



THE RELATIONSHIP BETWEEN BURNOUT AND TEACHING EFFECTIVENESS IN SR. SEC. SCHOOLS IN JAIPUR—AN ANALYSIS

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Abstract

Individual burnout has been characterized uniquely in contrast to a few points of view. Notwithstanding, the meanings of burnout being a suffering condition of mental, enthusiastic, and actual fatigue initiated by persistent pressure prompting negative notions toward one's professional self-adequacy. Burnout is a multi-dimensional problem overwhelmingly went with distrust & inconsequence to one's work just by way of sensations of relational separation during work. The burnout is indistinguishably accompanying with psychological, psychosocial and somatic disorders.

If not distinguished and controlled early, teacher's burnout may come full circle in persistent uneasiness, and physical and substantial torments, just as occupation deserting. The teaching profession is getting more difficult and unpleasant, attributable to the sweeping changes forced by current neoliberal instructive and administrative frameworks in the types of intensifying work load and pressure on teacher. Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. This review is concerned with how to define a teacher's effectiveness and what makes an effective teacher. It draws out implications for policymakers in education and for improving classroom practice.

The main aim of this paper is to highlight the Relationship between Burnout and Teaching effectiveness in Schools in Jaipur and the factors associated with them.

Keywords: Effective Teachers, Effective Teaching, Burnout, Principals, Students, Parents teacher behaviours, Secondary School, Rajasthan, classroom self-efficacy, pessimism and in consequence, Sociological and Ecological factors, Psychological, Psychosocial and Somatic disorders,

Introduction

One of the most common psychological symptoms modern people increasingly experience is burnout, i.e., the outcome of chronic, work-related stress¹. Burnout descriptions can be found in the historical record and they appear to be apparent across different times and cultures. Freudenberger (1974)² was the first to describe the concept of burnout. The basic elements of his definition of burnout described these experiences as to fail, wear out, or become exhausted by making excessive demands on energy, strength or resources, and can still be seen in the modern definitions of job burnout. Maslach et al. (1996) defined burnout as the experience of exhaustion, where the individuals who suffer from it become cynical toward the value of their occupation and doubt their ability to perform. According to them, burnout is composed of three dimensions i.e., exhaustion, cynicism, and lack of professional efficacy. Finally, lack of professional efficacy refers to reduced feelings of efficiency, successful attainment, and accomplishment both in one's job and the organization is termed as burnout.

Teacher effectiveness is generally referred to in terms of a focus on student outcomes and the teacher behaviours and processes that promote better student outcomes. Defining the effective teacher, effective teaching and teaching effectiveness can be complex and controversial. 'Effectiveness' is a contested term that can evoke strong emotions because of its perceived links with notions of professional

¹ [Melamed et al., 2006](#)

competency and high stakes accountability in some systems. It may question individual teachers' beliefs about their professional autonomy.

Going beyond profiling effective teachers, some researchers have attempted to systematically categorize different teaching behaviours and analyze the links between these categories and student achievement. Therefore, in addition to the extensive research on general teaching behaviour, much has been written about specific effective teaching skills, different teaching styles, and different models of teaching, which specify particular types of learning environment and approaches to teaching. These studies have shown that variations in teaching behaviours contribute much to teachers' effectiveness in the classroom. In addition, they reveal a high degree of consensus concerning the generic features of effective teaching.

Main purpose of this research was to explore relationship between teacher effectiveness and teacher burnout. The school context variables examined in this study were discipline problems, time pressure, relations to parents, autonomy, and supervisory support. Recent research shows that teachers experience an acceleration of working speed as well as an increasing number of work assignments, resulting in less time for rest and recovery³. Furthermore, time pressure and work overload have been found to correlate positively with teacher effectiveness and burnout.

The Problem

Burnout is reflected in emotional enervation and lethargy, physical fatigue, lack of energy, pessimism, inappropriate anger, depression and lack of personal achievements. It is noticed that in Jaipur as well as in whole Rajasthan, teachers of secondary level school are also showing symptoms of burnout, which directly or indirectly affect their teaching performance which ultimately resulted into performance of the students as well as the respective school.

³ (Lindqvist & Nordänger, 2006)

Similarly, the result of any school or class is reflected in Effective Teaching and Teacher Effectiveness of the teacher in the particular educational institution and was also associated with emotional exhaustion and apathy, lack of attention and lack of personal achievements. It is noticed that in Rajasthan, effective teaching and teacher effectiveness are lacking which directly or indirectly affect their performance which ultimate resulted into performance of the students as well as the result of the respective school.

