

**RESEARCH PAPER****A study of Teacher Effectiveness of Elementary School Teachers in Relation to their Burnout****Jyoti Prakash Swain**

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Email: [jpswain.ed@gmail.com](mailto:jpswain.ed@gmail.com)Received: 9<sup>th</sup> September 2017, Revised: 30<sup>th</sup> October 2017, Accepted: 13<sup>th</sup> November 2017**ABSTRACT**

*The present study has been designed to investigate the relationship between Teacher effectiveness and their Burnout. Similarly the main aim of the study is to find out the significance difference between Teacher Effectiveness and their Burnout of elementary level of education. Descriptive Survey method was used. The sample consists of 400 elementary school teachers of Haryana state by applying simple random sampling method. Teacher effectiveness questionnaire was adapted by Researcher and Maslac Burnout inventory was used in order to collect data from the sample. Co-efficient of correlation and t-test statistical techniques were used for interpretation of data. In the present study, it was found that, the high and low burnout of elementary school teachers differs significantly. Further, it reveals that low burnout teachers were more effective than the high burnout groups of teachers in general. They also reflected that the low emotional exhaustion groups of teachers' burnout were more effective than the high emotional exhaustion groups of burnout elementary school teachers. The study also reflected that the high personal accomplishment groups of teachers' burnout were shown low effectiveness in comparison to low personal accomplishment groups of elementary teachers.*

**Key words:** Teacher effectiveness, Teacher Burnout, and Elementary level of education.

**INTRODUCTION**

As school systems throughout the world prepaid for the 21<sup>st</sup> century, they face many new challenges. One of the ongoing challenges is related to changes in the size and the composition of the student population. The classroom population is changing as a result of the inclusive education movement. The increases in the number of students with educational needs in schools in developed and developing countries have measure implications for the work of every human being. The objectives of elementary level of education are to develop the ability to read, write and do arithmetic. Drawing Nehru's vision most of his key themes was set up to formulate a education policy for India. To achieve this, all constitutional measures, recommendations of committees on education have been emphasizing on achieving universalisation of elementary education. World wide elementary education is the term most frequently used to designate the first stage of formal schooling. Elementary education embraces a unity of schooling commencing at age five or six and concluding between the ages of eleven and fourteen, depending on the country and its organisation for education. Several state govt have designed innovative programmes to improve the quality of education in schools.

Education is basically a man making process and it implies practicing and ensuring transmission of the human stuff at various levels of socialisation. From the ancient time the 'teacher'- 'guru' has been venerated immensely and put an equal footing with divine trinity. As the teacher so will be the students, a good teacher is one who maintains good relationships with his students. Teaching will be more effective if this definition is followed carefully only that teacher who stimulates learners and guides them to develop their capabilities will be an effective teacher. The term teacher effectiveness is very ambiguous and it is difficult to define. Teacher effectiveness refers to the effects of teaching by a teacher on pupils he teaches. The research commissioned from Hoy/Mc Ber by the DfEE, 2000 was designed to provide a framework describing effective teaching. This research has created a vivid description of teacher effectiveness, based on evidence of what effective teachers do in practice at different stages in the profession. Research add some new dimensions that demonstrate the extent to which effective teachers make a difference for their

pupils and found three main factors within teachers control that significantly influence pupils progress.

Over the last decades considerable investigative work has been done on teaching and teaching effectiveness. Teacher effectiveness as rated by self, is significantly correlated with teachers ability to do research and publication.

