



IMPACT OF BURNOUT ON TEACHING EFFECTIVENESS OF TEACHER EDUCATORS

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ABSTRACT

Present study has been carried out on fifty teacher educators. The main aim of the present study was to explore difference in teaching effectiveness of highly burnout and less burnout teacher educators as to find out relationship between teaching effectiveness and burnout.

The results of the study revealed significant impact of burnout on teaching effectiveness of teacher educators. Highly burnout teacher exhibited low teaching effectiveness while less burnout teachers have showed moderate teaching effectiveness.



KEY WORDS : Burnout, teaching effectiveness.

1) INTRODUCTION

Burnout: According to Byrne (1994) burnout can be defined "As the inability of the employee to function effectively in his/her job and it has been conceived as a syndrome comprising three elements—emotional exhaustion, depersonalization and diminished personal accomplishment." Capel (1991) defines burnout, "As negative response to long term stress." The term teacher burnout has been specially defined by some researchers. Rose Water (1979) pointed out, "The term teacher burnout implies that teacher's just let something happen to them that they burnout like a candle that's been used too many times." Kyriaou et.al. (1985) pointed out that the inability to cope positively with teaching problems has been found to be related to teachers feeling of stress and to low job satisfaction as well as to leave the profession due to the high level of psychological and physical stress experienced."

In the present research burnout is operationally defined as three dimension concept given by Maslach (1993) including the following :

1. Development of increased feeling of emotional exhaustion and fatigue i.e. emotional exhaustion (EE)
2. Development of negative attitude towards students, i.e. depersonalization (DP).
3. Tendency of evaluate oneself negatively leading to a lack of personal achievement i.e. reduced personal achievement (PA) or accomplishment.

Teaching Effectiveness : Literally, effectiveness is a 'change produced by an action or cause, result or outcome'. The teaching effectiveness refers to the capacity of the teacher to realize some of the educational objectives like desired pupil behaviour, abilities, habits, characteristics.

(*American Educational Research Association, 1952*). Teacher effectiveness is an area, which is concerned with the relationship between the characteristics of teachers, teaching acts and their effects on educational outcomes of classroom teachings (*Flanders & Simon, 1969*).

From this definition it follows that teacher effectiveness should be measured not from what the teacher does but what changes are produced in the behaviour of pupils taught by the teacher. In this present study by the term teaching effectiveness, the researcher means functional effectiveness of the

teacher educator which indicate his ability to influence the students in desirable and expected ways that are conducive to the development of required knowledge, skills and attitudes in the pupil teachers.

2)OBJECTIVES

- To see the relationship between teaching effectiveness and emotional exhaustion of teacher educators
- To see the relationship between teaching effectiveness and depersonalization of teacher educators
- To see the relationship between teaching effectiveness and personal accomplishment of teacher educators.

3) HYPOTHESIS

- There exists no relationship between teaching effectiveness and emotional exhaustion of teacher educators.
- There exists no relationship between teaching effectiveness and depersonalization of teacher educators.
- There exists no relationship between teaching effectiveness and personal accomplishment of teacher educators.

4) RESERCH METHOD

Present research has been conducted through survey research method which comes under descriptive research method.

Population : For the present study the population comprises of all teacher educator working on regular basis in Rohilkand university ,Bareilly affiliated colleges.

Sample- For the present study a sample of 50 Full- time teacher educators were selected as sample.

Tools- For the purpose of present study Maslach burnout inventory was used to measure burnout and functional teaching effectiveness scale developed by R. Mehrotra was used.

5) RESULT AND DISCUSSIONS

TABLE-1
Comparison of mean teaching effectiveness scores of full-time teacher educators having high and low burnout regarding its dimensions (EE, DP, PA)

	Groups	N	M	SD	df	't'	Level of Sig.
Teaching Effectiveness	HEEF	15	97.20	41.49	48	4.83	0.01
	LEEF	35	153.45	36.05			
	HDPF	19	111.52	44.44	48	3.34	0.01
	LDPF	31	151.93	39.47			
	HPAF	29	152.10	36.32	48	3.06	0.01
	LPAF	21	115.14	48.97			

