

## **A STUDY ON TEACHER SELF-EFFICACY AND BURNOUT OF TEACHERS IN MYITTHA TOWNSHIP**

Nilar Myint<sup>1</sup>, Khaing Nyein Thant<sup>2</sup>

### **Abstract**

This study examined teacher self-efficacy and burnout of teachers in Myittha Township by using quantitative approach and descriptive survey design. A total of 321 teachers (49 males and 272 females) in Myittha Township participated in this study. To measure teacher self-efficacy, the 24 item Teacher Self-Efficacy Scale developed by Skaalvik and Skaalvik (2007) was used. To measure burnout, the 22 item Maslach Burnout Inventory (MBI) developed by Maslach, Jackson and Schwab (1996) was used. Results from descriptive statistics indicated that level of teacher self-efficacy was satisfactory among teachers in Myittha Township. According to the result of independent samples *t* test, it was found that there were no significant difference in teacher self-efficacy by location of school. However, the ANOVA result revealed that there was significant difference in teacher self-efficacy by age ( $F= 3.126, p= 0.026$ ), indicating that older teachers had higher level of self-efficacy than younger ones. Concerning burnout, it was found that teachers in Myittha Township had low level of burnout. The result of independent samples *t* test showed significant difference in burnout of teachers by location of school ( $t = 2.365, p = 0.019$ ). More specifically, rural teachers were found to have higher level of burnout than urban ones. But, the result of ANOVA showed no significant difference in burnout of teachers by age. Concerning the relationship of two main variables, statistically significant negative correlation between teacher self-efficacy and burnout of teachers ( $r = -0.342, p = 0.000$ ) was found. Therefore, it can be concluded that the higher level of teacher self-efficacy the teachers possessed, the lower level of burnout they had.

**Keywords:** Self-efficacy, Teacher Self-efficacy, Burnout

### **Introduction**

Teaching is a very challenging profession that demands high levels of intellectual, physical and social-emotional resources. Teachers handle a multitude of situations every day and their role is extremely comprehensive. They not only confront a heavy workload in teaching, but also have to cope with parental pressures, rapid changes in curriculum demands, disruptive classroom behaviors, time constraints, writing academic reports, pressures from policy makers and administrators, and the demands of preparing students for future education. If the teachers do not contribute to meet those needs and demands, they can feel frustrated and angry, and then their stress level becomes higher. Moreover, working hard on responsible jobs while having to face personal problems makes teachers feel upset, disappointed, confused or unstable, worried, and stressed (Wong & Cheuk, 2005).

Stress affects both physical and emotional well-being of an individual (Curtaz, 2009) and it can also weaken job performance (Folkman, Lazarus, Gruen & DeLongis, 1986). If stress becomes chronic, it can lead to burnout which was the main variable of the present study.

In this study, the relation of teacher self-efficacy and burnout of teachers in Myittha Township was examined. Concerning this relationship, Cherniss (1993) claimed that understanding teachers' self-efficacy can have contributions to teachers in terms of

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<sup>1</sup> Basic Education High School, Myittha.

<sup>2</sup> Department of Educational Psychology, Sagaing University of Education.

understanding and coping with burnout. Therefore, self-efficacy plays such an important role in the burnout rate of teachers.

Based on the results of this study, it is hoped to highlight the ways and means of preventing teachers' burnout in Myittha Township by improving their self-efficacy.

### **Objectives of the Research**

The main aim of this study was to investigate teacher self-efficacy and burnout of teachers in Myittha Township. The specific objectives of this study were described as follows.

1. To investigate level of teacher self-efficacy of teachers in Myittha Township
2. To examine differences in teacher self-efficacy of teachers by location of school and age
3. To investigate level of burnout of teachers in Myittha Township
4. To examine differences in burnout of teachers by location of school and age
5. To find out the relationship between teacher self-efficacy and burnout of teachers in Myittha Township.

