

# Factors Burnout Teacher Guidance and Counseling in Ambon

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*Running Title:* Factors Burnout Teacher in Ambon

**Abstract:** Research are factors influence teacher's burnout guidance and counseling in city Ambon. This type of research is quantitative study. Research subject 65 guidance and counseling teachers in Ambon, using saturated sampling techniques to population less than 100 respondents. Study collected data about burnout using SPSS multiple regression analysis was obtained  $R = 0.949$ ,  $R^2 = 0.900$  and Adjusted R Square = 0.894 with  $F_{value} = 164.465$  and level significant ( $P < 0.05$ ) meaning, self efficacy, social support, and demands. Work has significant influence burnout 90%. So there is significant influence factors that affect burnout. Thus it can be concluded that level of self efficacy, social support level, and job demands affect teacher burnout guidance and counseling in city Ambon.

**Keywords:** burnout, self-efficacy, social support, job demands

## 1. Introduction

Teacher guidance and counseling in school counsellors are organizers of mentoring and counseling activities in school, this study term guidance and counseling are abbreviated to B.K. In Law No. 20 year 2003 "Teacher counseling is educator " in regulation of Minister of National Education Indonesia No. 22 year 2005 stated that B.K teachers are implementers of counseling services school that previously used term counseling guidance (BP), B.K teachers and guidance teachers is called school counselor.

The principal role of guidance and counseling teachers in accordance with government recourse No. 74 year 2008 to plan a guidance program, evaluate the implementation, analyse the results, Students and develop statistical results for guidance and counseling assessments their responsibilities. As for workload, B.K teacher is a counseling of least 150 students per year one or more in the unit of education.

Phenomenon that occurs in schools of Ambon shows that role of B.K teacher is not only a tutoring and counseling service teacher, this is due to lack of teachers of subjects who eventually require guidance and counseling is role that does not conform to basic functions.

Symptoms of stress have impact on emotions, have been investigated since 1970 in United States of America, especially in work that serves human nature and health services. Freudenberger, as psychiatrist at U.S. Health Care Agency conducts research based on personal experience and observation of friends and then conducts research on young workers. Freudenberger (1974) uses term burnout as terminology to describe research into stress impactful emotions, interpersonal and occupational relationships, where term burnout term often found chronic drug users are characteristic by hellessness, good paralysis of emotions, willpower and action (Maslach & Jackson, 1981).

Poerwandari (2010) Burnout is condition that is depleted and loses it's psychic and physical energy. Usually burnout is experienced in the form of continuous physical, mental, and emotional fatigue. Because it is psychobiological (psychological burden moved to physical appearance, such as easy to dizziness, can not concentrate, easy to hurt) and usually is cumulative, then sometimes the problem is not so easy to solve.

That factors influence burnout are divided into two (Leater dan Maslach, 1997), individuals and environment. Influence of individual aspect consists of self concept, type A, vulnerability to stress, self-efficacy, introvert individuals and self-esteem, while influence of environment aspects include guidance of excessive work (work overload), unclear work (job ambiguity), control of less (lack of control), physical work condition, organization change, family conflicts affecting work family conflict, lack of social support.

Effect burnout on B.K teachers based on some of following considerations: first many studies have found that self efficacy and burnout are significantly correlated (Skaalvik, 2010). Bayani (2013) said that self efficacy teachers significantly correlated with burnout teacher, where according to invention (Brouwers, & Tomic, 2000; Evers et al., 2002; Scwarzer, Hallum, 2008; Skaalvik, 2010). Self efficacy factor becomes one of factors affecting burnout on teachers B.K.

Second, influence of environmental factors with burnout demands of work, which expressed Lee and Ashforth (1996) Factors burnout is pressure work, teachers B.K faced with service assignments such as planning programs, implement, evaluate, analyse results, and follow up towards students who are responsible. Research Cooper (Kyriacou, 2003), occupational stress level that teacher is one professions that belongs to category of very stressfull job.

