A COMPARATIVE STUDY OF BURNOUT AMONG EDUCATORS IN A YOUTH JUVENILE REHABILITATION CENTER, AN EX MODEL C SCHOOL, AND PUBLIC SCHOOLS

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A comparative study of burnout among teachers in a Youth Juvenile Rehabilitation center, an Ex model C school, and Public schools.

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Conservation of Resources (COR)

Abstract

Nationally and internationally educators are a valuable source of learning, inspiration, and motivation. Teachers have inspired many of us to become who we are today. The legacy of the South African Apartheid system has left an array of inequalities that today are still evident financially, socially, and educationally in many communities. The Apartheids 'segregation' policy operated with the aim of separating people geographically based on race, and with the implementation of the Bantu Education Act in 1953 created a system in which even the training of educators were segregated along racial and ethnical lines. This segregation has had lasting effects on the South African education system till this very day, and has created a clear divide between privileged and underprivileged schools. With the ever increasing spread of HIV/AIDS, the rife prevalence of gangsterism and school violence, and the increasing lack of resources and need for high quality teaching, South African educators have to deal with many more work stressors than usual. It is in such volatile conditions that progressive stress due to work overload, overbearing administrative policies, lack of recognition, lack of respect, lack of reward, general disruptive students and a broad lack of school based resources can eventually impact negatively on educators leading to burnout. Therefore, the purpose of this study was to determine whether there are differences in the levels of burnout in educators between different types of schools? This study examined three schools; namely a Public, Ex model C, and a Youth juvenile rehabilitation school. A non-experimental survey design was used for this study. The sample consisted of 47 educators across the three types of schools. Data was collected by means of two instruments: a demographic questionnaire, and the Maslach Burnout Inventory (MBI) consisting of three subscales namely; Emotional Exhaustion, Depersonalization, and Diminished Personal Accomplishment. It was hypothesised that due to the stressful nature of work in disadvantaged

and resource lacking schools, as well as the unstable and unsafe environment in certain schools, burnout among educators in Public and Youth juvenile rehabilitation schools will have a higher prevalence rate than educators in Ex model C schools. The study also aimed to identify which various educator demographic variables correlate with high burnout levels. Correlational results of the study found no significant relationships between the three subscales of the MBI and certain educator demographic variables across the three types of schools. The results of an Analysis of Variance (ANOVA) test revealed a borderline non-significant difference in the Emotional Exhaustion subscale between the Youth juvenile rehabilitation school and Public schools. Post Hoc comparison tests suggested Public school educators in the sample had the highest levels of burnout in terms of Emotional Exhaustion across the three types of schools, while educators in the Youth juvenile rehabilitation schools showed the lowest levels of burnout in terms of Emotional exhaustion. The results of the present study were discussed from the perspective of the Conservation of Resources theory, suggesting resource depletion as a central facet to burnout and how prolonged stress leads to burnout. Future qualitative studies exploring the etiology of burnout was thus recommended.

Declaration

I declare that the sources of the title ‘a comparative study of burnout among teachers in a Youth Juvenile Rehabilitation center, an Ex model C school, and Public schools’ is my own work. This title has not been submitted for any degree or examination in any other university, and that all the resources I have used or quoted have been indicated and acknowledged by complete references.

Mario Clayford May 2010

Signed…….

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Chapter 1

General Introduction

Introduction

In the past few decades the South African education system has been transformed internally and externally. This transformation was to accommodate a changing country while keeping up with its rapidly progressing pace. Major changes were especially introduced educationally either at a policy level or through the implementation of these policies. One of these policies was Inclusive Education, which consisted of the development of a single inclusive system of education, allowing capacity and appropriateness to facilitate learning and meet the needs of all the learners (Engelbrecht, Swart, Eloff & Forlin, 1999). Other policies implemented by the Department of Education include The National Education Policy, The South African Schools Act of 1996, The National Policy on HIV/AIDS for learners and educators, and the Norms and Standards policy, to name a few. All these policy systems bring with it an array of roles and responsibilities that educators are to incorporate into their teaching (Simbayi et al., 2005).

One such policy was the Curriculum 2005 policy which was launched in 1997. The master plan of the Curriculum 2005 policy was to be implemented in grade one in 1998, and grade seven in 1999. The entire policy was to be phased in progressively so that it would cover all sectors of schooling by 2005 (Harley & Wedekind, 2004). What became known as Outcomes Based Education (OBE) training for teachers was clearly problematic (Harley & Wedekind, 2004). Given the very short time between finalisation of the Curriculum and its implementation, the South African National Department of Education and its various provincial counterparts had no

choice but to provide crash course training for teachers, cascading the training down the system to reach all educators (Harley & Wedekind, 2004). The cascade model itself proved problematic since many teachers trained at the top were not sufficiently trained to replicate the training with their districts and schools (Harley & Wedekind, 2004). A summary of the implementation weaknesses of Curriculum 2005 showed it to be 'a complex curriculum policy having inadequate coordination and management', 'insufficient capacity in terms of finance and personnel', 'inadequate teacher development', and limited curriculum development' (Harley & Wedekind, 2004, p 200). The Curriculum 2005 Review (2000) further reported widespread evidence that teachers have a shallow understanding on the principles of Curriculum 2005/OBE.

Apart from educational and administrative policies, teachers often reported a wide range of occupational stressors, including their workload, class size, administrative demands, role conflict and ambiguity, conflicting demands of management, their role as a counselor, lack of decision making power, poor communication, the demands of teaching, student misbehavior, maintaining high quality teaching performances, and dealing with students' different backgrounds, culture, and diversity (Pithers & Soden, 1999). To relieve the pressure of such demands the government increased the budget for education in the Western Cape by R570 million for 2007/08 (Education Budget Vote, 2007). However, problems such as racism, violence, and other manifestations of anti-social values still exist within South African public and independent schools (Jackson & Rothman, 2005). According to Ting, Sanders and Smith (2002), fifty years ago teachers were concerned about students being late for class, chewing gum, or talking in class. However today, teachers are more concerned about drugs and weapons on school premises, gangs, physical and sexual assaults, bullying, robbery, theft and vandalism (Ting et al., 2002).

1.2 Statement of the Research Problem

The past Apartheid system has left a legacy of inequalities that many South Africans are still battling with today. This system laid down a law with the goal of classifying all South Africans by race. This separation resulted in the unfair division of privileges to its people. The inequality is still evident among many schools today, resulting in a division in the schooling structure. These Apartheid policies have left large school infrastructure backlogs in what were formerly black areas. [1]This resulted in formerly white schools appearing relatively lavish, being schools with well-equipped laboratories and irrigated sports fields. (Gibberd, 2007).

