



Burnout and job satisfaction of primary school teachers in southern Papua

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ABSTRACT

This study intended to investigate the potential correlation between burnout and job satisfaction of teachers in the elementary schools of Southern Papua, Indonesia. To attain the objective of the study, two survey questionnaires were distributed to 1277 teachers who were conveniently established as samples. Utilizing the SPSS version 21, obtained data were statistically analyzed using the van Pearson's correlation analysis technique. Result of the Pearson's correlation statistical analysis showed a significant negative correlation between the teachers' burnout and their job satisfaction. The outcome of study provides guidance for the government education policymakers in the area of Southern Papua to eliminate teachers' burnout in order to promote the elementary school teachers' job satisfaction.



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INTRODUCTION

In today's world that is facing significant socioeconomic challenges, people are stress than ever in their daily life, especially at work (Heinemann & Heinemann, 2017). As a result of the globalization, "people in developing countries have to deal with increased levels of work-related stress" (Carod-Artal & Vázquez-Cabrera, 2013, p. 17-18). Stress at work, in turn, has the potential to harm one's physical and mental health as well as the efficiency of an organization (Carod-Artal & Vázquez-Cabrera, 2013).

One of the most frequently discussed mental health issues nowadays is burnout syndrome (Heinemann & Heinemann, 2017). Herbert Freudenberger, a clinical psychologist, was the first who coined the term 'burnout syndrome' in the 1970s (Bitsadze & Japaridze, 2011), and it continues to be so today (Schaufeli, et al., 2009). The concept of 'burnout', since its appearance in the 1970s, has been identified as a work-related threat for various people-oriented professions, including human services, education, and health care (Maslach & Goldberg, 1998, p. 63). Cherniss and Krantz (1983) described burnout as a sign of emotional reduction as well as a loss of drive and commitment. Maslach and Goldberg (1998) described burnout as "the state of being emotionally overextended and depletion of one's emotional resources, extremely isolated response to other people, and decline in feelings of competence and productivity at work" (p. 64); while Merriam-Webster's Collegiate Dictionary (2003) described burnout as exhaustion of one's physical, psychological, and motivational resources resulting from a persistent pressure or dissatisfaction.

The term 'burnout' here refers to teacher burnout. Bousquet (2012) states, "teachers who experience burnout have three categories of symptoms: exhaustion, depersonalization, and diminished personal achievement" (p. 3). Haberman (2017) described the behavior of burned-out teachers as follows:

They go through the motions of teaching with no emotional commitment to the task and no sense of efficacy. They have come to believe that what they can do will make no significant difference in the lives of their students and see no reason to continue caring or expending any serious effort. [...] They no longer take their failures as a sign of any personal inadequacies. They have become detached job-holders who feel neither responsible nor accountable for students' behavior, learning, or anything else. Their only goals is to do the minimum required to remain employed (p. 2).

In the similar way, Gold and Roth (1993) asserted,

Teachers enter the profession with higher expectations, a vision of the future, and a mission to educate our children and youth. The demands, pressures, and conditions they work under can stifle this zeal and present obstacles to achieving their mission. This leads to disillusionment and eventually even burnout (p. ix).

In addition to the numerous stressors that result from their regular professional duties, teachers also bear the heavy responsibility for the welfare of others (Dworkin, 1987). Corey (1996) noted that teachers who suffer the burnout syndrome generally feel worn out, depleted, and unenthusiastic. They go about their tasks in a robotic and monotonous manner because they believe that what they do have to offer is either not desired or not valued. As a result, they feel undervalued, unloved, and irrelevant.

Teachers' burnout has long been recognized as link to teachers' job satisfaction. Despite of no single definition of teachers' job satisfaction, what is consistent in the literature is that teacher emotional reactions to their working environment. The core concept behind the teacher job satisfaction is that the creation of enjoyable feelings about the working environment that ultimately lead the teachers to be more committed to the organization (Werang, 2018).

Several researchers (e.g. Cherniss, 1980; Clark, 1985; Igodan, 1984; Maslach, 1982) recognized teacher job dissatisfaction as a symptom of burnout; while other researchers (e.g. Koustelios & Tsigilis, 2005; Man et al., 2015; Rashid, 2013) have consistently found a negative

link between burnout and job satisfaction. Teachers respond to their job dissatisfaction at work in different ways. Muguongo et al. (2015) and Wambugu and Busienei (2015) argued that teachers respond to their job dissatisfaction in one of the following four ways: (a) dissatisfied teachers may quit the teaching profession all together; (b) dissatisfied teachers may choose to remain in their teaching profession and actively try to improve the conditions; (c) dissatisfied teachers may remain in their teaching profession but respond passively to their job dissatisfaction by accepting the status quo without raising any objections or making any suggestions for improvement; and (d) dissatisfied teachers may remain in their teaching profession and exhibit passive withdrawal behavior such as putting forth less effort.

