



STUDY THE RELATIONSHIP BETWEEN BURNOUT AND SELF-EFFICACY OF TEACHER EDUCATORS

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ABSTRACT

Teaching as a profession has become a challenging job lately. Teacher educators help teachers in being best educators and train them to overcome stressful teaching ecosystem. Burnout impacts physical and mental health of teachers. COVID-19 pandemic brought the burnout to surface and it's the central theme to deal with teacher self-efficacy has proved to be a powerful weapon against burnout. This paper examined the relationship between Burnout and self-efficacy of teacher educators. To conduct this study 160 teacher educators comprising of male and female were randomly selected from Prayagraj district. For data collection self-constructed questionnaire to measure Burnout level and for Self-efficacy questionnaire standardized by Santosh Dhar and Upinder Dhar was used. From the study it was found that there was negative correlation between Burnout and Self-efficacy of male and female teacher educators. On the contrary the findings of the study also revealed that there was no significant relationship difference between male and female teacher educators. The results of this study can be very useful as this study is gender specific and shows gender sensitivity and response and so will help all stakeholder and especially policy makers. Teacher trainings and service-related enhancements can be advised and provided incorporating techno friendly classroom practices.

Key words- Burnout, Self-efficacy, Teacher Educators

INTRODUCTION

Teaching is very stressful profession (Johnson et al., 2005) Teacher educators are the ones, who help teachers in becoming best educators. Getting the best teaching abilities out of an individual is a very challenging job as a teacher needs to perform consistently in changing classroom environments, re-skills and upskill oneself and deal with a range of humans viz. students, colleagues, principle, institutions and parents etc. (Carlson &

Thompson, 1995; Chan, 1998; Caprara et al., (2006) have reaffirmed from their researches that a teacher faces stress thrown at him or her owing to various factors such as job dissatisfaction, role conflict and confusion, handling misbehaving students, relationship with colleagues, time constraints etc.

A teacher requires multiple qualities. Professional competency is just one aspect of it. Which is not alone sufficient to get the best. Teaching and other related activities required to be done efficiently by him or her in an institution. Teaching as a profession requires high intensity. Daily teaching process yielding emotional drainage and teacher job burnout (Cherniss, 1980, Wu et al., 2016). Job burnout eats away teachers teaching quality also impacts their physical and mental health (Det et al 2010, Capone and Petrillo., (2018) Job burnout can act as an indicator showing the decrease in the psychological well-being while performing job. Tugrul et al., (2002) showed that teacher facing problems in school environment could lead to burnout syndrome. Burnout arose out of multiple human interactions and high degree of responsibilities towards others leading to long term job stress manifested in emotional, physical, cognitive and social outbursts at symptoms (Brown et al 2000, Johnson et al 2005), So job burnout is a well-accepted global menace. 194 countries closed schools during covid-19 pandemic (UNESCO,2020). Covid-19 forced people to social as well as mental distancing. Teacher mental health compounded by covid-19 as shown by multiple researches such as Allen et al 2020, Hansen et al 2020, Sok et al., 2020, Kim et al., 2021. Therefore, it can be said that job burnout is in trend and requires greater lens and focus study.

Teacher self-efficacy is a construct of Albert Bandura's social cognitive theory which focuses on self-organizing, self-regulative, proactive, heightened alertness, self-reflecting agents of one's life circumstances. (Bandura, 2001). TSE (Teacher self-efficacy) is the summation of teacher's ability to organise and perform his teaching related tasks in a best possible way in a particular environment (Tschannen-Moran et al., 1998). Higher Self-efficacy of a teacher leads to better teaching performance (Klassen and Tze., 2014) and superior teaching delivery (Holzberger et al., 2013). Both male and female teacher educators are susceptible to burnout. Self-efficacy is a positive tool to face and fight the level of burnout faced by one. There is a strong connection between teachers' Self-efficacy and Burnout as shown by Skalvik and Skalvik (2007). However more studies and researches are required to be done to establish relationship between Self-efficacy and burnout especially after covid-19 and in particular gender related aspects. Job burnout runs deep and unearthing it can only lead to understand it in the changing context. It will lead to explore Self-efficacy innovative ways to deal with burnout. It will help understand better handling of Burnout by male and female teacher educators.

OBJECTIVE-

To study relationship between Burnout and self-efficacy among male and female teacher educators

HYPOTHESIS-

No significant relationship exists between the Burnout and self-efficacy among male and female teacher educators.

METHODOLOGY OF THE STUDY

The method adopted in the present study was descriptive research survey method.

Population

All the teacher educators of Prayagraj district of Uttar Pradesh

SAMPLE-

The sample of the study consisted of 160 teacher educators (80 males and 80 females) from Prayagraj district. on the basis of random sampling technique.

TOOL

The following tools were used in this study.

Burnout scale self-constructed and Self-efficacy scale by Santosh Dhar and Upinder Dhar.

TECHNIQUE FOR DATA ANALYSIS

Pearson correlation coefficients was applied to know the significant relationship differences between Burnout and self-efficacy of male and female teacher educators.