Working conditions of educators in higher resourced schools include teaching with an abundance of materials or resources, working with smaller pupil ratios and higher pay, to working in schools in violent conditions, for minimal salaries, utilising inadequate resources, and dealing with overburdening education policies (Jackson & Rothmann, 2005). Teachers can feel strained by large classes, disruptive pupil behaviours, high workloads, frequent changes in the education system, and furthermore by a low occupational image and lack of support from colleagues and school heads (Maslach & Jackson, 1983). For educators under thirty years the major reason for leaving the public education system was found to be resignation (88%), whereas the strongest predictor for intention to leave the teaching profession was having changed career choice after only three years of teaching in schools (Peltzer et al., 2005).

[1]Today Ex model C schools are referred to as Public schools. In this study I will refer to them as Ex model C schools implying former white schools as well as to separate the schools in terms of resources.

All these factors can take a negative toll on educators as they struggle to keep up with the demand of providing high quality education and guidance to learners. It is these conditions that put educators at risk of burnout.

In juvenile youth rehabilitation centers teachers are required to work with teenagers who have either been convicted of criminal offences or are awaiting trials, and who commonly display disruptive behavior, learning difficulties, and problems with authority figures. Skowrya and Cocozza (2006) found that the majority of youth involved with the juvenile justice system have mental disorders. Youth in these institutions are involved in special programs to overcome adversity and experience success by encouraging a positive self image (Skowrya & Cocozza, 2006).

As can be surmised from the above statements, the roles of teachers are of utmost importance in the development of our country, and often the institution or context in which educators work can be an important predictor and contributor of burnout.

1.3 Motivation for study

Teachers suffering from burnout can be irritable, and they are often found to be responsible for student apathy (Evers, Tomic, Brouwers, 2004). Burnout not only has a negative effect on the teachers own physical and mental health, but triggers conflicts between themselves and their colleagues, school administrators, causes lower instruction quality, and affects the overall development of student's mental health (Yan & Jan-xin, 2007).

The youth today are exposed to an array of high risk behaviors and problems, including HIV/AIDS, violence, gangsterism, drugs, and various health risk behaviours.

It is here that the roles of educators in schools are important in eradicating such problems, as they too become pivotal in the life of the student. Research studies has conclusively found that school level characteristics such as supportive leadership, dedicated and collegial staff, school wide behavior management, and effective academic instruction can help minimise risky behaviors and delinquency of students (Christle, Jolivette & Nelson, 2005). This is indicative of the vital role that school staff plays.

This study sets out to contribute to the existing knowledge of burnout related to educators. Specifically to point out in which type of schools teachers may be at risk of burnout. Therefore, this study aims to compare three different types of schools, which includes the youth juvenile rehabilitation school, Ex model C school, and Public school. Furthermore, educators in Youth Juvenile rehabilitation schools have not received much attention in terms of research related to burnout, although they may have a much harder duty than the average teacher. Dorman (2003) stated that empirical studies involving environmental dimensions of schools as classrooms antecedents to teacher burnout are rare. This is especially true given the racial past of South Africa and the division it brought amongst various types of schools.

Previous studies have compared educator burnout based on school levels; namely; primary, secondary, intermediary or special education, and higher education institutions, see (Jackson & Rothmann, 2005; Huang, 2001; Unterbrink, 2007; Kim, Lee & Kim, 2009). Therefore, this study

will provide an alternative understanding of burnout amongst teachers. It is also the hope of the researcher that the study can enlighten further avenues of research into this area in terms of the design and implementation of interventions to address and avoid burnout in the teaching profession.

1.4 Aims of the Study

Considering the above, the aims of this study were to

1. Compare the levels of burnout among teachers in a Youth Juvenile rehabilitation center, a Public, and an Ex model C school. Ex model C schools have more resources available than public schools, whereas in the juvenile rehabilitation center students are more prone to problematic behavior. Therefore a significant difference in the levels of burnout in the educators is expected.
2. Determine whether factors such as teacher age, experience in years teaching, and belonging to a union, and gender correlate with high levels of burnout.

1.5 Hypotheses

1. There is no significant difference in the levels of burnout amongst teachers in the Youth juvenile rehabilitation, Public, and Ex model C schools.
2. There is no significant relationship between Age and burnout.
3. There is no significant relationship between Experience in years teaching and burnout.
4. There is no significant relationship between Union membership and burnout.

Due to the availability of resources, different working conditions, and diverse student populations, it was expected that teachers in the juvenile facility would have the highest levels of burnout followed by teachers in the public schools. Ex model C school teachers was expected to have the lowest prevalence of burnout.

1.6 Summary of Chapters

Chapter 2 provides an overview of burnout which includes the background on the syndrome as well as its origins. The most salient definitions of burnout in the literature are given followed by burnout in the helping professions, burnout in educators, and the various factors which influence burnout in educators. The remainder of the chapter focuses briefly on the South African education pre and post Apartheid and the role it played in teacher training and school classification. This is followed by discussing the classification of the three types of schools in the study.

Chapter 3 discusses the method used in the study, including the study design method and sample of teachers. The data collection surveys are also discussed and the various statistical information describing their efficiency in terms of reliability and validity. The ethical considerations are also discussed given the sensitive nature of burnout in the schooling environment.

In chapter 4 the results of the current study are presented. This section details the findings of the various statistical techniques used to answer the research questions in the study, as well as providing a detailed description of the teacher demographic characteristics.

Chapter 5: This chapter provides a discussion of the results obtained in the study. The limitations of the study are outlined as well as suitable recommendations for further research.

Chapter 2

Literature Review: An Overview of Burnout

2.1 Background on Burnout

Burnout was first observed in 1974 in a group of volunteers in a health care agency by a psychiatrist called Herbet Freudenberger, and later operationalised by Christina Maslach and Susan Jackson in 1984 (Unterbrink, 2007). Freudenberg noticed that volunteers experienced a gradual emotional depletion and a loss of motivation and commitment. These volunteers presented with various mental and physical symptoms (Unterbrink, 2007). As a result Freudenberger introduced the term 'burnout' to describe the inability to function effectively in one's job as a result of prolonged and extensive job related stress (Dorman, 2003). In addition, it was found that people working in various helping professions in the human services sector including policemen, lawyers, nurses, teachers, and social workers were especially at risk of developing these symptoms.

Members who are employed in human services and educational institutions are often required to spend considerable time engaging in intense involvement with other people (Maslach, Jackson & Leiter, 1996). For teachers this interaction is centered on the student's problems and is charged with feelings of anger, embarrassment, fear, or despair (Maslach et al., 1996). According to Maslach et al., (1996, p. 192) solutions for these problems are not easily obtainable and can lead to frustrations for both parties, and for people who "work continuously with people under such circumstances the chronic stress can be emotionally draining and can lead to burnout".

