

Conference Paper

Burnout, Self-efficacy and Work Satisfaction among Special Education Teacher

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Abstract

The aim of this research is to find the correlation between self-efficacy, burnout, and work satisfaction of Special Education teachers. The dataset consists of 98 survey responses from Special Education Teachers in Surabaya, Indonesia, who were selected using random sampling technique. The results showed that self-efficacy had significantly negative effect on burnout and a significantly positive effect on work satisfaction, whereas burnout had a significantly negative effect on work satisfaction and self-efficacy had a significantly positive effect on job satisfaction with burnout as intervening variable in Special Education Teachers.

Keywords: self-efficacy, burnout, special education

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1. Introduction

Organizations require several important things to achieve their goals, one of which is the individual human resources of the organization. Every organization is required to manage its human resources towards effective and efficient use of resources and gaining satisfaction for employees and organizations. Work satisfaction is one important factor in achieving organizational goals. Luthans (1996) formulates work satisfaction as a person's positive and pleasant emotional state that is produced, and an assessment of a job over work experience. If a person is satisfied in working then he will use his ability to its fullest to complete the job task, thus the work productivity of employees will increase optimally.

Based on social cognitive theory of work involvement, Mustafa and Oya (2012) showed that self-efficacy affects work satisfaction. Bandura (1993) used the term self-efficacy, which refers to beliefs about one's ability to organize and implement actions for the achievement of results. Individuals who have high self-efficacy will be able to complete the work. High employee self-efficacy will have a positive effect on employee work satisfaction. A decline in employee self-efficacy will trigger the stress

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of work, which will lead to burnout. Burnout is a psychic response of emotional fatigue, personalized and decreased personal achievement (Halbesleben and Buckley, 2004). Burnout conditions that lead to psychological effects will also affect the employee work satisfaction that is also psychologically felt by each employee in an organization. Therefore, burnout can be an intervening variable of the effect of self-efficacy on work satisfaction. Higher level of self-efficacy will lead to higher work satisfaction and lower burnout rate (Friedman, 2002). Previous studies of teachers and principals have shown that self-efficacy has significantly negative effect on burnout, but positive effect on work satisfaction (Skaalvik and Skaalvik, 2010).

This research was conducted on the teachers of special schools in Surabaya, consisting of 67 schools and 350 teachers. Special Education Teachers (SET) usually educate children with special needs so that their potential will grow optimally. Teachers at Special School are required to devote all their ability, creativity, skill and minds to educating children with disabilities. Without having dedication accompanied by patience and creativity in developing an interesting educational approach, the Special Education Teachers will fail in performing their duties (Supriadi, 2003). Persistence and motivation are strongly associated with self-efficacy constructs in which high self-efficacy tends to encourage teachers to teach as well as possible even in encumbering situations (Milson, 2002). However, in the implementation, the burden that must be faced by Special Education Teachers is much more severe than the ordinary school teachers the majority of students are normal. The heavy workload and monotonous daily life and the inability to efficiently utilize self-efficacy lead to considerable burnout in the work.

Special schools have greater value of burnout because the teachers face the demands of students who have barriers to learning, low task success rate, and their work is often seen as a petty or is underestimated. The obstacles and difficulties of the special school students illustrate an emotionally demanding state. In the long run, the individual will experience both emotional and mental fatigue. Therefore, it is important to measure the work satisfaction among Special Education Teachers in terms of their self-efficacy and burnout behavior so that prevention steps can be taken to face the possibilities that may happen in the future. Based on the problems and phenomena described above, the purpose of this research is to examine the role of burnout as an intervening variable on the effect of self-efficacy on work satisfaction.

