PHYSIOLOGICAL, PSYCHOLOGICAL AND BEHAVIOURAL CONSEQUENCES OF TEACHER BURNOUT

by

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SUPERVISOR: DR H E ROETS

JUNE 1995
I declare that PHYSIOLOGICAL, PSYCHOLOGICAL AND BEHAVIOURAL CONSEQUENCES OF TEACHER BURNOUT is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

(MR K. MOODLEY)  
DATE  
June 1995
DEDICATION

I dedicate the following poem to all my colleagues in the teaching profession who at some stage in their lives have been afflicted by burnout and who cried out for help but were never heard.

I used to care,
But I don’t care much any more.
I used to care
That children had to sit still and be quiet
And read pages 9 to 17
And answer the odd numbered questions at the end of the chapter;
But I don’t care much anymore.

I used to care
That finishing the assignment is more important than learning the skill,
And getting the right answer is more important than understanding And apologizing is more important than being penitent
But I don’t care anymore.

I used to wake up in the night
And think about ways to teach children
To set goals and work toward them,
To make decisions and live with the results,
To work together.
But there were those who felt threatened
And those who felt frightened
Because my classroom was different.
Parents did not understand.
They listened to the evil insinuations and the confidential criticisms.
Their protests overwhelmed my sand - based supports.
I used to care,
But I don't care much any more.

Now I say
Sit down
Be quiet
Read pages 9 to 17
No exciting ideas disturb my sleep.
I haven't had a complaint in over a year.
Nobody seems to care
That I don't care much anymore.

(Greenberg, 1984:44-45)
ACKNOWLEDGEMENTS

My profound gratitude goes to my supervisor, Dr H E Roets for her infinite patience, understanding and very valuable guidance throughout this study.

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SUMMARY

Title: Physiological, psychological and behavioural consequences of teacher burnout.

Student: Krishnan Moodley

Study Leader: Dr H.E.Roets

The primary aim of this study was to ascertain whether teacher burnout is accompanied by physiological, psychological and behavioural symptoms.

The Maslach Burnout Inventory was used to ascertain the levels of burnout among a sample of 282 Indian teachers of all ranks in ex - House of Delegates schools in the Kwazulu - Natal region. The Burnout Manifestations Scale was used to elicit those symptoms which burned out subjects exhibited the most. While 23% of the sample appeared vulnerable to burnout, 7% appeared to be already burned out. It was found that with a few exceptions, the sample was susceptible to a lesser or greater degree to almost all of the symptoms listed in the Burnout Manifestations Scale.

As no significant differences between the groups was detected in the selected demographic variables, it can be concluded that anyone, irrespective of their sex, marital status or any other variable, can become vulnerable to burnout.

KEY TERMS:
teacher stress; teacher burnout; physiological consequences; psychological consequences; behavioural consequences; symptoms; effects; outcomes; manifestations; signs; reactions; resultants; techniques for alleviation.

June 1995
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER ONE : ORIENTATION TO THE STUDY</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.2 AWARENESS OF THE PROBLEM</td>
<td>2</td>
</tr>
<tr>
<td>1.3 MOTIVATION TO THE STUDY</td>
<td>4</td>
</tr>
<tr>
<td>1.4 ANALYSIS OF THE PROBLEM</td>
<td>6</td>
</tr>
<tr>
<td>1.5 DEFINITIONS OF BURNOUT</td>
<td>8</td>
</tr>
<tr>
<td>1.6 WHAT THE LITERATURE SAYS ABOUT BURNOUT</td>
<td>10</td>
</tr>
<tr>
<td>1.7 STATEMENT OF THE PROBLEM</td>
<td>11</td>
</tr>
<tr>
<td>1.7.1 Related Questions</td>
<td>11</td>
</tr>
<tr>
<td>1.8 HYPOTHESES</td>
<td>12</td>
</tr>
<tr>
<td>1.9 DEFINITIONS OF CONCEPTS</td>
<td>13</td>
</tr>
<tr>
<td>1.10 AIMS OF THE STUDY</td>
<td>14</td>
</tr>
<tr>
<td>1.11 INDICATIONS OF FORTHCOMING CHAPTERS</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER TWO : LITERATURE REVIEW : AN OVERVIEW OF BURNOUT WITH EMPHASIS ON CONSEQUENCES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 INTRODUCTION</td>
<td>18</td>
</tr>
<tr>
<td>2.2 EARLY HISTORY OF BURNOUT</td>
<td>19</td>
</tr>
<tr>
<td>2.3 THE BURNOUT SYNDROME</td>
<td>19</td>
</tr>
<tr>
<td>2.3.1 Reasons for the existence of the burnout syndrome</td>
<td>21</td>
</tr>
<tr>
<td>2.3.2 Divergent views of the burnout syndrome</td>
<td>21</td>
</tr>
</tbody>
</table>
2.4 THE PROBLEM OF DEFINITION

2.4.1 Stress and burnout

2.4.2 Burnout and alienation

2.4.3 Definitions to be utilized in the writer's study

2.5 THEORETICAL FRAMEWORK

2.5.1 Models of Job Burnout

2.5.1.1 Model of Job Burnout by Schwab, Jackson and Schuler

2.5.1.2 Burnout as a transactional process or A Phase Model of Burnout

2.5.1.3 An Epidemiological Approach to Staff Burnout

2.5.1.4 A Model of Job Stress and Health - Stress being a precursor to burnout

2.5.2 Three Theoretical perspectives in understanding teachers' reactions to stress - stress being a precursor to burnout

2.6 STAGES OF JOB BURNOUT

2.7 LEVELS OF BURNOUT

2.8 SOME STUDIES ON BURNOUT TO DATE

2.9 THE RELATIONSHIP BETWEEN BURNOUT AND THE VARIABLES SEX, ETHNIC BACKGROUND, AGE, MARITAL AND FAMILY STATUS AND EDUCATION

2.10 CAUSES OF JOB BURNOUT

2.10.1 Lack of Control over one's destiny

2.10.2 Lack of Occupational Feedback and Communication

2.10.3 Work Overload

2.10.4 Contact Overload

2.10.5 Role Conflict / Ambiguity

(viii)
2.10.6 Society - Breeder of Burnout

2.11 THE LINK BETWEEN PERSONALITY AND BURNOUT

2.12 THE PHYSIOLOGICAL, PSYCHOLOGICAL AND BEHAVIOURAL CONSEQUENCES OF BURNOUT

2.12.1 Physiological Consequences

2.12.2 Psychological Consequences

2.12.3 Behavioural Consequences

2.13 SUMMARY

CHAPTER THREE : THE PHENOMENON OF BURNOUT IN TEACHERS

3.1 INTRODUCTION

3.2 TEACHING - THEN AND NOW

3.3 WHO TEACHES?

3.4 TEACHERS - AN ENDANGERED SPECIES?

3.5 TEACHER STRESS AND BURNOUT

3.6 PERCEIVED STRESSORS IN THE TEACHER'S WORKING ENVIRONMENT

3.6.1 Lack of fit between person and environment

3.6.2 The Classroom

3.6.3 The design of school buildings

3.6.4 Inconsequentiality : The Critical Component

3.6.5 The Teacher's Varied Role

3.6.6 The fiscal crisis and austerity management

3.6.7 Poor Working Conditions

3.6.8 Supervision

3.6.9 Time Pressures
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6.10</td>
<td>Student discipline</td>
<td>77</td>
</tr>
<tr>
<td>3.6.11</td>
<td>Problem Teachers</td>
<td>77</td>
</tr>
<tr>
<td>3.6.12</td>
<td>Additional sources of pressure</td>
<td>78</td>
</tr>
<tr>
<td>3.6.13</td>
<td>Society and the teacher</td>
<td>81</td>
</tr>
<tr>
<td>3.6.14</td>
<td>The Locus of Control</td>
<td>81</td>
</tr>
<tr>
<td>3.6.15</td>
<td>Administrative Stressors</td>
<td>82</td>
</tr>
<tr>
<td>3.6.16</td>
<td>Unions</td>
<td>84</td>
</tr>
<tr>
<td>3.6.17</td>
<td>Collective Bargaining</td>
<td>86</td>
</tr>
<tr>
<td>3.6.18</td>
<td>Teacher Strikes</td>
<td>86</td>
</tr>
<tr>
<td>3.6.19</td>
<td>Teacher burnout and a lack of a psychological sense of community</td>
<td>87</td>
</tr>
<tr>
<td>3.6.20</td>
<td>Teaching - a high risk occupation</td>
<td>88</td>
</tr>
<tr>
<td>3.7</td>
<td>TEACHER STRESS VERSUS STRESS IN OTHER PROFESSIONALS</td>
<td>88</td>
</tr>
<tr>
<td>3.8</td>
<td>ABSENCE, SICK LEAVE AND LATECOMING</td>
<td>90</td>
</tr>
<tr>
<td>3.9</td>
<td>SUMMARY</td>
<td>92</td>
</tr>
</tbody>
</table>

CHAPTER FOUR: DESCRIPTION OF EMPIRICAL STUDY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>INTRODUCTION</td>
<td>97</td>
</tr>
<tr>
<td>4.2</td>
<td>THE PROBLEM</td>
<td>97</td>
</tr>
<tr>
<td>4.3</td>
<td>HYPOTHESES</td>
<td>98</td>
</tr>
<tr>
<td>4.4</td>
<td>THE NATURE OF THE PRESENT STUDY</td>
<td>98</td>
</tr>
<tr>
<td>4.4.1</td>
<td>Types of Descriptive Research</td>
<td>98</td>
</tr>
<tr>
<td>4.5</td>
<td>RESEARCH INSTRUMENTS</td>
<td>100</td>
</tr>
<tr>
<td>4.6</td>
<td>COLLECTION OF DATA IN DESCRIPTIVE RESEARCH</td>
<td>105</td>
</tr>
<tr>
<td>4.7</td>
<td>SAMPLE AND SAMPLING PROCEDURE</td>
<td>105</td>
</tr>
</tbody>
</table>
4.7.1 Composition of the sample  106
4.8 PERMISSION  107
4.9 THE COVER LETTER  107
4.10 STATISTICAL ANALYSIS  108
4.10.1 Preparing the Data  108
4.10.2 Analyzing the Data  108
4.11 The Statistical Package for the Social Sciences  110
4.12 SUMMARY  110

CHAPTER FIVE : RESULTS OF THE EMPIRICAL STUDY
5.1 INTRODUCTION  111
5.2 PILOT STUDY  111
5.3 PERMISSION  111
5.4 THE COVER LETTER  112
5.5 RESPONSE TO QUESTIONNAIRES  112
5.6 BURNOUT ANALYSES  116
5.6.1 Qualitative Analyses - Case Studies  116
5.7 THE HYPOTHESES  126
5.7.1 Hypothesis 1  126
5.7.2 Hypothesis 2  127
5.7.3 Hypothesis 3  127
5.7.4 Hypothesis 4  128
5.8 RELATED QUESTIONS  128
5.9 TESTING OF HYPOTHESES  129
CHAPTER SIX: DISCUSSION OF RESULTS OF EMPIRICAL STUDY

6.1 INTRODUCTION

6.2 OVERVIEW OF RESULTS AND DISCUSSION

6.2.1 Qualitative Findings - Case Studies
6.2.2 The Incidence of Burnout 165
6.2.3 The physiological, psychological and behavioural consequences of teacher burnout 167
6.2.3.1 Physiological Consequences 168
6.2.3.2 Psychological Consequences 169
6.2.3.3 Behavioural Consequences 169
6.2.4 The category of consequences which burned out teachers exhibit the most 170
6.2.5 Demographic Variables and burnout 170
6.2.5.1 Sex 171
6.2.5.2 Age 171
6.2.5.3 Marital Status 172
6.2.5.4 Academic Qualification 172
6.2.5.5 Category of Post 172
6.2.5.6 Experience 172
6.2.5.7 Number of days absent 173
6.2.5.8 Number of visits to the general practitioner 173
6.2.5.9 Number of visits to the psychiatrist and to the counsellor 173
6.2.5.10 Merit Awards 173
6.3 STRATEGIES FOR INTERVENTION 175
6.3.1 Individual Strategies 176
6.3.2 Organizational Strategies 178
6.4 SUMMARY OF FINDINGS 180

(xiii)
CHAPTER SEVEN: CONCLUSION OF THE STUDY

7.1 INTRODUCTION

7.2 COMPARATIVE APPRAISAL OF THE FINDINGS OF THE LITERATURE AND EMPIRICAL STUDIES

7.3 INITIATIVES

7.4 LIMITATIONS OF THE STUDY

7.5 RECOMMENDATIONS FOR FURTHER STUDY

7.6 IMPLICATIONS OF THE STUDY

7.7 CONCLUSION

BIBLIOGRAPHY

APPENDIX A RESEARCH QUESTIONNAIRES

APPENDIX B LETTER TO EXECUTIVE DIRECTOR REQUESTING PERMISSION TO CONDUCT RESEARCH

APPENDIX C COVER LETTER

APPENDIX D PERMISSION FROM DEPARTMENT OF EDUCATION

APPENDIX E HEALTH QUESTIONNAIRE 81/97850 (Z 27)
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Medical Boarding and Retirement Statistics C.S. Educators</td>
</tr>
<tr>
<td>2</td>
<td>Cut-off Points for Low, Average and High Levels of Experienced Burnout with the three subscales of the MBI</td>
</tr>
<tr>
<td>3</td>
<td>Means and Standard Deviations for the MBI Subscales</td>
</tr>
<tr>
<td>4</td>
<td>Distribution of Questionnaire Returns According to Schools</td>
</tr>
<tr>
<td>5</td>
<td>Demographic Distribution of the Sample</td>
</tr>
<tr>
<td>6</td>
<td>The Incidence of Burnout: Findings Related to the Present Study</td>
</tr>
<tr>
<td>7</td>
<td>Frequency Distribution of the MBI Scores</td>
</tr>
<tr>
<td>8</td>
<td>Comparison of Means and Standard Deviations for the MBI Sub-scales: Present Study versus Normative Data</td>
</tr>
<tr>
<td>9</td>
<td>Physiological, psychological and behavioural consequences of teacher burnout: Mean Ratings in Rank Order</td>
</tr>
<tr>
<td>10</td>
<td>Chi Square Results: Frequency of Somatic Complaints Between Low Burnouts and Moderate and High Burnouts</td>
</tr>
<tr>
<td>11</td>
<td>Chi Square Results: Frequency of Psychological Complaints Between Low Burnouts and Moderate and High Burnouts</td>
</tr>
<tr>
<td>12</td>
<td>Chi Square Results: Frequency of Behavioural Complaints Between Low Burnouts and Moderate and High Burnouts</td>
</tr>
</tbody>
</table>
13 Results of the Analysis of Variance for the three categories of consequences of the Burnout Manifestations Scale by the Overall Burnout Index (Maslach Burnout Inventory as a whole) 144

14 T - Test Analysis of the Variable Sex 146

15 Results of the Analysis of Variance for Age 147

16 T - Test Analysis of the Variable Marital Status 148

17 Results of the Analysis of Variance for Qualifications 150

18 Results of the Analysis of Variance for Post 151

19 Results of the Analysis of Variance for Experience 153

20 Results of the Analysis of Variance for Visits to the General Practitioner 154

21 T - Test Analysis of the Variable Marital Psychiatric Visits 156

22 T - Test Analysis of the Variable Marital Counsellor Visits 157

23 Results of the Analysis of Variance for Merit Awards 158

24 Crosstabulation : Burnout by Number of Days Absent 159

25 Intercorrelations between the Demographic Variables and the three MBI Sub-scales, Overall Burnout Index, Physiological, Psychological and Behavioural Consequences 163
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Model of Job Burnout by Schwab, Jackson and Schuler</td>
<td>26</td>
</tr>
<tr>
<td>B</td>
<td>A Phase Model of Burnout</td>
<td>28</td>
</tr>
<tr>
<td>C</td>
<td>Suggested Model</td>
<td>29</td>
</tr>
<tr>
<td>D</td>
<td>Model of Job Stress and Health</td>
<td>31</td>
</tr>
<tr>
<td>E</td>
<td>The Relationship between the Teacher’s Performance and the Demands Experienced</td>
<td>33</td>
</tr>
<tr>
<td>F</td>
<td>A Framework for thinking about stress</td>
<td>68</td>
</tr>
<tr>
<td>G</td>
<td>Physiological Stress Response (main pathways)</td>
<td>70</td>
</tr>
<tr>
<td>H</td>
<td>Mean monthly stress perceived by secondary and elementary teachers and principals in Kamloops</td>
<td>91</td>
</tr>
<tr>
<td>I</td>
<td>MBI Item Format</td>
<td>101</td>
</tr>
<tr>
<td>J</td>
<td>Location of towns and cities in the Kwa - Zulu Natal region in which the research was conducted</td>
<td>106</td>
</tr>
<tr>
<td>K</td>
<td>Composition of the five subgroups of respondents in the research sample</td>
<td>116</td>
</tr>
</tbody>
</table>
CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

At one stage the teaching profession was one of the most revered professions in the world. It afforded the most dedicated and diligent teacher the opportunity of nurturing and educating his charges and in return receiving their profound appreciation and unconditional co-operation. But today, with rapidly changing circumstances and eroding moral values, teaching is becoming a very stressful occupation.

Issues such as accountability, increased pupil-teacher ratios, increasingly diverse responsibilities, student indiscipline and violence, the spectre of redundancies, forced removals and retrenchments, petty bureaucracy, limited promotion opportunities, salaries not commensurate with level of education and moves afoot to tax pension benefits and gratuities, are high on the list of teacher grievances. Consequently, many teachers are becoming very disillusioned and demotivated and are prone to becoming overwhelmed by a problem which has been dubbed "the new academic disease" (Melendez & de Guzman, 1983) and which is threatening to reach epidemic proportions. This malady has been labelled "burnout" and it warrants serious investigation.

Burned out teachers are vulnerable to what Maslach and Jackson (1981) called chronic emotional exhaustion, negative feelings towards their students and a reduced sense of personal accomplishment on the job. In addition, teachers who fall into this category exhibit a variety of symptoms: sleep disturbances, migraine headaches, muscular pains, depression, irritability, boredom, aversion to change, poor interpersonal relationships, withdrawal from people, an unusual desire for vacations and frequent absenteeism.

Should this condition be underestimated, regarded with scepticism or ignored, the costs, both financial in terms of engaging relief teachers, lump sum payments for medical boardings,
early retirements or death, as well as organizational in terms of serious decrements in the quality of education and service to the child, the school and the state at large, will be enormous.

1.2 AWARENESS OF THE PROBLEM

In the following section the writer explains how he became aware of the problem of teacher burnout.

When a teacher who has entered the profession with a high degree of motivation and idealism and has looked upon his career or job as a calling begins to detect a great disparity between his expectations and satisfactions, he begins to behave, act, think, complain of or manifest signs of illnesses which suggest that he may be suffering from burnout.

What has become apparent is that burnout affects not only the seasoned teacher but also the very young or recently appointed teacher. At this juncture the writer will provide three examples of probable burnout histories that he is familiar with.

A teacher at a high school, married with one child, returned to her school after a year’s leave to complete a professional qualification. She had been teaching for some twenty odd years. Upon her return, the most trivial of incidents seemed to annoy her. She kept complaining and venting her spleen on anyone and everyone. When the principal of her school asked to supervise her record books, she flew into a tirade, justified the work she was doing and claimed how little credit she was being given for it. She kept pointing out how innovative she was compared to the other teachers in her department and requested that she be transferred to any other school in her vicinity. At the end of the interview with her principal she declared that she was suffering from burnout.

Her attitude thereafter towards her supervisors was a mixture of condescending impoliteness and aloofness. She would be overly critical of the efforts of her colleagues, pooh pooh all attempts by others to upgrade the standard of work and become annoyingly cynical. She
would maintain a frosty silence and an air of apathy at subject meetings, not keep to deadlines for the submission of returns, maintain poor discipline in the classroom and alienate her pupils by making derogatory remarks about the areas in which they lived if they defaulted in their tasks. Moreover she would absent herself from duty fairly regularly.

This teacher has had a history of transfers from one school to another without the opportunity of climbing the promotion ladder. At times she was transferred to schools a great distance away from her home. Her supervisors were more often than not very much her juniors.

Reports on her work by superintendents of education contained a mixture of commendation for tasks well done and a severe censure for gross dereliction of duty. This teacher grabbed at the opportunity of taking early retirement and has since kept a very low profile.

Another high school teacher, unmarried and in his thirteenth year of teaching, was forced to seek a transfer to a neighbouring school. He had earlier in his career been forced to teach a subject he had not been sufficiently trained to handle. With the exclusion of the subject he had been qualified to teach from the curriculum and his efforts at obtaining promotion having been repeatedly foiled, he was growing very disillusioned. At his new school, he found it extremely difficult to cope, more especially owing to the exuberant management style of some of his supervisors. With frequent anxiety attacks, uncontrollable crying, and the ever-increasing fear of failure, this teacher had to go on sick leave for two weeks and submit to psychiatric help.

Every little task became a mammoth one in his eyes. What he would ordinarily have managed now seemed too burdensome and beyond his capability. The studies he had enrolled for had to be dropped. He began seeking spiritual help.

Eventually, at the end of that year he was persuaded to take up a position at another school where his tasks were not so demanding and surprisingly enough in that environment for a while he began to flourish. However, with all his attempts at obtaining promotion being thwarted, boredom and frustration began to take their toll and he moved to another school where he has been languishing all these years.
Another example of a probable burnout history is that of a young lady who had qualified recently and who had hoped to bring about a revival to the teaching profession. She tried her best at all times to please her superiors. However, she had neither the temperament nor the competence to despatch all the tasks assigned to her with consummate satisfaction. She frequently got into trouble for making a botch of everything, for not maintaining discipline, for being overfamiliar with her students, for failing to keep proper records and dressing in unacceptable attire.

As the days wore on, she became sullen, and with the influence of other dissidents on the staff, she would resort to telling lies, adopt an uncaring attitude and generally annoy her superiors with her apathy and lack of response to requests made of her. She would absent herself regularly from duty, leave her teaching records at home, become negligent in her marking of her pupils' books, fail to greet others at school and retreat into her own world.

From the foregoing observations, it would appear that the subjects described were or are suffering from a form of teacher burnout and because this became a problem to the writer he decided to research this phenomenon.

1.3 MOTIVATION TO THE STUDY

"Like a thief in the night, work stress robs millions of workers of their health and happiness, then goes scot-free while the blame is laid elsewhere" (Veninga & Spradley, 1981:6).

The recent increase in the number of teachers applying to be boarded on the grounds of ill-health precipitated by stress and burnout and in the number of teachers applying for early retirement as is evident in Table 1, has provided the writer with much incentive to carry out an investigation into the field of stress and burnout among teachers.
TABLE 1


<table>
<thead>
<tr>
<th>Year</th>
<th>No of Applicants for boarding</th>
<th>No. medically boarded</th>
<th>Normal Retirements 60/65 Years</th>
<th>Early Retirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>52</td>
<td>41</td>
<td>78</td>
<td>Nil</td>
</tr>
<tr>
<td>1991</td>
<td>55</td>
<td>46</td>
<td>38</td>
<td>520</td>
</tr>
<tr>
<td>1992</td>
<td>102</td>
<td>93</td>
<td>32</td>
<td>550</td>
</tr>
<tr>
<td>1993</td>
<td>356</td>
<td>229</td>
<td>7</td>
<td>41</td>
</tr>
<tr>
<td>1994</td>
<td>277</td>
<td>130</td>
<td>10</td>
<td>Nil</td>
</tr>
</tbody>
</table>

There has been a wide range of studies on stress and burnout among teachers and in other professions worldwide. There is more than adequate evidence in the literature to attest to the fact that teacher burnout has an eroding effect on the educational process, on the teacher’s physical and mental well being and on the quality of services to students. Cox and Brockley, Needle and Wahlund (in Kyriacou, 1987:147) maintain that in comparison with other professions, school teachers have reported one of the highest and often the highest levels of occupational stress.

Studies specifically applicable to the teaching fraternity in this country and more specifically among Indian teachers have been very sparse or severely limited. The writer therefore considered it imperative to research this field among Indian teachers in Kwazulu - Natal with the specific purpose of acquainting teachers and educational authorities with the nature of this syndrome: its causes, symptoms, preventions and remedies.

Some attention has already been focused on teacher attrition, at the Conference of the Teachers Association of South Africa in 1983 and by workshops on “Some Stress Situations
in Our Schools and how to cope with them" conducted by superintendents of Education in 1989 (Padayachee, 1992:13).

It is assumed that as the problem of teacher burnout and its alleviation is better understood by all involved in the educational upliftment of the child, its malignancy will be stemmed, thus guaranteeing more effective teaching in the classroom (Weiskopf, 1980:18-23). The writer hopes that this study will have added to the existing knowledge of burnout and will have provided future researchers with some basis for further investigation into this field.

1.4 ANALYSIS OF THE PROBLEM

In analyzing the problem of the consequences of teacher burnout the following questions can be asked:

* What are the causes of teacher burnout?

* Does personality play a role in burnout?

* How does one recognize and cope with academic burnout?

* Are teachers of a particular sex more prone to burnout than others?

* Is there a clear relationship in age and burnout?

* Does burnout have a consistent relationship with marital status?

* Are people with different amounts of education dramatically different with respect to burnout?

* Is teacher burnout attributable to a lack of a psychological sense of community?

* Does the school's organizational structure and climate contribute to teacher burnout?
* Does the school system play a part in burnout?

* What are the consequences or signs of teacher burnout?

In trying to establish the causes of teacher burnout, one would have to explore various areas such as discipline problems, student apathy, overcrowded classrooms, involuntary transfers, excessive paper work, excessive teaching, inadequate salaries, lack of administrative support and public criticism of teachers. The literature study in chapter two provides much amplification on the above questions.

In trying to find a relationship between personality and burnout one may ascertain whether type A persons, namely the impatient, tense, highly competitive, aggressive and restless individuals are more prone to stress and burnout than others.

The quest for a link between sex, age, marital status or education may lead one to ascertain why males burn out more than females or vice versa, why younger and / or single persons are more prone to burnout than others, and why individuals with higher education suffer a diminished sense of personal accomplishment. In trying to establish the signs of burnout one may ascertain whether it is decreased motivation or lack of enthusiasm, or depersonalization of one’s clients, constant fatigue accompanied by discernibly decreased health status, the display of undesirable attitudes and feelings and the use of dysfunctional behaviours that are common consequences of burnout.

In endeavouring to ascertain what are some of the ways in which burnout can be prevented, one may explore the idea of the creation of a structurally fortifying psychological sense of community, the restructuring of job settings, supplementary teacher training courses that would enable teachers to deal effectively with violence and stress, firmer and sustained action by administrative staff to student violence, more sensitive administrative response to teacher dilemmas, physical exercise etc.
1.5. **DEFINITIONS OF BURNOUT**

At this stage the writer finds it necessary to give a few definitions of burnout.

In 1974, Herbert Freudenberger wrote a ground-breaking article in which he presented a definition of burnout: "To fail, wear out, or become exhausted by making excessive demands on energy, strength, or resources." From this definition one may aver that burnout is the state of emotional exhaustion related to overload. Expressed in this manner, burnout is seen as a "disease of over-commitment" (Cherniss, 1980:16).

"Burnout" was a term initially coined by Herbert Freudenberger to apply to individuals in the helping professions who "wear themselves out in pursuit of an impossible goal" (Cedoline, 1982: 18-19).

"Burnout is formally defined and subjectively experienced as a state of physical, emotional and mental exhaustion caused by long-term involvement in situations that are emotionally demanding."

High expectations and chronic situational stresses often trigger off these emotional demands. Physical exhaustion, feelings of helplessness and hopelessness, disillusionment and the development of a negative self-concept and negative attitudes towards work, people and life itself are symptoms which often accompany burnout. In its severest form burnout constitutes a rupture from which "the ability to cope with the environment is seriously hampered" (Pines & Aronson, 1988:9-10).

Burnout is not a term that has mushroomed magically into focus. The noun was coined in the mid-1970s, but probably has several derivations, including "the psychiatric concept of patients who are burnt out." The commonest of all definitions is physical, emotional, spiritual, intellectual and interpersonal exhaustion (Paine, 1982:17).

Researchers Spaniol and Caputo (in Cedoline, 1982:21) define burnout as the "inability to cope adequately with the stresses of our work or personal lives". Moreover they are of the
opinion that individuals can burn themselves out when what they bring to the situation cannot match the demands of the situation. If the stresses of the job outweigh the resources therein, the job is likely to burn the individual out. According to Maslach (in Paine, 1982:30-31) definitions of burnout include the following:

* "A progressive loss of idealism, energy and purpose experienced by people in the helping professions as a result of the conditions of their work."

* "A syndrome of inappropriate attitudes towards clients and self, often associated with uncomfortable physical and emotional symptoms."

* "A malaise of the spirit. A loss of will. An inability to mobilize interests and capabilities."

* "An accumulation of intense negative feelings that is so debilitating that a person withdraws from the situation in which those feelings are generated."

* "A pervasive mood of anxiety giving way to depression and despair."

* "An inadequate coping mechanism used consistently by an individual to reduce stress."

* "A condition produced by working too hard for too long in a high-pressured environment."

* "A debilitating psychological condition resulting from work-related frustrations, which results in lower employee productivity and morale."

What the writer concludes from the foregoing is that burnout is a serious disease or syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can afflict any person who engages in "people work" of some sort. It stems from the chronic emotional pressure that accompanies a worker's close involvement with others,
particularly when such people are distressed themselves. Thus it can be viewed as a kind of job stress.

1.6 **WHAT THE LITERATURE SAYS ABOUT BURNOUT**

In the following section the writer attempts to show what has already been achieved in investigations into the concept of burnout and some of the characteristics of the burnout syndrome. An escalation in the prevalence of burnout among the teaching fraternity has attracted the attention of educational administrators, clinicians and academicians and consequently there has been an upsurge in research on the topic (Byrne, 1991:197). The term "burnout" was coined by Herbert Freudenberger in 1974 and two years later the first empirical study on the subject was published by Christina Maslach. Since then there has been a plethora of books, articles and workshops allied to this new topic (Jones, 1982:1). The design of research and training methodologies for the study of burnout was hampered in the past by the mainly anecdotal, impressionistic or biographical accounts of teacher attrition, "clinical descriptions of 'battered teachers' or of teachers suffering from 'combat neurosis', empirical research on teacher stress - a concept that is related but not identical to that of burnout" (Farber & Miller, 1981:236) and the general impreciseness of early probings into the subject.

The paucity of more scientific and programmatic research on burnout issues, variations in conceptual definitions, the rarity in the formulation and testing of hypotheses and the very few replications and extensions of previous research have been major limitations in this field.

However, with growing interest in this phenomenon, the burnout field has expanded tremendously. By the end of 1981, there were 400 listed references to burnout and this was remarkable despite the fact that the bulk of the literature was made up of descriptive or prescriptive articles of an anecdotal or impressionistic nature rather than on empirical investigations. Kahil (1988:284) claimed that because of the growing emphasis on research in the past, the literature search for the period up to and including 1984 for her paper was
able to locate over 100 empirical publications concerning burnout in the human science professionals. There is a burgeoning list of reports published by unions of teachers, for example, Armes, 1985; articles in magazines and journals aimed at teachers, for example, Gmelch, 1983(b), and a large number of courses and conferences dealing with stress and burnout (Kyriacou, 1987: 146).

A large number of studies have mentioned the psychological, physiological and behavioural manifestations of stress in teachers (Cooper & Marshall, 1976; Dunham, 1976; Cox, 1977; Cox et al., 1978; Kyriacou & Sutcliffe, 1978(b), 1979(a); (Dobson, 1982: 337). This ever-increasing range of studies conducted over the past decade and a half on teacher stress and burnout indicates that this topic is now of major international concern.

1.7 STATEMENT OF THE PROBLEM

The writer is concerned about burnout and the effect of its concomitant physiological, psychological and or behavioural consequences, upon the teacher's instructional ability and productivity in the workplace. The problem the researcher is confronted with is:

What are the physiological, psychological and behavioural consequences of teacher burnout?

1.7.1 Related Questions

(i) Can burnout in both primary and secondary school teachers of all ranks be measured quantitatively?
(ii) Do teachers experiencing high levels of burnout have a greater incidence of somatic complaints, psychological distress and / or dysfunctional behaviours than their cohorts?