RESULTS AND DISSCUSSIONS**Table -1 Correlation between Burnout and self-efficacy of Male teacher educators**

Dimensions	N	Correlations (r)
Burnout and credible	80	-.674
Burnout and Assertion	80	-.848
Burnout and Enduring	80	-.738
Burnout and Progression	80	-.732
Burnout and self- confidence	80	-.734
Burnout and commitment	80	-.691
Total	80	-.779

Table -1 shows that there is a negative relationship between Burnout scores and self-efficacy scores of overall male teacher educators. The coefficient of correlation between Burnout scores and self-efficacy of overall male teacher educators is $-.779$. The dimension -I is Credible which has correlation value $-.674$, and level of significance is $.01$ which shows the negative relation between Burnout and credible dimension of self-efficacy. The dimension II is Assertion which has correlation value $-.848$ and the level of significance is $.01$ which shows negative relation between Burnout and Assertion dimension of self-efficacy. The dimension III is Enduring which has correlation value $-.738$ and the level of significance is $.01$ which shows negative relation between Burnout and Enduring dimension of self-efficacy. The dimension IV is Progression which has correlation value $-.732$ and the level of significance is $.01$ which shows negative relation between Burnout and progression dimension of self-efficacy. The dimension V is Self- confidence which has correlation value $-.734$ and the level of significance is $.01$ which shows negative relation between Burnout and self-confidence dimension of self-efficacy. The dimension VI is Commitment which has correlation value $-.691$ and the level of significance is $.01$ which shows negative relation between commitment dimension of self-efficacy and Burnout.

Table -2 Correlation between Burnout and self-efficacy of female teacher educators

Dimensions	N	Correlations (r)
Burnout and credible	80	-.740
Burnout and Assertion	80	-.732
Burnout and Enduring	80	-.678
Burnout and Progression	80	-.839
Burnout and self- confidence	80	-.645
Burnout and commitment	80	-.776
Total	80	-.832

Table -2 show the coefficient of correlation between Burnout and credible dimension of self- efficacy of female teacher educators as -0.79 which is negative and significant at $.01$ level of confidence which shows that there exists a significant negative relationship between Burnout and credible dimension of self- efficacy of female teacher educators. The coefficient of correlation between Burnout and Assertion dimension of self-efficacy of female teacher educators as -0.77 which is negative and significant at $.01$ level of confidence which shows that there exists a significant negative relationship between Burnout and Assertion dimension of self-efficacy of female teacher educators. The coefficient of correlation between Burnout and Enduring dimension of self-efficacy of female teacher educators as -0.79 which is negative and significant at $.01$ level of confidence which

shows that there exists a significant negative relationship between Burnout and Enduring dimension of self-efficacy of female teacher educators.

The coefficient of correlation between Burnout and Progression dimension of self-efficacy of female teacher educators as -0.79 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between Burnout and Progression dimension of self-efficacy of female teacher educators.

The coefficient of correlation between Burnout and Self-confidence dimension of self-efficacy of female teacher educators as -0.79 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between Burnout and Self-confidence dimension of self-efficacy of female teacher educators.

The coefficient of correlation between Burnout and commitment dimension of self-efficacy of female teacher educators as -0.79 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between Burnout and self-confidence dimension of self-efficacy of female teacher educators.

CONCLUSION-

The current study tries to examine the relationship between Self-efficacy and Burnout of male and female teacher educators in Prayagraj district. To investigate this the correlation analysis was performed on the variables and it has found to have negative correlation. while performing tests demographic age, sex and experience of teacher educators are well controlled. Pearson correlation coefficient was used. It was found that there is negative correlation between Burnout and Self-efficacy of male teacher educators on different dimensions. It meant that male teacher educators having higher burnout levels were found to have lower self-efficacy and vice-versa. It was found that there is negative correlation between the self-efficacy and the burnout level of female teacher educators too. Thus it can be said that female teacher educators having higher burnout level were also impacted negatively on their self-efficacy.

The research by Skaalvik & Skaalvik., (2009) also by Karahan & Balat (2011) spelt the same truth and echord that there found to be negative relationship between self-efficacy and burnout of teachers in private schools. Thus it comes out to be an established fact that the self-efficacy is an important aspect to be taken seriously by teachers and other stakeholders in an institution.

Maslach et al., (2001) established the relationship between burnout and performance related variables such as leaving job, less attendance, job satisfaction etc. so to curb the negativity emerging out of burnout could be reduced by increasing positivity by enhancing the self-efficacy of teacher educators. Crucial steps need to be taken by teachers and institution in the short and long run. "I can do" attitude need to be filled in teacher's heart and mind. Bolat (2011) confirmed that positive experiences are important. persuasion and constructive criticism should be welcomed by everyone in the teaching ecosystem. The opportunities should not be only provided to grade up knowledge and skills in a teacher educator but they also should be trained to fight the obstacles step by step not to hamper their self-confidence and overall self-efficacy. competency of teachers can also be scaled higher by providing the necessary support system and right technological assistance. policy makers can speed up such efforts to teachers and institution by providing inducements and supplementary materials and trainings to match the current requirements at a desired scale in time.

Though this study is an eye opener to all the stakeholders but the point is that self-efficacy and burnout are becoming complex issues day by day. This study was on a smaller scale and considering limited samples. But more studies are required qualitatively and quantitatively to get the proper grasp of burnout and self-efficacy. As direct stakeholders are many like students, colleagues, HOD, principals etc. Though parents are impacted indirectly but they are also important. So, with more funding and other assistance larger studies could be conducted to have more generalized inferences.

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