

A STUDY TO ASSESS THE EFFECTIVENESS OF A SELF INSTRUCTIONAL MODULE ON BURNOUT SYNDROME AND ITS MANAGEMENT IN TERMS OF KNOWLEDGE AND ATTITUDE AMONG PRIMARY SCHOOL TEACHERS

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BACKGROUND OF THE STUDY

Teaching is a very stressful occupation (Johnson et al., 2005). Existing studies show that most teachers experience stress during their work and identify the following sources of stress that decrease job satisfaction and increase the risk of Burnout: role conflict and ambiguity, time pressure, inadequate salary and perceived low status of the profession, student misbehaviour and relationships with supervisors. Long-term stress can result in chronic exhaustion that closely correlates with the Burnout Syndrome. Hence, in order to avoid Burnout Syndrome, it is necessary to eliminate stress.

avoiding stress based on the existing research (Lazarus & folk man, 1984; Brouwers, & tonic, 2000) we can conclude that there are two basic ways how individuals can cope with stress. Firstly, an individual is able to manage stress when she /he experience it in a certain situation. The individual can use positive, successful coping strategies that not only bring relief but also actively change the situation (Lazarus & folk man, 1984). However, some individuals develop negative, unsuccessful coping strategies which can relieve the person of the stress burden for the moment, but do not change the stressor at all which keeps producing stress. Secondly, an individual avoids getting into stressful situations by using his/her professional skills to manage difficult moments. These skills relate both to pedagogical practices (how to discipline students, how to teach in strongly diverse classes etc.) The set of pedagogical beliefs that the teacher has about himself/herself is referred to as teacher's self-efficacy.

TEACHER SELF-EFFICACY

Based on the social cognitive theory, teacher self-efficacy can be defined as the teacher's beliefs in his/her own ability to plan, organize, and carry out different educational activities that are essential for achieving pedagogical goals. It affects how teachers perceive environmental opportunities and obstacles and how much effort and what activities they are willing to invest in overcoming these obstacles (Pajares, 1997; Bandura, 2006). Guskey and Passaro (1994) define preference for the internal dimension in the teacher's self-efficacy as his/her belief or conviction that he/she can influence how well students learn, even those who may be difficult or unmotivated.

Although the link between teachers' self-efficacy and students' achievements was confirmed by several studies (Collie, Shapka, & Perry, 2012, Caparra, Barbarella, Steca, & Malone, 2006), we find Guskey and Passaro's definition can be considered to be too reductive; hence, leading to a preference to conceptualize teachers' self-efficacy as set of professional beliefs that encompasses all key challenges in teachers' everyday work. Teachers with high levels of self-efficacy are able to successfully manage these challenges. So, they do not experience them as stressful, unlike teachers with low levels of self-efficacy. This means that teachers' high self-efficacy can be considered a factor protecting them from experiencing stress, including permanent strong stress potentially leading to the Burnout Syndrome.

TEACHER BURNOUT SYNDROME

Burnout is defined as a deep and permanent exhaustion with many emotional, physical, cognitive and social symptoms, resulting from long term occupational stress, particularly in occupations with incessant human interactions and high responsibility for others (Brouwers, & Tombic, 2000; Johnson et al., 2005). According to Maslach's theory, the characteristics of Burnout Syndrome include emotional exhaustion, depersonalization,

and reduced personal accomplishment (Maslach, Jackson, & Leiter, 1996). The emotion-regulation ability influences how teachers express emotions, manage stress, and interact with the others (Gross, 2002) and it therefore correlates with the Burnout Syndrome (Brackett et al., 2010). It must be noted here that the practical emotion-regulation abilities are not only important in this respect, but also, teachers' belief about these abilities.

NEED FOR THE STUDY

“We feed our minds daily with Knowledge, yet let us not forget to feed our spirits daily with truth.”

