

Relationship between Teacher Burnout and Teacher Effectiveness of High School Teachers of West Bengal

Dr. Dilip Maiti

Assistant Professor, Purba Medinipur B.Ed. College

Abstract: The present study has been carried out to find out the relationship between Teacher Burnout in terms of emotional exhaustion, personal accomplishment and depersonalization and Teacher effectiveness among High school teachers in West Bengal. This study is Correctional Study. Population of the study comprises of the high school teachers of West Bengal. Out of the population a sample of 100 school teachers of Paschim Medinipur district have been used for data collection. The Maslach Burnout Inventory (MBI) developed by Maslach and Jackson, 1981 and Teacher Effectiveness Scale devised by Gulzar Ahmad Dar and Dr. P. Ponraj have been used for data collection. Collected data were analyzed with simple Mean, Standard Deviation and Pearson Correlation. The study reveals that there is a positive correlation between Personal Accomplishment component of Teacher Burnout and Teacher Effectiveness, which implies that with reducing Personal Accomplishment their Teacher Effectiveness, is reduced and there is a negative correlation -between Depersonalization component of Teacher Burnout and Teacher Effectiveness.

Keywords: Teacher Burnout, Teacher effectiveness, school quality, relationship.

Introduction:

In broader sense education is process of self – realization. “It is not limited only the realization of students, it describe also the realization of teachers. Effectiveness is the level or the degree to which some matter or process is successful in producing a pleasurable result. The same meaning of the word Effectiveness is efficacy, successfulness, fruitfulness, productiveness, potency, etc. The origin of the word “effective” comes from the Latin word effectives, which means creative or effective. “Effectiveness” is the quality of being successful in producing an intended result”. (*Collin’s English Dictionary, 2017*) A good teacher is one who knows how to engage their pupils and make learning fun for them. The classroom is one of the most important settings for a student's development. The way students act may be changed and improved by this. The goal of every good educator should be to promote the holistic development of their pupils. They consistently work to help pupils develop their foundational abilities, critical thinking skills, healthy habits, scientific temperament, optimistic outlook, value system, value judgement, and adaptability to a dynamic psychosocial environment. Effective educators not only aid their pupils in reaching their full potential as individuals, but also equip them to face the challenges of adulthood by ensuring that they excel in both the classroom and extracurricular activities. Teachers have an important part to play in the learning process. If a school wants its students to learn effectively, its teachers must be effective. So, to a certain degree, successful teaching is the product of effective teaching. When teachers are more successful, students learn more effectively. Because good schools and instructors are the two most important factors in determining a child's educational attainment. Teacher effectiveness is directly or indirectly related to school impact and school quality. Therefore, from the very beginning of the education

process, one of the fundamental issues in every society and country has been the efficiency of teachers.

Rationale of the Study:

Despite its importance, there may be limited research specifically focusing on teacher burnout and effectiveness in the context of West Bengal. This study can contribute valuable insights to the existing literature on educational psychology and teacher well-being. Understanding the relationship between burnout and effectiveness can guide professional development programs for teachers, promoting sustainable practices and supportive environments within schools. High levels of burnout can affect school culture and interpersonal relationships among staff. Improving teacher well-being can contribute to a more positive and collaborative school environment. In summary, studying the relationship between teacher burnout and effectiveness among high school teachers in West Bengal is significant not only for the individual well-being of teachers but also for the broader educational landscape, influencing policy, practice, and student outcomes.

Objectives:

The following objectives are formulated for the present study:

1. The primary objective is to investigate how high school educators in West Bengal feel about their own efficacy as educators in connection to teacher burnout.
2. To investigate how high school teachers' emotional exhaustion, a kind of burnout, relates to their effectiveness in the classroom.
3. The third objective is to investigate how high school educators rate their own effectiveness in respect to the Personal Accomplishment component of burnout.
4. To investigate how high school teachers' effectiveness is correlated with the depersonalization component of burnout.

HYPOTHESIS:

The following null hypotheses were formulated by the researcher for the present study:

- 1) High school teachers will not be much more effective when they experience burnout.
- 2) The Emotional Exhaustion Component of Teacher Burnout Will Not Correlate with Teacher Effectiveness in High Schools.
- 3) Among high school educators, the depersonalization component of burnout will not correlate with effectiveness.
- 4) Among high school educators, the Personal Accomplishment component of burnout will not correlate with effectiveness.

Method:

Samples: The researcher has selected a sample of 100 high school teachers from Paschim Medinipur district of West Bengal by following the random sampling method.

TOOLS:

Maslach Burnout Inventory (MBI) In order to quantify burnout, Maslach and Jackson (1981) developed the Maslach Burnout Inventory (MBI), which consists of three subscales: emotional weariness, depersonalization, and personal achievement.