Third, social support as a feeling of comfort because it receives assistance or information through formal or informal contact of individuals or groups (Ivancevich et al.,

2007). Explanation Uchino (2009) says social support feels comfortable because it receives physical and emotional support from family, friends, colleagues or other individuals who have an effect on him.

## 1.2 Burnout Teacher B.K

Burnout relates to individual's attitude towards work environment or another individual (Freudenberger, 1980). According Maslach and Jackson (1996), stress that individual experienced his work faced directly with humans as recipient of service is called the term burnout. As well (Maslach & Leiter, 1997) found that burnout is not individual problem but rather a process of social dynamics in work. According to Poerwandari (2010) Burnout is condition of person who is drained and loss of psychic and physical energy. Usually burnout is experienced in form of continuous physical, mental, and emotional fatigue. Because it is psychobiological (psychological burden shifting to physical appearance, such as easy to dizzy, can not concentrate, easy to ache) and usually is cumulative, then sometimes the problem is not so easy to solve.

Aspect of burnout according to Ivancevich et al. (2007) mapped three aspects: (1) Emotional fatigue, individual experienced it because it felt overwhelmed by job, frustrated, not wanting to work with other individuals, feeling lazy as a result of fatigue So it was difficult to wake up in the morning. (2) A change of personality, being a harsh, less sensitive individual, less caring what other individuals experience even tends to feel blamed by other individuals or blame recipient's service. (3) Low personal achievement, individuals experiencing burnout feel incapable of facing problems effectively, incapable of understanding, and affecting other individuals positively, it is difficult to identify themselves with individuals being served and feel not eager to perform work.

## 1.3 Self Efficacy B. K Teacher

Padmo (2007) explained self efficacy refers to assessment of ability to organize and carry out activities. Alwisol (2004) gives understanding that, self efficacy is self perception as to how good self can work in certain situations. Self efficacy relate to the expected self confidence. Self efficacy is self assessment, whether it is able to do good or bad, right or wrong. Self efficacy differs from aspiration, because aspiration depicts an ideal image that should be achievable, while self efficacy describes self ability assessment.

Bandura (1997) suggests self efficacy individuals can be seen three aspects: (1) level, self efficacy individuals in working on different tasks in level of difficult of task. Individuals have high self efficacy on easy and simple tasks, or also on complex tasks and requiring high competence. (2) Flexibility, this dimension relates to mastery of individuals in relation to fields or tasks of work. Individuals can declare themselves to have self efficacy on broad activities, or limited to specific domain functions only. (3) Strength, emphasizing individuals ability. Self efficacy indicates that actions performed by individuals will result in actions that are appropriate to individual expectations.

## 1.4 Job Demand B. K Teacher

Demands employment are workload in quantitative and qualitative form requiring effort and ability of continuous work, (Schaufeli & Bakker 2004). Burden is quantitative in regard to amount of work and type while burden qualitative work concerns ability, skill in working on job. Jones (2008) defines job demands as a work environment that has strong stimuli for individuals that require attention and response.

Schaufeli and Bakker (2004), aspects of demands in work are follows: (1) quantitative workload, working fields to be done and amount of time used to perform task. Burnout occurs due to teachers guidance and counseling required have 150 students as well additional assignments that are not match study with their duties, teacher guidance and counseling are assign to teach other lessons as well their knowledge disciplines. (2) qualitative workloads, capacities that individuals have to deal with such assignments such as knowledge or understanding. Knowledge question relates to ability think and analyze work. Qualitative workloads will affect psychic aspects that concern your thoughts and feelings. Teacher guidance and counseling where understanding of serving field of guidance and counseling in school sense develops skills and sustainability of students, providing classical services in class and assisting students in reducing problem it'self becomes a burden of its own when a B. K teacher is charged for the subject of same.

## 1.5 Social Support

Ivancevich et al. (2007), research about social support as feeling of pleasure for receiving help or social information received through formal or informal contact. Uchino (2009) Social support is convenient feeling of receiving the physical and emotional support received from his family, friends and working companions. Sarafino (2004) The term social support is commonly used to refer to the acceptance of a sense of security, care, appreciation or assistance received from another person or group.

