

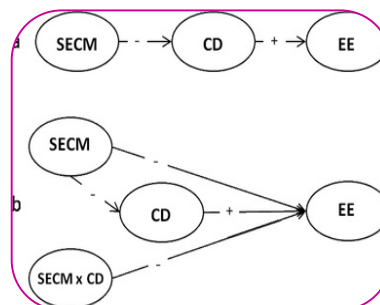


"THE ROLE OF CLASSROOM MANAGEMENT EFFICACY IN PREDICTING DIRECTOR BURNOUT"

Kum. G. G. Danappanavar¹ and Prof. N. Chandrappa²

¹Research Scholar , DOS in Physical Education and Sports Sciences A W University Vijayapura.

²Research Guide , DOS in Physical Education and Sports Sciences A W University Vijayapura.



ABSTRACT

The purpose of this study was to examine to what extent classroom management efficacy, marital status, gender, and teaching experience predict burnout among degree college directors. Participants of this study were 523 (345 female, 178 male) director who completed inventories. The results of multiple regression analysis indicated that three dimensions of director burnout (Emotional Exhaustion, Depersonalization, Personal Accomplishment) were affected differently from four predictor variables. Findings indicated that for the emotional exhaustion, classroom management efficacy, marital status and teaching experience; for depersonalization dimension, classroom management efficacy and marital status and finally for the personal accomplishment dimension, classroom management efficacy, gender, and teaching experience were significant predictors.

KEYWORDS: Classroom management efficacy, director burnout.

INTRODUCTION

The concept of burnout that was emerged in the early 1970's has been defined in various ways. For example, Gold and Bachelor defined burnout as "a function of the many stresses felt by individuals in both their social life and their work experiences". Eel witch and Brodsky defined burnout as a progressive loss of idealism, energy, purpose and concern as a result of work. Burnout has also 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" p.347. When teachers are concerned burnout was experienced as feelings of powerlessness in attempt to educate students and make college pleasant for students, lack of enthusiasm to prepare lessons, difficulty in motivating themselves to come to work, loss of energy, loss of memory and lack of interest in the subject.

Directors compared to other professionals, such as mental and physical health professionals, appear to be at high risk of burnout. Support for this assumption comes from the research studies. A study carried out in Europe for example, indicated that 60- 70 % of the director are under frequent stress and approximately 30 % of the director have symptoms of burnout. Research findings indicated that burnout has negative impact on physical as well as psychological health. For. Özdemir is Ph.D. student in the Educational Psychology Department, University of Bijapur. instance, Archibald, Azoic, Calf, Julian, Latham and White found significant correlations between levels of emotional exhaustion, personal accomplishment, and symptoms of stress-related illness. As well as its damaging effects on the physical and emotional functioning, director burnout also affects teaching, commitment to teaching profession and leads to negative interpretation of student behavior.

CAUSES OF TEACHER BURNOUT

Several personal and situational variables have been regarded as potential critical factors in burnout. Personal factors include: demographic characteristics, psychological traits and motivational factors

With respect to demographic characteristics, research findings indicated that younger director report higher levels of burnout than do older director. Similarly, burnout is found to be less likely for director with very little and quite extensive (more than twenty four years) experience [and director at risk for burnout were those at a certain age levee. Furthermore, there are some studies indicating depersonalization does not differ as a function of teaching experience. Regarding gender male director found to be more burned out than female director and also had higher scores than women on emotional exhaustion and depersonalization dimensions of burnout. However, several researchers did not find significant relationship between gender and three measures of burnout. With respect to marriage, married people found to have lower emotional exhaustion and depersonalization scores than single or divorced people. But there are some studies reporting no statistically significant relationship between burnout and marital status of teachers. Because research findings related to demographic characteristics have been inconsistent these demographic factors were included in this study.

II. METHOD

A. Participants

A total of 300 director from degree were asked to fill out measures. Of the 300 directors, 523 directors (345 females, 178 males) completed the measures. Return rate was 75 %. The mean age of director was 38.15(SD=6.95). Sixty six percent were women and 34 % wiremen. Eighty three percent were married and remaining 17 %were single. In addition, director' mean years of experience was 13.77 (SD=7.60). The participants were selected from only Anaya providence which serves low class to middleclass SES in order to control the SES levels of students which is expected to contribute to director burnout. In these college majority of students come from middle-class homes. The college better performing college within the public system. In addition, degree college director were selected because burnout is found to be prevalent in degree college director.

B. Measures

Demographic data form

Demographic data were obtained from author constructed form included questions about gender, experience and marital status.

