Predicting Teachers' Occupational Burnout According to Coping Strategies and Religious Orientation

Bahman Akbari*
Department of Psychology, Rasht Branch, Islamic Azad University, Rasht, Iran
*Corresponding Author: bakbari44@yahoo.com

Esmail Ghasemi Gavabari
Department of Psychology, Rasht Branch, Islamic Azad University, Rasht, Iran

Parisa Zohrabi Kalangestani
Department of Psychology, Rasht Branch, Islamic Azad University, Rasht, Iran

Abstract

This study was conducted with the aim of predicting teachers' occupational burnout according to coping strategies and religious orientation in teachers in Langarud County, Iran. The research was correlational study and the statistical population consisted of all teachers (male and female) who taught in school in the academic year 2014-15 in Langarud. Applying the method of random cluster sampling, a number of 120 teachers were selected as the sample of this study. Instruments used in this study included questionnaires of occupational burnout by Maslash and Jackson (2001), questionnaire of coping strategies with stress by Lazarus and Folkman (1985) and religious orientation scale by Allport and Ross (1950). The obtained data were analyzed using Pearson correlation and multivariate regression. The results showed that the correlation between coping strategies and religious orientation and teachers' occupational burnout, except external religious orientation there is statistically significant and by increasing one unit of one emotion-based coping strategies, occupational burnout will be enhanced at a rate of 0.62, and by increase of one unit in problem-based coping strategies, occupational burnout are internal religious orientation will reduce 0.53 and 0.49.

Keywords: Occupational burnout, coping strategies, religious orientation, teachers.
Introduction
The principal purpose and goal of all organizations is efficiency and productivity and since ministry of education as an organization includes organs such as students, teachers, administrators, etc. If the staffs of educational system have strong morale and good job satisfaction, the organization can reach efficiency. Studies that have been conducted in the field of psychological health by World Health Organization and Job Organization, have shown that staffs' health in organizations and job environment is every day more than the past in serious danger (Gabrin and Lymatnin, 2000). Teachers' job can be considered among the jobs with the highest risk, experiencing too much stress (as quoted by Farahani et al., 2009). In recent years occupational burnout among teachers has attracted a lot of attention and now it is expanding in a way that individuals are always at risk of this complication (Saberi, Moraveji, Naseh, 2011). Job burnout is a lengthy reaction to stress-provoking chronic emotional and interpersonal stimuli in job that is described by three dimensions of emotional exhaustion, depersonalization and lack of personal accomplishment (feeling of inefficiency) (Maslach, 2003).

Fillian (2002), Badri Gargari (2005) and Zare (2003) in their studies showed that there are factors that can affect the occupational burnout that these factors should be carefully identified. One of these factors is the strategies of coping with stress. Lazarus and Folkman (1986) have defined coping as the following: behavioral and cognitive efforts that are constantly changing in order to cope with the specific internal or external demands of the person that are evaluated beyond his/her power and resource. Based on this definition: 1. Coping is a process that is constantly changing. 2. It isn't done automatically, but is a learned pattern to respond to stressful situations, and 3. Coping needs the individual's effort to deal with stress. Lazarus and Folkman (1984) believe that in effectively coping, both functions usually occur at the same time. Stresses waste human resources and plague with insecurity the aim of the society. Those who experience stress and do not have the power of effectively confronting with them are faced with problems in terms of physical, psychological and behavioral dimensions (Saibanfard, 2002).

When sources of environmental stress are strong and uncontrollable, they will disrupt a person's behavior. However, the rate of stress caused by environmental factors is depends on a person's subjective judgment about the level of threat of stress (Deaux and Wrightsman, 1998). Various researches have investigated the role of coping strategies with stress regarding occupational burnout. The results of Bağçeci and Hamamcı (2012) showed that coping strategies had a positive correlation with emotional exhaustion in teachers and was an important factor of emotional exhaustion. This finding suggests that teachers with high emotional exhaustion have significantly more helpless coping strategies. Rezazadeh (2008) also in a study entitled investigating stress-provoking factors in coping strategies and their relationship with occupational burnout found that there is a significant positive relationship between the severity of stress-producing factors and occupational burnout.