(iii) Can the category of consequences which burned out subjects exhibit the most be determined quantitatively?

(iv) Can the selected demographic variables of sex, age, marital status, academic qualification, category of post, years of experience, days absent, number of visits to the general practitioner, to the psychiatrist and to the counsellor, and number of merit awards received account for a significant amount of variance in teacher burnout?

1.8 **HYPOTHESES**

The following hypotheses are proposed but may change after the literature study:

* The incidence of burnout in both primary and secondary school teachers of all ranks can be measured empirically.

* Teachers do actually suffer from burnout currently.

* The physiological, psychological and behavioural consequences of teacher burnout can be identified.

* The preponderance of physiological, psychological or behavioural consequences can be determined quantitatively.

* Teacher burnout can be ascertained qualitatively.
There are significant differences between contrasting subgroups of burned out subjects (based on sex, age, marital status, academic qualification, category of post, years of experience, days absent, number of visits to the general practitioner, to the psychiatrist, to the counsellor, and number of merit awards received).

1.9 DEFINITION OF CONCEPTS

In this study several concepts have been used and clarification regarding their definitions is needed at the outset. They are as follows:

(a) **Physiological:**
The World Book Dictionary (Barnath & Barnath, 1990:1573) defines physiological as having to do with physiology, a science dealing with the normal functions of living things or their parts. In the current study the concept physiological has been taken to refer specifically to the body as opposed to the mind and all the adverse effects of the body which emanate from the ill influence of burnout.

(b) **Psychological:** of the mind; the mental states and processes of a person or persons; mental nature and behaviour. Consequently all the attitudes or states of mind displayed by the subject would have relevance for the effects of burnout.

(c) **Behavioural:** of or having to do with behaviour which is the manner in which a living organism or a physical substance acts under specified circumstances, or in relation to other things; consequently all the observable responses of the subjects under study would be classified as observable behavioural reactions.

(d) **Burnout:** extinction of energy, motivation, or incentive. Teacher burnout is a psychological condition, produced by stress, that can result in anything from acute loss of will to suicidal tendencies.
(e) **Teacher:**
The term "teacher" in the present study refers to all members of the teaching fraternity, irrespective of the position that they hold on the promotion ladder.

Level One teachers are mainly classroom practitioners who do not hold a promotion post and are expected to teach approximately 23 1/2 hours per week.

Heads of departments are promotion holders who in addition to being administrators of their subjects also teach a maximum of 18 hours per week.

Deputy principals have inter alia and in addition to 12 hours of teaching per week the added responsibility of running the school in the absence of the principal or, in a secondary school, the absence of the senior deputy principal.

A senior deputy principal is second in command to the principal in a secondary school and often has to undertake a number of administrative tasks.

The principal is the kingpin in the school and has the most important role of ensuring that his or her school functions smoothly. A principal and his senior deputy principal are together expected to teach 11 hours per week.

(f) **Consequences:**
This would refer specifically to the manner in which the subject reacts, physiologically, psychologically or behaviourally to the burnout process. Terms like signs, symptoms, results, effects, manifestations, outcomes, resultants or reactions are all allied to the concept of consequences.
1.10 **AIMS OF THE STUDY**

The immediate aims of the writer’s study are:

* An analysis of the theory of burnout in literature survey.

* To compile a questionnaire based on the literature and experience to give to teachers.

The distant aims of the study are:

* To make the writer’s department, namely, the Department of Education and Culture, ex-Administration: House Of Delegates, aware of the seriousness of the syndrome of burnout which is rapidly afflicting the teaching profession.

* To bring this malady to the attention of school principals and other management personnel so that they could recognise warning signs in their staff members and so devise methods for the alleviation or reduction of the problem.

1.11 **INDICATION OF FORTHCOMING CHAPTERS**

**CHAPTER TWO**

An in-depth study of the phenomenon of burnout with emphasis on the consequences will be undertaken. The writer will look at the burnout syndrome and the reasons for the existence of the burnout syndrome. Divergent views of burnout will be discussed and the writer will look at different models and theoretical frameworks. Stages, levels and causes of burnout will also receive attention. The link between personality and burnout will be examined and a review of the literature on the physiological, psychological and behavioural consequences will be undertaken.
CHAPTER THREE

The phenomenon of burnout in teachers will be explored extensively. The writer will focus on teaching in the past and in the present. Clarification on who teaches, and whether teachers are an endangered species will be sought. The phenomenon of teacher stress and burnout will be probed with emphasis on lack of fit between person and environment, the classroom and design of school buildings, the teacher’s varied role, the fiscal crisis and austerity management, poor working conditions, supervision, time pressures, student discipline, problem teachers, societal influence, locus of control, administrative stressors, unions, teacher strikes and the lack of a psychological sense of community.

CHAPTER FOUR

The writer will state his problem, announce his hypotheses, pose related questions, describe the nature of his study with emphasis on surveys and observational research. The research instruments to be used in the study, the collection of data, the sample and sampling procedures and the statistical analyses to be undertaken will appear in this chapter.

CHAPTER FIVE

The findings and results of the empirical study with emphasis on qualitative analyses, incidence of burnout in both primary and secondary school teachers, the physiological, psychological and behavioural consequences, and the incidence of burnout in relation to sub-samples will be undertaken in this chapter.

CHAPTER SIX

A discussion of the results of the empirical study in relation to the aims and motivations proposed in chapter one, to previous research, to the model in which this study is rooted and the conclusions to be arrived at from the present study will be included in this chapter. In addition the writer will also focus on recommendations regarding the alleviation or combatting of burnout.
CHAPTER SEVEN

The findings of the literature and the empirical study will feature in this chapter. In addition the writer's initiatives towards the study, limitations of the present study and recommendations for improvement as well as suggestions for further studies will be included here.
CHAPTER TWO

LITERATURE REVIEW: AN OVERVIEW OF BURNOUT WITH EMPHASIS ON CONSEQUENCES

2.1 Introduction

Any study on the problem of burnout among school teachers has to be done in accordance with a review of the literature on the subject. For from such a process, a conceptual framework would arise within which the problem under investigation can be studied. To Robinette (1987:4), the term, burnout conjured up the image of a spluttering wick, blackened, slowly sliding into the melting wax of a dying candle in addition to calling up the image of a cheerless, depleted, charred structure in need of demolition - a blot on the organizational landscape.

The above image very aptly illustrates the condition of the burned out worker. In this chapter the writer intends to discuss the following aspects concerning the phenomenon of burnout:

- the history of burnout
- the burnout syndrome
- divergent views of the burnout syndrome
- the problem of definition
- stress and burnout
- burnout and alienation
- definitions to be utilized in the writer's study
- models and theoretical frameworks, stages, levels and causes of burnout
- the link between personality and burnout
- the physiological, psychological and behavioural consequences of burnout.
2.2 **Early history of burnout**

"My life is as bitter as wormwood, the very life is burning out of me. I'm a poor, miserable, forlorn drudge ........ What's the use of our trying to do anything, trying to know anything, trying to be anything? What's the use of living? I wish I was dead!" (Harriet Beecher Stowe, Uncle Tom's Cabin).

Such a lament by the down-trodden slave George Harris has been echoed daily by various library personnel (Nauratil, 1989:1). Although burnout has come under sharper focus in social scientific analysis only since the mid-1970s, connotations for the term extend back at least two and a half centuries. A 1710 definition of burnout refers to the forcible expulsion from one's home because of fire (Watstein,1979:6). George Harris' lament that 'the very life is burning out of me' represents an early application of the term to a process occurring within the individual. The disillusion and despair of Querry in Graham Greene's 1961 novel, 'A Burnt-Out Case' provides an ominous prototype for today's burnt-out professionals (Nauratil,1989:2).

2.3 **The Burnout Syndrome**

The burnout syndrome is characterized by a pattern of emotional overloading and subsequent emotional exhaustion. A person who cannot resist increased emotional involvement, overreaches him - or herself, and feels overpowered by the emotional demands imposed by others. Emotional exhaustion, which is one aspect of burnout, follows. This is characterized by feelings of energy depletion (Maslach,1982:3).

With the onslaught of emotional exhaustion, people begin alienating themselves from others. One escape route from their emotional yoke is by detaching themselves psychologically from others. This dehumanized, callous, petty, bureaucratic attitude heralds another stage of the burnout syndrome - depersonalization. The teacher or helper deliberately humiliates, derogates others, is discourteous to them, or deprives them of the attention or care that is their due (Maslach,1982:4).
A third aspect of burnout, falling hard on the heels of one's negative attitude towards others is a feeling of reduced personal accomplishment. Helpers begin to feel hopelessly inadequate about their ability to relate to their charges (Maslach, 1982:5).

According to Cherniss (1980:17-18), burnout is a three stage process. In the first stage there is an "imbalance between resources and demand (stress)". In the second stage this imbalance is characterized by such short-term emotional responses as feelings of anxiety, tension, fatigue and exhaustion (strain). The third stage is characterized by a host of attitudinal or behavioural changes such as a "tendency to treat clients in a detached and mechanical fashion or a cynical preoccupation with gratification of one's own needs (defensive coping)".

A condition of burnout is extant when a person performs a job by merely going through the motions. The malady - once presumed to belong to assembly line employees whose repetitive tasks spawned boredom - now is a factor in every stratum of skilled and unskilled employment (Ricken, 1980:21).

"The dentist who uses his old drill, the doctor who no longer reads her journals, the lawyer who selects cases based solely on the potential fees, the athlete who is cheating on training and diet, the homeowner who has misplaced the pride once felt in the appearance of his abode, and the civil service employee who watches dust grow on the suggestion box are all leveling out in job performance and have symptoms of burnout" (Ricken, 1980:21).

From the above exposition, it is clarion clear that the burnout syndrome does have serious repercussions for the burned out individual and for those with whom he interacts.

2.3.1 Reasons for the existence of the burnout syndrome

Firstly there has been a change in the socio-political climate (in the U.S.). Economic recession and changes in political priorities have contributed to the reduction of public funding. Secondly there has currently been a surplus of human service professionals,
especially in the fields of teaching and mental health. Therefore burned-out employees could easily be replaced by others. Thirdly sex role stereotyping of human service staff positions as women’s jobs plays an important part (Jones, 1982:152).

A similar state of affairs has been manifesting itself on the South African scene over the last few years. With the previous government’s policy of retrenchment and rationalization, a number of employees in various occupations have been relieved of their services through early retirement or retrenchment. The individuals who grabbed at such opportunities without much forethought were those who had had enough of their professions or who had grown totally disillusioned with it.

2.3.2 Divergent views of the burnout syndrome

Marxist theory implies that dissatisfaction and burnout in workers are inevitable offshoots of capitalist societies (Farber, 1983:7).

"Our present society fosters the development of narcissistic, self-absorbed, manipulative individuals who demand immediate gratification but who live in a state of restless, perpetually unsatisfied desire" (Farber, 1983:9).

According to Farber, (in Hatchard & Barrington, 1986:42), the term "burnout" is bandied as an accusation against uncaring professionals by dissatisfied clients or as an excuse by some professionals to conceal their lukewarm efforts and / or personal failings, or even as a strategy by teachers unions to win more considerations for their members. A cynic may see it as a 'flavour of the month' which will be abandoned for something else in the future (Cole & Walker, 1989:xi).

The phrase 'burnout', according to some sceptics, has become a catch-phrase for a variety of physiological, psychological and behavioural dysfunctions. "But catch-phrase or no, people in prolonged, constant, intensive interaction with other people, often in an emotionally
charged atmosphere, are susceptible to a psychological malaise" (Holbrook, 1984:554) and the burgeoning list of publications on the subject seems to confirm that.

2.4 **The problem of definition**

Despite the plethora of literature on burnout over the last twenty years, the concept is still bedevilled by problems (Maslach, in Paine, 1982 and Black, 1991:6). One such problem, according to Farber (in Hatchard & Barrington, 1986:42), is the glaringly apparent lack of consensual understanding of what "burnout" actually is.

Despite the burgeoning focus on the phenomena of stress and burnout over the last two decades, there has been considerable confusion regarding the nature of these terms as well as the difference between these and other related terms.

"Stress, burnout, depression, demoralization, disillusionment and alienation have all at times been used to refer to a similar constellation of work-related symptoms, and differentiation between these terms has often been made haphazardly, if at all" (Farber, 1991:4).

2.4.1 **Stress and Burnout**

Stress is viewed as both cause and effect, at times referring to oppressive factors (the stresses of work), and conversely to the dysfunctional effects of these factors (feeling stressed by work) (Jackson, in Farber, 1991:4). According to Selye (1976:1), "Stress is the non specific response of the body to any demand made upon it."

A review of the literature on stress and burnout has shown that stress has often been confused and equated with burnout (Hatchard & Barrington, 1986:42).
Though there is a marked similarity between these concepts, they are not identical. "Burnout is more often the result not of stress per se but of unmediated stress - of being stressed and having no 'out', no buffers, no support systems" (Farber, in Stephenson, 1990:54; Cruikshank, 1989:41 and Muldary, 1983:11). To assume that stress necessarily leads to burnout is both simplistic and misleading. The boundaries between these two concepts cannot be mapped with any degree of practical precision, and it is highly probable that in the process of being burned out, subjects do undergo intense stress (Farber, 1991:32). The close alliance between stress and burnout is evident in a parallel study of Selye’s General Adaptation System Syndrome (1974) and the three stages of burnout discussed by Cherniss (1980), while the terms "burnout" and "stress" are often used interchangeably in much of the literature (Martin, 1988:31).


2.4.2 **Burnout and alienation**

In some studies, burnout was synonymous with alienation. For instance, in one study burnout was defined as "the extent to which a worker has become separated or withdrawn from the original meaning or purpose of his work - the degree to which a worker expresses estrangement from clients, co-workers, and agency" (Berkeley Planning Associates, in Cherniss, 1980:16).

It is evident, then that underlying many of the psychologistic definitions of burnout, is a construct which is strikingly similar to a definition of perceived alienation.

Owing to the remarkable resemblance between alienation and burnout, the following conceptual definition is offered and used in Dworkin’s (1987:28) research: "Burnout is an extreme form of role-perceived alienation characterized by a sense that one's work is
meaningless and that one is powerless to effect changes which could make the work more meaningful. This sense of meaninglessness and powerlessness is heightened by a belief that the norms associated with the role and the setting are absent, conflicting, or inoperative and that one is alone and isolated among one's colleagues."

Almost 155 years ago Karl Marx described the subjective experience of alienated labour as "external to the worker.................. it is not part of his nature; and that, consequently, he does not fulfill himself in his work but denies himself, has a feeling of misery rather than well-being, does not develop freely his mental and physical energies but is physically exhausted and mentally debased. The worker, therefore, feels himself at home only during his leisure time, whereas at work he feels homeless. His work is not voluntary but imposed, forced labour. It is not the satisfaction of a need, but only a means for satisfying other needs" (Marx, in Nauratil, 1989:30).

From the foregoing exposition, it is evident that to avoid ambiguity there is an urgent need for a common definition of burnout.

2.4.3 **Definitions to be utilized in the writer's study**

Staff "burnout" among health professionals is typically defined as "a syndrome of physical and emotional exhaustion involving the development of negative job attitudes and perceptions, a poor professional or para-professional self-concept, and a loss of empathic concern for the client being serviced" (Maslach, 1976; Maslach, 1978; Maslach, 1979; Maslach & Pines, 1977; Pines & Maslach, in Jones, 1982:107 and Cedoline, 1982:19). Staff burnout appears to be an adverse work stress reaction with psychological, psychophysiological and behavioural components (Jones, 1982:108 and Kahn, 1978:61). In his most recent comment on burnout, Freudenberger (1986:247), acknowledged the prevalence of burnout in many other occupations besides the human service: "Burnout is a process that comes about as a consequence of a depletion of energies, as well as feelings of being overwhelmed with many issues that may confront an individual. It is the result of a person's sense of dedication and
commitment to a task or job, coupled with a need to prove oneself. In time, it impacts on a person’s attitudes, perceptions and judgement."

Social psychological research on job stress, role ambiguity and role conflict conducted at the University of Michigan has shown that incompatible demands at work, qualitative overload (tasks too difficult to be done satisfactorily), and quantitative overload (too many things to accomplish) can lead to the following definition of burnout: "a syndrome of inappropriate attitudes towards clients and towards self, often associated with uncomfortable physical and emotional symptoms ranging from exhaustion and insomnia to migraine and ulcer. Deterioration of performance is a frequent additional element in the syndrome " (Kahn, 1978:61).

While the above definitions do tie up to some degree or the other with the writer’s study, the one which appears to be the most suitable is that of Mattingly (in Belcastro & Hays, 1984:261) who defines burnout as "a painful and personally destructive response to excessive stress. It is a subtle pattern of symptoms, behaviours, and attitudes that are unique for each person." The writer intends using the above definition as a premise for his second hypothesis that teacher burnout is accompanied by distinct physiological, psychological and behavioural manifestations.

2.5 Theoretical Framework

In the following section the writer would examine various theories and models to ascertain whether they are suitable to his study of the topic.

To reiterate, to Kahn (1978:61), burnout is "a syndrome of inappropriate attitudes toward clients and toward self, often associated with uncomfortable physical and emotional symptoms."

Maslach and Jackson (1981:2), note that in addition to decrements in the quality of care and service, burnout "appears to be a factor in job turnover, absenteeism, and low morale [and]
various self-reported indices of personal distress, including physical exhaustion, insomnia, increased use of alcohol and drugs, and marital and family problems."

2.5.1 Models of Job Burnout

2.5.1.1 Model of Job Burnout by Schwab, Jackson and Schuler

Their model is rooted in existing research on job burnout and organizational behaviour. According to the authors, their model examined the combined usefulness of the organizational and personal variables in relation to burnout, in contrast to the other empirical studies which focused on isolated organizational and personal variables.

The specific model that this study tested is illustrated in figure A (Schwab et al, 986:19).

![Diagram of Model of Job Burnout by Schwab, Jackson and Schuler](image)

**Figure A: Model of Job Burnout by Schwab, Jackson and Schuler**
While the above model is very useful in understanding the burnout phenomenon, with its focus on sources of burnout, psychological reactions and consequences, it falls a little short for the writer's present study as it fails to examine the whole range of physiological, psychological and behavioural consequences of burnout.

2.5.1.2 **Burnout as a transactional process or A Phase Model of Burnout**

According to Cherniss (1980: 17), burnout appears to be a three stage process [Vide Figure B]:

(i) An imbalance between resources and demand (stress);

(ii) immediate short-term emotional response to this imbalance, characterized by feelings of anxiety, tension, fatigue and exhaustion (strain) and

(iii) attitudinal and behavioural changes, namely, detached and mechanical treatment of clients or cynicism (defensive coping).
This process or phase model is appealing in that it subsumes all of the most common definitions of burnout that have been used in the literature (Cherniss: 1980:18). The phase model promises to measure burnout in large aggregates, as well as to classify individuals in terms of the virulence of their burnout (Golembiewski et al., 1986:27). However, it is not wholly suitable to the writer's study to assess his hypothesized reactions to burnout.

2.5.1.3 **An Epidemiological Approach to Staff Burnout**

Burnout expresses itself in various ways and differs in the typology and severity of its symptomatology. It might manifest itself emotionally or physically. It is often correlated with psychosomatic symptoms of headaches, gastronomical upset, sleep disturbances etc.
Behavioural manifestations include quick anger, suspicion, inappropriate risk taking, inflexible stands, cynicism, depression and increased consumption of alcohol (Jones, 1982:55).

Epidemiology is the study of the distribution of phenomena (for example, behaviours or states of ill health) in defined populations and the variables associated with the development and continuance of such phenomena (Jones, 1982:56).

Figure C: The Suggested Model

Staff burnout ranges from severe manifestation to nonexistent. Figure C illustrates the proposed model in which burnout is seen as the temporal balanced aggregate of a host of predisposing or independent variables, precipitating or intervening variables, and perpetuating or interacting variables that contribute to the development of modes of coping including burnout. These variables can be grouped into three domains I, II, and III.

(i) The first domain consists of determined and changeable variables which are predisposing stressors or risk factors, their presence implying a significant probability
of manifested burnout. These variables represent a continuum of variables from most positive to most negative. The probability of staff burnout increases with the increased number of negatively balanced variables. The determined variables of the first domain are fixed.

(ii) The potentially changeable variables consist of mostly work-environment variables, the presence of which is associated with high prevalence of staff burnout.

(iii) The second domain consists of intervening variables that are associated with predisposing staff burnout and are, therefore, also risk factors.

(iv) Situational variables which create much stress play a similar role.

(v) The model suggests that the impact of the cumulative and interactive effects of both the predisposing and precipitating risk factors is enhanced, perpetuated or annulled by the intervening variables of skills and support, manifested as degrees of vulnerability or of strength.

(vi) The sum of the variables in domains 1, 11 and 111 determine staff burnout, or its opposite which is '(good) quality of work life' (Jones, 1982:59-61).

The above model is appealing to the writer's study on account of its graphic illustration of the manner in which the burnout phenomenon arises and is precipitated and how it can be annulled or aggravated through the subject's strengths or vulnerability respectively. Moreover, it provides one with a sample of the manifestations that could arise.

2.5.1.4 A model of Job Stress and Health - Stress being a precursor to burnout

The model that is considered as being most ideal to the writer's study is that of Hurrell which is cited in Murphy and Schoenborn (1989:33).
Research psychologists at the National Institute for Occupational Safety and Health (NIOSH) developed a paradigm of stress to investigate the relationship between working conditions and health consequences. This model builds on frameworks proposed by Caplan, Cobb, French, Harrison, and Pinneau (1975); Cooper and Marshall (1976) and House (1974) (in Murphy & Schoenborn, 1989:33). In it, job stress is seen as a situation in which some working condition (called a stressor) or combination of conditions interacts with the worker and creates a critical psychological or behavioural imbalance. Should these acute reactions or disruptions be prolonged, it is presumed that they would lead to a host of illnesses. Figure D shows that the most commonly researched of these job stress-related illnesses have been hypertension, coronary heart disease, alcoholism and mental illness.

**Figure D: Model of Job Stress and Health**
2.5.2. **Three theoretical perspectives in understanding teachers' reactions to stress - stress being a precursor to burnout.**

In the following section the writer provides an exposition of the three theoretical perspectives in understanding teachers' reactions to stress.

The first theory identifies three stages: the alarm reaction, the stage of resistance and the state of exhaustion. When the individual becomes alarmed through awareness of a stress situation, an increase in hormone secretions, including adrenalin enters the bloodstream to cope with the increased demands. Unreduced demands bring about such physiological responses such as abnormally high changes in heart and pulse rates, thus making it difficult for the individual to resist these demands. Finally, with unalleviated stress, greater pressure is put on the body's resources to cope. Consequently, exhaustion follows which might culminate in death (Selye, in Dunham, 1984:85).

While this theory is useful in identifying the three stages of stress, it is deficient for the writer's purpose in that it omits the path towards burnout.

The second theory examines the relationship, expressed in Figure E between the performance of the teacher's role and the demands which are experienced.
Figure E: The Relationship between the Teacher's Performance and the Demands Experienced

This theory is valid in that it proposes that work with very few demands leads to boredom (Hebb, in Dunham, 1984:85). More demands can be stimulating and energizing but if they are beyond the individual's capability, they could lead to increased anxiety, poor concentration and diminished career effectiveness. Continued demands minus coping resources may lead to fatigue, exhaustion and burnout (Dunham, 1984:86).

The third theoretical perspective also proposes that individuals pass through stress thresholds in response to increasing pressures. Should the individual be unsuccessful in coping with these pressures, the 'frustration threshold' is reached. Should he further fail to cope, he will begin experiencing increased anxiety and / or develop psychosomatic symptoms. This will cause him to reach and pass through the threshold of exhaustion (Appleby, in Dunham, 1984:86). This theory appears to tie up with the writer's study of the burnout phenomenon. If this level of exhaustion is not relieved by holidays, or by absence from school through illness or by taking courses, there is the possibility that it will become
burnout where clients can become completely drained - emotionally, physically, behaviourally, mentally, sexually and spiritually (Fooney et al., in Dunham, 1984:90).

2.6 **Stages of Job Burnout**

Veninga and Spradley (1981:36-71) maintain that job burnout goes through five distinct stages:

(i) **Stage One: The Honeymoon Stage** - a period of high energy and job satisfaction.

(ii) **Stage Two: The Fuel Shortage Stage** arrives with a feeling of loss. Here many of the most frequent symptoms of job burnout appear. Five early warning signs appear in this second stage of burnout:

(a) job dissatisfaction;
(b) Inefficiency at work expressed through jadedness, cynicism, lowered creativity, avoiding decisions and increased accidents;
(c) fatigue - nature's way of calling a halt to physical and mental exertion;
(d) sleep disturbances;
(e) escape activities like eating more, reaching for another martini, going through an extra pack of cigarettes.

(iii) **Stage Three: Chronic Symptoms**: physical and psychological symptoms, namely, chronic exhaustion, physical illness, anger and depression become more pronounced. The fight - or - flight responses induce actual chemical changes.

(iv) **Stage Four: Crisis**

If one has high risk factors going at the same time, they can push one into a burnout crisis.
(v) **Stage Five: Hitting the Wall**

Unmitigated stress can cause one to "hit the wall" - be unable to continue working. Here burnout becomes entwined with other problems like alcoholism, heart disease, and mental illness.

The above categorization illustrates that burnout is a complex process that cannot be underestimated.

### 2.7 Levels of Burnout

According to Holbrook (1984:554) and (Landsmann, in Gillespie, 1983:25) there are three levels of burnout:

(i) mild or first degree burn (short-lived bouts of irritability, fatigue, worry, frustration).

(ii) moderate or second degree burn (same as mild but lasts for two weeks or more).

(iii) severe or third degree burn (evidenced by physical ailments such as ulcers, chronic back pain, migraine headaches).

### 2.8 Some Studies on burnout to date

In the following section the writer will show that the current focus on burnout rests on a solid rationale. The overwhelming evidence shows that burnout is where you find it, that is, everywhere, whether at high levels of organization or low, in various demographic aggregates, etc. (Golembiewski & Munzenrider, 1988:12).

Newton wrote of standing on the shoulders of others as the prerequisite for seeing more in nature, and that observation definitely applies here.
In the last 25 years, the problem of job burnout has become a topic of deep concern to students of the human service occupations. Bradley (1969:366) contended that writers were beginning to observe "the staff 'burnout' phenomenon in intensive treatment programmes." In 1974, Freudenberger saw his fellow free clinic workers beginning to "fail, wear out, or become exhausted by making excessive demands on energy, strength, or resources" (Freudenberger, 1974:159).

The bulk of the study on burnout has involved people in the helping professions. These include social workers (Barad, 1979; Daley, 1979; Harrison, 1980; Pines & Kafry, 1978 and Edelwich, 1980); religiously oriented samaritans (Collins, 1977); law-enforcement officials (Maslach & Jackson, 1979; Burke & Deszca, 1986; Burke, Shearer & Deszca, 1984 and Ellison & Genz, 1978); school teachers (Blough, 1980; Morgan & Krehbiel, 1985; Hendrickson, 1979; Schwab & Iwanicki, 1982 and Weller, 1982); human service agency administrators (Vash, 1980); lawyers in legal-services offices (Maslach & Jackson, 1978); day-care workers (Daley, 1979; Pines & Maslach, 1980; Whitebrook et al., 1981 and Hyson, 1982); organizational intervenors or change agents (Mitchell, 1977 and Weisbord, 1978); mental health workers (Pines & Maslach, 1978); career counsellors (Forney, Wallace-Schutzman & Wiggers, 1982); agency administrators (Maslach & Jackson, 1978 and Pines & Maslach, 1978); the clergy (Kammer, 1978); health care professionals (Hall et al., 1978); special educators (Weiskopf, 1980 and Bensky et al., 1980); counsellors (Truch, 1980 and Warnath, 1977); nurses (Hollefreund et al., 1981 and Lavandero, 1981); managers (Nickhouse, 1981 and Quick & Quick, 1979) and rehabilitative personnel (Munro, 1977; De Loach & Greer, 1979; Miller & Roberts, 1979 and Feinberg & McFarlance, 1979).

This sample of the plethora of literature on burnout obviously suggests that burnout is a major issue that has warranted serious attention and study.
2.9 The relationship between burnout and the variables of sex, ethnic background, age, marital and family status, and education

In the following section the writer will seek to ascertain whether the existing literature on teacher burnout has produced any significant relationships between burnout and the above variables.

i) Sex

According to Maslach,(1982:54), although there are hardly any differences between men and women in their experience of burnout, women become more emotionally exhausted than men.

Men are more likely to have depersonalized and callous feelings about the people they work with (Maslach,1982:58; Schwab et al.,1986:17). There was a greater tendency for women to be boarded, fired, or to resign from their jobs (Cedoline,1982:54).

(ii) Ethnic Background

It was discovered that blacks do not burn out as much as whites, nor do they become as emotionally exhausted or depersonalized as whites (Maslach,1982:59).

(iii) Age

A consistent relationship exists between age and burnout. Young helpers suffer a higher intensity of burnout than older ones. This is attributable to the perception that older people are more mature and stable and have a "balanced perspective on life" (Heckman,in Gillespie,1987:13;Schwab et al.,1986:17 and Katz & Fraley,1986:174).

The real effects of stress begin to affect a teacher of about age 30 to 35 with at least 5 years teaching experience (Martin,1988:42).
Lecker (1978) stresses that men from 35 to 45 have a tendency to increase the stressors on themselves by drawing up an urgent time schedule to get all their life goals accomplished before their health and vitality wore out. To Cardinelli (1982), the years 30 to 50 were burnout hazard years because workers, both men and women, grow frustrated at having their commitment to the profession outweigh the satisfaction that they obtain from it (Martin, 1988:42-43).

Morehead and Blumhagen (1983:17) believe that for new teachers, the significant role change from students in the university setting to classroom teachers and leaders can be devastating and emotionally destructive. As many of them are idealists and since their university education does very little to alleviate their naivete about teaching, these teachers will experience a degree of "professional shock".

(iv) **Marital and Family Status**

Here too there is a clear relationship between burnout and marital status. Unmarried helpers experience a higher degree of burnout than their married counterparts (Maslach, 1982:60).

(v) **Education**

There was no clear correlation between burnout and different amounts of education (Maslach, 1982:61). However, Mor and Laliberte (1984) found that although the incidence of burnout among hospice workers was relatively low, a higher than average level of burnout was found for workers with higher education (Paradis, 1987:6-7). Smith, Birch and Marchant (in Katz & Fraley, 1986:174) also found levels of burnout increasing with level of education. They suggest that this is due to the possibility that more education may increase an individual’s expectations beyond that which is plausible, thus increasing risk to burnout.

From the foregoing the writer concludes that there appears to be some relationship between burnout and the aforementioned variables although this needs to be confirmed in the writer’s empirical investigation.
2.10 Causes of job burnout

In the following section the writer will show that job burnout arises from very real situations and factors. The major causes of job burnout among others are as follows:

2.10.1 Lack of Control over one's Destiny

It was found that where employees were not involved in decision-making, or are accorded too little autonomy or subjected to workplace authoritarianism or 'do or don't' regulations or a bureaucratic mentality that focuses on order, conformity and accountability, their morale is low and stress is maximized (Cooper & Smith, 1985:7 and Austin, 1981:35). Moreover, Margolis et al. (in Murphy and Schoenborn, 1989:34) found that non-participation in work decisions was found to be significantly related to low self-esteem, low job satisfaction, overall poor physical health, escapist drinking, depressed mood and absenteeism.

2.10.2 Lack of Occupational Feedback and Communication

It was found that employees experience low job satisfaction when supervisors failed to provide feedback to develop job values and aspirations, and when they did not give credit for good performance (Swanson, 1987:19 and Nauratil, 1989:27).

2.10.3 Work Overload

The research of French and Caplan discovered that work overload caused psychological and physical strain, job dissatisfaction, job tension, lower self-esteem, psychological threat, embarrassment, high cholesterol levels, increased heart rate, and more smoking (Cox, in Dunham, 1986:164 and French et al., in Kaiser & Polczynski, 1982:130).

2.10.4 Contact Overload

This becomes apparent when professional helpers are forced into frequent contact with others for the purpose of carrying out tasks which are more often than not unpleasant and
distressful. Consequently people who work in close contact with difficult and intransigent people are continually stressed (Cedoline, 1982:48-50 and Bramhall et al., in Gillespie, 1983:7).

