

The Effect of Teacher Self-efficacy on Burnout of High School Teacher of South Bastar District Chhattisgarh

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Abstract:

This research aimed to explore the effect of teacher self-efficacy on burnout of South Bastar high school teachers. A sample of 640 South Bastar high school teacher selected in this study. They completed all assessment norms while filling the questionnaire of self -efficacy and burnout. ANOVA, Correlation and t-test analysis were utilized to assess the score analysis.

The result of the study revealed that teacher self-efficacy positively works on teacher burnout. Teacher self-efficacy shows the negative correlation with teacher burnout and significant difference found between dimension of burnout. The analysis helpful for implication and good intervention for teacher

The findings of this study provide valuable changes need to improvise the teaching career and also provide valuable implication for South Bastar high school teacher. The negative correlation between teacher self-efficacy and burnout. It shows the importance of improve and understand these factors to reduce the burnout factors. These burnout risk discovered meditation and intervention effects for teacher for good well-being. These valuable outcomes collectively support the study and contribute to understanding teacher role play and their behavioral changes which needs to academic benefits in education wellness.

Keywords: Self-efficacy, Burnout, Intervention and Meditation.

Introduction:

Teacher burnout is a pervasive problem that has been widely studied in educational research (Chang, 2009). Burnout among teachers is a significant concern due to its negative impact on teacher well-being, job satisfaction, and student outcomes (Chang M. L., 2013) (Hakanen, Bakker, & Schaufeli, 2006). Considering the interpersonal aspect of burnout syndrome, the work context, it is distinct from clinical syndromes like depression, which in contrast, affect every domain of a persons' life (Maslach, Schaufeli, & Leiter, 2001). With the teaching profession's highly demanding nature, researchers have conducted much research on teacher burnout in recent years (García-Carmona, Marín, & and Aguayo, 2019).

Self-efficacy, as another variable, is based on the social cognitive theory, which highlights the development and use of human agency and the idea that individuals can have some control over their behavior (Bandura, 2006). A teacher is the only source who can impart the knowledge, information skills, values, attitude and confidence to the individual or group of people who has difficulty to assumed to be he or she experienced or unskilled (Channawar, 2023)

According to (Maslach & Jackson, 1981), burnout can be broken down into three subsections: emotional exhaustion (EE), Personal accomplishment (PA), and Depersonalization (DP). EE, DP, PA are all essential aspects of burnout. PA relates to a person's sense of ineffectiveness and inability to accomplish an assignment is the process by which an individual begins to feel pessimistic about his/her career. Long-term job employees like instructors (Jennett, Harris, & Mesibov, 2003).

Method

Participants

The participants of the study were 640 south Bastar district high school teacher who were selected on the basis of random sampling. The demographics of the teacher are shown in table 1. The teacher ranged in age 25 and above. The majority of the teacher were female and they were completed their bachelor of education degree with master's degree. Teachers are belonging to both English and Hindi medium background.

Table 1. Demographics of participants.

Table 1: Frequency and Percentage of Participates according to demographic variables

Variables	Category	Frequency	Percentage
Sex	Male	282	55.8%
	Female	358	43.9%
Age	25-30	259	40.3
	31-35	139	21.7
	36-40	56	8.7
	40-Above	186	29.0
Workload	12-14	97	15.1
	15-18	50	7.8
	19-22	56	8.7
	23-26	79	12.3
	27 and Above	35.7	55.6
Marital Status	Married	512	79.8
	Unmarried	125	19.8
	Widow	02	0.3
Children	Zero	321	50
	One	115	17.9
	Two	176	27.4
	Three and More	28	4.4
Locale	Rural	367	57.2
	Urban	273	42.5
Types of School	Government	301	46.9
	Private	334	52.0

Teaching Experience	UG	150	23.43
	PG	300	46.87
	UG+B.Ed.	76	11.87
	PG+B.Ed	102	15.93
	12+D.El. Ed.	12	1.87
Level of stress	No	95	14.8
	Little	201	31.3
	Average	147	22.9
	High	98	15.3
	Above High	62	9.7
	Very High	36	5.6

Instruments

In South Bastar district the participants were belong to Hindi and English medium high school who were proficient in the Hindi and English language, there was need to translation of the items. Therefore, the original English versions of the scales were change in Hindi language for research purpose.

