

## A Study on the Relation Between Teacher Burnout and Teacher Effectiveness Among the Private College Teachers of Assam

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### **Abstract**

The current study examines the connection between teacher effectiveness and burnout among private college teachers in the Nagaon district, Assam. High workloads, administrative requirements, and stress related to the job are frequently linked to teaching in private higher education institutions. These factors can lead to burnout and have an impact on teaching effectiveness. A quantitative descriptive-correlational research design was used in the investigation. Using the random selection technique, 105 teachers from 5 private colleges in the Nagaon district were chosen as a sample. The Teacher Effectiveness Scale by Dr. Shallu Puri and S.C. Gakhar was used to measure teacher effectiveness, while the Teacher Burnout Scale by Madhu Gupta and Surekha Rani was used to measure burnout. The link between the variables and their dimensions was investigated using Pearson's Product Moment Correlation. The results showed a strong inverse association between teacher effectiveness and burnout, suggesting that reduced teaching effectiveness is linked to higher levels of burnout. Effectiveness was positively correlated with personal achievement but adversely correlated with depersonalisation and emotional tiredness. The study highlights the necessity of stress management techniques, professional development initiatives, and institutional interventions in order to lower burnout and improve teacher effectiveness at private colleges.

**Key words :** Teacher burnout, Teacher Effectiveness, Private College teacher.

### **Introduction:**

Teachers have a significant impact on student learning outcomes and the quality of education. In addition to teaching academic material, instructors in higher education—particularly at private colleges—also have to oversee administrative duties, assist students, and adjust to changing standards. Teachers may experience severe psychological and emotional strain from so many duties, which increases their risk of experiencing occupational stress and, eventually, burnout.

A psychological condition known as teacher burnout is brought on by extended exposure to stressors at work. It is frequently characterised by diminished personal achievement, depersonalisation, and emotional weariness. Feelings of being worn out and

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depleted by work-related obligations are referred to as emotional tiredness. Reduced personal accomplishment indicates a drop in one's sense of competence and efficacy, whilst depersonalisation entails a cold or uncaring attitude toward students or coworkers. According to research, teacher effectiveness—which is essential for promoting student engagement, learning, and overall institutional performance—is directly impacted by burnout in addition to having an adverse effect on teachers' well-being.

Effective teaching includes professional conduct, communication abilities, classroom management, and instructional quality. Good teachers inspire students, foster a healthy learning atmosphere, and support their institutions' academic achievements. High degrees of burnout, however, can impair these capacities, resulting in lower student results and instructional quality.

Teachers in private institutions in Assam's Nagaon District frequently deal with extra difficulties like little opportunity for professional growth, a heavy workload, and job insecurity, all of which can worsen burnout and have a detrimental impact on their ability to teach. Although private higher education is becoming increasingly important in Assam, little research has looked at the connection between teacher effectiveness and burnout in this particular setting.

Developing interventions to increase teacher well-being and raise educational standards requires an understanding of this link. In order to provide information that can guide educational policy, institutional support systems, and professional development initiatives, the current study aims to examine the relationship between teacher burnout and teacher effectiveness among private college instructors in Nagaon District, Assam.

### **Review of Literature**

Luk et al. (2010) investigated teacher burnout and the potential connection between "burnout and social problem solving and holistic health" in two distinct schools. To collect the data required for this study, 138 teachers were surveyed using the Body Mind Spirit Well Being Inventory (MSWBI) and a Chinese version of the Maslach Burnout Inventory (C-MBI). The study's findings revealed that instructors who were assessed had average levels of burnout and that those who had higher levels needed more care.

Yibal and Haolang (2012) investigated the protective variables against job burnout among university administrators and teaching faculty. According to the poll, administrative staff members had a far lower level of job burnout than teaching faculty members ( $P1<001$ ,  $p3<001$ ).

Dunham and Scott (2000) found the causes of teacher discontent. Particularly considering the rate of change at the time, systematic adjustments to workforce ratios, promotion processes, responsibilities, and management were all deemed unsatisfactory. Many public statements on educational reform implied that teachers and schools needed external reform because they were either unable to recognise the need for change or handle it on their own.