2.10.5 **Role Conflict / Ambiguity**

Low self-confidence, higher job-related tension and lower job satisfaction were associated with **role ambiguity** (lack of clarity about the objectives, expectations, scope and responsibilities of the work role (Cedoline, 1982:52; Kahn, in Kaiser & Polczynski, 1982:130) and **role conflict** (conflicting job demands (Kahn et al., in Murphy & Schoenborn, 1989:34 and Kyriacou, 1987:148).

2.10.6 **Society: Breeder of Burnout.**

As a perfectionist, the striver gravitates towards the attainment of a goal. Whether or not he reaches it is of some consequence. If the world makes him feel insignificant, it will of necessity make his efforts seem small, thereby increasing his vulnerability (Freudenberger, 1980:200).

What the writer concludes from the foregoing is that burnout stems from several deep-seated problem areas.

2.11 **The link between personality and burnout**

In the following section the writer will attempt to find out whether a review of the literature has linked personality to burnout. A person’s personality is his essential character. The manner in which he or she handles problems, expresses and controls his or her emotions, and conceives of himself and herself are all facets of personality that have special significance for burnout. According to Gold (1988:143) and Rush (1989:45), certain personality characteristics may make one prone to burnout. Freudenberger (in Gold, 1988:143) identified two such groups: those who had "ambitious, driven, achievement-oriented fathers as role
models, and gentle, passive, nurturing yet undemonstrative mothers". Such individuals classified themselves as high achievers, sociable and responsive.
The other group had authoritative, unaffectionate, socially passive fathers and cold, authoritative, socially conscious mothers. Such individuals described themselves as low achievers, very sensitive, and always eager to be accepted.

Subjects from both groups stated that they had problems mixing with others, expressing their emotions and in being assertive. It was found that their tendency to isolate themselves from others is more often than not a factor which contributes to burnout, especially in the aspect concerning depersonalization. Prolonged periods in their vocations often generate symptoms of fatigue and exhaustion which may lead to burnout (Gold, 1988:144).

The burnout-prone individual is not assertive or emotionally equipped to handle people. Such an individual is submissive, subject to acts of anxiety and apprehensive about becoming involved (Maslach, 1982:62). Kahn et al. (in Cedoline, 1982:53-54)) identified some personality types that are prone to occupational stress:

(i) The **neurotic type** that becomes totally immersed in his job, but because he is the anxious type, he worries needlessly and gives in to stress.

(ii) The **introverted type** has a tendency to isolate himself from others when under much stress and this isolation in turn generates more stress.

(iii) The **flexible types** who are open-minded and democratic experience more stress by promising to accomplish more than they can deliver.

(iv) The **status-orientated individual** who is ambitious, independent, and highly wrapped up in his work reacts strongly to job conflicts and consequently becomes an easy prey to stress (Cedoline, 1982:53-54).

According to Rush, (1989:45-47), there are many common personality characteristics, reminiscent of the Type A behaviour pattern (Carroll, 1992:12 and Gray & Freeman, 1987:55), among high achieving burnout-prone individuals:
* They are strong willed and determined: As they frequently push themselves to their physical and emotional limits to realize their goals, they pay dearly both physically and emotionally.

* They are decisive. However, they make up for weak decisions with hard work.

* They are self-confident and perfectionistic.

* They frequently resist regulations.

* They are positive, optimistic and enthusiastic and very goal-oriented.

* They are usually independent and sometimes loners.

* They are willing to take risks and thrive on challenges.

* They are highly competitive and thrive on achievement and the recognition it brings.

* They need to be in control.

* They hate failure in themselves and others.

Fielding (in Martin, 1988:33-43), in forging a link between stress and personality found that teachers who reported the most stress were those with negative attitudes towards students, an external locus of control (the belief that outcomes in life are decided by fate or chance) and an intolerance for ambiguity and perfection.

What the writer concludes from the foregoing is that personality does play a significant role in burnout.
2.12 The Physiological, psychological and behavioural consequences of burnout.

In the following section the writer will examine a whole range of burnout symptoms as reported in the literature.

Several bodily changes are apparent when a physiological or psychological stressor gets the better of an organism. These changes are physiological, psychological and overtly behavioural in nature.

**Psychological** events are distinguished by three primary aspects: "Cognitively, one may observe anxiety; affectively, feelings of distress and arousal; and motivationally, evidence of a strong tendency to avoid the situation (Burchfield, 1985:8).

**Physiological** events are characterized by significant changes in cortical readings such as electroencephalographic activity, and in heart rate (HR), blood pressure (BP), electrodermal activity measures, to name a few.

In **behavioural** responses symptoms such as trembling, stuttering and physical avoidance of the stressor are seen (Burchfield, 1985:8).

Maslach and Jackson (in Gold, 1988:142) present three core aspects of burnout: emotional exhaustion, depersonalization and feelings of low personal accomplishment. A feeling of emotional fatigue from one's work or relationships is often the first stage of burnout. For those educators who entered the professions with great zeal and high aspirations of revolutionising the teaching process, feelings of emotional exhaustion may be a natural symptom to working too strenuously. A close association is formed between professional burnout and physical exhaustion, illness, psychosomatic symptoms, and an increased use of alcohol or other drugs.

Stress at work is often brought home and into family relationships, thereby leading to marital distress. Consequently such educators cope by depersonalizing their colleagues and their students - another stage of burnout. They begin distancing themselves from others, feel calloused towards them, become cynical and absent themselves from meetings. Feelings of low personal accomplishment constitute the third stage of burnout. When educators feel that
they are unable to live up to their expectations, they feel discouraged.

Burnout contributes to low worker morale, diminished output, absenteeism and high job turnover. Each profession labels burnout in its own way. For example in law enforcement it is termed as the "John Wayne syndrome", while in teaching it is referred to as the "rigid old lady phenomenon". With greater severity of burnout, individuals become less empathetic. Instead workers display "mechanical, bureaucratic, physically distant behaviour" (Cedoline, 1982:20).

Shinn, Rosario, March and Chestnut (1984:864) noted that burnout is the "psychological strain resulting from human services work." Watkins (in Finn, 1990:56) considered a universe of features, including the depletion of physical and cognitive resources, unrealistic expectations, and relationships with clients that drain one's strength.

In short, burnout is a complex process that encompasses both physical and psychological symptoms; impacts on feelings, attitudes, and expectations; and occurs at the individual and agency level (Ratliff, in Finn, 1990:57). As healthy coping skills are eroded, the worker increasingly falls prey to stressors in the work milieu. Furthermore, such work may spill over into the worker's family life (Freudenberger; Jayaratne et al. in Finn, 1990:57).

There is a vast array of burnout symptoms mentioned in the literature. Such a profusion could well be attributable to the general imprecision and lack of conceptual clarity of the burnout field, but it may also reflect the psychological reality, namely, that burnout may be a generalized psychological distress reaction that is necessarily experienced somewhat differently by each individual, and may have no clearly defined symptomatology (Kahill, 1988:285).

According to Moracco, Danford and D'Arienzo (1992:229), "symptoms of stress are sometimes subtle, sometimes obvious, sometimes mild and sometimes severe." These symptoms may be manifested as physical, psychological and behavioural difficulties.
2.12.1 **Physiological Consequences**

The physiological consequences of burnout, among others, which have been unearthed from the literature are as follows:

(a) **Exhaustion**

With prolonged and unmediated burn out, exhaustion occurs regularly. Fatigue attests to the individual's vulnerability (Cedoline, 1982:24) and gravely reduces his energy for constructive problem solving, innovation and optimal effectiveness (Pines & Aronson, 1988:12). Burnout in teachers is often associated with feelings of emotional and physical exhaustion (Pines, in Farber, 1991:73).

Exhaustion is difficult for the potential burnout to face because it negates the high energy level he is used to depending on to handle his crowded schedule (Maslach, in Dworkin, 1987:27 and Maslach, in Gillespie, 1983:7-19).

The stress of military combat or the trench warfare of World War 1 caused large numbers of men to develop symptoms of fatigue (Veninga & Spradley, 1981:24).

(b) **Sleep Disturbances**

Sleep disturbances, especially insomnia, can be a consequence as well as a cause of fatigue and ultimately burnout (Eskridge & Coker, 1985:387; Golembiewski, Munzenrider & Stevenson, 1986:1 and Belcastro, 1982:1046).

Bad dreams and nightmares may begin to plague the individual who has sleep disturbances (Kahill, 1988:286).
(c) Ulcers

If not arrested, fatigue could lead to a serious physical ailment like ulcers (Bardo, 1979:253 and Walsch, in Penny, 1982:48).

(d) Back Pain

Dr Edmund Jacobson (in Cedoline, 1982:25) defined tension as the tightness or contraction of muscle groups associated with stressors. A common complaint is lower back pain.

As the July 14, 1980 issue of Time Magazine revealed, from all indications, lower back pain appears to be psychologically oriented. Some back specialists contend that in as many as 80% of all cases the pain is not organically derived but due to some elusive factors such as stress, worry and other mental attitudes (Wessels et al., 1989:3 and Maslach, 1976:19).

(e) Migraine Headaches

Migraine headaches can result when a person is under recurrent stress (Edelwich & Brodsky, 1980:157 and Hatta & Nishiide, 1991:210).

(f) Neck Ache

The tightness or contraction of muscles during an individual’s stressful experience could culminate in neck ache (Austin, 1981:35).

(g) Stomach Problems

An individual’s perception of and reaction to stress may result in severe stomach disturbances such as colitis (Myles, 1991:10) or indigestion (Dunham, 1984:96)
upset stomach (Lewis, 1983:120) constipation (Truch, 1980:9), and gastrointestinal problems (Friel & Tehan, in Paradis, 1987:7).

(h) **High Blood Pressure**


(i) **Shortness of Breath**


(j) **Nagging Colds / Frequency of virus or flu**

People in the burnout process report nagging colds (Freudenberger, 1980:66).

(k) **Heart Disease and Mental Health**

Cooper and Marshall of the University of Manchester Institute of Science & Technology (in Cedoline, 1982:26) found that "the work environment and modern organizations have an impact on the physical and mental health of their members."

Drs Friedman and Rosenman, both San Francisco cardiologists (in Cedoline, 1982:26) discovered a high rate of coronary disease among individuals with 'Type A' personalities.

Cardio vascular disorders have been strongly connected with stress and burnout (Northart, 1982:3 and Dobson, 1982:327).
(l) **Tightness in Muscles of the chest**

Tightness or tension in the muscles of the chest which may be experienced as difficulty in breathing or a feeling of great weight on the chest is frequently reported by people caught in a vicious stress cycle (Truch, 1980:9).

(m) **Weight gain or loss**

The burnout individual may manifest the deleterious effects of his malady through weight gain or loss (McConnell, in Paradis, 1987:7).

(n) **Other Ailments**

Minor physical maladies in people experiencing burnout could turn into serious manifestations like asthma (Dunham, 1984:96); diabetes (Alchuler, 1980:9); skin rashes (Lewis, 1983:120); menstrual problems Nauratil, 1989:3); arthritis (Veninga & Spradley, 1981:8); malaise (Greenberg, 1984:43); sexual problems: impotence, frigidity, lack of interest (Dunham, 1984:96).

2.12.2 **Psychological Consequences**

Some of the psychological symptoms of burnout which abound in the literature are:

(a) **frustration**: can be exhibited in many unproductive ways such as refusing to co-operate, refusing to give off one's best, venting one's anger on others etc. (Freudenberger, in Aptekar, 1984:198).

(b) **cynicism**: brutally verbalizing workers, criticizing the work environment, and being cynical in social relationships are symptomatic of impending burnout. Being contemptuous or offensive is typical of individuals suffering from second - and third - degree burnout (Freudenberger, 1977:26 and McGee, 1989:345).
(c) **Being callous, cruel, mistrustful or treating people with disdain**

This is a common offshoot of severe burnout (Maslach, in Cruikshank, 1989:41).

(d) **Emotional exhaustion involving feelings of helplessness, hopelessness, powerlessness and entrapment**

This is the outcome of individuals believing that their work is fruitless and insignificant (Vachon, in Paradis, 1987:100). Maslach (1978a, 1978b), Cherniss, Inertias & Walker (1976) and Cherniss (1980) maintain that burnout emanates from stress and is particularly evident among novice professionals employed in bureaucracies. Denied the ability to negotiate a role bargain within and outside the social service bureaucracies, these professionals soon acquire a sense of powerlessness (Langford, 1989:347).

(e) **Denial or Blame**

Educators confronted with proof of poor performance usually deny the fact, rationalize, or blame others (Cedoline, 1982:31).

(f) **Anger** with colleagues, students and administrators can result in anti-organizational behaviour such as slowdowns, refusal to volunteer for extra projects, and refusal to do anything other than a day's work for a day's pay (Jones, 1982:133).

(g) **Depression**

A teacher, his or her aspiration to excellence thwarted at every turn, goes through bouts of depression (Morgan & Krehbiel, 1985:64).
(h) **Paranoia**

Among employees in any career, success on the job is hampered by erosion of trust and the absence of cooperative interaction. Paranoia aggravates poor worker relationship and increases greater employee distress (Nauratil, 1989:3).

(i) **Low Morale**

Poor staff morale as evidenced by workers and management who display mutual disrespect and distrust could be a contributory factor in burnout (Paine, 1982:43).

(j) **Loss of empathy, care and respect for others** is a product of diminished enthusiasm and love of one’s work (Muldary, 1983:13).

(k) **Loss of self esteem**

The diminished sense of personal accomplishment that is a central element of the burnout syndrome can become a generalized loss of self-esteem, impacting not only on one's work life but also on one's personal life (Shaw, 1981:2).

(l) **Anxiety**

Anxiety is an unpleasant emotional state known by terms such as worry, apprehension and nervousness (Wilson & Mutero, 1989:1197 and Simendinger & Moore, 1985:35).

(m) **Irritability**

The person who is emotionally exhausted and has an increasing dislike of people is too easily irritated (Meadow, 1981:13).

(n) **Boredom:** is a state of mind that can lead to counterproductive behaviours that are self-damaging (Freudenberger, in Weiskopf, 1980:21).
(o) **A suspicion of being unappreciated**

The burnt out individual who experiences a decrease in energy tends to increase his effort, but the outcome is far from satisfactory. Consequently he feels peeved at the lack of appreciation accorded to his efforts (Freudenberger, 1980:64).

(p) **Guilt** is the outcome of the burnt out individual’s decreased efforts (Farber, 1981:237).

2.12.3 **Behavioural Consequences**

Behavioural symptoms of burnout encompass observable actions of individuals: what they do and what they say. A plethora of behavioural manifestations have been described in the literature.

(a) **Accident Proneness**

When a person is stressed he becomes more susceptible to accidents because he focuses less on his physical environment and ends up bumping, tripping or falling (Guy, 1987:251).

(b) **Physical Distance**

Due to job pressures, individuals tend to distance themselves physically from others (decreased eye contact, less touching) (Muldary, 1983:56).

Burnout workers discuss clients in intellectual terms and jargon and consequently distance themselves from emotional involvement; they communicate less with others; they become loners and withdraw (Pines & Aronson, 1988:15).
(c) **Use of drugs and alcohol**

Drugs and alcohol can unfortunately be used as an avenue of escape from stress, providing transient relief from tension (Maslach & Jackson, 1981:2).

**Prescription drugs: tranquilizers, pain killers etc**

The burned-out worker may try to combat burnout by physical and chemical means such as barbiturates, tranquilizers and hallucinogens (Truch, 1980:8).

(d) **Increased Smoking**

This can emerge if the subtle symptoms of burnout go unnoticed (Maslach, in Weiskopf, 1980:21).

(e) **Social Withdrawal**

The employee may escape tension by avoiding contact with others. Social withdrawal may be expressed through avoidance of others during breaks, work-related social functions, or not sharing personal experiences.

Withdrawing psychologically or robotizing one’s behaviour could be a form of escape from stress (Klarreich, 1988:95).

(f) **Depersonalization**

Many burnt out individuals may develop a numbed or "depersonalized" state as a way of distancing themselves from perceived threats (Farber, 1981:237). These can be exhibited in:
Detachment

Professionals, in their efforts to cope with the continuous stress that emanates from helping others, often reduce strain by detaching themselves from their clients (Cedoline, 1982:33).

Communication with clients in impersonal ways

Burned out subjects interact with clients in impersonal, stereotyped ways (Kahill, 1988:289).

Derogatory Labels

The severely stressed worker resorts to detachment mechanisms such as the use of derogatory labels in referring to clients or uses impersonal, stereotyped and superficial communication with them (Schwab, 1983).

Intellectualization is the attempt to gain emotional detachment by dealing with stressful events in abstract, intellectual terms (for example, referring to patients in diagnostic terms) (Maslach, in Jones, 1982:35).

(g) Decreased Effectiveness

Low morale and job dissatisfaction can gravely affect a worker’s efficiency, often leading to dysfunctional behaviours in the workplace such as skipping deadlines, absenteeism, drug and alcohol dependence (Lewis, 1983:120).

(h) Reduced Sense of Personal Accomplishment

This can contribute to the individual’s diminished self-esteem and affect his work life and family life (Greenberg, 1984:43).
(i) **Malicious Humour**

Laughing derisively at others or making sick jokes may be a symptom of burnout (Wessels et al., 1989:3).

(j) **Relationships at home**

Marital problems are exacerbated through unresolved work stress (Kasl, 1981:683).

(k) **Self-deprecation**

Burned-out workers tend to lay the blame upon themselves and keep their feelings to themselves (Pines & Aronson, 1988:13).

(l) **Tardiness**

This dysfunctional behaviour can have serious repercussions on school systems and educational programmes (Eskridge & Coker, 1985:388).

(m) **Turnover**

Burnout is a major factor in job turnover (Fooner, 1981:13 and Kyriacou & Sutcliffe, 1978:92).

(n) **Production Reduction**

Calamidas, Pennsylvania State researcher in the area of job distress, contends that stress allied problems cost the American economy billions of dollars each year in lost productivity (Cedoline, 1982:36).
(o) **Comfort Eating:** Eating too much or too little

This is a popular avenue of escape from stress with undesirable ripple effects (Austin, 1981:35).

(p) **Absenteeism**

In a study conducted in the United Kingdom (Aldridge, 1970), it was found that 22.8 million work days were lost in 1968 alone due to distress. There appears to be a direct relationship between level of distress and increased sick leave, lateness for work and turnover (Smith, 1984:45).

(q) **Early Death**

At work, when stress is chronic and severe, it can lead to death (Alschuler, 1980:9). Hodges (in Borg, 1990:120) noted that death among male teachers approaching the end of their careers had more than doubled.

(r) **Vandalism**

Acts of vandalism have been described as manifestation of tension and frustration (Cedoline, 1982:37).

(s) **Pilferage**

If tension is not dissipated, stealing becomes rationalized as appropriate behaviour (Paine, 1982:43).

(t) **Excessive Sick Leave**

There seems to be a close relationship between level of distress and increased sick leave (Farber, 1981:237).
(u) **Premature Retirement**

In order to protect himself from burnout the teacher may respond by seeking premature retirement (Jones, 1982:150).

(v) **Suicide**

In extreme cases burnt out victims may experience emotional breakdowns or serious thoughts about suicide (Wessels et al., 1989:34).

w) **Uncontrollable Crying**

This is a common by-product of intense emotional overload (Pines & Aronson, 1988:13).

(x) **Latecoming**

Dissatisfaction with work leads people to arrive late, leave early, extend work breaks, or avoid work entirely (Weiskopf, 1980:21).

Staff members may arrive late or fail to show up for meetings and appointments (Paine, 1982:43).

(y) **Authority Conflicts**

This is a serious sign of burnout in the work environment (Paradis, 1987:97).

(z) **Deterioration in interpersonal relationships**

This is another adverse work stress reaction that can damage relationships permanently (Jones, 1982:108).
2.13 Summary

In this chapter the writer discussed the early history of burnout, the burnout syndrome and the reasons for its existence, different views on the burnout syndrome and the problem of finding an all-inclusive definition. Burnout was put in a theoretical framework and models of burnout were discussed. The writer then moved on to the stages of job burnout, the levels of burnout, the causes of burnout and the consequences of burnout.

Causes of job burnout

* Lack of control over one's destiny.
* Lack of feedback and communication
* Work Overload
* Contact Overload
* Role Conflict / Ambiguity
* Society - Breeder of Burnout
* Link between personality and burnout
### Physiological Consequences of Burnout

- Exhaustion
- Sleep disturbances
- Ulcers
- Back pain
- Migraine headaches
- Tightness in muscles of the chest
- Asthma
- Skin rashes
- Arthritis
- Sexual Problem
- High blood pressure
- Shortness of breath
- Nagging Colds/Virus/Flu
- Heart Disease and Mental Health
- Neckache
- Stomach problems
- Weight gain or loss
- Diabetes
- Menstrual Problems
- Malaise

### Psychological Consequences of Burnout

- Frustration
- Being callous/cruel/mistrustful/treating people with disdain
- Denial/Blame
- Anger
- Loss of self esteem
- Anxiety
- Boredom
- Guilt
- Cynicism
- Emotional exhaustion
- Feelings of hopelessness/helplessness/powerlessness/entrapment.
- Depression
- Paranoia
- Loss of empathy/care/respect for others
- Irritability
- Suspicion of being unappreciated
In chapter 3 the writer will focus on the phenomenon of burnout as it applies specifically to teachers. The writer will touch on teaching in the past and in the present. Clarification on who teaches, and whether teachers are an endangered species will be sought. The phenomenon of teacher stress and burnout will be probed with emphasis on lack of fit between person and environment, the classroom and design of school buildings, the teacher's varied role, the fiscal crisis and austerity management, poor working conditions, supervision, time pressures, student discipline, problem teachers, societal influence, locus of control, administrative stressors, unions, teacher strikes and the lack of a psychological sense of community.
CHAPTER THREE

THE PHENOMENON OF BURNOUT IN TEACHERS

3.1 Introduction

In the mid-1970s there were very few studies on occupational stress and burnout (Coates & Thoresen, 1976; Keavney & Sinclair, 1978 and Kyriacou & Sutcliffe, 1977). Since then, the number of studies reported has mushroomed and the international concern with teacher stress and burnout is reflected in recent studies conducted in countries as far afield as the United Kingdom (for example, Kyriacou & Pratt, 1985 and Pont & Reid, 1985), the United States (for example, Farber, 1984 and Mclyntre, 1984), Israel (for example, Kremer & Hofman, 1985 and Smilansky, 1984) and Australia (for example, Docking, 1985 and Laughlin, 1984).

"Burnout has been associated with a broad range of noxious outcomes, especially for individuals, and by implication for their employing organizations (Cherniss, 1980b; Freudenberger, 1980 and Maslach, 1982a and 1982b). The negative outcomes include physiologic and emotional ones, and confounding combinations thereof. In one study (Jones, 1981), for example, significantly more nurses scoring high on burnout admit to stealing and using drugs intended for their patients than do their low-scoring peers* (Golembiewski, Munzenrider & Stevenson, 1986:7).

Given the above exposition, it would appear that burnout is a major malady of the twentieth century and is accompanied by distinct physiological, psychological and behavioural consequences.

In this chapter the writer will focus on the phenomenon of burnout as it applies specifically to teachers. The writer will focus on teaching in the past and in the present. Clarification on who teaches, and whether teachers are an endangered species will be sought. The phenomenon of teacher stress and burnout will be probed with emphasis on lack of fit.
between person and environment, the classroom and design of school buildings, the teacher's varied role, the fiscal crisis and austerity management, poor working conditions, supervision, time pressures, student discipline, problem teachers, societal influence, locus of control, administrative stressors, unions, teacher strikes and the lack of a psychological sense of community.

3.2 Teaching - then and now

"Teaching seems to have more than its share of status anomalies. It is honoured and disdained, praised as 'dedicated service' and lampooned as "easy work". It is permeated with the rhetoric of professionalism, yet features incomes below those earned by workers with considerably less education. It is middle-class work in which more and more participants use collective bargaining strategies developed by wage-earners in factories" (Dworkin, 1987:2).

"Once upon a time, the teaching profession was the 'promised land,' where dedicated idealists could spend their days moulding the next generation, secure in the knowledge that they could look forward to a lifetime of security and respect. Today, many teachers feel more like denizens of Through the Looking Glass, Blackboard Jungle, or Animal House. Schools - and kids - are not what they used to be. Problems have multiplied. Challenges have turned into pervasive difficulties. Even many skilled and devoted teachers are saying that the professional and financial rewards don't begin to balance the frustrations they face every day on the job" (Fooner, 1981:13).

A study by Sparks (1979, in Cedoline, 1982:95-96) found the following:

- 46% of the teachers surveyed were dissatisfied with their jobs and said that if they had the opportunity they would not choose teaching as a career.
- over 54% said they would probably not stay in teaching until retirement and would probably change careers in five years.
• 70% said they frequently or always left school physically or emotionally exhausted.

• 36% said work at school affected their home life.

• 91% said they had little or no influence on curricula or policy decisions.

• Some 73% said they had high-quality relationships with their administrator.

• Some 73% said they felt pulled in different directions by expectations of students, parents and administration.

• High level dissatisfaction was expressed regarding involvement in decision making or communicating with administration.

Given the above scenario in teaching today, it is small wonder that so many teachers throughout the world are succumbing to stress and ultimately to burnout.

3.3 Who Teaches

"He who educates, does so through teaching and he who teaches, does so in order to attain a particular educational and formative goal" (van Schalkwyk, 1988:28).

"Educative teaching is essentially:

• the unfolding / development of a pupil's potential by

• an educator / teacher
• by means of educational content (learning matter)

• by the execution of teaching and learning (or aspects of reality)

• in order to obtain a particular goal" (van Schalkwyk, 1988:28).

The educationists in a school are all the professionals who are actively engaged in the education system, namely the teachers, heads of department, deputy principals, senior deputy principals and principals (in that hierarchical order).

The teacher expects a system of education in which

* management and administration proceed efficiently and functionally;

* realistic and fair demands regarding his task are set;

* sound communication is promoted;

* a climate is created which is conducive to creativity, originality and the self-actualization of all persons;

* fair and realistic conditions of service for teachers (salary, leave, pension, working hours, promotion, etc.) are in force;

* he is offered the opportunity to participate in decision-making;

* he is not encumbered with red-tape and too much administrative work so that he is unable to accomplish his functional task;
sufficient and able supporting personnel are available to assist him in his task;

every teacher is allotted a fair number of pupils;

sufficient instructional (teaching) aids such as study-material, stationery, blackboards, projectors, sound apparatus, et cetera, are available;

adequate and suitable rooms, venues, playgrounds and sports fields are available;

the curricula meet modern demands and expectations;

he receives sufficient training to keep himself abreast of new developments in education;

he will receive financial assistance in order to improve his qualifications; and

an educationally accountable policy of education is followed (van Schalkwyk, 1988:253-254).

Hall and Gardner (1976), Maslach (1978), and Freudenberger and Richelson (1980) in Martin, 1988:26, contend that people entering the helping professions, like teaching, often have strong desires for approval and very high expectations of themselves. Should such expectations be frustrated, burnout would probably be the outcome.

Wherever people are working with people, the consequences of burnout are felt. When their idealistic expectations are frustrated, services to clients are compromised and society, along with the social service institution, has to bear the cost (Edelwich & Brodsky, 1980:15).
3.4 Teachers - An Endangered Species?

Reactions to the pressures impacting on them have had a distinct effect on teachers' desire to leave teaching. Dunham's research of 1982-3 (in Dunham, 1986:169) has revealed that the highest percentage of those wanting to leave teaching was 25% and this figure was compared with the 60% found in Upper Bradford Schools in England.

Teachers in American schools have been giving up their careers at an increased rate. One third of the teachers contacted in a poll said that they would not take up teaching if they had the opportunity to start afresh. This dropout phenomenon was further evidenced by the fact that half of the teachers with twenty years or more experience had already left the profession (Truch, 1980:1).

Moreover, it was noted that younger teachers left the profession within the first five years of teaching, more especially since they had a chance of being retrained in another career, and that older teachers were retiring much earlier (Kyriacou et al., in Truch, 1980:1).

More medical insurance claims in America were being made by teachers than by other professionals. In England, the deaths of male teachers approaching retirement had risen phenomenonally (Truch, 1980:1). In South Africa many teachers who had retired did not live to enjoy their sojourn from teaching. The number of teachers in this country who have applied to be medically boarded has increased greatly.

The results of a study embodied in the Alberta Teacher's Association (ATE) Magazine (March 1979:2) indicated that a teacher's life expectancy was four years lower than the national average.

Some surveys have indicated that 90% of all teachers experience some stress and 95% expressed the urgency for stress management courses (Wilson, in Truch, 1980:1). Others have estimated that teaching might be the third most stressful occupation in the world, behind air traffic controllers and surgeons (Truch, 1980:1).
It is blatantly clear from the startling evidence above that should the problem of teacher burnout not be remedied through concerted action by the powers-that-be, this phenomenon would reach epidemic proportions and many sincere, sensitive, thoughtful and dedicated teachers would abandon the profession for ever.

3.5 Teachers Stress and Burnout

According to Otto (in Langford, 1989:343), "the public image of teachers as workers who 'have it easy' (because of their seemingly short working days and their long vacations) has demanded some questioning, although popular answers have not necessarily been better informed. Stress is said to be the teachers' 'own fault,' and those who have not been able to cope well are seen as failures who should never have chosen teaching as their profession. There are also comments about teachers who are 'exploiting the system;' malingering to take advantage of available financial benefits."

How true the above deduction is can best be judged by examining some of the perceived stressors in the teacher's working environment.

3.6 Perceived Stressors in the Teacher's Working Environment

Researchers have consistently found a strong correlation between job satisfaction and teacher mental health (Grechman & Wiener, 1975; Kasl, in Cedoline, 1982:95). However, in an age of rapidly diminishing job satisfaction, the mental anguish of teachers is at an all time low. Some of the stressors in the teacher's working environment are:
3.6.1 Lack of fit between person and environment

Environmental stressors would encompass conditions outside of the work place, such as teacher-family and / or teacher-community relationships.

"The saddest thing is to find that about a third of the teachers with partners and children often have their relationships with them adversely affected" (Armes, in Dunham, 1986:169).

Teacher burnout invariably leads to much marital and family conflict and increased susceptibility to outside stress. Multiple roles (teacher, part-time worker, parent, spouse and friend) can, and often do, result in work overload and role conflict, precipitants of burnout (Farber, 1991:79).

Undoubtedly without family support and encouragement the teacher would be in a predicament. Borthwick (1982) and Farber (1982) have found that dwindling parent and community support is a primary cause of teacher stress (Eskridge & Coker, 1985:388).

The work milieu of a boarding school for the deaf was characterized by a school superintendent as far back as 1902 as fomenter of "provincialism and despair" (Schlesinger & Meadow, 1972:200). This startling indictment could still be a reality today.

Many authors aver that the problem of stress is more of an environment/milieu issue than an individual one (Iwanicki & Schwab, 1982; Monat, 1981; Lazarus & Koff et al., 1981; Cherniss, 1980 and Freudenberger, 1974).

"Many teachers drive up to a dismally landscaped school, walk into a drab, institutional teachers' lounge furnished with cast-off, uncomfortable furniture. From there, a shuffle down scuffed hallways brings the teacher to a cavernous, cluttered, institutional classroom. It drains a teacher's attention and energy, however, subliminally. The school should be as comfortably inviting as a home environment would be, especially
when one considers the amount of time teachers (and students) spend there" (Kossack & Woods, 1980:31).

"Stress is the nonspecific response of the body to any demand made upon it" (Selye, 1974:14).

There is now universal consensus of opinion that stress constitutes an internal response at both the emotional/experiential and psychological levels to a 'lack of fit' between a person and an environment (See figure F).

![Diagram](image)

**Figure F: A Framework for thinking about stress**
The 'lack of fit' concept corroborates the perception that stress is the product of both the demands and constraints of the work environment, and the needs, expectations and capacities which a person brings into the work milieu.

According to Levi (1979:26), "occupational stress arises where discrepancies exist between occupational demands and opportunities on the one hand and the worker's capacities, needs and expectations on the other."

Burnout has been found to be a problem that has been increasingly dogging teachers worldwide. It is "an occupational hazard for teachers, that is, a response to chronic stress caused by institutional and organizational factors and the immediate teaching environment" (Phillips & Lee, 1980:99).