Teacher Effectiveness Scale (TES) The current research makes use of the Teacher Effectiveness Scale, which was developed by Gulzar Ahmad Dar and Dr. P. Ponraj, to assess the efficacy of educators. The English medium has forty statements. A five-point scale has been used to create the exam.

Statistical Techniques: Collected data were analyzed in the SPSS version 20 with the help of percentage system and Pearson Correlation Coefficient.

Data Analysis and Interpretation

Table-1: Number and Percentage of Secondary School Teachers on Three Levels of Burnout

Dimensions of Burnout	Burnout Level	Total Sample =100 N	%	Mean Score of Burnout
Emotional Exhaustion	HBO	2	2	9.18
	MBO	8	8	
	LBO	90	90	
Depersonalization	HBO	18	18	6.69
	MBO	21	21	
	LBO	61	61	
Personal Accomplishment	HBO	14	13	41.04
	MBO	20	20	
	LBO	66	66	

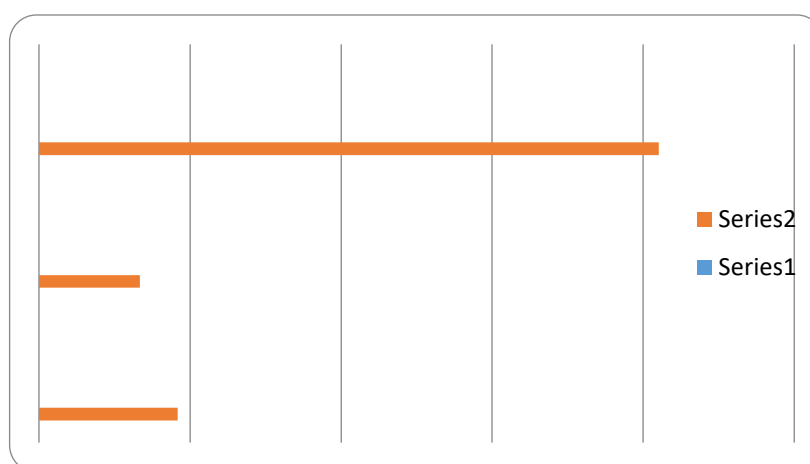


Fig.1 Showing Mean score for three sub categories of teacher Burn Out among High school Teachers.

HYPOTHESIS WISE ANALYSIS OF DATA

Hypothesis 1: *When it comes to high school educators, there will be zero correlation between burnout and performance.*

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

Name of Variables	N	Mean	r	Statistical Interpretation
Teacher Burnout	100	22.87	-0.225*	Significant
Teacher Effectiveness	100	219.80		

** Significant at 0.05 level*

Table 2 displays the relationship between teacher burnout and effectiveness as a negative correlation of -0.225. This suggests that the effectiveness of instructors is negatively correlated with their level of burnout. Since the computed value of $r = -0.225$ exceeds the critical value of r , which is 0.195 according to the standard r table, the findings are considered significant at the 0.05 level. This indicates that the null hypothesis "there will be no significant relationship between Teacher Burnout and Teacher Effectiveness among High school Teachers" cannot be supported.

Hypothesis 2: In the case of high school educators, the Emotional Exhaustion component of burnout will not correlate with effectiveness.

Table 3: Moment of Pearson's Product Teacher Effectiveness and the Emotional Exhaustion Component of Burnout

Name of Variables	N	Mean	r	Statistical Interpretation
Emotional Exhaustion Component of Teacher Burnout	100	9.21	-0.152	Not Significant
Teacher Effectiveness	100	219.80		

The Emotional Exhaustion component of teacher burnout is negatively correlated with teacher effectiveness ($r=-0.152$), as seen in Table 3. This suggests that instructors report feeling less effective as Emotional Exhaustion levels rise. But according to Guilford's analysis of the strength of significant correlations, the variables are hardly related.

The results are not significant as the as the calculated value of $r = -0.152$ is less than the critical value of r as given in the standard r table which is 0.195 at the 0.05 level. Thus, we fail to reject the hypothesis that “There will be no significant relationship between Emotional Exhaustion component of Teacher Burnout and Teacher Effectiveness among High School Teachers”

Hypothesis 3: When it comes to private school secondary school teachers, the depersonalization component of burnout will not have any impact on their effectiveness as educators.

Table 4: Moment of Pearson's Product Examining the Link Between the Depersonalization Facet of Teacher Burnout and Effectiveness in the Classroom

Name of Variables	N	Mean	r	Statistical Interpretation
Depersonalization Component of Teacher Burnout and Teacher	100	6.70	-0.242*	Significant
Teacher Effectiveness	100	219.80		

**Significant at 0.05 level*

The Depersonalization component of teacher burnout is negatively correlated with teacher effectiveness ($r=-0.242$) in Table 4, suggesting that as teachers experience more depersonalization, their effectiveness as educators declines.