Burnout is defined as a negative psychological experience that is the reactions to job-related stress. It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations. Thus it is an occupational hazard to which all members of helping professions are exposed, including teachers. As a metaphor, burnout points the quench of candle or a fire; if the fire does not receive adequate resources, it will be quenched after a while (Schaufiel *et al.*, 2009). Burnout was first defined by Freudenberger (1974) and involves feelings of failure and exhaustion resulting from excessive demands on a person's energy with insufficient reward for the effort. Other researchers have defined burnout as psychological distancing from work (Maslach, 1976). Burnout has been defined as "a syndrome of Emotional Exhaustion, Depersonalization, and Reduced Accomplishment which is a special risk for individuals who work with other people in some capacity" (Leiter & Maslach, 1998). Block (1978). Freuden Berger (1983) has identified many of the symptoms associated with burnout, which can be categorized into three groups: physical, psychological and behavioural. These symptoms of burnout are very personal, they are generally "lack of" symptoms. The list includes lack of energy, joy, enthusiasm, satisfaction, motivation, interest, and zest, dreams for life, ideas, concentration, self-confidence, or humour (McGee-Cooper, 1990). But any single isolated symptom cannot be viewed as an indication of burnout. Various combinations of the above and perhaps others represent the manifestations of burnout. 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 (Leung *et al.* 2000; Adams, 1999). Teaching can be considered a high-stress occupation. In addition, increased student misconduct, student apathy, overcrowded classrooms, inadequate salaries, demanding or unsupportive parents, budgetary constraints, expanding administrative loads, lack of infrastructural support, and an increasingly negative public opinion have contributed to an embittered teacher force throughout the world. Carter (1994) defines teacher burnout as physical, emotional, and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away. This form of occupational stress is known as burnout (Oligny, 1994). Job burnout, is increasingly becoming prevalent in the work environment. High levels of occupational stress and burnout have been seen to cause reduced productivity (Brown and Campbell, 1994).

Several researchers have studied the level of stress among educators and have found that teachers suffer from burnout (Chaplain, 1995; Berg, 1994; Brissle, 1988). Since past decades, various studies are conducted to investigate the various dimensions of burnout phenomenon (Schwab & Iwanicki, 1982; Singh *et al.*, 1994; Brewer & Shapard, 2004; Akhavan Anvari *et al.* 2011; Gholipour *et al.*, 2011). In some studies, emotional exhaustion and depersonalization among young teachers is greater than older ones. In other researches, older teachers' job burnout is greater than younger ones and vice versa (Brewer & Shapard, 2004). There are also researchers who have not reported a significant relationship between demographic variables and burnout (Dillon & Tanner, 1995; Friedman & Faber, 1992). Overall review of literature shows that a kind of remarkable disharmony is seen regarding the relations between different variables and burnout in academic researches.

### **SIGNIFICANCE OF THE STUDY**

Education is perceived to be a universal phenomena and elementary education is particular a corner stone of social development and principal means of improving the welfare of individuals. Innovations no doubt have helped improved coverage, yet huge gap exists. Translated in to numbers, this means that more than thirty million children are out of school in India, the majority from rural areas. The effectiveness of process of education is rightly seen in the effectiveness of the teachers. The quality and character of teachers are undoubtedly very significant. NCERT in the curriculum framework emphasizes the methodology of teaching in comparative prospective to make teachers more effective. To make the teacher goal oriented and productive, to motivate

students and to remove mass scale failures, it is essential to diagnose teacher effectiveness with various correlates.

The negative impact of stress and burnout teachers on quality education can easily be imagined. Some teachers are committed who possess meaning in life and satisfaction in profession. Many complain of being under severe stress and heading to teacher burnout. Burnout phenomena pulls teacher effectiveness down which result at fallen standards and adversely influence educational effectiveness. Therefore in the present research an attempt has been made to conduct a study in our culture to reveal the relationship between teacher burnout and teacher effectiveness.

### OBJECTIVES

The objective of the present study were –

- To study the relationship between teacher effectiveness and burnout of elementary school teachers and
- To study teacher effectiveness differentials between the high and low burnout groups of elementary school teachers.

### HYPOTHESES

In order to achieve the above objectives of the study, the following hypotheses were formulated-

- There exists a significant negative relationship between teacher effectiveness and burnout of elementary school teachers
- Elementary school teachers with relatively lower burn out will have higher teacher effectiveness in comparison to teachers with relatively higher burnout.

### METHODOLOGY

The method of investigation used to conduct the present study is essentially descriptive survey and is an ex-post facto type research. Descriptive research describes and interprets the existing conditions. For this purpose a two- section study was planned. All Elementary teachers in Haryana constituted the population. The sample of the study was drawn from 4 districts. After selection of these four districts, 25 elementary schools from each district were selected by using random sampling method. Total numbers of 400 teachers 100 from each district and 4 from each school, from the samples for the present study.