The body responds to stress through the activation of nerve impulses and hormones such as adrenalin, which alert and prepare it physically for 'fight or flight' whenever a situation demands it. The organism can resist demanding conditions for a period of time, but such capacity turns into a "state of exhaustion" (Selye, in Langford, 1989:348).

Figure G shows how during a stressful situation, the message is transmitted to the hypothalamus and from there in turn to activate the other parts of the brain. In addition changes in the organism's functioning when it goes on "stress alert" can also be noted.
Brain interprets situation as stressful

Hypothalamus

Pituitary gland

ACTH (hormone)

Adrenal cortex

Adrenal medulla

Hormones: glucocorticoids including cortisol, mineralocorticoids

Autonomic nervous system

sympathetic

parasympathetic

Direct stimulation of "fight and flight" response

Hormones: adrenaline, noradrenaline

### COMBINED EFFECTS

<table>
<thead>
<tr>
<th>Alerting the system for fight or flight:</th>
<th>Mobilization of energy resources through release of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased heart muscle activity. Constriction of blood vessels - increased blood pressure</td>
<td>Glucose reserves (glycogen) from voluntary muscles and liver. Fatty acids and cholesterol (away from skin, digestive, sexual organs)</td>
</tr>
<tr>
<td>Blood directed to brain and voluntary muscles (away from skin, digestive, sexual organs)</td>
<td>Amino acids (body protein). Mineral (incl. calcium) required (with vitamins and oxygen) for conversion of above reserves into glucose and energy,</td>
</tr>
</tbody>
</table>

ULTIMATELY: exhaustion, burnout, decreased resistance, physical/psychological ill-health

**Figure G: Physiological Stress Response (main pathways)**

It is apparent from the above figure how under conditions of protracted stress the body changes can present health risks. Persistently elevated blood pressure, fatty deposits in the arteries and blood clotting are serious risk factors in heart disease. Muscle and body tension can cause headaches, back problems, rheumatic and other illnesses. Imbalances in the digestive processes could lead to ulcers. General immunity could decrease. Consequently, all kinds of illnesses, beginning with minor infections such as colds and sore throats could follow.

Sutcliffe & Whitfield (1976) monitored the heart rate of 42 teachers to investigate the effects of making stressful decisions in the classroom. Heart rates as high as 110 beats per minute were reported.
In Spooner's (1984) study, five physiological stress indicators, namely the distolic blood pressure, pulse rate, palmer sweat index, galvanic skin resistance and urinary cortisol were used. 13 primary teachers were monitored over school holidays and term time. Results showed that there was an overall increased response during school holidays. Spooner concluded that results of the physical and (psychological) tests used endorsed the fact that stress can be attributed to periods at work, and the findings suggested that stress experience increased as the school term progressed (Borg, 1990:119).

Lastly, with the accumulation of toxins, not only aches and pains, physical illness or fatigue could result but also emotional exhaustion and depression. Physical and emotional then combine in the "burnout" process (Langford, 1989:348-350).

According to Alschuler, (1980:7-8), stress occurs when the demands of the environment are more than they can handle. Known stressors are deadlines, bells, excessive paperwork, inadequate supplies. Free periods are "free" in name only. Preparation and grading supersede rest and recuperation. Teachers are continually harrassed by student sniping which may take many forms: talking, whispering, lipreading, note passing, asking diverting questions, insulting the teacher, complaining about assignments, pushing, brushing against, touching, shoving or hitting other students, throwing things etc.

"Stress is now widely viewed, not merely as something exogenous, but as the product of a dynamic mismatch between the individual and his/her physical or social environment. This interactive view of stress holds that situations are not inherently stressful; rather it is the combination of the particular situation and an individual, with his specific personality, behavioural pattern, and life-situation circumstances, that results in a stress-producing imbalance" (McMichael, in Whitehead, 1989:21).

3.6.2 The Classroom

The classroom itself generates much stress and tension. It may hold between 30 and 40 pupils or more, each with his/her own personality, each with his/ her own expectations, problems,
preferences, clamouring for the teacher’s attention. In one year a thousand hours are spent trying to maintain control, daily teaching requirements, and catering for the needs of the pupils even if they don’t excel. The tension is compounded by poor equipment, overcrowding, extra teaching, curricular duties and dissatisfaction with one’s own effort (Dewe, 1986:145).

Malanowski and Woods (1984:26) believe that in high pupil-teacher ratio centres the stress level for teachers is exacerbated. The problem was compounded when there was an influx of special students into regular classrooms, particularly when regular classroom practitioners lacked the training for such pupils.

Although the pupil-teacher ratio in the now defunct House of Delegates schools was reduced considerably in the last ten years or so, this ratio is steadily going up with the influx of other races into predominantly Indian schools and this number is envisaged to rise even further in the coming years in order to remedy the inequalities in the past.

3.6.3 The design of school buildings

Split-site schools with the consequent problem of having to commute between buildings could be another cause of increasing stress and burnout among teachers (Dunham, 1984:47).

Poorly constructed new schools and old, cold and gaunt schools could generate much stress in teachers. The noise levels in both old and new schools are often high enough to distress teachers (Dunham, 1986:161).

3.6.4 Inconsequentiality: The critical component

A common viewpoint expressed by virtually all burnout investigators is that it is aroused by feelings of inconsequentiality - a perception on the part of the professional that his efforts at helping others have not been effective, that the task is insurmountable, and that professional
incentives for his efforts (in terms of accomplishment, recognition, advancement or appreciation) have not been forthcoming (Farber, 1991:25).

In an article entitled "Anxiety and Stress - How They Affect Teachers", Young (in Smith 1984:44-45) reported that our primary needs are:

(i) identity, or being unique and recognised as someone special;
(ii) belonging to someone, being a part of something;
(iii) power, or being able to set one's own goals and achieve them;
(iv) meaning and change, or being able to experience the events of life as adding up to something meaningful.

3.6.5 The Teacher's Varied Role

Teachers today are expected to execute a wide range of tasks. The "Catch - 22" for teachers is increased accountability in the face of dwindling power and control - a situation which foments stress (Fooner, 1981:13).

According to Lipsky (1980:32) teachers are "street level bureaucrats who work in situations which tend to maximize the likelihood of debilitating job stress." Some of the tasks that teachers are expected to fulfil include:
* Starting school day with corporate act of worship and registration

* Receiving absence notes from parents

* Discussing arrangements for social activities / fund raising events

* Passing information from head and other members of staff

* Perform supervisory duties at lunch time / spend rest of the day teaching in the classroom (Dobson, 1982:328)

* Adopting a parental role (teach discipline and control, teach health, moral and physical welfare)

* Attempting to meet the expectations of others to heal all of society's ills mould new generations

* Being the epitome of good behaviour (to be prim and and proper, upright members of the community and an example for children to emulate

* Endeavouring to help slow learners and maladjusted children (Dewe, 1986:148)

* Being executives to supervise, direct and enforce school rules

* Being critical evaluators, organizational spokesmen and mediators
* Taking attendance, giving devotion, monitoring the tuck shop
* Maintaining discipline
* Giving individual attention to brighter pupils
* Maintaining a pleasant atmosphere in the classroom
* Planning their daily programme
* Marking examinations and evaluating students
* Liaising with parents about the progress of their children
* Attending staff and other meetings

3.6.6 The fiscal crisis and austerity management
Cutting back on services in libraries such as closing down of branches, suspending programmes, shortening hours, imposing moratoria on the purchase of materials (Nauratil, 1989:65), smaller funds resulting in redeployment of teachers, redundancies, school closures, narrowing of promotion opportunities and the restriction of career prospects (Dunham, 1984:47, Fooner, 1981:13 and Cox, in Dunham, 1986:164) can be construed as fuel for burnout. Hitherto guidance counsellors were assigned the task of providing pastoral care for pupils. But with the cutbacks in education, school guidance has been farmed out to all and sundry, even those unqualified to teach it. Such a policy could generate stress in the teacher denied a say in decision-making.
3.6.7 Poor Working Conditions

Poor working conditions including poor advancement opportunities, low salary and few fringe benefits, inadequate materials, and lack of professional recognition are frequently cited as causes of burnout (Penny, 1982:48; Nauratil, 1989:27; Austin, 1981:35, Kyriacou et al. in Dunham, 1986:164 and Needle et al. 1980:97).

3.6.8 Supervision

Strained relations between supervisors and teachers over unsatisfactory evaluations have often been regarded as significant teacher stressors (Cedoline, 1982:99).

Unannounced visits by management personnel and superintendents of education were major contributors to stress and burnout among teachers.

The much publicised and much criticised panel inspections by the Department of Education, ex-House of Delegates, in which a panel of superintendents converged on a school to assess the state of the subject among all members of a particular department and over a period of about two to three days, had brought teacher morale to an all time low, increasing disillusionment and pessimism and engendering alarming stress levels among teachers. According to Padayachee (1992:154), "an overwhelming majority of teachers (94%) indicated that they were dissatisfied with this system."

Poor quality of supervision and out-of-touch administrators are often cited as significant stressors in teaching (Needle et al., in Rigby, 1989:64).
3.6.9 **Time Pressures**

Time pressures including too many classes, supervisory duties, demands on after-school time, mixed ability groups and administrative paperwork are also construed as causes of burnout (Penny, 1982:48; Kyriacou et al., in Dunham, 1986:164 and Byrne, 1991:205).

3.6.10 **Student discipline**


Maintaining discipline is probably the main source of teacher stress. Other potential sources of stress for teachers may include finding ways of motivating their students to work; earning student respect by striking a happy medium between leniency /familiarity and severity/hostility; self-appraisal and seeking approval from colleagues (Dobson, 1982:329).

3.6.11 **Problem teachers**

Some kinds of staff who are sources of stress for headteachers are those who: (i) are incompetent; (ii) are unadaptable; (iii) disturb their colleagues and (iv) who have attitudes of non-co-operation with senior management (Dunham, 1986:166).

Gupta (in Eskridge & Coker, 1985:388) maintains that cliques formed within the school staff, the pessimism of other teachers, rumours or hearsay can affect teacher morale and bring on stress.
3.6.12 Additional sources of pressure

* Parents' behaviour

* Pressures from the local education authority

* Media reports and

* Individual children's severe problems could also produce additional stress. (Dunham, 1986: 166)

* Absence of a support group, namely administration of the organization and one's colleagues outside the job environment can also lead to job burnout (Schwab et al., 1986: 16).

* The challenges and demands imposed by a multi-cultural and or multi-lingual classroom can also generate burnout
Discontinuance of the post of senior assistant in South African schools for the post of head of department. Some teachers have had to revert to level one status and remained there for a good few years or are still at that level, because of poor or inadequate professional qualifications or posts advertised outside their home towns.

Stresses in teachers’ personal lives may include death, accident, or illness of a family member, divorce, debts, trouble with in-laws, changes in living conditions and personal habits.

Overpromotion, status incongruence, lack of job security, fear of redundancy, obsolescence or early retirement (Murphy & Schoenborn, 1989:34)

Poor school ethos, poor inter-staff relationship (Cooper & Marshall, 1976:19)

Inadequate disciplinary policy of school, lack of consensus on minimum standards, attitudes and behavior of the headmaster (Kyriacou et al., in Dunham, 1986:164)

Inadequate training and induction (Cox, in Dunham, 1986:164 and Swanson, 1987:19)
* New teaching methods and a very high rate of educational change, lack of time to absorb changes

* School organization (size of school, lack of support and concern from parents and outside agencies, conflict between school and community) (Cox, in Dunham, 1986: 164)

* Conducting of the school assembly by teachers who are traumatised by it

* Visits by inspectors, panel inspections and class trips (Dewe, 1986: 146)

* Dual career responsibilities of home and work (Cooper, 1983: 374)

* Forcing the resignation or dismissal of teachers (Wise, 1985: 32)

* Harrassment by administrators (Bundy, 1981: 10)

* Affirmative action (Pierson-Hubeny & Archambault, 1987: 244)

* Involuntary or punitive transfers

* Unsuccessful applications for transfers
3.6.13 **Society and the teacher**

Over the last twenty to twenty five years teachers have been entrusted with new and increasing responsibilities while the community and the family have been steadily abdicating theirs. To cope with these additional responsibilities, teachers have not been given the necessary training nor have administrations effected changes within their structures to adapt to the new circumstances. Consequently, as Goble et al. (in Cole & Walker, 1989:8) point out, teachers have been increasingly confused about what it is that they are supposed to do and about the wide-ranging and complex role that society has entrusted to them.

Stress may arise when society's expectations regarding a teacher's role conflict with those of the teacher. Teachers who subscribe to the doctrine of "education for life" rather than mere imparting of knowledge may find themselves at loggerheads with parents who believe that the teacher's job is to teach their traditional basic subjects (Dobson, 1982:328).

3.6.14 **The Locus of Control**

It is important to good health and good teaching that an individual feels "in control". The locus of control concept represents the degree to which a person feels that what happens to him - good or bad - depends on his own behaviour (a feeling of internal control) as opposed to feeling it is dependent on chance, fate or is under the control of powerful others (external control) (Truch, 1980:41).

Kyriacou et al. (in Dobson, 1982:337) studied the relationship between self-reported teacher stress and Internal-External locus of control. They reported that the 'Externals' (those who feel that their lives are governed mainly by chance or fate) in their sample of 130 secondary teachers were more likely to experience stress than the Internals (those who feel that they have some degree of control over their destinies). This finding concurs with that of McIntyre (1984:237).
3.6.15 **Administrative Stressors**

When the administrative process becomes burdensome or is construed as unwarranted interference, stress results. Many educators are of the opinion that the administrative or managerial-related stress that they experience far outweighs that of any other strain (Greenberg, 1984:49).

Gupta (in Eskridge & Coker, 1985:388) identified four organizational stressors:

(a) **Role Ambiguity** is when the individual is unenlightened about what to do and why it is to be done and the criteria by which his task is to be evaluated.

(b) **Role Overload** is when the load exceeds the time set for its completion.

(c) **Role Insufficiency** is when inadequate equipment, supplies, and/or information make it difficult to do the job properly.

(d) **Responsibility for others** is when one is entrusted with the mammoth responsibility to shape the social, emotional and intellectual growth of students.

A frequent complaint surfacing in other studies was directed at administrators and supervisors who with their 'red pencil mentality' did not have the experience or professional skills to adequately judge teaching performance. Moreover, it was felt that most supervisors or principals could not cope with the classroom situation in which teachers found themselves daily (Eskridge & Coker, 1985:388).

Some job structures tend to foster conflict between fellow workers rather than collegiality. Friction may arise over promotion to higher positions, recognition, bonuses and other privileges. Should this happen, other undesirable qualities such as backbiting, put-downs and threats to one's person may follow (Maslach, 1982:42). Moreover, if a helper's relationship with his supervisor is unsatisfactory, the ensuing tension and friction would aggravate the emotional overload of the job (Maslach, 1982:45).
"Vocations in the human services are characterised by several built-in sources of frustration that eventually lead many dedicated workers to become ineffective and apathetic" (Edelwich & Brodsky, 1980:15).

In the human services, a person's problems and frustrations are partly determined by the position he occupies in the organisational hierarchy. The three usual categories are:

(a) **Front-line staff**

Front-line staff are the direct providers of services to recipients. While they tend to be sympathetic towards their clients, they are also repelled by them on account of their ingratitude. Frustrated by inadequate pay and work overload, they are rendered powerless by the demands of both their clients as well as their supervisors.

(b) **Middle Management**

Middle management are the staff supervisors who are faced with the dilemma of being committed to both those above and below in the hierarchy.

(c) **Top Management**

Top management is accountable towards clients, subordinates, supervisors (eg. the government officials) and towards the public. Their task is not only to delegate authority within their institution against any irregularity, but also "to protect their power base while accepting the publicity (within and outside the institution) that attends everything they do" (Edelwich & Brodsky, 1980:23).
People who do not receive the desired response from the "system" interpret it as a lack of appreciation. In not being given any responsibility, in being left out of decision-making, or generally overlooked by the bureaucratic "system", or subject to "bad office politics" a person will definitely feel unappreciated by his superiors.

Hierarchical power structures restrict staff autonomy. Consequently those at the bottom rung of the ladder feel inconsequential and their work performance is marred by feelings of hopelessness, powerlessness and meaninglessness.

Organisational structure or climate constitutes another source of stress if it jeopardizes one's freedom, autonomy and identity. Margolis, Krocs and Quinn (1974) believed that "lack of participation in the decision-making process, poor communication, restrictions on behaviour, and organizational politics relate to poor physical health, depression, low motivation to work, low life satisfaction and low job satisfaction" (Kaiser & Polczynski, 1982:131).

Extremely weak leadership on the part of school leaders or other management personnel could lead to the ultimate breakdown of teacher morale. This has been very clearly evident in the case of certain principals who rob teachers of their dignity, who run schools by their policy of divide and rule, who use some teachers to victimize others, who publicly humiliate their teachers in staff meetings and create a totally abnormal situation in their schools by forbidding interpersonal contact among staff members.

3.6.16 Unions

Many teachers, disenchanted with the school, join teacher unions. They are then torn between two conflicting loyalties: loyalty to the school and the head, and loyalty to the union. For some teachers this tension can be unbearable (Gray & Freeman, 1987:67). Although the role of union representatives can be very tricky, they do have a crucial role to play in education.
However, principals have been finding themselves in very invidious positions, for while they have been supporting their staff when they were withdrawing voluntary services during union action, they have been experiencing a deep sense of conflict and stress (Dunham, 1984:66).

During the recent tug-o-war between SADTU (The South African Democratic Teachers Union), and the department of education, principals have been experiencing a conflict of loyalties between their children's education and safety, the task of manning their schools, the support of teachers in their professional claims for adequate working conditions and pay and the parents' wishes.

The head of a high school found the behaviour of some of his staff during one union action particularly disconcerting: "I find the assertive Union presence a further stress area. The memory of some staff walking out during period 8 because of a union directive remains a bitter moment of shame and despair" (Dunham, 1984:66).

The union membership itself is not entirely villainous, "for it reduces the powerlessness of the individual as it has an inhibiting effect on work alienation and burnout. The increased compensation, benefits, and job security that constitute the traditional objectives of collective bargaining help to reduce the extent of worker exploitation" (Nauratil, 1989:65).

According to Coppola, (in Gillespie, 1983:10-11) teachers are victims, condemned for everything that is amiss in schools: unruly kids, indifferent administrators, bureaucratic red tape. Lately, with the help of their unions, teachers have been turned into a political force to be reckoned with.

"Thus the emergence of teacher burnout as a critical social issue - one that could not be ignored by either teachers or the public - was made possible by the growing strength of unions" (Farber, 1991:149).
The unions are the source of continuous friction within the profession. Some critics believe that they have given teaching an unsavoury blue-collar image. As a result of this militant power and influence, teachers now have to face yet another burden - public resentment.

3.6.17 Collective Bargaining

Collective bargaining has been viewed as both a friend and foe of education. Regardless of opinion, there are numerous stressors related to collective bargaining. For all those involved in the bargaining process (administrators, supervisors and teachers), many stressful and challenging hours are spent in meeting each other's needs. For employees, awaiting the outcome of the bargaining process, stress mounts (Greenberg, 1984:56).

However, it must be borne in mind that many benefits have accrued through collective bargaining. Much of the growth of the educational system and its employees in the United States is attributable to collective bargaining.

3.6.18 Teacher Strikes

The right to strike by teachers has been hotly debated for many years. Some are of the opinion that they have as much right to strike as any other workers. Others feel that teachers are akin to firefighters and police officers and should be prohibited from striking.

For teachers who strike, those who do not, administrators and supervisors who cannot, and parents and students, a strike is stressful. The more prolonged the strike is, the greater the strain. Decidedly, it is one of the most difficult, tense, and stressful situations in education (Greenberg, 1984:56).

"1993 saw thousands of African, Indian and "Coloured" teachers in South Africa embarking on a chalkdown and subsequently, a two week strike orchestrated by Sadtu. Vociferous teachers in defence of their actions were heard equating their strike to that
of an industrial workers' strike. In an industrial strike it is the profit of the owners of the industry which is under attack, whereas in a teachers' strike the ONLY VICTIMS are the stressed students and distraught parents" (Apdusa Views, 1993:21).

What was becoming quite apparent during the strike was "the complete LACK OF CONCERN for the plight of the pupils by a section of the membership of SADTU. The clear effect of the strike was to deprive the pupils of their valuable teaching lessons and pastoral care to which they are entitled" (Apdusa Views, 1993:25).

"What became abundantly clear is that intimidation was the principal basis of ensuring compliance of teachers who were unhappy about the strike. This was one of the most disgusting aspects of the strike. Reports abound of threats of ostracism and physical violence against non-striking teachers in order to make doubtful or disagreeing teachers fall in line "(Apdusa Views, 1993:29).

From the above discussion one can deduce that the strike period was a stressful one not only to those reluctant participants but also to those non-unionists who feared reprisals from their militant counterparts.

3.6.19 Teacher burnout and a lack of a psychological sense of community

It is the hypothesis of Farber and Miller that teacher burnout is caused not only by overt sources of stress but often to other situations in the school milieu that lead to a lack of a psychological sense of community - a lack that causes a teacher to feel isolated and inconsequential (Farber, 1981:238)

Prior to 1960, particularly in the United States of America, the teacher was regarded as being sacrosanct. He was looked up to and revered. If a child did badly at school, the fault was that of the child's and not the teacher's. With the advent of the 60s, when thousands of idealistic people entered the teaching profession, an age of social protest, a change followed. School children became a violent generation and this was viewed as being the product of a
morally depraved nation. Teachers were blamed for the high failure rate among their pupils. This scathing attack on the teaching fraternity by many educators, critics and concerned citizens contributed to the teachers' feelings of embittered isolation (Farber, 1981:239).

3.6.20 Teaching - a high risk occupation

Teaching is being considered a high risk occupation in terms of the dangers that teachers are increasingly encountering in their work environment (Veninga & Spradley, 1981:13). Teachers are repeatedly being subjected to the trauma arising from bomb scares.

Student violence and threats to their person from parents, outsiders and colleagues, accidents on the sports field, on excursions etc. may make teaching a high risk occupation.

Thus one can conclude that it is not surprising that the combination of these job-related and personal pressures makes stress the number one health problem of teachers.

3.7 Teacher Stress versus Stress in other Professionals

Since there is evidence to verify that occupational stress can precipitate both mental and physical ill-health (Cooper & Marshall, 1976), many investigators have sought to ascertain whether mental and physical ill-health was related to the perceived stress reported by school teachers and whether school teachers suffer more than the rest of the population from mental ill-health.

Pratt (1978, 1979a) administered Goldberg's General Health Questionnaire to 124 primary schoolteachers. Pratt reported a significant relationship between perceived stress and the index of mental health. Pratt remarked that these teachers would have presumably benefited from personal and professional counselling, or some form of psychotherapy (Borg, 1990:117-118).
The National Education Association (NEA) (in Farber, 1991:4) made teacher burnout the central theme of its 1979 convention, and teacher trainers reported that burnout was often the highest-rated subject on needs assessment measures designed to identify major teacher concerns.

In 1979 the American Academy of Family Physicians released an extensive study of six occupations. Their survey included 4,473 people who worked as farmers, garment workers, business executives, secretaries, and teachers. Their findings revealed the following startling stress percentages in each occupation:

- 80% of the business executives
- 66% of the teachers and secretaries
- 44% of the garment workers
- 38% of the farmers,

Kuvalski, Director of the Canadian Stress Institute, (according to Education Abstract 1979) reported that teachers in Canada and Sweden had been found to be under more stress than co-executives. This was supported by an Australian study (Otto, 1979) in which scores of teachers were closer to those of the most disadvantaged group (women in factories) than to those of managers, who were most favourably off (Langford, 1989:347).

According to Otto, (in Langford, 1989:350), approximately one in three teachers (sometimes one in four) has been found to suffer "high" levels of work-related stress.

The International Labour Organization (ILO) (Dobson, 1982:327) reported that 'battle fatigue,' which has its origins in stress, was being experienced by almost 25% of the teaching profession in Britain, America and Sweden.
There is general agreement from studies worldwide that a large proportion of teachers report experiencing stress or burnout (Cunningham, 1983; Farber, 1984; Fletcher & Payne, 1982; Smilansky, 1984).

From comparisons between teachers and other professions, similar studies found that school teachers reported one of the highest, and often the highest levels of occupational stress (Cox & Brockley, 1984; Nerell et al., in Kyriacou, 1987:147).

However, it must be noted that, despite this, no evidence exists generally of greater stress-related ill-health (mental or physical) amongst school teachers compared with other professions (Kyriacou, 1980b). This could be due to "over-reporting" of stress on their part, or that school holidays during which teachers recover, pre-empt the development of such illnesses (Fletcher et al., in Kyriacou, 1987:147).

3.8 **Absence, Sick Leave and Latecoming**

Going to work may seem like an ordeal. Lateness and mental health day absences increase. Hammon and Demayo's (1982) study of urban high school teachers revealed that stress per se caused these teachers to miss an average of 4.5 working days per year (Farber, 1991:84).

To corroborate the relationship between teachers' stress and sick leave or absenteeism, Cole and Walker (1989:22) gathered data from sick leave records of the Medical Inspection Department of the Regional Education and Science Authority in Malaga, which covers all the teachers in the city of Malaga and its province for the years 1985-6 (Vide Figure H).
It was found that those teachers on sick leave with symptoms of pathological or medically specific illnesses tend to be heavily represented in stress-related conditions. This finding is backed by the following statistics on teachers' illnesses in Malaga for 1985-6:

- 12.5% of 7321 teachers took sick leave for the year for an average of 34 days each;
- of these 899 teachers, 11% were diagnosed as suffering from neuro-psychiatric conditions, 15% from respiratory or cardiovascular problems, and 9% had complaints affecting the digestive system (Cole & Walker, 1989:22-23).
A teachers' union stress survey in Chicago found 56.6% of 5,500 respondents claiming physical and/or mental illness as a direct result of their job (Bardo, 1979:253).

Simpson (in Borg, 1990: 120) investigated the sickness patterns during one academic year of 738 males and 1648 female teachers employed by the Edinburgh Education Authority. Having discovered that the highest inception rate for sickness in both subgroups was at the beginning of their teaching career, he argued that much of their illness was directly related to stress.

Chakravorty (1989) in a study of the prolonged sickness of 1552 teachers found 43 cases of prolonged sickness absence ranging from two to four years during 1974-1983. Psychiatric disorders were responsible for 33 of them. Chakravorty observed that stress was found to play a significant part contributing to the mental problems in most cases. Moreover 21 of the 33 teachers suffering from ill-health had to retire or resign early or discontinue teaching (Borg, 1990: 120).

3.9 Summary

In this chapter the writer discussed the difference between teaching years ago as opposed to teaching now. The writer also tried to answer the questions on who teaches, whether teachers were an endangered species, teacher stress and burnout, including factors contributing to it. Some of the findings in the literature were:
* Lack of fit between person and environment

* The Classroom

* The design of school buildings

* Inconsequentiality

* The Teacher's Varied Role

* The Fiscal Crisis and Austerity Management

* Poor Working Conditions

* Supervision

* Time Pressures

* Student Discipline

* Problem Teachers

* Additional sources of stress including the following:

  * Parents' behaviour

  * Pressures from the local education authority

  * Media reports

  * Individual children's severe problem
* Discontinuance of the post of senior assistant in South African schools for the post of head of department

* Death, accident, or illness of a family member

* Divorce, debts, trouble with in-laws

* Changes in living conditions and personal habits

* Overpromotion, status incongruence, lack of job security, fear of redundancy, obsolescence or early retirement

* Poor school ethos, poor inter-staff relationship

* Inadequate disciplinary policy of school, lack of consensus on minimum standards, attitudes and behaviour of the headmaster

* Inadequate training and induction

* New teaching methods and a very high rate of educational change, lack of time to absorb changes

* School organization (size of school, lack of support and concern from parents and outside agencies, conflict between school and community)

* Conducting of the school assembly by teachers who are traumatised by it

* Visits by inspectors, panel inspections and class trips
Teacher stress as against stress in other professionals, as well as absence, sick leave and late coming were also examined. In chapter four the writer will state his problem, announce his hypotheses, pose related questions and describe the nature of his study with emphasis on surveys and observational research. The research instruments to be used in the study, the
collection of data, the sample and sampling procedures and the statistical analyses to be undertaken will appear in that chapter.
CHAPTER FOUR

DESCRIPTION OF EMPIRICAL STUDY

4.1 Introduction

In this chapter the writer will provide an in-depth account of the research methodology to be employed in this research study. The writer will state his problem, announce his hypotheses, pose related questions and describe the nature of his study with emphasis on surveys and observational research. The research instruments to be used in the study, the collection of data, the sample and sampling procedures together with the locale in which the study is to be conducted, the pilot study and the statistical analyses to be undertaken will appear in this chapter.

4.2 The Problem

The researcher is concerned about burnout and the effect of its concomitant consequences, physiological, psychological and / or behavioural, upon the teacher's instructional ability and productivity in the workplace. The problem the researcher is confronted with is:

What are the physiological, psychological and behavioural consequences of teacher burnout?
4.3 **Hypothesis**

The hypotheses proposed in chapter one will most probably change after the findings of the case studies conducted by the writer and will in turn be stated in chapter five.

4.4 **The Nature of the Present Study**

The present study falls under the ambit of descriptive research. Behr (1973:10) distinguishes descriptive research from experimental studies. Lovell and Lawson (in Behr, 1973:10) define descriptive research as "concerned with conditions that exist, practices that prevail, beliefs and attitudes that are held, processes that are on-going, and trends that are developing".

4.4.1 **Types of Descriptive Research**

Surveys, development studies and case studies are the three main types of descriptive research. For the purpose of this research the writer will make use of both surveys and observational studies.

(a) **Surveys**

The survey is one of the most widely used types of descriptive research in the behavioural sciences. Data is gathered from a relatively large number of cases at a particular time and the focus is not on the characteristics of individual cases but on such over-all statistics from which abstractions and conclusions can be drawn (Behr, 1973:10-11).

Information for the survey could be extracted through the administration of various measuring instruments, namely tests, questionnaires, interviews, consultations, follow-up studies and case studies.
In the current study the writer will make use of questionnaires and case studies. The writer considers survey research to be very valuable for his study because of its relative simplicity and because it will offer him firstly the opportunity of making personal contact with the principals of the schools he will select to conduct his research. For some schools out of his reach, the writer will resort to the procedure of mailing the questionnaires. The mail questionnaire, according to Kerlinger (1969:397), is popularly used in education, despite having certain defects. Two of these drawbacks are the possibility of a depressed response and the inability to check the responses given.

It is not uncommon to receive a poor response, namely less than 40% or 50%, to mailed questionnaires. In the present study the writer will endeavour to minimize the first drawback by first making telephonic contact with the principals of the schools concerned and then either visiting the schools to deliver the questionnaires or despatching them with reliable field workers from the said schools or mailing them after receiving assurance telephonically from the principals that they will be returned timeously. As for the second drawback, an attempt will be made to impress upon the respondents via the principal the need for absolute sincerity and accuracy with their responses.

(b) **Observational Research**

"In an observational study, the current status of a phenomenon is determined not by asking but by observing" (Gay,1992:234). For the purpose of this study the writer will select one type of observational research, namely the case study. A case study is the comprehensive investigation of an individual, group or institution. In such studies investigations are conducted to determine the background, environment and characteristics of the subjects under study. The cardinal purpose of a case study is to ascertain the factors, and relationships among the factors, that have contributed to the current behaviour or status of the subject of the study. In other words in such studies the "why" and not merely the "what" is of vital importance. The primary limitations of case studies are "possible observer bias and lack of generalizability". However, case studies may give rise to hypotheses which can be investigated empirically (Gay:1992:235-236).
4.5 **Research Instruments**

The two instruments which will be used to facilitate the writer's research are:

(a) **The Case Study**

For the present study the writer will choose five subjects with whom he is very well acquainted. Prior to his interest in the current study, aspects of some of the potential subjects' medical and academic history, as well as their visible behavioural responses made a marked impact on him.

By observing and interacting with them over a protracted period, the writer will note their responses in various situations and ascertain whether they will make suitable case studies and whether any hypotheses for the main study could be compiled from observations on them.

