

The Relationship Between Self-Efficacy, Burnout And Job Satisfaction Among School Teachers In Selangor

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ABSTRACT

Teaching is a challenging career to pursue since it needs a great deal of dedication as well as physical, emotional, and mental fortitude. Teachers must not only meet their fundamental responsibilities in the classroom, but they must also do other non-essential tasks in order to produce successful students. The purpose of this research is to examine the relationship of self-efficacy, burnout and jobsatisfaction among school teachers in Selangor. There are 3 instruments used to study the variables which are Teacher Sense of Efficacy Scale (TSES), Maslach Burnout Inventory-Educators Survey (MBI- ES) and Minnesota Satisfaction Questionnaire (MSQ). There are 380 public school teachers participated in this study. The study shows that self-efficacy has positive relationship with jobsatisfaction while burnout has negatively relationship with job satisfaction. The results of this research can be used as a guideline when there is a need to study self-efficacy, burnout and job satisfaction level especially among teachers.

Keyword: Self-efficacy, burnout, job satisfaction, school, teachers

INTRODUCTION

Teaching has been a respectable profession since century. Teacher brings out the best person in every student that will contribute for the future of the country. In short, a successful education system that can produce high achievers does not only depend on qualified teachers but also satisfied teachers. According to Weiss (1967), job satisfaction is commonly defined as positive or negative evaluative judgments that people make regarding their work. Satisfied teacher is less expose to stress and will have higher instructional quality and better learning support for their students (Klassen & Chiu, 2010). Teacher job satisfaction are important, and it can contribute to teacher well-being.

Besides that, satisfies teacher are less prone to job turnover and more likely to be committed with the students. Job satisfaction increases with high employee self-efficacy (Redmond, 2016). Self- efficacy refers to one's belief in one's ability to plan and carry out actions in order to attain goals. However, a decline in teacher self-efficacy will trigger the work stress, which will lead to burnout that can

cause job dissatisfaction (Harmsen et al., 2018). Burnout has long been recognised as an occupational hazard in a variety of people-oriented fields, including human services, education, and health care (Maslach & Leiter, 2016). This condition refers to tired state of mood, attitudes, and behaviours that results after a prolonged experience of stress.

Kalleberg (1977) stated that the quality of a person's life outside of their work role is linked to their level of job satisfaction. According to Newstrom (2007), job satisfaction is a combination of good or unfavourable feelings and emotions with which employees regard their job. Job satisfaction is defined as an individual's emotional reaction or affective toward their job (Buitendach & Rothmann, 2009). This illustrate that job satisfaction is driven by a desire to increase the quality of workers' work experiences in order to improve organisational functions and productivity (Chan et al., 2015). The study on teacher job satisfaction can exert powerful effects on many forms of organizational behaviour (Hee et al., 2019).

There are many factors that influenced job satisfaction. Despite that, there are deficiency of past studies discussing teacher's job satisfaction issues in Malaysia (Hee et al., 2019). While the importance of teacher self-efficacy in achieving positive student results is well acknowledged, but the subject of whether teachers are satisfied with their working environment is sometimes overlooked (Barni et al., 2019; Toropova et al., 2020). As a result, there is a need to investigate and discover important aspects that are related to it. The present study adds to the limited research base on integrating job satisfaction and expands outcome measures to include self-efficacy and burnout.

Therefore, the objective of this present study is to determine the relationship between self-efficacy, burnout and job satisfaction among school teachers in Selangor. Based on the objectives, three questions had risen in this study, which are (1) What is the personal background of school teachers in Selangor? (2) What are the levels of self-efficacy, burnout and job satisfaction among school teachers in Selangor? (3) Are there any relationship between self-efficacy, burnout and job satisfaction among school teachers in Selangor?

