15 schools. As the entire sample for the present study was selected from the different private schools, first, the researcher listed the 75 private schools found on the internet. The present study involves the variables: TEACHER BURNOUT, TEACHER EFFECTIVENESS. For the present study, the following tools were selected to collect the basic data regarding Teacher Burnout and Teacher Effectiveness of teachers working in the private secondary schools.

- Maslach Burnout Inventory (MBI) by Christina Maslach for measuring burnout among teachers.
- Teacher Effectiveness Scale by Pramod Kumar and D.N. Mutha for assessing effectiveness of teachers.
- Since the research study is based on the relationship between two variables, the researcher has used the Karl Pearson Product-moment Correlation technique.
- Karl Pearson Product-moment Correlation is most commonly used to find the relationship between two variables. It is denoted by the symbol 'r'. Its value lies between -1 to +1. The formula to calculate Product moment correlation is:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where,

- r = correlation coefficient
- n = Number of observations
- x = 1st variable in context
- y = 2nd variable in context

Analysis:

Burnout is considered as a continuous variable ranging from low to moderate to high degrees of the above feelings and is not viewed as a dichotomous variable which is either present or absent. The number of teachers belonging to the three levels of burnout i.e. High Burnout (HBO), Moderate Burnout (MBO) and Low Burnout (LBO) were counted for each sub-scale according to the norms for scoring and interpretation given in the MBI Manual reconstructed as Table 1 (Please refer to Chapter 3). The number of teachers was converted into percentages for easy comparisons. The mean for each dimension was computed. The number of teachers displaying high, moderate and low burnout in each of its dimensions and its conversion in percentage is presented in Table 1.

Table 1: Number and Percentage of Secondary School Teachers on Three Levels of Burnout

Dimensions of Burnout	Burnout Level	Total Sample =105 N	%	Mean Score of Burnout
Emotional Exhaustion	HBO	1	0.95	9.18
	MBO	12	11.43	
	LBO	92	87.62	
Depersonalization	HBO	21	20.00	6.69
	MBO	23	21.90	
	LBO	61		

			58.10	
Personal Accomplishment	HBO	14	13.33	41.04
	MBO	22	20.95	
	LBO	69	65.71	

From Table 1, it is clear that the total sample of secondary school teachers is displaying some degree of burnout across all the three dimensions.

Discussion: In the Emotional Exhaustion Dimension of burnout, Emotional Exhaustion is an important phenomenon in burnout. In this dimension, 87.62% of teachers is showing low burnout, 11.43% moderate burnout and .95% high burnout.

Although majority of the sample teachers are falling into the low burnout category, only 1 of the sample is showing a high degree of burnout. However, even a moderate level of emotional detachment is not right for their professional life as teaching is a dynamic process which involves very active interactions between teachers and students. Emotionally exhausted teachers fail to respond properly towards their students and colleagues and when they are withdrawn and alienated from them it hampers the creation of a congenial atmosphere for learning.

In the Depersonalization Dimension, depersonalized teachers withdraw themselves from school affairs and avoid mixing with students or colleagues. The scores of this dimension show that 20% teachers have high burnout, 22% moderate burnout and 58% low burnout. In this dimension also, the teachers in the low burnout group are the most, but 20% who fall in the high burnout group need attention. Their depersonalized attitude is harmful for the students. Additionally, their psychological detachment and social distancing disrupts their professional life.

In the Personal Accomplishment Dimension, among the sample teachers, 13% are displaying high burnout, 21% moderate burnout and 66% low burnout.

High burnout in the Personal Accomplishment dimension signifies that 13% of the sample teachers feel a sense of failure in their professional life. They feel that they are no longer effective in their professional responsibilities.

Hypothesis Wise Analysis of Data

Hypothesis 1: There is no significant relationship between Teacher Burnout and Teacher Effectiveness among secondary school teachers of private schools.

Table 2: Pearson Product Moment Correlation between Teacher Burnout and Teacher Effectiveness

NAME OF VARIABLES	N	MEAN	R	STATISTICAL INTERPRETATION
TEACHER BURNOUT	105	22.87	-0.225*	Significant
TEACHER EFFECTIVENESS	105	219.80		

* Significant at 0.05 level

Discussion: Table 2 shows a negative correlation -0.225 between Teacher Burnout and Teacher Effectiveness. This implies that teachers with higher burnout have lower Teacher Effectiveness. Guilford's interpretation of the magnitude of coefficient of correlation shows that there is low correlation with a definite but small relationship between the variables.

The results are significant at 0.05 level as the calculated value of $r = -0.225$ is more than the critical value of r as given in the standard r table, which is 0.195. Thus the hypothesis that "There will be no significant relationship between Teacher Burnout and Teacher Effectiveness among secondary school teachers of private schools" is rejected.

Hypothesis 2: There is no significant relationship between Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness among secondary school teachers of private schools.

Table 3: Pearson Product Moment Correlation between Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness

NAME OF VARIABLES	N	MEAN	R	STATISTICAL INTERPRETATION
EMOTIONAL EXHAUSTION COMPONENT OF TEACHER BURNOUT	105	9.21	-0.152	Not Significant
TEACHER EFFECTIVENESS	105	219.80		

Discussion: Table 3 shows a negative correlation, r of -0.152 between Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness, which implies that as Emotional Exhaustion increases teachers feel that their Teacher Effectiveness goes down. However, Guilford's interpretation of the magnitude of significant correlations shows that there is slight, almost no relationship between the variables.

Conclusion:

In line with the objectives of the study which were formulated for the present study, the conclusions that have been derived are -Teacher Burnout is negatively correlated with Teacher Effectiveness which implies that teachers who experience excessive stress and burnout will tend to be less effective as teachers.

Teacher Burnout is positively correlated with Years of Experience. The correlation value between teacher burnout increases substantially for teachers with span of experience beyond 15 years. So it is revealed that with passing years Teacher Burnout is likely to increase. This clearly shows that teachers who are new in the profession are more excited about their jobs and do not show symptoms of burnout. However, gradually they tend to move towards higher levels of stress and burnout.

Teacher Effectiveness is negatively correlated with Years of Experience and it is concluded that over the years, Teacher Effectiveness has a declining trend and teachers get less effective as the burnout factors begin to work. This is especially so for the teachers who have been in the profession for more than 15 years.

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