Hasida (2005) argued that the type of confrontation is a determining factor in occupational burnout and people's wellbeing, especially using extroverted and emotional-based coping strategies are related to higher levels of job burnout and higher job stress. In this regard, Dinah's (2002) research also showed that those who use emotional coping strategy, this is a preventing factor regarding occupational burnout and have little health problems. Research also Anderson (2000) showed that individual coping strategies associated with burnout. Also, Anderson's research showed that an individual's coping strategies has a relationship with job burnout, that is, people with job burnout use more emotion-based coping mechanisms and healthy individuals use more problem focused coping mechanisms.
Another factor that seems to be effective on job burnout is religious orientation of individuals. Religious orientation in individuals is of two types: Intrinsic and extrinsic religious orientation. According to Allport and Ross (1950), a person who has intrinsic religious orientation lives with his religion, but a person who has extrinsic religious orientation, uses her religion. People who have intrinsic religious orientation find their main motivation in religion. In such a person, personality and religion becomes one. While people with extrinsic orientation move towards religion in order to get other purposes; in other words such people move towards God without turn away from themselves (Mokhtari et al., 2001). Having meaning and purpose in life, a sense of belonging to a sublime source, hope in assistance and God's help in trouble-producing conditions of life, being provided with social and spiritual support all are resources that religious people by having them will suffer less damage in dealing with stressful life events. Religion can have an important role in all affairs in relieving stress and in the assessment of the situation, cognitive appraisal of a person, coping activities and sources of support reduce psychological distress. Accordingly, it is now believed that there is a positive relationship between religion and mental health and psychology of religion has recently provided much empirical support in this area (Hamid, 2012).

When the suffering, aloof and despair human does not find a way in reducing his own physical or mental pains, when hope of recovery of patients with mental or physical disorders, with a chronic and progressive trend is denied and classical treatments do not help him, the only way that remains to him to survive this excruciating anxiety, depression and pain, is beseeching assistance of faith and reaching to a coherent identity and religious belief (Asgari et al., 2010). The research literature indicate a positive relationship between spirituality and occupational burnout, including, Eskandari’s study (2013) which showed that between there is negative relationship between teachers’ intrinsic religious orientation and religious orientation and there is a positive relationship between teachers’ extrinsic religious orientation and their job burnout. Caspar (2006) also in his research entitled “Reviewing proxy measures of spirituality in the workplace: Model of characters of multi-dimensional constructs,” believes that those who have higher organizational spirituality have a greater organizational commitment and less job burnout.

With regard to the importance of the role of teachers in every society, mental health of this group of society is important and the complications that threaten their mental health should be identified and measures should be taken to reduce and prevent them, which require research in this field. In this regard the researcher questioned whether coping strategies with stress and religious orientation can predict occupational burnout in teachers.

**Research method**

This study was performed with the aim of predicting occupational burnout in teachers on the basis of coping strategies and religious orientation of teachers in Langarud, Iran. This research was correlational study and the statistical population consisted of all teachers (male and female) in Langarud in the academic year 2014-15. Since this study is a correlational one in order to avoid being influenced by correlation coefficient of the sample, 120 subjects (40 subjects per predictor variables) were selected as the sample using the method of cluster random sampling. The instruments used in this research were as the following: Lazarus and Folkmans' coping styles questionnaire: this questionnaire that has been designed by Lazarus and Folkman (1985) involves 66 items that measures 8 problem-oriented and emotion-focused coping methods. These eight patterns are categorized into two groups issue-based methods (query of social support, accountability, programmed problem solving and re-evaluation) and emotion-based (encountering, refraining, escaping- avoidance, self-restraint). Lazarus and
Folkman (1985) have reported an internal consistency 0.79 to 0.66 for each of the coping methods. Maslach's Occupational Burnout Inventory: Maslach’s Occupational Burnout Inventory was designed by Jackson (2001) and designed on the basis of three components of occupational burnout including emotional exhaustion, depersonalization, and individual performance in the form of 22 items. For this questionnaire two types of scales have been used. A frequency scale: never (zero) not every day (6). (B) Severity scale: never (zero) to very high (6). Jamali, Taghipoor and Salehi (2009), estimated the total reliability of the occupational burnout questionnaire as 0.91 that this amount of reliability is statistically acceptable and reliability of its three dimensions: Emotional exhaustion, depersonalization, and personal accomplishment are estimated to be equal to 0.77, 0.84 and 0.89 respectively. Religious attitude questionnaire by Allport and Ross (1950): This questionnaire was developed by Allport and Ross (1950) and is based on a self-report method that has two subscales of the internal and external religious orientation. Among the 21 items, the first twelve items show the external religious orientation and the remaining items show the internal religious orientation. This questionnaire is scored on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree and score 3 to unanswered questions). This test has been translated and validated in 1378 by Jan Bozorgi. Its internal consistency using Cronbach's alpha coefficient was 71% and its validity was 74% is designing key questions (Mokhtari, Allahyari and Rasoulzadeh Tabatabaee, 2001).

