



Study the Relationship between Urban Job Burnout and Self-Concept among Supervisor's City of Shiraz

Dr. Hossein Ebrhaimzadeh Asmin, Dr. Ali Reza Heidarzadegan, Dr. Mohammad Reza Iravani and Roya Valibaegy

Assistant Professor; Department of Anthropology, University of Sistan and Baluchestan, Zahedan, Iran

Assistant Professor; Department of Education, University of Sistan and Baluchestan, Zahedan, Iran

Assistant Professor; Department of Social Work, Islamic Azad University Khomeinishahr Branch, Daneshjou Blvd, Iran

Department of Educational Management, Science and Research Branch, Islamic Azad University, Iran

*Corresponding author's Email: h.ebrahim@lihu.usb.ac.ir

ABSTRACT: Results showed that, there was a significant negative relationship between self-image overall scores and emotional burnout, appropriateness of health, sex, self-esteem, self-acceptance, faith and guilt, but passionately emotional exhaustion had a significant, positive correlation with shame and guilt. But the relationship between emotional exhaustion and abilities, self-esteem, present, future and past, beliefs and guilt, socialism and emotionalism was not significant. The results showed that depersonalization had a significant negative correlation with physical health and fitness, sex, self-acceptance, faith and guilt, but there was a significant positive relationship between depersonalization and feelings of shame and guilt. Depersonalizations were not significantly related with capabilities, self-confidence, self-esteem, present, future and past, emotionalism and overall scores. Results showed that there is a significant positive relationship between personal performance and confidence. But personal functioning subscales of the self and its overall score was not related.

Received 04 Oct. 2012
Accepted 30 Dec. 2012

ORIGINAL ARTICLE

Key words: Job Burnout, Self-Concept, Urban, Educational Supervisors

INTRODUCTION

Need for supervisor and guide on all activities related to education is inevitable. Educational supervision is always essential for an effective and successful implementation of educational programs. Although nowadays the education experts have a positive attitude on supervision and guidance, no certain planning or action has taken place due to the many limitations in economic, structural, professional human resources and the education system. (Niknaami, 2000) since the supervisor is a mediator between top management and human resources in the field, therefore, mental health, the right attitude, and satisfaction of the conditions will lead to more realistic feedback. And direct manager's decision to keep the current state or change or development.

Education supervisor is an individual who evaluate and implement monitoring programs in school. According to scholars, workplace stress can lead to long term negative emotions such as anger, anxiety, or depression, and negative emotions eventually leads to mental fatigue and job burnout (Anand and Arora, 2009). Researchers have extensively studied the effects of stress on health have (Shirom, 2003; Smith et al.,

2002). Burnout is a psychological factor which is clearly originated of long-term and consistent stress. Freudenberg (1974) defined burnout as "failure, fatigue, loss of energy and strength or the fatigue that results from a process of unfulfilled inner desires." Maslach et al. (1996) defines burnout as "a syndrome of decreased self-efficacy, increased emotional exhaustion and depersonalization experienced by people who work very closely with people to." Job burnout has three dimensions:

- Emotional exhaustion, which refers to the fading or loss of energy and emotional resources.
- Depersonalization, which refers to the development of negative and faulty attitude toward the person who is receiving services or care.
- Lack of self-efficacy, which is often "referred as a secondary thought (Dimorriti and Associates, 2000).

Rosenberg (1979) argues that the concept of self is confusing in the first place. Lack of support in the use of terms such as I, identity, existence, self-real, self-evident, self-image, self-esteem has increased the confusion of the term, although, a substantial recognition between self as a factor and as a subject is taken over the years (Rosenberg, 1979; Wiley, 1974). Self



plays the tool role in the interpretation of external events and directing behavior (Carver and Shear, 1989; Harter and Morald, 1989; Levi Winger and Blasy, 1989). According to Rosenberg, (1979) basis of the self as a subject can be seen as "a set of feelings and thoughts of people to define themselves as a subject" (p. 7). Researches have shown that job burnout may have an impact on self-concept and reduces some of its components. In a study, Zamani et al. (2010) investigated job burnout and self-esteem of the teachers in Mashhad. Results indicate that there is a negative relationship between job burnout and job self-concept. In another study by Howard (1981) he reached the conclusion that there was a significant negative correlation between the different dimensions of job burnout (emotional exhaustion, depersonalization and lack of personal performance) and self-concept. Dorman (2003) showed that there is a significant relationship between depersonalization and self-esteem and also self-esteem predicted the performance.

