

A PREDICTION ON BURNOUT OF PRIMARY SCHOOL TEACHERS BASED ON PSYCHOLOGICAL CAPITAL

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ABSTRACT: *The aim of this study is to investigate the effects of psychological capital on the predication of teachers' burnout. To meet this goal, 317 primary school teachers of Yasuj city were selected randomly and completed self-reported questionnaires that contained psychological capital (Lutzan, 2007) and burnout (Meslach, 1985). The results of the study showed that psychological capital such as self-efficacy, hope, resiliency, and optimism were considered as negative predictors of burnout. Moreover, the results showed that among psychological capital, self-efficacy variable had strong role on the prediction of diminished personal accomplishment, optimism in the predication of depersonalization, and resiliency in the prediction of emotional exhaustion.*

Keywords: psychological capital, burnout, teachers

1. INTRODUCTION

Today, enterprises consider identification of each base of efficiency and independence in each society are based on educational organization of each society and among all effective sources of an educational organization, most of the experts and thinkers on educational issues believe that teachers are the most important elements in education and training. Hence, considering and meeting their needs with the help of organization management can lead into job satisfaction of human forces and also can help to advance the goals in the company [1]. To achieve the mentioned goal, education ministry should have access to hard-working, kind, and responsible teachers. Responsible teachers will do their duties with the consideration of responsibility and this feeling will increase efficiency and self-efficacy in the educational system [2]. Teachers are faced with many problems because of their job. They have the following problems such as: Having massive responsibilities, decreasing studying among students, losing job reputation [3], not having enough advantages and salary, not having enough interest in students, ignorance of their needs by educational organizations, Not having family support, crowded classrooms and promotion issues and other types of contrasts in their roles [4-6]. All of the psychological health and these problems have increased their vulnerability and these issues will lead into burnout among them [7].

Burnout is a multidimensional structure that is created because of pressures at work place, career type, and depression among personnel. Generally, burnout is referred to negative changes in perspectives, spirits, and behavior of individuals in the face of career pressures. Burnout is not a kind of psychological disorder, but will develop gradually during the time and may change to a type of mental disorder. As a result, burnout is classified as an adaptive type disorder [8]. So, burnout is a kind of psychological reaction to stress which is accompanied by the factors such as emotional exhaustion, identity disorder, and personal self-inefficiency. Emotional exhaustion refers to the ones who have these feelings, generally feel that they have lost their adaptive power and no longer have enough energy to do their duties. Identity disorder is observed in reactions to emotional exhaustion, and in this process individuals will lose their

interest in their career and will be indifferent to their own and colleague's careers. In personal self-inefficiency stage, individuals decrease their understanding about their own career abilities and in this process individuals like past cannot fulfill their duties [7]. Burnout can have negative effects on self-efficacy, efficiency of teacher's services, psychological health, and educational functions of students. This event will create many problems and obstacles for students and can be effective on the teacher's tendency to turn over intention. Thus, the related variables to burn out of teachers should be studied and identified that psychological capital variables are considered as the most important ones.

Positive – oriented psychology is a type of new trend in psychology that focuses on understanding happiness, welfare, mental feeling, and also the predication of effective variables on it. This type of positive trend has a direct relationship with the improvement of happiness and fulfillment state. Hence, positive psychology has a complementary role in the traditional clinical psychology. Understanding and determining happiness and welfare mental state are regarded as key issues of positive –oriented psychology [9]. The key area of positive oriented psychology is researching about positive mental experiences such as welfare, satisfaction, enjoyment, hope, optimism, mental, self-efficacy, love, bravery, perseverance, independence, inter skills, talents, innovation, wisdom, prospective, inter responsibility, compassion and training others [10].

One of the most important positive – oriented factors in psychology is psychological capital variables. In fact, Lutzan *et al* [11] have pointed to positive-oriented psychology as a type combining factor and competitive reason in the development of psychological framework. They believe that psychological capital variables with the consideration of positive –psychology such as hope, optimism, resiliency and self-efficacy will lead into the increase of human resources individual's knowledge and skills) and social resources (interrelationship) in the organization. As a result, psychological capital is composed of positive psychological capital variables that are measurable and developmental and can be managed [12]. Lutzan *et al* [13] believe that psychological capital factors are more than social and human sources and they are related

directly to this factor that "Who you are "And more important that "Who you will be."