Findings
In order to investigate the research hypothesis that teachers' occupational burnout are predicted on the basis of coping strategies and religious orientation, the statistical methods of Pearson correlation coefficient and multiple regression were used. Results are presented in the following tables:

Table 1: Cross-correlations between coping strategies and religious orientation with teachers' occupational burnout

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. D.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job depression</td>
<td>52.73</td>
<td>52.73</td>
<td>-</td>
<td>0.37**</td>
<td>-0.28**</td>
<td>0.13</td>
<td>-0.34**</td>
</tr>
<tr>
<td>Emotion-based</td>
<td>34.47</td>
<td>7.44</td>
<td>-</td>
<td>-</td>
<td>-0.24**</td>
<td>-</td>
<td>-0.17*</td>
</tr>
<tr>
<td>External</td>
<td>36.37</td>
<td>6.93</td>
<td>-</td>
<td>-</td>
<td>0.20**</td>
<td>0.08</td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>23.33</td>
<td>7.46</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** P < 0.01

As can be seen in Table 1, the correlation values between coping strategies and religious orientation with teachers' occupational burnout, except external religious orientation are statistically significant (p<0.05); in other words, there is significant correlation between predictor and criteria variables and since the value of correlation between predictor variables have been obtained less than 0.90 the condition of linearity is not satisfied and predictor variables can independently participate in prediction and explanation of the variance in the criterion variable.
Table 2: Summary of stepwise regression analysis to predict occupational burnout among in teachers on the basis of coping strategies and religious orientation

<table>
<thead>
<tr>
<th>Model</th>
<th>Predictor variables</th>
<th>Multiple correlation R</th>
<th>Multiple correlation R²</th>
<th>Modified R²</th>
<th>ΔR²</th>
<th>Standard error</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotion-based</td>
<td>0.37</td>
<td>0.14</td>
<td>0.13</td>
<td>-</td>
<td>13.1</td>
<td>18.64</td>
<td>0.01</td>
</tr>
<tr>
<td>2</td>
<td>Issue-based</td>
<td>0.47</td>
<td>0.22</td>
<td>0.21</td>
<td>0.08</td>
<td>12.41</td>
<td>12.53</td>
<td>0.01</td>
</tr>
<tr>
<td>3</td>
<td>Internal orientation</td>
<td>0.53</td>
<td>0.28</td>
<td>0.27</td>
<td>0.07</td>
<td>11.93</td>
<td>10.6</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Stepwise regression results, Table 2 shows that first emotion-based coping strategies are entered as the strongest predictor variables in the model and were able to explain 14 percent of the variance of occupational burnout (criterion variable), in the second step issue-based coping strategies are added to the model, and these two variables (emotion-based and problem-oriented coping strategies) were able to explain 22 percent of the variance of job burnout (criterion variable); the entrance of the issue-based coping strategies into model could predict 8% of the variance of occupational burnout (criterion variable). In the third step the intrinsic religious orientation has been added to the model and these three variables (emotion-based and problem-based coping strategies, internal religious orientation) could explain 28 percent of the variance of variable burnout (variable), entrance of internal religious orientation into model was able to explain 7 percent of the variance of occupational burnout (variable) help. External religious orientation did not play a significant role in explaining the variance of job burnout.