Teacher self-efficacy scale

The scale design by Nahid Ashraf. The scale comprises 48 items. The scale uses a five-point Likert scale ranging from 1(Full Agree) to 5 (Full Disagree) to assess teacher self -efficacy Scale.

Maslach burnout inventory

To evaluate teacher burnout, the Maslach burnout scale for educators (MBI-ES), validated by Maslach et al. (1996), was utilized. The scale comprises 22 items and measures three factors: emotional exhaustion (9 items), depersonalization (5 items), and reduced personal accomplishment (8 items). The scale uses a seven-point Likert scale ranging from 0 (never) to 6 (every day) to assess teacher burnout levels.

Data Analysis

To investigate the mean score of the variable such as gender, local and types of school on burnout dimension of high school teacher self-efficacy, the researcher used SPSS 20.0 to conduct ANOVA and correlation analyses.

The Mean Score of The Variable Such as Gender, Local and Types of School on Burnout Dimension of High School Teacher Self-Efficacy

Table 2 : Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	PA	20863.001 ^a	88	237.080	2.219	.000	.262
	EE	22636.037 ^b	88	257.228	2.661	.000	.298

Intercept	DP	1581.572 ^c	88	17.972	1.063	.338	.145
	PA	139423.852	1	139423.852	1305.19*	.000	.703
	EE	178748.967	1	178748.967	1849.32*	.000	.770
TSE	DP	22412.110	1	22412.110	1325.77*	.000	.706
	PA	20863.001	88	237.080	2.219*	.000	.262
	EE	22636.037	88	257.228	2.661*	.000	.298
Error	DP	1581.572	88	17.972	1.063	.338	.145
	PA	58858.943	551	106.822			
	EE	53257.774	551	96.657			
Total	DP	9314.614	551	16.905			
	PA	470476.000	640				
	EE	559289.000	640				
Corrected Total	DP	69821.000	640				
	PA	79721.944	639				
	EE	75893.811	639				
	DP	10896.186	639				

Table 3: Mean Score

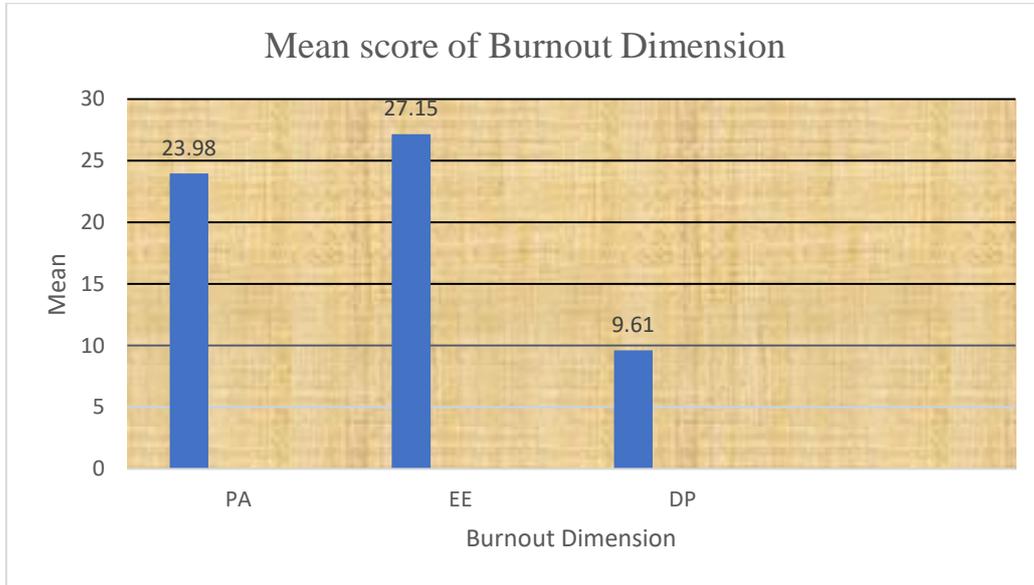
Dependent Variable	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
PA	23.98	.664	22.681	25.29
EE	27.15	.632	25.91	28.39
DP	9.61	.264	9.09	10.13