METHODOLOGY

The purpose of the study is to determine the relationship between self-efficacy, burnout and job satisfaction among school teachers in Selangor. Therefore, the correlational research design was used to identify the relationship between these variables of interest. In addition, this study is characterized cross-sectional study as the subject will only answer the instruments once (Afsaneh, 2015). This study will imply the strength between the quantitative variables that are evaluated among teachers and compares at the same time as the data are collected one time only. The sampling method that was used in this study is a non-probability sampling method and purposive sampling method was used in this study.

The theory used in exploring the relationship between self-efficacy, burnout

and job satisfaction is the social cognitive theory (SCT). SCT is developed by Albert Bandura (1986) which discusses that individual experiences, other people's actions, and environmental circumstances have an impact on individual job satisfaction. From the perspective of social cognitive theory, goal-oriented behaviour is affected by self-efficacy, environmental supports and resources (Bandura, 1986). Based on social cognitive theory in term of job involvement, Yakin and Erdil (2012) showed that self-efficacy affects job satisfaction. High employee self-efficacy will have a positive effect on employee job satisfaction. A decline in employee self-efficacy will trigger the stress of work, which will lead to burnout (Yulianti et al., 2018).

A total of 385 teachers from Selangor public schools participated in this study, 203 from primary school and 182 from secondary school. 161 male and 224 female participated in the study where 53.0% were Malay, 24.4% Indian, 21.8% Chinese and 0.08% were others. There were participants aged 20-29 years old (23.1%), 30-39 years old (30.1%), 40-49 years old (28.3%) and 50 years old (18.4%). In term of years of experiences among the respondents, 21.6% have less than 5 years experiences, 12.8% have 5-10 years of experience, 20.5% have 11-15 years of experience, 15.3% have 16-20 years of experience and 30.1% have more than 20 years of experience. Among the participants, 61.0% were married, 31.7% single, 3.9% were widows while 3.4% were divorced.

Data collection started with preparation of online questionnaire via Google Form. Self-administrated questionnaire was distributed through an online survey among public school teachers in Selangor. The participants answered the questionnaire through online platform via Google Form where the participants can assess in social media and Email. There were three instruments used in the study, namely Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk, 2001), Maslach

Burnout Inventory-Educators Survey (MBIES) (Maslach, Jackson, & Schwab, 1986) and Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967).

The collected data analysed using Statistical Package for Social Sciences (SPSS). Descriptive statistic was used to describe the first objective, the personal background of teachers in Selangor that are demographic data. Besides that, the second objective which are the level of self-efficacy, burnout and job satisfaction among teachers in Selangor will also be describe by using descriptive statistic. Inferential analysis, Pearson correlation will be utilized in order to explore the third objective which are the relationship between self-efficacy, burnout and job satisfaction among school teachers in Selangor. Pearson Correlation Coefficient is used to measure the direction, strength and significance relationship between all variables that can be deemed for either interval or ratio variables (Sekaran & Bougie, 2012).

FINDINGS AND DISCUSSION

The result of the descriptive and correlation of the study are presented in Table 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6. As been mentioned before the main purpose of this study is to determine the relationship between self-efficacy, burnout and job satisfaction among school teachers in Selangor.

Research Question 1: What is the personal background of school teachers in Selangor?

According to Table 1.1, 161 (41.8%) respondents were male, and 224 (58.2%) respondents were female. It showed that majority of the respondents are female. In terms of age, the highest age range fall on 30-39 years old which is 116 (30.1%) respondents, and the lowest age range is 50 years old above where there are 71 (18.4%) respondents. Besides that, it showed that Malay ethnic is the biggest group that have been involved in this research which is 204 (53.0%) respondents, and the smallest ethnic group is others which contribute 3 (0.08%)

respondents. In term of type of school demographic data, the highest respondents were from primary school which is 203 (52.7%) respondents followed by respondents from secondary school which is 182 (47.3%) respondents. Next, the years of experience as teachers also had been examined and it shows that the highest percentage of years of experience are more than 20 years of experience which are 116 (30.1%) respondents and the lowest is 5-10 years of experience which are 48 (12.5%) respondents. Lastly, from the results it shows that 235 (61.0%) respondents were married and 13 (3.4%) were categorized as divorced.