### **Definitions of Key Terms**

- Self-Efficacy** : Self-efficacy can be defined as beliefs in one's own capability to organize and execute the courses of action required to produce given attainments (Bandura, 1997).
- Teacher Self-Efficacy** : Teacher self-efficacy can be defined as teachers' beliefs in their ability to influence valued students outcomes (Wheatley, 2005).
- Burnout** : Burnout is a state of physical, emotional and mental exhaustion caused by long-term involvement in emotionally demanding situations (Pines & Aronson, 1988).

### **Review of Related Literature**

**Teacher Self-Efficacy.** Self-efficacy is one's own belief in what one can do, not an outside judgment being made on one's actual ability (Skaalvik & Skaalvik, 2007). In teaching profession, the higher the perceived self-efficacy, the more the teacher believes in the ability to teach students. Ware and Kitsantas (2007) emphasized that teachers with high self-efficacy were able to overcome challenges more easily than those who report low self-efficacy. In contract, the lower the self-efficacy, the less capable a teacher feels in being able to teach children to learn and the harder it is for an individual to overcome the difficult obstacles faced (Brock & Grady, 2000).

In this study, teacher self-efficacy was measured by using Teacher Self-Efficacy Scale developed by Skaalvik and Skaalvik (2007). It was constructed according to Bandura's recommendations (Bandura, 2006) and according to analysis of central tasks in teachers' daily work.

This scale includes six subscales in measuring teacher self-efficacy, namely Instruction; Adapting education to individual students' needs; Motivating students, Keeping discipline; Cooperating with colleagues parents; and Coping with changes and challenges.

**Burnout.** Burnout was firstly described by Freudenberger (1974) as a state of physical and emotional depletion resulting from conditions of work, however Maslach and her colleagues popularized the concept, pioneered its study and legitimized its credibility. The theory conceptualizes burnout in terms of its three core components, namely emotional exhaustion, depersonalization, and reduced sense of personal accomplishment.

## Materials and Method

### Participants of the Study

By using simple random sampling technique, the participants of the present study were chosen from 25 schools (8 Basic Education High Schools, 8 Basic Education High Schools (Branch), 1 Basic Education Middle School, 2 Basic Education Post Primary Schools and 6 Basic Education Primary Schools) in Myittha Township. The total number of the sample participants were 321 (males=49 and females=272) teachers.

### Design

In this study, quantitative approach, descriptive research and questionnaire survey method were used.

### Instrumentation

The first instrument of this study was the **Teacher Self-Efficacy Scale** which was developed by Skaalvik and Skaalvik (2007). It measures the teacher self-efficacy by six subscales: Instruction; Adapting education to individual students' needs; Motivating students, keeping discipline; Cooperating with colleagues parents; and Coping with changes and challenges. The total items used in the present study were 24 items which were examined by seven-point Likert type. Each subscale was measured by 4 items and all of the 24 items were positively scored.

The second instrument, **Maslach Burnout Inventory (MBI)**, was used to measure burnout of teachers in Myittha Township. It was developed by Maslach, Jackson and Schwab in 1996. It has three subscales: Emotional exhaustion; Depersonalization; Reduced personal accomplishment. The total numbers of items used in this study were 22 items and all are seven point Likert type. Among the 22 items, 5 items of personal accomplishment were reversely scored.

## Data Analysis and Findings

In this section, findings of the present study will be discussed in accordance with the respective specific objectives.

**Table 1 Descriptive Statistics for Teacher Self-Efficacy of Teachers in Myittha Township**

Variable	N	Minimum	Maximum	Mean	SD
Teacher Self-Efficacy	321	90	168	139.45	13.64

Table 1 showed the minimum score, maximum score, mean and standard deviation for teacher self-efficacy of teachers in Myittha Township. According to the results, observed mean score for teacher self-efficacy of teachers in Myittha Township was 139.45 while the highest

possible score from Teacher Self-efficacy Scale was 168. Therefore, it can be concluded that teacher self-efficacy of teachers in Myittha Township was satisfactory.

**Table 2 Descriptive Statistics for Teacher Self-Efficacy by Location of School**

Variable	Location of School	N	Mean	SD
Teacher Self-Efficacy	Urban	137	140.06	11.97
	Rural	184	138.99	14.77

In Table 2, for teacher self-efficacy, it was found that mean score of teachers who worked in urban area (140.06) was greater than that of teachers who worked in rural area (138.99) with mean difference (1.07).