Ng (2002) conducted a comparative analysis of the time spent by 400 educators in Beijing, Shanghai, Taipei, Hong Kong, and Macau. The findings revealed that teachers in Hong Kong

and Macau were overworked, worked twice as long as instructors in the other three locations, and spent the majority of their time teaching in class, getting ready to teach, and grading assignments.

### **Operational Definitions:**

#### **Teacher Burnout**

A psychological condition of emotional, mental, and physical tiredness brought on by ongoing work-related stress is known as teacher burnout. It is operationally defined in this study as the score on the three-dimensional Teacher Burnout Scale developed by Madhu Gupta and Surekha Rani.

**Emotional exhaustion:** Feeling depleted and worn out as a result of teaching duties

**Depersonalisation:** Adopting a cold, uncaring attitude toward coworkers or students. Decreased Personal Accomplishment: Feeling less capable or ineffectual as a teacher.

**Teacher Effectiveness:** A teacher's capacity to provide clear instructions, oversee the classroom, communicate clearly, and act professionally are all considered aspects of their effectiveness.

#### **Objectives of the Study:**

- To investigate the relation between private college teachers' teacher effectiveness and burnout.
- To investigate the connection between the elements of teacher burnout and teacher effectiveness among private college teachers: emotional exhaustion, depersonalization, and personal accomplishment.

#### **Hypothesis:**

- Teacher effectiveness and teacher burnout among private college teachers do not significantly correlate.
- Among private college instructors, there is no apparent relationship between elements of teacher burnout and teacher effectiveness.

#### **Delimitation of the Study:**

Only private college instructors in Assam's Nagaon district are included in the study. Teachers from provincialised or government colleges are not included.

Only teacher effectiveness and burnout are taken into account as the main variables; work-life balance, motivation, job satisfaction, and organisational climate are not.

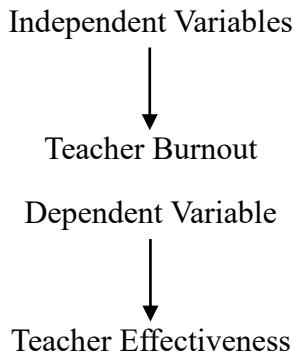
#### **Method:**

In order to investigate the connection between teacher effectiveness and burnout among private college instructors in the Nagaon area of Assam, the current study used a quantitative descriptive-correlational research approach.

#### **Population and Sample:**

All instructors employed by private colleges in the Nagaon district of Assam make up the study's population. To guarantee representative inclusion of teachers from various colleges, academic streams, and genders, a sample of 105 teachers from five private colleges was chosen using the random sampling technique.

### Variables:



### Tools used:

The following instruments were chosen for the current study in order to gather primary data on teacher effectiveness and burnout among private college instructors in Assam's Nagaon district. The Teacher Burnout Scale, developed by Madhu Gupta and Surekha Rani, is a standardised tool used to assess teachers' levels of burnout. Depersonalisation, emotional exhaustion, and a reduction in personal accomplishment are its three main constituents.

The Teachers Effectiveness Scale, developed by Dr. Shallu Puri and S.C. Gakhar, evaluates teachers' efficacy in a number of domains, including professional conduct, classroom management, communication abilities, and instructional competence.

### Statistical Techniques

The degrees of teacher effectiveness and burnout were assessed using descriptive statistics (mean and standard deviation). The association between teacher effectiveness and burnout, as well as the relationship between burnout dimensions and teacher effectiveness, was examined using Pearson's Product Moment Correlation.

### Analysis:

It is believed that burnout is a continuous variable that varies from low to moderate to high levels of the previously listed emotions, rather than a binary variable that is either present or absent. The number of instructors who fell into each of the three burnout levels—High Burnout (HBO), Moderate Burnout (MBO), and Low Burnout (LBO)—was counted for each sub-scale in accordance with the scoring and interpretation instructions supplied in the teachers Burnout Scale (TBS). The number of teachers was converted to percentages to make comparisons easier. The mean for each dimension was computed. In each of its categories, Table 1 shows the percentage of instructors who show high, moderate, and low degrees of burnout.

