A Comparative study of Burnout and Self-efficacy in General and Special School Teachers

Renuka Sharma* & Sushila**

*Associate Professor in Education, B.P.S.I.T.T.R., Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (Haryana), Pin- 131305.

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ABSTRACT

Present study is mainly designed to examine the difference in the Burnout and Self-efficacy of General and Special school teachers. For this 200 teachers (100 general school teachers and 100 special school teachers) were selected from approximately 20 schools of Haryana. Selected teachers were tested with Maslach Burnout Inventory and Bandera’s Instrument of teachers self-efficacy scale. Obtained data were analyzed by applying descriptive statistics and t-ratios. Results revealed that special school teachers have scored significantly high on emotional exhaustion and depersonalization than their counterpart’s general school teachers. In case of self-efficacy special school teachers also scored high as compared to general school teachers.

Key Words: Burnout, Self-efficacy, General School Teachers, Special School Teachers

The present century appears to be the century of stress and tension which have gripped the people from every walk of life. Research evidence depict the stress prevailing in context and work places. Stress may have negative impact on individual, group, social and occupational levels. Occupational stress has also been recognized a significant problem across the globe and a concern for most of the work organizations (Flaxman and Bond, 2010; Saricam and Sakiz, 2014; deJesus et. al. 2014). Occupational stress has differential negative impacts on various occupations more on human services occupations. Health care providing and teaching are more prone to high level of stress (Bermejo-Toro & Prieto- Ursua, 2010, Lim et. al. 2010; Skaalvik & Skaalvik, 2011; dejesus et. al., 2014). Occupational stress has implications internms of its negative consequences for employees (Mark & Smith, 2012; dejesus et. al. 2014)and subsequently for the organizations and societies to which they belong. One of such negative consequences on individual level is burnout.

Teaching, though appears to be a soft occupation, yet is highly stressful. Profession, so burnout also prevails in the vulnerable teachers either because of problematic teacher-student interaction, stressful educational environment, or because of personality variables. Burnout in teaching is almost similar to burnout in other organizational set ups (Maslach, 1982); it is taken as “a type of psychological distress—a chronic negative psychological condition that results from the interaction of teachers with day to day work stressors” (Rollof & Brown, 2011; Sagone & Caroli, 2014). In general, teacher experiencing burnout may exhibit the symptoms of emotional exhaustion, depersonalization, and reduced personal accomplishments. Emotional exhaustion is experienced when teachers feel as though all of their emotional resources are used up; depersonalization occurs when teachers alien themselves from colleagues, family and friends (reflected through physical isolation or emotional distancing); and reduced personal accomplishment occurs when teachers feel a sense of decreased personal value and importance (Maslach, 1982; Rollof & Brown, 2011). In essence burnout among teachers is represented by a general feeling of professional failure. Regarding the negative impact of burnout, Maslach et. al. (2001) have asserted that these three dimensions of burnout have relationship with variety of performance related variables such as turnover, intention to leave the organization, absenteeism, commitment and job satisfaction. On individual level, burnout has been found linked to cholesterol problems, headaches, psychological well-being, and other health concerns (Maslach, 1993; Shiron et. al., 1997; Schepman & Zarate, 2008). Combined with these personal health repercussions associated with burnout are occupational repercussions.

Literature reveals that most of the studies about the causation of burnout have emphasized the role of organizational variables or job stressers (Coffey, 1999; Jamal & Babu, 2000; Sundin et. al. 2006); but now there is shift towards the exploration of individual variables (Becker et. al., 2006; Maslach et. al., 2001; Sharma & Singh, 2012; Sharma & Chhabra, 2013; Savas et.al,2014). Among the individual variables investigated in relation to burnout are demographic factors (age, sex, marital status) personal variables such as coping, self-efficacy, emotional intelligence, personality dispositions.

