

A COMPARATIVE STUDY OF THE MEASUREMENT OF BURNOUTNESS AND SELF EFFICACY AMONG SCHOOL TEACHERS

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ABSTRACT:

Human health is dependent on how well individuals adapt to psychosocial, environmental, and physical challenges. The responses to such challenges to psychological or physiological integrity of the individual is called stress and aims to maintain physiological balance and in extension increase survival and reproductive success. From this perspective it is interesting that the teaching profession stands out and have been identified as one of the most stressful occupations with a potential to cause poor health. Burnout has been identified as a psychological risk, especially in fields which involve working with students. It has been defined as “a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job” The teachers’ burnout was measured using Friedman’s (1999) adaptation of the second edition of the Maslach Burnout Scale (Maslach & Jackson, 1986). Teachers’ sense of self-efficacy was measured using a three-item scale constructed on the basis of the Teachers’ Sense of Efficacy Scale (TSES)

Key Words : *Professional Commitment, Professional Adjustment, Self Efficacy, Teachers’ Sense of Efficacy Scale (TSES), Maslach Burnout Scale(MBS), Teacher Attitudes towards Inclusive Education Scale (TAIS)*

INTRODUCTION:

A teacher is the key element in the configuration of a nation. The assignments of a teacher are transaction of knowledge; convey the expertise and inculcation of values. The task of a teacher is very significant for the growth of a student. Unless the nation has persons of suitable disposition and capability as teachers, it cannot have citizens of broad vision, dedication and leadership. Simultaneously, it is significant to realize that an incompetent teacher is harmful to the nation. The future of a nation is shaped in the classroom. In today’s scenario highly qualified intellectuals are not choosing teaching as career, consequently, the quality of education has alarmingly declined. So, it is matter of fact that there are some components of education

which are responsible for the deterioration of the quality of education.

It is a means to promise or give your loyalty or money to particular principle, person or plan of action. Commitment depicts the stiff and not changing point of reference in support of one’s belief in his/her ideology.” Better understanding of the factors related to teacher stress and burnout helps to create school environments that foster teachers’ job commitment, prevent dropout from the profession, and raise the quality of education. We used a large and representative sample of secondary school teachers from different categories to survey the possible factors explaining teacher burnout. First, we investigated the

structural validity of the Friedman Burnout Scale among a large sample of teachers.

BACKGROUND OF THE STUDY :

Teachers are at high risk of stress-related disorders. This longitudinal study aimed to (a) identify which occupational, socio-demographic and life-style factors and self-efficacy at baseline that were of importance for burnout, (b) explore associations between changes in the studied factors versus changes in burnout, and (c) by interviews increase the understanding of perceived job demands among teachers.

Teachers' sense of self-efficacy was measured using a three-item scale constructed on the basis of the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001). The original scale contained 24 items divided into three factors. In the present study, three items were chosen so that each represented a factorial dimension discovered in TSES. The dimension of efficacy for instructional strategies was covered by the item (a) "I can teach many kinds of students, including students with special educational needs"; the dimension of efficacy in classroom management was measured by the item (b) "I can keep good order in my classroom"; and the dimension of efficacy for student engagement was assessed by the item (c) "I get students to rely on their own abilities". The reliability of the TSEIES, as measured by Cronbach's alpha, was $\alpha = 0.61$, which was just above the poor level. The reliability was somewhat low because the first item focusing on children with special education needs differed from the other two.

METHODOLOGY OF THE STUDY:

Population

This study was confined to the teachers of private (recognized and non-recognized) and government secondary to higher secondary schools of Hazaribag, Jharkhand(INDIA) constitute the population of the study.

PROFESSIONAL ADJUSTMENT :

Professional adjustment means being adjusted to his profession. The person must have in- depth liking, awareness of pros and cons of his profession. ... But Srivastava (1979) found that unmarried teachers had a greater awareness of professional responsibility than their married colleagues. Adjustment is a popular word in the field of Educational Psychology, Sociology and in other social sciences. But, this word is not confined to the above given areas; instead, Adjustment is a basic mental requirement in every situation of life. The adjustment is good if the efforts of an individual are successful and rewarding. But, on being disappointed constantly in his hard work, the adjustment could be just opposite, known as maladjustment. There are two terms which are used in identical sense; Adjustment and Adaptation. "The psychologist is more concerned with what might be called psychological survival or adjustment rather than psychological concept of adaptation as adjustment to demand". High-quality adjustment is certainly indispensable so that an individual grows entirely and also contributes to the cause of humanity. A maladjusted person has dissatisfaction and suffers from inconsistency. He is not able to lead a happy life.

PROFESSIONAL COMMITMENT :

Professional commitment is defined as loyalty, the desire to stay in a profession, and a sense of responsibility toward the profession's particular problems and challenges. ... In management sciences, professional commitment is more applied to the field of organizational commitment.

Professional Commitment (CPC) means commitment based on the employee's recognition of the costs associated with leaving job." The above discussion clearly reflects that professional commitment to the organization is the major factor for the qualitative growth of any educational system. Another important psychological variable influencing qualitative perfection is the work motivation of the teachers. The motivational ideas likewise assume a important work in many real endeavors to examine and clarify person's conduct at work.

