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Educational Sciences
"Ovidius" University
of Constanta, Romania



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The relationship between burnout, self-esteem and job satisfaction in teachers

¹Arion Cristina-Diana, ²Berechet Mihai, ³Cazacu Bianca-Mirela-Ionela, Călin Mariana Floricica⁴

^{1,2,3} Independent Researcher, Romania

⁴Ovidius University of Constanta, Faculty of Psychology and Educational Sciences, Romania

cristinaarion73@yahoo.com¹, mihaib906@gmail.com², biancacazacu93@gmail.com³,
fmarianacalin@gmail.com⁴

Abstract: The present study investigates the relationship between burnout, self-esteem, and job satisfaction among teachers. In the current context, marked by continually changing educational and social challenges, the emotional and professional well-being of teachers becomes crucial for an effective educational process. Utilizing both quantitative and qualitative methods, the research assesses levels of professional burnout and correlates them with teachers' self-esteem and job satisfaction. The findings of the study could offer a deep understanding of how these three variables interact and influence teaching performance and personal well-being. Additionally, the study could contribute to the development of intervention strategies and programs aimed at supporting teachers in stress management and in enhancing self-esteem, thereby leading to greater job satisfaction and improved quality of the educational process.

Keywords: relationship. Burnout, self-esteem, job satisfaction, teachers

Introduction

The profession of pedagogue is among the most coveted professions when the question is asked: „What will you do when you grow up?”. This is most often found in the top 3 preferences of preschoolers and young schoolchildren, along with doctor or policeman.

The primary choices are guided most of the time by parents, or people we spend time with, and because many of us have developed the helping side, or even are taught that it is good to help, and we tend not to believe in superheroes initially, then we tend to generalize and not make a profession out of it. (Sillamy, 2000).

This empathy also plays an important role, and the fact that we often see the dedication and love with which the profession is practiced does not make me think that we would like it.



As time goes by, we don't realize that "you have to be made for this profession", because it is one of the most complex, and vocation takes the main place, because all professions depend on his activity, because he creates those qualities of which. the future adult needs.

Imperative vocation for „imperative inclination for a professional or artistic activity in a person who possesses the necessary skills” (Sillamy, 2000, p. 341).

As I stated, it becomes an imperative for school institutions to hire not only teachers and teachers, but more specifically teachers and teachers with a vocation, because not only conscientiousness, will, ingenuity, creativity, quality of thinking, scientific training and other qualities necessary for the profession. of a pedagogue, will ensure success in this activity, but his vocation for what he does (Carcea, 1999).

Teachers play a crucial role in the education process. They provide the key to progress in society and the insurance of future generations. Teachers are the people who dedicate their lives to imparting knowledge to younger generations.

Through the instructional-educational activity carried out within the school, the transmission of social values to the student is achieved through a specialized socio-professional category, which forms the teaching staff (Carcea, 1999).

The teaching profession is not among the highly demanded ones, but it is also not among the avoided ones. This intellectual profession does not require power, influence or higher incomes, the vocation being considered one of the basic reasons in the orientation towards education. In contemporary education in which a real reform is being implemented, the teacher, as an educational manager, must master the science and art of preparing human resources, of forming personalities in accordance with the goals aimed at by society and accepted by the trainee subject to the educational process. To highlight the role of the teacher in the educational process, a distinction must be made between the teacher as a source of authority and as a source of power. The right to impose a certain conduct on others is called authority. Power and authority are two key concepts in approaching the control that the teacher must exercise in the classroom (Silistraru, 2020).

Many pedagogues and psychologists have created a profile of the ideal teacher, identifying a series of competencies according to personality traits: psychosomatic, psychosensory, cognitive, socio-emotional, interpersonal relationships, orientation according to certain needs, motivational, creativity potential. In the ideal school, the competencies of the ideal teacher are: demand, tolerance, impartiality, communication, cooperation, respect, trust, enthusiasm and creativity (Silistraru, 2020).