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An important personal variable related to teacher burnout is self-efficacy which refers to global confidence in one's coping ability across a wide range of demanding novel situations (Bandura, 1986). Teacher self-efficacy conceptually can be considered as teacher's perceptions of their competence in realizing the prescribed roles in order to achieve the educational objectives, such as learning facilitation and students' comprehensive development (Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2010). Teacher self-efficacy has been conceptualized as a three-dimensional construct: student engagement, classroom management, and instructional strategies (Tschan nen-Moran & Hoy, 2001). Bandura (1977) has mentioned that self-efficacy develops through four mechanisms: (1) Experience or enactive attainment, that is, self-efficacy increases as a result of success; (2) Vicarious experiences or modeling that increases self-efficacy by observing other successful people; (3) verbal persuasion; and (4) physiological arousal to get the work done successfully. It has been found that people with high self-efficacy are resilient and more motivated in challenging situations whereas low in self-efficacy tend to withdraw from the task (Robins & Judge, 2013; Singevil, 2006). Level of self-efficacy in teachers is also important determining their coping with challenging situations they face (Yaman et al., 2004). All in all, self-efficacy beliefs of teachers are very important in preventing and overcoming burnout syndrome (Surgevi l, 2006).

Another important aspect regarding the teacher burnout is the need to explore differences in the ordinary school teachers and special education teachers. Literature, in this regard, though scarce, depict that teachers employed in special education school tend to be high in stress, emotional exhaustion and depersonalization than those employed in general schools (Jannett et al., 2003; Kucuk suleyman oglu, 2011; Saricam & Sakiz, 2014). It may be because of the fact that the nature of jobs of special education teachers require more professionalism to meet the diverse needs of special children. They also have to spend more time and energy to ensure the achievement of learning objectives of students with different disabilities (Jannett et al., 2003). Hence, in view of the above mentioned theoretical conceptualizations and indications from literature, the present study is endeavored to understand the differences in levels of burnout and self-efficacy among the general and special education teachers.

**Objectives:**
The main objectives of the study are:
1. To compare the general and special school teachers in terms of level of burnout.
2. To compare the general and special school teachers in terms of level of self-efficacy.

**Hypotheses:**
Specific hypotheses are:
1. Special school teachers are tend to be high on burnout.
2. Special school teachers are tend to be high in self-efficacy.

**Method**

**Sample**
For present study data were collected from 200 School Teachers (100 General School Teachers and 100 Special School Teachers) of Sonepat District of Haryana. The sample included both male and female teachers.

**Tools**
Following measures were used to collect data. (1) Maslach Burnout Inventory (Maslach & Jackson, 1986) and (2) Bandura’s Instrument of Teacher Self-Efficacy Scale (Bandura, 1977). The brief description of measures is as under.

1. Maslach Burnout Inventory was used to determine the level of burnout among teachers. The MBI consists of 22 items constituting three subscales: Emotional Exhaustion describes feeling of being emotionally overextended and exhausted by one’s work. Depersonalization describes an unfeeling and impersonal response towards recipients of one’s case or service; and Personal accomplishment describes feeling of competence and successful achievement in one’s work with people (Maslach and Jackson, 1986). Maslach and Jackson (1986) and Lahoiz and Mason (1989) have reported Cronbach alpha coefficients varying from .71 to .90. Test retest reliability varies from .60 to .82 that is considered to be psychometrically acceptable.

2. Bandura’s Instrument of Teacher Self-efficacy Scale (1977). In order to obtain the self-efficacy perceptions of teachers Bandura’s instrument of teacher self-efficacy scale was used. This scale is designed to help us to gain a better understanding of kinds of things that create difficulties for teachers in their school activities. This scale consists of 30 items. The items are scored on a five point scale ranging from 1) nothing...
2) very less 3) some effect 4) high effect 5) very high effect. There are no negatively phrased statements. This scale indicating higher the score better the self-efficacy.

Result and Discussion:

Obtained data were analyzed by using descriptive statistics to ascertain the normalcy of data, and t-ratios to examine the significance of differences in mean scores. Results (Table-1) reveals that special school teachers have scored significantly high on Burnout (SET Mean= 5.14 p < .01); Emotional Exhaustion (SET Mean=15.90, SD= 3.67; GT Mean= 12.78, SD =3.13; t= 6.45 p<.01), Depersonalization (SET Mean=10.04,SD=3.02; GT Mean=8.64, SD= 3.22; t=3.16 p<.01), and personal accomplishment (SET Mean=37.06, SD =6.05; GT Mean= 35.94, SD= 7.91; t= 1.124 NS) than their counterpart general school teachers. It implies that special school teachers tend to have high level of burnout characterized by high level of emotional exhaustion, and depersonalization than the general school teachers.

