

Relationship of Burnout of Upper Primary School Teachers with Locus of Control

POONAM*
ANURADHA**

Abstract

This study describes relationship of Burnout with Locus of Control. The study was conducted among upper primary teachers of North-West District of Delhi, which includes 7 Government and 7 private schools of the same area. The numbers of the respondents were 140. The findings revealed that there is a significant relationship between Burnout and Locus of Control of upper primary teachers teaching in Government schools. There is a negative relationship between Burnout and Locus of Control. It means that the teachers having high Burnout Level have an Internal Locus of Control and the teachers having low Burnout level have an External Locus of Control. On the other hand, private schools showed no significant relationship of Burnout with Locus of Control of upper primary teachers teaching in North-West District of Delhi. In terms of Government and private schools, altogether, there is no significant relationship between Burnout and Locus of Control of upper primary teachers teaching in North-West District of Delhi. The Pearson Correlation - Mean, standard deviation and Sig (2 tailed) was applied for statistical analysis by using Statistical Package for Social Sciences (SPSS) to find the relationship of Burnout with Locus of Control.

INTRODUCTION

The first image that comes to mind on thinking of teachers is that of the classroom teachers, as an instructional input, custodian

of knowledge and so on. In this concern, (Kauts and Saroj, 2010) in their work emphasis on the teacher effectiveness and occupational stress. They have described twenty-

* Assistant Professor, Department of Education, Maharaja Surajmal Institute, Delhi

** Research Scholar, School of Education, IGNOU, New Delhi

first century as a century of stress and strain. Since, perception towards education has changed and it is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people. They have also mentioned that education is an important key for the development of overall development of a child. To achieve objectives of education teachers play an important role. Teachers have to perform lots of functions or we can say teachers are the multitasking human resource. The traditional role of teachers has changed drastically with the advent to new phases of education.

All the above-mentioned tasks and responsibilities are not an easy task for a teacher to fulfil the expectations of the society. Such overload of work leads him or her/him to the state of 'Burnout'.

Sometimes, in our life, we all face high level of exhaustion and diminished interest, which leads to increasingly helplessness and hopelessness. All these are known as the symptoms of psychological term called "Burnout". The phenomenon of burnout is mostly observed by the western world. Over the years, however, the definitions of burnout varied but its result remain same in form of anxiety, loss of energy and concern. etc. (Fredudenberg. 1974) was the first who characterise burnout as a feeling of failure and being worn out. After that, lot of books, journal articles and dissertations have been written on

the subject. Some people define it as a progressive loss of idealism, energy, purpose and concern as a result of work (Edelwich and Brodsky, 1981), as a syndrome of emotional exhaustion, depersonalisation, and reduce accomplishment which is a special risk for individuals who work with other people in some capacity (Maslach and Collins, 1997).

(Shukla and Trivedi, 2008) have studied burnout with special reference to Indian Teachers. In his works they has mentioned the three stages of teacher burnout that are loss of enthusiasm, frustration and alienation with special reference to (Clouse and Whiterkar, 1981). They also quote (Maslach and Collins, 1977) who state that, "a worker becomes a petty bureaucrat, going strictly by the book and viewing clients as cases, rather than as people" (p. 12).

(Toppo and Manjhi, 2011) in their paper focused on the burnout study of para-teachers in India. Their study proved that due to inequity in payment, position and job conditions the para teachers experienced burnout.

A theory used in personality psychology known as Locus of Control refers to causation as perceived by individuals in response to personal outcomes or other events. This theory was developed by Julian B. Rotter in 1954, and become an important aspect of personality studies. The term Locus is derived from that Latin work which stands for "place

or location". Locus of control has two aspects — one is internal and second is external. People having internal locus of control never blame others for their failure. They always try to find out what happened to them at, that time which leads her or him to the failure. On the other hand, people having external locus of control always blame others for their failure. They believe that they are alone in this world and everyone is pointing out her or him.

