
TEACHER SUBJECTIVE WELLBEING AND BURNOUT AMONG TEACHERS IN YOGYAKARTA

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Abstract: Based on the theory burnout, a teacher's wellbeing can be a factor that causes burnout in teachers with indicators having isolated feelings, lack of support from coworkers and administrators, class management problems, and how much the possibility of career improvement will be obtained. This study aims to determine the relationship between burnout and subjective wellbeing of teachers in Yogyakarta. The number of subjects in this study were 119 teachers in Yogyakarta. Data collection methods are carried out using work Maslach Inventory Burnout scale and Teacher Subjective Wellbeing scale. The results of this study indicate a significant negative relationship between burnout and teacher subjective wellbeing with $r = -.416$ and $p = 0.000$ ($p < 0.05$), so the hypothesis is accepted. Based on these results, it can be concluded that the higher a person's work fatigue, the lower their subjective wellbeing will be.

Keywords: Burnout, Teacher Subjective Wellbeing, Teacher.

Introduction: Background: Jacobson (2016) stated that teacher's burnout not limited on new teachers, the senior teachers also could have burnout. Jacobson (2016) also explained that some teachers were quit in their first year entered the education world, when others quit after many years in education world. Burnout in teachers has the important role in teachers quit phenomenon.

In Indonesia teachers have workload minimum 24 hours entered class for a week, the amount of number being a teachers' need to get professional allowance. The study from Sinaga (2016) found that teachers haven't the minimum obligation yet that been set, one of the causes of burnout occurrence in Indonesia is the teaching policy for subjects is not appropriate with the teachers' academy background.

Leiter & Maslach also Marzano & Heflebower (in Jacobson, 2016) explained that there were many factors that affects burnout on teachers, there were isolated feeling, lack of supports from co-workers, overload feeling of over workload, lack of rights to autonomy, lack of respect from administrator, any several opportunities to be a leader for teachers, any class management problem or discipline problem in class, and achievement target that too high.

Leiter & Maslach also Marzano & Heflebower (in Jacobson, 2016) stated that based on the developing theory, teacher subjective wellbeing should be factors that causes occurrence burnout on teachers with indicators has tolerance feeling conditions, lack of support from co-workers and administrators, class management problem, and several possibility of carrier enhancements.

Teacher Subjective Wellbeing: Acton & Glasglow (2015), argue that teacher subjective wellbeing is a fulfilment desire of teachers' professionalism, satisfaction, goal, and happiness which formed by self-positive evaluation. On the other hand, teacher subjective wellbeing can be interpreted as positive evaluation which emphasize on health and successful functioning at work with aspects that stated by Renshaw, Long, and Cook (2015) there are School Connectedness, Teaching Efficacy, and Joy of Teaching. Aettermann, Engels, Van Petegem, and Verhagae (2007) claimed that teacher subjective wellbeing is a positive condition where is the coherence between certain environment factor, individual needed, and teacher's expectation. Besides that, Resilience and self-efficacy, emotional intelligence and personal responses to teachers' work become factors that affect the teacher subjective wellbeing (McCallum, Price, 2010).

Burnout: Maslach & Jackson (Duru, Duru & Balkis, 2014) pointed out burnout as a tiring, emotions, lost of identity, and low of individual achievement. Maslach & Jackson In Alkhateeb, Kraishan & Salah (2015) defined burnout as an individual tiring psychology feeling, lost of identity, and low of individual achievement. Aspects burnout are emotional exhaustion stages, depersonalization stages, and low personal accomplishment. Maslach and Leiter (Bilge in Alkhateeb, Kraishan, & Salah, 2015) explained burnout as a condition that leads to changes of behaviour, attitude, psychic condition of work, which affects on emotion and lack of individual achievement.

Burnout and Teacher Subjective Wellbeing: When teacher feels more prosperous with the fulfilled of needed and other welfare aspects in teaching, so the burnout will get lower. Teaching like explained by Onder & Sari (2009) consist of some factors like teaching itself, learns the new information and new ability, follows the newest technology development, makes a deal with students, parents, and society in everything. That things can be a burnout trigger factor when aspects in teacher subjective wellbeing aren't fulfilled.

Those explanation is similar with explanation of school connectedness aspect by van Horn, Taris, Scaufelly, and Schreurs (2004) where teacher has one support feeling and has a good relationship with school, students, or school society in general.

Sample: The study involved 119 teachers in Yogyakarta. 38 male and 79 female teachers were recruited from public and private schools. Sampling that researcher used is Convenience sampling method.