(b) **A questionnaire** consisting of three parts: (Addendum A)

(i) **Demographic Data Sheet**

This section which will make up the first part of the questionnaire will embody items pertaining to the respondents' gender, age, marital status, home language, qualification, post category, years of experience, number of days absent from school, number of visits to the general practitioner / the psychiatrist / the counsellor and number of merit awards received.

(ii) **The Maslach Burnout Inventory (MBI)**.

The MBI is a 22-item self-report inventory. It is currently the most widely used instrument and a "valued tool in assessment of perceived burnout in human service professionals" (Green, 1988:579). Devised by Maslach and Jackson (1981), the MBI comprises three subscales or components of burnout, namely Emotional Exhaustion, Depersonalization and Personal Accomplishment, each measured for frequency and
intensity. However, the present study will utilize the 1986 edition of the MBI which assesses only the frequency dimension (vide Figure H).

**FIGURE I**

**MBI Item Format**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>A few times a year or less</td>
<td>Once a month or less</td>
<td>A few times a month</td>
<td>Once a week</td>
<td>A few times a week</td>
<td>Every day</td>
<td></td>
</tr>
</tbody>
</table>

There are two reasons for retaining only the frequency dimension:

(a) The frequency format is least alike the typical format used in other self-report measures of attitudes and feelings. Consequently, "spurious correlations with other measures, due to similarities of response formats, should be minimized" (Maslach & Jackson, 1986:8).

(b) "The seven points on the frequency dimension are all explicitly anchored for the respondent, creating a more standardized response scale" (Maslach & Jackson, 1986:8).

The MBI has a relatively high test-retest reliability as well as internal consistency and its convergent validity has been evidenced by the correlation between a respondent's MBI scores and behavioural ratings made independently by an individual well acquainted with the respondent (Maslach et al., in Green & Walkey, 1988:580).
The MBI assesses the three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and lack of personal accomplishment, each of which is measured by a separate scale (Maslach & Jackson, 1986: 2). Emotional Exhaustion, which heralds the beginning of educator burnout, is the fatigued feeling that arises as emotional energies are depleted. The chronicity of these feelings leads to a concomitant decrement in the quality of the educator's service to his students.

The second component of teacher burnout, depersonalization manifests itself in indifferent, negative attitudes, some of which are: use of derogatory labels (for example, "they are all animals"); exhibiting cold or distant attitudes; physically distancing oneself from students etc.

The third component, a feeling of low personal accomplishment from the job, is evidenced when teachers feel that nothing is being achieved in the job (Maslach & Jackson, 1986: 18-19).

- A high degree of burnout is indicated by high scores on Emotional Exhaustion and Depersonalization and in low scores on the Personal Accomplishment subscale.

- An average or moderate degree of burnout is indicated by average scores on the three subscales.

- A low degree of burnout is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales and in high scores on the Personal Accomplishment subscale.

The following cut-off points were utilised to assess the scores of the sample of 282 subjects in the present study.
**TABLE 2**

*Cut-Off Points for Low, Average and High Levels of Experienced Burnout with the three subscales of the MBI*

<table>
<thead>
<tr>
<th>Mbi Subscale</th>
<th>Low</th>
<th>Average/Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion (EE)</td>
<td>0-16</td>
<td>17-26</td>
<td>27 or over</td>
</tr>
<tr>
<td>Depersonalization (DP)</td>
<td>0-6</td>
<td>7-12</td>
<td>13 or over</td>
</tr>
<tr>
<td>Personal Accomplishment (PA)</td>
<td>39 or over</td>
<td>32-38</td>
<td>0-31</td>
</tr>
</tbody>
</table>

Maslach and Jackson have provided substantial evidence corroborating the validity and reliability of the MBI when administered in the helping professions. Iwanicki and Schwab reaffirmed the validity and reliability of the MBI when used with classroom practitioners. Cronbach's alpha reliability coefficients for these subscales were: .90 for Emotional Exhaustion, .76 for Depersonalization and .76 for Personal Accomplishment (Schwab & Iwanicki, 1982:6-7).

"For each subscale, the total score of the component items is computed" (Maslach & Jackson, 1986:8). Table 3 presents the subscale means and standard deviations for Maslach and Jackson's overall sample (n = 11,067) and for their sample of teachers (n = 4,163).
TABLE 3

Means and Standard Deviations for the MBI Subscales

<table>
<thead>
<tr>
<th>MBI Subscales</th>
<th>Overall Sample</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=11,067)</td>
<td>(n=4,163)</td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD: 10.75</td>
<td>SD: 11.01</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>8.73</td>
<td>11.00</td>
</tr>
<tr>
<td></td>
<td>SD: 5.89</td>
<td>SD: 6.19</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>34.58</td>
<td>33.54</td>
</tr>
<tr>
<td></td>
<td>SD: 7.11</td>
<td>SD: 6.89</td>
</tr>
</tbody>
</table>

(iii) Burnout Manifestations Scale

The Burnout Manifestations Scale is a 60 item questionnaire, devised by the writer to record what the sample population may identify as potential physiological, psychological and behavioural consequences of teacher burnout. Items to be used were drawn from the literature study and mainly from the works of Carroll and White (in Paine, 1982:44), Spradley (in Veninga & Spradley, 1981:284-290) and Pines and Aronson (1980:219). The 60 items will be recorded as follows: Items 1 to 20 will be computed and analysed as physiological symptoms, items 21 to 40 as psychological symptoms and items 41 to 60 as behavioural symptoms.

The frequency of the symptoms experienced by the respondents will be scored by using a six-point Likert-type response scale, ranging from never (0) to every day (6).

Cronbach’s alpha model of reliability was computed for the 60 items and a reliability coefficient of alpha = .9729 was obtained.
4.6 **Collection of Data in Descriptive Research**

In descriptive research "questions and interviews are usually used to collect information" (Mason et al., in Padayachee, 1992:51)

In the present study quantitative data will be gathered from questionnaires that will be sent to 22 Secondary schools and 25 Primary schools in the Natal Midlands and Umvoti District, Northern Natal and some schools in the greater Durban area, and qualitative data through case studies of five teachers.

4.7 **Sample and Sampling Procedure**

"Sampling is taking any portion of a population, or universe, as representative of that population or universe" (Kerlinger, 1969:52). All the subjects to be selected for the present study will be drawn from both primary and high schools under the control of Education and Culture : Ex-Administration : House of Delegates. This procedure will be followed so that divergent responses emanating from dissimilar departments of education under the control of other population groups will be avoided.

The present study will be conducted in schools in the Natal Midlands and Umvoti districts of Pietermaritzburg, Howick, Estcourt, Greytown and Cool Air, Northern Natal (Dundee, Dannhauser, Newcastle) and Durban. (Vide Figure J)
Since the primary focus of the writer's study is on the Indian teacher, the target population is Indian teachers (irrespective of rank) in the service of the Education and Culture: ex-Administration: House of Delegates.

4.7.1 Composition of the Sample

The sample used in the present study will be selected randomly by the principals of the schools concerned. A plea will be made to the principals to select teachers irrespective of their age group, sex, marital status, category of post, years of experience and qualification.
For the purpose of this study the term 'teacher' will be taken to represent any member of
the teaching profession irrespective of his/her rank, that is irrespective of whether he or she
is a level one teacher, a head of department, a deputy principal, a senior deputy principal or
principal. The rationale for not limiting the term 'teacher' to just level one teachers is that
every member of the teaching profession, irrespective of his/her administrative duties, is
expected to stand before a class and instruct them in at least one subject in the curriculum
in order to get to know his/her charges better.

4.8 Permission

Permission to conduct the research will be sought from the Executive Director of Education
and Culture: ex-Administration House of Delegates. After written approval has been received
telephonic contact will be made with the principals of the schools selected for the study.

When the requisite assurance is given by the said principals that the research can be
conducted in their schools, an X number of questionnaires will be either hand delivered or
sent with a reliable field worker in each of the schools selected for the study.

4.9 The Cover Letter

With each questionnaire the writer will append a cover letter, explaining to the respondents
the purpose of the study and the procedure to be followed. The respondents will be assured
that the information given will be kept totally confidential.
4.10 Statistical Analysis

4.10.1 Preparing the Data

"Preparing the data for processing becomes less daunting if a routine sequence of operations is undertaken" (Silvey, 1975:14). This will be ensured when each questionnaire is checked and numbered so that, if necessary, reference can be made to it later. Thereafter the data will be entered on the "E" Editor programme. E is a full screen ascii file editor. E is useful for editing AUTOEXEC.BAT files, CONFIG.SYS FILES, batch files, uncompiled FORTRAN, PASCAL OR BASIC programs, or simple ascii data files.

4.10.2 Analysing the Data.

"A variable is a symbol to which numerals or values are assigned" (Kerlinger, 1986:27).

Kerlinger (1970:29) defines an experiment as a scientific investigation in which one or more independent variables are manipulated and controlled by an investigator and observation is made of the dependent variable or variables for variation concomitant to the manipulation of the independent variables. "An independent variable is the presumed cause of the dependent variable, the presumed effect. The independent variable is the antecedent; the dependent is the consequence" (Kerlinger, 1986:32). In the present study, the writer will utilize two sets of variables, namely dependent variables and independent variables. The following measures will be used to analyse the data:

(a) Pearson Product Moment Correlations and Anovas (One Way Analysis of Variance).

These will be conducted to assess the degree of correlation between:
(i) the dependent variables (the three subscales of the MBI, the overall burnout index) and the demographic data (sex, age, marital status, academic qualification, category of post, total years of experience, visits to the general practitioner / psychiatrist/ counsellor, merit awards (as independent variables).

(ii) the independent variables of sex to merit awards and the dependent variables (physiological, psychological and behavioural consequences).

(iii) the independent variables (three MBI subscales, the overall burnout index) and the dependent variables (physiological, psychological and behavioural consequences).

(b) **t - tests and Multiple Regression**

These will be conducted to explore the relationship between:

(i) the independent variables of sex and marital status and the dependent variables (MBI subscales and overall burnout index).

(ii) the independent variables of sex and marital status and the dependent variables (physiological, psychological and behavioural consequences).

(c) **Crosstabulations**

These will be conducted to assess the relationship between:

(i) the dependent variables (physiological, psychological and behavioural consequences and the independent variables (MBI subscales and overall burnout index).

(ii) the independent variables, including number of days absent and the dependent variables.
4.11 The Statistical Package for Social Sciences

The above package will be used to analyse the results. SPSS leads the field in survey analysis. It involves repeated looks at the same data in different ways. It permits variables to be recategorized or to treat new variables by appropriate instructions. "New information on old cases can be added to the data without resubmitting the new and old combined, which is particularly useful in longitudinal studies" (Silvey, 1975:65).

4.12 Summary

In this chapter the writer provided an in-depth account of the research methodology to be employed in this research study. The writer stated his problem, announced his hypotheses, posed related questions and described the nature of his study with emphasis on surveys and observational research. The research instruments to be used in the study, the collection of data, the sample and sampling procedures together with the locale in which the study is to be conducted, the pilot study and the statistical analyses to be undertaken were embodied in this chapter.

In chapter 5 the writer will present the findings and results of the empirical study with emphasis on qualitative analyses, incidence of burnout in both primary and secondary school teachers, the physiological, psychological and behavioural consequences, and the incidence of burnout in relation to the subsamples.
CHAPTER FIVE

RESULTS OF THE EMPIRICAL STUDY

5.1 INTRODUCTION

In this chapter the writer will provide tabular and graphic descriptions of the sample used in the study and provide an exposition of the various results obtained from the data analyses. The hypotheses and related questions set out in this chapter will systematically and logically be examined.

5.2 PILOT STUDY

The writer undertook a pilot study among a sample of fifteen teachers of all ranks from his school. The aim of this study was to assess the merit of the BMS (Burnout Manifestations Scale) and if need be modify and refine it before it was used in the major study. Apart from a few minor changes to the semantics in each question, the questionnaire was considered to be suitable for use in the major study.

5.3 PERMISSION

Permission to conduct the research was sought from the Executive Director of Education and Culture :ex-Administration House of Delegates (vide Addendum B). After written approval was received telephonic contact was made with the principals of the schools selected for the study.
When the requisite assurance was given by the said principals that the research could be conducted in their schools, an X number of questionnaires was either hand delivered or sent with a reliable field worker in each of the schools selected for the study.

5.4 **THE COVER LETTER**

With each questionnaire the writer appended a cover letter, explaining to the respondents the purpose of the study and the procedure to be followed. The respondents were assured that the information given would be kept totally confidential (vide Addendum C).

5.5 **RESPONSE TO QUESTIONNAIRES**

From the number of questionnaires that were handed out or mailed a response rate of 91.05% \((n = 285, \text{ out of a total number of 313})\) was obtained. The data from three questionnaires could not be utilized for the study as they were returned incomplete. The sample group was thus 282. A distinct advantage of survey research was that it was not very expensive to conduct. Table 4 provides a distribution of the questionnaire returns from the schools that were drawn into the writer’s study.

**TABLE 4**

**DISTRIBUTION OF QUESTIONNAIRE RETURNS ACCORDING TO SCHOOLS**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>No. of Questionnaires Distributed</th>
<th>Area</th>
<th>No. of Questionnaires Returned</th>
<th>No. of Questionnaires Spoilt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Allandale Primary</td>
<td>5</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2 Avonford Secondary</td>
<td>6</td>
<td>Phoenix</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3 Berg Street Primary</td>
<td>5</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4 Centenary Secondary</td>
<td>6</td>
<td>Durban</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Name</td>
<td>Location</td>
<td>Division</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Cool Air Secondary</td>
<td>Umvoti</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Daleview Secondary</td>
<td>Phoenix</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dannhauser Secondary</td>
<td>N.Natal</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Deccan Road Primary</td>
<td>Midlands</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Drakensberg Secondary</td>
<td>N.Natal</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Dundee Primary</td>
<td>N.Natal</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Dunveria Secondary</td>
<td>Midlands</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Durban Girls Sec.</td>
<td>Durban</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>E.P.S. Secondary</td>
<td>Midlands</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Greenhill Primary</td>
<td>Midlands</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Greytown Primary</td>
<td>Umvoti</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Greytown Secondary</td>
<td>Umvoti</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Heather Secondary</td>
<td>Midlands</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>H.S.Ebrahim T.Centre</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Howick West Primary</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Howick Secondary</td>
<td>Midlands</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Islamia Primary</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Kharina Secondary</td>
<td>Midlands</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Lincoln Heights Sec</td>
<td>N.Natal</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>M.L.Sultan Secondary</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Mountain Rise Prim</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Newholme Primary</td>
<td>Midlands</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>New Horizon Sec.</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Northbury Park Sec</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Northdale Primary</td>
<td>Midlands</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Northlands Primary</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Orient Heights Prim</td>
<td>Midlands</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Overport Secondary</td>
<td>Durban</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Raisethorpe Sec.</td>
<td>Midlands</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Ramatha Road Prim</td>
<td>Midlands</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Furthermore an analysis of the demographic distribution of the research sample presented the following picture (vide table 5):

| 35 | Regina Primary | 5 | Midlands | 5 |
| 36 | Ridgeview Primary | 5 | Midlands | 3 |
| 37 | Rosefern Primary | 5 | Midlands | 5 |
| 38 | School of Industries (boys) | 5 | Newcastle | 5 |
| 39 | Shri Vishnu Prim. | 5 | Midlands | 5 |
| 40 | Silver Heights Sec | 5 | Midlands | 5 |
| 41 | Skylark Primary | 6 | Phoenix | 6 |
| 42 | Springhaven Primary | 6 | Midlands | 6 |
| 43 | Suncrest Primary | 5 | Midlands | 5 |
| 44 | T.P.A. Primary | 5 | Midlands | 5 |
| 45 | Union Park Primary | 5 | Midlands | 4 |
| 46 | W.A.Lewitt Primary | 5 | Midlands | 3 | 2 |
| 47 | Woodlands Secondary | 5 | Midlands | 5 |
| TOTAL | 313 (100%) | 282 | 3 |
| | | 285 | 91.05% |

Furthermore an analysis of the demographic distribution of the research sample presented the following picture (vide table 5):
### TABLE 5

Demographic Distribution of the Sample.

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers (irrespective of rank)</td>
<td>282</td>
<td>100</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>169</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>113</td>
<td>40</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>222</td>
<td>79</td>
</tr>
<tr>
<td>Single</td>
<td>60</td>
<td>21</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 30</td>
<td>26</td>
<td>9</td>
</tr>
<tr>
<td>30 - 39 Years</td>
<td>66</td>
<td>23</td>
</tr>
<tr>
<td>40 - 49 Years</td>
<td>124</td>
<td>45</td>
</tr>
<tr>
<td>50 + Years</td>
<td>66</td>
<td>23</td>
</tr>
<tr>
<td><strong>Teaching Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 10 Years</td>
<td>49</td>
<td>17</td>
</tr>
<tr>
<td>11 + Years</td>
<td>233</td>
<td>83</td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diplomates</td>
<td>124</td>
<td>44</td>
</tr>
<tr>
<td>Graduates</td>
<td>72</td>
<td>26</td>
</tr>
<tr>
<td>Post Graduates</td>
<td>86</td>
<td>30</td>
</tr>
<tr>
<td><strong>Category of Post</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 Educator</td>
<td>153</td>
<td>54</td>
</tr>
<tr>
<td>Head of Department</td>
<td>79</td>
<td>28</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Senior Deputy Principal</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Principal</td>
<td>19</td>
<td>7</td>
</tr>
</tbody>
</table>

The composition of the five subgroups of respondents in the research sample is graphically presented in the following figure (Figure K):
Figure K: Composition of the five subgroups of respondents in the research sample

5.6 BURNOUT ANALYSES

5.6.1 Qualitative Analyses - Case Studies

The writer chose the following five subjects for the purpose of the first instrument of the research study, namely the case study. These case studies are in line with the observations of Ayala and Pines (1988:20) who in their studies describe "normal, well-adjusted people who had typical clusters of symptoms as a result of both a chronic presence of unmodifiable negative features and a consistent lack of positive features in their work environments."
As stated in chapter 4, the writer conducted an observational study of the subjects concerned in addition to having them complete his research questionnaires. By itself, according to Schonfeld and Ruan (1991:96) a case study cannot establish causation. This limitation was negated in the present study as the writer became privy to the causes of his subjects' ills by his constant interaction with them. As he was very familiar with their case histories and attitudes and since they spoke without reservation and candidly from time to time on matters pertaining to job dissatisfaction, lack of recognition for services rendered, victimization, their interaction with others, in the work and home environments, their health problems etc., he was able to write vividly on them.

It must be remembered that one of the pre-employment requisites for teachers like all other public and civil servants is to complete the Health Questionnaire, 81/97850 (Z 27) (vide Addendum D) which purports to their mental and physical fitness. There is good reason to suspect that the teachers used in these case studies set out to execute their duties with a clean bill of health and it was the impact of their job conditions which has contributed to their present state of burnout. The writer then undertook a detailed interpretation of the subjects' verbal and non-verbal responses and having weighed them against reports from the subjects' work and home environments, he was able to compile the following five burnout profiles. All identifying characteristics in these case studies have been changed to preserve the subjects' anonymity.

In addition the subjects were drawn into the current investigation by their completion of both the Maslach Burnout Inventory and the Burnout Manifestations Scale. From their high burnout scores on the MBI and their responses to the BMS, the four hypotheses mentioned below were drawn up and tested.

(a) **Case One** is a 48 year old male ex-teacher, married with two children. He has been in the teaching profession for the past 24 years, eighteen of which he spent at a special school for children with learning disabilities.
He opted out of mainstream education because he always had an inner urge to serve the disadvantaged in his community. The first five years in this position were most stimulating. He was able to utilise his managerial skills most profitably. He was instrumental in organizing athletics meetings, even up to provincial level, and in organising excursions, concerts, feeding schemes and other activities so vital to the needs of the special child.

However, as the years rolled by, he began to experience many frustrations in the workplace. He could not reconcile himself with his principal’s autocratic management style. Daily he found himself resenting his principal’s lack of interest in his charges, his practice of nepotism and his shrewd office politics.

As he was an exceptionally talented art teacher, he began to feel stifled by his principal who hogged all the credit for the masterpieces his pupils had produced. He was idolized by his pupils and members of the non-teaching staff.

He had always had an amiable personality and an unstinting disposition. He was eager to assist those who came often to impose on him, even at the most awkward moments of his life. He could not stand the way his colleagues kowtowed to the principal in order to worm their way into his good books.

In all the while that he languished at the school, he was not considered worthy of either a merit recognition award or a promotion. These went to those who flattered the principal or curried favour with him. In the process he became very frustrated. His physical health began to dwindle. He became a chronic asthmatic and even had to be hospitalized on numerous occasions. In one year alone, he was hospitalized thrice and for protracted periods.

Other illnesses which disturbed his physical equilibrium included fatigue, bronchitis leading to early pneumonia, sleep aberrations, ulcers and cardiac problems. In addition he cut himself off from his colleagues, his level of concentration became impaired and tension and boredom began to take their toll on his psychological well being. This was evidenced by his latecoming to school and fault finding with others. He began to feel inconsequential and
unappreciated. Moodiness and irritability began to manifest themselves in his diminished interaction with others.

He became introspective and worked with little purpose. He longed to give up his job. Moreover, he carried his frustrations back home and alienated his family by his constant complaining and whining. Finally, burned out and at the end of his tether, he applied to be boarded on the grounds of disability arising out of gross impairment to his respiratory system. He was discharged from his occupation in 1992 and during the short spell that he idled at home, he grew very bitter.

However, he has managed to recoup his mental and physical equilibrium after having been engaged to run a centre for disabled adults. He finds the job most fulfilling and looks forward to each day with renewed energy. And on a positive note, his mental and physical health has healed somewhat.

(b) Case Two is a 58 year old principal of a secondary school, married with five children. He had had quite an illustrious and meritorious climb to his present position after an unfortunate and prolonged delay of some sixteen years since the inception of his teaching career.

He is imbued with an amiable and friendly disposition and has always believed in the “open door” policy in his interaction with his staff. His has been a most unconventional attitude and it was not long before his “laissez faire” policy got him into conflict situations with his staff, some of whom took it upon themselves to question his actions and to severely censure him in staff meetings and in one on one confrontations.

Often he would be observed exclaiming, "You see when you give them an inch, they are bound to take a yard." However, he never let up on his democratic ideals and in his own extraordinary principalship, he was able to get 100 per cent co-operation from his staff, though begrudgingly at times.
 Quite recently, in his blundering and blustering management style, he became embroiled in a nasty episode at his school. Some members of his staff virtually held a gun to his head to demand reparations for damages he had supposedly caused to the integrity of one of their colleagues. As this saga in his life dragged on for days, he was threatened with court action for scandal mongering, besmirching the teacher’s reputation in public and attempts were afoot to report his activities to his department of education and call for his instant dismissal. To add insult to injury, a fresh scandal broke out which caused him to become the object of a departmental inquiry into a case of alleged misconduct at his school. While this inquiry dragged on and became embarrassing for him and his family, he was further tortured by anonymous and vicious telephone calls, abrasive articles in the media tainting his character and position. His pupils began to assassinate his character further by their ugly graffiti on the school walls. He was barred from gaining access to his office and the school premises and was treated as an outcast in his own school. In his own words, this was a “living nightmare” which turned his days and nights into torturous and agonizing periods.

He slipped into bouts of severe depression and had to seek psychiatric help on ten occasions to prop up his rapidly sagging ego and self-esteem. He began to rely heavily on antidepressants and tranquilizers. His family and a few close friends who agonized with him as his position as principal was imperilled, were the only people to offer him moral support throughout these proceedings.

His physical health began to nosedive and he had to make constant visits to his doctor to remedy it. By his own admission he felt burned out every day throughout this period. Some of the maladies that began to assail him frequently were emotional fatigue, nightmares, recurrent bouts of asthma, for which his medication had to be stepped up, muscular pain, particularly in the lower back and neck, shortness of breath, nausea, dizziness, tightness of the chest and leg cramps.

On a psychological note he grew aloof from his management staff whom he had suspected of conniving against him. He felt trapped and began to experience nervous tics. Undefined fears began to take hold of him. He got angry very easily and was unable to concentrate as he felt tense all the time. Moreover he became cynical towards others, at whom he grew
accustomed to making disparaging and demeaning remarks. He would switch off mentally while grudgingly communicating with others.

Although his legal advisers were able to quash this incident and prevent it from degenerating into something wholly damaging, these unpleasant episodes in his life have left him feeling bitter and bent on giving up his job. He has made representations to his department to have himself medically boarded on the grounds of gross impairment of his physical and mental health. These have met with little success and he is still seeing his days out at his present school with seething resentment and anger.

(c) Case Three is a 45 year old male high school teacher who has been very highly rated as a very proficient teacher. He is married with three children.

By his eleventh year of teaching, he had already earned three merit awards in recognition of his dedicated service. The world was his oyster at that stage. However, not long afterwards he contracted a rare blood disorder which forced him to make a difficult decision in his life. He left the mainstream education and moved to a special school for the aurally impaired.

Having been rudely awakened by the provincial atmosphere that prevailed in that institution and because he was a man who was synonymous with righteousness and honest labour, he resolved to return to mainstream education. Although his adjustment to his new precincts was a little difficult at first, with time he managed and soon he immersed himself in his altered environment with a new lease on life.

As time advanced, he even improved himself academically and commanded the respect of his pupils, colleagues and superiors. But this “honeymoon” phase in his life was to come to an abrupt end. His academic upgrading was insufficient to earn him a promotion as head of department in his subject. Gradually his invigorated spirit began to dissipate and from his self-reporting response to the MBI, it was evident that he was burned out from his work.
A change in principalship did little to raise his flagging spirit. In fact it ignited feelings he never thought he had harboured. He became very outspoken, highly critical and condemnatory of anything and everything that he felt was not right. He displayed his downwards swings in mood by aggressively rapping the table he sat at, raising his voice hysterically and openly expressing his resentment of the privileges that members of the management enjoyed.

In all this while his mental and physical health took a hard beating. He contracted osteoarthritis which is rapidly gnawing at and causing steady degeneration of his bone. His rheumatologist has put him on the ultimate dosage of his medication which has undoubtedly brought him some serious side effects.

He has become a casualty in his school. His manic-depressive mood swings cause him to absent himself frequently. He cannot write on the chalkboard or undertake any clerical tasks on account of the chronic swelling and pain in his hands. Consequently he has become cynical, moody, morose, emotionally unbalanced, tense and bored. He feels that he is not in control of himself any more and that he is caught in a trap from which he cannot extricate himself.

He cannot concentrate or enjoy his leisure and is always fearful, nervous and irritable. He gets angry very easily as is evidenced by his reaction in staff meetings. He is wholly dependent on tranquilizers and anti-depressants, and consumes too much of caffeine. He has become a recluse at work, robot-like in his minimal interaction with others and suicidal. His marriage is being buffeted by his cantankerous disposition and he constantly thinks of giving up his job.

He suffers frequent colds and flu, waves of fatigue and sleep disturbances. Muscular pain, particularly in the back and neck, has begun to plague him. Skin rashes have become an embarrassing problem and signs of elevated blood pressure are beginning to manifest themselves.
He has applied to be medically boarded on the grounds of his being physically and mentally unfit but hitherto his applications have not met with the promptness and urgency he anticipated. He is currently taking legal action in the matter and all the while his temperament is becoming seriously affected. Even the long leave he has taken from work has done nothing to heal his burned out constitution.

(d) Case Four is a 50 year old, ex-senior primary head of department, married without any children. She rose to her position in her sixteenth year of teaching.

Being highly dedicated to her job and a near perfectionist, she spurned and condemned mediocrity in anyone. So deeply committed to her task was she that she adamantly refused to further her qualifications as she felt that she would be doing her pupils a disservice. Nevertheless she went out of her way to uplift her department by preparing a series of handouts on subjects that she researched and which necessitated attention and presented these at workshop sessions at her school. The members of her department thrived under her care and worked without being unduly pressurised.

However, her colleagues in management, all of whom were males, discriminated against her, undermined her authority and more often than not made decisions without even consulting her or inviting her to their “in camera” meetings. They criticised her management of her department and cast aspersions on her ability to run it. All this unwarranted criticism caused her relationship with members of management and their proteges in the staff to turn sour. Even her attempts to climb the corporate ladder were pooh-poohed and ridiculed. She was excluded from key administrative positions and to add insult to injury she was the only head of department who was allocated a form class to control in addition to her management responsibilities. Consequently her physical health which had already suffered owing to a motor car accident she was involved in some years back began to take a turn for the worse.

She absent herself regularly from school for as many as 150 days in the last five years. Her 187 visits to her general practitioner for that period are indicative of the seriousness and chronic nature of her illnesses. Her recurrent illnesses have ranged from emotional and
physical fatigue, colds and flu, migraine headaches, sleep disturbances, ulcers, skin eruptions, muscular pain to shortness of breath, dizziness, upset stomach and tightness of the chest. Her most debilitating illnesses to date which caused her to be hospitalized and away from school for prolonged periods have been bronchial asthma and epileptic attacks which have been characterized by grand mal seizures.

Eventually she isolated herself from others whom she distrusted and her depression forced her to seek psychiatric help on ten occasions. Consequently she was put on anti-depressants. Moreover she began to indulge in the most obnoxious practice of humiliating others and making sick jokes at their expense.

She plodded along without any enthusiasm and began to hate her job. While growing morbidly distrustful and hypercritical of her peers and her institution, she began to feel like an outcast in her own school. This syndrome was characterised by increasing irritability, moodiness, violent and aggressive behaviour and hyperactivity.

She began to overeat and put on a lot of unwanted weight which aggravated her asthma and epilepsy. Interpersonal conflicts, domestic strife, alcohol abuse, nitpicking and suicidal tendencies became a common feature in her life.

Her score on item 8 of the MBI: “I feel burned out from my work” was a maximum 6 which meant that she suffered from this malady everyday. Eventually she applied to be boarded on the grounds of ill health and was discharged from duty in the middle of the school term.

(e) Case Five is a 37 year old head of department in the humanities in a secondary school. He is married with two children and is currently engaged in a masters degree. He is exceptionally versatile, a veritable “Jack of all trades”. There is virtually nothing he cannot succeed at and his burgeoning talents have prompted him to set up an electronics industry at home, from which he derives an additional and fairly lucrative income.
He teaches at a school some thirty kilometres away from his home and commutes daily to and from work via a lift club. At first he did not mind the distance as it meant a promotion for him and a change from the ordinary. But as the days turned into weeks and weeks into years, and with his every bash at another promotion or a transfer back home being continually thwarted, he grew deeply bitter and frustrated. To make matters worse, he felt cheated as his contemporaries, some of whom had served fewer years elsewhere had "by hook or by crook" managed to come back home either on promotion or a parallel transfer.

Being a perfectionist in everything he undertook, he felt increasingly disgruntled under the blundering and insipid administration of his headmaster. Soon he felt that it was unfair that he be entrusted with all the onerous duties that could easily be shared by his colleagues and resented the extra burdens placed on his shoulders. His attitude began to change. His constant disillusionment made him look upon his vocation as just another job to which he was not obliged to give his sixteen ounces to the pound. He did what was entrusted to him mechanically and without the added zest that was so characteristic of him in the past.

His attendance at school began to splutter and, on more occasions than one, for no valid reason except for malaise. He would openly admit to malingering and to spending his time on the campus of the local university catching up on his studies. His score on item 8 of the MBI was 6, suggesting that he felt burned out from his work everyday. Consequently he felt fatigued all the time, suffered crippling migraine headaches, chronic colds and flu, and sleep disturbances. In addition elevated blood pressure, muscular pain in back and neck, constrictions in the chest, cramps in his legs, nausea, dizziness and stomach upset a few times a month began to plague him.

Psychologically, frequent bouts of depression, nervous tics, unaccountable fears and phobias, impaired concentration, feelings of entrapment, tension and boredom assailed him. He began to fantasize and daydream, become cynical and morbid in his verbal swipes at other staff, suspicious, hypercritical, irritable and moody. In addition feelings of hopelessness, powerlessness and meaninglessness have begun to engulf him. On a behavioural note he has become heavily reliant on tranquilizers and anti-depressants, having made ten psychiatric visits. He indulges in comfort eating, fault finding and becomes hyperactive, anti-social and
callous. He frequently feels incompetent, is unable to unwind and enjoy his leisure, loses interest in his work and daily thinks of resigning his position.