**Table 1: Private College Teachers' Number and Percentage on Three Burnout Levels**

Dimensions of Burnout	Burnout Level	Total Sample =105 N	%	Mean Score of Burnout
Emotional Exhaustion	HBO	1	0.95	9.18
	MBO	12	11.43	
	LBO	92	87.62	
Depersonalization	HBO	21	20.00	6.69
	MBO	23	21.90	
	LBO	61	58.10	
Personal Accomplishment	HBO	14	13.33	41.04
	MBO	22	20.95	
	LBO	69	65.71	

Table 1 makes it evident that all three characteristics of burnout are present in the entire sample of private college instructors.

### **Discussion:**

Burnout's Emotional Exhaustion Dimension highlights the significance of this problem. 11.43% of teachers exhibit moderate burnout, 95% strong burnout, and 87.62% low burnout in this dimension.

Just one sample instructor exhibits a significant level of burnout, despite the fact that the majority of the sample do not fall into this group. However, since teaching is a dynamic activity that involves highly active contacts between teachers and pupils, even a moderate amount of emotional detachment is inappropriate for their professional lives. Teachers who are emotionally spent are unable to react appropriately to their pupils and coworkers, and their withdrawal and alienation from them hinders the development of a friendly learning environment.

The Depersonalization Factor states that depersonalized teachers distance themselves from students and colleagues and become disengaged from college-related matters. The tests for this dimension show that 20% of instructors have high burnout, 22% have moderate burnout, and 58% have mild burnout. While 20% of teachers in the high burnout group need treatment, the majority of teachers in the low burnout group also fall into this category. Their impersonal approach causes the students to suffer. Their psychological seclusion and social distance also interfere with their work lives. According to the Personal Accomplishment Dimension, 13% of the sample teachers have high burnout, 21% have moderate burnout, and 66% have low burnout.

A high level of burnout on the Personal Accomplishment dimension indicates that 13% of the instructors in the sample feel like they have failed in their careers. They believe they are no longer capable of carrying out their professional duties.

### Hypothesis Wise Analysis of Data

**Hypothesis 1:** There is no significant relationship between Teacher Burnout and Teacher Effectiveness among Private Collegeteachers of private Colleges.

**Table 2: Pearson Product Moment Correlation between Teacher Burnout and Teacher Effectiveness**

NAME OF VARIABLES	N	Mean	R	STATISTICAL INTERPRETATION
TEACHER BURNOUT	105	22.87	-0.225*	Significant
TEACHER EFFECTIVENESS	105	219.80		

\*Significant at 0.05 level

**Discussion:** Teacher effectiveness and teacher burnout have a negative correlation of -0.225, as seen in Table 2. This suggests that teachers who are more burnt out are less effective teachers. There is little to no correlation between the variables, according to Guilford's definition of the size of the coefficient of correlation.

The results are significant at the 0.05 level since the calculated value of  $r = -0.225$  is more than the critical value of  $r$ , which is 0.195 according to the standard  $r$  table. The idea that "there will be no significant relationship between Teacher Burnout and Teacher Effectiveness among Private College Teachers" is thus refuted.

**Hypothesis 2:** There is no significant relationship between Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness among Private Collegeteachers of private colleges.

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

NAME OF VARIABLES	N	Mean	R	STATISTICAL INTERPRETATION
EMOTIONAL EXHAUSTION COMPONENT OF TEACHER BURNOUT	105	9.21	-0.152	Not Significant
TEACHER EFFECTIVENESS	105	219.80		

**Discussion:** Table 3 shows that the emotional tiredness component of teacher burnout and teacher effectiveness are negatively correlated ( $r = -0.152$ ).

This suggests that instructors feel less effective as their emotional exhaustion levels rise. But according to Guilford's assessment of the size of significant correlations, the variables have very little to no association.

### **Conclusion:**

The study comes to the conclusion that among Assamese private college professors, teacher effectiveness and exhaustion are significantly correlated negatively. Teaching effectiveness, dedication, and instructional quality were found to be negatively impacted by higher levels of emotional weariness, stress, and depersonalisation. The results emphasise that in order to lower burnout and increase teacher effectiveness, institutional support, stress-reduction techniques, and better working circumstances are necessary. Resolving burnout is crucial for the general well-being of instructors as well as for preserving the standard of higher education at private universities.

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