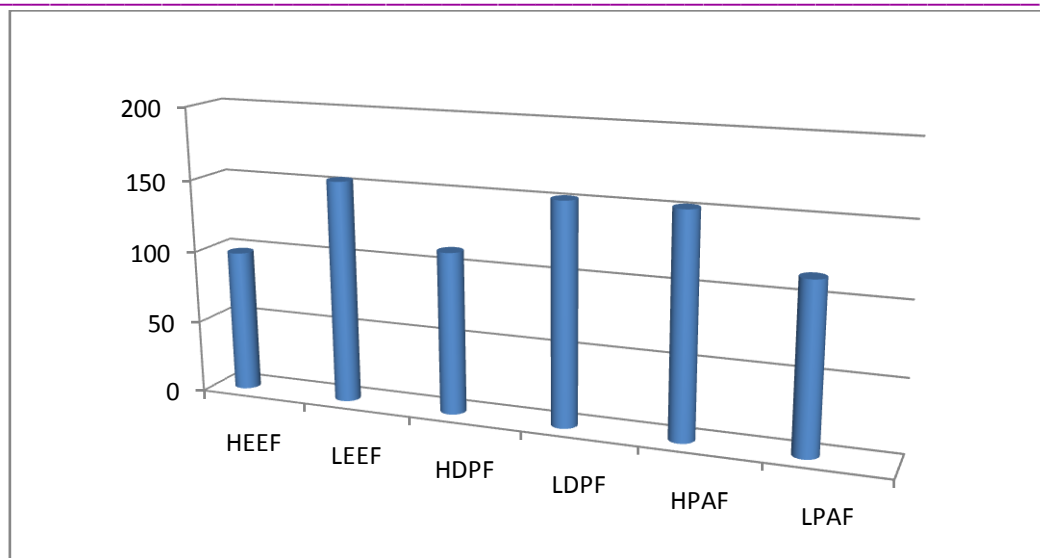


FIGURE 1 MEAN COMPARISON OF TEACHING EFFECTIVENESS

HEEF : Highly emotionally exhausted full-time teacher educators

LEEF : Low emotionally exhausted full-time teacher educators

HDPF : Highly depersonalized full-time teacher educators

LDPF : Low depersonalized full-time teacher educators

HPAF : Highly personally accomplishment full-time teacher educators

LPAF : Low personally accomplishment full-time teacher educators

Data presented in the above table exhibits that burnout has produced its significant impact on the teaching effectiveness of full-time teacher educators as 't' value 4.83, 3.34 and 3.06 were found to be significant at 0.01 level of confidence.

Further on comparing of mean scores it may be concluded that highly emotionally exhausted and depersonalized teacher educators were having lower mean teaching effectiveness scores (M=97.20 & M=111.52) than mean teaching effective scores (M=153.45 & M=151.93) of low emotionally exhausted and depersonalized teachers educators respectively which indicates that high emotionally exhausted and depersonalized teacher educators were less effective in their teaching than that of their counterparts having low burnout. Similarly teacher educators having high feeling of personal accomplishment were found to be highly effective in their teaching (M=152.10) than that of (M=115.14) low personal accomplished teacher educators. It is pointed out in various research studies that emotional exhaustion, depersonalization of teachers lowers down their effectiveness and confidence and they began to form negative attitude towards their students due to which their feeling of personal accomplishment also becomes low which in turn may adversely affect their teaching competency (Mashlach 1999). So in the present finding it has been seen that burnout has negatively affected teaching effectiveness of teacher educators working on full-time basis.

TABLE-2

Product Moment Correlation Between Burnout and Teaching Effectiveness Of Teacher Educators

Teacher Educators	N	Variable	Teaching Effectiveness	Level of Sig.
Full-Time	50	Emotional Exhaustion	-0.58	0.01
Full-Time	50	Depersonalization	-0.43	0.01
Full-Time	50	Personal Accomplishment	0.47	0.01

It is apparent from the above table that scores of full-time teacher educators' on emotional exhaustion are significantly and negatively correlated with their scores on teaching effectiveness. Thus, it may be inferred that as the level of emotional exhaustion increase, the level of teaching effectiveness will decrease.

Similarly, the scores of full-time teacher educators on depersonalization are also found to be significantly and negatively linked with their scores on teaching effectiveness. Thus, it may be inferred that there is negative correlation between depersonalization and teaching effectiveness of teacher educators.

Further, it is worth to note that the scores of full-time teacher educators on personal accomplishment are found to be significantly and positively correlated with their scores on teaching effectiveness.

5) EDUCATIONAL IMPLICATIONS :

The results of the present study exhibited the fact that burnout has negative impact on teaching effectiveness as highly burnout teacher educators were found to be low effective in their teaching. Hence the implication of such finding is that it must be taken into account that teacher educators should not be prone to burnout. To prevent the teacher educators from burnout it is suggested that many programmes and workshops should be organised in various teacher training institutes to reduce this burnout syndrome among teacher educators.

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