Table 3: Test of analysis of variance for significance of step-by-step model of predicting teachers' occupational burnout according to coping strategies and religious orientation

<table>
<thead>
<tr>
<th>Model</th>
<th>Source of variations</th>
<th>Sum of squares</th>
<th>Degree of freedom</th>
<th>Mean of squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotion-based</td>
<td>3122.08</td>
<td>1</td>
<td>3122.01</td>
<td>18.64</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Remaining</td>
<td>19954.29</td>
<td>118</td>
<td>169.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Issue-based</td>
<td>5052.25</td>
<td>2</td>
<td>2526.13</td>
<td>16.39</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Remaining</td>
<td>18024.12</td>
<td>117</td>
<td>154.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Internal orientation</td>
<td>65.61.45</td>
<td>3</td>
<td>2187.15</td>
<td>15.36</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Remaining</td>
<td>16514.92</td>
<td>116</td>
<td>142.37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 3, at three steps the obtained values of F are meaningful (P<0.01); therefore, this model in the three steps have progressed significantly and with 0.99 confident we conclude that prediction of teachers' job burnout based on coping strategies and religious orientation is meaningful and the predictive variables (coping strategies and religious orientation) have the ability to predict the criterion variable (teachers' job burnout). So we are allowed to analyze and report the results of regression.
Table 4: Summary of the results of stepwise regression in predicting burnout and teachers on the basis of coping strategies and religious orientation

<table>
<thead>
<tr>
<th>Model</th>
<th>Non-standard coefficient</th>
<th>Standard error</th>
<th>Standard coefficient of B</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fixed amount</td>
<td>28.99</td>
<td>5.65</td>
<td>--</td>
<td>5.13</td>
</tr>
<tr>
<td></td>
<td>Emotion-based</td>
<td>0.69</td>
<td>16</td>
<td>0.386</td>
<td>4.30</td>
</tr>
<tr>
<td>2</td>
<td>Fixed amount</td>
<td>49.68</td>
<td>7.95</td>
<td>--</td>
<td>6.29</td>
</tr>
<tr>
<td></td>
<td>Emotion-based</td>
<td>0.71</td>
<td>0.15</td>
<td>0.379</td>
<td>4.63</td>
</tr>
<tr>
<td></td>
<td>Issue-based</td>
<td>-0.56</td>
<td>0.16</td>
<td>-0.286</td>
<td>-3.54</td>
</tr>
<tr>
<td>3</td>
<td>Fixed amount</td>
<td>62.43</td>
<td>8.59</td>
<td>--</td>
<td>7.27</td>
</tr>
<tr>
<td></td>
<td>Emotion-based</td>
<td>0.62</td>
<td>0.15</td>
<td>0.333</td>
<td>4.16</td>
</tr>
<tr>
<td></td>
<td>Issue-based</td>
<td>-0.53</td>
<td>0.16</td>
<td>-0.268</td>
<td>-3.039</td>
</tr>
<tr>
<td></td>
<td>Internal orientation</td>
<td>-0.49</td>
<td>0.15</td>
<td>-0.261</td>
<td>-3.26</td>
</tr>
</tbody>
</table>

According to the results presented in Table 4, in the second step of the emotion-focused coping strategies with the value of standard B has direct impact on job burnout 0.333 and problem-based coping strategies with the B standard – 0.268 and internal religious orientation negatively influenced job burnout and variables of emotion-focused coping strategies, problem-based coping strategies and religious orientation predicted 0.62, - 0.53, and – 0.49, respectively. In other words, a unit of increase in emotion-focused coping strategies, job burnout increased at a rate of 0.62, while a unit of increase in a problem-focused coping strategy unit and internal religious orientation, job burnout will be reduced respectively, at a rate of 0.53 and 0.49.