<table>
<thead>
<tr>
<th>S. N</th>
<th>Variables</th>
<th>General school Teachers (N=100)</th>
<th>Special school teachers (N=100)</th>
<th>t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Burnout (T)</td>
<td>Mean 57.35, SD =7.54</td>
<td>Mean 62.88, SD =7.66</td>
<td>-5.14</td>
<td>P&lt;.01</td>
</tr>
<tr>
<td>2</td>
<td>Emotional Exhaustion(EE)</td>
<td>Mean 12.78, SD =3.13</td>
<td>Mean 15.90, SD =3.67</td>
<td>-6.45</td>
<td>P&lt;.01</td>
</tr>
<tr>
<td>3</td>
<td>Depersonalization(DP)</td>
<td>Mean 8.64, SD =3.22</td>
<td>Mean 10.04, SD =3.02</td>
<td>-3.16</td>
<td>P&lt;.01</td>
</tr>
<tr>
<td>4</td>
<td>Personal Accomplishment (PA)</td>
<td>Mean 35.94, SD =7.91</td>
<td>Mean 37.06, SD =6.05</td>
<td>-1.124</td>
<td>NS</td>
</tr>
<tr>
<td>5</td>
<td>Self-efficacy</td>
<td>Mean 110.47, SD =15.17</td>
<td>Mean 116.24, SD =11.11</td>
<td>-3.067</td>
<td>P&lt;.01</td>
</tr>
</tbody>
</table>

In case of self- efficacy, special school teachers have scored significantly higher ( SST Mean= 116.24, SD= 11.11; GST Mean 110.47, SD=15.17; t= 3.067 p <.01) than the general school teachers. It posits that special education teachers tend to have high level of global confidence in their coping abilities in dealing with the differently abled students. They tend to be more apt in making the students engagements, classroom management, and in instructional strategies.

Discussion:
The present study was mainly conducted to answer the basic research question, are there any significant differences in the level of burnout and self-efficacy of general education teachers and special education teachers? To answer it, mean scores of two groups of teachers (N=100 each) were compared, and significance of mean score differences was tested with t-ratios. In case of burnout, special school teachers obtained significantly higher mean total score of burnout than their counterpart general school teachers. It may be understood in terms of more time and energy to be invested by the special education teachers in the engagement, classroom management and instructional strategies to deal with the special needs and requirements of the special/differently abled pupils. The present findings are confirmatory to the earlier findings depicting the high levels of burnout among the special school teachers than the main stream school teachers ( Jannett et. al., 2003; Kucuksuleymanoglu,2011; Saricam & Skiz, 2014). The higher mean scores on emotional exhaustion and depersonalization dimensions of burnout are well understandable in terms of the nature of roles the special education teachers are to be played while dealing with disabled children. They are to invest more time and energy in caring for their students with low level of improvement and achievement. Here low level of realization of objectives of special education efforts act as negative reinforcement i.e low level of progress and improvement in proportion to the level of energy investment, which consequently result into the depletion of energy (emotional exhaustion) and alienation from family friends and colleagues. This finding is also confirmatory to earlier findings ( Jannett et. al., 2003; Gasstern et. al.,2001; Sari, 2004; Blanchett et. al, 2005; Kucuksuleymanoglu,2011; Saricam & Skiz, 2014). Hence the present finding provides empirical support to hypothesis no. 1.

In case of self-efficacy also the special school teachers have scored significantly higher than general school teachers. Despite a heavy investment of energy, time, personal vigilance, and slow paced progress and improvement in the special challenged students. The special education teachers have high level of self-efficacy. It may be because of high level of professionalism they cultivate during their training of special educators. Though they get low level of reinforcement in dealing with the disabled children but interns of

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humanitarian and moralism they seek high level of job satisfaction and satisfaction of need for altruism, so they tend to have high level of self-efficacy. The present finding is also confirmatory to earlier findings depicting high level of self-efficacy among the special school teachers than the general school teachers (Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2010; Leyser. et. al, 2011; Saricam & Sakiz, 2014). Hence, this finding provides empirical support to hypothesis no. 2 of the present study. Though the finding are in expected direction, but these cannot be considered generalized. Further large scale and elaborate studies are required for more generalizations.

REFERENCES

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I’ve failed over and over and over again in my life and that is why I succeed.

~ Michael Jordan