

“RELATIONSHIP BETWEEN TEACHER’S TRUST IN PRINCIPAL AND TEACHER BURNOUT”

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Abstract: This paper studies the relationship between teacher’s trust in principal and teacher burnout as acknowledged by teachers in selected public schools of Panchkula, Haryana. In this study, a cross-tabulation of teacher burnout by teacher trust in the principal showed a strong connection between the two variables. Analysis with Pearson Product-Moment correlation produced the r value of female and male teacher’s trust in principal in relation to their burnout as 0.4 and -0.56 respectively which are significant at $p > 0.01$ level of significance. It was also noticed that teacher possessing 1 to 10 years teaching experience showed the less correlation ($r = -0.36$) than teacher with teaching experience of 11 years and above ($r = -0.56$). In addition, teacher’s gender also has a little effect on the relationship between male and female teacher’s trust and burnout.

Keywords: Teacher burnout, Principal, Teacher’s trust, Correlation

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INTRODUCTION

Education is an emotionally demanding profession and individuals respond very differently to the pressure inherent in this field. Although some individuals handle this stress in healthy ways, teacher burnout is one result of a person's unhealthy response to long-standing work stress (Yong & Yue, 2007). Teachers amidst burnout are in a state of physical, emotional, and mental exhaustion which result due to their long-term involvement in emotionally demanding circumstances. (Harrison, 1996).

In the simplified form, Burnout can be defined as a multilateral disorder comprising of emotional fatigue, depersonalization, and reduced feelings of personal accomplishment, mainly recognized in individuals who assess situations as particularly stressful, admitting that what may be stressful for one individual is not necessarily stressful for another (Azeem & Nazir, 2008; Law, 2010; Yong & Yue, 2007). A competent and effective classroom teacher plays a key role in the success of an educational body; therefore, it is imperative that the teacher remains dedicated as well as motivated towards his or her job in order for the institute and its pupils to be successful (Ulriksen, 1996). It is important to recognize the factors which persuade the teachers to leave their field. Though a negative or undesirable working environment need not necessarily lead to teacher burnout, research findings have shown that there is a relationship between negative work climate and burnout (Azeem & Nazir, 2008; Ghorpade et al., 2008; Yong & Yue, 2007).

SIGNIFICANCE OF THE STUDY

In its unsoiled sense, education is stated as a vivid engagement in which the teacher gets intrinsic gratification from the success of students (Ghorpade et al., 2007). Teacher burnout targets the very soul of this source of satisfaction. The outlook of burned-out teachers leaving the profession signifies a serious menace to the entire educational process. The problem of Teacher burnout is not a new chapter in the educational system, it has been existing for many years because of which there are many studies that have been conducted on this topic. The finding of various studies indicate that burnout levels vary depending upon factors such as ineffective emotional responses, unsuccessful coping mechanisms, and certain personality traits (Montgomery & Rupp, 2005).

However, very little research was found that examined public school teacher burnout levels in relation to the perceived principal support. Because of this missing link, this study emphasizes on a comparatively uncharted area of this topic by examining principals' support of those teachers feeling burnout and providing information to principals, district personnel and teachers to readily identify burnout signs and perhaps prevent burnout.

OBJECTIVES OF THE STUDY

- To study the relationship between teacher trust in principal and teacher burnout.
- To compare the male and female teacher's burnout in relation to their trust in principal.
- To compare the different teaching experience group teacher's burnout in relation to their trust in principal.

HYPOTHESES

- There exists no significant relationship between male and female teacher's burnout in relation to their trust in principal.
- There is no significant difference between male and female teacher's burnout in relation to their trust in principal.
- There exists no significant relationship between the different teaching experience group teacher's burnout in relation to their trust in principal.
- There is no significant difference between the different teaching experience group teacher's burnout in relation to their trust in principal.

METHODOLOGY

Considering the nature of research problem, Descriptive survey method of research was employed for the present study.

Sample

Teachers of secondary school constitute the population of the study. A sample of 100 teachers (41 male and 59 female) were drawn from 6 public schools of Panchkula District of Haryana. A purposive sampling technique was applied to select the schools whereas subjects were selected by the technique of random sampling.

Tools

For the present study, the investigator used the Omnibus T-scale by Hog and Tschanne-Moran (2002) for measuring teacher trust and Maslach Burn-out Inventory (MBI) by Maslach and Jackson (1981)

Statistical Techniques Used

Statistical techniques such as Mean, standard deviation, Pearson's Product Moment Correlation and 't' ratio, were used for the data analysis.

Result & Discussion

1. Result related to the relationship between teacher's trust (Gender wise) in principal and teacher burnout.

Table 1

Correlation between teacher trust in principal scores (A) and teacher burnout scores (B) of male and female teachers

Teacher Gender				
	Female (N=59)		Male (41)	
Group	A	B	A	B
A	1	-0.4**	1	-0.56**
B	-0.4**	1	-0.56**	1

Table 1 displays the result of Pearson Product-Moment correlation among teacher trust in principal and teacher burnout according to teacher's gender. It can be observed that the calculated r value of female and male teacher's trust in principal in relation to their burnout are -0.4 and -0.56 respectively. These values are significant at $p > 0.01$ level of significance. Therefore, the hypotheses that there is no significant relationship between male and female teacher's trust in principal and their burnout are rejected. Although both the groups displayed significant correlation but male group appeared to have a slightly higher correlation than their female counterpart.

