



# Correlation Between Teacher Burnout and Teacher Effectiveness among Secondary School Teachers at Private Schools

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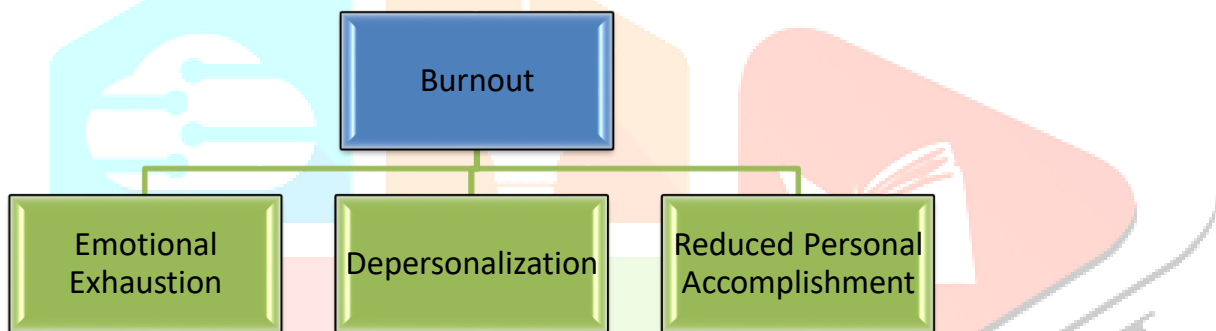
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**ABSTRACT:** *This study examined the relationship between Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools. Burnout is mental exhaustion that stems from extreme stress. It is seen as a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment across jobs and professions. In education, teacher burnout may arise from poor working conditions offered to a teacher. Teacher's burnout affects their teaching performance. This can ultimately have an impact on the learning outcomes of students. The correlational design was selected for this study. Systematic cluster sampling technique was used to select 99 private secondary school teachers from 5 schools of Gautam Buddha Nagar, U.P. Maslach Burnout Inventory for measuring burnout among teachers and Teacher Effectiveness Scale by Pramod Kumar and D.N. Mutha for assessing effectiveness of teachers was the tools for measuring the constructs. Karl Pearson Method of correlation was applied to the bivariate data. Findings of this study showed that except for the Depersonalization component of Teacher Burnout and Teacher Effectiveness, the correlation for Emotional Exhaustion and Personal Accomplishment with Teacher Effectiveness was not significant. However, total sample of secondary school teachers is displaying some degree of burnout across all the three dimensions. Early detection of burnout and early therapy is the key to tackle this problem effectively. Coping mechanisms need to be formulated. A well-balanced professional and personal life can go a long way in diminishing burnout in the teaching profession.*

**Keywords:** *Teacher Burnout; Emotional Exhaustion; Depersonalization; Personal Accomplishment; Teacher Effectiveness; Secondary School Teachers.*

**INTRODUCTION:** Everyone remembers a good teacher. The significance of teachers in the educational process is undeniable. In the field of education or in a specific teaching-learning situation, teachers are the ultimate agents who dispense knowledge, frame time-schedules, select reading materials, play the role of subject specialists, evaluate learning outcomes, and help students overcome their difficulties and personal problems. The teaching profession requires commitment, devotion, and fortitude. According to the Chattopadhyay Committee Report (1983-85), there are various qualities which a teacher needs to have, for example – a good and pleasing personality, right attitude towards education, knowledge of teaching skills, knowledge of child psychology and sound mental health.

**TEACHER BURNOUT:** Freudenberger (1977) has described burnout as mental exhaustion stemming from extreme stress. According to him, when such anxiety perseveres or increases in intensity, the stress that develops as an upshot transforms into a condition or syndrome that may be labelled as burnout. Maslach (1984) has defined burnout as the failure of concern for the individuals with whom one is associated closely. Burnout is seen as a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment.



**Fig 1: Burnout and its three components (Maslach et al., 1996)**

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), which sets in people who work continuously with other people and long-term stress can be emotionally draining with a feeling of lack of energy. This may lead to the second form of ‘depersonalization’ – of establishing some psychological distance from the client while still maintaining a concern for the person’s wellbeing. A third aspect of the burnout syndrome is the tendency of people to feel unhappy about themselves and dissatisfied with their accomplishments and may even respond with contempt towards others- reduced ‘personal accomplishment’.

Various causes for burnout have been suggested. In education, teacher burnout may even arise from poor working conditions offered to a teacher. Many teachers have cited violence, vandalism, disruptive students, inadequate salaries, lack of class room control, lack of job mobility-fear of layoffs as reasons of burnout (Gold, 1993).

**TEACHER EFFECTIVENESS:** Teacher effectiveness performs a vital role in teaching-learning process. An effective teacher helps students to create image of their own by understanding the problems of students and helping them by making the subject matter appealing, by regulating the day-to-day class and by being just and fair with students. Hence, “teacher effectiveness” may generally imply a collection of characteristics, proficiencies, and conduct/behaviours of teachers which enables students not just to achieve desired learning outcomes, but also achieve broader goals like being problem solvers, critical thinkers, collaborative workers, and effective citizens.