**Table 3 Results of Independent Samples *t* test for Teacher Self-Efficacy of Teachers by Location of School**

Variable	Location of School	N	<i>t</i>	<i>df</i>	<i>p</i>	MD
Teacher Self-Efficacy	Urban	137	.716	319	.475	1.07
	Rural	184				

According to the result of *t* test, it was found that there was no significant difference in teacher self-efficacy of teachers by location of school. Therefore, it can be concluded that location of school was not a factor which can make different in teacher self-efficacy.

**Table 4 Descriptive Statistics for Teacher Self-Efficacy of Teachers by Age**

Variables	Age	N	Mean	SD
Teacher Self-Efficacy	20-30	46	133.87	16.19
	31-40	116	140.10	13.40
	41-50	75	141.00	13.35
	Above 50	84	140.20	12.11

According to Table 4, for teacher self-efficacy, the mean scores of teachers between the ages 41-50 was the highest (141.00), followed by those who have above 50 ages (140.20), and those between the ages 31-40 (140.10). The teachers between the ages 20-30 was the least in mean score (133.87) for teacher self-efficacy among different age groups.

**Table 5 ANOVA Result for Teacher Self-Efficacy of Teacher by Age**

Variable	Region of Group	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Teacher Self-Efficacy	Between Groups	1709.760	3	569.920	3.126*	.026
	Within Groups	57785.536	317	182.289		
	Total	59495.296	320			

**Note:** \*Significance at 0.05 level

According to ANOVA result, it was revealed that there was significant difference in teacher self-efficacy by age,  $F(3, 317) = 3.126, p = 0.026$ . Therefore, age may be considered as one of the factors that make different in teacher self-efficacy.

**Table 6 Result of Tukey HSD Multiple Comparison for Teacher Self-Efficacy of Teachers by Age**

(I)Age	(J)Age	Mean Difference (I-J)	<i>p</i>
20-30	31-40	-6.23*	.04
	41-50	-7.13*	.03
	Above 50	-6.33	.05
31-40	41-50	-.90	.97
	Above 50	-.10	.98
41-50	Above 50	.80	.98

**Note:** \*Significance at 0.05 level

According to Table 6, it can be seen that the teachers between the ages 20-30 had significant lower mean scores on teacher self-efficacy than the teachers between the ages 31-40 and 41-50. But, significant differences were not found among teacher self-efficacy of other age groups. Therefore, it can be concluded that younger teachers had lower level of teacher self-efficacy than older ones.

**Table 7 Descriptive Statistics for Burnout of Teachers in Myittha Township**

Variable	<i>N</i>	Minimum	Maximum	Mean	<i>SD</i>
Burnout	321	0	78	20.33	15.83

Table 7 showed the minimum score, maximum score, mean and standard deviation for burnout of teachers in Myittha Township. According to the results, observed mean score for burnout of teachers in Myittha Township was 20.33 while the lowest possible score from Maslach Burnout Inventory (MBI) was 0. Therefore, it can be concluded that level of teachers' burnout in Myittha Township was low.

**Table 8 Descriptive Statistics for Burnout of Teachers by Location of School**

Variable	Location of School	<i>N</i>	Mean	<i>SD</i>
Burnout	Urban	137	17.93	14.91
	Rural	184	22.12	16.29

In Table 8, for burnout, it was found that the mean score of teachers who worked in rural area (22.12) was greater than that of teachers who worked in urban area (17.93) with the mean difference (4.19).

**Table 9 Results of Independent Samples *t* test for Burnout of Teachers by Location of School**

Variable	Location of School	<i>N</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>
Burnout	Urban	137	-2.365*	319	.019	-4.19
	Rural	184				

**Note: \* Significance at 0.05 level**

According to the result of *t* test, there was significant difference in burnout of teachers by location of school ( $t = -2.365, p = 0.019$ ). Therefore, it can be concluded that teachers who worked in rural area had higher burnout than those who worked in urban area.