Table 1.1 Respondents' Personal Background (N=385)

Demographic	Items	f	%
Gender	Male	161	41.8
	Female	224	58.2
Age	20-29 years old	89	23.1
	30-39 years old	116	30.1
	40-49 years old	109	28.3
	50 years old above	71	18.4
Ethnicity	Malay	204	53.0
	Chines	84	21.8
	eIndian	94	24.4
	Other	3	0.08
Type of School	Primary School	203	52.7
	Secondary School	182	47.3
Years of Experience	Less than 5 years	83	21.6
	5-10 years	48	12.5
	11-15 years	79	20.5
	16-20 years	59	15.3
	More than 20 years	116	30.1
Marital Status	Single	122	31.7
	Married	235	61.0
	Divorce	13	3.4
	d Widowed	15	3.9

Research Question 2: What are the levels of self-efficacy, burnout and job satisfaction among school teachers in Selangor?

According to Table 1.2, it showed that slightly more than half, 198 (51.4%)

respondents reported high level of job satisfaction. Followed by 185 (48%) respondents reported with moderate level of job satisfaction and only 2 (0.6%) respondents reported with low level of job satisfaction ($M = 66.44$, $SD = 23.11$).

Table 1.2 Level of Job Satisfaction (N=380)

Variable	n	%
Job Satisfaction		
Low	2	0.5
Medium	185	48.1
High	198	51.4
Mean	66.44	
Sd.	23.11	

Note: Sd = Standard deviation

The finding is consistent with the past study by Leow et al. (2020), which reported higher levels of job satisfaction and teachers

who perceive higher levels of interaction with their students tend to feel more related. Moreover, job satisfaction is a response to the

working environment. An organization's setting is also important for developing job satisfaction to a high level (Bakotic, 2016). Furthermore, frequent involvement with students may strengthen teacher-student interpersonal ties, which can influence teachers job satisfaction. There are several factors that influence increase in job satisfaction such as self-efficacy, communication, opportunities, career

development, working conditions, employee personality, pay, benefits, rewards and recognition (Kumari, 2011; Bourne, 2021).

According to Table 1.3, it showed that more than half, 225 (58.4%) respondents reported high level of self-efficacy. Followed by 114 (29.6%) respondents reported with low level of self- efficacy and only 46 (12.0%) respondents reported with moderate level of self-efficacy ($M = 41.03$, $SD = 14.15$).

Table 1.3 Level of Self-Efficacy (N=380)

Variable	n	%
Self-Efficacy		
Low	114	29.6
Moderate	46	12.0
High	225	58.4
Mean	41.03	
Sd.	14.15	

Note: Sd = Standard deviation

The finding is consistent with the past study by Barni et al. (2019), which reported a high level of self-efficacy. Teachers' self-efficacy has been demonstrated to be a relevant factor for the effectiveness of the teaching activity, as it is a motivator that influences teachers' behaviour and effort in classroom. As a result, increased teacher self-efficacy can lead to better teacher mental health and job satisfaction, as well as improved student academic performance (Bandura, 1977). The study shows that teachers who have a high sense of efficacy are more capable of accepting more difficult duties, are more determined, have greater stamina when faced with challenges, and are less worried.

There could be found different results for different study groups. However, most of the studies indicate that teachers' sense of efficacy is moderate (Seneviratne et al., 2019; Zin Mar Nay Win & May Cho Min, 2020). Study by Seneviratne et al. (2019), showed that

majority 47.7% of the science teachers held moderate efficacy beliefs that they could motivate students who show low interest in scientific inquiry in teaching scientific inquiry. Teachers' self-efficacy has been shown to be a significant component in the effectiveness of their teaching activities, as it is a potent motivator that influences teachers' behaviour and effort in the classroom (Klassen & Tze, 2014; Zin Mar Nay Win & May Cho Min, 2020).