This study focuses on describing the potential correlation between teacher burnout and job satisfaction using the elementary schools in Southern Papua as the setting.

A variety of current studies have been conducted on the correlation between teacher burnout and job satisfaction (e.g. Khera, 2017; Ogresta et al., 2008; Safari et al., 2020; Tarcan et al., 2017). However, the report of Wea et al. (2020) and Werang et al. (2017, 2019) that the teacher's job dissatisfaction and uncommitted to teaching in the remote elementary schools of Southern Papua was most predicted by their working conditions, (such as remoteness, unavailability of healthy and well-equipped school housings, lack of local community ties), in which teacher could be emotionally burnout. urged us to conduct an additional study on this topic to address the regional need for stronger men and women who are willing to teach the indigenous Papuans how to compete successfully in the modern world (Leba et al., 2021, Werang & Leba, 2022).

To the best of our knowledge, none of empirical studies investigating the correlation between the teacher burnout and job satisfaction within the context of Southern Papua, Indonesia. Thus, this study intended to bridge the existing knowledge gap by examining the potential correlation between teacher burnout and job satisfaction using the elementary school teachers of Southern Papua as the population and samples. One research question was probed to guide the study as the following: "Does teacher burnout correlate significant negatively with the job satisfaction of elementary school teacher in Southern Papua, Indonesia?"

METHOD

In order to ascertain the degree to which the values of the independent variable (burnout) have a positive or negative correlation with the dependent variables (job satisfaction), this study employed a survey research design. To collect research data, we employed two survey questionnaires as several current studies (e.g. Habeahan et al., 2022; Werang et al., 2021; Wullur & Werang, 2020; Yunarti et al., 2020) offered the benefit of using survey questionnaire as the following: affordability, simple data gathering, strong statistical significance, minimal observer subjectivity, and precise outcomes.

The burnout of teachers was assessed using a questionnaire of 7 items from a former study conducted by Werang (2018). All the items of questionnaires were distributed in Indonesia language to a total of 1277 elementary school teachers who have conveniently been established as respondents. All respondents were asked to rate their response on a 4 Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The samples of the English version of the items are follows: "I feel worn out by my current job," "I feel mentally spent when I get home from work," and "It stresses me out to be in direct contact with people at work all day long." A Cronbach's alpha coefficient was employed to examine the internal reliability of the instrument. The internal reliability of Cronbach's alpha of this study was 0.751.

The job satisfaction of teachers was assessed using a questionnaire of 18 items from a former study conducted by Wula et al. (2020). All the items of questionnaires were distributed in Indonesia language to a total of 1277 elementary school teachers who have conveniently been established as respondents. All respondents were asked to rate their response on a 4 Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The samples of the English version of the items are follows: "I'm getting paid fairly for the work I do," "My school principal is competent at what he or she does," and "When I do a good job, I get the credit that I should get." A Cronbach's alpha

coefficient was employed to examine the internal reliability of the instrument. The internal reliability of Cronbach's alpha of this study was 0.788.

Obtained data were statistically analyzed using the Pearson's correlation coefficient (R-value) by employing the SPSS version 21. A correlation value of -1.0 represents a perfect negative correlation, while a correlation value of 1.0 represents a perfect positive correlation. In other words, a positive link exists if the correlation value is greater than zero, whereas a negative link exist if the correlation value is less than zero. As this study was intended to describe the potential correlation between teacher burnout and their job satisfaction, we proposed one research hypothesis to be examined, that is teacher burnout will significant negatively relates to their job satisfaction. The proposed hypothesis aimed to provide a clear picture of how burnout and job satisfaction among elementary school teachers in Southern Papua, Indonesia, are related each other. This proposed hypothesis was tested with an alpha coefficient of 0.05 or a 95% confidence level.

RESULT AND DISCUSSION

Result

This study provides a closer look on how the elementary school teacher burnout relates to their job satisfaction. Result of statistical analysis on the correlation between teacher burnout and teacher job satisfaction in the elementary schools of Southern Papua is presented in Table 1 below.