Jeong ok *et al* [14] has conducted a research with the least of "effective factors on burnout in clinical nurses with the consideration of positive psychological capital factors ". The results of the study showed that self-efficiency, hope, resiliency, optimism and personal traits have 48.5% effect on burnout. The participants of the mentioned study were 412 nurses of Jey city in the South Korea. Also optimism and resiliency that are considered as secondary variables are more effective statistically in terms of significant factors on burnout.

Steven *et al* [15] have conducted a research with the title of "Psychosocial and Organizational Factors". The results of the study showed that there is a significant positive relationship between psychological factors and staff's perspectives (career satisfaction, organizational commitment and psychological welfare) and also between acceptable behaviors of staff (residential behavior) and operational dimensions (such as goal and supervisor evaluation). The results also showed that there is a significant negative relationship among psychological capital l variables and unacceptable perspectives of staff (pessimism, tendency to Turnover Intention, career stress) and also unacceptable behavior of staff.

Jian and chao [16] have conducted a research named "career stress and burnout: the moderating effect of psychological capital ". The results of the study showed that there is a significant positive relationship with burnout; the participants of the mentioned study were 493 staff of Telecommunication Company.

also the results indicate that staff with high psychological features suffered from lower level of burnout compared to staff .hence the effect of psychological factors on teacher 's burnout can have many applications for education ministry managers in the decrease of burnout .on the other hand ,conducting this study can be effective on the increase of knowledge. As a result, the goal of this research is to investigate the relationship between psychological factors and burnout in primary school teachers of Yasuj city.

METHODOLOGY

The present research is a type of descriptive and coefficient study .the participants of this research are all primary school teachers (N=918) in 1392-1393. Because of the availability of the teacher's complete list and having limitation in their numbers, with random sampling method, 317 individuals of Yasuj primary school teachers were selected as the final sample of the research.

In the present research to evaluate the psychological capital, psychological capital questionnaire Luthanz which was developed by Luthanz *et al* [13] was used. The mentioned questionnaire has 24 questions that is scored based on 6 classified Likert scale (completely disagree to completely

agree) in Iran the questionnaire of psychological capital was confirmed after translation and revision and its validity was approved by industrial psychological experts of organizational and managerial departments [17]. Also the reliability of the over-mentioned questionnaire was 0.25 based on cronbach Alfa [18].

For the evaluation of burnout, we made use of MBI (Maslach Burnout Inventory) questionnaire has 22 questions and is scored based on 7 classified Likert Scale. Filian in his research after the calculation of its validity with the help of some professionals has reported the rate of reliability 72% with T-test method [19]. Maslach and Chakson [20] have reported the reliability of emotional depression, depersonalization and diminished personal accomplishment 0.90, 0.79 and 0.71 respectively.

Findings

In table 1, the descriptive statistical variables for 317 participants such as mean, standard deviation, stretch and curved rates were investigated.

Table 1: Descriptive statistical Indicators of research variables

variables	Mean	Standard deviation	Curved rate	Stretch rate
Self-efficiency	17.35	4.11	0.98	0.93
Hope	18.77	3.97	0.74	-0.14
Optimism	19.89	2.75	0.05	0.53
Resiliency	16.37	3.78	0.21	0.17
Emotional exhaustion	26.87	2.78	0.12	0.72
depersonalization	14.07	2.41	0.18	0.77
Diminished personal a accomplishment	21.76	3.23	0.29	-0.35

As it is observed in table 1, the rates of research variables are between the range of -1 and +1 and we have a normal distribution.

In table 2, the coefficient variables of research have been reported. Based on table 2, we can observe that among psychological capital, self-efficiency (-0.40), optimism (-0.31), hope (-0.25) and resiliency (-0.19) had the highest and lowest level of coefficient indices with the burnout of personal achievement respectively. Also optimism (-0.32), hope (-0.26), resiliency (-0.26) and self- efficiency (-0.25) had the highest and lowest level of coefficient indices with burnout of the personal depersonalization index. Finally, resiliency (-0.30), optimism (-0.26), self- efficiency (-0.24) and hope (-0.24) had the highest and lowest level of coefficient indices with the burnout of personal depersonalization index. All the mentioned indices are significant statistically at 0.01 level .as a result ,regression analysis will be used to predict burnout based on psychological capitals.