2. Literature Review

2.1. Teacher self-efficacy

According to Bandura (1993), teacher-efficacy is the belief that a teacher has in his ability to organize and decide what action to take to accomplish specific instructional tasks, or, in other words, the capacity of a teacher to influence student performances. There are three dimensions of self-efficacy that make up the *Teacher's Sense of Efficacy Scale*, which are:

- a. *Efficacy in Student Engagement*, which refers to the belief in self-esteem in dealing with matters related to the student, such as motivating students to achieve the teacher's target and helping students to understand the lessons by giving detailed instruction on the materials taught.
- b. *Efficacy in Instructional Strategies*, a dimension related to an assessment of the belief in self-ability to deliver the subject matter in an appropriate way, so that students can understand the materials. There are two types of lesson delivery strategies: teacher-centered approaches (lectures, discussions, stories, questions) and student-centered approaches (group learning strategies, tutoring, peers teaching). These two strategies can be used to complement each other.
- c. *Efficacy in Classroom Management* refers to the belief in self-ability in applying disciplines in the classroom. Classroom management is an appropriate term for the variety of teacher actions undertaken to facilitate the learning process within the class. Classroom management consists of actions according to discipline, daily routine, seating position settings and lesson schedules.

2.2. Burnout

Pines and Aronson (1996) state that burnout is a form of psychic tension associated with chronic stress, which is experienced every day and characterized by physical, mental and emotional exhaustion. Goliszekc (1992) provides another insight into the description of the stage of burnout symptoms that appear in a person. The stage consists of four levels: high expectations and idealism, pessimism, withdrawal and isolation, finally leading to loss of interest. According to the MBI-Educators Survey (MBI-ES), burnout has three dimensions (Maslach, Jackson and Schwab, 1996/ Firstly, emotional exhaustion, in which a tired and exhausted feeling develops as emotional energy is depleted. Secondly, depersonalization, when teachers no longer have positive feelings about their students. Teachers show a nonchalantly negative attitude

towards their students by degrading them (e.g., "They're all animals"), show a cold or distant attitude, physically distance themselves from students, and 'suppress' students through psychological withdrawal. And, lastly, low personal accomplishment, characterized by feeling that he or she is unable to fulfill the tasks of the past and assume the same for the future. They assume that they never do anything useful, every job has no meaning for them, and they have no future.

2.3. Work satisfaction

Taylor (2006) defines work satisfaction as a person's feelings towards his work. Work satisfaction is often associated with extrinsic and intrinsic rewards in work. In addition, Perie (1997) states that work satisfaction is an affective reaction to a person's work situation. Kumar (2007) states that there are several consequences that are gained from work satisfaction such as: absenteeism, the absenteeism of a worker is usually inversely related to work satisfaction. This research found that workers who were satisfied with their work tend to stick with their jobs and workers who were dissatisfied with their work would quit the job. In addition, negative publicity, wherein the worker talks about the things that make him dissatisfied and eventually pollutes the organization's reputation. Newstrom (2011) defines five core dimensions of work that lead to work satisfaction namely: skill variety, task identity, task significance, autonomy and feedback from the job itself (Hackman and Oldham, 1980).

2.3.1. Relationship between self-efficacy, burnout and work satisfaction

Effect of self-efficacy on burnout

The duties, responsibilities and demands of work of the employees lead to high workload. These conditions can ultimately trigger the emergence of stress in the employee, which, if not addressed properly, will cause excessive stress, whereby expectations which are not in accordance with the reality of will cause employees to become tired and fatigued on both a physical and psychological level; therefore, it can interfere with the work performance, which is called burnout. High self-efficacy can help teachers in overcoming the various stresses and obstacles encountered in school so as to minimize stress or even prevent the emergence of teacher. According to Bandura (1993), teachers with high self-efficacy are able to manage academic problems by directing them

to problem solving efforts. Otherwise, teachers who do not have confidence in self-efficacy will try to avoid dealing with academic problems, which will cause prolonged stress in the form of burnout.

H1: Self-efficacy has a significant and negative effect on burnout of Special Education Teachers in Surabaya.