The table 2 shows that there were statically significant differences among burnout sub dimension with teacher self-efficacy i.e. Personal accomplishment, Emotional Exhaustion and depersonalize with teacher self-efficacy. The result reveled that statistical difference in sub dimension of burnout with teacher self-efficacy, for PA ($F=1,639$) =1325.77, For EE ($F=1,639$) =2.219 and For DP ($F=1,639$) =2.661 significant at 0.05 level. The mean score of burnouts subdimension PA, EE and DP are 23.98, 27.15 and 9.61 respectively. The Mean score of

Emotional exhaustion (M=27.15) had higher significance difference than personal accomplishment (M=23.98) and depersonalization (M=9.61)

Figure 1

Bar graphs show the mean score of the burnout dimension



II. Mean Score of High-School Teacher Self -Efficacy and Burnout

Table 4: Descriptive Statistics:

Variable	Mean	Sd	N
Burnout	47.53	14.94	640
Teacher self-efficacy	184.279	22.76	640

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Sd error of the Estimation
1	0.088	0.008	0.000	14.900

R shows the strength of correlation between two variable and in model summary, R is very weak correlation of 0.088 between Burnout and teacher self -efficacy.

Table 6: ANOVA

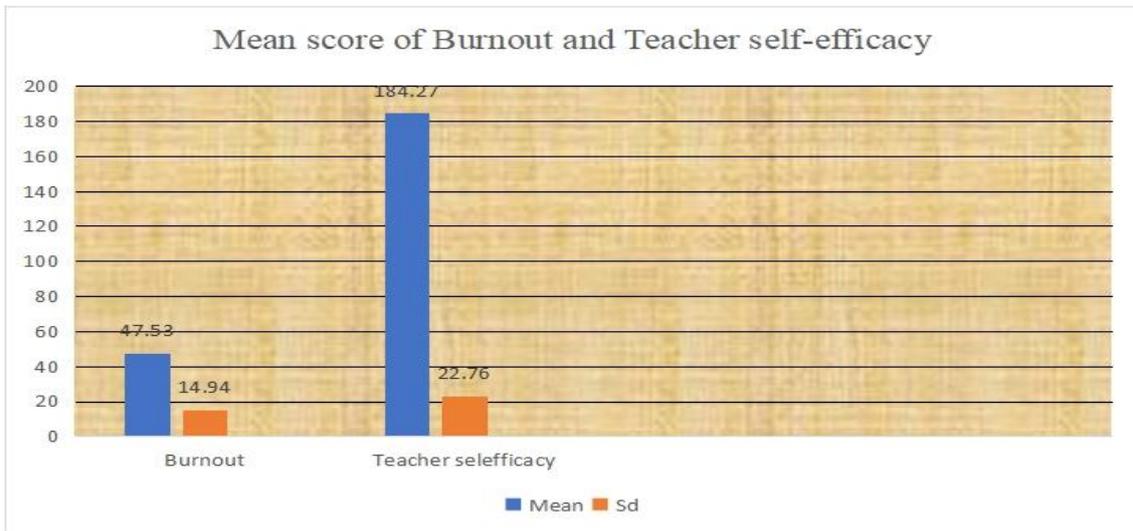
Mode	Sum of Square	Df	Mean Square	F	Sig
Regression	1094.324	1	1094.324	4.929	Sig.
Residual	141648.920	638	222.020		
Total	142743.244	639			

df(1,639)=4.929

In the ANOVA table, regression model predicts the dependent variable (Burnout) differ significantly with independent variable (Teacher self-efficacy). Significant value is greater than 0.05 indicating that regression model is significant at F(1,639)=4.929 .Mean score of burnout is (M=47.534,Sd=14.94),teacher self-efficacy (M=184.279,Sd=22.76).