In the case of Locus of Control, all the researchers, by defining the term, moved around the two pillars of Locus of Control, i.e., Internal and External Locus of Control. (Nowotwiak, 2005) in their work mentioned that locus of control is based on the three properties: properties of attributions, along with stability and controllability. (Flowers et.al., 2003) found relationship between levels of locus of control and educational aspirations. (Scheck and Rhodes, 1980) claimed that to select teachers and of students for teacher training programmes, internal-external control is an important factor. On the other hand, (Igbenghu and Popoola, 2011) found a significant inverse relationship between work locus of control and organisational commitment.

Works on relationship between locus of control and burnout has again a vast area in western world. Where people like (Sunbul, 2003) and (Bevis, 2008) saw teacher's burnout relating to the different aspects of locus of control like job satisfaction,

etc. (Schmitz et.al., 2000) in concern to hospital staff nurses evaluated the effects of locus of control and work related stress on burnout. On the other hand, such kind of works, in Indian context, is limited to 2 or 3 readings. Among them, (Srivastava, 2011) found that Managers having internal locus of control are more satisfied with their jobs, therefore they are more committed towards their organisation. (Padayachee, 1992) in his work gained an overall estimate of the incidence of self-reported burnout among Indian secondary school teachers.

STATEMENT OF THE STUDY

The problem selected for the present investigation is, "To Study the Relationship of Extent of Burnout and Locus of Control of Upper Primary School Teachers teaching in North-West District of Delhi."

Objectives of the study

- To study the relationship of extent of burnout and locus of control of upper primary teachers teaching in government schools in North-West District of Delhi.
- To study the relationship of extent of burnout and locus of control of upper primary teachers teaching in private schools in North-West District of Delhi.
- To study the relationship of extent of burnout and locus of control of upper primary teachers teaching in government and private schools in North-West District of Delhi.

HYPOTHESES

- There is no significant relationship between burnout and locus of control of upper primary teachers teaching in government schools in North-West District of Delhi.
- There is no significant relationship between burnout and locus of control of upper primary teachers teaching in private schools in North-West District of Delhi.
- There is no significant relationship between burnout and locus of control of upper primary teachers teaching in government and private schools in North-West District of Delhi.

Statistical Techniques

Pearson Correlation was used.

TOOLS AND TECHNIQUES

Maslach Burnout Inventory — Educators Survey

Maslach Burnout Inventory Educators Survey (MBI-ES). To assess levels of burnout among the respondents, the Maslach Burnout Inventory Educators Survey (Maslach, Jackson, and Schwab, 1986) was administered in a questionnaire. The MBI-ES is designed to measure an educator's perceived levels of emotional exhaustion and fatigue, negative attitudes toward students, and feelings of personal accomplishment on the job. Specifically, the MBI-ES consists of 22 items that are divided into three sub-scales (emotional

exhaustion, depersonalisation, and personal accomplishment) that reflect aspects of the burnout syndrome. Individuals are required to respond to each item by indicating the frequency in which they experience the feelings described in the items from a Likert-type scale ranging from zero (never) to six (every day).

Rotter's Locus of Control Scale

Locus of control assessed by Rotter's Locus of Control Scale prepared by Dr. Anand Kumar and Dr. Satyendar Nath Srivastava. The scale had 29 items and each item had two parts, that is, A and B. The subject had to tick either A and B according to her or his choice. There were 6 filler items, namely, 1, 8, 14, 19, 24 and 27 which were not scored. For the item numbers 2, 6, 7, 9, 16, 17, 18, 20, 21, 23, 25 and 29, one point was given to those subjects who tick "A" part. For item numbers 3, 4, 5, 10, 11, 12, 13, 15, 22, 26 and 28, one point was given to those subjects who tick "B" part. High score indicates external locus of control on internal-external dimension of the scale. The maximum possible score on Rotter's Locus of Control Scale is 23 and minimum being 0.