BURNOUTNESS WITH TEACHERS:

The level of burnout was associated with some attitudinal dimensions. Teachers with higher burnout were less positive towards inclusion and more often wished to reintroduce ability grouping into schools. Ability grouping, or the use of different curricula with changing levels of difficulty, was used in Finland during the seventies but was forbidden by law in 1983. It has been defined as “a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job”

The 16-item version of the Maslach Burnout Inventory-General Survey (MBI-GS [26, 27] was used. The items in MBI-GS cover three dimensions: exhaustion (5 items), cynicism (5 items), and professional efficacy (6 items). All items were responded to on a 7-point scale: 0 = “never”; 1 = “a few times a year or less”; 2 = “once a month or less”; 3 = “a few times a month”; 4 = “once a week”, 5 = “a few times a week” and 6 = “every day”. The mean score for each dimension was calculated and used as an outcome in unadjusted group comparisons. In addition, we applied a previously used supplementary scoring procedure [24] that entailed making a dichotomous classification of each item according to the linguistic meaning of the response alternatives. Each item was therefore dichotomized into 0 = “low” or 1 = “high” in relation to a cut-off score of 4 = “once a week”. Accordingly, to be classified as a burnout case at least three of the five dichotomized items had to be high on the exhaustion and cynicism dimensions. For the six professional efficacy items, at least three had to be high to be classified as having burnout in terms of low professional efficacy.

The teachers’ burnout was measured using Friedman’s (1999) adaptation of the second edition of the Maslach Burnout Scale (Maslach & Jackson, 1986). The original scale was divided into three subdomains—exhaustion, lack of accomplishment, and depersonalization. Friedman retained the three-factor structure but reduced the scale items from 22 to 14 and adapted their wording to make it applicable to teachers.

Five items were used to measure emotional exhaustion or overextension: (a) “I feel exhausted

from teaching”, (b) “I feel burned out from teaching”, (c) “I feel worn out from teaching”, (d) “I feel wiped out by the end of a day of teaching”, and (e) “I feel physically worn out by teaching”. In the section titled “lack of accomplishment”, the participants’ feelings of incompetence and lack of achievement were measured using five items: (a) “I feel I could have better used my professional and personal capabilities in a profession other than teaching”, (b) “I do not feel that I fulfil myself in teaching”, (c) “I feel that I am not doing so well as a teacher”, (d) “I think that if I had to choose again, I would not choose teaching”, and (e) “I feel my expectations of teaching have not been met”. The section on depersonalization measured negative and impersonal sentiments towards students using four items: (a) “I feel that my students do not really try enough”, (b) “I feel that my students do not really care about being good students”, (c) “I feel that my students do not really want to learn”, (d) “I think that I would rather have better students than those I have now”. The psychometric properties of the FTBS are presented in the results section.

MEASUREMENT OF BURNOUTNESS ACCORDING TO MASLACH :

The 16-item version of the Maslach Burnout Inventory-General Survey (MBI-GS [26, 27] was used. The items in MBI-GS cover three dimensions: exhaustion (5 items), cynicism (5 items), and professional efficacy (6 items). All items were responded to on a 7-point scale: 0 = “never”; 1 = “a few times a year or less”; 2 = “once a month or less”; 3 = “a few times a month”; 4 = “once a week”, 5 = “a few times a week” and 6 = “every day”. The mean score for each dimension was calculated and used as an outcome in unadjusted group comparisons. In addition, we applied a previously used supplementary scoring procedure [24] that entailed making a dichotomous classification of each item according to the linguistic meaning of the response alternatives. Each item was therefore dichotomized into 0 = “low” or 1 = “high” in relation to a cut-off score of 4 = “once a week”. Accordingly, to be classified as a burnout case at least three of the five dichotomized items had to be high on the exhaustion and cynicism dimensions. For the six professional efficacy items, at least three had to be high to be classified as having burnout in

terms of low professional efficacy. In addition, an individual-level composite measure of the three burnout dimensions was created by combining the dichotomized responses into four ordered categories: 0 = subjects reporting low exhaustion, low cynicism and high professional efficacy (referents); 1 = subjects reporting either high exhaustion or high cynicism or low professional efficacy (one out of the three dimensions); 2 = subjects reporting high exhaustion and/or high cynicism and/or low professional efficacy (two out of the three dimensions); and, 3 = subjects reporting high exhaustion and high cynicism and low professional efficacy (all three dimensions).

RESULTS AND DISCUSSION:

Basic characteristics for the participants at baseline are presented, stratified for the two variables that stood out in the previous cross-sectional analysis, that is, self-efficacy and job demands. Generally, while high job demands co-occurred with a number of other work-related dimensions, self-efficacy seemed to be more of a personal characteristic and less associated with other psychosocial dimensions. The continuous variables job demand and self-efficacy were weakly

correlated. Burnout was highest among subject teachers, lowest among special education teachers.

CONCLUSION:

To avoid becoming a victim to teacher burnout, educators need to build balance into their lives. One way to do this is by setting clear work boundaries. Perhaps that means you won't check our emails after 6 p.m., or we shall only grade papers until a favorite TV show starts, or maybe It will never work on Sundays. Whatever schedule we set for ourself, stick to it to ensure balance in your life. Another way to avoid burnout is to take time off. On stand suggests that we need to reclaim our weekends and remember that a full life includes time for recreation, hobbies, personal relationships, and downtime. Make sure you have some time every weekend where school is the last thing on your mind. Each year, aim to take a vacation, even if we are staying at home. And take some of that much-deserved time off to catch up with friends, go on a date, or just hang out without thinking about school. (As a side note, if you're sick, call in sick and take the day off.

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