### THE RESEARCH INSTRUMENTS:

In order to collect data from the selected samples, following tools were used. Teacher effectiveness scale by Hoy/ Mc Ber (2000) and adapted by the investigator. Teacher effectiveness scale comprised of three main dimensions viz., Teaching skills, professional characteristics and management of classroom climate. In teaching skill dimensions, there are 29 behaviours of effective teacher were included. To assess the teaching skills of the teacher, the first dimension i.e., teaching skills consisted of 6 sub-dimensions. As the second dimensions professional characteristics are deep-seated patterns of behaviour in, which outstanding teacher display more often, in more circumstances and to a greater degree of intensity than effective colleagues. They are how the teacher does the job and have to do with self image and values or the way the teacher approaches situations. There were 15 characteristics were included in form of 5 sub dimensions. All these items are having five possible answers. To determine the difficulty level and discrimination index the investigator arranged the subjects in descending order according to the magnitude of their scores. In the final form of teacher effectiveness scale 53 items were retained according to their level of significance. The reliability of the scale was estimated by split half method. The co-efficient of the total test was 0.748. Content validity was calculated for this test. Finally the content validity of the teacher effectiveness scale was estimated by evaluating the relevance of the items in relation to instructional objectives and actual subject matter studied. Secondly, Maslach Burnout survey was used by Maslach & Jackson (1986) for measuring the Teachers burnout of elementary school teachers. The Maslach Burnout Inventory [MBI- Educator] which was developed by Maslach and Jackson, (1981) was used to measure the dimensions of

teacher's burnout. A second version was later developed for use among workers in educational institutions. It has been tested, validated, and normed for educators. For example, Cronbach alpha coefficients ranging from 0.71 to 0.90 have been reported for three sub-scales (Maslach, Jackson and Leiter, 1996). It consists of 22 items forming three subscales: Emotional Exhaustion, Personal Accomplishment, and Depersonalization. The frequency scale ranges from 0 (very mild, barely noticeable) to 6 (major, very strong). It has following sub scales-

- The Emotional Exhaustion subscale consists of nine items which describe feelings of being emotionally over-extended and exhausted by one's work. It means energy discharge and consumption of emotional resources. This dimension can be considered as the cornerstone of job burnout.
- Depersonalization Subscale has five items. It describes unfeeling and impersonal responses to co-workers or recipients of services. Depersonalization causes pessimism to colleagues, customers and organization. This dimension of the job burnout is prevalent among those staffs who regularly communicate to other persons (such as teachers, students, customers, patients).
- The Personal Accomplishment subscale consists of eight items describing feeling of competence and success about one's achievements. Diminished personal accomplishment by which the person comes to a negative self assessment (Maslach & Leiter, 2005; Maslach & Jackson, 1981; Pines & Maslach, 1981). The higher mean scores of Emotional Exhaustion and Depersonalization subscales correspond to greater degrees of experienced burnout, whereas lower scores on Personal Accomplishment correspond to greater degrees of burnout.

#### DATA COLLECTION:

Data were collected from the teachers included in the sample. Before actual administration of the tools the purpose of the research was told to the teachers and their co-operation was solicited. The procedure of responses was also explained to them. Test material was administered on individual basis. The questionnaires were scored using standardized scoring procedure prescribed for each of the two tools. The data was collected in two phases.