DATA ANALYSIS AND INTERPRETATION

In pursuance of objectives mean scores and standard deviation of burnout and locus of control have been computed for upper primary teachers teaching in North-West

District of Delhi. The Government and private schools have been selected for the collection of data. The objectives of the study and their corresponding hypotheses are presented first. These are followed by the analysis of data and the results. The results are presented in tabular form, which are followed by the hypotheses and are retained or rejected. This objective has been studied by computing the Pearson Correlation on Locus of Control and Burnout.

1. Relationship of Burnout and Locus of Control of Upper Primary Teachers Teaching in Government schools in North-West District of Delhi

In order to achieve objective 1—“To study the relationship of extent of burnout and locus of control in Government schools”—the following null hypothesis was formulated “There is no significant relationship between burnout and locus of control in Government

schools”. Mean scores and standard deviation of burnout and locus of control have been computed for teachers teaching in North-West District of Delhi. The calculated values of burnout with locus of control are shown in Table 1.

Table 1 indicates that the Pearson Correlation between Locus of Control and Burnout is $-.252^*$. Thus, it can be inferred that there is a negative significant relationship between locus of control and burnout among teachers teaching in North-West District of Delhi of Government schools. It means that teachers having low level of burnout have an external locus of control i.e., they blame others for their failure. Whereas teachers having high level of burnout have an internal locus of control i.e., they feel responsible for their own success or failure. Therefore, corresponding hypothesis is rejected and reframed as “There is a significant relationship between burnout and locus of control of upper primary teachers teaching in Government schools”.

Table 1

Relationship of burnout and locus of control of upper primary teachers teaching in Government schools in North-West District of Delhi

Variables	Number of Teachers	Mean	Standard Deviation	Pearson Correlation	Sig 2 tailed
Locus of Control	64	8.80	3.814	-.252*	.044
Burnout		72.55	15.483		

*Significant at .05 level

2. Relationship of Burnout and Locus of Control of Upper Primary Teachers Teaching in Government and Private Schools in North-West District of Delhi

In order to achieve objective 2—“To study the relationship of extent of burnout and locus of control in private schools”—the following null hypothesis was formulated “There is no significant relationship between burnout and locus of control in private schools”. Mean scores and standard deviation of burnout and locus of control have been computed for teachers teaching in North-West District of Delhi. The calculated values of burnout with locus of control are shown in Table 2.

therefore, corresponding hypothesis is retained. Hence, there is no significant relationship between burnout and locus of control in private schools in North-West District of Delhi.

3. Relationship of Burnout and Locus of Control of Upper Primary Teachers Teaching in Government and Private Schools in North-West District of Delhi

In order to achieve objective 3— “To study the relationship of extent of burnout and locus of control of all teachers teaching in Government and private schools in North-West District of Delhi”— the following null hypothesis was formulated—“There is no significant relationship between

Table 2

Relationship of burnout and locus of control of upper primary teachers teaching in private schools in North-West District of Delhi

<i>Variables</i>	<i>Number of Teachers</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Pearson Correlation</i>	<i>Sig 2 tailed</i>
Locus of Control	76	8.92	3.989	-.044NS	.709
Burnout		63.03	19.571		

NS= Not Significant

Table 2 indicates that the Pearson Correlation between Locus of Control and Burnout is -.44NS. Thus, it can be inferred that there is no significant relationship between locus of control and burnout among teachers teaching in North-West District of Delhi of private schools,

burnout and locus of control of all teachers teaching in Government and private schools”. Mean scores and standard deviation of burnout and locus of control have been computed for teachers teaching in North-West District of Delhi. The calculated values of burnout with locus of control are shown in Table 3.

Table 3

Relationship of burnout and locus of control of upper primary teachers teaching in Government and private schools in North-West District of Delhi

<i>Variables</i>	<i>Number of Teachers</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Pearson Correlation</i>	<i>Sig 2 tailed</i>
Locus of Control	140	8.86	3.897	-.124NS	.145
Burnout		67.38	18.384		

NS= Not Significant

Table 3 indicates that the Pearson Correlation between locus of control and burnout is -0.124 NS. Thus, it can be inferred that there is no significant relationship between Locus of Control and Burnout among teachers teaching in North-West District of Delhi, therefore, corresponding hypothesis is retained. Hence, there is no significant relationship between Burnout and locus of control of teachers in teaching in Government and private schools, together, in North-West District of Delhi.

