

ON BURNOUT PERCEPTION AMONG SECONDARY SCHOOL TEACHERS: A PILOT STUDY



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Summary

- Theoretical framework
- Design and method
- Principal results
- Discussion
- Conclusions

Theoretical framework

- Burnout is «a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do “people work” of some kind» (Maslach and Jackson, 1986).
- This multidimensional syndrome affects people who exercise the so called “helping professions”, for example social workers and teachers, when they are not to able to respond adequately to the excessive loads of stress that their work leads them to assume.

Theoretical framework

- Teaching is a stressful career and teachers who experience burnout syndrome have low morale, low self-esteem and they are physically exhausted
- Symptoms can be summarized in three categories (Rolloff and Brown, 2011):
 - Exhaustion
 - Depersonalization
 - Diminished personal achievement

Theoretical framework

- Many studies analyzed factors involved in teachers' burnout (Farber and Miller, 1981; Blase, Blase and Du, 2008; Grayson and Alvarez, 2008; Kyriacou and Sutcliffe, 1978; Russel, Altmaier, and Van Velzen, 1987; Sorenson, 2007)
- Some of them have considered the importance of organizational and situational factors related to the phenomenon, such as number of tasks required, excessive workload, role clarity, school pressure to achieve goals, crowded classroom, difficulty of interacting with students, lack of administrative and social support

Pilot study: design and method

- This pilot study aims to analyze teachers' perception on the phenomenon of burnout, particularly the existence of a discrepancy between their ideal job and the effective realization
- The tool employed in the study is a questionnaire on burnout perception (Corradini, Paolinelli, 2016), composed by 28 items

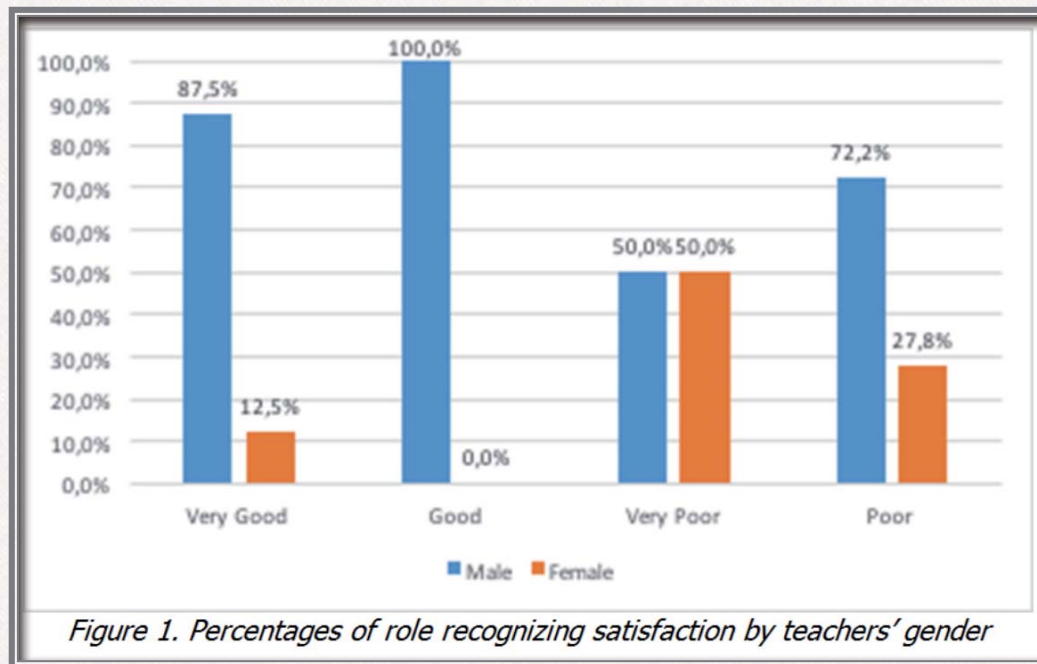
Pilot study: the questionnaire

- The areas investigated by the questionnaire are:
 - personal expectations
 - satisfaction elements
 - discrepancy elements
 - perception and management of work difficulties

Pilot study: the sample

- The study has involved 74 Italian secondary school teachers aged between 25 and 64 (F:24,3%; M:75,7%), from central regions of Italy, and all the sample teachers completed the questionnaire on burnout perception
- The sample was stratified with respect to the following variables: age, teaching seniority and gender

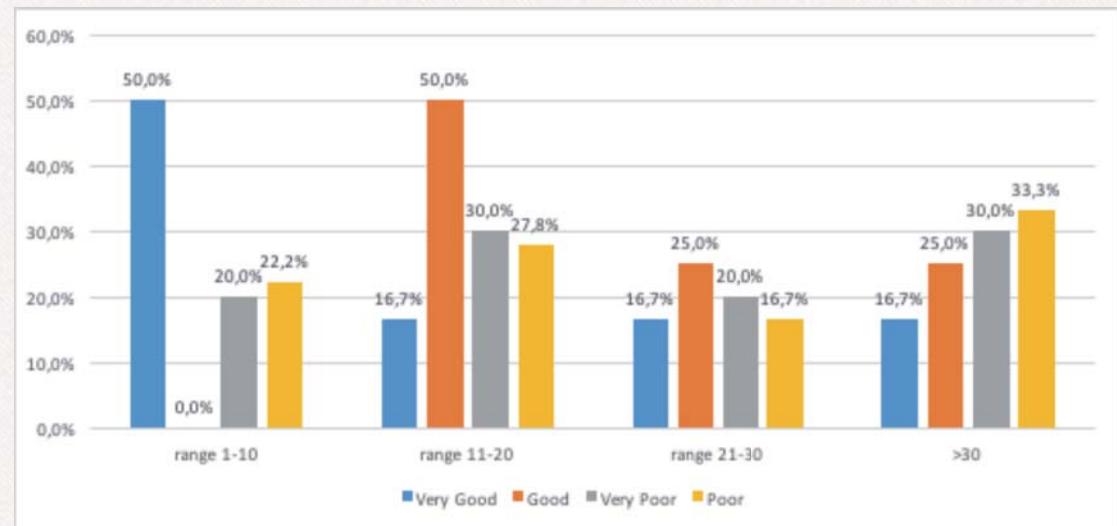
Main results



- Analysis has used quantitative statistical method to identify satisfaction factors among teachers and their possible correlations and dissimilarities
- Results show an influence of social and situational components on job's satisfaction; more specifically, this effect was related to teachers' gender and teaching seniority

Main results

- Both salary satisfaction and role recognizing satisfaction emerge as significant predictors ($p = 0.05$) of the satisfaction elements
- salary satisfaction scores emerges as significant predictor ($p = 0.05$) by teaching seniority ($R = .08$, $p < .05$; $\beta = -.15$, $p < .05$)
- role recognizing satisfaction emerges as significant predictor ($p = 0.05$) by gender ($R = .10$, $p < .05$; $\beta = .311$, $p < .05$)



Discussion

- Relevance of situational factors and social factors
- Significant differences in terms of the role recognizing satisfaction between males and females
- Difference between teachers with greater and smaller seniority with respect to the salary satisfaction

Conclusions

- The teachers composing the sample are aware of their role and quite motivated, despite of problems they have to manage at school.
- This is a first analysis of our research project. We plan to work with a larger sample and an extended questionnaire investigating additional factors affecting job's satisfaction.



Thanks for your attention