According to Table 1.4, for subscale emotional exhaustion it showed that majority, 190 (49.8%) respondents reported high level of burnout. Followed by 156 (40.5%) respondents reported with low level of burnout and only 39 (10.1%) respondents reported with moderate level of burnout ($M = 27.22$, $SD = 16.43$). In terms of depersonalization, it showed that majority, 183 (47.5%) respondents reported high level of burnout.

Followed by 105 (27.3%) respondents reported with low level of burnout and 97 (25.2%) respondents reported with moderate level of burnout ($M = 14.20$, $SD = 8.81$). For the level for reduced personal accomplishment it showed that more than half 261 (67.8%) respondents reported with high level of dissatisfaction with personal

accomplishment. Followed by 69 (17.9%) respondents reported with low level of dissatisfaction with personal accomplishment and 55 (14.3%) respondents reported with moderate level of dissatisfaction with personal accomplishment ($M = 19.53$, $SD = 13.50$).

Table 1.4 Level of Burnout (N=380)

Subscale	n	%
Emotional Exhaustion		
Low	156	40.5
Medium	39	10.1
High	190	49.4
Mean	27.22	
Sd.	16.43	
Depersonalization		
Low	105	27.3
Medium	97	25.2
High	183	47.5
Mean	14.20	
Sd.	8.81	
Reduced Personal Accomplishment		
Low	69	17.9
Medium	55	14.3
High	261	67.8
Mean	19.53	
Sd.	13.50	

Note: Sd = Standard deviation

All three subscales; emotional exhaustion, depersonalization and reduced personal accomplishment showed high level of burnout among teachers. The finding is consistent with findings of past study by Saloviita et al. (2021), which showed the subject teachers experienced high burnout in all subdomains, but especially in regard to depersonalisation. The two special education teacher groups felt less exhaustion and lack of accomplishment than the classroom and

subject teachers; however, they scored higher in regard to depersonalisation than the classroom teachers. Some attitudinal variables were linked to the level of burnout. Additional factors that related to teacher burnout were also highlighted by the research. High workloads, position ambiguity, low salary and benefits, expanded job duties, excessive pressure, insufficient rest, enormous classrooms, and a lack of engagement in decision-making were among the factors

(Amzat et al., 2021; Bozkus, 2018).

Research Question 3: Are there any relationship between self-efficacy, burnout and job satisfaction among school teachers in Selangor?

H α 1: There is a significant relationship between self-efficacy and job satisfaction among school teachers in Selangor.

Pearson correlation is carried out to examine the relationship between self-efficacy and job satisfaction. According to Table 1.5, self-efficacy and job satisfaction were significantly positive correlated ($r = .906$, $p < .01$). Hence, it implies that when there is increase in self-efficacy, the job satisfaction will increase. Therefore, H α 1 was supported.

Table 1.5 Pearson Correlation between Self-Efficacy and Job Satisfaction

Self-Efficacy	Job Satisfaction	
	Pearson Correlation	.906**
Sig. (2-tailed)	.000	
N	385	

** . Correlation is significant at the 0.01 level (2-tailed)

The finding is consistent with finding of past studies by Turgoklu et al. (2017), which reported self-efficacy correlated positively with teacher job satisfaction, which shows that when teachers' perceptions of self-efficacy increase, their job satisfaction will also increase. Teachers who have a high level of self-efficacy have been found to achieve better educational outcomes than those who have a low level (Karabiyik et al., 2014). The study also mentioned that the teachers were found to be more satisfied with the job and its quality, as well as their interpersonal interactions and job environment. However, salary, advancement and promotion chances, and working conditions were not among the aspects which they were satisfied with at a high level. This study shows that teachers' life satisfaction was predicted by job satisfaction, progress toward personal work goals, and positive affectivity. Both job satisfaction through work conditions and life contentment were indirectly connected to task self-efficacy via goal progress (Chan et al., 2020).