Sample

All educational supervisors in the city of Shiraz are the population of this research which is about 200 people. 46 people were selected randomly for the study.

Research Tools

Maslach job Burnout Scale: Maslach job Burnout Scale is the most common measurement tool with 22 separate statements. 9 Proposition on emotional exhaustion (emotional exhaustion), 5 Proposition on depersonalization and 8 Proposition on personal accomplishment (Lack of career advancement). Frequency of these feelings is measured with scores of (1) extremely disagree to (5) extremely agree. The scores obtained in each of the three aspects based on reference points (Maslach and Jackson, 1993) places in the category of low, medium or high. High score in emotional exhaustion and low score in depersonalization and personal accomplishment is indicative of burnout. Cronbach's alpha coefficient of internal consistency of the questionnaire is 0.71 to 0.91 and Retest coefficient of 0.6 To 0.8 has been reported (Shofly et al, 1994).

RESULTS

To investigate the relationship between the dimensions of job burnout and subscales of self-concept, Pearson correlation test were used. Results are shown in Tables 1, 2 and 3.

Table 1: The results of the correlation between emotional exhaustion and self-concept

Variable	1	2	3	4	5	6	7	8	9	10	11	12
Emotional erosion.1	1.000											
Health and sexual fitness.2	-0.353*	1.000										
abilities.3	-0.0262	0.376**	1.000									
Self-confidence.4	-0.0379**	0.136	0.337*	1.000								
Self-acceptance.5	-0.0433**	0.410**	0.458**	0.330*	1.000							
Self-valuation.6	-0.0068	0.014	0.167	0.045	-0.019	1.000						
Now future past.7	-0.0167	0.413**	0.356*	-0.090	0.230	0.042	1.000					
Faults and beliefs.8	-0.0268	-0.185	-0.015	-0.214	-0.150	0.349*	-0.018	1.000				
Feel of guilt and shame.9	0.0418**	0.406**	0.456**	0.428**	0.418**	-0.016	0.060	-0.220	1.000			
Being-sociable. 10	-0.0031	0.574**	0.317*	0.085	0.235	0.007	0.330*	-0.124	0.221	1.000		
Being-excited.11	-0.0047	0.244	0.162	-0.038	0.346*	0.119	0.318*	-0.034	-0.062	0.142	1.000	
Total scores of self - imaginative.12	-0.0345*	0.705**	0.754**	0.408**	0.647**	0.303*	0.547**	-0.002	0.546**	0.605**	0.430**	1.000
Variable	1	2	3	4	5	6	7	8	9	10	11	12
Emotional erosion.1	1.000											
Sexual and health fitness.2.	-0.0353*	1.000										
abilities.3	-0.0262	0.376**	1.000									
.4 Self-confidence.	-0.0379**	0.136	0.337*	1.000								
Self-acceptance.5	-0.0433**	0.410**	0.458**	0.330*	1.000							
Self-valuation.6	-0.0068	0.014	0.167	0.045	-0.019	1.000						
Now future past.7	-0.0167	0.413**	0.356*	-0.090	0.230	0.042	1.000					
Faults and beliefs.8	-0.0268	-0.185	-0.015	-0.214	-0.150	0.349*	-0.018	1.000				
Feel of guilt and shame.9	0.418**	0.406**	0.456**	0.428**	0.418**	-0.016	0.060	-0.220	1.000			
Being-sociable.10	-0.031	0.574**	0.317*	0.085	0.235	0.007	0.330*	-0.124	0.221	1.000		
Being-excited.11	-0.047	0.244	0.162	-0.038	0.346*	0.119	0.318*	-0.034	-0.062	0.142	1.000	
Total scores of self - imaginative.12	-0.345*	0.705**	0.754**	0.408**	0.647**	0.303*	0.547**	-0.002	0.546**	0.605**	0.430**	1.000