Table2: Coefficient Matrixes of Research variables

variables	1	2	3	4	5	6	7
Self-efficiency	1						
Hope	0.16**	1					
Optimism	0.26**	0.21**	1				
Resiliency	0.18**	0.26**	0.24**	1			
Emotional exhaustion	-0.24**	-0.24**	-0.26**	-0.30**	1		
Depersonalization	-0.25**	-0.26**	-0.32**	-0.26**	0.25**	1	
Diminished personal a accomplishment	-0.40**	-0.25**	-0.31**	-0.19**	0.26**	0.18**	1

**P<0.05 **P<0.01

Table3: A summary of regression analysis on burnout based on psychological capitals

Dependent variable	R	R2	F	B-Beta	T	sig
Burnout	0.60	0.36	164.6	0.60	12.80	0.000

As it is seen on table 3, the rate of burnout variance based on psychological capitals is 0.36 that based on observed F (164.6) is meaningful and significant at 0.01. so the relationship between psychological capitals and burnout is acceptable and we can conclude that psychological capitals can predict burnout. also Beta rate in psychological capitals equals -0.60 that is meaningful and significant at 0.01 (t=12.80). as a result, an increase of one unit in psychological capitals can decrease burnout to 0.60. as a result, regression analysis will be used to predict burnout based on psychological capitals.

Table4: A summary of Regression analysis on emotional depression based on psychological capitals

Dependent variable	R	R2	F	sig
Emotional Exhaustion	0.40	0.16	13.83	0

As it is seen in table 4, the rate of emotional exhaustion variance based on psychological capitals is 0.16 that based on observed F (13.83) is meaningful and significant at 0.01. So the relationship between psychological capitals and emotional exhaustion is acceptable and we can conclude that psychological capitals can predict emotional exhaustion.

Table5: Regression indicators of emotional exhaustion variable based on psychological capitals

Dependent variable	B	Std. error	B-Beta	T	sig
Hope	0.08	0.03	-0.14	2.44	0.015
Resiliency	0.15	0.04	-0.20	3.47	0.001
Self-efficiency	0.08	0.03	-0.14	2.46	0.014
Optimism	0.14	0.06	-0.14	2.44	0.015

The results are presented in table 5. Also Beta rate of hope indicator equals -0.14 that is meaningful and significant at 0.05 (t= 2.44). As a result, an increase of one unit in hope can decrease emotional exhaustion to 0.14. The rate of Beta for resiliency index is -0.20 that is significant at 0.01 (t=3.47) level. So an increase of one unit in resiliency can decrease emotional exhaustion to 0.20. The rate of observed Beta in self-efficiency equals -0.14, that is significant at 0.05 (t=2.46) level. So, an increase of one unit in self-efficiency can decrease emotional exhaustion to 0.14. The rate of Beta for Optimism index is -0.14 that based on (t=2.44) is significant at 0.05 level. so an increase of one unit in optimism can decrease emotional exhaustion to 0.14.

Table6: A summary on regression analysis of depersonalization based on psychological capitals indicators

Dependent variable	R	R2	F	sig
Depersonalization	0.43	0.18	15.79	0.000

Based on table 6, the variance of depersonalization with psychological capital indicators is 0.12 that based on observed F (15.79) is meaningful at 0.01 level. So

relationship between psychological capitals and depersonalization is acceptable and we can conclude that psychological capitals can predict depersonalization.

Table7: Regression indicators of depersonalization based on psychological capitals indicators

Dependent variable	B	Std. error	B-Beta	T	sig
Hope	0.09	0.03	-0.14	2.60	0.010
Resiliency	0.05	0.05	-0.5	0.98	0.327
Self-efficiency	0.21	0.03	-0.32	5.86	0.000
Optimism	0.22	0.06	-0.19	3.35	0.001

Based on table 7, the rate of Beta for hope equals -0.14 that based on (t=2.60) is significant t 0.05 level. So an increase of one unit on hope index can cause depersonalization to 0.14. the rate of observed Beta for self-efficiency index equals -0.32 that based on (t=5.86) is significant at 0.01 level. an increase of one unit in self-efficiency can cause depersonalization to 0.32. the rate of Beta for optimism index equals 0.19 that based on t= 3.35, is significant at 0.01 level. So an increase of one unit in optimism can cause depersonalization to 0.19. The rate of Beta for resiliency equals 0.05 that is insignificant statistically (t=0.98).

