

Teacher Effectiveness and Self-Confidence as Predictors of Burnout among Rural Secondary School Teachers

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Abstract

The study was intended to predict burnout of female secondary school teachers on the basis of teacher effectiveness and self-confidence. Sample of the study consists of 300 teachers of rural Government Secondary Schools of Punjab, India. Maslach burnout inventory (Form Ed) by Maslach and Jackson (1986) was used to collect data of burnout, Kulsum Teacher Effectiveness Scale (KTES) by Kulsum (2000) and Self-Confidence Inventory (ASCI) by Agnihotri (1987) were used to collect data of teacher effectiveness. The results of the study showed significant negative relationship of both teacher effectiveness and self-confidence with burnout. The prediction of burnout among Rural Secondary School Teachers on the basis of conjoint effect of teacher effectiveness and self-confidence was significantly higher as compared to their separate predictions.

KEYWORDS: Burnout, teacher effectiveness, self-confidence, rural secondary school teachers.

Introduction

There is no substitute for a teacher as a human engineer, architect of the society and nation builder. The role he plays is vast, unique and unmatched. According to Kabir (1989), "Without good teacher even the best of the system is bound to fail. With good teacher even the defects of a system can be largely overcome"

In these times of jet speeding where every aspect of our lives is experiencing rapidity of change, then how can the important area of education and the pivot of educative process, the teacher, escape from inflating demands of modern times. He is bound to feel stress while performing his duty. Savicki and Cooley (1983) observed that rigid and controlling administrative can invoke depersonalization, which is one of the components of burnout.

Burnout

In recent years, educators have become increasingly interested in the problem of teachers' job burnout (Byrne, 1998; Guglielmi & Tatrow, 1998). Burnout directly affects teachers' professional lives in their work, particularly through its effect on their emotional well-being. Burnout is defined as a negative psychological experience that is the reaction to job-related stress (Deutsch, 1984; Ratlif, 1988). As a general term, burnout refers to a cluster of physical, emotional, and interactional symptoms including emotional exhaustion, a sense of lacking personal accomplishment, and depersonalization of clients (Maslach, 1982). Burnout in an individual is inferred to result from job strains, which

may lead to maladaptive coping responses and poor work performance (Tang & Yeung, 1999). Other burnout symptoms may include high absenteeism, lack of commitment, abnormal desire for vacations, low satisfaction, self-esteem, and an inability to take work seriously (Adams, 1999; Leung, Siu, & Spector, 2000).

Cedoline (1982) concluded that when burnout proceeds to final stage symptoms of physical distress occur regularly, self-confidence reaches on all time low and perceived work effectiveness is distorted. Silverstein (1982) said burnout is a process whereby committed professional disengages from work in response to job stress. Cunningham (1983) considered burnout as a syndrome resulting from prolonged stress, primarily characterized by physical, emotional and attitudinal exhaustion. According to Maslach, Schaufeli and Leiter (2001) burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy. Dyrbye, West and Shanafelt (2009) burnout is a complex, continuous, and heterogeneous construct that manifests itself differently in different individuals. Emotional exhaustion, depersonalization, and inefficacy are symptoms of the syndrome.

Teacher Effectiveness

According to Vashistha and Verma (1991) an effective teacher is the one who is the skillful in developing amongst her pupils understanding of the self and the world in which man lives, is insightful with respect to the ways and means of stimulating intellectual appetites and is capable of patience, understanding and sincere feelings for others. Thus we can say he is the one who paves the way for an enlightened and productive society. Dictionary of Education (2005) explains the term teacher effectiveness as the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interests of the students. The ability of a teacher is to relate the learning activities to the developmental process of the learner and to their current and immediate interests and needs. According to Tricia Coulter, National Comprehensive Center for Teacher Quality and Learning Point Associates (April 28-29, 2009) the Teacher Quality Center's five-point definition of teacher effectiveness. In this definition, effective teachers: (a) Have high expectations for all students and help students learn, as measured by value-added or alternative measures. (b) Contribute to positive academic, attitudinal, and social outcomes for students, such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior. (c) Use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapt instruction as needed; and evaluate learning using multiple sources of evidence. (d) Contribute to the development of classrooms and schools that value diversity and civic-mindedness. (e) Collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