Table 2: Results of the correlation between depersonalization and self-image

Variable	1	2	3	4	5	6	7	8	9	10	11	12
Personal performance.1	1.000											
Sexual and health fitness.2	-0.290*	1.000										
Abilities.3	-0.248	0.376**	1.000									
Self-confidence.4	-0.207	0.136	0.337*	1.000								
Self-acceptance.5	-0.312*	0.410**	0.458**	0.330*	1.000							
Self-valuation.6	-0.006	0.014	0.167	0.045	-0.019	1.000						
Now future past.7	-0.202	0.413**	0.356*	-0.090	0.230	0.042	1.000					
Faults and beliefs.8	-0.298*	-0.185	-0.015	-0.214	-0.150	0.349*	-0.018	1.000				
Feel of guilt and shame.9	0.381**	0.406**	0.456**	0.428**	0.418**	-0.016	0.060	-0.220	1.000			
Being-sociable.10	-0.067	0.574**	0.317*	0.085	0.235	0.007	0.330*	-0.124	0.221	1.000		
Being-excited.11	-0.032	0.244	0.162	-0.038	0.346*	0.119	0.318*	-0.034	-0.062	0.142	1.000	
Total-scores of selfimaginary.12	-0.273	0.705**	0.754**	0.408**	0.647**	0.303*	0.547**	-0.002	0.546**	0.605**	0.430**	1.000

Table 3: Results of the correlation between individual performance and self-image

Variable	1	2	3	4	5	6	7	8	9	10	11	12
Personal performance.1	1.000											
Sexual and health fitness.2	0.147	1.000										
Abilities.3	0.249	0.376**	1.000									
Self-confidence.4	0.591**	0.136	0.337*	1.000								
Self-acceptance.5	0.268	0.410**	0.458**	0.330*	1.000							
Self-valuation.6	-0.133	0.014	0.167	0.045	-0.019	1.000						
Now future past.7	0.085	0.413**	0.356*	-0.090	0.230	0.042	1.000					
Faults and beliefs.8	-0.165	-0.185	-0.015	-0.214	-0.150	0.349*	-0.018	1.000				
Feel of guilt and shame.9	0.234	0.406**	0.456**	0.428**	0.418**	-0.016	0.060	-0.220	1.000			
Being-sociable.10	0.068	0.574**	0.317*	0.085	0.235	0.007	0.330*	-0.124	0.221	1.000		
Being-excited.11	-0.017	0.244	0.162	-0.038	0.346*	0.119	0.318*	-0.034	-0.062	0.142	1.000	
Total-scores of self-imaginary.12	0.275	0.705**	0.754**	0.408**	0.647	0.303*	0.547**	-0.002	0.546**	0.605**	0.430**	1.000

Pearson correlation results indicated that emotional burnout has a significant negative relationship with appropriateness of health and gender, self-esteem, self-acceptance, faith and guilt, self-image overall scores, But it also has a positive significant relationship with the feelings of shame and guilt. But there was no significant relationship between emotional exhaustion and abilities, self-esteem, present, future and past, beliefs and guilt, socialism and emotionalism.

Pearson correlation showed that depersonalization has a significant negative correlation with physical health and fitness, sex, self-acceptance, beliefs and guilt, but between depersonalization and feelings of shame and guilt, there was a significant positive relationship. Depersonalization and capabilities, self-confidence, present, future and past, self-esteem, emotional and overall scores were not significantly related.

The Pearson correlation coefficient results showed that there is a significant positive relationship between personal performance and self-confidence. But with

individual performance is not significantly related to self-image subscale and overall scores.

DISCUSSION

The results of this study showed that there is an inversely relation between emotional burnout and appropriateness of health, sex, self-esteem, self-acceptance, beliefs and guilt and self-image overall scores; this means that the increase in scores of emotional exhaustion and appropriateness of health and gender, self-esteem, self-acceptance, beliefs and guilt, result in reduced self-image overall scores, But emotional exhaustion has a positive significant relationship with feeling of shame which means that the increase in scores on emotional exhaustion will lead in increases the feelings of shame and guilt. But emotional exhaustion has not a significant relationship with abilities, self-esteem, present, future and past, beliefs and guilt, socialism, and emotionalism. The results showed that depersonalization had a significant negative relationship with physical health and fitness,