Table8: A summary on regression analysis of indicator of diminished personal accomplishment based on psychological capitals indicators

Dependent variable	R	R2	F	sig
diminished personal accomplishment	0.48	0.23	21.52	0.000

Based on table 8, the rate of variance in diminished personal accomplishment is 0.23 based on psychological capitals that based on F (21.52) is significant at 0.01 levels. So the relationship between psychological capitals and diminished personal accomplishment are in acceptable.

Table9: Regression indicators of decrease of diminished personal accomplishment based on psychological capital indicators

Dependent variable	B	Std. error	B-Beta	T	sig
Hope	0.08	0.03	-0.16	2.82	0.005
Resiliency	0.09	0.04	-0.15	2.56	0.011
Self-efficiency	0.07	0.03	-0.14	2.52	0.012
Optimism	0.18	0.05	-0.21	3.64	0.000

based on table 9, the rate of Beta for hope index equals -0.16 that based on (t= 2.82) is significant at 0.01 level. so an increase of one unit in hope index can cause diminished personal accomplishment to 0.16. The rate of Beta for resiliency equals -0.15 that is significant at 0.05 level (2.56). so an increase of one unit in self-efficiency index can cause diminished personal accomplishment to 0.14. the rate of

Beta for optimism index equals -0.21 that is significant at 0.05 level ($t=3.64$). So, an increase of one unit in optimism can cause diminished personal accomplishment to 0.21.

DISCUSSION AND CONCLUSION

The present study aims to investigate the role of psychological capitals indicators on the prediction of burnout. To achieve the mentioned goal, we proposed some theories and analyzed the data based on regression analysis. The results of regression analysis should that psychological capitals can show 36% of burnout variance. Generally the results of the study can provide a type of useful experience in teacher's burnout decrease. So all of the four indicators of psychological capitals (hope, resiliency, optimism, and self-efficiency) have negative effects on the prediction of burnout. Jeong ok *et al* [14] showed that psychological capitals have a positive relationship with three other mentioned dimensions. Also the results showed that staff with high psychological capitals had lower level of burnout in comparison with the staff with low psychological capitals. The results showed that resiliency index had high potential to predict emotional exhaustion compared to other variables. As Masten [21] states when basic human needs are supported, then resiliency will appear and emerge. As a result, in resiliency process unpleasant effects will be changed or moderated and even will disappear. Generally, the atmosphere of the classroom is an important and basic variable in the teacher burnout process. These results show that when the quality of classroom atmosphere decrease, teachers will get tired and depressed emotions and will have negative attitudes toward their career, students, and this will create an obstacle in the development of educational goals. So teachers with the help of resiliency will resist against most of the psychological pressures. As a result, teaching the skills of resiliency seems necessary for the teachers, which are presented through communication skills and social relationships in the form of course credits and workshops. In addition, the results showed that self-efficiency index had a higher level of power and potential to predict character dignity index. Self-efficiency is an important factor to have successful function and other essential skills. Bandura [22] states that self-efficiency is an effective potential that cognitive, social, emotional and behavioral features of human beings will be organized effectively. The most important source of self-efficiency is related to functions. Individuals can predict their own activities results and can make use of their interpretation in the prediction of other activities. Usually successful results can increase self-efficiency and unsuccessful results and decrease self-efficiency. In Skaalvik study [23], it was revealed that there was a positive relationship between teacher's burnout and self-efficiency dimension and subcategories of self-efficiency dimensions such as training, classroom management, cooperation with colleagues and parents, encountering with changes and challenges in teacher's career depression.

In addition, the results showed that optimism index had higher levels of potential for the prediction of

depersonalization in the individuals. Optimism, attitudes and positive perspectives in planning can predict improvement and changing bad situations based on their positive aspects. Vinhoven [24] in a research showed that psychological factors are effective on physical functions and individuals who have higher welfare psychological positions, have better physical health. Also, these individuals are happier, more optimistic and positive and have higher level of emotional stability. They try to solve their problems and are pleased with their lives. Also, in another study it was argued that the educational program of Luthanz has a positive effect on the improvement of psychological capitals, increase of self-confidence, decrease of disappointment, pessimism and self-depression. So it can be used to decrease career problems, methods self-efficacy, management policies, and stress decrease [13]. As a result, since the skills in decreasing burnout and psychological capitals variables (hope, resiliency, self-efficiency and optimism) will lead into functional skills and also can decrease teacher's career problems, it is suggested that managers, and educational programmers of the country try to improve psychological capitals between teacher's group and avoid from their burnout with teaching them skills.

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