2.2 Definitions of Burnout

Etzion and Pines (1986) defined burnout as marked by physical depletion and chronic fatigue, feelings of hopelessness and helplessness, a development of a negative self concept and negative attitudes towards life, work and other people. Edelwich and Bodsky (1980) offered a much narrower definition, referring to burnout as a progressive loss of idealism, energy and purpose. Physical symptoms of burnout include ulcers, headaches, backaches, frequent colds and sexual problems. (Edelwich & Bodsky, 1980). In addition, Zembylas (2003) observed teacher emotion as being the product of cultural, social, and political relations.

Farber (2001) proposed the burnout syndrome based on the description of clinical profiles. The Frenetic type works increasingly hard until he or she is exhausted and seeks satisfaction or success to equal the stress caused by the invested efforts. The 'under-challenged' type presents with insufficient motivation and must therefore cope with monotonous and un-stimulating work conditions that do not provide the necessary satisfaction. The 'worn-out' type gives up when faced with too much stress or very little gratification at work. The definition of Farber does not consider a construct of abstract elements integrated into a unified conceptual model where there may be intensification of one or two aspects of concrete experiences, nor is it conceptually designed by means of abstract terms over the same dimension (Mckinney, 1996, as cited in Montero, Campayo, Mera, & Del Hoyo, 2009).

Today the most widely used and accepted definition of burnout is that of Maslach and Jackson's (1981) three component conceptualization (Friedman, 1993). They defined burnout as a syndrome comprised of emotional exhaustion (feelings of being emotionally overextended),

depersonalization (developing negative or uncaring attitudes towards each other), and diminished personal accomplishment (a loss of competence or dissatisfaction with one's accomplishments) (Maslach & Schaufeli, 1993; Dorman, 2003; Jackson & Rothman, 2005).

According to Maslach et al., (1996), a key aspect of the burnout syndrome is increased feelings of Emotional Exhaustion. When workers feel 'emotional resources' are depleted they are no longer able to give of themselves at a psychological level (Maslach et al., 1996, p. 192).

The second level of the burnout syndrome, Depersonalization, consists of cynical or negative attitudes about ones clients. This dehumanizing perception of others can lead staff members to view their clients as deserving of their troubles (Ryan, in Maslach et al., 1996).

Reduced Diminished Personal Accomplishment involves the tendency to evaluate oneself negatively, particularly with regards to ones own clients (Maslach et al., 1996). Individuals at this level tend to feel unhappy about themselves and dissatisfied with their accomplishments at a job level (Maslach et al., 1996). Therefore burnout is the erosion of engagement of what started out as important, meaningful, and challenging work that becomes unpleasant, unfulfilling, and meaningless (Maslach & Leiter, 1997)

Teacher stress and burnout are two separate, albeit linked, phenomenon (Lewis and Johnson, 2004). According to Lewis (2004) burnout usually has its roots in stress. Stress is viewed as a negative feeling or emotional state resulting from work as a teacher, which causes unpleasant feelings involving anger, depression, tension and frustration threatening a person's self esteem

and well being (Kria, 1989, cited in Lewis & Johnson 2001). Whereas stress is characterised by over-engagement and emotions that are overactive, burnout is characterised by disengagement and emotions that are blunted (Maslach et al., 1996).

2.3 Burnout in the Helping profession

Although not limited to this profession, burnout is more often experienced in the helping profession because of the nature of working closely with other people (Edelwich & Brodsky, 1980). According to Pines and Aronson (1988), professionals working in the human services share three basic characteristics. Firstly they perform emotionally taxing work, secondly they share personality characteristics that made them pursue that particular career, and thirdly, they share a client centered orientation. They state these as the main antecedents to burnout, because these professionals are exposed to their client's psychological, social and physical problems (Pines & Aronson, 1988).

In a similar way teachers are also exposed to the specific problems presented by their students. Given the nature of the close relationship between the teacher and student, it will be difficult to adopt a detached method of teaching and not become familiar with the student on a personal level, since these helping professions involve fulfilling technical tasks (Pines & Aronson, 1988). They regularly involve dealing with highly emotional situations (Dorman, 2003). These coupled with increased accountability, reduced levels of infrastructure and societal support, can lead to experiences of dysfunctional behavior with obvious implications for the teacher's well-being and student learning (Dorman, 1993).

2.4 Burnout in Teachers

The South African education system has undergone major transformation since 1994. One of the major changes was the implementation of the 'Curriculum 2005'. "Its open ended structures, integration of subjects into learning areas and learner centered teaching strategies have become a stumbling block for teachers, especially inadequately prepared black teachers" (Avalos, 2003, p. 4). Besides the implementation of governmental and organizational policies, teachers also have to deal with the diversity of learners, the increasing number of learners under their responsibility, insufficient training, time pressures, and poor working and communication conditions (Engelbrecht, Swart, Eloff & Forlin, 1999).

In 2005 more than 1000 educators in the Western Cape left the profession (Dugmore, 2006). These were due to personal reasons (26.4%), retirement due to ill health (19.5%), and better opportunities in the private sector (19.7%), (Dugmore, 2006). Other factors such as low salaries and status, growing class sizes, changes in the education system, and lack of training required from policies are all contributors to dissatisfaction within the teaching profession (Pienaar & Van Wyk, 2006).

According to Maslach et al., (1996) the teaching profession is one of the largest and most visible of the human services. It is subject to increased pressure by society to correct social problems, educate students in academic and skills areas, provide enrichment activities, meet the individual needs of all students with a wide range of abilities, and to encourage moral and ethical development (Maslach et al., 1996). Following this, teachers operating under high levels of stress for long periods of time can develop burnout characterised by a lack of sympathy towards

students, reduced tolerance of students, failure to prepare lessons adequately, and a lack of commitment to the profession in general (Dorman, 2003).

According to Chang (2009) who has reviewed literature spanning over the past 30 years, teacher burnout affects the teacher workforce externally and internally. Internally the harm to the teacher workforce is traceable and measurable through teacher attrition and teacher shortage (Chang, 2009). After contract terminations, resignation was the second largest reason of attrition (Peltzer et al., 2005). A resulting shortage of teachers cannot only cause shortage problems but can also degrade the quality of instruction in the classroom due to high turnover (Chang, 2009). Internally for teachers who remain in the profession, fatigue may lead to ineffectiveness and burnout that may inadvertently harm the classroom or the school (Chang, 2009).

According to Chang (2009) the emotional needs, labor, and work required for a teacher is significant compared to other professions. She argues that the habitual patterns in teacher judgments about student behavior and other teaching tasks, may contribute significantly to teachers repeated experiences of distinct and unpleasant teacher emotions and may lead to certain degrees of burnout (Chang, 2009).

2.5 Factors influencing Teacher Burnout

In the early 1980's, researchers in the domain of teacher education identified the underlying factors in teacher stress and burnout from the demographic information such as sex, race, gender, age, marital status, years of teaching experiences, and level of education (Chang, 2009). In the late 1990's researchers began examining work related factors to burnout such as teacher pupil ratio, grade level taught, and workload (Chang, 2009). According to Chang (2009), the early research suggested that workload appeared to be the most salient factor in predicting burnout.