Unfortunately, there seems to be a dearth of research in India in the related areas of teacher motivation, teacher's morale, role conflicts and anxiety of teachers. There have yet been very few studies on teacher stress and Burnout and mental health. There is a crying need for research into the social and psychological aspects of the teaching profession. In the face of growing public criticism, we should try to understand why young, enthusiastic Teachers turn in to bored and aloof professionals in few years' times, why many of our teachers are apathetic and uninvolved and make no effort to improve their scholarship and skill while some others, placed in the same working milieu, are enthusiastic, committed and show a constant desire to grow professionally.

It has been estimated that teachers typically make more than four hundred decisions a day. They dispense acceptance, rejection, praise and reproof on a whole sale basis. It is doubtful that many occupations or profession can lay claim to such a distinction. It is sobering to think that any one of these decisions may have either a short or long range positive or negative influence upon a given student.

There are very few professions that are open to such intense public scrutiny. Part of the reason being that most schools are being maintained by public funds from state or local Government, religious bodies or charitable organizations. Part of the reason being that there is a constant flow of information from students to their parents, more so in urban areas, where the parents themselves are likely to be educated and more concerned about the education of their wards. In the western societies, the teaching profession is one of the highest risk areas as far as violence is concerned. In the U.S.A., it is estimated that during a school year as many as 65,000 classroom teachers are physically attacked by students and many more are threatened and harassed. Fortunately, in India the situation has not become so bad, at least in schools. However, teachers in India are increasingly facing a condescending Attitude from both pupils and parents, especially in the cities. In the earlier era, education was restricted to certain classes. Teachers and students normally came from the same cultural background and it was easy for parents and teachers to complement each other which made authority of both more effective.

In India, U. P. Is the largest state and Lucknow being its capital, thus teachers of Lucknow city were chosen as representative of India for this study in 2008? There are 323 secondary schools in Lucknow city. Out of these 323 schools, 15 were randomly selected using a lottery method. The required number of teachers (i.e., 160 male teachers and 160 female teachers) was chosen from these schools using a stratified random sampling procedure. Further, each comprised of 80 science stream (40 Hindi medium and 40 English medium) and 80 arts stream (40 Hindi medium and 40 English medium) teachers. In total, the number of units (teachers) chosen as a sample was 320.

Almost the same number and percentage of male and female teachers on different levels 20.62% and 19.38% on high Burnout, 16.88% and 16.26% on average Burnout and 62.50% and 64.38% on low Burnout respectively of depersonalized are observed.

It can be suggested that there is the need for increased awareness of the emotional demands facing today's teacher's workforce as well as the need for more experienced teachers to serve as mentors to those just entering this profession. Hence, teachers have an obligation to study the level of stress and coping strategies in different areas of teaching, in order to maximize the benefit of these strategies and to enjoy a successful and meaningful career. Therefore, the investigator was interested to explore more aspects regarding stress and coping among Government primary school teacher.

OBJECTIVES

- To assess the Knowledge of Primary School Teachers before and after administration of A Self-Instructional Module on Burnout syndrome and its management in selected Government Primary School of Ahmedabad city.
- To assess the Attitude of Primary School Teachers before and after administration of A Self-Instructional Module on Burnout syndrome and its management in selected Government Primary School of Ahmedabad city.
- To find out the Correlation between Knowledge and Attitude on Burn out syndrome and its management among Primary School Teachers.

- To find out the association of pre-test Knowledge score with selected demographic variables among Primary School Teachers.
- To find out the association of pre-test Attitude score with selected demographic variables among Primary School Teachers.

HYPOTHESIS

H₁: The mean post-test Knowledge score of Primary School Teachers after administration of A Self-Instructional Module on Burnout Syndrome and its management will be significantly higher than their mean pre-test Knowledge score as determined by Structured Knowledge Questionnaire at 0.05 level of significance.

H₂: The mean post-test Attitude score of Primary School Teachers after administration of A Self-Instructional Module on Burnout syndrome and its management will be significantly higher than their mean pre-test Attitude score as determined by Likert's Attitude scale at 0.05 level of significance.