Another finding by Ortan et al. (2021), infers that there was a significantly positive correlation between job satisfaction and students' behaviour, leadership condition,

resources, colleague relationships, promotion, and self-efficacy ($r = 0.422$). When considering the characteristics that have the greatest impact on job satisfaction, such as self-efficacy and promotion, it could be stated that a sense of professionalism, belonging, self-worth, and happiness have a beneficial impact on teacher well-being. Teachers with strong self-efficacy are more likely to be promoted by school administration as assurances of good educational standards.

Prior studies prove that there is a significant positive relationship between self-efficacy and job satisfaction. Teacher self-efficacy is the most essential factor in job satisfaction since it refers to a teacher's own qualities and competences that can be applied in the teaching profession, in any school or educational setting, as well as in other areas of knowledge. Self-efficacy allows teachers to maximise and improve teaching methods, teacher-student and teacher-parent relationships, collegial teamwork, decision-making, and the school environment in the classroom.

H α 2: There is a significant relationship between burnout and job

satisfaction among school teachers in Selangor.

Pearson correlation is carried out to examine the relationship between burnout and job satisfaction. The finding revealed that burnout and job satisfaction were significantly negative correlated ($r = -.890$, $p < .05$). Hence, it implies that when there is increase in burnout, the job satisfaction will decrease. Therefore, H_{a2} was supported.

Table 1.6 Pearson Correlation between Burnout and Job Satisfaction

	Job Satisfaction	
Burnout	Pearson Correlation	-.890**
	Sig. (2-tailed)	.000
	N	385

** Correlation is significant at the 0.01 level (2-tailed)

The finding is consistent with finding of past studies by Safari (2020), reported that the burnout and job satisfaction were correlated, since all the sub-scales of job satisfaction were negatively correlated with the main aspect of burnout ($r = -.293$). This indicates that when teachers' emotional exhaustion increases, their perceived job satisfaction decreases and vice versa (Atmaca, 2017; Kara, 2020). Furthermore, Kara (2020) argued that there were significant differences in teacher burnout and job satisfaction based on gender, marital status, experience, and workplace. According to Safari (2020), the five aspects of job satisfaction were negatively related to burnout, which were working conditions, promotion, work itself, supervision, organization as a whole except for the aspect of pay. In the case of payment, teachers' dissatisfaction with salary resulted in increasing their burnout level (Kroupis et al., 2019).

Based on the study by Atashpanjeh et al. (2020), there was a strong negative correlation between job satisfaction and emotional exhaustion, $r = -0.55$, $P < 0.01$, with high levels of job satisfaction associated with lower levels of emotional exhaustion. A moderate negative correlation between job satisfaction and depersonalization was detected, $r = -0.40$, $P < 0.01$, with high levels of job satisfaction associated with lower levels of depersonalization (Cohen, 1988). In general, there was a moderate negative correlation between job satisfaction and burnout, $r = -0.39$, $P < 0.01$, with high levels of job satisfaction correlates with lower levels of burnout.

According to Atmaca (2017), burnout is a significant issue in the teaching profession. Burnout among English language teachers is caused by environmental or situational factors. Burnout affects English language teachers due to a variety of issues, including

the educational system, insufficient pay and external factors. Prior studies prove that there is a significant negative relationship between burnout and job satisfaction. Burnout among educators will result in negative effects in the educational system. This will indirectly lead to an unproductive learning environment for the students.

In the case of job performance, this study shows that increase in burnout will also decrease in job satisfaction (Kroupis et al., 2019). According to Leow et al. (2020) higher levels of job satisfaction and teachers who perceive higher levels of interaction with their students tend to feel more related. Therefore, higher levels of job satisfaction can be an important indicator to improve teachers' attrition rate. However, studies show that increase in burnout will decrease the job satisfaction (Atmaca, 2017). Teacher burnout has been shown to have significant negative implications for teachers' well-being. Burnout among educators will result in negative effects in the educational system. Burnout will indirectly lead to an unproductive learning environment for the students (Bozkus, 2018).