The teacher is the one who carries out teaching-learning activities in accordance with the educational plan and school curriculum (Cognitrom, 2007).

The realization of the instructional-educational act by the teaching staff raises certain demands, due to the high degree of specialization of the information to be transmitted and the interpersonal relational specificity of the instructional-educational activity (Carcea, 1999):

- the teacher must master the information field of the subject to be taught;
- the teacher must show great sensitivity; must be able to value even the smallest successes of students to motivate them to learn; must notice possible gaps in students' knowledge or other risk elements as quickly as possible to prevent possible adaptation dysfunctions;
- the acquisition of professional successes require an intense, persistent and lasting investment;



- the teacher must select the specialized contents to be taught to the students, the methods and means used for their transmission and the ways of evaluating the knowledge of each student.

In order to successfully exercise the profession of a teacher, the following personality characteristics are required: the manifestation of a special psychological inclination towards things outside one's own person, attention oriented towards the physical and social environment, ease of communication, sociability, conscientiousness, seriousness, maintaining emotional balance in stressful situations, without showing extreme and inconsistent manifestations, behaviors oriented towards clearly determined goals, awareness and compliance with the rules. (Cognitrom, 2007).

I. Theoretical basis

I.1. Burnout

Burnout is a range of failure-related feelings in which an individual feels exhausted due to an overuse of their own energy, personal resources, or spiritual strength. In 1986, Maslach together with Jackson defined this concept as a syndrome of emotional exhaustion, depersonalization and reduction of personal achievements (Montiel-Company et al., 2016). Burnout can be seen as a reaction resulting from occupational stress. It is also a persistent, negative state that is characterized by distress, a sense of reduced efficacy, low motivation, and the development of dysfunctional attitudes and behaviors at work (Van der Colf & Rothmann, 2014). These are due to prolonged exposure to stressors that lead to fatigue and ineffectiveness at work (Montiel-Company et al., 2016). Another perspective is provided by Arman et al. (2011) in which burnout is a result of the opposition between the everyday environment and the person's ideals. Within this concept, three dimensions can be distinguished: emotional exhaustion, depersonalization, reduction of personal achievements. (Chang, 2009).

Emotional exhaustion refers to the depletion of emotional resources. Its characteristic features include fatigue, anemia and loss of energy. In the case of depersonalization, people end up being indifferent to co-workers or people they come in contact with. Among the characteristic elements is negativity. When the two are present in an individual, it is difficult for him to show efficiency, personal achievement, thus the third dimension appears. Also, the first two dimensions appear as a result of workplace overload and social conflicts, while the third dimension appears as a result of the lack of certain individual resources. According to him, working in education as a teacher brings with it high levels of burnout and exhaustion. Also, teachers can feel intellectually and emotionally exhausted, especially when they are faced with students' inappropriate attitudes and behaviors. Because of this, in order not to lose the connection between teacher and student and to help the student connect with the school subject, teachers need a wide range of intellectual and emotional resources. Also, teachers who have high levels of burnout have problems in managing student behaviors. (Chang, 2009).

I.2. Self-esteem

Self-esteem has been widely studied over the years, with over 35,000 papers on the topic (Bleidorn et al., 2016), and has been associated with psychological well-being and success in many domains, such as work, academia and relationships (Sprecher et al., 2013).

Self-esteem is defined as "personality trait in relation to the value an individual attributes to his person. Along the lines of balance theories, self-esteem is defined as a function of the ratio between satisfied needs and the set of felt needs. Along the lines of social



comparison theories, it is defined as the result of the subject's comparison between himself and other significant individuals for him" (Doron & Parot, 2006, p. 745).

High self-esteem refers to a favorable overall evaluation of the self, which means a fair, justified, balanced assessment of a person's worth and competence, while low self-esteem refers to an unfavorable definition of the self, which which means either a correct and well-grounded understanding of a person's deficiencies or a pathological, distorted sense of insecurity and inferiority (Baumeister et al., 2003).