H₃: There will be significant Correlation between post-test Knowledge and post test Attitude of Primary School Teachers after administration of A Self Instructional Module on Burnout Syndrome and its management

H₄: There will be significant association between pre-test Knowledge score and demographic variables of Primary School Teachers.

H₅: There will be significant association between pre-test Attitude score and demographic variables of Primary School Teachers.

DELIMITATION

- The study is delimited to Teachers working in Government primary school of Ahmedabad city.
- Teachers who are currently Teaching in 1-8 standards.
- This study is delimited for Gujarati medium primary school.

RESEARCH APPROACH AND RATIONALE

Research approach refers to the basic procedure for conducting research. In this study the investigator will use pre-experimental approach. **Basvanthappa, B.T. (2007)**, in this approach the researcher seeks to answer the research question through a data gathering process with enables to describe the present study more clearly and adequately. A pre-experimental research approach was used in this study to assess the effectiveness of A Self-Instructional Module on Burnout Syndrome and its management in terms of Knowledge and Attitude among Primary School Teachers working in selected Government school of Ahmedabad city.

This approach was help in gathering data that have been most beneficial in Fulfilling the objectives of the study as it seeks to find out the the effectiveness of A

Self Instructional Module on Burnout Syndrome and its management in terms of Knowledge and Attitude among Primary School Teachers.

Rationale of research approach

The pre-experimental approach would help the investigator to assess the effectiveness of A Self-Instructional Module on Burnout Syndrome and its management in terms of Knowledge and Attitude among Primary School Teachers working in selected Government school of Ahmedabad city. As total control over the variables under the study is not completely possible, the pre-experimental approach is the appropriate in this study.

Rationale

In one group pre-test –post-test design, the dependent variable was measured before and independent variable was applied after an appropriate period of time has elapsed and the difference between the initial and terminal measurement represent the effect of independent variable.

VARIABLES UNDER STUDY

Independent variable: A Self-Instructional Module on Burnout Syndrome and its management.

Dependent variable: Knowledge and Attitude of Government School Teachers on Burnout Syndrome.

Demographic variable: Demographic variables like age, gender, Professional Qualification, years of experience.

Sample size:

it was comprised of 50 Primary School Teachers working in selected Government school of Ahmedabad city.

According to **polite, D.F and Beck, C.T. (2010)**, sampling is a process of selecting a portion of the population to represent the entire population. Sampling is necessary because it is more economical and efficient to work with a small group of elements. The investigator adopted Simple Random Sampling Technique to select the area and samples. Samples who met the criteria for sample selection were selected by the investigator. The steps of the sampling technique that the investigator adopted were as follows:

The Ahmedabad city was divided into 6 zones, central, east, west, north, south and new west zone. Out of total 6 zones, the investigator selected one zone through simple random sampling that was north zone for the pilot study and from remaining five zones were selected for final data collection and areas are selected according to simple random sampling method. The pilot study was conducted in Nava Naroda primary school of north zone. From west zone Neharunagar, from east zone Nikol, from west zone Ranip, from new west Piplaj, Saijpur areas were selected for final study. From each area 1 Government Primary School is selected by simple random sampling method. From selected 1 Government Primary School investigator selected 5 school teachers for pilot study and overall, 50 School Teacher selected for final data collection by simple random sampling method (lottery method).

Criteria for sample selection:

Inclusion criteria

The Primary School Teachers working in selected Government School of Ahmedabad city.

Who are willing to participate in the study?

Exclusion criteria:

Primary School Teachers who are not willing to participate in the research study.

SELECTION AND RATIONALE OF TOOL FOR DATA COLLECTION

Basvanthappa B.T. (2007), stated, “The Instrument selected in research should as far as possible be the vehicle that would best obtain data for drawing conclusions, pertinent to study and add to the body of Knowledge in discipline.”