According to Dorman (2003), for teachers the potential of emotional stress is very high since they work with a number of students for long periods of time. The intensely relational nature of classrooms means teachers are vulnerable to draining and discouraging experiences (Dorman, 2003). This can lead to dysfunctional teachers with implications for the teachers well being and the student's learning (Dorman, 2003). Teachers have to deal with psychological and emotional stress, uninterested and unmotivated students, as well as a lack of support from parents and administrators (Pines & Aronson, 1988). Therefore, instead of teaching they find themselves policing, testing, and physically managing students (Pines & Aronson, 1988). In addition, relationships among people on the job, between the provider (teacher) and the recipient (student), between co workers, and between staff and management, are shaped by the job setting (Maslach, 1982). Therefore all these can either promote or reduce stress, which are very important factors to consider in the burnout syndrome.

Studies on burnout has been characterised into three groups namely; individual, organizational, and transactional factors, which was according to identified sources. Individual factors included

demographic or personality variables such as age, marital status, gender, self esteem, coping and so forth. Organisational factors include institutional and job characteristics such as appropriate work demands, socio economic status of schools, and administrative support. Lastly, transactional factors included interactions of individual factors with organizational and or social factors such as teacher perception and leadership styles (Chang, 2009). These three factors do not limit burnout to only one host of reasons, but assumes that burnout can be caused by many levels that influence an individual.

According to Chang (2009) studies identifying sources of burnout as individual factors provided the answers to 'who' experiences burnout, while studies identifying sources of burnout as social and organisational factors provided the answers to 'what' makes teachers burnout. In a study focusing on 1797 Hong Kong secondary school teachers in 45 schools, Lau, Yeun and Chan (2005) studied various demographic variables related to burnout using the Maslach Burnout scale. Their results indicated gender differences across all three scales. They found that teachers who are younger, without religious beliefs, who are unmarried, have less teaching experience, less professional training, and are of junior rank, reported higher levels of burnout (Lau et al., 2005). Of these gender and age were strong predictors of burnout (Lau et al., 2005). Unterbrink et al., (2007) reported similar results where male educators reported higher levels of burnout.

Bauer et al., (2006) compared the burnout syndrome and psychological and psychosomatic symptoms among teachers. Their results indicated psychosomatic symptoms that correlate with the burnout syndrome turned out to be the main cause of increasing rates of premature retirement of teachers. The educators in the study indicated that besides high members of pupils in one's

class, they regarded destructive and aggressive behavior of pupils as the primary stress factor (Bauer et al., 2006).

Kim et al., (2009) studied the relationships among burnout, social support, and negative mood regulation experience of 202 elementary school teachers. Their results indicated that upper grade teachers reported experiencing greater degrees of burnout than lower grade teachers. Perceived social support was associated with lower levels of burnout. Their findings suggest that burnout can be alleviated by controlling negative mood regulation expectancies (Kim et al., 2009). However, Lau et al., (2005) in reviewing past studies has noted that the results of studies vary and even contradict each other.

Previous studies on burnout considered how burnout relates to various physical and mental health, sleep disturbance, and memory and life style factors (Peterson et al., 2008), while some studies looked at the relationship between teacher burnout and students behavioral patterns (Hastings & Bham, 2003). They considered psychological variables such as self efficacy and coping strategies of teachers and found lower levels of burnout where these were high. Evers et al., (2004) considered comparing the perceptions of teachers and students in terms of burnout. They found that students as well as teacher perceptions correlated positively with burnout (Evers et al., 2004). In addition, various demographic factors such as age, gender, teacher pupil ratios of classes, number of children of their own, marital status, ethnic background, union membership, and education, have been found to influence the levels of burnout significantly (Maslach & Schaufeli, 1993; Bilge, 2006; Pienaar & Van Wyk, 2006). Researchers also considered the relationship between burnout and the school and classroom environment (Dorman, 2003),

inexperienced teachers and occupational stress (Yagil, 1998), and existential fulfillment and burnout (Tomic & Tomic, 2008)

The results of a three phased multi method study which examined school characteristics related to delinquency, academic failure, suspension and drop out, found that perceptions and attitudes by school personnel were consistent across high risk schools (Christle et al., 2005). These attitudes and perceptions included negative beliefs regarding expectations for student success, negative perceptions of the school climate, and negative perceptions of family involvement (Christle et al., 2005). Teachers are therefore heavily influenced by their schooling environment, and this ultimately impacts on their teaching technique and the students. Therefore the type of school in which educators teach plays an important role in burnout (Jackson & Rothmann, 2005). For instance, research suggested that the design of the new curriculum seemed to have a particular educator and school in mind, mainly the kind found in former Model C schools (Harley, 2004). Furthermore the Curriculum 2005 Review (2000) also found that Ex Model C schools were having less difficulty in implementing the Curriculum 2005.

Peltzer et al., (2005) who in an extensive study that surveyed educator supply and demand in South African public schools, found that more than half of the sample (54%) had indicated they had thought about leaving the teaching profession. The study found high predictors for leaving the profession to be low job satisfaction; namely a lack of career advancement and recognition, teaching conditions in terms of working hours/workload/policies, lack of discipline and respect, a changed career choice after teaching for three years, high job stress associated with problematic

teaching methods, administrative problems with the education system, and urban location of the school (Peltzer et al., 2005).

Violence in schools is of major concern to educators as this not only negatively affects their planned teaching, but also puts them in danger. Eliasov and Frank (2000) looked at various Ex-model C, disadvantaged and peri-urban schools in the Cape Metropole. They found staggering incidences of violence, including physical violence and vandalism (95%), drug abuse (90%), bullying and intimidation (75%), assault (60%), and gangsterism (50%) in the studied schools (Eliasov & Frank, 2000). Teachers who are affected by violence in schools have been shown to exhibit similar reactions as those who are victims of trauma, rape, assault, or other natural disasters (Ting et al., 2002). It was also found that an episode of school violence can alter a teacher's sense of personal as well as environmental safety (Ting et al., 2002). For this teacher returning to the job will be a daily reminder of the trauma. In such situations it is common for an individual to manifest coping mechanisms such as psychological distancing and avoidance. However, these mechanisms are contrary to the teacher's methods of developing a trusting working alliance and relationship with the students (Ting et al., 2002).

Educators in secondary schools were found to suffer from higher levels of exhaustion than teachers in primary schools (Jackson & Rothman, 2005). Similarly teachers who showed a desire to quit the profession, who generally fell below the age of 40 or were approaching retirement, were also more vulnerable to burnout (Jackson & Rothman, 2005).