Table 1. Effect of teachers' burnout on their job satisfaction

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	83.072	1.524		54.520	.000
Burnout	-.985	.068	-.407	-14.499	.000

a. Dependent Variable: Job_Satisfaction

Data displayed in Table 1 showed a significant negative correlation between teacher burnout and their job satisfaction as the coefficient value of beta (β) = -.407 is significant at the level of $\alpha = 0.05$. As the β coefficient value of this study was significant negative at the level of $\alpha = 0.05$, then the research hypothesis that teacher burnout will significant negatively relates to their job satisfaction in the elementary schools of Southern Papua was confirmed. It revealed that when the research variabel 'teacher burnout' increased one point, then the research variable 'teachers' job satisfaction' would decrease 0.407 point. In other words, any kind of reduction in teacher burnout caused the increase of job satisfaction.

Discussion

Teachers are crucial for students' success as they are entrusted to entrusted with the responsibility to educate the future leaders of tomorrow and are essential to students achievement (Koenig, 2014, p. 1). As the teachers deal always with teaching students and many other issues which are related to human service and relation, including motivating, observing, counseling, providing resources, mentoring other teachers, and actively enacting change for themselves, as well as for their students (Coombe, 2008; Koenig, 2014), teachers commonly face burnout. Maslach et al. (2001) referred to burnout as one of the most contributing factors to teacher's willingness to leave the teaching profession.

The persistent belief that teachers are unable to handle the demands of daily life is usually perceived as the cause of teacher burnout (Wood & McCarthy, 2002). Result of correlational statistical analysis demonstrates that teachers will grow more dissatisfied when they are burnout

and, in reverse, will grow more satisfied when they are happy. In other words, teachers with a higher level of burnout would demonstrate a lower level of job satisfaction and vice versa. Finding of this study confirmed Pavalache-Ilie & Ursu's (2016) research findings that burnout is significantly associated with external job dissatisfaction. Finding of this study also confirmed Kiliç et al.' (2011) research findings that professional burnout has a significant effect on job satisfaction level of the employees.

Burnout syndrome jeopardizes not only teachers' job satisfaction and well-being, but also their relationship with students and the quality of their teaching (Smetackova et al., 2019). Numerous existing studies have confirmed that teachers who experience high levels of burnout syndrome are unable to provide pedagogically effective lessons as well as to establish positive relationships with their students (e.g. Greenglass et al., 1996; Shen et al., 2015; Yong & Yue, 2007); suffer from somatic problems, a lack of meaningful life orientation, and low social support (Hultell et al., 2013; Kidger et al., 2016); result in a high rate of absences, dropouts, early retirement (Brackett et al., 2010), and depression (Dilekmen & Erdem, 2013). According to Loonstra et al. (2009), teacher burnout is an impediment to the improvement of the educational system's quality; and as a result, it is necessary to devote scientific and political attention to this issue.

Burned-out and dissatisfied teachers are less likely to engage the class and tend to become less committed and passionate. Burned-out and dissatisfied teachers may, in turn, come to the point where they believe that whatever they do would not make any significant difference in the lives of their students and that they see no reason to continue caring and giving any serious effort of providing motivation for their students (Küçükoğlu, 2014). Werang et al. (2017, 2019) reported that one out of every three teachers in Southern Papua's remote elementary school was leaving for urban areas to partake in other pleasurable activities.

Teachers are still men and women who, like everyone else, want to be happy. In this point of view, having principals and parents who view teachers as part of their family, working conditions that are comfortable and friendly enough for teachers, healthy and well-equipped school housings for teachers to staying and to working in, regional economics policy which provide teachers with an appropriate wage and allowance, and students who respect their teachers fairly are keys to boost teachers' job satisfaction and to eliminate burnout.

CONCLUSION

Result of this study provides a closer look on the correlation between the burnout and job satisfaction of the elementary school teachers in Southern Papua, Indonesia. Based on the result of correlation statistical analysis, the conclusion of this study is that the teacher burnout and the job satisfaction of elementary school teachers in Southern Papua is significant negatively correlated.

This finding provides an insight for the school principals and the education policymaker at regional government level to create strategies of reducing teachers' burnout in order to promote job satisfaction in the elementary schools of southern Papua. Since the distance between schools in southern Papua are far apart, finding of this study may also give an insight for the Indonesian Minister of Education and Culture to evaluate the provision of minimum obliged time for teacher to teach in a week, especially for teachers who are working in the remote area.

This study is constrained on both the size of samples and of dependent variables. Therefore, in order to generalize the study's findings, larger samples size with a wider range of places would be strongly advised for future research. To better understand the phenomena of teacher burnout and its impact on school life, the number of dependent variables should also be added, such as teacher's self-efficacy, teaching commitment, and job performance.

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