Malachi Burnout Inventory (MBI)

In this study burnout was assessed with the Turkish version of the Maslach Burnout Inventory. Similar to the original version of the inventory the Turkish version also contains three subscales (emotional exhaustion, depersonalization and personal accomplishment) and 22 items. MBI yields three separate scores for each subscales; the higher the score on the emotional exhaustion and depersonalization subscales, the higher the level of burnout. The personal accomplishment subscale was scored in the opposite direction so that the lower the score, the higher the level of burnout. Chronbach's alphas representing the internal consistency of the subscales were 0.83(Emotionalexhaustion) 0.71(Depersonalization) and 0.72 (Personalaccomplishment). Test-retest reliability for emotional exhaustion is .83, for depersonalization is .72, and for personal accomplishment is .67. In the present study, internal consistency of teacher version of MBI was estimated by Chronbach's alpha. The reliability coefficients for subscales were as follows .81 for emotional exhaustion; .66for depersonalization; .77 for personal accomplishment. The seresult indicated that MBI has high internal consistency.

Table 1
Means and standard deviations of burnout sub-scales as function of marital status and gender.

	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
Predictors	M	SD	M	SD	M	SD
Marital Status						
Single	22.60	5.96	9.05	3.34	31.70	4.12
Married	20.31	5.89	7.68	2.77	32.12	4.20
Gender						
Female	20.71	6.00	7.81	2.77	31.79	4.19
Male	20.62	5.87	8.08	2.88	32.56	4.15

Directors Efficacy in Classroom Management and Discipline Inventory

Directors Efficacy in Classroom Management and Discipline scale which was originally developed by Emmer and Hickman have three subscales; Classroom Management and Discipline, External Influence, and Personal Teaching Efficacy.

The Emmer and Hickman questionnaire was adapted to Turkish by Yerin Güneri, Bulut and Özdemir. Similar to the original English version, Turkish version of the scale has three subscales. The first subscale is Classroom Management and Discipline contains 24 items. The second subscale is External influence and includes 19 items. The third subscale Teaching Efficacy consists of 11 items.

In the present study, Classroom Management and Discipline Efficacy subscale of Director Efficacy in Classroom Management and Discipline Inventory was used to gather data on classroom management efficacy as proposed by Yerin Güneri, Bulut and Özdemir. This scale includes 24 items measured on a 5-point liker scale ranging from strongly agree/ and Discipline Efficacy.

RESULTS AND DISCUSSION

In this study, multiple regression analyses were used to evaluate four sets of predictor variables (perceived self-efficacy in classroom management, marital status, gender, and experience) upon the three criterion variables: emotional exhaustion, depersonalization, and personal accomplishment. The four sets of predictor variables were treated as unordered sets, thus the goal of the study was to examine predictive power of each set of predictors, incremental power of each sets of predictors and predictive validity of all sets in combination. Among the independent variable sets; gender, marital status were dummy coded into two (i.e. k-1) variables prior to their entry. Other sets of independent variables: experience, and classroom management efficacy were quantitative variables. Scale: Cronbach alpha values indicated satisfactory reliability.

DISCUSSION

The results of the study indicated that classroom management efficacy, marital status and experience can be considered as significant predictors of emotional exhaustion dimension of burnout. In other words, classroom management efficacy, marital status and experience may simultaneously affect emotional exhaustion scores of teachers. Looking at the mean emotional exhaustion scores as a function of marital status, the negative correlation between emotional exhaustion and classroom management efficacy and positive correlation between emotional exhaustion and experience can be seen. It can be concluded that teachers who are single, who doubt about their classroom management efficacy, who inexperienced tend to experience more emotional exhaustion or vice versa.

REFERENCES

- [1] Gold, Y., & Bachelor, P. (2001). Signs of burnout are evident for practice teachers during the teacher training period. *Education*, vol.108,no. 4, pp. 546-555.
- [2] Edelwich, J., & Brodsky, A. (1980). *Burnout: stages of disillusionment in the helping profession*. New York: Human Sciences
- [3] Maslach, C., & Leiter, M.P. (1997). *The truth about burnout. How organizations cause personal stress and what to do about it*. Jossey-Bass publishers. San Francisco.
- [4] Bryne, J.J. (1998). Teachers as hunger artists: Burnout: Its causes, effects, and remedies. *Contemporary Education*, vol. 69, no. 2, pp. 86-92.
- [5] Rudow, B. (1999). Stress and burnout in the teaching profession: European studies, issues, and research perspectives. In R. Vandenberghe & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. New York: Cambridge University Press, pp. 38- 58.