Aspects social support according to Schwarzer & Buchwald (2004): (1) Emotional support, a message received from both friends and leaders in form of affection and attention. (2) Support information Form guidance and advice. (3) Real physical support, highly needed B. K teachers in form of awards presented by schools and students.

## 1.6 Hypothesis

A study hypothesis of research self efficacy, social support and job demands to burnout on B. K Teachers. All hypothesis refer to regression measures:

**H1.1** The perceived Self-efficacy, social support and job demands on burnout. There should be a positive regression path.

**H1.2** direct effect self efficacy with burnout.

**H1.3** direct effect of social support with burnout.

**H1.4** direct effect of job demands with burnout.

## 2. Method

This study use descriptive quantitative method with scale likert, sampling uses saturated sampling technique which means that sampling is performed if population is considered small or less than 100 respondents. Author came to schools where tutoring and counseling teachers hosted service and attended teachers in Ambon and asked B.K teachers be found willing to research samples.

### 2.1 Participants

Subjects in study all tutoring and counseling teachers in city of Ambon which has been appointed as civil servants as well as honorary teachers in schools that have served at least 3 years in school, despite the honorary but the burden of the duties With a civil servant teachers total sample 65 respondent. Sampling technique which means that sample determination is performed if population is considered small or less than 100 respondents. Author went to school where tutoring and counseling teachers organized service and attended a meeting of guidance and counseling teachers in Ambon city and asked that B. K teachers be found willing research.

### 2.2 Procedure and Material

Procedure in this study is make a letter for school to be researched, then ask for research reply, perform a poll distribution if approved by giving instructions on research sheet, then do distribution of polls to teachers B.K and record data, coding numbers, further editing number and suitability of numbers and conducting validity test, if it has done validity test followed by testing instrument measuring instruments four variables in study were self efficacy, social support, job demands and burnout. Each of these variable measuring instruments uses a likert scale.

## 3. Result

Results characteristics junior high school data as 31 participants (48%) and senior high school 34 participants (52%). Based on personnel data junior high school of public servants 18 participants (58%) and yet 13 participants (42%), senior high school 19 participants (56%) and has not been 15 participants (44%). Based on status of junior high school singles as 8 participants (26%), married as 21 participants (68%) and divorced 2 participants (6%) and senior high school with 12 participants (35%), married 22 participants (65%).

### 3.1 Preliminary analysis

Data were collected using questionnaires. The first of the questionnaire was an informed consent with which to confirm participants agreement to voluntarily participate in this research. Subsequently, participants were asked to fill scale related of burnout has  $V_{\text{mean}} = 41,7797$  and  $SD = 11.61460$  which means burnout teacher B.K in Ambon is high. Fill scale Self efficacy  $V_{\text{mean}} = 67.9492$  and  $SD = 6.612069$ . Self efficacy teacher B.K in city of Ambon very high. Fill scale related scale social support  $V_{\text{mean}} = 47.0508$  and  $SD = 5.48171$  which means scale social support B. K

teachers is high. Fill scale job demands  $V_{\text{mean}} = 32.4746$  and  $SD = 6.00677$  which means demands of employment for teachers B. K in Ambon is low.

### 3.2 Perceived self efficacy, social support and job demands on burnout (Hypothesis 1)

A multiple regression calculations are self efficacy, social support, and job demands have significant influence on burnout obtained ( $R = 0.949$ ), ( $R^2 = 0.900$ ) and (Adjusted R Square = 0.894) with value ( $F = 164.465$ ) and a significant ( $0.000 < 0.05$ ). Self efficacy, social support, and job demands have significant influence on burnout by 90% thereby hypothesized one acceptable.

### 3.3 Direct effect self efficacy with burnout (Hypothesis 2)

Regression direct effect self efficacy with burnout are obtained ( $R = 0.840$ ), ( $R^2 = 0.706$ ) with  $t_{\text{value}} = 11.698$  and significance level ( $P < 0.05$ ). Means self efficacy has significant with burnout 70.6%, thus hypotheses two are acceptable.