At the 0.05 level of significance, the findings are noteworthy since the computed r -value of -0.242 exceeds the essential r -value of 0.195, as stated in the standard r table.

Thus the hypothesis that “There will be no significant relationship between Depersonalization component of Teacher Burnout and Teacher Effectiveness among High School teachers” is rejected.

Hypothesis 4: Among high school educators, there will be no correlation between the Personal Accomplishment subscale of burnout and effectiveness in the classroom.

Table 5: Moment of Pearson's Product Linking the Personal Accomplishment Facet of Burnout in Teachers with Their Effectiveness in the Classroom

Name of Variables	N	Mean	r	Statistical Interpretation
Personal Accomplishment	100	41.04	+0.127	Not Significant
Teacher Effectiveness	100	219.80		

Table 5 demonstrates a positive relationship ($r = 0.127$) between the Personal Accomplishment subscale of burnout among educators and teacher effectiveness, suggesting that as educators experience less personal accomplishment, their effectiveness as educators declines.

The findings do not warrant further analysis since the computed value of $r=+0.127$ is lower than the critical value of r , which is 0.195 at the 0.05 level, according to the standard r table. Thus, we fail to reject the hypothesis that “There will be no significant relationship between Personal Accomplishment component of Teacher Burnout and Teacher Effectiveness among High School Teachers”.

Findings:

1. Depersonalization component of Teacher Burnout is related to Teacher Effectiveness among High School teachers
2. Personal Accomplishment component of Teacher Burnout is not significantly related to Teacher Effectiveness among High School Teachers

Conclusion: It is often believed that a teacher's efficacy is impacted by the level of stress they are under. Factors that contribute to teachers' stress include negative school climate, teacher-student and teacher-teacher relations, high student-teacher ratios, long work hours, administration's lack of support, teachers' lack of cooperation, and insufficient resources. This study is an attempt by researchers to investigate all of these issues, as well as the effects of stress and teachers' mental health on their efficacy in the classroom. There are many factors that contribute to a teacher's effectiveness in the classroom, including the teacher's professional qualities, personal characteristics, impersonillustration motivation, subject matter knowledge, and the teacher's mental health and ability to cope with stress and problems.

References:

1. Borkar,U. (2013). A Study of Teacher Effectiveness of Secondary School Teachers in Relation to Teacher Stress: *International Journal of Humanities and Social Science Invention*, 2(12),13-16. Retrived from [http://www.ijhssi.org/papers/v2\(12\)/Version-3/C021203013016.pdf](http://www.ijhssi.org/papers/v2(12)/Version-3/C021203013016.pdf).
2. Chan, A.H.S., Chen, K., & Chong, E.Y.L. (2010). Work stress of teachers from primary and secondary schools in Hong kong. *Proceedings of the international multi conference of engineers and computer scientists 2010*, vol III.
3. Pachaiyappan,P. & Raj,U. (2014). Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers: *IOSR Journal of Research & Method in Education*, 4(1),52-56. Retrived from http://file.scirp.org/pdf/PSYCH20110900013_64376125.pdf.
4. Kaur,K. (2014). A study of teacher effectiveness, general intelligence and creativity of secondary school teachers: *MIER Journal of Educational Studies, Trends & Practices*,4(1),51-65. Retrived from <file:///C:/Users/USER/Downloads/65-414-1-PB.pdf>.
5. Omoteso,A. (2011). The Relationship between Teachers' Effectiveness and Management of Classroom Misbehaviours in Secondary Schools: *Scientific Research*, 2(9), 902-908. DOI: 10.4236/psych.2011.29136.
6. Rao, N.M., &Samiullah, S. (2016). Job satisfaction and mental health among school teachers. *International journal of humanities and social science research*, 2(8), 23-29.
7. Torreon, L. C., & Trabajo, F. M. C. (2019). Teaching effectiveness and coping occupational stress as basis for intervention program. *Asia Pacific Journal of Multidisciplinary Research*, 7(3), 56–64.
8. Ritu & Sing, A. (2012). A study of teacher effectiveness of secondary school teacher in relation to their demogaphic variables. *International Journal of innovative research and development*,1(6), 97-107.
9. Saka, A, O., & Onanuga. P, A. (2019). Teacher effectiveness of some selected secondary schools' science, technology, engineering and mathematics subjects: implication for sustainable development using science education. *Journal of Education in Black Sea Region*, 5(1), 3–14. <https://doi.org/10.31578/jeps.v5i1.183>.

10. Vats, P. (2019). Prospective teachers' effectiveness in relation to their hardiness. *International Journal of Education and Psychological Research*, 8(1), 57-60.
11. Wangui, M. F., Ombui, K., & Iravo, M. (2016). Effects of work-related stress on teachers performance in public secondary schools in Kikuyu Sub County, Kenya. *International Journal of Science and Research*, 5(5), 1645–1652.