Significance of Paper

A teacher occupies a substantial place in the educational process. In fact, the effect of teachers on students cannot be assessed. A teacher, who is undergoing burnout, could be depersonalized, emotionally drained or perceive a lack of personal accomplishment, since burnout is viewed as a composite of depersonalization, emotional enervation and lack of personal accomplishment.

Consequently, an individual who is experiencing burnout may not be able to perform the role of teacher effectively. This paper will be beneficial for the teachers. They can be use the knowledge of factor responsible for burnout as well as a pro- active behavior for the burnout process, so that it can be overturned in the initial stages through effective managing strategies. The educational institutions may also develop their models to reduce burnout of teachers in their campus.

The influence of effective teaching and teacher effectiveness can be assessed based on the result of that particular educational institution. A teacher who is undergoing in stress could be depersonalized, emotionally exhausted or perceive a lack of personal accomplishment and would not be able to perform with their full enthusiasm.

This paper will be beneficial to the school authorities to identify factors responsible for effective teaching and teacher effectiveness. They can use the knowledge of factor responsible for effective teaching and teacher effectiveness as well as a pro-active behavior of the teacher, so that it can be checked in the initial stages through effective strategies.

Review of literature

Review of related literature is described below in brief to understand the activities undertaken so far in this endeavour.

Gregorio & Liston, (2018)⁴ in their study observed that the digitalization of education has also produced new transactional and administrative tensions for teachers. Although the occurrence and spread of digital technology have offered appealing solutions for availability and ease of education but the rise of electronic learning platforms has deepened pressure on teachers on these two grounds. First, teachers must be determinedly on notice for e-mails and messages from students, colleagues, and administrators. This has added work on teachers even when they are not at work. Second, whereas teachers are now expected to have extensive technological skills, teacher training programs, typically do not offer, sufficient technological and information literacy training.

According to **Jiang (2017)**⁵, teachers' occupation stress can also lead them to burnout, that is, indolence, slackness, and lack of professionalism and unintentional improvement for teaching quality. This phenomenon is called job burnout.



⁴ Di Gregorio, N., & Liston, D. D. (2018). Experiencing technical difficulties, Teacher self-efficacy and instructional technology. (pp. 103–117). Berlin, Germany: Springer

⁵ Jiang, X. R.(2017). Coping style, job burnout and mental health of university teachers of millennial generation, *EURASIA Journal of Mathematics, Science and Technology Education*, 13(7),3379-3392.

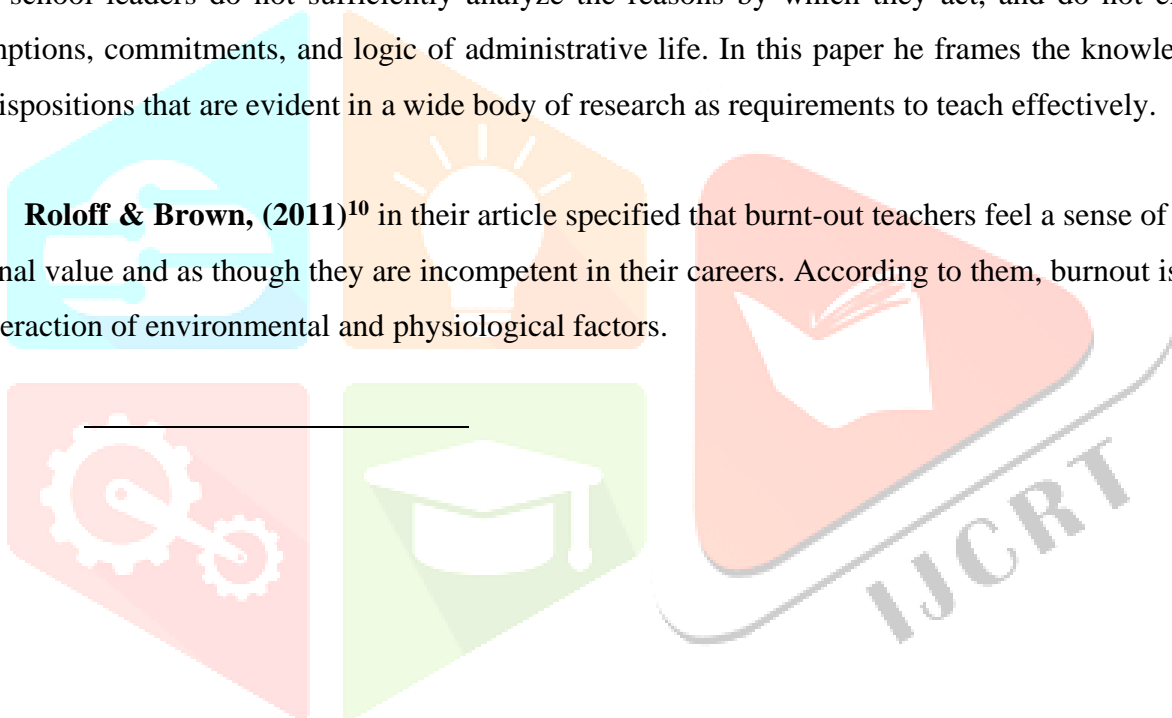
Gustafsson (2016)⁶ in his study to investigate causal effects of aspects of teacher quality and school climate on mathematics achievement through use of country-level longitudinal data found that the teachers' attained level of education had effects on mathematics achievement.