Self-confidence

According to Basavanna (1975), "In general terms self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to

get things all right". Self-confidence is a term used to describe how secure a person is in their own decisions and actions. This can be applied generally or to specific situations or tasks. Lenney (1997) reported that self-confidence depends upon the achievement situation as well as on the nature of task and in particular on the availability of unambiguous information concerning the individual's ability on a specific task. According to Oxford Advanced Learner's Dictionary (2000) confidence is "a belief in your own ability to do things and be successful".

Self-confidence is a positive attitude of oneself towards one's self-concept. It is an attribute of perceived ability. It refers to a person's perceived ability to tackle situation successfully without leaning on others and to have a positive self-evaluation.

Emergence of Problem

Studies conducted by Shukla (2008), Arora (2009), Srivastava (2011), Singh and Babita (2012), Thakur (2012), Singh and Babita (2014) found significant negative relation between burnout and effectiveness. Kwag and Kim (2009) concluded that job burnout is related to lower job performance.

Negative association of burnout with self-confidence was reported by Guillet and Gauthier (2008), Raedeke and Smith (2004), Singh and Babita (2012, 2014)

Objectives

1. To investigate the significance of relationship between burnout and teacher effectiveness of secondary school teachers of rural areas.
2. To investigate the significance of relationship between burnout and teacher effectiveness of secondary school teachers of rural areas.
3. To Study and compare conjoint effect of teacher effectiveness and self-confidence towards the prediction of burnout of secondary school teachers of rural areas.

Hypothesis

- H₀1. There will be no significant relation between burnout and teacher effectiveness of secondary school teachers of rural areas.
- H₀2. There will be no significant relation between burnout and self-confidence of secondary school teachers of rural areas.
- H₀3. The prediction of burnout among secondary school teachers of rural areas on the basis of conjoint effect of teacher effectiveness and self confidence will not be significantly higher as compared to their separate prediction.

Result and discussion

Table 1

Relation of burnout and teacher effectiveness of secondary school teachers of rural areas (N=300)

Variables	r
Emotional exhaustion dimension of burnout and teacher effectiveness	-0.214**
Depersonalization dimension of burnout and teacher effectiveness	-0.333**
Personal accomplishment dimension of burnout and teacher effectiveness	0.336**

*Significant at 0.05 level of significance

** Significant at 0.01 level of significance

Table 1 which represents secondary school teachers of rural areas shows that the value of correlation between emotional exhaustion dimension of burnout and teacher effectiveness is -0.214 which is significant at 0.01 level of significance. The value of correlation between depersonalization dimension of burnout and teacher effectiveness is -0.333 which is significant at 0.01 level of significance. The value of correlation between personal accomplishment dimension of burnout and teacher effectiveness is 0.336 which is also significant at 0.01 level of significance. The hypothesis H_0 1 which states that "There will be no significant relation between burnout and teacher effectiveness of secondary school teachers of rural areas", is thus rejected. The results show that there is significant relation between burnout and teacher effectiveness of secondary school teachers of rural areas. Emotional exhaustion and depersonalization dimensions of burnout thus have significant negative correlation with teacher effectiveness where as personal accomplishment the third dimension of burnout has significant positive correlation with Teacher Effectiveness. This result is well supported by the studies conducted by Shukla (2008), Arora (2009), Srivastava (2011), Singh and Babita (2012), Thakur (2012), Singh and Babita (2014).

This implies that for rural secondary school teachers when the emotional exhaustion and depersonalization dimension of burnout are high then their teacher effectiveness will be low. Where as their Teacher Effectiveness increases with the increase in personal accomplishment, the third dimension of burnout.