Effect of self-efficacy and burnout on work satisfaction

Individuals with high self-efficacy will have higher work satisfaction. Individuals who are confident with their abilities tend to succeed, while individuals who are not confident tend to fail (Engko, 2006). Therefore, self-efficacy will affect the work satisfaction of Special Education Teachers in Surabaya. According to the theory of justice, work satisfaction will be felt if there is a balance between the inputs - outcome of an individual compared with a person in the same organization. Piko (2006) also found that burnout and work satisfaction are two contradictory concepts which have negative correlation. This means that the higher the burnout, the lower the work satisfaction; in other words, burnout causes the occurrence of job dissatisfaction.

H2: Self efficacy has a significant and positive effect on work satisfaction of Special Education Teachers in Surabaya.

H3: Burnout has a significant and negative effect on work satisfaction of Special Education Teachers in Surabaya.

Effect of self-efficacy on work satisfaction through burnout

In the direct effect of self-efficacy on work satisfaction, burnout can be an intervening variable that affects the relationship. Federici and Skaalvik (2012) found a strong positive correlation between self-efficacy and work satisfaction as well as the indirect relationship intervened through burnout. Federici and Skaalvik (2012) found a high level of self-efficacy is affected by the increased work satisfaction, with burnout as mediation with low burnout rate. This means that burnout as an intervening variable can affect the direct effect of self-efficacy on work satisfaction. The high burnout rate that occurs in employees will decrease the effect of self-efficacy on work satisfaction.

H4: Self efficacy has a significant and positive effect on work satisfaction with burnout as intervening variable of Special Education Teachers in Surabaya.

3. Research Method

The definition of operational measurement techniques is done by a questionnaire using the Likert scale, ranging from "Strongly Disagree", "Disagree", "Neutral", "Agree" and "Strongly Agree". Population of the sample in this research is 350 Special Education Teachers in Surabaya in 67 special schools. This research uses non-probability sampling and random sampling techniques. This research collected sample within approximately one month from 18 August, 2016 until 20 September, 2016 with 98 respondents. The number of samples in this research which amounted to 98 has fulfilled the requirements of more than 25% of the total 350 population from Special Education Teachers in Surabaya.

4. Result

4.1. Description of respondents' characteristics

TABLE 1: Description of respondents' characteristics.

Characteristics		Frequency	Percentage (%)
Sex	Male	32	32.65%
	Female	66	67.35%
Tenure	1-5 years	26	26.98%
	5-10 years	51	52.01%
	More than 10 years	21	21.01%

4.2. Model analysis and hypothesis testing

TABLE 2: R-Square.

Variable	R-Square
<i>Burnout</i>	0.956
Work Satisfaction	0.650

Goodness of fit measurement in this model is done with Q-Square value. The value of Q-Square has the same meaning as the coefficient of determination (R-Square) in

the regression analysis. The higher the Q-Square, the model will be more fit with the data. The calculation result of Q-Square value is as follows:

$$\begin{aligned}
 \text{Q-Square} &= 1 - [(1 - 0.596) \times (1 - 0.650)] \\
 &= 1 - (0.404 \times 0.350) \\
 &= 1 - 0.1414 \\
 &= 0.8585 = 0.859(\text{rounding})
 \end{aligned}$$

The value of Q-Square that is equal to 0.856 shows the amount of research data diversity that can be explained by the research model is 85.6%, while the remaining 14.4% is explained by other factors outside this model. Based on these results, the model in this research can be stated to have goodness of fit. This research hypothesis will be accepted if p -value < 0.05 and t -value count value > 1.96 . Below are the results obtained in the hypothesis test in this research through the inner model:

TABLE 3: Path coefficient.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (O/STDEV)	T-Statistics	P-Values	Status
B > WS	-0.571	-0.547	0.132	4.326	0.000	Accepted
SE > B	-0.771	-0.779	0.066	11.514	0.000	Accepted
SE > WS	0.279	0.302	0.134	2.085	0.038	Accepted

The mediation effect test was performed using the Smart 3.0 program with procedures developed by Baron and Kenny (1986). Based on their theory, the results of the data with three stages are obtained as follows:

1. The first model examines the effect of self-efficacy (X) on work satisfaction (Y), with the following results

TABLE 4: Path coefficient.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistic (O/STDEV)	P-Values
SE > WS	0.721	0.730	0.068	10.588	0.000

Based on the results of the first model, T-statistics show the number of 10.588, which is greater than the number of significance of 1.96 which means that the first stage of mediation shows a significant number, so that the second phase can be processed.