Measuring Instrument:

1. In this research, Teacher Subjective wellbeing will be measured by Teacher Subjective Wellbeing Scale (TSWB) through some dimensions, there are Teaching Efficacy and School Connectedness which developed by Renshaw, Long, and Cook (2015). This scale has 5 choices, there are Strongly Inappropriate = 5, Inappropriate = 4, Neutral = 3, Appropriate = 2, Strongly Appropriate = 1. Reliability in this scale after the analysis using Cronbach coefficient $\alpha = .834$. Item-retest correlation 0,292-0,705.
2. Burnout using measuring instrument that adopted by Maslach Inventory Burnout (Maslach & Jackson, 1981). Amount of MBI is 22 questions which measure 3 aspects there are emotional exhaustion, depersonalization, low personal accomplishment. Each item is given 5 choices to answer there are Strongly Inappropriate = 5, Inappropriate = 4, Neutral = 3, Appropriate = 2, Strongly Appropriate = 1. The reliability in this scale, after the analysis using coefficient Cronbach $\alpha = .860$. Item-retest correlation 0,290-0,550.

Data Analysis Technique: This study used Statistical methods of correlation techniques. The analysis technique used non-parametric correlational statistical analysis from Spearman Correlation with SPSS 20.

Result: The result of statistic analysis of spearman correlation shows that there is significant negative correlation ($p = 0,00$, $r = -0,416$) this is shows that the higher teacher subjective wellbeing value , the lower burnout experienced by the teachers.

On the other hand, the analysis result of each aspects shows that School Connectedness aspect has the higher correlation value than Teaching Efficacy aspect.

Table 1: The Result of Correlation between Teacher Wellbeing and Burnout (Spearman Correlation)

| Variable | N | r | p | r ¹ |
|---------------------------------------|-----|----------|------|----------------|
| Teacher Subjective Wellbeing *Burnout | 119 | -0,416** | 0.00 | 0.19 |

This result shows that teacher correlation with school surrounding environment is more influential than the teachers' ability to teach students in class.

Table 2: Results of Correlation Between Aspects

| Burnout | N | r | Sig. |
|----------------------|-----|----------|-------|
| Social Connectedness | 119 | -0,357** | 0.000 |
| Teaching Efficacy | | -0,347** | 0.000 |

Discussion: The result of this study shows that Teacher Subjective Wellbeing has negative correlation with Burnout. This is in line with study by Vazi, et al (2011) who did the study in South Africa teachers. The result is subjective wellbeing on teachers will be a way to anticipate the burnout on teachers. The study by Barros (2017) in Teleworkers Education Sector also has the similar result, this study focus on workers who can finished they work everywhere because of the technology support, meanwhile they didn't do any interaction with students, the result shows they have same condition with teacher who did interaction with students in class, the good subjective wellbeing on teleworkers education is when they able to manage their time to act as a leader for their self, so when they are fail to manage time, they will feel not welfare and occurred the burnout in their self.

Teachers faced with many things in work context which being a challenge at work, first is interaction with work environment that is school environment like school system, the school values, staff and other teachers in a school. Beside that, teacher also prosecuted to manage their time to teach students in class, any psychological education approach which contain students' different characters explain that not all of students have similar characteristic, not all are obtained, not all are discipline, and even they have many differences in cognitive and behaviour.

The result of this study shows that there is a bigger risk in occurring the teachers' burnout is when School Connectedness aspect isn't fulfilled. School Connectedness is a feeling which is supported and has a good relationship with other people in school. When teacher feel that their self hasn't good relationship in school environment, thus teachers will be using teaching process as a burden, that is over and over because they aren't get support from surrounding environment. Otherwise, if teachers have support from the environment they will be enjoy and have positive situation, there is any harmony between certain environment factor, individual needed, and teacher's expectation on something (Aetterman, et al, 2007). Teachers' burnout more influential by social condition aspect than teaching efficacy aspect which is a measurement of individual teaching behaviour effectively that can be fulfilled the environment demands. This supported by Goddard & O'Brien (2006) who studied about burnout on teachers' first-year teaching experience, the result showed that work environment has significant correlation with teachers' burnout. If the new teacher has a good relationship with school environment, so they can stay and easier to adapt, but the teachers' ability in teaching and class condition also become factors that occur the teachers' burnout.

This study still has many limitations, sample that the researchers used in this study can't be a representative for existing population. In the future researchers hope this study will be more specific on teachers' burnout phenomenon.

Conclusion: The result of this research shows there is significant negative correlation between the welfare that teacher feels and their burnout. Teacher who can intertwine a good relationship with school environment will be more welfare and teacher's burnout will be lower.

The same feeling will be happened to teacher who able to always develop their skill and knowledge and adapt with every generation which is more digital with new technology, the more teacher masters those things, so the welfare will be higher and the burnout also will be lower.

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