Table 2

Relation of burnout and self-confidence of secondary school teachers of rural area (N=300)

Variables	r
Emotional exhaustion dimension of burnout and self-confidence	-0.191**

Depersonalization dimension of burnout and self-confidence	-0.156**
Personal accomplishment dimension of burnout and self-confidence	0.177**

*Significant at 0.05 level of significance

** Significant at 0.01 level of significance

Table 2 shows that for secondary school teachers of rural areas value of correlation between emotional exhaustion dimension of burnout and self-confidence is -0.191 which is significant at 0.01 level of significance. The value of correlation between depersonalization dimension of burnout and self-confidence is -0.156 which is significant at 0.01 level of significance. The value of correlation between personal accomplishment dimension of burnout and self-confidence is 0.177 which is also significant at 0.01 level of significance. This leads to the rejection of hypothesis H₀₂ which states that “There will be no significant relation between burnout and self-confidence of secondary school teachers of rural areas.” It is depicted from the results that there is significant relation between burnout and self-confidence of secondary school teachers of rural areas. Emotional exhaustion and depersonalization dimensions of burnout thus have significant negative correlation with self-confidence where as personal accomplishment the third dimension of burnout has significant positive correlation with self-confidence. This result is well supported by the studies conducted by Guillet and Gauthier (2008), Raedeke and Smith (2004), Singh and Babita (2012, 2014).

This implies that for rural secondary school teachers when the emotional exhaustion and depersonalization dimension of burnout are high then their self-confidence will be low. Where as their self-confidence increases with the increase in personal accomplishment, the third dimension of burnout.

Table 3

Step-up regression equations for secondary school teachers of rural areas (N=300)

Part (A) for emotional exhaustion

Predictor Variable/s	Degree of freedom	R ²	R	F	Step up regression equation
Model I					
Teacher effectiveness	1, 298	0.046	0.214	14.249**	Y=31.328-0.035 X ₁
Teacher effectiveness + self-confidence	2, 297	0.083	0.288	11.966**	Y=33.983-0.032 X ₁ -0.145 X ₂
Model II					

Self-confidence	1, 298	0.037	0.191	11.341**	$Y=19.290-0.162 X_2$
Teacher effectiveness + self-confidence	2, 297	0.083	0.288	11.966**	$Y=33.983-0.032 X_1-0.145 X_2$

*Significant at 0.05 level

**Significant at 0.01 level.

Model I and II of Part (A) of table 3 (which covers emotional exhaustion dimension of burnout) of table 4.4 (d) shows that for secondary school teachers of rural areas value of R^2 for teacher effectiveness is 0.046 and that for self-confidence is 0.037. Thus 4.6% of emotional exhaustion dimension of burnout is predicted by teacher effectiveness and 3.7% by self-confidence. The combined R^2 is equal to 0.83. 8.3% of emotional exhaustion dimension of burnout is predicted by teacher effectiveness and self-confidence taken together. The remaining 91.7% of the emotional exhaustion dimension of burnout is predicted by the variables not included in the present study. The F value for teacher effectiveness and self-confidence taken together is 11.966 which is significant at 0.01 level of significance. It leads to the conclusion that teacher effectiveness and self-confidence conjointly predict emotional exhaustion dimension of burnout significantly higher as compared to their separate prediction for secondary school teachers of rural areas.

