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## The Relationship between Teacher Burnout and Motivation

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### **Abstract:**

*This study looks at some significant variables in selected private high schools in relation to teacher burnout and motivation. The study is designed to address the problem, "To what extent does burnout relate to motivation of the teachers?" The study seeks to provide a better theoretical understanding of burnout in private schools in Cavite, Philippines. One of the elements that reduces burnout is motivation. The respondents were 155 teachers from private schools in the province of Cavite. The teachers responded to four instruments along with demographic variables. These were the Maslach Burnout Inventory, Porter Need Satisfaction Questionnaire, Myers-Briggs type Indicator and the Critical Thinking Appraisal,*

**Keywords:** *Burnout, depersonalization, emotional exhaustion, personal accomplishment, security, social aspects, esteem, autonomy, self-actualization and motivation*

### 1. Introduction

Teacher burnout is a problem that needs the attention of educational planners, academic institutional managers, educational policy makers, political and religious leaders who are directly or indirectly engaged in or associated with the establishment and running of schools to energize and maintain teachers' behaviors relevant in work settings. Teacher burnout as an educational concern refers to the loss of zeal or energy for teaching with feelings of unremitting and excessive emotional pressures as a result of feeling that his efforts and sacrifices exerted in the work are not appreciated and rewarded [2].

"Reference [5] indicated that teacher burnout also result from the feelings of frustrations and dissatisfaction hat tend to make the victims tired and more mentally fatigued so much that they feel depressed off and on the job". Teachers who are burnout complain of lack of security, social aspects, esteem, autonomy and self-actualization. He also found several personal variables which contribute to teacher burnout such as: age, sex, civil status, educational qualification, years of teaching experience, ability and personal type.

"Reference [1] found that the majority of vocational supervisors were experiencing high levels of burnout, emotional exhaustion, and depersonalization". Those who expressed greater job satisfaction and coping ability reported lower levels of burnout. "Reference [9] study on teacher burnout in Metro Manila schools revealed that burnout is already affecting the lives of secondary school teachers in Metro manila.

Since teachers are struggling to find job satisfaction through the fulfillment of their professional needs. "Reference [11] hypothesized that the inability to meet the needs is leading to burnout, which is a problem threatening to reach hurricane force if it continues unchecked".

#### 1.1. Statement of the Problem

This study sought to determine the extent to which burnout is affecting teachers, to examine systematically the effect of teacher motivation and personal variables on teacher burnout and to establish the concept of teacher burnout through factor analysis.

#### 1.2. Sub-Problems

To answer problem cited, answers to the following sub problems were sought:

- What is the level of teacher burnout in terms of: (a) emotional exhaustion, (b) depersonalization, and (c) reduced personal accomplishment?
- What is the motivation level of teachers in terms of: (a) security, (b) social, (c) esteem, (d) autonomy, and (e) self-actualization?
- Is motivation significantly related to personal variables such as: sex, age, civil status, educational qualification, and years of teaching experience, personality type and ability?
- Is teacher burnout significantly affected by motivational factors in terms of: (a) security, (b) social aspects, (c) esteem, (d) autonomy, and (e) self-actualization?
- Is teacher burnout as dependent variable significantly affected by overall motivation and personal variables such as: (a) sex, (b) age, (c) civil status, (d) educational qualification, (e) years of teaching experience, (f) personality type, and (g) ability as independent variables.

- What are the dimensions of burnout as extracted by factor analysis and to what extent do these dimensions account for teacher burnout?

### 1.3. Significance of the Study

Understanding teacher motivation and burnout on the part of the teachers school administrators and managers will be in itself a big leap towards the solution of the problem. It will elicit from all sectors of the school community and all educators in general, a genuine interest, collective effort, and sincere determination to help and to look for the best means and ways to tackle the aforesaid problem.

This study will help identify the significant correlation between teacher motivation and burnout among teachers. Hopefully, the teachers will themselves find means of being motivated to achieve a satisfying and fulfilling teaching career. The supporting personnel (guidance, practitioners such as counselors, personnel officers, etc.), can be better equipped in providing effective internal and external support through general coping approaches aimed at reducing or managing burnout.

The administrators and the school in general will be made aware of the possible need to evaluate existing policies on working conditions, environment, benefits, etc. Thus, they can elicit job efficiency and effectiveness from teachers.