To collect the data for present study following tool was selected and constructed.

Based on the objectives of the study, investigator developed data collection tool in order to obtain necessary information. Investigator developed a Structured Knowledge Questionnaire to assess the Knowledge and Likert’s Attitude Scale to assess the Attitude to assess effectiveness of A Self-Instructional Module on Burnout Syndrome and its Management in terms of Knowledge and Attitude among Primary School Teachers working in selected Government School of Ahmedabad city.

A SELF-INSTRUCTIONAL MODULE

A teaching and learning material which is prepared by investigator in which self-sufficient unit of written instruction and pre-established subject matter of related Burnout Syndrome and its management is broken down into small discrete steps and carefully organized in to logical sequences in which it can be learned readily by the samples. It will administer after pre-test.

STRUCTURED KNOWLEDGE QUESTIONNAIRE

The tool Intended to use for the study is Structured Knowledge Questionnaire for assessing the Knowledge of Primary School Teachers on Burnout Syndrome and its Management. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from samples. They are often design for statistical analysis of the responses.

Rationale

- Knowledge Questionnaire helps to elicit factual information.
- Relatively simple method for collection of data.
- Knowledge test are least time consuming.
- The closed ended questions are efficient and easy to administer.
- For above all reason structured Knowledge Questionnaire test was considered the utmost appropriate tool for the collection of data for the present study

DEVELOPMENT OF THE LIKERT’S ATTITUDE SCALE:

A structure five points Likert’s Attitude scale had been developed to determine the Government Primary School Teacher Attitude towards Burnout Syndrome and its Management with the help of review of literature, opinion of experts and researcher own experiences in the field. It had helped to rate the particular behaviour of Government Primary School Teacher towards practicing Burnout Syndrome and its Management.

Total numbers of statement were 10 in which the 5 positive statements and 5 negative statements. A Likert’s Attitude scale contains items that rate the particular behaviour on five Point rating scale. Where, positive

statement scored strongly agree (5), agree (4), uncertain (3), disagree (2) and strongly disagree (1). Negative statement scored as strongly agree (1), agree (2), uncertain (3), disagree (4) and strongly disagree

The development of tool is a step-by-step procedure in order to make the tool. Investigator came across some studies that had Structured Knowledge Questionnaire to assess the Knowledge regarding Burnout Syndrome and its Management and A five points likers Attitude scale to assess the Attitude regarding Burnout Syndrome and its Management. A review of research and non-research literature, expert's opinion and Investigator's experience is the basis for construction of the tools for data collection for the present study. The investigator had selected the following tools for the data collection.

TOOL DEVELOPED ACCORDING TO THE OBJECTIVES OF THE STUDY

Development of the A Self-Instructional Module

Self Instructional Module on Burnout Syndrome and its Management developed for the Primary School Teachers working in selected Government School of Ahmedabad city. By an expensive research and non-research literature and also look the opinion of the experts. For developed the A Self-Instructional Module, content was to selected and organized. Research guide and experts validated the content. A Self-Instructional Module was arranged in terms of preface, acknowledgement and guideline for use this module.

Development of Structured Knowledge Questionnaire

The Structured Questionnaire on Knowledge regarding Burnout Syndrome and its Management among Primary School Teachers working in selected Government school of Ahmedabad city by an expensive research and non-research literature and also look the opinion of the experts. The Structured Knowledge questionnaire consists of total 25 items and maximum score was 25. Each items contained 4 options of answer. Every correct answer was given a score of one and wrong answer was given score of zero. Structured Knowledge Questionnaire was focused on 4 main areas such as, 1) Introduction 2) Definition, Causes and Risk Factor 3) Stages, sign and symptoms 4) Diagnosis, Preventive Strategies and Management