Occupational burnout = 62.43 + 0.25 (emotion-based coping strategies) – 0.53 (problem-focused coping strategies) – 0.49 (Internal religious orientation)

Discussion and conclusion
The main objective of this research was to predict teachers' job burnout according to coping strategies and religious orientation. Results showed that the correlation between coping strategies and religious orientation and burnout teachers, but the results show that the amounts of correlation are statistically significant external religious orientation and an increase of one emotion-focused coping strategies, job burnout at a rate of 62/0, a unit of increase in increments of one coping strategy for coping issue of internal religious orientation. Job burnout, respectively, reduces at a rate of 0.49 and 0.53. The results of this research is in line with the results of Ėskandari Rafiee et al. (2014), Baksisi and Hamamsi (2012), and Dina (2002).

Job burnout is loss of an individual's adjustment ability with stressors and is a psychological syndrome that is composed of physical and emotional fatigue that leads to negative self-concept in individual, negative attitudes toward work and lack of enthusiasm with referents at
the time of doing the task (Pardakhtchi, Ahmadi, Arezomandi, 2009). One of the factors that are very effective in the formation of occupational burnout is job stress.

A teacher's occupational stress, a teacher's experience of negative emotions such as negative and unhappy feelings such as discomfort, anxiety, depression and nervousness all result from some aspects of a teacher's work (Kiriakou, translated by Vahdati Ahmadzadeh, 2005).

Afrouz and Saleh (2008) classified sources of occupational stress into five general categories: 1. Job-related factors (capacity and ability of work, hard work or low ability of work); 2. Structure and organizational climate (participation or lack of participation in decision-making processes, management style, and communication patterns); 3. Career changes (progress or lack of progress job security, opportunities for career changes, job satisfaction); 4. Relations between staffs (supervisors, colleagues, subordinates); 5. Organizational role (role conflict, role ambiguity, level of responsibilities). As can be seen, various factors can cause stress in the profession of teaching can be produce stress and this affair also provides conditions for the development of occupational burnout. One of the things that can be effective in preventing and reducing job burnout is coping with stress.

From the perspective of Lazarus and Folkman (1984), coping is defined as the following: the intellectual, emotional and behavioral efforts of an individual when faced with psychological pressures are used to overcome, endure or minimize the effects of stress. Coping means the attempts that are taken to control and manage the situations that seem dangerous and stressful (Klinke, 1989, translated by Mohammad Khani, 2013). Problem-based coping includes measures to remove the stress-provoking factor or changing its outcomes and effects. In this type of coping, an individual directly inter and in order to deal with stress-provoking factors designs his programs and put away sideways activities. And emotion-focused coping is related to emotional resulting from source of threats and with reduction or managing of emotional distress (Lazarus & Folkman, 1984). Various researches showed that the problem-focused coping were more effective in reducing stress and eliminating sources of stress. In this study the results suggest that the problem-oriented approach can manage stress and somewhat lead to reduction of occupational burnout.

Another result of the study showed that the intrinsic religious orientation also reduces occupational burnout. Previous studies have shown that being religious in a broad sense of the term can alleviate the effects of severe crises (Jafari, 2009).

Some personality traits such as locus of internal control, high self-esteem and the feeling that there is someone who supports them, cause that people with internal religious orientation are protected against high levels of stress. These people usually use problem-focused coping methods and thus confront effectively and logically with different situations and show better psychological adjustment. But people who have external religious orientation due to their tendency towards using religion as an instrument have deficiencies in their faith, and therefore lacks the growth orientation and character that in is present in people with internal religious orientation, and it may for this reason they do not have the serenity of people with internal religious orientations. True faith in God creates a feeling in people with internal religious orientation that do not fear potential accidents and accidents and on the basis of relying to God in a rational way remove the grounds of emergence for anxiety and distress. Faith in God and other aspects of faith that includes cognitive, behavioral, and emotional dimensions results in the growth and development of many personality traits such as self-esteem and internal self-efficacy make him resistant in front the unpleasant events and stress. So a person who can decrease the rate of mental pressure by the help of internal religious orientation in their work environment and solve their issues and problems using a problem-oriented approach can reduce their own occupational burnout.
References


Bağçeci, B., Hamamci, Z. 2012. An investigation in to the relationship between burnout and coping strategies


Filban, E. (2002). Studying the rate of job burnout and its relationship with the coping strategies used by nurses in the educational hospital of Tehran. Master's Thesis in Nursing, Tarbiat University