**Table 10 Descriptive Statistics for Burnout of Teachers by Age**

Variables	Age	<i>N</i>	Mean	<i>SD</i>
Burnout	20-30	46	22.70	16.30
	31-40	116	21.13	15.78
	41-50	75	19.61	15.73
	Above 50	84	18.57	15.75

According to Table 10, for burnout, the mean scores of teachers between the ages 20-30 was the highest (22.70), followed by those between the ages 31-40 (21.13) and those between the ages 41-50 (19.61). The teachers who have above 50 ages was the least in mean score (18.57) for burnout among different age groups.

**Table 11 ANOVA Result for Burnout of Teachers by Age**

Variable	Region of Group	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Burnout	Between Groups	629.839	3	209.946	.837	.474
	Within Groups	79505.158	317	250.805		
	Total	80134.997	320			

According to ANOVA result, it was revealed that there was no significant difference in burnout of teachers by age. Therefore, it can be seen that burnout of teachers was not different by age.

**Relationship Between Teacher Self-Efficacy and Burnout of Teachers**

In order to explore the relationship between the teacher self-efficacy and burnout of teachers, the Pearson Product Moment Correlation was conducted. The result was shown in Table 12.

**Table 12 Correlation Matrix Between Teacher Self-Efficacy and Burnout of Teachers**

Variables	Burnout
Teacher Self-Efficacy	-.342***
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\*\*\* Correlation is significant at the 0.001 level (2-tailed).

According to Table 12, it was found statistically significant negative correlation between teacher self-efficacy and burnout of teachers ( $r = -0.342, p = 0.000$ ). So it can be interpreted that the higher level of teacher self-efficacy the teachers possessed, the lower level of burnout they had.

### Discussion and Suggestions

In this section, summary of findings, discussion and suggestions were discussed via specific objectives.

**Level of Teacher Self-Efficacy of Teachers in Myittha Township.** To examine level of teacher self-efficacy of teachers in Myittha Township, descriptive statistics was used. It was found that the teachers in Myittha Township had high level of teacher self-efficacy. To develop teacher self-efficacy, teachers should-

- Value the importance of continuous professional learning, i.e. Try to get mastery and vicarious experience concerning the instruction;
- Use critical reflection to consistently improve their teaching practice;
- Set realistic and simple goals for rejoicing small successes;
- Cope effectively with changes, challenges and obstacles;
- Retain a positive sense of job satisfaction as professionally committed educators; and
- Cooperate well with the stakeholders, i.e. Create positive work environment.

To improve teacher self-efficacy of teachers, administrators and policy makers should-

- Create positive work environment for teachers;
- Support appropriate teaching-learning materials and resources;
- Plan proper time management for many responsibilities and duties of teachers;
- Recognize and value the skills and abilities of teachers;
- Allow teachers to best practices, and give new teachers the chance to learn from more experienced educators; and
- Provide more training programs for the advancement of teacher’s professional understanding of education and pedagogical content knowledge.

**Difference in Teacher Self-Efficacy of Teachers by Location of School.** To investigate difference in teacher self-efficacy of teachers by location of school, descriptive statistics and

independent samples *t* test were used. The result revealed that there was no significant difference in teacher self-efficacy by location of school.

This may be because all the teachers are equally given the necessary training for improving teaching profession without discriminating urban and rural teachers. Therefore, the teacher self-efficacy of teachers was not different by their location of school.

**Difference in Teacher Self-Efficacy of Teachers by Age.** To explore difference in teacher self-efficacy of teachers by age, descriptive statistics and one way analysis of variance (ANOVA) were calculated. According to the results of mean comparison, teachers between the ages 41-50 was the highest (141.00) and those between the ages 20-30 was the least (133.87) in mean score for teacher self-efficacy. The result from ANOVA showed that there was significant difference in teacher self-efficacy by age.

Then, to examine the mean comparison of teacher self-efficacy of teachers by age specifically, Post-Hoc test was computed by Tukey HSD method. It was found that the teachers between the ages 20-30 had lower level of teacher self-efficacy than the teachers between the ages 31-40 and 41-50.