According to **Wang, Wu et al., (2015)**⁷ in their study report highlights that it is possible that the teacher's occupation stress is more likely to harm their physical and mental health, thereby degrading their teaching quality and behaviors and quality of life.

Durr et al. (2014)⁸ in their article stated that teacher's burnout, which is primarily encompassed with the depletion of mental and emotional resources, may lead to a long-lasting depreciation of instructional quality, professional development and student achievement.

Dr. Cranston (2012)⁹ in his research investigates the hiring myths that can be promulgated as truth when school leaders do not sufficiently analyze the reasons by which they act, and do not examine the assumptions, commitments, and logic of administrative life. In this paper he frames the knowledge, skills, and dispositions that are evident in a wide body of research as requirements to teach effectively.

Roloff & Brown, (2011)¹⁰ in their article specified that burnt-out teachers feel a sense of diminished personal value and as though they are incompetent in their careers. According to them, burnout is caused by an interaction of environmental and physiological factors.



⁶ Jan Eric Gustafsson (2016) The Impact of School Climate and Teacher Quality on Mathematics Achievement: A Difference-in-Differences Approach, *Teacher Quality, Instructional Quality and Student Outcomes* pp 81-95

⁷ Wang, Y., Ramos, A., Wu, H., Liu, L., Yang, X., Wang, J., & Wang, L. (2015). Relationship between occupational stress and burnout among Chinese teachers: a cross-sectional survey in Liaoning, China. *International Archives of Occupational and Environmental Health*, 88(5), 589

⁸ Durr, T., Chang, M.-L., & Carson, R. L. (2014), Curbing teacher burnout, the transactional factors of teacher efficacy and emotion management, *Teacher motivation Theory and practice*, pp. 198–213. New York, NY: Routledge

⁹ Cranston, J. (2012). Evaluating prospects: The criteria used to hire new teachers. *Alberta Journal of Educational Research*, 58(3), 1-18.

¹⁰ Roloff, M.E., & Brown, L.A. (2011). Extra-Role Time, Burnout and Commitment: The Power of Promises Kept. *Business Communication Quarterly*, 74 (4), 450-474.

Goe et.al (2009)¹¹ five point definition of teacher effectiveness is intended to focus measurement efforts on multiple components of teacher effectiveness. According to them the five point definition was consisting of high expectation for students, positive outcomes, use diverse resources, contribute to the development and collaborate with other teachers.

According to **Shukla & Trivedi (2008)**¹², burnout is reflected in emotional tiredness and lethargy, physical fatigue, lack of energy, psychosomatic illness, increased alcohol and drug consumption, pessimism, inappropriate anger, despair and lack of personal achievements. In their article they also highlighted that teachers are also showing symptoms of burnout, which directly or indirectly affects their teaching ability & performance.

Amen, (2006)¹³ in his study report suggested that teachers may also take steps to avoid burnout. For that they may decline some requests from family, friends, co-workers, and administrators. Teachers should only accept the tasks that are related to their personal or professional development.

Campbell et. al. (2004)¹⁴ in their article reviews the research on teacher effectiveness and develops the case for a model of teacher effectiveness in which differential effectiveness is incorporated. In their study they find five problems with concepts of teacher effectiveness as: undue influence of available techniques upon the concept; emphasis on school, to the detriment of teacher, effectiveness; tenuous relationship to teacher improvement; narrowness of operational definitions in research; and the development of generic, rather than differentiated, models.

¹¹ Little, O., Goe, L. & Bell, C. (2009) A practical guide to evaluating teacher effectiveness. National Comprehensive Center of Teacher Quality, Washington, DC: pg 8

¹² Shukla Anil & Trivedi Tripta (2008) Burnout in Indian Teachers, Asia Pacific Education Review, 2008, Vol. 9, No.3, 320-334

¹³ Amen, D. (2006). Making a good brain great . (1 ed.). New York : Three Rivers Press

¹⁴ R. J. Campbell, L. Kyriakides & W. Robinson (2004) Differential Teacher Effectiveness: Towards a model for research and teacher appraisal, Oxford Review of Education, Vol 29, Issue 3 Pages 347- 362

Creemer (1999)¹⁵ in his article define the Definition challenge. According to him effective teaching requires criteria for effectiveness. These criteria refer to the objectives of education in general and of teaching in particular. Visions about the criteria are the result of a political and societal debate, but educational professionals, teachers and schools can also take part in it. Although objectives of education have changed over time, language, reading and mathematics remain the core studies.