The outcome of the present study is maintained by the findings conducted by Sharma (1975) and Blankenship (2008). These studies suggested that principal's role is significantly correlated to high job satisfaction of the teachers. It may be due to the fact that principal's democratic management and considerate behavior with the staff can lessen the teacher's burnout.

2. Result related to the difference between male and female teacher's burnout in relation to their trust in principal

Table 2

Significance of difference between male and female teacher's trust burnout in relation to their trust in principal

Group	N	r	z	σDz	t	Level of Significance
Male	41	-0.56	.63	.21	1	N.S
Female	59	-0.4	.42			

It is apparent from table 2 that the calculated 't' value came out to be 1, which is not significant. So the hypothesis that there exists no significant difference between male and female teacher's burnout in relation to their trust in principal is accepted.

3. Result related to the relationship among different teaching experience group teacher's burnout in relation to their trust in principal

Table 3

Significance of relationship among different teaching experience group teacher's burnout in relation to their trust in principal

Variable	1 to 10 Years (N=68)		11 Years and Above (N=32)	
	A	B	A	B
A	1.00	-0.36**	1.00	-0.59**
B	-0.36**	1.00	-0.59**	1.00

An inspection of table 4.3 displays the correlation between teacher trust in principal and teacher burnout varies with teacher's experience. The correlation among trust and burnout by teaching experience is -0.36 for teachers with 1 to 10 years' experience and is -0.59 for the teachers with 11 years' experience or more. The correlations are significant at the $p < 0.01$ level of significance for both group of teachers. Therefore, the hypothesis that there is no significant difference among different teaching experience group teacher's trust in principal in relation to their burnout is rejected. Here, teaching experience seems to affect the teacher trust burnout relationship in a moderate manner.

Result related to the difference among different teaching experience group teacher's burnout in relation to their trust in principal

Table 4

Significance of difference among different teaching experience group teacher's burnout in relation to their trust in principal

Group	N	r	z	σDz	t	Level of Significance
1-10 Years	68	-0.36	0.38	.22	1.6	N.S
Above 10 Years	32	-0.59	.68			

It is evident from the table 4 that calculated 't' value is 1.36 which is insignificant. Therefore, the hypothesis that there is no significant difference among different teaching experience group teacher's trust in principal in relation to their burnout is accepted. It suggests that teaching experience of the teachers does not affect the teacher's burnout in relation to their trust in principal.

The results of the present study is reinforced by the findings of the studies conducted earlier by the researchers **Brissie, Hoover-Dempsey, and Bassler (1988)**, **Jason W. Ceyanes (2004)** and **Browsers, Evers and Tomic (2005)**. All these studies inferred that principal's support lessen the teacher burnout. This may be due to the decent understanding between teachers and principal, sincerity, provision to report the educational issues, involvement in decision making, emotional backing, greater certainty, better communications, trustworthiness and confidence.

Major Findings

After analysis and interpretation of the data, the investigator was in position to draw certain findings which are presented below.

1. It has been found that there is a strong and significant relationship between teacher's trust in principal and teacher's burnout. Teacher trust has the inverse relation with teacher burnout ($r=.94$), when teacher's trust in principal increases, it becomes responsible for reduction in teacher burnout.
2. On the variable of teacher gender, it has been found that male teacher has strong correlation than female teacher in trust-burnout relationship. Thus, teacher's gender is also a little bit responsible for mediating the relationship between male and female teacher's trust and burnout.
3. It was found that teaching experience moderately affect the trust burnout relationship. Teacher possessing 1 to 10 years teaching experience showed the less correlation ($r=-0.36$) than teacher with teaching experience of 11 years and above ($r= -0.56$). The result showed that the 't' ratio between these two groups is not significant.

EDUCATIONAL IMPLICATIONS

The findings of the present study have important implications for the teachers, principals and superintendents or supervisors in the educational system.

First, principals should be enthusiastic enough to create and maintain positive work relationships with their teachers. In addition, principals must be open, candid, compassionate and competent in their roles. The results of this study strongly associate the strong correlation between teacher trust in the principal and teacher burnout. If principals do not build healthy relationships with their teachers, they risk creating working environments where teachers are burned out and less productive.

Second, superintendents have an onus to maintain that their principals develop trusting relationships with their teachers. Superintendents should necessitate yearly development activities that promote "team building" and foster "relationship building." Superintendents may

constantly remind principals that relationships with teachers can be the building blocks for a successful school system.

Finally, universities and Colleges of Education must integrate the importance of developing relationships in schools into the curriculum for their student teachers and aspiring principals. Again, with the basic component of a successful relationship being trust, teacher and administrator certification programs should include this topic in the curriculum and in classroom activities.

RECOMMENDATIONS

Every research has some scope for improvement. The present study is no exception. Based on the findings and implications of the study, following suggestions may be considered for the further research in the related areas:

- This study can be conducted with a larger teacher population to determine whether the correlation will hold strong for a larger sample size.
- Further research can be established to distinguish how the trusting relationships between principal and teachers affects other variables such as school rating in particular area, student performance, teacher's efficacy and a positive learning environment.
- Many such studies have been done in the field of business and social science but in education the picture is not the same. So, this type of trust research can be commenced with different dimensions of burnout depersonalization, personal accomplishment and emotional exhaustion.
- Same study can be replicated on Government school teachers and college teachers.

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