sex, self-acceptance, faith and guilt, i.e. increasing depersonalization scores will decrease physical health and fitness, self-acceptance, faith, and guilt. But there was a significant positive relationship between depersonalization and feelings of shame and guilt. This means that with an increase in feelings of shame and guilt, depersonalization scores will increase. But depersonalization wasn't significantly related to capabilities, self-confidence, self-esteem, present, future and past, self-esteem, emotionalism and overall scores. Results showed that there is a significant positive relationship between personal performance and self-confidence. This means that with increasing the level of individual performance scores, self-confidence will increase. Personal function was not related with the rest of the self-concept subscales and its overall scores. The results of the present research are consistent with findings of Zamani *et al.* (2010) and Howard (1981). They have found that there is a significant negative relationship between different dimensions of burnout (emotional exhaustion, depersonalization and lack of personal efficacy) and self-concept. Dorman (2003) showed that depersonalization has a significant relationship with self-esteem and self-esteem also could predict the performance.

REFERENCES

- Anand, M. & Arora, D. (2009). Burnout, Life Satisfaction and Quality of Life among Executives of Multi-National Companies, *Journal of the Indian Academy of Applied Psychology*, 35 (1), 159-64.
- Carver, C. S., & Sheier, M. F. (1989). Self-regulation and the self. In J. Strauss & G. R. Goethals. *The self: Interdisciplinary approaches*, (pp. 168-208). New York, NY: Springer-Verlag.
- Demerouti, E., Bakker, A. B., Nachreiner, F. & Schaufeli, W. B. (2000). "A Model of Burnout and Life Satisfaction amongst Nurses". *Journal of Advanced Nursing*, 32 (2), 454-64.
- Dorman, J. (2003). Testing a Model for Teacher Burnout. *Australian Journal of Educational & Developmental Psychology*, 3, 35-47.
- Freudenberger, N. J. (1974). "Staff Burnout". *Journal of Social Issues*, 30, 159-65.
- Harter, S., & Marold, D. (1989). A model of the determinants and mediational role of self-worth: Implications for adolescent depression and suicidal ideation. In J. Strauss & G. R. Geothals (Eds.), *The self: Interdisciplinary approaches* (pp. 66-92). New York, NY: Springer-Verlag.
- Howard, P. C. (1981). Burnout and Self – concept in Mental Health Workers. (Unpublished Ph.D. Dissertation) the Ohio State University.
- Leovinger, J., & Blasi, A. (1989). Development of the self as subject. In J. Strauss & G. R. Goethals (Eds.), *The self: Interdisciplinary approaches* (pp. 66-93). New York, NY: Springer-Verlag.
- Maslach, C., & Jackson, S.E. (1993) "Manual of the Maslach Burnout Inventory". (2nd Edition). Consulting psychologists press Ind. Palo Alto, CA, 126-227.
- Maslach, C., Jackson, S. E. & Leiter, M. P. (1996). *Maslach Burnout Inventory Manual* (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.
- Rastogi, M. N. (1979). *Self-Concept Scale*. Agra Psychological Research Cell.
- Rosenberg, M. (1979). *Conceiving the self*. New York, NY: Basis Books.
- Schaufeli, W. B., Maslach, C., & Marek, T. (1994). Professional burnout: recent development in theory and research, Washington D.C: Tailor and Ferancis, pp: 207-211.
- Shirom, A. (2003). "The Effects of Work Stress on Health", in: Schabracq, M. J., Winnubst, J. A. M. & Cooper, C.L. (Eds.), *Handbook of Work and Health Psychology*, Wiley, Hoboken, NJ: 63–83.
- Smith, C. S., Sulsky, L. M. & Uggerslev, K. L. (2002). Effects of Job Stress on Mental and Physical Health, in: Thomas, J. C., Hersen, M. (Eds.), *Handbook of Mental Health in the Workplace*. Sage, Thousand Oaks, CA: 61–83.
- Tamini, K. B. (2009). A Comparative Study of Job Satisfaction as a Function of Organizational Commitment, Personality Type and Self-concept of Bank Employees of Iran and India, Unpublished Ph.D. Thesis, Department of Psychology, A.M.U., Aligarh.
- Wylie, R. C. (1974). *The self-concept* (Vol. I). Lincoln: University of Nebraska.
- Wylie, R. C. (1974). *The self-concept* (Vol. II). Lincoln: University of Nebraska.
- Zamani, Rad, A., & Nasir, R. (2010). Burnout and Career Self-concept among Teachers in Mashhad, Iran. *Procedia – Social and Behavioral Sciences*, 7, 464 – 469.