2.6 Pre Apartheid South African Education

The emergence of the South African system of education is rooted in the countries scheme of Apartheid (Sayed, 2004). In the 1910 Constitution of South Africa white teacher training was located under the control of the then four provinces. When the National Party came into power in 1948 it imposed its policy of Apartheid, and in 1953 implemented the Bantu Education Act (Sayed, 2004). This Bantu Education Act necessitated a system for training black teachers, resulting in a racially stratified teacher education system that emerged with separate teacher education colleges for Coloureds, Indians and Black people (Sayed, 2004). By the 1970's teachers were trained in racially and ethnically separate colleges and universities coupled with a system of posting and allocating trained teachers to different racially and ethnically separate schools (Sayed, 2004). This meant that teachers were trained for specific schools implying better trained teachers being allocated to more upper class schools.

2.7 Classification of schools

In 2008 South Africa had 34 626 established public and independent schools of which 25 875 were ordinary schools (Department of Education, 2010). There are 5 657 secondary schools in the country accommodating 3 685 938 learners being taught by 131 448 educators (Department of Education, 2010). Middle class black and white students moved to independent schools and privileged state schools, while largely middle and lower middle class Indians, and so called black and coloured students occupied public schools. (Perry & Arends, 2003). This resulted in racially and geographically based schools with very uneven resources. High schools are more unique in terms of their educational admission because they tend to prepare students for the work force or

higher education, and teachers will specialize in one or two course subjects and have a greater influence on student's career choices (Huang, 2001).

2.7.1 Ex Model C schools

[2]Ex model C schools are former white schools (Battersby, 2002). They are historically white state aided schools, and although the term is no longer in use, it is still used by the public (Battersby, 2004; Hofmeyr & Lee, 2004). They are viewed as schools with a higher degree of discipline, providing a higher quality of education, better trained teachers, as well as competitive learner atmospheres and constructive learning environments (Battersby, 2004). According to Battersby (2004, p. 280), the "pupils attending such schools from historically disadvantaged communities do not have to be more brighter or work much harder that those at their home community schools, but the quality of the school enables them to reach the goal more rapidly." The more school resources, smaller class ratios and higher teacher salaries; the more enhanced the educational outcome (Lee & Barro, 2001), and the higher the quality of teaching, the better the discipline and safety (Battersby, 2004). [3]Private schools generally have one teacher for every 17.2 learners (Phurutse, 2005). The ex model C school chosen for the study has 1684 pupils to 75 teachers with a teacher pupil ratio of 22 students to every teacher. Classroom size in terms of the number of students who are taught can thus also contribute to the school quality.

2.7.2 Public schools

Public schools tend to have fewer resources available than Ex model C schools and teacher ratios will be slightly higher. In this light, such poor conditions may impact a teacher's attitude to their

[2] Today Ex model C schools are referred to as Public schools. In this study I will refer to them as Ex model C schools implying former white schools as well as to separate the schools in terms of resources.
[3] http://www.southafrica.info/about/education/education.htm

work (Battersby, 2002). The surrounding area of the school might also be more prone to various social issues, e.g. drug abuse and gangsterism. Unterbrink et al., (2007) studied burnout and effort-reward imbalance in two German schools. Gymnasium schools qualify students for access to universities, and Hauptschulen schools that lead to the lowest German qualification, which further indicated that teachers in Hauptschulen schools felt less rewarded (Unterbrink et al., 2007). This according to Unterbrink et al., (2007) may be a consequence of a higher degree of behavioral disorders caused by the fact that pupils in Hauptschulen schools come from less privileged social environments.

Violence, especially in urban schools and neighbourhoods has created an enormous threat to the emotional and physical well being of inner city residents, especially in children (Chrisholm, 1998). Reckson and Becker (2005) explored the narrative accounts of South African teachers working in gang violent schools in the Western Cape. The summary of their report findings indicated: the worst fear teachers had was that their teaching efforts will make no difference in the lives of learners, the most challenging issue was to cope with the defiance and disrespect from learners without the use of corporal punishment, gang violence exists within the school in the form of potential violence from learners, feelings of having to fulfill multiple roles, and concerns over meeting the policy demands of the education department (Reckson & Becker, 2005,p. 109).

Howard and Johnson (2004) studied resilient teachers resisting stress and burnout by conducting interviews in schools in highly disadvantaged areas. Their research found teachers at risk of stress and burnout experience the following regularly; Students who are unmotivated and non

compliant in class, students who act violently towards each other and the teachers, and students who come from severely disadvantaged, abusive or neglected backgrounds (Howard & Johnson, 2004). Their results also indicated time and teacher workload pressures, change (organizational, personal, professional, and administrative), difficult relations with colleagues, and have difficulty with disruptive students to the point where they have to call for assistance in dealing with the unruly behavior. Furthermore their results also indicated that teachers appear to be incapacitated by critical behavior, and generally tend to blame students and colleagues for perceived failure to cope (Howard & Johnson, 2004).

According to Phurutse (2005) school fees constitute an important resource for schools and represent the potential for creating an enabling and learning environment. Cohen, Raudenbush and Ball (2003) found that schools with few financial resources tend to perform poorly in relation to schools with greater finances. The amount of money that is invested in each learner is one of the contributing factors making certain schools better than others (Phurutse, 2005). According to Phurutse (2005) a good school budget means adequate educators, market related wages for experienced educators, pleasant, clean, comfortable surroundings and sufficient resources.

The number of formal contact hours depends on the number of educators a school has (Phurutse, 2005). Schools that have more formal contact hours tend to have insufficient educators, whereas schools with sufficient educators have a lower percentage of formal contact hours. According to Phurutse (2005) wealthier schools do not rely on state funded teaching posts since they are able to raise funds and pay their own educators. In contrast, schools in poorer areas rely heavily on

state funded teaching. In government funded public schools the average ratio of learners is 32.6 learners to every teacher (The South African Info Reporter, 2006). The two public schools chosen for this study had 2785 students to 75 teachers with a student teacher ratio of 37 students to every teacher.

2.7.3 Youth Juvenile rehabilitation centers.

In Youth Rehabilitation centers teachers not only have to provide education but also the teaching of basic life skills. The typical placement in "most states for chronic juvenile delinquents including youth involved in serious crimes of violence are training schools or reformatories" (Greenwood & Zimring, 1985, p. 40). Although many of the programs within the institution are aimed at rehabilitation purposes, the real function is control and custody (Greenwood & Zimring, 1985). According to Greenwood and Zimring (1985), even though most of the youth attend compulsory academic and vocational classes, the atmosphere of these institutions is very much like a prison, with hardened offenders just doing time.

Teenagers convicted of criminal offenses or awaiting trial offenders are sent to places of safety such as these institutions. Here youth undergo personal Individual Development Plans specifically designed for their level of development. The staff of these centers typically includes educators (life skills, academic and vocational educators), psychologists, social workers, occupational therapists, and a principal that heads the institution.