### 1.4. Scope and Delimitation of the Study

The study tried to determine the effect of teacher motivation and personal variables on teacher burnout, of all the teachers in the selected private high schools in the province of Cavite for school year 1995-1996.

## 2. Literature Review

Burnout is considered a form of chronic stress. However, it is not a simple phenomenon with easily determined causes and solutions, it is not a simple unidimensional problem but rather a complex phenomenon which is deeply rooted in factors which are intrapsychic, interpersonal, occupational, organizational, historical and social in nature [5].

Burnout is conceptualized as a continuous variable which is neither absent nor present, but ranges from low to moderate and high degrees of experienced feelings [8]. The concept of burnout goes beyond focusing on specific stresses in the work place. It also implies total life and environmental pressures that affect individual's well-being [14]. The process of burnout is not inexorable; nevertheless, halting the process once it begins may be difficult. Burnout tends to be self-perpetuating inasmuch as exhaustion and withdrawal leads almost inevitably to even less success, which in turn leads to even greater withdrawal, and infinitum.

There are three prominent models that describe the progressive course of burnout; none is especially comprehensive or entirely satisfactory. "Reference [4] specifies four stages in the burnout process (1) enthusiasm (high hopes, high energy, unrealistic expectations; (2) frustration (feeling ineffective, resenting others, and beginning to experience emotional, physical and behavioral problems); (3) stagnation (still doing the job but putting greater emphasis on one's personal needs); and (4) apathy (doing the minimum work required, avoiding challenges)". "Reference [4] noted that no sharp line can be drawn between the stages of stagnation and frustration; nevertheless, his experience in working with burned-out teachers suggest that, more often than not, frustration precedes that loss of momentum and hope that they term stagnation". In addition, the lack of empirical support of this model and its the least common denominator approach limit its usefulness for understanding the process of burnout in any one professional group.

Teachers must be motivated to energize their behavior, and maintain behaviors relevant in work settings. In this study, teacher motivating factors will be considered along the following factors will be considered along the following factors: (a) security, (b) social aspect, (c) esteem, (d) autonomy, and self-actualization.

Security it is a driving force. Here, society provides reasonable safety through local and the national military. Poor pay for teachers is often offset by retirement package, medical benefits, and tenure. Social aspects it is a common variant of the ideological community is the notion of social support. Is defined as information leading the individual to believe he or she is cared for, loved, esteemed, and valued and belong to network of communication and mutual obligation [14]. Individuals with an effective social support system can marshal these resources to deal with stressful situations and dysphoric feelings.

Esteem relate to a person's desire to master his or her work; demonstrate competence and accomplishments; build a reputation as an outstanding performer; hold a position of prestige; and feel self-esteem.

Autonomy it is when teachers want to have the authority, control and influence. It is unlikely that efforts to grant teachers greater autonomy and decision-making powers will proceed without a good deal of confusion and strife [7]. Increased responsibility for an enticed, interesting job is also a motivating factor.

Self-actualization when all other needs have been adequately met, employees will become motivated by the need for self-actualization. They will look for meaning and personal growth in their work and will actively seek out new responsibilities. For some individuals, producing work of high quality may be a means for self-actualization, while for others, developing creative, useful ideas serve the same need.

## 3. Research Methodology

This study used a disruptive correlational design to examine the effect of teacher motivation and personal variables on teacher burnout, of all the teachers in the selected private high schools in the province of Cavite in the school year 1995-1996.

### 3.1. Population and Sample

The population sample of this study included high schools from randomly selected private secondary schools in Cavity province during the school year 1995-1996. Two hundred and seventy (270) questionnaires were distributed and only one hundred and fifty five (155) questionnaires were retrieved from the teachers in the selected private high school, which represents fifty-seven percent (57%) of the sample.

### 3.2. Profile of Respondents

There were more female than male they accounted for 81.3 percent on the total respondents with a frequency of 126. The highest age group was between 30 to 34 which accounted for 25.2 percent, followed by 25 to 29 which accounted for 22.6 percent.

On civil status married teachers accounted for 54.2 percent and single teachers accounted for 45.8 percent. On the educational attainment teachers with bachelor's degree accounted for 92.3 percent of the total respondents, with a frequency of 143. Teachers with teaching experience of 1 to 5 years accounted for 37.5 percent followed by 6 to 10 years which accounted for 33 percent.