CONCLUSION

The study found that there is a significant relationship between burnout and locus of control of upper primary teachers teaching in Government Schools in North-West District of Delhi. There is a negative relationship between burnout and locus of control. It means that the teachers having high burnout level have an internal locus of control and the teachers having low burnout level have an external locus of control. On the other hand, private schools

showed no significant relationship of burnout with locus of control of upper primary teachers teaching in North-West district of Delhi. In terms of Government and private schools, altogether, there is no significant relationship between burnout and locus of control of upper primary teachers teaching in North-West District of Delhi.

Findings contradict (Bevis's, 2008) work where he found moderate correlation between the Rotter IE Scale, which measures locus of control, and the teacher burnout scale. Whereas, present study shows that there is a negative relationship between burnout and locus of control. These findings contradict (Schmitz et.al., 2000), where results support the hypothesised model and suggest greater work-related stress and burnout would be associated with poorer locus of control in nurses. The findings supported the notion that perceived degree of control is instrumental in enabling nurses to cope with stress and burnout. (Srivastava, 2011) contradicts the findings where the outcome derived

from their study do suggests that job burnout has a negative and significant impact on managerial effectiveness. (Padayachee, 1992) contradicts the findings and found no relationship between the personality construct of locus of control and burnout.

REFERENCES

- BAKKER, A. B. 2000. Burnout contagion processes among teachers. *Journal of Applied Social Psychology*, Vol 30 (11); Nov. pp 2289-2308.
- BEVIS, A. K. 2008. *Teacher burnout: Locus of control and its correlation to teacher burnout and job satisfaction*. Thesis submitted to The Graduate College of Marshall University.
- BOMS, S. 2009. Burnout (Illustration by Kevin Cornell) May 26, 2009 State of the web. A list Apart: Articles: Burnout. Issue No. 284. Retrieved from <http://www.alistapart.com/articles/bunrout/> ISSN: 1534-0295 copyright @ 1998-2012 A List Apart Magazine and the authors.
- CLOUSE AND WHITERKAR. 1981. Quoted in SHUKLA, A. and TRIVEDI, T. 2008. Burnout in Indian Teachers - *Asia Pacific Education Review*, v9 n3 p320-334 2008.
- EDELEWICH, J. AND A. BRODSKY. 1981. *Burnout: Stages of disillusionment in the helping professions*. Human Sciences Press, U.S.
- FLOWERS, L. A., H. R. MILINER AND J. L. MORRE. 2003. Effects of Locus of Control on African American high school seniors' educational aspiration: Implications for Pre-service and In-service high school teachers and counselors. *The High School Journal*, Vol 87(1), Oct-Nov, 2003, Special issue: Addressing the needs of multicultural populations in educational setting: Implications for teachers and counselors. Pp. 39-50.
- FREUDENBERGER, H.J. 1974. Staff burn-out. *Journal of social issues*, 30(1), 159-165.
- IGBENGHU, I. B. AND O.S. POPOOLA. 2011. Influence of Locus of Control and Job Satisfaction on organisational commitment: A Study of Medical Records Personnel in University Teaching Hospitals in Nigeria. *Library Philosophy and Practice 2011*. ISSN 1522-0222.
- KAUTS, A. AND R. SAROJ. 2010. Study of teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage. *Journal of History and Social Sciences*. Volume: I, Issue: I, July-December.
- KUMAR, A. AND S.N. SRIVASTAV. 1986. "Manual for Rotter's Locus of Control Scale", Kumar Publication, Varansi. P.1-8.
- LEITER, M.P. AND C. MASLACH. 1997. *The truth about burnout: How organizations cause personal stress and what to do about it*. San Francisco, CA: Jossey-Bass.
- MAHAJAN, N. AND J. KAUR. 2012. Relationship between Locus of Control of College Teachers and their job satisfaction. *International Journal of Applied Psychology 2012*, 2(5): 98-103 DOI: 10.5923/j.ijap.20120205.04.
- MASLACH AND COLLINS. 1977. Quoted in SHUKLA, A. and TRIVEDI, T. 2008. Burnout in Indian Teachers - *Asia Pacific Education Review*, v9 n3 p320-334 2008.
- MASLACH, C., S.E. JACKSON AND R.L. SCHWAB. 1986. *Maslach Burnout Inventory-Educators Survey (MBI-ES)*. Mountain View, CA: CPP. Inc.