Figure 2

Bar graphs show the mean score of burnout and Teacher self-efficacy



III: Relationship between teacher self-efficacy and dimension of burnout

Table 7: Descriptive Statistics

	Mean	Std. Deviation	N
TSE	184.2797	22.76618	640

PA	24.7094	11.16962	640
EE	27.4828	10.89815	640
DP	9.5953	4.12940	640

Table 8: Relationship between Teacher self-efficacy and Burnout dimension

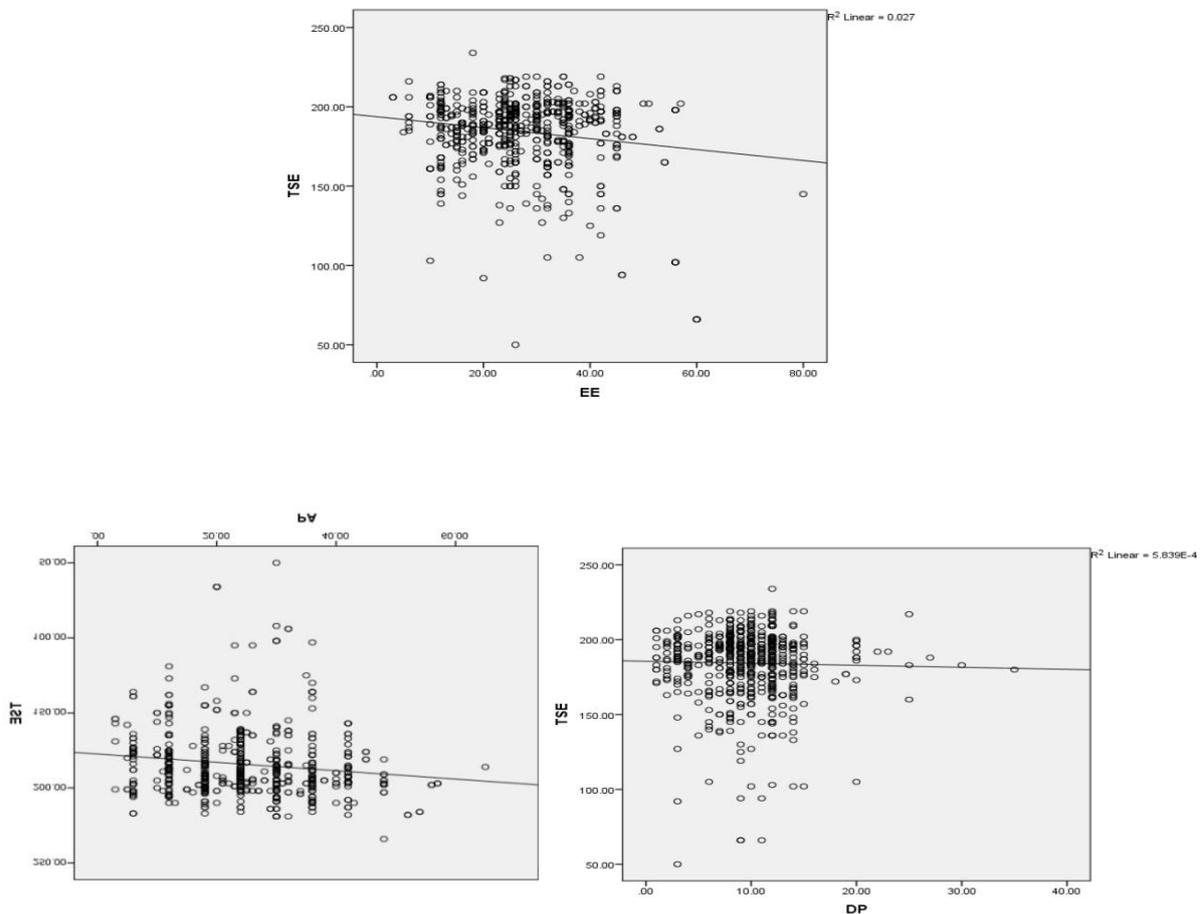
	Variable	TSE	PA	EE	DP
TSE	Pearson Correlation	1	.137**	-.165**	-.024
	Sig. (2-tailed)		.001	.000	.542
	N	640	640	640	640
PA	Pearson Correlation	.137**	1	.146**	-.074
	Sig. (2-tailed)	.001		.000	.062
	N	640	640	640	640
EE	Pearson Correlation	-.165**	.146**	1	-.040
	Sig. (2-tailed)	.000	.000		.308
	N	640	640	640	640
DP	Pearson Correlation	-.024	-.074	-.040	1
	Sig. (2-tailed)	.542	.062	.308	
	N	640	640	640	640