Teachers with ability of 33 to 43 accounted for 39.3 percent of the total respondents. On personality type, judging accounted for .9 percent with a frequency of 147, followed by sensing with a frequency of 127 which accounted for .6 percent. Sensing teachers want to work with known facts than look for possibilities and relationship while, judging attitude means that teachers with relationship while, judging attitude means that teachers with such personality type like a planned decided, orderly way of life better than a flexible spontaneous way, and mostly they want to feel in control [5].

### 3.3. Instrumentation

The researcher used a standardized questionnaire based on the related literature and studies to measure the variables in the studies. Instruments contains items on:

Maslach Burnout Inventory (MBI), a five-point Likert scale was used and is composed of three sections, namely,

- The Emotional Exhaustion Subscale.
- The Depersonalization Subscale.
- The Personal Accomplishment Subscale.
- Porter Need Satisfaction Questionnaire (PNSQ)
- Myres-Briggs type Indicator
- The Critical Thinking Appraisal

### 3.4. Data Gathering Procedures

Administering of Questionnaires. The researcher sought permission from the principals to conduct her research in their schools. The written request was sent writing by the Dean of the Graduate school of University of the Philippines, on behalf of the researcher. Once permission was granted, the researcher visited the school in person in order to conduct the study.

Retrieval of Questionnaire. The researcher visited the schools concerned in order to be personally involved in the retrieval of the questionnaire for this study. Unit of Analysis. Analysis of data was done at teacher's level.

Data Analysis. Data was analyzed using statistical package for Social Science Software Program (SPSS). Sub problem 1 was analyzed using descriptive statistics like mean, standard deviation, frequencies, and percentages. For sub problem 2 to 4, the stepwise multiple regression analysis was used. For sub problem 5 factor analysis was used. The level of significance was set at 0.05.

### 3.5. Presentation, Analysis and Interpretation of Data

The data was analyzed using the means and SDs for question 1, stepwise method of the multiple regression analysis for question 2-4 and factor analysis for question of the SPSS/PC+ computer program for question 5.

Dimensions of burnout: (a) emotional exhaustion the mean was 3.30 and standard deviation .88, (b) depersonalization the was 2.66 and standard deviation .56, (c) personal accomplishment the was 3.04 and standard deviation .62, (d) overall burnout was 2.85 and standard deviation .56.

## 4. Findings

This section deals with the analysis and interpretation of data obtained from the retrieved questionnaires on this study.

### 4.1. Analysis and Interpretation

The overall burnout had a mean of 2.25 and the overall motivation had 3.42 mean. Teacher burnout had three dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment. Emotional exhaustion had a mean of 3:30, depersonalization had a mean of 2.66 and personal accomplishment had a mean of 2.55. The analysis shows that the teachers in this study were moderately affected in burnout, which means there is burnout and not so much it is still in its early stages this implies that there is a need to take control measures before this problem goes to an extent of no help.

This is true with the findings of [9] on teacher burnout in Metro Manila Schools which revealed that burnout was already affecting the lives of secondary school teachers in Metro Manila and their level of burnout was fairly moderate, and she recommended for immediate measures to be taken in order to prevent burnout in its early stages.

Motivation had five dimensions: security, social, esteem, autonomy had a mean of 3.31. Esteem had a mean of 3.83, autonomy had a mean of 3.45 and self-actualization had a mean of 3.58 and moderately affected in overall motivation with a mean of 3.42. The above analysis show that the teachers in this study were moderately affected in security, social aspects and autonomy and tend to be highly affected on esteem and self-actualization when controlling for motivation level of teachers. Which means that overall teacher motivation is still needed in order to avoid the early stages of burnout, emphasizing more on esteem and self-actualization.

"Reference [7] used Maslow's and Herzberg's hierarchies of needs, the author discussed some of the personal and job related factors which motivated teachers". He suggested that boards can motivate teachers and prevent burnout not by satisfying lower level security needs but by providing opportunities for responsibility, reward, and achievement. He suggested factors relating to teacher motivation and burnout which included: (1) a chance for advancement; (2) a sense of achievement; (3) recognition for a job well done; and (4) responsibility for job performance.

A process of SPSS program procedure were used to examine insignificance of each variable. The t ratio of each variable is not significant at the .05 level of significance. Also the F- ratio is .2522 greater than probability ratio of .05 level of significance. Therefore, there is no significant relationship between motivation and personal variables such as: sex. Age. Civil status, educational qualification, years of teaching experience, personality type and ability. Hence, the null hypothesis between each of these independent variables and the dependent variable is accepted.