Many of the juveniles present with disruptive behaviors, problems with authority figures, and stunted emotional growth (Eliasov & Frank, 2000). Many of these disruptive behaviours are diagnosable mental disorders such as disruptive behavioural disorders, substance disorders,

anxiety and mood disorders (Skowrya & Cocozza, 2006). Many youth even present with multiple disorders. According to Skowrya and Cocozza (2006) these disorders usually go untreated and the problem only manifests itself in behaviour that brings the youth to the attention of law enforcement.

It can be a traumatic experience for juvenile youth placed in these institutions who may display feelings of depression, anxiety, and hopelessness, especially if it's their first separation from parents and family (Skowrya & Cocozza, 2006). These experiences will be heightened for those with mental disorders (Skowrya & Cocozza, 2006), and can be indicative of a stressful working environments for teachers who are employed there.

This combined with the ever threat of violence can amplify the levels of stress on educators. These statements confirm the findings of Dembo and Derte, (1986) who studied the working environment in Youth Detention facilities and found positive correlations of stress experienced by staff. The one youth center chosen for this study had 92 students to 24 teachers with a student teacher ratio of approximately four students to each teacher.

2.8 Chapter Summary

In this chapter the most dominant and widely accepted concept of burnout was presented. Burnout in the helping profession and education was addressed focusing specifically on what factors influence educator burnout. A brief description of the South African education system in pre apartheid was discussed. The classification of schools was also presented highlighting various environmental, resource, and financial differences in schools that could result in varying degrees of burnout.

Chapter 3

Method

3.1 Research design

A quantitative approach to the study was used as this best answered the aims of the study. This approach will provide rich data that is measurable, descriptive, and objective. Quantitative studies begin with a series of predetermined categories that is usually embodied in standardised quantitative measures, and uses this data to make broad and generalisable comparisons between samples (Durrheim, 1999). This approach is also adequate given the size of the sample, and the complexity of comparing the different schools in terms of burnout. Quantitative data is analysed using statistical procedures. Statistics "are a set of mathematical techniques that allow the researcher to make claims about the nature of the world using forms of principled statistical argument" (Durrheim, 1999, p. 97)

The study will use a non-experimental design. This design has three benefits for the study. Firstly it will provide a detailed description of what is being studied. Secondly it is causal-comparative, in that the study will compare the three types of schools in terms of educator burnout. Lastly, it is correlational, because it will determine relationships between the various educator demographic factors and burnout.

3.2 Sample

The sample consisted of teachers from four different schools, namely one ex model C high school, two public high schools, and one youth juvenile rehabilitation center. The ex model C school and public schools are situated very closely to each other. These schools were chosen because they generally accommodate students from both areas in the same district. The juvenile youth rehabilitation center was not situated in the same communities.

A non-probability sample of 47 teachers took part in the study. All the teachers could take part in the study so as to obtain the whole population of teachers. Therefore non-probability sampling was useful as it relied on convenience and accessibility (Durrheim, 1999). Only teachers were approached to take part in the study. A total of 60 teachers completed the Maslach burnout questionnaire. Of these 21% (n = 13) had to be omitted due to incompletion, leaving a collective sample of 47 teachers.

Table 3.1 Mean educator Age and Years teaching (Whole sample)

	Mean	STD Dev	Min	Max
Age	40.89	9.26	25	60
Years teaching	15.91	8.91	2	34

The mean age of educators was 40.89 years old (*SD* = 9.23, *N* = 47) with the youngest being 25 years old and the eldest 60 years. The minimum teaching experience in the sample was 2 years and the maximum 34 years, with a mean age of 15.91 years (*SD* = 8.91, *N* = 47). (see table 3.1).

Table 3.2 Means of teacher age and years teaching per School

School	N	Mean	STD Dev	Min	Max
Ex Model C	22				
Age		40.68	10.6475	25	57
Years teaching		15.9	9.7683	2	34
Public school	17				
Age		39.8	6.0129	28	48
Years teaching		16.4	7.0809	3	27
Youth Center	8				
Age		43.7	11.3232	26	60
Years teaching		14.7	10.9120	3	30

Table 3.2 illustrates the educator age and years of experiencing teaching for each of the three types of schools. The youth rehabilitation centre had the highest mean for educator age (M = 43.7 years, SD = 11.3) and public schools having the lowest means (M = 39.8 years, SD = 6.0).

Table 3.3 Educator Demographic information

Whole sample N = 47	**Teacher totals**	**Percentages**	**Cumulative percentages**
Male	N = 16	34%	34%
Females	N = 31	66%	100%
School type			
Ex Model C	N = 22 (4.2%)	46.8%	46.8%
Public School	N = 17 (19.1%)	36%	83%
Youth centre	N = 8 (0)	17%	100%
Marital status:	N = 1 (missing)		
Single	N = 13	27.7%	29.8%
Married	N = 30	63.8%	93.6%
Divorced	N = 3	6.4%	100%
Children of your own			
Yes	N = 31	66%	60%
No	N = 16	34%	100%
How many children of your own	N = 16 (missing)	34%	34%
1	N = 1	2.1%	36.2%
2	N = 19	40.4%	76.6%
3	N = 9	19.1%	95.7%
5	N = 2	4.3%	100%
Race	N = 3 (missing)	6.4%	6.4%
Black	N = 2	4.3%	10.6%
White	N = 24	51.1%	61.7%
Coloured	N = 17	36.2%	97.9
Other	N =1	2.1%	100%
Employed			
Permanent	N = 38	80.9%	80.9%
Contract	N = 9	19.1%	100%
Belong to a Union			
Yes	N = 32	68.1%	68.1%
No	N = 15	31.9%	100%

Sample size (N), number of teachers in each category

Collectively males constituted 34 % (N = 16) of the sample and females 66% (N = 31). The majority of teachers were married (64%; N = 30), while 28% (N = 13) were single and only 6% (n = 3) were divorced. More than three quarters of the educator population had children of their own. The bulk of teachers had 2 children (61%) followed by 3 children (29%). Permanently

employed teachers constituted the majority of the sample 81% (n = 38), while 9% (n = 9) of the teachers were contract workers.

3.3 Instruments

3.3.1 Demographic questionnaire

The first part of the self report questionnaire was developed by the researcher with the aim of gathering various demographic details of the teachers as shown in Table 3.3. These include age, gender, number of children of their own, marital status, ethnic background, union membership, and whether they are contracted or permanently employed.

3.3.2 MBI Inventory

The second part of the questionnaire consisted of the Maslach and Jackson (1981) Burnout Inventory (MBI). The scale uses a 22 item likert-type style written in the form of personal feelings and attitudes (e.g., “I feel emotionally drained from my work,” “I can easily understand how my students feel about things”). The items are answered in terms of the frequency with which the respondent experiences these feelings on a 7 point, fully anchored scale (ranging from 0, “never” to 6, “every day”) (Maslach et al., (1997). The explicit anchoring of all 7 points on the frequency dimension creates a more standardised response scale (Maslach et al., 1997). This will enable the researcher to be fairly certain about the meanings assumed by respondents for each scale value (Maslach et al., 1997).