According to **Garmon (1997)**¹⁶, the perception of high standards is necessary for school's reputation. For that, teachers are encouraged not to "fail too many, but keep the standards high". Teachers are also communicated to expect and demand more than has ever been demanded before, but to be sure that all students achieve superiority. According to him, this is an impossible task which sets a teacher up for long-lasting stress.

Maslach (1984)¹⁷ in her study defined burnout as the defeat of apprehension for the people with whom one is working. Further, she explained burnout as the syndrome of emotional enervation and pessimism that results from interpersonal contact. She also states that for the people who work continuously with some other people, long term pressure can be emotionally draining and can lead to the burnout

Freudenberger (1977)¹⁸ in his article describes burnout as physical and emotional tiredness resulting from excessive demands on energy, strength or resources. According to him, when hindrance, tension or anxiety persist or increase, stress develops into a syndrome labeled as burnout.

Methodology

¹⁵ Creemers, B.P.M. (1999) 'The effective teacher: what changes and remains'. Asia-Pacific journal of teacher education and development vol 2, pg 51-64

¹⁶ Garmon, J.F. (1997). *Improving faculty morale improves the value of a college*, Community College Week. p.4.

¹⁷ Maslach, C. (1984), Understanding burnout in job-stress and burnout, *Research Theory & Intervention Perspectives* (pp. 30-31). CA: Sage Publications.

¹⁸ Freudenberger, J. J. (1977). Burnout: occupational hazard of the child care worker. *Child Care Quarterly*, 6, 90

A systematic review was undertaken of Burnout and teaching effectiveness related literature in educational journals. Journals appraised included all those in the Education and allied subject area, the journals of educational management, School Management and selection criteria of teacher and selected papers of eminent educationalist as well as research done in the field of education and personal management. Various government policies and plan were also taken into consideration.

Beside the above, senior secondary school teachers of Jaipur district are chosen as population for this study. Simple random sampling will be used to select schools from which teachers will be drawn to ensure proportionate representation of the population in the sample.

A sample of 100 teachers from randomly selected senior secondary schools of Jaipur district will be taken for this study. The required number of teachers (i.e.50 male teachers and 50 female teachers) will be chosen from these schools using a stratified random sampling procedure irrespective of their faculty and ownership.

Instruments

1. Teacher Effectiveness questionnaire by Sujata Mishra (1999)
2. Teacher's Burnout Scale by Madhu Gupta & Surekha Rani (2017)

Teacher Effectiveness was measured by a multidimensional 48- item Teacher effectiveness Scale by Sujata Mishra (1999). Responses were given on a 5-point scale from "Strongly Agree" (1) to "Strongly Disagree" (5).

Burnout was measured by a multidimensional 40- item TBS-GMRS Scale by Madhu Gupta and Surekha rani (2017). Responses were given on a 5-point scale from "Always" (1) to "Never" (5).

Outcome

The relation between teacher effectiveness and teacher burnout were explored by means of a confirmatory factor analysis. We tested a model specifying three correlated latent variables; a second order teacher effectiveness variable, and two primary burnout variables; emotional exhaustion and depersonalization. Teacher effectiveness correlated negatively with both emotional exhaustion and depersonalization. The two dimensions of teacher burnout were highly correlated.

Future scope

Ministry of Education may design their plan and programme based on the factual requirement and the support from the education department of the state so that effective teachers may be selected or the teachers may be trained on the component of effectiveness.

Conclusion

In conclusion, our results showed that while there is statistical relationship between burnout and teacher effectiveness, and while they are interconnected, they are not the same constructs. More longitudinal studies that focus on the causality of the burnout-teacher effectiveness relationships are needed, as they will be able to clarify these two relationships. With our results we hope to inform potential effective interventions for treating burnout symptoms; by knowing the nature of a problem this can lead to more

targeted solutions.

The modern workplace is characterized by significant proportions of people who feel exhausted, suffer from health problems, and may be taking antidepressants or other medication, which can all contribute to feelings of diminished efficacy. The confluence of the aforementioned highlights the importance of clarifying the relationship between burnout and teacher effectiveness, so as to avoid a one-dimensional approach to teacher well-being.



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