CONCLUSION AND RECOMMENDATION

The findings showed moderately high level of self-efficacy, high level of burnout and moderately high level of job satisfaction. Besides that, the findings revealed that self-efficacy and burnout were significantly correlated to job satisfaction. The purpose of this study helps to discover factors that influences teacher job satisfaction. The overall results of this research can be used as a guideline when there is a need to study self-efficacy, burnout and job satisfaction level especially among teachers. Also, this research and its results can be used as a reference for further study in this area.

Besides that, this study contributes to the current statistics of teacher self-efficacy, burnout and job satisfaction located in Selangor. Moreover, this study was able to

identified solutions to increase job satisfaction among teachers. This research also provides a new perspective to look into self-efficacy, burnout and job satisfaction. Teachers are one of the most important groups of professionals in a country and improvement on their satisfaction will benefit students and other teachers. Teachers are not merely educators, but also served as role model to the younger generations. Teachers tend to be more effective when they are satisfied with the job. Higher level of job satisfaction will also inversely affect the turnover rate of teachers. Therefore, this research is able to provide some help in enhancing performance of teachers through the study of self-efficacy, burnout and job satisfaction.

This study echoes Bandura's Social Cognitive Theory (Bandura, 1986) by incorporating cognitive, environmental, and behavioral determinants. The framework of this study can be explained by categorizing each variable into different aspect. Higher level of self-efficacy will lead to higher work satisfaction and lower burnout rate (Friedman, 2002). Therefore, research on teacher wellness, satisfaction and professional growth are often the top priorities of the policymakers at the Education Ministry as teachers' wellness is directly associated with teaching quality and academic output. Hence, policymakers should come with an intervention program by giving all the teacher a yearly burnout assessment to make sure the teachers burnout level are manageable. Furthermore, it is recommended that both pre-service and in-service teachers should attend training for coping with teacher burnout (Aeria et al., 2018). With higher job satisfaction, teachers will be able to perform better thus improving the education quality in Malaysia. Lastly, finding from this study can contribute to future studies regarding self-efficacy, burnout and job satisfaction among public school teachers.

Throughout the research some limitations had been encountered. Firstly, one of the limitations when conduct this research is the result may not be implied by teachers all over Malaysia as the research is focus on the job satisfaction of the public-school teachers in Selangor. Due to the research is conduct in Selangor only thus the outcomes from this

study may not represent the result from teachers in other states. Hence, it may influence the accuracy of the data to represent all the teachers in Malaysia. Secondly, sharing the questionnaire online via social media was not advisable because the questionnaire in this study is adopted from others researchers. Thirdly, the problem of self-administration online questionnaire will be encounter. Due to the reasons, the limitations of this study are difficult to obtain reliable information from respondents towards job satisfaction. Furthermore, all the questionnaires provided was self-report, therefore bias in the answer might happen and depends on the participants truthfulness on answering the questionnaires.

There are some recommendations provided in order to give the advice to the future researchers when there are interests in relevant topic and make some improvement on it. In order to overcome the limitation on generalizability of the study, it is recommended that futures researchers can carry out relevant study in other states in Malaysia and also focuses more in the rural areas that are often overlooked. Moreover, demographic data of the respondents can be used more to obtained extra details to analyze and interpret the influencing factors. Past study shown the possibility of teachers' demographic factors in predicting their job satisfaction. Future researcher might also have comparison study of demographic data and variables by using t-test. This study research is focus on the relationship of self-efficacy, burnout and job satisfaction among school teachers in Selangor. It is recommended that future researchers can narrow down the study in a more specific type of teachers which is special education teachers. The special education teachers are often ignored because most of people have less awareness and do not pay much attention on special education in Malaysia. Therefore, it is a good and fresh area for future researchers to study.

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