The scale measures burnout on three components, namely Emotional Exhaustion (EE), Diminished Personal Accomplishment (PA), and Depersonalization (DP). The Emotional

Exhaustion subscale looks at instances in which a person is emotionally drained, exhausted, and over extended by their work, and consists of nine items. The eight item Diminished Personal Accomplishment subscale measures and assesses the educator's sense of competence and successful achievement in their work with learners. The five items in the Depersonalization subscale measures the extent of the educator's responses to those in their care or instruction (Maslach et al., 1997).

Each educator's test form is scored by using a scoring key for each subscale. The scores for each subscale are considered separately and are not combined into a single, total score (Maslach et al., 1997) Therefore the MBI score results will have three separate scores for each respondent.

3.3.3 Reliability of the MBI Inventory

The factorial, convergent validity and reliability of the scale is very encouraging (Schaufeli, Enzmann & Girault, 1993). Reliability refers to the degree to which results are repeatable, and applies to both subject scores on the measure as well as the study as a whole (Durrheim & Wassenaar, 1999). Maslach et al., (1997) assessed reliability coefficients based on samples that were not used in the item selection which will avoid any improper inflation of the reliability estimates. The reliability coefficients for Emotional Exhaustion (EE) were 0.90, for Depersonalization (DP) 0.79, and for Personal Accomplishment (PA) 0.71. The standard error of the mean for each subscale was 3.80 for EE, 3.16 for DP, and 3.73 for PA (Maslach et al., 1997). The standard error of mean is defined as an index of how much the sample mean varies about the population mean (Pretorius, 2007).

Fives, Hamman and Olivarez (2006) found similar reliability scores for the MBI ranging from α =.90(EE), to α = .82(DP), and α = .77(PA) respectively. Similar Cronbach's Alpha scores were obtained by Pienaar and Van Wyk (2006).

3.3.4 Convergent Validity

Validity refers to the degree to which a measure does what it is intended to do (Durrheim, 1999). Convergent validity determines whether scores from different measures converge or relate to each other (Durrheim, 1999). Convergent validity was demonstrated through behavioural ratings made independently by a person who knew the individual well, such as a spouse, as well as being correlated with the presence of certain job characteristics (Maslach et al., 1997). Respondents MBI scores were also correlated to various outcomes that had been correlated to burnout. All three sets of correlations provided "substantial evidence for the validity of the MBI" (Maslach et al.., 1997, p 199). The MBI scale also demonstrated good discriminant validity, in that it could be distinguished from other psychological constructs such as social desirability and depression (Maslach et al., 1997). In addition, the inventory is easy to administer and complete, and can be done in a relatively short time, taking about ten to fifteen minutes.

3.4 Procedure

Schools were first approached during the conceptualisation phase of the study. At that stage principals were consulted an informed about the study. Only once they have expressed interest and finding the study in order, permission was sought from the Western Cape Education Department (WCED) to enter the schools and collect data. Once permission was obtained from

the WCED further consultations were carried out with the principals and vice principals regarding suitable dates for schools visits. These consultations were done for two reasons. Firstly, so that any activities at the school will not be disrupted, and secondly, to ensure the majority of teachers were present at the occasion so that the study and data collection could be thoroughly explained and any additional questions answered.

Besides a verbal explanation, participants were furnished with information letters regarding the study and their right to withdraw at any given time without providing a reason. According to Maslach et al., (1997) careful consideration should be given concerning respondent privacy and the avoidance of sensitisation to burnout. For this reason a collection date was determined at the site upon which the researcher could personally collect the surveys. This would allow educators sufficient time to complete the surveys in their own private spaces.

In addition to the completion of the survey, participants were asked to sign a consent form before taking part in the study. This purpose of this form was to state to the educators that their rights will be protected during the data collection (Cresswell, 1997). The consent form which was signed by both the researcher and the educator informed participants that in terms of the study their participation was voluntary and they could withdraw at any time. The form also clearly stated the nature of the study and the likely impact on them, as well as them having the right to ask questions or have access to their results.

3.5 Data analysis

The data was analysed using the statistical software package Statistical Analysis System (SAS) v9 (SAS Institute Inc., Cary, NC, USA) Descriptive statistics such as means and deviations was calculated for all the teachers on the MBI as well as the various demographic factors.

3.5.1 Analysis of Variance

An Analysis of Variance (ANOVA) test was done in order to compare the schools on the various subscales of the MBI. The ANOVA test is used when a researcher wants to compare the means of two or more groups to determine whether the observed differences between them represents a chance occurrence or a systematic effect (Field, 2005). According to Pretorius (2007) where t-tests only have one difference between the means, an ANOVA can reduce six differences between means to one measure called variance.

3.6 Ethical Considerations

Thorough informed consent to participate in the study was explained to the participants. Educators were informed that they could refuse to participated or withdraw from the study at any time and may do so without penalty. Their anonymity and confidentiality was also guaranteed. Educators were not required to put their names on any other information on the questionnaire that could identify them. Consent forms with a short description of the study and its aims were issued to the educators, signed, and returned to the researcher. Provision was made for teachers who wanted access to their results. In these instances the questionnaire would be coded in a way which only the researcher would be able to identify participants, therefore assuring confidentiality of the results. The results would be communicated back to the teacher on all three

different subscales as this was recommended instead of providing a composite score. A report will be given to the various school principals on completion of the research study.

3.7 Chapter Summary

This chapter introduced the methodology that was employed in the study as well as introducing the participants in the study. An overview was provided outlining the demographic variables of the teachers. The chapter further detailed explanations of the instruments used to collect data and the statistical techniques that would be utilised to interpret them. The procedure in collecting data and the ethical considerations around those was also discussed.

Chapter 4

Results

4.1 Introduction

The results of the study are presented in this chapter. The results are presented as three separate subscales comprising the Maslach burnout inventory; namely emotional exhaustion, depersonalization, and diminished personal accomplishment, followed by the demographic results. The findings of the study are presented in the format of the stated hypotheses.

4.2 Results of the ANOVA

Hypothesis 1: There is no significant difference in the levels of burnout between teachers in the youth juvenile rehabilitation, public, and ex model C schools.