From these five case studies the writer was able to arrive at the conclusion that primary and secondary school teachers of all ranks in ex-House of Delegates' schools in KwaZulu-Natal do suffer from burnout currently.

5.7 THE HYPOTHESES

The following hypotheses based on the literature study and the writer's case studies are proposed:

5.7.1 Hypothesis 1

The incidence of burnout in both primary and secondary school teachers of all ranks can be measured empirically.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory as well as the Maslach Burnout Inventory as a whole.

Rationale

Most of the studies on the subject of burnout to date, having employed the Maslach Burnout Inventory, have shown that the incidence of burnout can be measured empirically
5.7.2 Hypothesis 2

There is a significant difference in the incidence of somatic complaints, psychological distress and / or dysfunctional behaviours between teachers experiencing high levels of burnout and their cohorts.

This hypothesis was stated for each of the 60 statements on the Burnout Manifestations Scale.

Rationale

According to the literature study (refer paragraphs 2.12.1, 2.12.2 and 2.12.3) Cedoline (1982:24), Kahill (1988:286), Austin (1981:35), to name a few investigators, found links between burnout and certain physiological, psychological and behavioural consequences.

5.7.3 Hypothesis 3

There is a significant difference in the category of consequences which burned out subjects exhibit the most. This hypothesis was stated for the totals of each category of consequences on the Burnout Manifestations Scale: 1 - 20 (Physiological); 21 - 40 (Psychological); 41 - 60 (Behavioural).

Rationale

According to the literature study, Kahill (1988:285), Veninga and Spradley (1981:6) believe that burnout is a debilitating psychological distress reaction.
5.7.4 Hypothesis 4

The selected demographic variables of sex, age, marital status, academic qualification, category of post, years of experience, days absent, number of visits to the general practitioner, to the psychiatrist and to the counsellor, and number of merit awards received would account for a significant amount of variance in teacher burnout.

Rationale

The literature study (refer paragraph 2.9) revealed that the research conducted into the relationship between burnout and some of the above variables yielded conflicting results.

5.8 RELATED QUESTIONS

(i) Can burnout in both primary and secondary school teachers of all ranks be measured quantitatively?

(ii) Do teachers experiencing high levels of burnout have a greater incidence of somatic complaints, psychological distress and/or dysfunctional behaviours than their cohorts?

(iii) Can the category of consequences which burned out subjects exhibit the most be determined quantitatively?

(iv) Can the selected demographic variables of sex, age, marital status, academic qualification, category of post, years of experience, days absent, number of visits to the general practitioner, to the psychiatrist and to the counsellor, and number of merit awards received account for a significant amount of variance in teacher burnout?
As the purpose of this study is to determine if a relationship exists between teacher burnout and a host of physiological, psychological and behavioural consequences, a comprehensive review of the literature was conducted concerning the consequences of teacher burnout. The review included an ERIC search using the following descriptors: teacher stress, teacher burnout, consequences, effects, outcomes, manifestations, symptoms, physiological, psychological and behavioural responses.

5.9 TESTING OF HYPOTHESES

5.9.1 Hypothesis 1

The following hypothesis as stated in paragraph 4.3.1. was tested:
The incidence of burnout in both primary and secondary school teachers of all ranks can be measured empirically.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory as well as for the Maslach Burnout Inventory as a whole. In order to ascertain the incidence of burnout in the sample of primary and secondary school teachers of all ranks, ranging from level one (mainly classroom practitioners) to level five (principals), the various scores on the three MBI subscales were placed in the three categories proposed by Maslach and Jackson, 1986 (vide Table 7).

For the current study Cronbach’s alpha model of reliability was computed for the three subscales of the MBI and a reliability coefficient of alpha = .7685 was obtained.

The following picture of the incidence of teacher burnout, as reflected in table 7, emerged through an analysis of each subscale of the Maslach Burnout Inventory: 36.2% and 25.5% of the sample experienced a high and moderate frequency of burnout respectively on the emotional exhaustion subscale. 8.9% and 17.0% experienced a high and moderate degree of burnout respectively on the depersonalization subscale. Since scoring on the personal...
accomplishment subscale is inversed, a high degree of burnout on this subscale was reported by 28.0% and a moderate level of burnout was experienced by another 28.0% of the sample.

Bearing in mind that a high degree of burnout is evidenced by high scores on the emotional exhaustion and depersonalization subscales and low scores on the personal exhaustion subscale, and that a moderate degree of burnout is reflected in moderate scores on all three subscales and furthermore that a low degree of burnout is manifested by low scores on the emotional exhaustion and depersonalization subscales and in high scores on the personal exhaustion subscale, the following picture emerged:

**TABLE 6**

The Incidence of Burnout: Findings Related to Present Study

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NUMBER</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW BURNOUT</td>
<td>217</td>
<td>77.0%</td>
</tr>
<tr>
<td>MODERATE BURNOUT</td>
<td>44</td>
<td>15.6%</td>
</tr>
<tr>
<td>HIGH BURNOUT</td>
<td>21</td>
<td>7.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>282</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 7

Frequency Distribution of MBI Scores

<table>
<thead>
<tr>
<th>MBI SUBSCALES</th>
<th>Range</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LOW</td>
<td>MODERATE</td>
<td>HIGH</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Emotional exhaustion</td>
<td>108</td>
<td>38.3</td>
<td>72</td>
<td>25.5</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>209</td>
<td>74.1</td>
<td>48</td>
<td>17.0</td>
</tr>
<tr>
<td>*Personal Accomplishment</td>
<td>124</td>
<td>44.0</td>
<td>79</td>
<td>28.0</td>
</tr>
</tbody>
</table>

N.B. * Scoring on the Personal Accomplishment Subscale is reversed.

Comparison of Means and Standard Deviations for the MBI Subscales: Present study versus Normative Data.

The degree of burnout experienced by the sample of schoolteachers was compared to the normative data collected by Maslach and Jackson (1986:9) (vide Table 8) to ascertain whether there was any similarity in the incidence of burnout for Indian teachers in a South African context with that of their American counterparts. The following picture emerged:
### TABLE 8
Comparison of Means and Standard Deviations for the MBI Subscales: Present Study versus Normative Data.

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of Cases</th>
<th>MBI SUBSCALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>* E E</td>
</tr>
<tr>
<td>MBI: OVERALL SAMPLE</td>
<td>11067</td>
<td>20.99</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>10.75</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBI: SAMPLE OF TEACHERS</td>
<td>4163</td>
<td>21.25</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>11.01</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRESENT STUDY SAMPLE OF</td>
<td>282</td>
<td>22.88</td>
</tr>
<tr>
<td>TEACHERS</td>
<td></td>
<td>13.53</td>
</tr>
</tbody>
</table>

N.B. *E E* = Emotional Exhaustion; *D P* = Depersonalization and *P A* = Personal Accomplishment.

What is most conspicuous about this comparison is that the mean score on the Depersonalization Subscale for the research sample is substantially lower than that of the normative sample. For the other two subscales there appears to be quite a close overlap between the data of the research sample and that of the normative sample. The means of the MBI subscales for the present study concurs somewhat with those of Pierce and Molloy (1990:44), which are as follows:

- **E E**: 21.97
- **D P**: 6.13
- **P A**: 33.98
The lower mean on the depersonalization subscale in the present sample would imply that Indian teachers do not generally exhibit negative, cynical attitudes and feelings towards their students. They are concerned about the welfare of their students to a degree even though they may be burning up in the process. The 7.4% (vide table 6) high burnout rate for teachers in the present study is not vastly greater than the 3.7% measuring a level of burnout reported by Pierce and Molloy (1990:45). The total of 23% which is obtained by summing 7.4% (for high burned out subjects) and 15.6% (for moderately burned out subjects) is most consistent with the findings of Padayachee (1992:84) who reported that 23% (n=161) of his sample of 529 teachers fell into the category designated 'burnoutees'.

When a single, composite score is not created and the multi-faceted nature of the burnout construct is maintained using the three subscales of the MBI, namely, emotional exhaustion, depersonalization and personal accomplishment independently, a more startling picture emerges. As stated previously, 36.2% and 28% of the sample are currently suffering a high degree of burnout in the emotional exhaustion and personal accomplishment subscales respectively (vide Table 7).

When viewed against the backdrop of 9882 Indian school teachers (total population of primary and secondary school teachers of all ranks under the auspices of the former House of Delegates in the Kwazulu-Natal region in 1994), this result would suggest that there are 692 teachers suffering a high degree of burnout or 2273 teachers experiencing a moderate to high degree of burnout and 7609 experiencing a nil or low degree of burnout.

Thus the hypothesis that the incidence of burnout in both primary and secondary school teachers of all ranks can be measured empirically is accepted.

5.9.2 Hypothesis 2

With regard to Hypothesis 2, as stated in paragraph 4.2.2, the following null hypothesis was tested:
There is no significant difference in the incidence of somatic complaints, psychological distress and/or dysfunctional behaviours between teachers experiencing high levels of burnout and their cohorts.

This hypothesis was stated for each of the 60 statements on the Burnout Manifestations Scale.

The subjects were divided into the following two groups on the basis of their frequency distribution on the Overall Burnout Index (Maslach Burnout Inventory in totality):

- Group 1: Those classified as low burnouts.
- Group 2: Those classified as moderate and high burnouts.

The Chi Square test of significance was used to determine whether there was a significant difference in the incidence of somatic complaints, psychological distress and/or dysfunctional behaviours between teachers experiencing high levels of burnout and those experiencing low levels of burnout. This was done for the Maslach Burnout Syndrome as a whole.

For the purpose of this study, the writer has decided to focus the reader's attention on count 4 (which is a conglomeration of counts 4, 5 and 6, namely, "once a week", "a few times a week" and "every day") of the seven point rating scale of the Burnout Manifestations Scale.

The mean ratings, (ranked from highest to lowest for each category of consequences on the Burnout Manifestations Scale, namely physiological, psychological and behavioural) for each of the 60 consequences are indicated in Table 9. Item number in the table refers to the number of the statement on the Burnout Manifestations Scale. Items 1 to 20 represent physiological consequences, items 21 to 40 psychological consequences and items 41 to 60 behavioural consequences. It is quite evident from this table which consequences in each category are experienced with greater frequency than others.
### PHYSIOLOGICAL CONSEQUENCES

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Item No.</th>
<th>Consequence</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>I feel fatigued</td>
<td>2.61</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>I experience muscular...</td>
<td>2.36</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>I suffer headaches</td>
<td>2.23</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Sleep disturbances</td>
<td>2.05</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>I experience colds</td>
<td>1.59</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>I experience leg cramps.</td>
<td>1.38</td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>I experience ......chest.</td>
<td>1.30</td>
</tr>
<tr>
<td>8</td>
<td>15</td>
<td>I feel dizzy.</td>
<td>1.28</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>I have stomach upset.</td>
<td>1.24</td>
</tr>
<tr>
<td>10</td>
<td>17</td>
<td>I get constipated.</td>
<td>1.18</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>My eyes itch.</td>
<td>1.15</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>I have ...... of breath.</td>
<td>1.13</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>I experience nausea</td>
<td>.85</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>I suffer ...... pressure.</td>
<td>.77</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>I develop skin rashes.</td>
<td>.72</td>
</tr>
<tr>
<td>16</td>
<td>5</td>
<td>I have .... with ulcers</td>
<td>.71</td>
</tr>
<tr>
<td>17</td>
<td>6</td>
<td>I experience ......weight</td>
<td>.70</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>I am prone......injuries</td>
<td>.55</td>
</tr>
<tr>
<td>19</td>
<td>7</td>
<td>I become diabetic</td>
<td>.41</td>
</tr>
<tr>
<td>20</td>
<td>9</td>
<td>I become asthmatic</td>
<td>.32</td>
</tr>
</tbody>
</table>

### PSYCHOLOGICAL CONSEQUENCES

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Item No.</th>
<th>Consequence</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>I feel..appreciated..job</td>
<td>2.08</td>
</tr>
<tr>
<td>#</td>
<td>#</td>
<td>Feeling or Action</td>
<td>Mean</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2</td>
<td>31</td>
<td>I tend ..........tense</td>
<td>2.05</td>
</tr>
<tr>
<td>3</td>
<td>39</td>
<td>I become moody.</td>
<td>1.81</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>I get angry very easily</td>
<td>1.76</td>
</tr>
<tr>
<td>5</td>
<td>38</td>
<td>I tend...become irritable</td>
<td>1.69</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>I feel bored.</td>
<td>1.68</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>I become easily depressed</td>
<td>1.58</td>
</tr>
<tr>
<td>8</td>
<td>26</td>
<td>I have feelings...trapped</td>
<td>1.39</td>
</tr>
<tr>
<td>9</td>
<td>23</td>
<td>I am unable......emotions</td>
<td>1.38</td>
</tr>
<tr>
<td>10</td>
<td>29</td>
<td>I am ......to concentrate</td>
<td>1.35</td>
</tr>
<tr>
<td>11</td>
<td>21</td>
<td>I become........students.</td>
<td>1.34</td>
</tr>
<tr>
<td>12</td>
<td>24</td>
<td>I feel I am “going crazy”</td>
<td>1.29</td>
</tr>
<tr>
<td>13</td>
<td>25</td>
<td>I spend ......fantasizing</td>
<td>1.26</td>
</tr>
<tr>
<td>14</td>
<td>37</td>
<td>I tend....meaninglessness</td>
<td>1.28</td>
</tr>
<tr>
<td>15</td>
<td>33</td>
<td>I tend...cynical...others</td>
<td>1.24</td>
</tr>
<tr>
<td>16</td>
<td>36</td>
<td>I criticise.......peers</td>
<td>1.23</td>
</tr>
<tr>
<td>17</td>
<td>35</td>
<td>I distrust........peers</td>
<td>1.01</td>
</tr>
<tr>
<td>18</td>
<td>28</td>
<td>Undefined.............me</td>
<td>0.96</td>
</tr>
<tr>
<td>19</td>
<td>27</td>
<td>I experience...... ticks</td>
<td>0.95</td>
</tr>
<tr>
<td>20</td>
<td>34</td>
<td>I indulge........staff.</td>
<td>0.59</td>
</tr>
</tbody>
</table>

**BEHAVIOURAL CONSEQUENCES**

<table>
<thead>
<tr>
<th>#</th>
<th>#</th>
<th>Action</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>41</td>
<td>I tend to ......caffeine.</td>
<td>1.97</td>
</tr>
<tr>
<td>2</td>
<td>57</td>
<td>I cant enjoy my leisure.</td>
<td>1.67</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>I think of.......up my job</td>
<td>1.58</td>
</tr>
<tr>
<td>4</td>
<td>45</td>
<td>I tend to overeat.</td>
<td>1.39</td>
</tr>
<tr>
<td>5</td>
<td>42</td>
<td>I tend to smoke a lot.</td>
<td>1.31</td>
</tr>
<tr>
<td>6</td>
<td>54</td>
<td>I tend to find....others.</td>
<td>1.18</td>
</tr>
<tr>
<td>7</td>
<td>48</td>
<td>I tend to cut.......staff.</td>
<td>1.16</td>
</tr>
<tr>
<td>8</td>
<td>59</td>
<td>I lack interest ....work.</td>
<td>1.12</td>
</tr>
<tr>
<td>9</td>
<td>49</td>
<td>I respond ........manner.</td>
<td>1.06</td>
</tr>
<tr>
<td>10</td>
<td>56</td>
<td>I feel I am ........job.</td>
<td>1.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>46</td>
<td>I lose my appetite.</td>
<td>0.90</td>
</tr>
<tr>
<td>12</td>
<td>47</td>
<td>I become hyperactive.</td>
<td>0.82</td>
</tr>
<tr>
<td>13</td>
<td>50</td>
<td>Conflicts........for me.</td>
<td>0.77</td>
</tr>
<tr>
<td>14</td>
<td>55</td>
<td>I absent myself.......job.</td>
<td>0.72</td>
</tr>
<tr>
<td>15</td>
<td>43</td>
<td>I ....anti - depressants.</td>
<td>0.66</td>
</tr>
<tr>
<td>16</td>
<td>51</td>
<td>I....problems...marriage</td>
<td>0.63</td>
</tr>
<tr>
<td>17</td>
<td>52</td>
<td>I am callous......people</td>
<td>0.58</td>
</tr>
<tr>
<td>18</td>
<td>44</td>
<td>Violent........lifestyle</td>
<td>0.56</td>
</tr>
<tr>
<td>19</td>
<td>53</td>
<td>I tend to drink....a lot</td>
<td>0.47</td>
</tr>
<tr>
<td>20</td>
<td>58</td>
<td>I become suicidal.</td>
<td>0.29</td>
</tr>
</tbody>
</table>

5.9.2.1 **Physiological Consequences**

The difference in the incidence of the twenty physiological consequences on the Burnout Manifestations Scale between the low burnouts on the one hand and the high and moderate burnouts on the other hand was calculated. The chi test was used to determine whether there was a significant difference between the two groups. The results appear in table 10.

137
### TABLE 10

**Chi Square Results: Frequency of Somatic Complaints Between Low Burnouts and Moderate and High Burnouts.**

<table>
<thead>
<tr>
<th>Item No. on B.M.S.</th>
<th>Complaint</th>
<th>No. of Low Burnouts</th>
<th>Tot.</th>
<th>No. High Burnouts</th>
<th>Tot.</th>
<th>Chi Square</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fatigue</td>
<td>46</td>
<td>217</td>
<td>41</td>
<td>65</td>
<td>42.6</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>2</td>
<td>Colds</td>
<td>14</td>
<td>217</td>
<td>11</td>
<td>65</td>
<td>17.5</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>3</td>
<td>Headaches</td>
<td>35</td>
<td>217</td>
<td>26</td>
<td>65</td>
<td>17.2</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>4</td>
<td>Sleep Disturbances</td>
<td>36</td>
<td>217</td>
<td>26</td>
<td>65</td>
<td>23.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>5</td>
<td>Ulcers</td>
<td>8</td>
<td>217</td>
<td>5</td>
<td>65</td>
<td>3.1</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>6</td>
<td>Weight</td>
<td>5</td>
<td>217</td>
<td>2</td>
<td>65</td>
<td>7.9</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>7</td>
<td>Diabetes</td>
<td>10</td>
<td>217</td>
<td>3</td>
<td>65</td>
<td>.4</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>8</td>
<td>High Blood Pressure</td>
<td>13</td>
<td>217</td>
<td>11</td>
<td>65</td>
<td>6.6</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>9</td>
<td>Asthma</td>
<td>4</td>
<td>217</td>
<td>6</td>
<td>65</td>
<td>8.4</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>10</td>
<td>Skin Rashes</td>
<td>9</td>
<td>217</td>
<td>5</td>
<td>65</td>
<td>12.2</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>11</td>
<td>Muscular Pain</td>
<td>41</td>
<td>217</td>
<td>31</td>
<td>65</td>
<td>22.8</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>12</td>
<td>Shortness of Breath</td>
<td>16</td>
<td>217</td>
<td>16</td>
<td>65</td>
<td>13.9</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>13</td>
<td>Itching eyes</td>
<td>16</td>
<td>217</td>
<td>14</td>
<td>65</td>
<td>18.3</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>14</td>
<td>Nausea</td>
<td>6</td>
<td>217</td>
<td>11</td>
<td>65</td>
<td>20.6</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>15</td>
<td>Dizziness</td>
<td>12</td>
<td>217</td>
<td>16</td>
<td>65</td>
<td>21.5</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>16</td>
<td>Upset stomach</td>
<td>7</td>
<td>217</td>
<td>11</td>
<td>65</td>
<td>15.4</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>17</td>
<td>Constipation</td>
<td>11</td>
<td>217</td>
<td>11</td>
<td>65</td>
<td>11.1</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>18</td>
<td>Accidents/injuries</td>
<td>3</td>
<td>217</td>
<td>3</td>
<td>65</td>
<td>17.2</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>19</td>
<td>Tightness in chest</td>
<td>17</td>
<td>217</td>
<td>15</td>
<td>65</td>
<td>23.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>20</td>
<td>Leg cramps</td>
<td>16</td>
<td>217</td>
<td>12</td>
<td>65</td>
<td>27.3</td>
<td>&lt;0.01</td>
</tr>
</tbody>
</table>
Apart from ulcers and diabetes, there is a significant difference between the two groups. The null hypothesis can therefore be rejected at the 1% level of significance. These results indicate that teachers with high and moderate levels of burnout are more likely to experience a higher incidence of all the above somatic symptoms except for ulcers and diabetes. These results have been presented quite similarly to and are consistent with those of Belcastro and Hays (1984:265-268). Further concurrence with these findings is to be found in the works of Kahill (1988:285-287); Vance et al (1989:26); DeFrank and Strong (1989:102); Needle et al.(1981:178-179); Swanson (1987:21) and Paine (1982:44). Cognizance must be taken of the fact that "the physiological resultants of burnout manifest themselves variously, not as a single type or set of symptoms but rather in both specific and non-specific ways, in a variety of somatic complaints experienced with greater frequency or intensity by burnout victims" (Kahill,1988:287).

5.9.2.2 Psychological Consequences

The difference in the incidence of the twenty psychological consequences on the Burnout Manifestations Scale between the low burnouts on the one hand and the high and moderate burnouts on the other hand was calculated. The chi square test was used to determine whether there was a significant difference between the two groups. The results appear in table 11.
TABLE 11
Chi Square Results: Frequency of Psychological Complaints Between Low Burnouts and Moderate and High Burnouts.

<table>
<thead>
<tr>
<th>Item No. on B.M.S</th>
<th>Complaint</th>
<th>No. of Low Out Burn-outs</th>
<th>Tot. No. High Burn-outs</th>
<th>Tot.</th>
<th>Chi Square</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Emotionally distanced</td>
<td>10</td>
<td>217</td>
<td>13</td>
<td>65</td>
<td>30.4</td>
</tr>
<tr>
<td>22</td>
<td>Depressed</td>
<td>17</td>
<td>217</td>
<td>17</td>
<td>65</td>
<td>34.3</td>
</tr>
<tr>
<td>23</td>
<td>Emotions</td>
<td>15</td>
<td>217</td>
<td>10</td>
<td>65</td>
<td>12.1</td>
</tr>
<tr>
<td>24</td>
<td>“Going crazy”</td>
<td>10</td>
<td>217</td>
<td>19</td>
<td>65</td>
<td>42.7</td>
</tr>
<tr>
<td>25</td>
<td>Daydreaming</td>
<td>14</td>
<td>217</td>
<td>19</td>
<td>65</td>
<td>36.4</td>
</tr>
<tr>
<td>26</td>
<td>“Trapped”</td>
<td>14</td>
<td>217</td>
<td>22</td>
<td>65</td>
<td>43.8</td>
</tr>
<tr>
<td>27</td>
<td>Nervous “tics”</td>
<td>9</td>
<td>217</td>
<td>12</td>
<td>65</td>
<td>21.1</td>
</tr>
<tr>
<td>28</td>
<td>Fears</td>
<td>9</td>
<td>217</td>
<td>12</td>
<td>65</td>
<td>26.4</td>
</tr>
<tr>
<td>29</td>
<td>Concentration</td>
<td>15</td>
<td>217</td>
<td>17</td>
<td>65</td>
<td>33.0</td>
</tr>
<tr>
<td>30</td>
<td>Angry</td>
<td>22</td>
<td>217</td>
<td>19</td>
<td>65</td>
<td>33.6</td>
</tr>
<tr>
<td>31</td>
<td>Tense</td>
<td>26</td>
<td>217</td>
<td>29</td>
<td>65</td>
<td>53.2</td>
</tr>
<tr>
<td>32</td>
<td>Bored</td>
<td>21</td>
<td>217</td>
<td>23</td>
<td>65</td>
<td>34.5</td>
</tr>
<tr>
<td>33</td>
<td>Cynical</td>
<td>12</td>
<td>217</td>
<td>16</td>
<td>65</td>
<td>34.6</td>
</tr>
<tr>
<td>34</td>
<td>Sick humour</td>
<td>7</td>
<td>217</td>
<td>7</td>
<td>65</td>
<td>12.4</td>
</tr>
<tr>
<td>35</td>
<td>Distrust</td>
<td>9</td>
<td>217</td>
<td>12</td>
<td>65</td>
<td>26.8</td>
</tr>
<tr>
<td>36</td>
<td>Criticism</td>
<td>14</td>
<td>217</td>
<td>14</td>
<td>65</td>
<td>19.4</td>
</tr>
<tr>
<td>37</td>
<td>Hopelessness</td>
<td>13</td>
<td>217</td>
<td>14</td>
<td>65</td>
<td>39.4</td>
</tr>
<tr>
<td>38</td>
<td>Irritability</td>
<td>16</td>
<td>217</td>
<td>19</td>
<td>65</td>
<td>41.6</td>
</tr>
<tr>
<td>39</td>
<td>Moodiness</td>
<td>23</td>
<td>217</td>
<td>19</td>
<td>65</td>
<td>33.7</td>
</tr>
<tr>
<td>40</td>
<td>Unappreciated</td>
<td>30</td>
<td>217</td>
<td>28</td>
<td>65</td>
<td>32.5</td>
</tr>
</tbody>
</table>
There is a significant difference between the two groups. The null hypothesis can therefore be rejected at the 1% level of significance. These results indicate that teachers with high and moderate levels of burnout are more likely to experience a higher incidence of all the above psychological symptoms. These results are consistent with those of Kahill (1988:287-290); Vance et al. (1989:25); DeFrank and Stroup (1989:102); Paine (1982:44) and Swanson (1987:21).

5.9.2.3 Behavioural Consequences

The difference in the incidence of the twenty behavioural consequences on the Burnout Manifestations Scale between the low burnouts on the one hand and the high and moderate burnouts on the other hand was calculated. The chi square test was used to determine whether there was a significant difference between the two groups. The results appear in table 12.
# TABLE 12

Chi Square Results: Frequency of Behavioural Complaints Between Low Burnouts and Moderate and High Burnouts.

<table>
<thead>
<tr>
<th>Item No. on B.M.S.</th>
<th>Complaint</th>
<th>No. of Low Burnouts</th>
<th>Tot.</th>
<th>No. of High Burnouts</th>
<th>Tot.</th>
<th>Chi Square</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>Caffeine</td>
<td>45</td>
<td>217</td>
<td>23</td>
<td>65</td>
<td>8.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>42</td>
<td>Smoking</td>
<td>39</td>
<td>217</td>
<td>13</td>
<td>65</td>
<td>0.2</td>
<td>&gt;0.01</td>
</tr>
<tr>
<td>43</td>
<td>Tranquilizers</td>
<td>13</td>
<td>217</td>
<td>7</td>
<td>65</td>
<td>7.4</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>44</td>
<td>Violent behaviour</td>
<td>8</td>
<td>217</td>
<td>7</td>
<td>65</td>
<td>9.1</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>45</td>
<td>Overeating</td>
<td>27</td>
<td>217</td>
<td>15</td>
<td>65</td>
<td>10.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>46</td>
<td>Appetite loss</td>
<td>5</td>
<td>217</td>
<td>11</td>
<td>65</td>
<td>15.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>47</td>
<td>Hyperactivity</td>
<td>12</td>
<td>217</td>
<td>11</td>
<td>65</td>
<td>21.3</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>48</td>
<td>Cutting oneself...</td>
<td>12</td>
<td>217</td>
<td>18</td>
<td>65</td>
<td>39.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>49</td>
<td>Mechanical response</td>
<td>9</td>
<td>217</td>
<td>7</td>
<td>65</td>
<td>27.8</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>50</td>
<td>Conflicts</td>
<td>8</td>
<td>217</td>
<td>5</td>
<td>65</td>
<td>4.7</td>
<td>&gt;0.01</td>
</tr>
<tr>
<td>51</td>
<td>Marital</td>
<td>6</td>
<td>217</td>
<td>9</td>
<td>65</td>
<td>6.4</td>
<td>&gt;0.01</td>
</tr>
<tr>
<td>52</td>
<td>Callousness</td>
<td>3</td>
<td>217</td>
<td>8</td>
<td>65</td>
<td>20.8</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>53</td>
<td>Alcohol abuse</td>
<td>8</td>
<td>217</td>
<td>5</td>
<td>65</td>
<td>1.9</td>
<td>&gt;0.01</td>
</tr>
<tr>
<td>54</td>
<td>Fault finding</td>
<td>9</td>
<td>217</td>
<td>14</td>
<td>65</td>
<td>22.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>55</td>
<td>Absence</td>
<td>5</td>
<td>217</td>
<td>6</td>
<td>65</td>
<td>17.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>56</td>
<td>Less efficient</td>
<td>8</td>
<td>217</td>
<td>13</td>
<td>65</td>
<td>44.1</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>57</td>
<td>Cant enjoy leisure</td>
<td>25</td>
<td>217</td>
<td>24</td>
<td>65</td>
<td>31.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>58</td>
<td>Suicidal</td>
<td>4</td>
<td>217</td>
<td>3</td>
<td>65</td>
<td>4.5</td>
<td>&gt;0.01</td>
</tr>
<tr>
<td>59</td>
<td>Lack interest</td>
<td>11</td>
<td>217</td>
<td>16</td>
<td>65</td>
<td>39.7</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>60</td>
<td>Giving up job</td>
<td>25</td>
<td>217</td>
<td>23</td>
<td>65</td>
<td>26.1</td>
<td>&lt;0.01</td>
</tr>
</tbody>
</table>
Apart from smoking, interpersonal conflicts, marital problems, alcohol abuse and becoming suicidal, there is a significant difference between the two groups. The null hypothesis can therefore be rejected at the 1% level of significance. These results indicate that teachers with high and moderate levels of burnout are more likely to experience a higher incidence of all the above psychological symptoms with the exception of smoking, interpersonal conflicts, marital problems, alcohol abuse and becoming suicidal. These results are consistent with those of Kahill (1988:288-290); Vance et al. (1989:26); DeFrank and Stroup (1989:102); Paine (198:244) and Swanson (198:721). From the statistical observations drawn out of each of the above tables and their concomitant interpretations, it becomes abundantly clear that the null hypothesis can therefore be rejected at the 1% level of significance. This means that there is a significant difference in the incidence of somatic complaints, psychological distress and/or dysfunctional behaviours between teachers experiencing high levels of burnout and their cohorts in Kwazulu-Natal schools controlled by the former House of Delegates.

5.9.3 Hypothesis 3

With regard to hypothesis 3, as stated in paragraph 4.3.3, the following null hypothesis was tested:

There is no significant difference in the category of consequences which burned out subjects exhibit the most.

This hypothesis was stated for the totals of each category of consequences on the Burnout Manifestations Scale 1 - 20 (Physiological); 21 -40 (Psychological); 41 - 60 (Behavioural).

The F test was used to determine whether there was a significant difference among the categories of consequences which burned out subjects exhibit the most. The results appear in table 13.
TABLE 13

Results of the Analysis of Variance for the three Categories of Consequences on the Burnout Manifestations Scale by the Overall Burnout Index (Maslach Burnout Inventory as a whole).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Burnout</th>
<th>Low</th>
<th></th>
<th></th>
<th>Moderate and High</th>
<th></th>
<th></th>
<th></th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>N</td>
<td>X</td>
<td>S</td>
<td>N</td>
<td>X</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Physiological</td>
<td></td>
<td>281</td>
<td>217</td>
<td>18.9</td>
<td>14.2</td>
<td>65</td>
<td>32.9</td>
<td>15.2</td>
<td>46.9</td>
</tr>
<tr>
<td>Psychological</td>
<td></td>
<td>183</td>
<td>131</td>
<td>21.9</td>
<td>17.0</td>
<td>52</td>
<td>41.5</td>
<td>20.1</td>
<td>44.1</td>
</tr>
<tr>
<td>Behavioural</td>
<td></td>
<td>279</td>
<td>214</td>
<td>14.5</td>
<td>14.3</td>
<td>65</td>
<td>28.4</td>
<td>15.3</td>
<td>45.1</td>
</tr>
</tbody>
</table>

Not only does there appear to be a significant difference between the two groups (namely low and moderate to high burnout) in their experience of the three categories of consequences but it is also evident that the psychological symptoms of teacher burnout tend to take precedence over both the physiological and behavioural symptoms, in that order. This has been established through examining the means and standard deviations of all three categories of burnout consequences. The null hypothesis can therefore be rejected at the 1% level of significance.