- The second model examines the effect of self-efficacy (X) on burnout (Z), with the following results

TABLE 5: Path coefficient.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistic (O/STDEV)	P-Values
SE > B	-0.793	-0.800	0.066	12.083	0.000

Based on the results of the second model, T-statistics show the number of 12.083, which is greater than the significance level of 1.96, which means that the second stage in the mediation indicates a significant number, so that the third stage can be processed.

- The third model simultaneously tests the effect of self-efficacy (X) and burnout (Z) on work satisfaction (Y) with the following results

TABLE 6: Path Coefficient.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistic (O/STDEV)	P-Values
SE > WS	0.213	0.233	0.141	1.515	0.065
SE > B	-0.871	-0.727	0.073	9.804	0.000
B > WS	-0.633	-0.165	0.142	5.102	0.000

Based on the simultaneous test, T-statistics of burnout (Z) on work satisfaction (Y) shows a number of 5.102, which is greater than the significance of 1.96, which means the effect is significant. Based on the three stages of the mediation model developed by Baron and Kenny (1986), the burnout variable proved to significantly intervene the effect of self-efficacy variables on work satisfaction.

4.3. Hypothesis testing

The first hypothesis states that self-efficacy has a negative effect on burnout of Special Education Teachers in Surabaya. Based on the statistical test results, it can be seen that the value of path coefficient showed the effect of self-efficacy variable on burnout is -0.771 with t-statistics of 11.514 > 1.96 at significance level= 0.05 (5%) and p-value of 0.000 < 0.05. These results suggest that there is a significant and negative effect of self-efficacy on burnout of Special Education Teachers in Surabaya. The negative value on the parameter coefficient means that the increasing self-efficacy has an effect on the declining burnout. Thus, the first hypothesis is proved true and accepted.

Based on the above statistical test results, it can be seen that, in the effect of self-efficacy on work satisfaction, path coefficient parameter of 0.279 is obtained with a t -count value of $2.085 > 1.96$ at the level of significance = 0.05 (5%) and p -value value of $0.038 < 0.05$. These results suggest that there is a positive and significant effect of self-efficacy on work satisfaction. Positive value on the coefficient parameter means that the increasing self-efficacy has an effect on the increasing work satisfaction. It can be concluded that self-efficacy has a significant and positive effect on work satisfaction of Special Education Teachers in Surabaya. Thus, the second hypothesis is proved true and accepted.

Based on the above statistical test results, it can be seen that in the effect of burnout on work satisfaction, path coefficient parameter of -0.571 is obtained with t -count value of $4.326 > 1.96$ at the level of significance = 0.05 (5%) and a p -value value of $0.000 < 0.05$. These results suggest that there is a significant and negative effect of burnout on work satisfaction. The negative value on the coefficient parameter means that the increasing burnout has an effect on the decreasing work satisfaction. It can be concluded that burnout has a negative effect on work satisfaction of Special Education Teachers in Surabaya. Hence, the third hypothesis is proved true and accepted.

Based on the three stages of the mediation model developed by Baron and Kenny (1986), the first model to examine the effect of self-efficacy (X) on work satisfaction (Y) with t -statistic of 10.588, which is greater than the significance level of 1.96, which means the first stage showed a significant number. The second stage examines the effect of self-efficacy (X) on burnout (Z) with t -statistics of 12.083, which is greater than the significance level of 1.96, which means that the second stage showed a significant number. The third model examines the effect of self-efficacy (X) on work satisfaction (Y) with t -statistic of 1.515, which is smaller than the significance level of 1.96, which indicates insignificance, while t -statistic burnout (Z) on work satisfaction (Y) shows a number of 5.102, which is greater than the significance level of 1.96, which means it is significant. Therefore, based on the three stages of the mediation model developed by Baron and Kenny (1986), burnout proved to significantly intervene the effect of self-efficacy on work satisfaction. Thus, hypothesis four, which states that self-efficacy has a significant effect on work satisfaction of Special Education Teachers in Surabaya with burnout as intervening variable, is proved true and accepted.