Table 3

Step-up regression equations for secondary school teachers of rural areas (N=300)

Part (B) For Depersonalization

Predictor Variable/s	Degree of freedom	R^2	R	F	Step up regression equation
Model I					
Teacher effectiveness	1, 298	0.112	0.335	37.744**	$Y=27.401-0.041X_1$
Teacher effectiveness + self-confidence	2, 297	0.136	0.369	21.655**	$Y=28.822-0.039 X_1-0.078 X_2$
Model II					
Self-confidence	1, 298	0.024	0.156	7.447**	$Y=10.057-0.099X_2$
Teacher effectiveness +	2, 297	0.136	0.369	21.655**	$Y=28.822-0.039 X_1-0.078 X_2$

self-confidence					
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*Significant at 0.05 level

**Significant at 0.01 level.

Model I and II of Part (B) of table 3 (which covers depersonalization dimension of burnout) of table 4.4 (d) shows that for secondary school teachers of rural areas value of R^2 for teacher effectiveness is 0.112 and that for self-confidence is 0.024. Thus 11.2% of depersonalization dimension of burnout is predicted by teacher effectiveness and 2.4% by self-confidence. The combined R^2 is equal to 0.136. 13.6% of depersonalization dimension of burnout is predicted by teacher effectiveness and self-confidence taken together. The remaining 86.4% of the depersonalization dimension of burnout is predicted by the variables not included in the present study. The F value for teacher effectiveness and self-confidence taken together is 21.655 which is significant at 0.01 level of significance. It leads to the conclusion that teacher effectiveness and self-confidence conjointly predict depersonalization dimension of burnout significantly higher as compared to their separate prediction for secondary school teachers of rural areas.

Table 3

Step-up regression equations for secondary school teachers of rural areas (N=300)

Part (C) For Personal Accomplishment

Predictor Variable/s	Degree of freedom	R^2	R	F	Step up regression equation
Model I					
Teacher effectiveness	1, 298	0.113	0.336	37.973**	$Y=7.333+0.057 X_1$
Teacher effectiveness + self-confidence	2, 297	0.144	0.379	22.842**	$Y=5.022+0.054 X_1+0.126X_2$
Model II					
Self-confidence	1, 298	0.031	0.177	9.608**	$Y=30.086+0.156 X_2$
Teacher effectiveness + self-confidence	2, 297	0.144	0.379	22.842**	$Y=5.022+0.054 X_1+0.126X_2$

*Significant at 0.05 level

**Significant at 0.01 level. (Table given in Appendices)

Model I and II of Part (C) of table 3 (which covers personal accomplishment dimension of burnout) of table 4.4 (d) shows that for secondary school teachers of rural areas value of R^2 for teacher effectiveness is 0.113 and that for self-confidence is 0.031. Thus 11.3% of personal accomplishment dimension of burnout is predicted by teacher effectiveness and 3.1% by self-confidence. The combined R^2 is equal to 0.144. 14.4% of personal accomplishment of burnout is predicted by teacher effectiveness and self-confidence taken together. The remaining 85.6% of the personal accomplishment dimension of burnout is predicted by the variables not included in the present study. The F value for teacher effectiveness and self-confidence taken together is 22.842 which is significant at 0.01 level of significance. It leads to the conclusion that teacher effectiveness and self-confidence conjointly predict personal accomplishment of burnout significantly higher as compared to their separate prediction for secondary school teachers of rural areas. The hypothesis H_{03} which states that “The prediction of burnout among secondary school teachers of rural areas on the basis of conjoint effect of teacher effectiveness and self confidence will not be significantly higher as compared to their separate prediction”, is rejected.

This may be due to the positive and significant relation between burnout and teacher effectiveness (table1) and between burnout and self-confidence (table 2).

Implications

The results of the study show significant negative relation between burnout and teacher effectiveness also between burnout and self-confidence. The prediction of burnout among secondary school teachers of rural areas on the basis of conjoint effect of teacher effectiveness and self confidence will not be significantly higher as compared to their separate prediction. It is thus suggested for the managing authorities to create conducive conditions to reduce burnout among the teachers to increase their effectiveness and self-confidence. Proper working conditions, better organizational climate are needed for the teachers to work properly. This will help in improving their effectiveness and developing self-confidence. Confident and effective teachers are needed for improvement in the students achievement. Bhaidani (2008) The work environment in schools should demonstrate collegiality, equal distribution of work, shared vision, empowerment and benefits to teachers so that they can balance their professional life with their personal lives.

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