- MURTHY, S. R. 2009. Understanding Burnout. *Indian J Psychiatry*, 2009 Apr-June; 51 (2): 165-166.
- NOWOTNIAK, P. 2005. *Relationship between supervisor locus of Control and Employee Satisfaction in a Residential Care Facility*. International Handbook of Research on Teachers and Teaching. Part One.
- PADAYACHEE, P. G. 1992. *Self-Reported burnout among secondary Indian School Teachers: - Role Related variables and Locus of Control*. University of Durban-Westville.
- SCHAUFELI, B. W., C. MASLACH AND T. MAREK. 1993. *Professional burnout: Recent developments in theory and research*. Chapter 1- Historical and conceptual development of Burnout. CRC Press.
- SCHECK, D. C. AND G. A. RHODES. 1980. The relationship between junior high school teachers' rated competence and locus of control. *Journal Article – Education*, Vol. 100 N-3, p.p243-248.
- SCHMITZ, N., W. NEUMANN, AND R. OPPERMANN. 2000. Stress, Burnout and locus of control in German Nurses. *International Journal of Nursing Studies*. 84 (2), 248.
- SHUKLA, A. AND T. TRIVEDI. 2008. Burnout in Indian Teachers- *Asia Pacific Education Review*, Vol.9, N-3, pp.320-334.
- SRIVASTAVA, S. 2011. Job burnout and managerial effectiveness relationship: Moderating effects of locus of control and perceived organizational support: An empirical study on Indian managers. *Asian Journal of Management Research*. Vol. 2 Issue 1, 2011.
- SUNBUL, A. M. 2003. An analysis of relations among locus of control, Burnout and job satisfaction in Turkish high school teachers. *Australian Journal of Education*. April 2003. Vol. 47 no. 1 58-72.
- TOPPO, R. M. AND G. MANJHI. 2011. Burnout among Para-teachers in India. *MPRA (Munich Personal RePEc Archive)* Paper No. 43507 posted 5. January 2013 20:52 UTC.
- WAUGH, C.K. AND M.R. JUDD. 2003. Trainer Burnout: The Syndrome Explored. *Journal of Career and Technical Education*, 19(2), 47-57.

Websites used:

1. www.languageinindia.com-14.08.2013
2. Opensie.lib.siu.edu/.../viewcontent.cgi?..20.08.2013.
3. www.mindtools.com/pages/article/newCDV_90.htm- 20.08.2013
4. www.ncbi.nlm.nih.gov/.../articles/...- 25.08.2013
5. www.alistapart.com/articles/burnout/-28.08.13
6. [en.wikipedia.org/wiki/Burnout_\(psychology\)](http://en.wikipedia.org/wiki/Burnout_(psychology))-03.09.2013
7. [Http://hdl.handle.net//0413/2839](http://hdl.handle.net//0413/2839)- 06.09.2013
8. <http://mpra.ub.uni-muenchen.de/43507/>-12.09.2013
9. ipublishing.co.in/.../EIJMRS2029.p...-20.09.2013
10. www.iacp.in/.../impactoflocusofcontrol.-23.09.2013
11. ibcs.ac.in/madhuchanda_mohanty.php- 25.09.2013
12. scholar.lib.vt.edu/ejournals/.../Waugh.pdf.-28.09.2013
13. en.wikipedia.org/wiki/Locus_of_control- 02.10.13