5. Discussion

5.1. Self-efficacy has a significant effect on burnout of Special Education Teachers in Surabaya

The result showed that self-efficacy has a negative effect on burnout of Special Education Teachers in Surabaya and proved to be significant. The increase of self-efficacy will affect the decrease of burnout. This finding is in line with research conducted by Federici and Skaalvik (2012) which also states that self-efficacy significantly has a negative effect on burnout. This is also supported by Kennedy (2014) who found that self-efficacy measurements of Teachers Self Efficacy (TSE) have a negative effect on three aspects of burnout measured in Maslach Burnout Inventor. Kennedy (2014) describes that a good self-efficacy will reduce burnout. It can be concluded that a high level of self-efficacy will reduce the burnout rate of Special Education Teachers in Surabaya. This is in accordance with this research data which shows the average value of self-efficacy is high inversely proportional to the low average burnout of Special Education Teachers in Surabaya.

5.2. Self-efficacy has a significant effect on work satisfaction of Special Education Teachers in Surabaya

Analysis showed that the hypothesis of self-efficacy has a significant and positive effect on work satisfaction of Special Education Teachers in Surabaya. The increased self-efficacy will result in increased work satisfaction. The first hypothesis of this research, which suspects there is a significant effect of self-efficacy on work satisfaction of Special Education Teachers in Surabaya, is accepted. This finding is in line with research conducted by Kennedy (2014) stating that confidence in carrying out responsibilities as elementary school teachers has a significant and positive effect on work satisfaction. The high level of confidence in the ability of a teacher in carrying out their responsibilities will not only affect the internal condition of the teacher themselves but will also affect the external condition around. The indicator that gives the strongest effect on work satisfaction is the faith that they have motivated the students in learning.

5.3. Burnout has a significant effect on work satisfaction of Special Education Teachers in Surabaya

The result of analysis showed that the burnout hypothesis has a negative effect on work satisfaction of Special Education Teachers in Surabaya and proved significant. This

means that, when burnout increases, it will affect the decrease in work satisfaction. This finding is in line with research conducted by Federici and Skaalvik (2012) which also states that burnout has a negative effect on work satisfaction.

5.4. Self-efficacy has an effect on work satisfaction of Special Education Teachers in Surabaya with burnout as intervening variable

The result of this research shows that self-efficacy has positive and significant effect on work satisfaction; this means that a high level of self-efficacy will have a significant effect on the increase of work satisfaction and a higher level of confidence in the ability to perform the responsibility will increase work satisfaction of Special Education Teachers in Surabaya. This is in line with research conducted by Federici and Skaalvik (2012) showing a relatively strong positive correlation between self-efficacy and work satisfaction as well as a strong positive indirect relationship between these constructions, and that the indirect relationship intervened through burnout. The low level of burnout in this research indicates that the high level of self-efficacy of special schools teachers in Surabaya can overcome the adverse impacts that cause burnout, so that it will have a positive impact on the high level of work satisfaction of Special Education Teachers in Surabaya. The level of work satisfaction of Special Education Teachers is categorized as high. This indicates that Special Education Teachers in Surabaya are satisfied with the achievements they have made. The indicator that gives the highest score, or in this case gives the most powerful effect to form work satisfaction, is *"I feel this teaching is beneficial to others"*, while the indicator that gives the lowest value is *"I feel that by using my method, students can develop better."* This suggests that, although the teacher has their own methods for their students for learning, the most important thing in their work is to be sincerely useful to others as a Special Education Teacher in Surabaya.

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