Development of the five-point Likert's Attitude Scale:

five-point Likert's scale has been developed to determine the Attitude of Government Primary School Teachers on Burnout Syndrome and its Management. Total numbers of statement were 10 in which the 5 positive statements and 5 negative statements. A Likert's Attitude scale contains items that rate the particular behaviour on five Point rating scale. Where, positive statement scored strongly agree (5), agree (4), uncertain (3), disagree (2) and strongly disagree (1). Negative statement scored as strongly agree (1), agree (2), uncertain (3), disagree (4) and strongly disagree

Area wise Max. Score, obtained score, mean score, Mean Percentage, Mean Difference, Mean Percentage Gain, of Pre-Test and Post-Test Knowledge Scores of samples on Burn out syndrome and its management. (N = 50)

Area	Max Score	Pre-test Knowledge score of Sample				Post-test Knowledge score of Sample			Mean Difference	Mean percentage Gain (%)
		Ob	Me	Me	Per	Ob	Me	Per		
Basic concept of Burnout Syndrome	05	148	2.96		59.2	181	3.62	72.4	0.66	13.2
Causes and risk factors	04	79	1.58		39.50	148	2.96	74	1.38	34.5
Signs and symptoms, consequences and diagnosis of Burnouts	06	118	2.36		39.33	201	4.02	67	1.66	27.66
Preventive strategies and Management of Burnout Syndrome	10	199	3.98		39.8	380	7.6	76	3.62	36.2
TOTAL	25	544	10.88			910	18.2		7.32	

Max. Score, Obtained Score, Mean score, Mean percentage, Mean Difference and Mean percentage Gain of Knowledge Score of Samples. (N=50)

	Max. score	Obtained score	Mean score	Mean %	Mean difference	Mean percentage % Gain
Pre test	25	544	10.88	43.2	7.32	29.38
Post test	25	910	18.2	72.8		

(N=50)

Knowledge	Mean	Mean Difference	SD	SE	Calculated 't' Value	Tabulated 't' Value
Pre Test	10.88	7.32	2.93	0.3	30.75	2.00
Post Test	18.2		2.24			

*Note: $t = p \leq 0.05$, $df = 49$, cal. 't' value 30.75

(N=50)

	Max Score	Obtained score	Mean score	Mean %	Mean difference	Mean percentage % Gain
Pre-Test	50	1515	30.03	60.06	6.65	13.3
Post Test	50	1834	36.68	73.36		

Attitude	Mean	Mean Difference	SD	SE	calculated 't' value	Tabulated 't' value
Pre test	30.03	6.65	2.72	0.33	17.07	2.00
Post test	36.68		3.34			

(N=50)

Post Test Knowledge mean score (x)	Post Test Attitude mean score (y)	Number of samples	Karl Pearson's (r) Correlation coefficient	Inference
18.2	36.68	50	0.45	Significant Moderately positive correlation at 0.05 level of significant

SUMMARY

The research approach used for the study was pre-experimental method to "A study to assess the effectiveness of A Self-Instructional Module on Burnout Syndrome and its management in terms of Knowledge and Attitude among Primary School Teachers."

In this study the investigator proved that the A Self-Instructional Module on Burnout Syndrome and its management was effective in improving the Knowledge and Attitude among school teachers. Self learning material will assist the school teachers working in selected selected Government primary school.

CONCLUSION

From the above findings It indicates that After administered A Self-Instructional Module on Burnout Syndrome and its management. There was significant increase in the mean post-test Knowledge score (18.2) as compared to mean pre- test Knowledge score (10.88). Mean percentage Gain was 29.38%. Mean Attitude percentage Gain was

13.3%. There was positive correlation between Knowledge and Attitude on Burnout Syndrome and its management, (0.45) Significant Moderately positive Correlations at 0.05 level of significant which signifies that with increase in Knowledge there is a development of positive Attitude towards Burnout Syndrome and its management. It was also found that the level Knowledge is not associated with any other demographic variable and there was significant association between Professional Qualification and Attitude score of the sample regarding Burn out syndrome and its Management.

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