Research suggests that effective teachers, irrespective of the level of heterogeneity in their classrooms, are successful with students for all attainment levels. The finest way to assess teacher effectiveness is to observe how they performed in the classroom and their students’ achievement levels. Research also supports that the actions taken by the effective teachers in the classroom play a fundamental role in effective and efficient learning of the students. Teacher’s effectiveness is critical for enhancing learning outcomes and achievement. Students’ academic achievements and outcomes depend on the effectiveness of their teachers. In fact, efficacy, proficiency and quality of teachers is a complex mix and exemplify various characteristics like a wide range of knowledge, skills, aptitudes, motivation and personality characteristics.

**LITERATURE REVIEW:** Many studies have attempted to identify the sources of dissatisfaction that may eventually lead to teacher burnout and to their decision to leave the field as the teachers feel that they may not be doing justice to their profession by being less effective. According to Freudenberger (1974), burnout is “cynicism, negativism, inflexibility, rigidity of thinking, unhappiness, boredom, psychosomatic symptoms, and a condition in which helping professionals wear out in their pursuit of impossible goals” (Maslach & Jackson, 1981, 28 p. 25). Shukla and Trivedi (2008) studied intensely about burnout. According to them, burnout it is typified by the failure to be adequately involved or concerned with those at the receiving ends, for example students of a teacher. A burnout worker tends to withdraw emotionally from the demands of the job. It was observed that teachers were showing symptoms of burnout which directly and indirectly affected their teaching performance. Bhardwaj and Singh (2013) investigated the extent to which the personality type influenced the teacher effectiveness of senior secondary school teachers. However, there seems to be a dearth of research in India in the related areas of teacher motivation, teacher’s morale, role conflicts and anxiety of teachers. Teachers are much disparaged but not much attention has been given in research to their status and the role, their concerns and anxieties, social pressures and poor economic returns, the satisfaction, and dissatisfactions of Indian teachers in the face of growing public criticism.

This research gap prompted the researcher to find the correlation between the burnout faced by teachers and the impact on their teaching effectiveness as this can ultimately have an impact on the learning outcome of students.

**OBJECTIVES OF THE STUDY:** The following objectives were formulated for the present study:

1. To study the relationship between the Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools.
2. To study the relationship between the Depersonalization component of Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools.
3. To study the relationship between Lack of Personal Accomplishment component of Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools.

**HYPOTHESES OF THE STUDY:** The following hypotheses were formulated for the study:

1. There will be no significant relationship between Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools.
2. There will be no significant relationship between Depersonalization component of Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools.
3. There will be no significant relationship between Personal Accomplishment component of Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools.

**RESEARCH METHODOLOGY AND DESIGN:** The correlational method was used by the researcher. In the present study, the population comprised all secondary school teachers at private schools located in the Gautam Buddha Nagar District of Uttar Pradesh. The private secondary school teachers were selected with the help of systematic cluster sampling technique. The data was collected from 5 schools and 99 teachers. The variables used were the three components of teacher burnout and teacher effectiveness. For the present study, the following tools were used: Maslach Burnout Inventory (MBI) for measuring burnout among teachers and Teacher Effectiveness Scale by Pramod Kumar and D.N. Mutha for assessing effectiveness of teachers.

The Maslach Burnout Inventory (MBI) consists of 22 items that provide a measure of perceived burnout in terms of the three sub-scales of emotional exhaustion, depersonalization and personal accomplishment (Maslach and Jackson, 1981).

The reliability coefficient for the sub-scales is 0.90 for emotional exhaustion, 0.79 for depersonalization, 0.71 for personal accomplishment. The test-retest reliability of the subscales is .82 for emotional exhaustion, .60 for depersonalization and .80 for personal achievement (Maslach et al., 1986).

The Teacher Effectiveness scale consists of 69 highly discriminating items. The split-half reliability of the scale, applying the Spearman-Brown formula is .67 (N=100) with an index of reliability of .82. The test-retest reliability of the scale is .75 (N = 60) with an index of reliability of .85, with two month's interval time (Kumar & Mutha, 1974).

Since the research study is based on the relationship between two variables, the researcher has used the Karl Pearson Product-Moment Correlation technique to evaluate the correlation between the variables.

**ANALYSIS AND INTERPRETATION OF DATA:** The Emotional Exhaustion sub-scale assesses feelings of being emotionally strained and fatigued by one's job. The Depersonalization sub-scale measures an uncaring and distant response towards students. For both emotional exhaustion and depersonalization sub scales, "higher mean scores represent higher degree of burnout". The Personal Achievement sub-scale items measure feelings of accomplishment and successful attainment in one's job. "Lower mean scores on this subscale corresponds to the higher level of burnout experienced."

The scoring was done as per the instructions given in the scoring manual. The score for each subscale was computed separately and was not combined to a total or combined score of teacher burnout. Thus, three scores were calculated separately for each participant (Maslach et al., 1996).