These findings are contrary to the conceptual literature which says that motivation is significantly affected by the personal variables like age, sex, civil status, etc. which contributes to satisfaction for teachers. Women tend to be more satisfied than men, those less than twenty-nine or more than fifty years old, these less well educated, those who teach in elementary schools, and those who work with gifted children [6]. However, several studies have revealed inconsistencies between motivation and personal variables such as: age, sex, civil status, education attainment etc. [15].

Among the five motivation factors, only social aspects entered the multiple regression. This indicated that there is a relationship between social aspects and burnout. It shows an incremental R.02778 with a T ratio of 2.324 (sig T=.0214) which is significant at .05 level of significance. Thus, the null hypothesis that there is no significant relationship between teacher burnout and motivation is rejected. The independent variables which did not enter the regression analysis include security, esteem, autonomy and self-actualization. The independent variable social aspect was significantly and negatively related to burnout. A more common variant of the ideological community is the notion of social support. This concept was defined by reference [3] as information leading the individual to believe he or she is cared for, loved, esteemed, and valued and belongs to a network of communication and mutual obligation. Individuals with an effective social support system can marshal these resources to deal with stressful situations and dysphoric feelings. Support groups can be formal or informal and members can be drawn solely from the work environment or from a combination of work, social, and home environments. Groups may or may not elect to have a leader, some rotate to share information, provide emotional support and offer encouragement and advice to members.

Social aspects being negatively related to burnout means that the more social the teachers are the more burnout they become. The more they become affiliated with different activities and in different clubs the more they gain power and responsibilities, which tend to occupy most of their time because they want to do all their best and fulfill all the responsibilities within the limited time; but due to much responsibilities and pressure, they become emotionally and physically exhausted, which leads to teacher burnout.

Social support system consists of other people. It may become increasingly frustrating for the burned-out teaching professional to interact with staff of people who frequently complain about how the work conditions are some tire of this situation very quickly and void the other staff because they want an escape from the pressures. Talking about the problems over and over again during breaks never provides the professional with the brief escape hat which is so desperately needed [4].

The independent variables, like security, esteem, autonomy, and self-actualization which are not significantly related to their burnout have no effect. However, studies elsewhere have shown that security, esteem, autonomy and self-actualization, as factors of motivation, tend to contribute to less burnout and better performance in the teaching career [5]. Among the ten personal variables, only sex factor entered the multiple regression, and it indicated that there is a relationship between sex factor and burnout. An incremental R.02676 with a T ratio of -2.288 (sig T = .0235) which is significantly at .05 level of significance. The independent variables which did not enter the regression analysis include age, civil status, education attainment, teaching experience, critical thinking personality types 1 to 4. The null hypothesis that there is no significant relationship between teacher burnout and personal variable is rejected.

The independent variables, sex factor, being significantly related to burnout explains that women tend to be more burnout than male. Although there may be a current trend away from such occupations. "Reference [12] reported that most women workers are found in human service occupations such as nursing and teaching". It is commonly assumed that women are more attracted to health care and human services that are men. It is extension of the nurturing female role. What seems clear, however, is that those person's male or female who are sensitive and empathic enough to commit themselves to helping others are more inclined to experience distress upon witnessing the suffering of others. The characteristics that influence them to become human service professionals may be the same characteristics that render them vulnerable to burnout. If women have more of these characteristics than men do, then we would expect them to be more vulnerable to burnout than men are.

When professional women are compared with professional men, the former are often found to be at a disadvantage in relation to their work conditions. "Reference [14] found out that in comparison to professional men women were reported feeling that they had less freedom, autonomy, and influence in their work; less variety; less challenge; and less positive work environments". Women felt that they had fewer opportunities for self-expression and that they were less adequately compensated for their work. They were also exposed to more environmental pressures and were more inclined to overextend themselves in response to the demands of other people. These findings, plus research that showed women suffer from discrimination and harassment in male dominated professions, support the findings of greater burnout and tedium among the male.

The independent variables age, civil status, educational attainment, teaching experience, critical thinking, and personality types 1 to 4 which are not significantly related to their performance have no effect on burnout. However, studies elsewhere have shown that age, civil thinking, and personality types 1 to 4 as factors of personal variables tend to contribute to less burnout and better performance in the teaching career [5].