** . Correlation is significant at the 0.01 level (2-tailed).

As above table 8 indicates, a significant correlation coefficient between teacher self-efficacy with Personal accomplishment and emotional exhaustion could be observed and depersonalization which did not correlate. Teacher self -efficacy was negatively correlated with emotional exhaustion ($r = -.165, p < .05$). Teacher self-efficacy low positively correlated to personal accomplishment ($r = .137, p < .05$) and depersonalization observed insignificant weak negatively correlation with ($r = -.024, p > .05$), with teacher self-efficacy. That means there is no statistically significant correlation between teacher self -efficacy and depersonalization. it concluded that while increases or decrease in teacher self-efficacy did not

significantly correlates to increases or decreases depersonalization dimension for constructing of teacher burnout

Figure 2: Scatter plot of the relationship between teacher self-efficacy and burnout dimension.



Conclusion and Discussion:

The Purpose of the present study was to enhance the research on psychological factors affecting the South Bastar high school teacher and physically and mentally stability is very important for every teacher to improve the nations youth career and growth of education. For that purpose, the effect of teacher self-efficacy and burnout among high school teacher was investigated. This research focused on to reduce the teacher burnout and highlights to promoting the importance of teacher self-efficacy in class and academic activities in curriculum. The result of teacher self-efficacy negatively related to the burnout and burnout sub dimensions (EE, PA and DP). The study confirms the effects, impact and importance of teacher self-efficacy against the burnout which is helps to reduce the burnout and this record consistency with previous research record. The findings of the study explore the existing theoretical concepts or base of teacher burnout and suggest that to reduce the burnout level by interventions and meditation practices to enhances the self-efficacy of the teacher. Furthermore, for this organize teaching training program were designing of such activities improve the necessary knowledge, skill and confidence in effective manner to manage and

handle the challenges. Due to such training program teacher can practice on it and which is emphasis on development of teacher self-efficacy. By this ability teacher can cope up with all difficult situation like school related, class related or student related and it is beneficial for teacher well-being for healthy survive. Educational institution always takes care of this type of training program, intervention program mediation camp for betterment for teacher mental health and also school has responsibility to creating a positive environment and supporting school environment which is encourage and motivate the teacher to communicate and collaborate the learning in effective way.

The current investigation findings are exploring first time such type of studies must be conducted in future for the improvement of teacher who working in the interior and tribal region. In this study researcher not investigate contextual factors like stream wise teacher and English medium and Hindi medium school comparative study. Such type of studies very useful to increase the framework of teacher and teacher parameters. while focusing on the such type of variable it is necessary to raise the such titles to youth to find out more directions like students' perspective also.

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