I.3. Job satisfaction

Job satisfaction is a key construct in work and organizational psychology and has been associated with multiple desirable outcomes such as: job performance, relationships with colleagues, absenteeism and life satisfaction (Heller et al., 2002; Erdogan et al., 2002). al., 2012 apud Unanue et al., 2017). The concept of job satisfaction has been defined as an affective-emotional response regarding a job (Locke, 1976 apud Aazami et al., 2015). The degree of job satisfaction depends on the individual's expectations about existing aspects of the job and ideal preferences. Basically, job satisfaction refers to affective-emotional responses to a work situation, determined by how well the results meet or exceed individuals' expectations (Aazami et al., 2015).

Frederick Herzberg defined the factors that determine job satisfaction and those that generate dissatisfaction: hygiene factors, which concern the general atmosphere in the work process (salary, working hours, general working conditions, relations with colleagues, general company policy); motivational factors (satisfaction – fulfillment of the individual's personality through work, consideration for his achievements, work content, initiative and responsibility, promotion and the possibility of development) (Ticu, 2009).

II. Research methodology

II.1. Objectives:

The main objectives of this work are:

1. Identifying a possible correlation between burnout and self-esteem in teachers.
2. Identifying a possible correlation between burnout and job satisfaction among teachers.

II.2. Hypotheses:

The main hypotheses of this work are:

1. It is assumed that there is a correlation between the level of burnout and the level of self-esteem of teachers.
2. It is assumed that there is a correlation between the level of burnout and the level of job satisfaction among teaching staff.

II.3. Study participants

The sample we used for the purpose of our research consists of 60 subjects. They are aged between 24 and 65 years. Of these, 9 are male and 51 are female. We also integrated in the sample the place of origin of the participants, 55 being from the urban environment and 5 from the rural one.

The sampling method we used is convenience sampling, using a form that included the tests used. For these, we distributed the form to the specific population through social networks, as well as to known people.



II.4. Methodological design

The research design consists of the following stages:

1. Choosing and applying sample tools to elicit responses.
2. Rating of questionnaire items for the purpose of obtaining data.
3. Entering the data into the SPSS program and their statistical processing (checking normality; checking hypotheses.)
4. Obtaining statistical results and their interpretation.
5. Formulation of pertinent conclusions based on the results obtained.

II.5. Ethical aspects:

The research participants were informed about the purpose of the research and their role. They were informed about the way it is carried out, and for the application of the tools, the participants received the necessary instruction to complete the questionnaires, as well as the assurance that the confidentiality of the information they provide is preserved.

To respect the confidentiality of the research participants, the data is anonymous, and in addition to completing the questionnaires, we only asked for a few demographics such as age and background. The participation of the subjects was strictly voluntary, which shows that they had the possibility to withdraw from the study at any time. The approximate time to complete the questionnaire was 10-15 minutes.

II.6. Methods and tools:

The methods used are: the questionnaire and the application of tools aimed at evaluating the level of burnout, self-esteem and job satisfaction.

II.6.1. Burnout Questionnaire (Maslach, 1981).

The Maslach Burnout Questionnaire is a psychological tool for testing the level of burnout. It comprises 25 items arranged in three scales: emotional exhaustion (9 items), depersonalization (6 items) and reduction of personal achievements (10 items). The items have a 5-point Likert scale as follows: 1 – „very rarely”, 2 – „rarely”, 3 – „sometimes”, 4 – „frequently”, 5 – „very frequently”. The questionnaire contains both direct and indirect scoring items.

II.6.2. Self-Esteem Scale (Rosenberg, 1965).

This questionnaire assesses the level of self-esteem. The scale comprises 10 items rated in 4 steps, where 1 represents „total disagreement”, 2 represents „disagreement”, 3 represents „agreement” and 4 represents „total agreement”. The items consist of a series of statements about the overall assessment of self-worth, such as „I am generally satisfied with myself” or „Sometimes I think I'm good for nothing.” Scores can range from 10 to 40. The higher the score, the higher the self-esteem.

II.6.3. Questionnaire „Satisfaction in work” (Ticu, 2004).