There are four burnout items loaded in factor one, item 20, 18, 19, and 12 are clustered together with factor loadings and commonalities and the items accounted for 29.3 percent. All these items falls under teachers' desire to have another job. "Reference [4] expressed their concern over teacher burnout syndrome that while excellent teachers enter the profession with enthusiasm they immediately desire to retire to some other jobs within a few years of employment". Four burnout items loaded in Factor two, items 8, 13, 7, and 6. The items are clustered together with factor loadings and commonalities and the items accounted for 10.6 percent. All these items fall under low teaching morale. "Reference [13] found that 49 percent of the teachers surveyed indicate that the teacher's morale towards teaching as a profession is becoming worse than ever before". As a result, the number of teachers decreased every year.

Three burnout items loaded in Factor three, items 1,4,2. All these items falls under emotional exhaustion. The items are clustered together with factor loading and commonalities and the items accounted for 7.8 percent. "Reference [13] states that burnout is characterized by feelings of being emotionally over extended and exhausted by one's work and a feeling that they are no longer able to give of themselves as in the past". Emotional exhaustion does not merely involve physical fatigue, but more of emotional, attitudinal and behavioral demoralization of an individual teacher.

There are four burnout items loaded in Factor four, items 10, 17, 25, and 3. They fall under low self-esteem. The items are clustered together with factor loading and commonalities and the items accounted for 6.8 percent. Teachers may feel that their lives has completely gotten out of their control, so that questions of personal competency and self-esteem may begin to haunt them. These teachers may question whether they are sufficiently likable of caring or patient enough human beings. As a result of stress or burnout, these teachers pull back from work or become aware of their covert disparagement of students, they may experience guilt over the failure of their efforts or their repudiation of their ideals and values [5].

Five burnout items loaded in factor five, items 22, 23, 24, 5 and 15. All these items fall under depersonalization. The items are clustered together with factor loading and commonalities and the items accounted for 4.9 percent. Depersonalization refers to dehumanization wherein the individual develops negatively, cynical attitudes towards other people. It is a feeling of negative and impersonal response towards recipients of one's service. Care treatment or instruction [5].

There are three burnout items loaded in factor six, item 11, 14 and 16. The items fall under personal accomplishment. The items are clustered together with factor loading and commonalities and the items accounted for 4.6 percent. It showed all the items which were clustered together and the same factors had something in common. Factor six items fall under personal accomplishment. According to reference [5] it is a tendency for workers to evaluate themselves negatively, particularly with regard to their clients. Workers themselves experiencing this phase of burnout are not happy with their jobs. They feel that they are dissatisfied with their competence and accomplishments on the job. The teacher loses his motivation, withdraws himself and refrains from expressing himself in a more creative way.

## 5. Conclusion

After completing the study, the researcher came up with the following findings:

The level of teacher burnout and motivation is as follows:

### 5.1. Burnout

- Teachers tend to be moderate in emotional exhaustion, personal accomplishment, depersonalization, and in overall burnout.

### 5.2. Motivation

- Teachers tend to be moderate in security, social aspect, autonomy and overall motivation.
- Teachers tend to be highly affected on esteem and self-actualization.
- There is no significant relationship between teacher's motivation and personal variables such as: sex, age, civil status, educational qualification, years of teaching experience, personality and ability.
- Only the social aspects were significantly and negatively related to teacher burnout.
- Overall motivational factors do not affect burnout. Of the personal variables only sex had an effect on burnout. Specifically. Women tend to be more burnout.

- Factor analysis group teacher's burnout into six dimensions. These are: (a) teachers' desire to have another job, (b) teaching morale, (c) emotional exhaustion, (d) self-esteem, (e) depersonalization, and (f) personal accomplishment.

Based on the findings of this study the following conclusions were made:

- Teachers tend to be moderate in overall burnout and in its dimensions and on motivation factors teachers tend to be moderate in overall motivation and in some factors such as: security, social aspects and autonomy and they tend to be highly affected on esteem and self-actualization.
- Social aspect negatively influence teachers burnout and women tend to be more burnout than men.
- Teacher's burnout tend to have six dimensions. These are: (a) teachers desire to have another job, (b) teaching morale, (c) emotional exhaustion, (d) self-esteem, (e) depersonalization, and (f) personal accomplishment.

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