According to Bandura (1997), one of the ways to increase self-efficacy is through mastery experience, referring to previous successful experience of teaching can enhance teachers' self-efficacy. Since age and teaching experience also correlate quite strongly, the older teachers have more teaching experience which makes them get a lot more chances to experience successful teaching. Therefore, older teachers' self-efficacy may be higher than their younger colleagues. Consequently, younger teachers should try to-

- Get mastery experiences on instructions by practicing; by never stop learning; by taking risks; by setting clear objectives; by having a sense of purpose; by accepting feedback; by having positive attitude; by reflecting their instructional experiences; by cooperating with the stakeholders; by adapting to students' needs; by welcoming changes in classroom.
- Get vicarious experiences on instructions by approaching the experienced teachers, by observing teaching models either live or through record videos.

**Level of Burnout of Teachers in Myittha Township.** To examine level of burnout of teachers, descriptive statistics was computed. According to the results, it was found that teachers in Myittha Township had low level of the burnout. Based on findings of present study, some suggestions were discussed for reducing level of burnout. To reduce their burnout level, the teachers should -

- Reduce their unneeded stress, anxiety and workload;
- Practice healthier lifestyle by eating balanced diet, taking exercises, establishing sleeping routine;
- Maintain a good work-life balance by taking scheduled breaks throughout the day, making time for things they enjoy at least weekly;
- Set realistic goals which can be manageable;
- Connect with others by meeting up with a friend, joining a walking group;



- Challenge their instructive thoughts by finding some space between the upsetting thoughts and painful emotions;
- Research new materials and resources to increase teaching-learning process; and
- Reflect and upgrade their teaching practices.

**Difference in Burnout of Teachers by Location of School.** To investigate difference in burnout of teachers by location of school, descriptive statistics and independent samples *t* test were conducted. The results revealed that there was significant difference in burnout of teacher by location of school. More specifically, it was found that rural teachers had higher burnout than urban ones.

The reason for the result of present study may be because teachers in Myanmar were appointed based on the student-teacher ratio. This teacher recruitment policy was convenient in urban area. But, it had some limitations in rural areas. For example, classrooms in rural schools had to be allocated by subject streams even if the class size was relatively small. As a consequence, teachers who worked in rural areas may have higher workloads than urban ones. These causes seem to make rural teachers higher in their burnout. Therefore, the teachers recruitment policy should take into account not only student-teachers ratio but also other factors; such as number of classroom, number of subject streams, etc.

**Difference in Burnout of Teachers by Age.** To investigate difference in burnout of teachers by age, descriptive statistics and one way analysis of variance (ANOVA) were calculated. According to the results of mean comparison of burnout of teachers by age, teachers between the ages 20-30 was the highest (22.70) while those who above 50 ages was the least (18.57) in mean score for burnout of teachers. However, the result from ANOVA showed that there was no significant difference in burnout of teachers by age.

Teachers at schools have to do their responsibilities equally and have heavy workload equally. Therefore, all teachers may be have equal level of burnout.

**Relationship Between Teacher Self-Efficacy and Burnout of Teachers.** In order to find out the relationship between teacher self-efficacy and burnout of teachers, the Pearson Product-Moment Correlation was conducted. It was found that statistically significant negative correlation between teacher self-efficacy and burnout of teachers. So, it can be concluded that higher level of teacher self-efficacy of teachers possessed, the lower level of burnout they had.

In summary, burnout of teachers can be seen to have a negative impact on the education system. Teachers who experience burnout does not care about what they do, and their students make no progress in academic achievement. If burnout of teachers was ignored, education system will become serious. Thus, it is needed for every community to recognize and respond to this threat. To do this, expanding a comprehensive understanding of which factors may cause burnout will be needed. In this study, teacher self-efficacy was examined as the protective factor of burnout of teachers. As the result, a significant negative correlation between teacher self-efficacy and burnout of teachers was found. Moreover, the influencing factors (gender, location of school and teaching experience) of teacher self-efficacy and burnout of teachers were also found out.

Based on the results of this study, it is hoped the present study to be of assistance in building the teaching learning environment to which teachers with low level of burnout are contributing.

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