### 3.4 Direct effect of social support with burnout (Hypothesis 3)

A multiple regression about social support with burnout are obtained ( $R = 0.647$ ), ( $R^2 = 0.418$ ) with  $T_{\text{value}} = 6.403$  and significance ( $P < 0.05$ ). Demands of work have significant social support with burnout 41.8%, thus hypotheses three are acceptable.

### 3.5 Direct effect of job demands with burnout (Hypothesis 4)

Multiple regression job demands with burnout obtained ( $R = 0.919$ ), ( $R^2 = 0.844$ ) with  $T_{\text{value}} = 17.566$  and significance ( $P < 0.05$ ). Job demands has significant effect on burnout 84.4%, thus hypotheses four are acceptable.

## 4. Discussion

Frist our finding research conducted 65 participants in Ambon (Indonesia), author findings that there a positive direct effect self efficacy with burnout, means higher self efficacy higher also burnout experienced by teacher of B. K Ambon, because high self efficacy that owned can make judge himself able to master several areas of work at once with capabilities and competencies that have, that is what can make someone experience burnout.

Second, authors gained findings there was positive job demands of work with teacher's burnout, higher job demands of work higher burnout also and lower job demands lower burnout experienced by B. K teachers in Ambon. findings of Alouw (2015) job demands high work will be followed by high burnout.

Third author also gained finding there was positive social support with burnout, higher social support higher burnout experienced by B. K teacher in Ambon, because of encouragement or high support of friends, companions,

coworkers, leaders and family there in saved hope or expectation for individual to complete work that is charged in time and accordance with expectations and targets of support, this can make individual feel overwhelmed in carrying out and completing tasks. Based on multiple regression obtained  $R = 0.949$ ,  $R^2 = 0.900$  and Adjusted  $R_{\text{Square}} = 0.894$  with  $F_{\text{value}} = 164.465$  and significance ( $P < 0.05$ ). influent self-efficacy, social support, and job demands have significant on burnout 90%.

## 5. Conclusion

Ability of B. K teacher achieve appropriate action based competence needs to improved. Still lack of work teacher B. K accordance with his duties and responsibilities in serving and students. Still lack of teacher's amount tutoring and counseling, in one school average teacher's guidance and counseling 2 teachers encountered school even there are school that do not have teachers B.K. guidance and counseling service are still considered, this is due to many B. K teachers who are tasked with teaching other subjects and there is even school that puts the teacher of subjects to meet students in tutoring and counseling services.

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**Attachment**

Self efficacy, social support and job demands on burnout

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,949 <sup>a</sup>	,900	,894	3,77,721
a. Predictors: (Constant), TP, SE, DS				

**ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70,39,431	3	23,46,477	1,64,465	,000 <sup>b</sup>
	Residual	7,84,704	55	14,267		
	Total	78,24,136	58			
a. Dependent Variable: BO						
b. Predictors: (Constant), TP, SE, DS						

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-67,787	5,551		-12,213	,000
	SE	,629	,124	,332	5,081	,000
	DS	1,313	,149	,620	8,808	,000
	TP	,154	,107	,080	1,441	,155
a. Dependent Variable: BO						

Self efficacy with burnout

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,840 <sup>a</sup>	,706	,701	6,35316

a. Predictors: (Constant), SE

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-66,557	9,298	,840	-7,158	,000
	SE	1,594	,136		11,698	,000

a. Dependent Variable: BO

Social support with burnout

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,919 <sup>a</sup>	,844	,841	4,62623

a. Predictors: (Constant), DS

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-49,810	5,249	,919	-9,490	,000
	DS	1,947	,111		17,566	,000

a. Dependent Variable: BO

Job demand with burnout

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,647 <sup>a</sup>	,418	,408	8,93551

a. Predictors: (Constant), TP

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,167	6,449	,647	,181	,857
	TP	1,251	,195		6,403	,000

a. Dependent Variable: BO