5.9.4 Hypothesis 4

With regard to hypothesis 4, stated in paragraph 4.3.4, the following null hypothesis was tested:

The selected demographic variables of sex, age, marital status, academic qualification, category of post, years of experience, days absent, number of visits to
the general practitioner, to the psychiatrist and to the counsellor, and number of merit awards received would not account for a significant amount of variance in teacher burnout.

For the purpose of this study the incidence of overall burnout for the entire sample of 282 primary and secondary school teachers of all ranks ranging from level one to principalship was fixed at 23% (or 65 subjects). There were significant intercorrelations among the three subscales of the MBI as well as the overall burnout index as is evident in table 25.

The following findings are categorized for the present sample of teachers on the basis of sex, age, marital status, academic qualification, category of post, years of experience, number of days absent, number of G.P. visits, number of psychiatric visits, number of counsellor visits and number of merit awards.

5.9.4.1 Sex

The following null hypothesis was tested:

Sex would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory. The subjects were divided into the following two groups:

- Group 1 Males;
- Group 2 Females.

The t-test was used to determine whether there was a significant difference in the incidence of burnout between the two groups. The results appear in table 14.
TABLE 14

T - Test Analysis of the Variable Sex

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Groups</th>
<th>Difference between the Means</th>
<th>T Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional exhaustion</td>
<td>1 - 2</td>
<td>0.95</td>
<td>-0.59</td>
<td>0.559 (N.S.)</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>1 - 2</td>
<td>0.17</td>
<td>0.27</td>
<td>0.790 (N.S.)</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>1 - 2</td>
<td>0.22</td>
<td>0.22</td>
<td>0.825 (N.S.)</td>
</tr>
</tbody>
</table>

There is no significant difference between males and females in their experience of burnout.
The null hypothesis can therefore be accepted at the 5% level of significance.

5.9.4.2. Age

The following null hypothesis was tested:

Age would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory.

The subjects were divided into the following four groups:

- Group 1 = less than 30 years
- Group 2 = 30 - 39 years
- Group 3 = 40 - 49 years
- Group 4 = 50 + years.
The F test was used to determine whether there was a significant difference among the four age groups in their experience of burnout. The results appear in table 15.

**TABLE 15**

Results of the Analysis of Variance for Age.

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>1</td>
<td>26</td>
<td>22.08</td>
<td>11.69</td>
<td>1.07</td>
<td>0.360 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>66</td>
<td>20.52</td>
<td>11.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>124</td>
<td>23.50</td>
<td>13.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>66</td>
<td>24.42</td>
<td>16.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depersonalization</td>
<td>1</td>
<td>26</td>
<td>4.61</td>
<td>3.98</td>
<td>0.16</td>
<td>0.921 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>66</td>
<td>4.95</td>
<td>5.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>124</td>
<td>4.41</td>
<td>5.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>66</td>
<td>4.50</td>
<td>5.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>1</td>
<td>26</td>
<td>35.0</td>
<td>9.32</td>
<td>0.67</td>
<td>0.574 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>66</td>
<td>34.9</td>
<td>9.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>124</td>
<td>36.4</td>
<td>8.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>66</td>
<td>36.45</td>
<td>7.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is no significant difference among the four age groups in their experience of burnout. The null hypothesis can therefore be accepted at the 5% level of significance.

5.9.4.3 Marital Status

The following null hypothesis was tested:
Marital status would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory.

The subjects were divided into the following two groups

Group 1 = single (including divorced, widowed) as the writer used the rationale that under the circumstances in which they were placed, divorced and widowed subjects had more or less reverted to single status.

Group 2 = married and other, if other was used to indicate that the subject was living with a member of the opposite sex.

The t-test was used to determine whether there was any significant difference between the incidence of burnout in the two groups. The results appear in table 16.

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Groups</th>
<th>Difference between the Means</th>
<th>T Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>1 - 2</td>
<td>1.15</td>
<td>-0.58</td>
<td>0.562 (N.S.)</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>1 - 2</td>
<td>0.33</td>
<td>-0.44</td>
<td>0.659 (N.S.)</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>1 - 2</td>
<td>0.59</td>
<td>0.49</td>
<td>0.627 (N.S.)</td>
</tr>
</tbody>
</table>

There is no significant difference between single and married teachers in their experience of burnout. The null hypothesis can therefore be accepted at the 5% level of significance.
5.9.4.4 Academic Qualification

The following null hypothesis was tested:

Qualification would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory.

The subjects were divided into the following three groups: “Items” here refers to the items under qualifications in the demographic sheet of the questionnaire (See Addendum A).

- Group 1 (items 1,2,3) = diplomats
- Group 2 (items 4,5) = graduates
- Group 3 (items 6,7,8,9) = postgraduates

The F test was used to determine whether there was a significant difference among the three qualification groups in their experience of burnout. The results appear in table 17.
TABLE 17

Results of the Analysis of Variance for Qualifications.

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>1</td>
<td>124</td>
<td>23.43</td>
<td>12.69</td>
<td>0.27</td>
<td>0.764 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>72</td>
<td>22.96</td>
<td>13.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>86</td>
<td>22.03</td>
<td>14.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depersonalization</td>
<td>1</td>
<td>124</td>
<td>4.97</td>
<td>5.56</td>
<td>0.74</td>
<td>0.476 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>72</td>
<td>4.49</td>
<td>5.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>86</td>
<td>4.09</td>
<td>4.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>1</td>
<td>124</td>
<td>35.7</td>
<td>7.96</td>
<td>1.39</td>
<td>0.251 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>72</td>
<td>34.9</td>
<td>9.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>86</td>
<td>37.0</td>
<td>8.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is no significant difference among the three qualification groups in their experience of burnout. The null hypothesis can therefore be accepted at the 5% level of significance.

5.9.4.5 Category of Post

The following null hypothesis was tested:

Post would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory.
The subjects were divided into the following five groups:

* Group 1 (item 1) = Level 1 (Educator)
* Group 2 (item 2) = Head of Department
* Group 3 (item 3) = Deputy Principal
* Group 4 (item 4) = Senior Deputy Principal
* Group 5 (items 5,6,7) = Principal

The F test was used to determine whether there was a significant difference among the five post groups in their experience of burnout. The results appear in table 18.

**TABLE 18**

Results of the Analysis of Variance for Post

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>1</td>
<td>152</td>
<td>22.38</td>
<td>11.91</td>
<td>0.11</td>
<td>0.979 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>79</td>
<td>23.59</td>
<td>14.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>20</td>
<td>23.20</td>
<td>16.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>11</td>
<td>23.09</td>
<td>17.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>19</td>
<td>22.63</td>
<td>16.98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depersonalization</td>
<td>1</td>
<td>152</td>
<td>4.69</td>
<td>4.95</td>
<td>1.50</td>
<td>0.203 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>79</td>
<td>5.29</td>
<td>5.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>20</td>
<td>3.70</td>
<td>4.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>11</td>
<td>2.00</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>19</td>
<td>3.37</td>
<td>5.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>1</td>
<td>152</td>
<td>34.81</td>
<td>8.86</td>
<td>1.60</td>
<td>0.175 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>79</td>
<td>37.29</td>
<td>7.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>20</td>
<td>36.4</td>
<td>8.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>11</td>
<td>35.55</td>
<td>8.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>19</td>
<td>38.16</td>
<td>7.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There is no significant difference among the five post groups in their experience of burnout. The null hypothesis can therefore be accepted at the 5% level of significance.

5.9.4.6 **Years of Experience**

The following null hypothesis was tested:

Experience would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory.

The subjects were divided into the following two groups:

- Group 1 (less than 10 years) = less experienced.
- Group 2 (10 years + ) = more experienced.

The F test was used to determine whether there was a significant difference between the two experience groups in their experience of burnout. The results appear in table 19.
### TABLE 19

Results of Analysis of Variance for Experience

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>1</td>
<td>49</td>
<td>21.27</td>
<td>11.62</td>
<td>2.42</td>
<td>0.661 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>233</td>
<td>23.22</td>
<td>13.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depersonalization</td>
<td>1</td>
<td>49</td>
<td>4.39</td>
<td>4.44</td>
<td>0.26</td>
<td>0.856 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>233</td>
<td>4.62</td>
<td>5.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>1</td>
<td>49</td>
<td>34.96</td>
<td>8.59</td>
<td>0.40</td>
<td>0.757 (N.S.)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>233</td>
<td>36.10</td>
<td>8.24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is no significant difference between the two experience groups in their experience of burnout. The null hypothesis can therefore be accepted at the 5% level of significance.

Experience correlates significantly \((r = .2720\) on the \(< .001\) level) with emotional exhaustion and with the overall burnout scale \((r = .3180\) on the same level of significance (vide table 25).

### 5.9.4.7 Visits to the General Practitioner

The following null hypothesis was tested:

Visits to the general practitioner would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory.
The subjects were divided into the following three groups:

- Group 1: Those who had made between 1 - 40 visits.
- Group 2: Those who had made between 41 - 60 visits.
- Group 3: Those who had made more than 60 visits.

The F test was used to determine whether there was a significant difference among the four groups. The results appear in table 20.

**TABLE 20**

**Results of Analysis of Variance for Visits to the General Practitioner**

<table>
<thead>
<tr>
<th>Subscale</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>8.00</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>5.02</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>1.08</td>
<td>0.341 (N.S)</td>
</tr>
</tbody>
</table>

There is a significant difference among the three groups. This has been verified by the Emotional Exhaustion and Depersonalization subscales of the Maslach Burnout Inventory. The null hypothesis can therefore be rejected at the 5% level of significance. Visits to the general practitioner correlates significantly with emotional exhaustion ($r = .2760 < .001$), with depersonalization ($r = .2251 < .01$), and with burnout ($r = .2726 < .001$).

Multiple regression analyses also pointed to a significant relationship between visits to the general practitioner and perceived levels of burnout as measured by the emotional exhaustion, depersonalization and personal accomplishment subscales of the MBI.
Visits to the Psychiatrist

The following null hypothesis was tested:

Visits to the psychiatrist would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory.

The subjects were divided into the following two groups:

* Group 1  Those who had made between 1 - 10 psychiatric visits.
* Group 2  Those who had made more than 11 visits.

The t-test was used to determine whether there was any significant difference between the incidence of burnout in the two groups. The results appear in table 21.
### TABLE 21

**T - Test Analysis of the Variable Psychiatric Visits**

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Groups</th>
<th>Difference between the means</th>
<th>T Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>1 - 2</td>
<td>13.60</td>
<td>-1.74</td>
<td>0.830 (N.S.)</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>1 - 2</td>
<td>0.58</td>
<td>-0.44</td>
<td>0.846 (N.S.)</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>1 - 2</td>
<td>1.78</td>
<td>0.49</td>
<td>0.712 (N.S.)</td>
</tr>
</tbody>
</table>

There is no significant difference between the two groups. The null hypothesis can therefore be accepted at the 5% level of significance.

### 5.9.4.9  Visits to the Counsellor

The following null hypothesis was tested:

Visits to the counsellor would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory.

The subjects were divided into the following two groups:

* Group 1  Those who had made between 1 - 10 counsellor visits.
* Group 2 Those who had made more than 11 visits.

The t-test was used to determine whether there was any significant difference between the incidence of burnout in the two groups. The results appear in table 22.

### TABLE 22

**T Test Analysis of the Variable Counselor Visits**

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Groups</th>
<th>Difference between the means</th>
<th>T Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>1-2</td>
<td>2.40</td>
<td>0.25</td>
<td>0.803 (N.S.)</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>1-2</td>
<td>2.09</td>
<td>0.57</td>
<td>0.568 (N.S.)</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>1-2</td>
<td>9.67</td>
<td>-1.65</td>
<td>0.101 (N.S.)</td>
</tr>
</tbody>
</table>

There is no significant difference between the two groups. The null hypothesis can therefore be accepted at the 5% level of significance.

#### 5.9.4.10 Merit Awards

The following null hypothesis was tested:

Merit awards would not account for a significant amount of variance in teacher burnout.

This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory.
The subjects were divided into the following four groups:

* Group 1 = Those who had received no merit awards.
* Group 2 = Those who had received one merit award.
* Group 3 = Those who had received two merit awards.
* Group 4 = Those who had received three merit awards.

The F test was used to determine whether there was a significant difference among the four groups. The results appear in table 23.

**TABLE 23**

Results of Analysis of Variance for Merit Awards.

<table>
<thead>
<tr>
<th>Subscale</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>1.12</td>
<td>0.341 (N.S.)</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>0.32</td>
<td>0.809 (N.S.)</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>2.12</td>
<td>0.097 (N.S)</td>
</tr>
</tbody>
</table>

There is no significant difference between the four groups. The null hypothesis can therefore be accepted at the 5% level of significance.

5.9.4.11 **Number of Days Absent**

The following null hypothesis was tested:

Number of days absent would not account for a significant amount of variance in teacher burnout.
This hypothesis was stated for each of the three subscales of the Maslach Burnout Inventory and the Overall Burnout Index (Maslach Burnout Inventory as a whole).

The subjects were divided into the following five groups:

* Group 1 = Nil number of days.
* Group 2 = 1 - 30 days
* Group 3 = 31 - 60 days
* Group 4 = 61 - 90 days
* Group 5 = 91 + days

The Chi Square test was used to determine whether there was a significant difference among the five groups. The results appear in table 24.

**TABLE 24**

Crosstabulation: Burnout by Number of Days Absent

<table>
<thead>
<tr>
<th>Count</th>
<th>Nil</th>
<th>1-30 days</th>
<th>31-60 days</th>
<th>61-90 days</th>
<th>91+ days</th>
<th>Row Tot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low burnout</td>
<td>18</td>
<td>157</td>
<td>28</td>
<td>11</td>
<td>3</td>
<td>217</td>
</tr>
<tr>
<td>Mod &amp; High</td>
<td>1</td>
<td>39</td>
<td>13</td>
<td>4</td>
<td>8</td>
<td>65</td>
</tr>
<tr>
<td>Col. Tot</td>
<td>19</td>
<td>196</td>
<td>41</td>
<td>15</td>
<td>11</td>
<td>282</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>Value</th>
<th>DF</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mantel-Haenszel test linear association</td>
<td>17.30730</td>
<td>1</td>
<td>.00003</td>
</tr>
</tbody>
</table>

Min. E.F. - 2.535
Cells with E.F. < 5 - 3 OF 10 (30.0%)
Number of Missing Observations : 0
There is a significant difference among the five groups. The null hypothesis can therefore be rejected at the 5% level of significance.

5.9.4.12 Home Language

This was omitted for the statistical procedures as it was found to be somewhat inconsequential to the study.

5.10 SUMMARY

In this chapter the writer discussed his pilot study, provided evidence of the permission that was obtained to conduct the research, described his cover letter, the response to the questionnaire and provided tabular and graphic descriptions of the sample. In addition the writer embarked on an analysis of the various data at his disposal. The five qualitative case studies provided the following result:

Primary and secondary school teachers of all ranks in ex - House of Delegates' schools in Kwazulu - Natal do suffer from burnout currently.

From the findings of the above case studies, the writer was able to formulate his hypotheses and these were tested. The findings of the present study were as follows:
7% of the sample of 282 teachers is currently suffering from a high degree of burnout.

15% is currently suffering from a moderate degree of burnout.

23% is currently suffering from a moderate to high degree of burnout.

When weighed against the backdrop of 9882 teachers in Kwazulu - Natal in 1994, this meant that 692 teachers are currently suffering from a high degree of burnout, or 2273 from a moderate to high degree of burnout and 7609 from a nil or low degree of burnout.

Weighed against the backdrop of 9882 teachers in Kwazulu - Natal, the frequency distribution of the Maslach Burnout Inventory Subscales revealed the following findings:

- 36% (or 3577 teachers) are suffering from a high degree of emotional exhaustion.
- 8.9% (or 879 teachers) are suffering from a high degree of depersonalization.
- 28% (or 2769 teachers) are suffering from a low degree of personal accomplishment.

The psychological symptoms of teacher burnout take precedence over both the physiological and behavioural symptoms.

Apart from ulcers, diabetes, smoking, interpersonal conflicts, alcoholic abuse and suicidal tendencies, the rest of the physiological, psychological and behavioural consequences of teacher burnout yielded significant differences between low and moderate to high burnouts in their experience of those symptoms.

Apart from visits to the general practitioner and number of days absent, the rest of the demographic variables, namely sex, age, marital status, academic qualification, category of post, years of experience, number of visits to the psychiatrist and to the counsellor, and number of merit awards received do not account for a significant amount of variance in teacher burnout.

In the next chapter the writer will discuss the results obtained in this research study in relation to the aims and motivations proposed in Chapter One, to previous research and to the model in which this study is rooted. Secondly as this study has important implications for teachers,
management personnel, insurance policy makers and the Department of Education ex-
Administration House of Delegates, recommendations will be made regarding the alleviation
or combatting of burnout.
<table>
<thead>
<tr>
<th></th>
<th>EMOTIONAL</th>
<th>DEPERSONALISATION</th>
<th>ACCOMPLISHMENT</th>
<th>PHYSIOLOGICAL</th>
<th>PSYCHOLOGICAL</th>
<th>BEHAVIOURAL</th>
<th>BURNOUT</th>
<th>COUNSELLOR VISITS</th>
<th>SEX</th>
<th>MARITAL</th>
<th>POST</th>
<th>MERIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMOTIONAL</td>
<td>1.000</td>
<td>0.5925</td>
<td>-0.3292**</td>
<td>0.6970**</td>
<td>0.6635**</td>
<td>0.6186**</td>
<td>0.8618**</td>
<td>-0.0322</td>
<td>0.312</td>
<td>0.0926</td>
<td>0.0611</td>
<td>0.0372</td>
</tr>
<tr>
<td>DEPERSONALISATION</td>
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1 Tailed Significance

* -0.01
** -0.001
CHAPTER SIX

DISCUSSION OF RESULTS OF EMPIRICAL STUDY

6.1 INTRODUCTION

In this chapter the writer will firstly discuss the results obtained in this research study in relation to the aims and motivations proposed in Chapter One, to previous research, to the model in which this study is rooted and the conclusions arrived at. Secondly as this study has important implications for teachers, management personnel, insurance policy makers and the Department of Education: ex-Administration: House of Delegates, recommendations will be made regarding the alleviation or combatting of burnout.

The material that follows is a review of the quantitative findings from the writer's own nomothetic and empirical investigation and the findings of the observational studies of the five "burned out" teachers.

6.2 OVERVIEW OF RESULTS AND DISCUSSION

6.2.1 Qualitative Findings - Case Studies

From the information provided in the case studies, it is apparent that the subjects who were exposed to undesirable work traits such as role conflict, role ambiguity, harrassment, victimization and the fact that they were denied the fringe benefits to which they were entitled, transfers back home, and the decline from superior teacher status in some cases to that of burned out husks, made textbook subjects. Their high burnout scores on the MB1 together with their

Using these case studies as a point of departure the writer drew up the hypotheses that were utilised in the main study.

6.2.2 The Incidence of Burnout

It was hypothesised that the incidence of burnout in both primary and secondary schools of all ranks can be measured empirically.

This study is rooted in the model of job stress and health cited in Murphy and Schoenborn (1993:33) which postulates that job stress is precipitated by the interaction of some working condition (called a stressor) or an amalgam of conditions with the worker. The result is a critical psychological and / or behavioural imbalance which if unchecked would lead to an array of illnesses.

On the basis of the Maslach Burnout Inventory which was used to assess the level of burnout, 7% of the entire sample of 282 teachers, of all ranks ranging from level one (classroom practitioners) teachers to principals, were classified as high burnouts. This finding concurs somewhat with that of Pierce and Molloy (1990:44), Farber (1984:327) and Belcastro and Gold (1983:405) who found that 10.8%, 10.35% and 11.1% respectively of their samples fell into the high burnout category.

In order to create an overall burnout category, it was determined that the moderate and high burnout groups be combined to form one group and be classified high burnouts as distinct from the low burnouts. Consequently 23% of the sample was classified as burned out. This figure concurs with that of Padayachee (1992:224).
Although the above level of burnout may appear to be relatively low for Indian teachers under the auspices of the Department of Education: ex-administration: House of Delegates, it has important implications which cannot be ignored.

First it implies that more than one fifth of the total population of Indian teachers in the Kwazulu-Natal province is suffering from a moderate to high degree of burnout. Weighed against the total population of 9882 teachers of all ranks in House of Delegates' schools for the year 1994, this would imply that 692 teachers are suffering from a high degree of burnout or that 2273 or roughly 1 in every 4 teachers from a moderate to high degree of burnout.

A question that needs to be answered is: What level of stress and burnout is significant enough to warrant attention? If one were to measure the costs of burnout in terms of its repercussions at both the individual and organizational levels, one would most certainly conclude that whether the stress figures are 50 percent, 30 percent or one in five, the undeniable fact is that some teachers are at risk and their profession may be “hazardous to their health” (Gmelch, 1988: 139).

An examination of the frequency distribution of the MBI subscales (Table 7) has furnished some noteworthy findings. However, these findings do not enable conclusions to be made about causality as that matter falls outside the ambit of the writer's study and is restricted to the consequences of teacher burnout.

36% of the writer's sample of 282 teachers are currently suffering a high degree of emotional exhaustion whereas 8.9% a high degree of depersonalization. This ties up with the contention by Golembiewski (1989:88) that “depersonalization is considered to be the least virulent contributor to burnout and emotional exhaustion the most severe”. However, when the 36% is weighed against the backdrop of 9882 teachers (total population of primary and secondary school teachers of all ranks under the auspices of the former House of Delegates in the Kwazulu-Natal province in 1994), it must be noted that 3577 out of 9882 teachers are emotionally overextended. This is certainly no mean figure and should be a matter of grave concern to the powers-that-be in the educational arena. Some concerted action needs to be undertaken to probe the reasons for
this status quo so that appropriate intervention programmes may be initiated as urgently as possible, for it is quite obvious that the impact of the burned out teacher on his charges, his co-workers and family would be most deleterious.

28% of the writer's sample of 282 teachers or 2767 teachers when considered against the backdrop of 92767 teachers perceived themselves as having a high degree of burnout on the personal accomplishment subscale. This tendency of teachers to evaluate themselves negatively would have grave implications in the workplace.

The 8.9% high depersonalization score from the writer's sample of 282 teachers is rather low and would imply that Indian teachers in the Kwazulu-Natal province are very committed to the culture of learning and teaching and therefore refrain to a large extent from the obnoxious practice of feeling calloused towards their students. Thus the first hypothesis, namely that the incidence of burnout in both primary and secondary school teachers of all ranks can be measured empirically is accepted.

6.2.3 The Physiological, Psychological and Behavioural Consequences of Teacher Burnout

It was hypothesised that teachers experiencing high levels of burnout would have a greater incidence of somatic complaints, psychological distress and/or dysfunctional behaviours than their cohorts.

In this section the writer measured the frequency of 60 somatic complaints (dependent variables) in the BMS (Burnout Manifestations Scale) against the three subscales of the MBI separately and also with the overall burnout index (independent variables).

From the writer's study, table 25 showed that there were significant intercorrelations among the three subscales of the MBI, the overall burnout index and the three categories of teacher burnout consequences. Examination of the teachers' responses to the 60 statements comprising the
Burnout Manifestations Scale indicated that collaboratively the present sample of teachers did not exhibit a very high frequency in any single symptom. The highest mean was 2.61 which is certainly not high on a scale from 0 to 6. This finding concurs with that of Fimian and Santoro (in Vance et al., 1989:24). Despite this, the very fact that teachers have indicated that they do suffer from these maladies is proof enough that they do experience them and these admissions cannot be disregarded by people who claim to be in the high stages of burnout. This ties up with the assertion by Capel (1991:44) that burnout is a very personal experience. Different people react differently to it. In the last two decades a proliferation of articles and papers have linked burnout with physical and psychological illnesses and disorders.

The purpose of this study was to determine whether teachers experiencing high levels of occupational burnout have patterns of somatic complaints, psychological distress and dysfunctional behaviours.

Chi - square analyses attested to significant differences in the reported experience of illnesses between high burnouts and low burnouts.

6.2.3.1 **Physiological Consequences.**

Apart from ulcers and diabetes, there is a significant difference in the reported frequency of all the physiological symptoms as enumerated in the Burnout Manifestations Scale between the low burnout and the moderate to high burnout groups. These results indicate that teachers with high and moderate levels of burnout are more likely to experience a higher incidence of all the somatic symptoms except for ulcers and diabetes. These results are consistent with those of Belcastro and Hays (1984:265-268). Further concurrence with these findings is to be found in the works of Kahill (1988:285-287); Vance et al (1989:26); DeFrank and Stroup (1989:102); Needle et al.(1981:178-179); Swanson (1987:21) and Paine (1982:44). Cognizance must be taken of the fact that "the physiological resultants of burnout manifest themselves variously, not as a single type or set of symptoms but rather in both specific and
non-specific ways, in a variety of somatic complaints experienced with greater frequency or intensity by burnout victims” (Kahill, 1988:287).

6.2.3.2 Psychological Consequences

There is a significant difference in the reported frequency of all the psychological symptoms as enumerated in the Burnout Manifestations Scale between the low burnout and the moderate to high burnout groups. These results indicate that teachers with high and moderate levels of burnout are more likely to experience a higher incidence of all the psychological symptoms. These results are consistent with those of Kahill (1988:287-290); Vance et al. (1989:25); DeFrank and Stroup (1989:102); Paine (1982:44) and Swanson (1987:21).

6.2.3.3 Behavioural Consequences

Apart from smoking, interpersonal conflicts, marital problems, alcohol abuse and becoming suicidal, there is a significant difference in the reported frequency of all the behavioural symptoms as enumerated in the Burnout Manifestations Scale between the low burnout and the moderate to high burnout groups. These results indicate that teachers with high and moderate levels of burnout are more likely to experience a higher incidence of all the behavioural symptoms with the exception of smoking, interpersonal conflicts, marital problems, alcohol abuse and becoming suicidal. These results are consistent with those of Kahill (1988:288-290); Vance et al. (1989:26); DeFrank and Stroup (1989:102); Paine (1982:44) and Swanson (1987:21). Thus the second hypothesis that teachers experiencing high levels of burnout would have a greater incidence of somatic complaints, psychological distress and dysfunctional behaviours than their cohorts is accepted.
6.2.4 The category of consequences which burned out teachers exhibit the most

It was hypothesised that the category of consequences which burned out teachers exhibited the most could be determined quantitatively. The perusal of the means and standard deviations for each category of consequences (Table 13) has shown quite categorically that psychological consequences predominate over physiological and behavioural consequences. No evidence in the literature points to this trend, but Kahill (1988:285) has stated that the profusion of burnout symptoms may be due not only to the haziness that clouds the burnout field but also to the fact that burnout may be “a psychological distress reaction”. Moreover, Veninga and Spradley (1981:6) believe that job burnout refers to "a debilitating psychological condition brought about by unrelieved work stress". These theories would therefore account for the predominance of psychological distress reactions. A possible reason (according to Jayaratne et al., 1986:54) why behavioural symptoms tend to lag behind psychological and physiological consequences is that burned out subjects may either fail to acknowledge the existence of their symptoms or be oblivious of their display of them. Thus the third hypothesis - that the category of consequences which burned out subjects exhibited the most could be determined quantitatively - is accepted.

6.2.5 Demographic Variables and Burnout

It was hypothesised that the selected demographic variables of sex, age, marital status, academic qualification, category of post, years of experience, days absent, number of visits to the general practitioner, to the psychiatrist, to the counsellor and number of merit awards received would not account for a significant amount of variance in teacher burnout.

The outcome of the t-tests, chi-squares, anovas and multiple regression analyses of the demographic data was not alarming. Apart from visits to the general practitioner and number of days absent which were significantly related to one or more of the MBI subscales, the rest of the variables yielded no significant findings.
Concurrence with the statistically significant relationship between experience and burnout ($r = .2720, p < .01$) is to be found in Hatchard and Barrington (1986:44) who stated that "the highest stress was experienced by those in the age-range 45 to 49 years." But Holbrook (1984:555) and Pierce and Molloy (1990:45) maintain that those with less experience exhibit the highest levels of burnout.

There is more than sufficient support in the literature about the strong correlation between burnout and absence. Rosow (in Veninga & Spradley, 1981:10) maintained that workers who were stressed would stay away under any pretext. Further support is to be found in Jones (Kahill, 1988:288).

The following discussion will centre around the remaining demographic variables which yielded no statistical significances with burnout:

6.2.5.1 **Sex**

There is no significant difference between males and females in their experience of burnout. This finding concurs with that of Pierce and Molloy (1990:45); Greenglass and Burke (1988:222) and Morgan et al. (1985:63) but differs from that of Johnson et al. (1984:265) who have stated that male vulnerability to burn may be due to sex role ambiguity.

6.2.5.2 **Age**

There is no significant difference among the four age groups in their experience of burnout. Concurrence with the writer's finding is to be found in the works of Iwanicki and Schwab, in Byrne (1991:198); Pierce and Molloy (1990:45) and Morgan et al. (1985:63).
6.2.5.3 **Marital Status**

Marital status failed to show any statistically significant correlation with any of the subscales of the MBI as well as the overall burnout index. In other words there was no association between marital status and perceived burnout.

The writers finding is consistent with that of Schwab (1983:23); Schwab et al.(1986:17); Pierce and Molloy (1990:45) and Byrne (1991:198). Also studies from Schwab and Olsen (in Padayachee,1992:29) suggest that burnout is not related to marital status.

6.2.5.4 **Academic Qualification**

There is no significant difference among the three qualification groups in their experience of burnout. This finding concurs with that of Pierce and Molloy (1990:45); Schwab et al.(1986:17) and Schwab (1983:23). Further consistency with the writers finding is to be found in Schwab and Iwanicki (in Padayachee,1992:31) who contended that a teachers level of education is not significantly related to burnout.

6.2.5.5 **Category of Post**

There is no significant difference among the five post groups in their experience of burnout. The writers finding is consistent with that of Otto, in Pierce and Molloy (1990:45) who found that “about the same proportion of highly stressed teachers was among those with or without co-ordinating responsibilities.”

6.2.5.6 **Experience**

There is no significant difference between the two experience groups in their experience of burnout. Concurrence with the writers finding is to be found in the works of Schwab et al.(1986:17); Schwab (1983:23) and Morgan et al.(1985:63).
6.2.5.7 **Number of Days Absent**

This variable was found to be significantly related to burnout (p < .05). An examination of the results on the three subscales of the MBI in the category 91 + days absent showed that the percentage of high burnouts was consistently greater than that of low burnouts. This finding is consistent with that of Pierce and Molloy (1990:47) and Needle et al.(1981:180) who found strong links between burnout and absence.

6.2.5.8 **Number of Visits to the general practitioner.**

The finding that burned out subjects make more visits to their doctors ties up with that of Mattingly (1977:135) who asserted that “many workers (during the burnout process) simply report a sharp increase in medical contacts.”

6.2.5.9 **Number of Visits to the Psychiatrist and to the Counsellor**

There is no significant difference between those who have made between one and ten psychiatric or counsellor visits and those who have made more than ten visits in their experience of burnout.

6.2.5.10 **Merit Awards**

There is no significant difference among the four groups. A possible reason for the lack of disparity among the four groups is that while a fringe benefit is likely to keep a teacher satisfied and sufficiently motivated to strive towards success, dissatisfaction in the workplace would probably lead to stress and burnout. And this may occur not only in the case of the
merit deprived teacher but also in the case of those who have been more than adequately enriched by it.

The merit award is "a monetary incentive used by the Department of Indian Education to reward teachers for outstanding work and dedicated service" (Circular I.E.of 1978, in Padayachee, 1992:124). Level one teachers can acquire through meritorious service a total of three awards which may bolster their chances of gaining a promotion. This fringe benefit was a thorn in the flesh of the teaching fraternity in Indian Education who resisted it passively at its inception and with much vigour and vociferousness during the 1993 teacher strikes so much so that the Department of Indian Education buckled under mounting pressure and in its wisdom has decided to place a moratorium on awarding it in the future.

Cunningham (1983:43) felt that the merit pay structures which paid teachers differently for performing the same work would probably not be successful.

The spurious findings and the fact that most of the demographic variables yielded no statistical significances in the writer's study could support the view that burnout is very personal in nature. Different individuals react differently to it. Similarly factors precipitating it and its concomitant effects vary from person to person. The assumption that could be made therefrom is that burnout is not confined to a particular sex, marital or age group etc. It cuts across all ranks and all levels of society, it is not gender bound, nor is it limited to a particular educational group or specific age group. This assertion concurs with that of Truch (in Swanson, 1987:10-11) who believes that burnout is a pervasive problem and DeFrank and Stroup (1989:99) who discovered that demographic factors and teaching background had no impact on stress and health concerns.