#### STATISTICAL TECHNIQUE USED:

Two statistical techniques were used in the study: Pearson "r" and "t" test along with other descriptive statistics. In order to find out the significant differences in mean scores of burnout of old and young teachers, male and female groups and teacher working in rural and urban areas, t-test was performed. With the help of product Moment Correlation (r) simple relationship of dependent variables with independent variable was ascertained

#### ANALYSIS OF DATA AND FINDINGS

##### TEACHER EFFECTIVENESS IN RELATION TO BURNOUT OF ELEMENTARY SCHOOL TEACHERS:

In this phase, the analysis and interpretation has been done to fulfil the objectives of the present study. The analysis has been done in two phases i.e teacher effectiveness in relation to overall burnout of elementary school teachers and teachers effectiveness in relation to different dimensions of teachers burnout.

variables	N	Co-efficient correlation	Significance level
T.Effectiveness	400	-.928	0.01
T.Burnout (Total)			

variables	N	Co-efficient correlation	Significance level
T.Effectiveness	400	-.732	0.01
T.BurnoutEmotional exhaustion			

variables	N	Co-efficient correlation	Significance level
T.Effectiveness	400	-.632	0.01
T.Burnout depersonalisation			

variables	N	Co-efficient correlation	Significance level
T.Effectiveness	400	-.372	0.01
T.Burnoutpersonal accomplishment			

Table indicate that the coefficient of correlation between teacher effectiveness and burnout of elementary school teachers in general is found to be  $-.928$ , which is negatively significant at  $.01$  level of significance.

The data collected for the study has been carefully analysed in the light of the objectives set forth for the investigation in the following ways- Findings on teacher effectiveness in relation to burnout of elementary school teachers:- There is found to be significant negative correlation between teacher effectiveness and burnout of elementary school teachers in general. There is found to be significant negative correlation between teacher effectiveness and different dimensions of elementary school teachers.

### TEACHER EFFECTIVENESS DIFFERENTIALS BETWEEN GROUPS OF ELEMENTARY SCHOOL TEACHERS WITH HIGH AND LOW TEACHER BURNOUT:

GROUPS OF TEACHERS	N	M	SD	SEd	T-Ratio	Significance
High burnout	163	177.26	8.33	.90	49.739	0.01
Low burnout	202	221.84	8.66			

GROUPS OF TEACHERS	N	M	SD	SEd	T-Ratio	Significance
High emonal exhaustion	116	176.86	10.07	1.60	26.126	0.01
Emotional exhasution	183	218.82	15.23			

GROUPS OF TEACHERS	N	M	SD	SEd	T-Ratio	Significance
High depersonalisation burnout	97	176.92	19.03	2.10	17.90	0.01
Low depersonalisation burnout	176	214.57	11.02			

GROUPS OF TEACHERS	N	M	SD	SEd	T-Ratio	Significance
High personal accomplishment burnout	93	184.41	16.41	3.07	7.17	0.01
Low personal accomplishment burnout	129	205.4	26.06			

Findings on teacher's effectiveness differentials in groups with high and low burnout of elementary school teachers: In the present study, it was found that, the high and low burnout of elementary school teachers differs significantly. Further, it reveals that low burnout teachers were more effective than the high burnout groups of teachers in general. They also reflected that the low emotional exhaustion groups of teachers burnout were more effective than the the high emotional exhaustion groups of burnout elementary school teachers.

The study also reflected that the high personal accomplishment groups of teachers burnout were shown low effectiveness in comparison to low personal accomplishment groups of elementary teachers.

### IMPLICATIONS

It is intended to be of practical use to teachers and head teachers who are interested in what this study found to be important in effective teaching. Research findings suggest that, this is very important for teachers because it gives them a framework for assessing how they achieve their results and for identifying the priorities for improvement. The pupils want to know more they understand what is good about their work and how it can be improved. Findings suggest that teaching personnel of govt schools to manage in such a way to keep the level of burnout in teacher at a minimum so that maximum productivity and effectiveness can be obtained from teachers. If needed counselling services must be provided to burnout prone teachers.

### SUGGESTIONS FOR FUTURE RESEARCH

The present study has been directed towards, studying teacher effectiveness and burnout at elementary level. The study can be conducted in other ways: An important topic describing further research is the nature of the mechanisms that give rise to higher or lower levels of each climate dimension. Besides this study can be replicated by selecting the subjects from different states of India. The study can be extended to other categories of teachers i.e. secondary, college, university and technical institutions by including male and female, new and experienced, young and aged teachers. The study can be planned to include psychometric indices, projective measures of the variables in corporate and other research methods i.e interview, observations etc

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