



BURNOUT OF SECONDARY SCHOOL STUDENTS IN RELATION TO SELF CONFIDENCE

Harmeet Kaur

Assistant Professor, Sri Guru Gobind Singh College of Education Beghpur Kamloh,
Mukerian

Abstract

This paper highlighted Burnout of secondary school students in relation to Self confidence. Sample of the study consists of 200 teachers of urban Government Secondary Schools of Hoshiarpur District. Maslach burnout inventory (Form Ed) by Maslach and Jackson (1986) was used to collect data of burnout, Self-Confidence Inventory (ASCI) by Agnihotri (1987) were used to collect data. The results of the study showed that there is significant relation between burnout and self-confidence of secondary school teachers of urban areas.

Keywords: Burnout, self-confidence, urban secondary school teachers.



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Burn Out

Silverstein (1982) said burnout is a process whereby committed professional disengages from work in response to job stress.

Cunningham (1983) considered burnout as a syndrome resulting from prolonged stress, primarily characterized by physical, emotional and attitudinal exhaustion.

According to Maslach, Schaufeli and Leiter (2001) burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy.

Dyrbye, West and Shanafelt (2009) burnout is a complex, continuous, and heterogeneous construct that manifests itself differently in different individuals. Emotional exhaustion, depersonalization, and inefficacy are symptoms of the syndrome.

Self-confidence

According to Basavanna (1975), "In general terms self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things all right". Self-confidence is a term used to describe how secure a person is in their own decisions and actions. This can be applied generally or to specific situations or tasks.

Lenney (1997) reported that self-confidence depends upon the achievement situation as well as on the nature of task and in particular on the availability of unambiguous information concerning the individual’s ability on a specific task.

According to Oxford Advanced Learner’s Dictionary (2000) confidence is “a belief in your own ability to do things and be successful”.

Self-confidence is a positive attitude of oneself towards one’s self-concept. It is an attribute of perceived ability. It refers to a person’s perceived ability to tackle situation successfully without leaning on others and to have a positive self-evaluation.

Objectives

To investigate the significance of relationship between burnout(dimension wise) of secondary school teachers of urban areas in relation to self-confidence

Hypothesis

There will be no significant relationship between burnout (dimension wise) of secondary school teachers of urban areas in relation to self-confidence

Sample

Sample of the study consists of 200 teachers of urban Government Secondary Schools of Hoshiarpur District. Sample is selected by the technique of random sampling.

Tools Used

Burnout inventory (Form Ed) by Maslach and Jackson (1986)

Self-Confidence Inventory (ASCI) by Agnihotri (1987)

Results and Discussions

Table 1 Relation of burnout and self-confidence of secondary school teachers of urban area (N=200)

Variables	r
Emotional exhaustion dimension of burnout and self-confidence	-0.175**
Depersonalization dimension of burnout and self-confidence	-0.145**
Personal accomplishment dimension of burnout and self-confidence	0.176**

**Significant at 0.05 level of significance*

*** Significant at 0.01 level of significance*

Table1 shows that for secondary school teachers of urban areas value of correlation between emotional exhaustion dimension of burnout and self-confidence is -0.175 which is significant at 0.01 level of significance. The value of correlation between depersonalization dimension of burnout and self-confidence is -0.145 which is significant

at 0.01 level of significance. The value of correlation between personal accomplishment dimension of burnout and self-confidence is 0.176 which is also significant at 0.01 level of significance. This leads to the rejection of hypothesis which states that “There will be no significant relation between burnout and self-confidence of secondary school teachers of urban areas.” It is depicted from the results that there is significant relation between burnout and self-confidence of secondary school teachers of urban areas. Emotional exhaustion and depersonalization dimensions of burnout thus have significant negative correlation with self-confidence whereas personal accomplishment the third dimension of burnout has significant positive correlation with self-confidence.

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