The relationship between happiness and vocation burnout teachers

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Abstract

The purpose of this study was to examine the relationship between happiness and vocation burnout teachers. The sample of this study includes 186 teachers of Shiraz. The measurement tools were Maslash job burnout inventory (2001) and Aksford happiness scale (Valliant, 1993). Alpha Cronbach was calculated to determine the reliability of the questionnaires (0/80 & 0/93). Data was analyzed by regression and correlation. Result shows significant relationship between happiness and vocation burnout (Emotional Exhaustion, -0/327) (Depersonalization, -0/228) (individual performance, 0.394). Result of regression shows that happiness is a good predictor for all of three components of job burnout at P<001.

Keywords: happiness, vocation burnout, emotional exhaustion, depersonalization, individual performance

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1. Introduction
Occupation is regarded as the most important factor shaping social identity and social relations of humans as well as the source of life. Meanwhile, it is one source of stress in humans. Stress not only reduces people’s quantitative efficiency at the workplace, but it also makes a disruption in family relations and instigates a vicious cycle whose most common result is called burnout syndrome (Baboli, 2002). In recent years, psychologists have been interested in studying a phenomenon named job burnout and several studies have been done on it. Job burnout is in fact a type of burnout combined with stress and job-related tensions at the workplace (Pour Mohammadi Khales, 2011).

One personal factor influencing the prevalence of burnout is employees’ happiness. Happiness refers to a feeling of sustainable luck in one’s private life, being useful for oneself and the society, and fulfillment of wishes and needs of the public. A person who is happy feels fortunate and satisfied with being alive, and other people might benefit from his/her life. Happiness is not a short-term feeling; rather, it continues for long (Amir Hosseini, 2005, quoting from Pour Mohammadi Khales, 2011).

In recent years, the job burnout phenomenon has attracted the attention of many researchers and human force productivity practitioners. The exact magnitude of this phenomenon is unclear. However, it damages a wide range of work force and human resources. Since 1970 the job burnout phenomenon has been developing rapidly and our knowledge of it has significantly increased. Today, job burnout is characterized with serious symptoms and regarding its dire consequences, it leads to a decrease in life quality and this might have negative effects on family life as well as work environments (Hellesoy, & Kuitastein, 2000). Job burnout is a psychological response to stress and it can be combined with such characteristics as emotional exhaustion, depersonalization, and lack of personal accomplishment. Emotional exhaustion refers to a reduction of emotional power in a person, and those who are emotionally exhausted usually feel that they have lost their adaptive power and do not have enough energy to perform their tasks anymore (Hall beston, 2004).

Although human beings have always been in search of happiness, satisfaction and prosperity during their lives and have tried hard to achieve them, it has been reported that the first study on happiness was done on English students in 1912 in the years following that, some other studies were done in America about the levels of enjoyment among students. However, the studies on happiness were forgotten due to the outbreak of World Wars I and II. After the World Wars, studies were done again and they have significantly increased during recent years. However, in today’s world, happiness is considered as one of the criteria for life quality and the happiness among people in societies is measured annually (Abedi, 2002).

Bauer, Stamm, Virnich, Müllcr, Wirsching and Schaarschmidt (2006) In a study done on the relationship between job burnout, pathological symptoms and psychosomatics among teachers, it was concluded that job burnout among teachers had a significant relationship with their psychological symptoms including depression, anxiety and psychosomatics problems. Besides, in a research conducted among Swedish teachers, Lindblom, Linton, Fedeli, & Bryngelsson (2006) found that burnout components have a positive significant relationship with anxiety and depression.

Mohammadi (2006) In a research titled as Job Burnout and Psychological Health among High School Teachers, used Maslesh Burnout Inventory and revised list of psychiatric symptoms for 137 female and 163 male teachers in Tehran and found that there was a positive, significant relationship between burnout components including emotional exhaustion and depersonalization and health variables. Garousi Farshi (2006) in his study titled as Investigating the Relationship between Personality Trades and Happiness among 396 university students, concluded that there was a positive, significant relationship between the two variables happiness and extroversion.