This questionnaire includes 32 items that highlight 4 factors, namely: remuneration and promotion; leadership and interpersonal relationships; organization and communication and overall satisfaction. Each item has 6 answer options placed in ascending order, first the negative values, followed by the positive values, from „never true” to „always true”. Each of these has a certain score, namely: 1 represents „never true”, 2 represents „very rarely true”, 3 represents „rarely true”, 4 represents „often true”, 5 represents „very often true”, and 6 stands for „always true”.



III. Hypothesis testing and statistical interpretation of data

Hypothesis 1: It is assumed that there is a positive correlation between the level of burnout and the level of self-esteem of teachers.

Table II.1. - The normality test (Kolmogorov-Smirnov) in terms of burnout level, self-esteem and job satisfaction Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
burnout_results	,180	60	,000	,872	60	,000
self-esteem_results	,218	60	,000	,866	60	,000
job_satisfaction_results	,086	60	,200*	,960	60	,045

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the Kolmogorov Smirnov normality test, the materiality threshold is less than 0.05 on the burnout variables and self-esteem and more than 0.05 on the variable job satisfaction, so the distribution is abnormal.

Table II.2.- Spearman's test in terms of burnout level and self-esteem Correlations

		burnout_results	self-esteem_results
Spearman's rho	burnout_results	Correlation Coefficient	1,000
		Sig. (2-tailed)	,471**
		N	60
	self-esteem_results	Correlation Coefficient	,471**
		Sig. (2-tailed)	1,000
		N	60

** . Correlation is significant at the 0.01 level (2-tailed).

According to the Spearman parametric test, Sig. (2-tailed) has the value of 0.0, less than 0.05, indicating that there is a statistically significant correlation. The correlation coefficient is 0.471, which means that it is a moderate positive correlation.

After the progress of our research, we got results that confirm our hypothesis. These results can be sustained by other investigations in this domain with similar results. For example, the research effectuated by Sovitriana RillaSantosa, Agus Djoko and Hendrayani Febi made on 287 participants, which came from Indonezia, more precisely from Tangerang city, demonstrates the presence of a positive correlation between the level of burnout and the level of self-esteem of teachers (S., RillaSantosa et al., 2019).

Hypothesis 2: It is assumed that there is a negative correlation between the burnout level and the level of job satisfaction at teachers.

Table II.3. - Spearman's test in terms of burnout level and the level of job satisfaction Correlations

		burnout_results	job_satisfaction_results
Spearman's rho	burnout_results	Correlation Coefficient	1,000
		Sig. (2-tailed)	-,659**
		N	60
	job_satisfaction_results	Correlation Coefficient	-,659**
		Sig. (2-tailed)	1,000
		N	60

** . Correlation is significant at the 0.01 level (2-tailed).



According to the Spearman parametric test, Sig. (2-tailed) has the value of 0.0, less than 0.05, indicating that there is a statistically significant correlation. The correlation coefficient is -0.659, which means that it is a moderate negative correlation.

After the progress of our research, we got results that confirm our hypothesis. A study about the correlation of burnout and work satisfaction got 1275 of healthcare workers which participated to this study and 1141 out of 1275 agreed to complete the questionnaire (89% response rate). The results showed that burnout was at average level among healthcare workers and that their level of work satisfaction was smaller than average.

Conclusions

The proposed research aimed to study how the installation of burnout affects both self-esteem and job satisfaction of teachers.

This study was conducted on a sample of 60 subjects, both male and female, aged 24 to 65 years, they come from both urban and rural areas. The method used consisted of applying three questionnaires that assessed the level of burnout, self-esteem and job satisfaction of teachers. This study contains two hypotheses, namely "It is presumed that there is a positive correlation between the burnout level and the level of self-esteem in the teachers" and "It is presumed that there is a positive correlation between the burnout level and the level job satisfaction at teachers".

Following our research, the first hypothesis was confirmed, being supported by a study conducted by other researchers. The second hypothesis was also confirmed, supported by a study conducted by other researchers.

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