Thus the fourth hypothesis that the selected demographic variables of sex, age, marital status, academic qualification, category of post, years of experience, number of days absent, number of visits to the general practitioner, to the psychiatrist and to the counsellor and number of merit awards received would account for a significant amount of variance in teacher burnout is rejected.
6.3 STRATEGIES FOR INTERVENTION

Given the potential consequences of teacher burnout, it is vital that careful analysis of the underlying causes of this malady be undertaken as urgently as possible. According to Schwab and Iwanicki (1982b:16), more often than not educators endeavour to seek "bandaid solutions" to problems with deep-seated causes. However, it must be remembered that burnout need not end in ashes only. As Freudenberger (in Melendez & de Guzman, 1983:76) stated, the prognosis for recovery from burnout is good. Professionals can break free of the burnout cycle provided they are given the right alleviating interventions. They can become productive again. "Salvage in this instance may be cheaper than the alternative of dismissal and training of a replacement" (Freudenberger, in Melendez & de Guzman, 1983:76).

Just as there is an outgrowth and variety of burnout symptoms, so too are the methods of alleviating and preventing them. Needle et al. (1981:180) believe that the best but least feasible way of coping with occupational stress is to alter those areas in the workplace that precipitate stress. Thereafter collective action to initiate a system of coping strategies and a social support network to mitigate the impact of stressors on psychological, somatic and health outcomes should constitute a programme to promote health and reduce disease.

Prevention of burnout can be initiated at the organizational level through a concerted programme of timeous intervention and change. But, since teachers lack the authority to change the school's programme (pupil-teacher ratio, teaching load, allocations, time tabling, staff meetings, duties etc.), personal remedies are more effective. However, the ideal would necessitate both systematic and complementary effort by both individuals and organizations. As reactions to burnout are so individualized, it is unwise to overgeneralize about methods to manage or prevent it. The following are some suggested measures in which burnout could either be minimized or eradicated. This section is divided into individual strategies and organizational strategies.
6.3.1 Individual Strategies

(a) Support Systems

The importance of social support, that is both collegial support and family support (Fletcher & Payne in Kyriacou, 1987:149) can never be overemphasised, provided the stress-beleaguered teacher is prepared to confide in his colleagues and receive their support.

Maslach (in Cunningham, 1983:46) postulates the importance of social-professional support in order to combat the causes of burnout. In addition a problem-solving process involving quality circles would help to greatly reduce this problem. A quality circle is a group of volunteers who in conjunction with management personnel provide an avenue for teacher problems by examining complaints, making recommendations and with management approval implementing changes in the workplace. Refusing to succumb to unnecessary demands, ventilating one’s feelings, keeping schoolwork at bay (at a certain time in the evenings or over weekends is according to Dunham (in Borg, 1990:122) very useful.

According to Tuetteman and Punch (1992:49) a central office function of support services would be to devise policies for issues such as confidentiality, referrals, right of access, relationship to work performance and the involvement of teacher unions.

(b) Utilizing optimal coping strategies

Coping strategies or what resources the subject avails himself of in order to handle stress-inducing situations can fall into two categories:

(i) direct actions whereby the subject attempts to personally come to grips with the problem or
(ii) by palliative actions like trying to forget about it, by engaging in sport or consuming alcohol but some of these are maladaptive ways of coping (Borg, 1990: 121). Coping strategies, inter alia, could include the following:

- Setting realistic goals. Striving to attain that which is unattainable is foolish and health hazardous (Weiskopf, 1980: 21).

- Keeping things in perspective. Thinking objectively about the situation without emotional upheaval is very helpful (Borg, 1990: 122).

- Taking a rest. It is suggested that burnout victims should have seven hours of sleep at night and should take several brief periods of about fifteen minutes a day.

- Engaging in physical exercises such as yoga, jogging, bicycling, swimming, gardening, walking and mental exercises such as meditating, watching M*A*S*H reruns, painting, cooking, baking, praying, listening to music and praying. (Dunham, 1986: 167)

- Avoiding confrontations. Talking about outside interests and hobbies (Kyriacou in Dunham, 1986: 166-167).

- Taking sanctioned time outs and sabbaticals (Daley in Gillespie, 1983: 11).

- Taking vacations regularly to keep a balance between work and play.

- Joking and making fun of a stressful situation reduces the anxiety that is aroused (Maslach, 1976: 19).

- Becoming involved in any pleasurable activity, project or research effort that is stimulating.
• Becoming more assertive and honest about one's feelings when interacting with others.

• As blood-sugar levels fluctuate during stress, a high protein diet with six small meals is suggested (Bramhill & Ezell in Gillespie:1983:7).

• Developing an attitude of "detached concern" in order to be objective and keep a healthy emotional distance from one's students (Cedoline, 1982: 148).

• Avoiding isolation from other staff.

• Learning the subtleties of self - hypnosis.

• Getting a pet as they are a source of comfort and enjoyment (Burns, 1988:157).

• Strengthening one's self-concept (Burns, 1988:136).

• Submitting to hydrotherapy and / or reflex zone therapy.

6.3.2 **Organizational Strategies**

Organizational development strategies are vital to improve group process and interpersonal relations. Such programmes should include some of the following:

(a) Holding workshops on teacher identification and stress management which would serve as a catalyst for exploring personal feelings (Needle et al., 1980:98).

(b) Ensuring that the teaching system is less regimented and the environment more supportive (Cunningham, 1983:43).
(c) Making available free, confidential, professional counselling to teachers in distress.

(d) Recognizing feminist values in the workplace and establishing environments of mutual support (Finn, 1990:66).

(e) Showing potential teachers the actualities of teaching in order to acquaint them with the daily conditions faced by the profession (Eskridge & Coker, 1985:389).

(f) Giving teachers a say in decision-making and prioritizing strategies (Kossack & Woods, 1980:32).

(g) Organizing teacher exchange programmes as these could prove invigorating to those burning out (Meadow, 1981:21).

(h) Designing staff meetings with the purpose of boosting the teachers' morale.

(i) Setting up mentoring programmes for new staff members (Bernard, 1990:296)

(j) Giving equal opportunities for advancement to all staff members, irrespective of gender, seniority or powerbase (Bernard, 1990:333)

(k) Ensuring that organizational procedures such as time-tableing and allocations are fair and allow for teachers' preferences (Bernard, 1990:332 - 333).

(l) Catering for flexibility in teaching styles and teaching needs.

(m) Exploring the concept of team-teaching, setting up an active teachers centre in school and allowing teachers the use of facilities after school (Farber, 1981:240).

(n) Providing clear, consistent criteria for the promotion of teachers (Bennet, 1989:295).

6.4 SUMMARY OF FINDINGS

Analyses of the data utilized in the current study provided the following results:

(a) The five reported case studies do provide adequate justification for the premise that teachers do suffer from burnout currently.

(b) 7% of the sample of 282 (or 692 out of a total population of 9882) Indian primary and secondary teachers of all ranks in Kwazulu-Natal schools under the auspices of the former House Of Delegates is currently suffering from a high degree of burnout or 23% (or 2273 teachers) from a moderate to high degree of burnout.

(c) Teacher burnout is accompanied by distinct physiological, psychological and behavioural symptoms. The consequences which were higher up on the rank order and which, among others, were found to correlate significantly with burnout are: fatigue, muscular pain, headaches, sleep disturbances, colds, leg cramps, chest pains, not appreciated in the job, tenseness, moodiness, anger, irritability, boredom, depression, consumption of caffeine, can't enjoy leisure, giving up job, finding fault with others and cutting oneself from others.

(d) Psychological consequences tended to predominate over physiological and behavioural consequences.

(e) Apart from visits to the general practitioner and number of days absent which were significantly related to one or more of the MBI subscales, the rest of the variables yielded no significant findings.

(f) A number of individual and organizational strategies has been proposed to rescue the stress-beleaguered teacher.

In the following chapter the writer will conclude his study by providing the reader with a comparative appraisal of the findings of the literature and the present studies,
recommendations for burnout intervention already discussed in the previous chapter, the writer's initiatives towards the study, limitations of the present study, recommendations for further study and implications of the study.
CHAPTER SEVEN

CONCLUSION OF THE STUDY

7.1 INTRODUCTION

In this chapter the writer will provide the reader with a comparative appraisal of the findings of the literature and the present studies, recommendations for burnout intervention already discussed in the previous chapter, the writer's initiatives towards the study, limitations of the present study, recommendations for further study and implications of the study.

7.2 COMPARATIVE APPRAISAL OF THE FINDINGS OF THE LITERATURE AND EMPIRICAL STUDIES

The immediate aims of the writer's study were:

(1) An analysis of the theory of burnout in the literature study. This procedure produced the following information:

* Despite the scepticism and cynicism levelled against the subject and the numerous and multifarious definitions on the subject, burnout really amounts to a process of emotional exhaustion, depersonalization and reduced personal accomplishment.

* Several models and theories on the subject appear in the literature and the one that was considered appropriate for the writer's study was Hurrel's model of job stress and health as the writer's focus was on the physiological, psychological and behavioural consequences of burnout.
* Burnout has been confused and equated with concepts like stress and alienation and therefore there is a dire need for some conceptual clarity on the subject.

* There are several causes listed in the literature on the arousal of this phenomenon and which lend credibility to its existence.

* Teachers, like other members of the people or helping professions, and by virtue of their varied role, are extremely vulnerable to burnout and should this phenomenon go unchecked, according to the literature, it would probably lead to teachers becoming an endangered species.

* The literature is quite consistent in its reporting of a whole universe of physiological, psychological and behavioural symptoms.

* Several case studies are documented in the literature on burnout and purport to its authenticity.

* The most recent literature on burnout among South African Indian teachers in the region of Kwazulu-Natal has fixed its incidence at 23%. Other researchers found that 10.8%, 10.35% and 11.1% of their samples fell into the high burnout category.

* The findings in the literature study on the demographic variables of sex, age, marital status, academic qualification, category of post, years of experience, days absent, number of visits to the general practitioner, to the psychiatrist, to the counsellor and number of merit awards received have been somewhat conflicting. While some researchers found that the composition of high and low burnout groups did not differ in terms of many of the said variables, others found very significant differences.

(2) To compile a questionnaire based on the literature and experience to give to teachers. The literature study did bring to light several questionnaires that were compiled for use in the burnout field, but because of their unavailability locally and because researchers had deliberately omitted their own questionnaires from their dissertations
for fear of copyright infringements, the writer had to be content with the very limited number of available questionnaires. Nevertheless, despite such limitations, the writer was able to compile his own questionnaire, namely the Burnout Manifestations Scale, which, together with the established Maslach Burnout Inventory, was quite successfully used in his empirical study.

The distant aims of the writer's study were:

1. To make the writer's department aware of the seriousness of the syndrome of burnout which is rapidly afflicting the teaching profession. Matters necessitating serious attention centred around:
   
   * The conclusions from the five reported case studies regarding the existence of burnout in South African Indian teachers.
   
   * The finding that 7% of the sample of 282 (or 692 out of a total population of 9882) Indian primary and secondary teachers of all ranks in Kwazulu-Natal schools under the auspices of the former House of Delegates is currently suffering from a high degree of burnout or 23% (or 2273 teachers) from a moderate to high degree of burnout which does concur somewhat with the available literature. If the percentage of burned out teachers in Kwazulu-Natal is perceived as being low when weighed against the backdrop of teachers all over the world, several factors could be attributed to it. These may include the fact that at the time of the investigation Indian schools had not borne the brunt of total integration or that Indian teachers comprise a totally different cultural group to that of their American counterparts, or that Indian teachers have of late become very vociferous in their demands for change etc.

   * Burnout among Indian teachers is accompanied by distinct physiological, psychological and behavioural symptoms. Although the mean rating for the 60 consequences was not very high (vide 6.2.2.), the fact that there is concurrence for their existence with that reported in the literature lends credibility to the study.
Apart from visits to the general practitioner and number of days absent which were significantly related to one or more of the MBI subscales, the rest of the demographic variables did not yield any significant findings. This does concur with the findings of some researchers.

(2) To bring this malady to the attention of school principals and other management personnel so that they could recognise warning signs in their staff members and so devise methods for their alleviation or reduction of the problem. To this end, a number of individual and organizational strategies has been proposed to rescue the stress-beleaguered teacher (vide 6.3.).

7.3 INITIATIVES

The writer had taken a number of initiatives towards the progress of his present study. Meetings with several academicians were arranged and held with the primary purpose of sounding out their opinions on the scientific value of his subject and the empirical methods to be undertaken. After having examined those research instruments that were available, he compiled his own questionnaire, namely the Burnout Manifestations Scale (BMS) using the works of Carroll and White (in Paine, 1982:44), Spradley (in Veninga & Spradley, 1981:284-290) and Pines and Aronson (1980:219).

The outcome was an instrument that was well received and completed by a fairly large sample of 285 subjects. One comment from a principal of a Secondary School: "An interesting and thought-provoking questionnaire. Please forward to me the results of this survey" was encouraging.

Another initiative that was undertaken was seeking and receiving the advice of several statisticians before the analyses were finalised.
7.4 LIMITATIONS OF THE STUDY

Several limitations to this study need to be examined before any substantial credibility could be attached to the results.

(a) Firstly as most of the suitable burnout scales and measures, namely the Teacher Stress Inventory by Fimian (1988), Freudenberger's Burnout Questionnaire (1980), Emener Luck Burnout Scale (1980), Tedium Measure of Pines and Aronson (1981) and the Jones Staff Burnout Scales were not heard of by local academics and librarians and unavailable locally, attempts to obtain them from overseas were futile. Even letters addressed abroad were returned without having reached the persons they were intended for. Consequently the Burnout Manifestations Scale which has yet to be validated in other research studies was devised.

(b) Secondly the inception of the study might have been ill-timed - April to July 1994, the post strike period in the lives of Indian teachers, a period during which teachers were victorious in gaining a voice to criticise, demand and lash out. It was and still is a period in which visits and reports by superintendents have become virtually non-existent. This could probably explain the rather depressed medians for the consequences of teacher burnout.

(c) The judgement of principals was relied upon to enlist the assistance of teachers as participants of the study. In some cases sampling error could have arisen.

(d) The responses of the sample may not have been a true reflection of the status quo as teachers may have feared being perceived as weak, derogated or type cast, even though the assurance of total anonymity and confidentiality was given. The cynical and casual attitude of some respondents to all the items on the questionnaire could not but be noticed. On the other hand, a possible rationale for this trend could be attributed, according to Moracco et al. (in Myles: 1991:10) to the fact that "symptoms of stress are sometimes subtle, sometimes obvious, sometimes mild and sometimes severe." In addition, the scale error or the unintentional generosity in creating a wide
scale from 0 to 6, a point which was not picked up by the pilot study, may have provided teachers with much scope to tone down the severity / frequency of their symptoms.

(e) A limiting feature of the MBI was the depersonalization subscale. This scale tests the attitude of respondents to treat their subjects as impersonal objects. Indian teachers in the main are caring and concerned about the welfare of their pupils. Consequently their responses on this subscale were somewhat depressed.

(f) This study was merely a cross-sectional study and was relevant to Indian teachers within a specific time frame (April - July 1994). Moreover it was not a cross-cultural or longitudinal study. Therefore these findings need to be interpreted with some degree of caution. But given the relative paucity of longitudinal studies on the subject, the results of the present study offer a noteworthy perspective on a syndrome that is little understood or often viewed in some circles with scepticism.

(g) Lastly because it is believed that teaching is a traditional “female” occupation, many more women should have been recruited.

7.5 RECOMMENDATIONS FOR FURTHER STUDY

The following recommendations are made so that research efforts in the future would enjoy an optimal level of satisfaction:

(a) As burnout is a relatively new area of research, it is recommended that a variety of scales and instruments be imported from other countries so that the researcher’s formidable task is neutralized.

(b) There should be follow-up studies to test the findings of previous research in the field.
(e) As Farber (in Hatchard & Barrington: 1986:43) has stated, burnout should be a multi-disciplinary approach. The feedback that emanates from this approach could lead to the formulation of a comprehensive model which, by consensus, most researchers would consent to use.

(d) It is recommended that physiological and behavioural factors be incorporated into existing psychological constructs of occupational stress instruments.

(e) It is further recommended that equitable distributions in all the categories (sex to years of experience) be intercepted into the study to "supply the power required for statistical analyses" (Schonfeld & Ruan, 1991:110) or the researcher would be faced with coarse samples in every group.

(f) Additional studies could focus on any one or more of the following themes:

* Those role-related factors that contribute to and aggravate teacher burnout

* The impact of burnout on job performance in general and on a teacher's response to service recipients (students, colleagues, management personnel, supervisors etc.)

* Disorders which are peculiar to teachers burning out.

* Why do teachers experience more psychological symptoms than physiological or behavioural symptoms.

* The use of stress as a positive factor in the attainment of success.

7.6 IMPLICATIONS OF THE STUDY

It probably is cliched to refer to teaching as a stressful occupation, but one must remember that cliches contain kernels of truth. The following implications have particular reference to
central government, education authorities, health personnel, insurance policy makers, teacher unions, teachers and management personnel:

(a) The proportion of burnout among Indian teachers in ex-House of Delegates Schools in Kwazulu-Natal for the year 1994, namely 7% (high burnouts) and 23% (moderate to high burnouts) cannot be treated very lightly. In fact it attests to the fact that something is just not right in Indian education at the moment and warrants serious investigation and timeous intervention by central government and education authorities. For it goes without saying that if those suffering a moderate degree of burnout are not detected early enough, their degeneration to high burnout status would be swift and very damaging. Those already in the stage of ripened burnout would be exhibiting all sorts of serious ailments, attitudes and behaviours that would easily have been averted had steps been taken to reduce the antecedents of stress and burnout.

(b) The burnout is not the only one to endure its ill effects, many others are also “singed” in the process (Maslach, 1982:77). Burned out teachers can adversely affect their co-workers, their students and the reputations of their schools.

(c) In environments where feminist values are discounted, burnout is certain to thrive. This area of concern probably needs to be addressed urgently (Finn, 1990:55).

(d) There will be an increase in the number of teachers seeking boarding on the grounds of ill health and claiming early retirement pensions.

(e) Claims on insurance policies offering special disability benefits would be accelerated.

(f) Results of this study also have important implications for teacher-training programmes. Stress reduction programmes must form part of preservice training. Training should embrace time management techniques, communication skills, techniques to be utilised in the management of children and in situations in which the
potential for physical and / or psychological harm from students is evident (Johnson et al., 1984:265-266).

7.7 CONCLUSION

It is absolutely imperative that the subject of burnout be accorded the serious attention that it deserves. Based on the findings in this research study and on other studies to date, cognizance must be taken of the fact that if the primary concern of the present government for quality education is to become a reality, there must be concerted mobilization on the part of central government and educational authorities to ensure that the well being, both physical and mental, of its most precious asset, the teaching fraternity, is not compromised whatsoever. Even the grudging submission to the demands for higher salaries may not prevent teachers from being lost to other professions. The main thing is to keep them motivated to remain in the profession and give of their best.
BIBLIOGRAPHY


Mattingly, M. 1977. *Sources of Stress and Burnout in Professional Child Care Work*. *Child Care Quarterly, 6*:127-137


APPENDIX A

DEMOGRAPHIC DATA SHEET

MASLACH BURNOUT INVENTORY

BURNOUT MANIFESTATIONS SCALE
APPENDIX A

DEMOGRAPHIC DATA SHEET

Name: (optional) ..........................................................
(Please note: This information will be kept strictly confidential and will be used to facilitate follow up and feedback only.)

Address: (optional) .......................................................


************************************************************

( Please indicate the number of your choice in each block.)

Your Gender:
    male = 1
    female = 2

Your age:
Please indicate your age in years

Marital status:
    single = 1
    married = 2
    divorced = 3
    widowed = 4
    other = 5
   (please specify)

Home language (Please specify): ....................................

Highest Academic Qualification:
    M + 2 = 1
    M + 3 = 2
    M + 4 (without a degree) = 3
    Bachelor's degree = 4
    B.Paed. = 5
    Honour's degree = 6
    B.Ed. = 7
    Master's degree = 8
    Doctorate = 9
Category of post:

Level 1 (Educator) = 1
Head of Department = 2
Deputy Principal = 3
Senior Deputy Principal = 4
Principal P1 = 5
Principal S1 = 6
Principal CS = 7

Total Years of Experience:

Number of days absent from school in the last five years

Number of visits made to your general practitioner in the last five years.

Number of visits made to a psychiatrist in the last five years.

Number of visits made to a counsellor in the last five years.

None = 1
One = 2
Two = 3
The purpose of this survey is to discover how educators view their job and the people with whom they work closely.

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a "0" (zero) in the space before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example:

HOW OFTEN: 0 1 2 3 4 5 6
Never A few times a year or less Once a month or less A few times a month Once a week A few times a week Every day

Statement:
I feel depressed at work.

If you never feel depressed at work, you would write the number "0" (zero) under the heading "HOW OFTEN." If you rarely feel depressed at work (a few times a year or less), you would write the number "1." If your feelings of depression are fairly frequent (a few times a week, but not daily) you would write a "5."
BURNOUT MANIFESTATIONS SCALE

POTENTIAL PHYSIOLOGICAL, PSYCHOLOGICAL AND BEHAVIOURAL CONSEQUENCES OF TEACHER BURNOUT

There are 60 statements of job-related symptoms of burnout. Please read each statement carefully and by examining the scale below, establish your degree of severity for each symptom.

<table>
<thead>
<tr>
<th>Severity Level</th>
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<tbody>
<tr>
<td>0</td>
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<tr>
<td>Never</td>
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</tbody>
</table>

For example, for the first symptom, "I feel fatigued when I get up in the morning and have to face another day on the job.", if you do not suffer from this symptom, then write a 0 in the block next to that question. If your reaction to the symptom is "A few times a year or less", write 1; "Once a month or less", write 2; "A few times a month", write 3; "Once a week", write 4; "A few times a week", write 5; or "Everyday", write 6.

Please note that I am interested in the degree to which each item represents a significant consequence of burnout for you in your work.

1. I feel fatigued when I get up in the morning and have to face another day on the job.
2. I experience colds.
3. I suffer headaches.
4. Sleep disturbances such as insomnia, nightmares, or excessive sleeping are problems I have to contend with.
5. I have problems with ulcers.
6. I experience sudden losses and gains in weight.
7. I become diabetic.
8. I suffer from high blood pressure.
<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
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<tbody>
<tr>
<td>9</td>
<td>I become asthmatic.</td>
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</tr>
<tr>
<td>10</td>
<td>I develop skin rashes.</td>
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<tr>
<td>11</td>
<td>I experience muscular pain, particularly in lower back and neck.</td>
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<tr>
<td>12</td>
<td>I have shortness of breath.</td>
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<tr>
<td>13</td>
<td>My eyes itch.</td>
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<tr>
<td>14</td>
<td>I experience nausea.</td>
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<tr>
<td>15</td>
<td>I feel dizzy.</td>
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<tr>
<td>16</td>
<td>I have stomach upset.</td>
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<tr>
<td>17</td>
<td>I get constipated.</td>
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<tr>
<td>18</td>
<td>I am prone to accidents and injuries.</td>
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<td>19</td>
<td>I experience tightness of the chest.</td>
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<tr>
<td>20</td>
<td>I experience leg cramps.</td>
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</tr>
<tr>
<td>21</td>
<td>I become emotionally distanced from my colleagues and students.</td>
<td></td>
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<tr>
<td>22</td>
<td>I become easily depressed.</td>
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<tr>
<td>23</td>
<td>I am unable to control my emotions.</td>
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<tr>
<td>24</td>
<td>I feel I am &quot;going crazy&quot;.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I spend time daydreaming / fantasizing.</td>
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<tr>
<td>26</td>
<td>I have feelings of being &quot;trapped.&quot;</td>
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</tbody>
</table>
27. I experience nervous "ticks.

28. Undefined fears are taking a firm hold over me.

29. I am unable to concentrate.

30. I get angry very easily.

31. I tend to become tense.

32. I feel bored.

33. I tend to be cynical towards others.

34. I indulge in sick humour - aimed particularly at other staff.

35. I distrust management, supervisors, peers.

36. I criticise my institution and/or peers.

37. I tend to experience feelings of hopelessness, powerlessness or meaninglessness.

38. I tend to become irritable.

39. I become moody.

40. I feel I am not being appreciated in my job.

41. I tend to consume too much of caffeine (coffee, tea).

42. I tend to smoke a lot.

43. I rely heavily on tranquillizers and/or anti-depressants.

44. Violent and aggressive behaviour has become part of my lifestyle.

45. I tend to overeat.
46. I lose my appetite.
47. I become hyperactive.
48. I tend to cut myself off from other staff.
49. I respond to others in a mechanical manner.
50. Conflicts with other members of staff are a problem for me.
51. I have problems in my marriage.
52. I am callous towards other people.
53. I tend to drink (alcohol) a lot.
54. I tend to find fault with others.
55. I absent myself from my job.
56. I feel I am less efficient in my job.
57. I can't enjoy my leisure.
58. I become suicidal.
59. I lack interest in my work.
60. I think of giving up my job.
APPENDIX B

Ref.No. CS 10907408
11 Himalaya Road
Belfort
Pietermaritzburg
3201

21 April 1994

The Deputy Director - General
Department of Education and Culture
For Attention : Chief Education Planner:
Examinations, Monitoring of Educational Standards, Teacher
Education and Research
Private Bag X54323
DURBAN
4000

Sir

Permission to conduct research

In reply to your letter dated 1993.04.29, I wish to inform you that the items that you had requested are now available for your scrutiny.

Please find enclosed :

1. A copy of the letter from the University of South Africa indicating that I have registered and that my topic has been accepted.

2. Copies of the final questionnaires approved by the university.

3. Details regarding conduct of my research : I am going to utilise TWO questionnaires, viz. The Maslach Burnout Inventory (MBI) and another questionnaire which I have devised and for which I have obtained approval from the university.

A sample of 300 teachers drawn from various primary and high schools would be approached to complete the said questionnaires.

These questionnaires would be completed in the teachers' own time. No lesson time would be used.

4. I request permission to conduct the research in the following schools :

M.L.Sultan Secondary, Pietermaritzburg.
Raisethorpe Secondary
Kharina Secondary
Woodlands Secondary
Northbury Secondary
Heather Secondary
Dunveria Secondary
Silver Heights Secondary
E.P.S. Secondary
New Horizon School for the Blind
Cool Air Secondary
Greytown Secondary
Drakensberg Secondary
Lincoln Heights Secondary
Dannhauser Secondary
Durban Girls Secondary
Overport Secondary
Centenary Secondary
Daleview Secondary
Avonford Secondary
Howick West Secondary
Howick West Primary
Mountain Rise Primary
Northlands Primary
Ramatha Road Primary
Islamic Primary
Shri Vishnu Primary
Berg Street Primary
T.P.A. Primary
Rosefern Primary
Newholme Primary
Suncrest Primary
Ridgeview Primary
Deccan Road Primary
Northdale Primary
H.S.Ebrahim Training Centre
Springhaven Primary
Union Park Primary
Regina Primary
Allandale Primary
Orient Heights Primary
Dundee Primary
Skylark Primary
Greenhill Primary
Greytown Primary
School of Industries (Boys)
W. A. Lewitt Primary
I trust that the above information meets with your approval. As I am now on study leave, I should be most grateful to you if the said permission is granted to me as soon as possible.

Yours faithfully

K. MOODLEY
Dear Colleague

I would appreciate your help in a research project I am involved with at the University of South Africa. I am trying to assess teacher opinions on the effects / manifestations of job burnout.

You can help by filling out the enclosed questionnaire. Completing the questionnaire will take about 15 minutes of your time, but to be valid for research purposes, the survey must be returned with every question answered.

Permission has been obtained from the Department to conduct the survey. Please note that participating in this survey is purely on a voluntary basis and information will be kept totally confidential. You will not be identified in any way.

When you have completed the questionnaire, please hand it to your principal who will then forward it to me or alternatively, if you so desire it, kindly place it in a sealed envelope obtained from the principal and hand it over to him/her.

The results of this survey will be made available to you should you desire it.

I assure you that your co-operation will be greatly appreciated.

Yours faithfully

K. Moodley
Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN DEPARTMENTAL SCHOOLS

Your letters dated 93:04:26 and 94:04:21 have reference

1. Permission is hereby granted to you to conduct your research at the schools as indicated in your letter provided that:

1.1 prior arrangements are made with the principals concerned;

1.2 participation in research by teachers is on a voluntary basis;

1.3 completion of questionnaires is done outside normal teaching time; and

1.4 all information pertaining to teachers is treated confidentially and used for academic purposes only.

2. Kindly produce a copy of this letter when visiting schools.

3. The Department wishes you every success in your research and looks forward to receiving a copy of the findings.

Yours faithfully

EXECUTIVE DIRECTOR

940429/perm/tm
### A

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<tr>
<td>2. Voorname</td>
<td>First Names</td>
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<tr>
<td>3. Ouderdom</td>
<td>Age</td>
<td>yrs.</td>
<td>4. Lengte</td>
<td>Height</td>
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<tr>
<td></td>
<td>5. Liggammasaas</td>
<td>Body mass</td>
<td>kg</td>
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### B

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<tr>
<th></th>
<th>Ja</th>
<th>Nee</th>
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<tbody>
<tr>
<td>1. Is u suksesvol ingeënt?</td>
<td>Have you been successfully vaccinated?</td>
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<td>2. Enige velsiekte?</td>
<td>Any skin disease?</td>
<td>Ja—Yes</td>
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<tr>
<td>3. Enige aandoening van die beenstelsel en/of gewrigte?</td>
<td>Any affection of the skeleton and/or joints?</td>
<td>Ja—Yes</td>
</tr>
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<td></td>
<td></td>
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<tr>
<td>4. Enige aandoening van die oë, ore, neus of tande?</td>
<td>Any affection of the eyes, ears, nose or teeth?</td>
<td>Ja—Yes</td>
</tr>
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<tr>
<td>5. Enige aandoening van die hart of bloedomloopstelsel?</td>
<td>Any affection of the heart or circulatory system?</td>
<td>Ja—Yes</td>
</tr>
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<td></td>
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<tr>
<td>6. Enige aandoening van die bors of somhalingsstelsel?</td>
<td>Any affection of the chest or respiratory system?</td>
<td>Ja—Yes</td>
</tr>
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<td>7. Enige aandoening van die spysverteringstelsel?</td>
<td>Any affection of the digestive system?</td>
<td>Ja—Yes</td>
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<tr>
<td><strong>8.</strong> Enige aandoening van die urinere stelsel en/of geslagsorgane?</td>
<td>Ja—Yes</td>
<td>Nee—No</td>
</tr>
<tr>
<td><strong>9.</strong> Enige senuwee-aandoening of geestes afwyking?</td>
<td>Ja—Yes</td>
<td>Nee—No</td>
</tr>
<tr>
<td><strong>10.</strong> Enige ander siekte?</td>
<td>Ja—Yes</td>
<td>Nee—No</td>
</tr>
</tbody>
</table>

**C**

1. Het u enige gehoor-, spraak- of gesigsgebrek?  
   Do you suffer from any defect of hearing, speech or sight?  
   Ja—Yes Nee—No

2. Is u liggaamlik gestrem en maak u gebruik van kunsledemate?  
   Are you physically disable and do you use artificial limbs?  
   Ja—Yes Nee—No

**GEE BESONDERHEDE VAN DIE AARD EN GRAAD VAN DIE GEBREK**  
GIVE DETAILS OF THE NATURE AND SEVERITY OF THE DISABILITY

**D**

1. Het u ooit enige operasie(s) ondergaan?  
   Have you undergone any operation(s)?  
   Ja—Yes Nee—No

**GEE BESONDERHEDE VAN DIE AARD EN DATUM VAN DIE OPERASIE(S)**  
GIVE DETAILS OF THE NATURE AND DATE OF THE OPERATION(S)

**E**

Ek verklaar dat die inligting hierbo waar en juis is en dat ek geen inligting oor my gesondheidstoestand verswuy het nie  
I declare that the above information is true and correct and that I have not withhold any information regarding my health

Handtekening—Signature  
Datum—Date