**Table 1: Number and Percentage of Secondary School Teachers on the Dimensions of Burnout**

Dimensions of Burnout	Burnout Level	Total Sample = 99 N	%	Mean Score of Burnout Dimension
Emotional Exhaustion	HBO	2	2.02	9.57
	MBO	9	9.09	
	LBO	88	88.89	
Depersonalization	HBO	19	19.20	6.64
	MBO	25	25.25	
	LBO	55	55.55	
Personal Accomplishment	HBO	16	16.16	40.4
	MBO	13	13.13	
	LBO	70	70.71	

- i. In the Emotional Exhaustion Dimension of burnout, 88.89% of teachers are showing low burnout, 9.09% moderate burnout and 2.02% high burnout.
- ii. In the Depersonalization Dimension, the scores show that 19% teachers have high burnout, 25% moderate burnout and 55% low burnout.
- iii. In the Personal Accomplishment Dimension, among the sample teachers, 16% are displaying high burnout, 13% moderate burnout and 70% low burnout.

**HYPOTHESIS WISE ANALYSIS OF DATA:**

**Hypothesis 1:** There will be no significant relationship between Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools.

**Table 2: Pearson Product Moment Correlation between Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness**

Correlation Matrix

		TB-Emotional Exhaustion	Teacher Effectiveness
TB-Emotional Exhaustion	Pearson's r	—	
	p-value	—	
	N	—	
Teacher Effectiveness	Pearson's r	-0.091	—
	p-value	0.371	—
	N	99	—

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Table 2 shows a negative correlation,  $r$  of -0.091 between Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness, but the magnitude of significant correlations shows that there is slight, almost no relationship between the variables. Thus, we fail to reject the hypothesis.

**Hypothesis 2:** There will be no significant relationship between Depersonalization component of Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools.

**Table 3: Pearson Product Moment Correlation between Depersonalization component of Teacher Burnout and Teacher Effectiveness**

Correlation Matrix

		TB-Depersonalization	Teacher Effectiveness
TB-Depersonalization	Pearson's r	—	
	p-value	—	
	N	—	
Teacher Effectiveness	Pearson's r	-0.206 *	—
	p-value	0.041	—
	N	99	—

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Table 3 shows a negative correlation,  $r$  of -0.206 between Depersonalization component of Teacher Burnout and Teacher Effectiveness, but the magnitude of significant correlations shows that there is a



low correlation with a definite but small relationship between the variables. Thus, the hypothesis is rejected.

**Hypothesis 3:** There will be no significant relationship between Personal Accomplishment component of Teacher Burnout and Teacher Effectiveness among secondary school teachers at private schools.

**Table 4: Pearson Product Moment Correlation between Personal Accomplishment component of Teacher Burnout and Teacher Effectiveness**

Correlation Matrix

		TB-Personal Achievement	Teacher Effectiveness
TB-Personal Achievement	Pearson's r	—	
	p-value	—	
Teacher Effectiveness	Pearson's r	0.160	—
	p-value	0.113	—

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Table 4 shows a positive correlation,  $r$  of 0.160 between Personal Accomplishment component of Teacher Burnout and Teacher Effectiveness but the magnitude of significant correlations shows that there is slight almost no relationship between the variables. Thus, we fail to reject the hypothesis.

**INTERPRETATION OF THE FINDINGS:** In line with the objectives of the study which were formulated for the present study, and the scoring as per the manual, the following interpretations can be drawn:

1. The total sample of secondary school teachers is displaying some degree of burnout across all the three dimensions. This implies that there is a tendency that burnout is a possibility in the short or a long term.
2. The Emotional Exhaustion component of Teacher Burnout is negatively correlated with Teacher Effectiveness, which implies that when teachers who experience excessive stress and exhaustion, they may not be able to give of themselves at a psychological level, thus may tend to be less effective as teachers. However, in this study, this correlation is non-significant.
3. The Depersonalization component of Teacher Burnout is negatively correlated (low) with Teacher Effectiveness. This value is significant, although a low correlation exists, but clearly shows that teachers, due to higher levels of depersonalization, may show unfeeling and impersonal response towards students, thus displaying low teacher effectiveness.
4. Positive correlation in case of Personal Accomplishment and Teacher Effectiveness indicates that reduced personal accomplishment will reflect low self-esteem of teachers and thus reduce teachers' effectiveness. However, in the study, this correlation is non-significant.

**CONCLUSION:** All have idealistic expectations of diligence and perfectionism from teachers. We have heard of times when Gurus and Gods were considered at par. Over the years, the aura faded. Worry lines and stress are now writ large over the foreheads of teachers. Early detection of burnout and early therapy is the key to tackle this problem effectively. There is need to incorporate strategies for overcoming stress-inducing practices through effective interventions. Also, stress management can be a part of the training during CPDs. Coping mechanisms need to be in built to support the teachers in case they feel that they are on the route to experiencing some form of burnout. In being able to take this study forward, regression models can be created to enhance the predictive aspect. This will enable the researchers to predict burnout of teachers and enable policy makers to advocate appropriate and timely interventions and coping strategies for teachers who are under the threat of burnout and loss of teacher efficacy. A well-balanced professional and personal life can go a long way in diminishing burnout in the noble teaching profession.

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