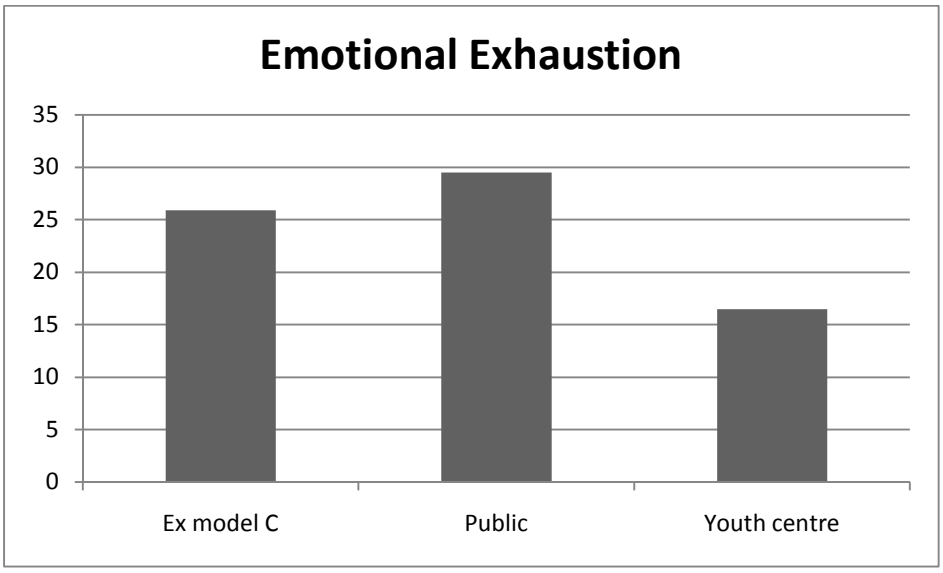
The primary hypothesis is that there are no differences in the mean responses for faculty from each school. As noted earlier, higher scores on the Emotional Exhaustion and Depersonalization subscale indicates higher levels of burnout, whereas higher scores on the Diminished Personal Accomplishment subscale point to lower levels of burnout.

Table 4.1: Means table. MBI scores per type of school.

School	Variable	N	Mean	STD Dev
Ex model C	Emotional Exhaust	22	25.7159	11.4845
	Depersonalization	22	9.1705	2.2528
	Diminished Acc	22	33.2727	6.1735
Public	Emotional Exhaust	17	29.5882	13.7707
	Depersonalization	17	12.0000	7.2887
	Diminished Acc	17	32.9076	9.1370
Youth Center	Emotional Exhaust	8	16.5000	11.7230
	Depersonalization	8	5.7500	6.7202
	Diminished Acc	8	38.0000	5.3719

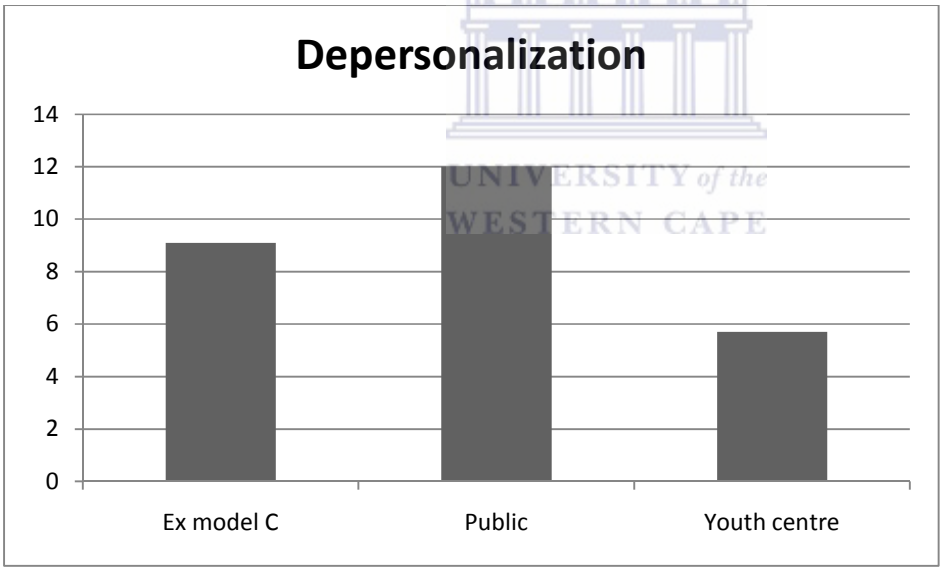
Table 4.1 shows the mean and standard deviation scores of all three subscales for teachers across the three types of schools. The results show large differences between the Public schools (EE, *M* = 29.58, *SD* = 13.77) and Youth center (EE, *M* = 16.50, *SD* = 11.72) on the Emotional Exhaustion subscale, also depicted in Graph 1.

Graph 1 Emotional Exhaustion mean scores per type of school.



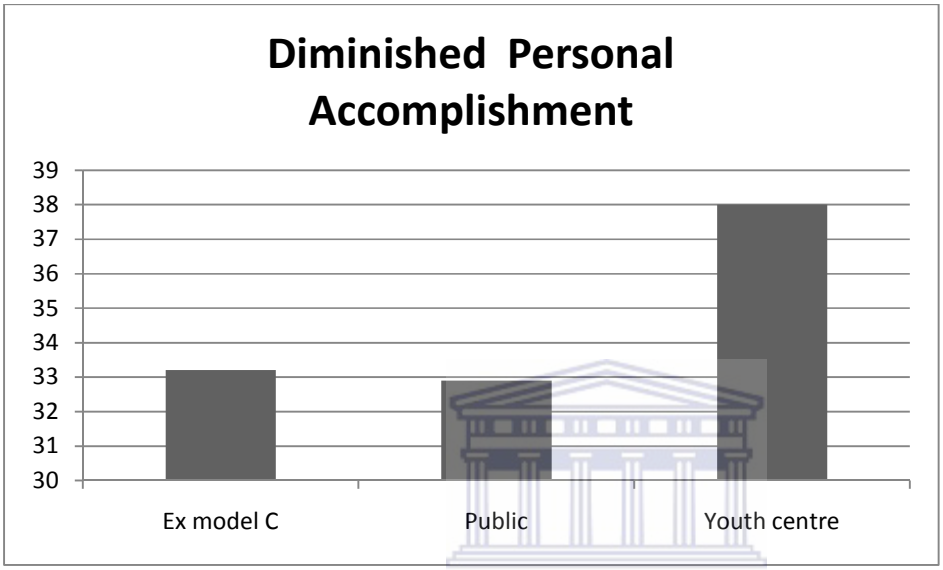
Larger mean teacher burnout scores were found on the Depersonalization subscale between the Public school (DP, *M* = 12.00, *SD* = 7.29) and Youth center teachers (DP, *M* = 5.75, *SD* = 6.72) as indicated in Graph 2, and the Diminished Personal Accomplishment subscale (Public school, DA, *M* = 32.91, *SD* = 9.13, Youth center, DA, *M* = 38.00, *SD* = 5.37) as shown in Graph 3. Table 4.1 shows the Ex model C school and Public school are more or less similar, with the public school teachers showing slightly higher levels of burnout in terms of Emotional Exhaustion (*M* = 29.58, *SD* = 13.77) and Depersonalization (*M* = 12.00, *SD* = 7.29).

Graph 2 Depersonalization mean scores per type of school



Graph 3 shows Public school teachers as having scored highest on the Depersonalization subscale with the Youth centre teachers showing the lowest levels in mean responses.

Graph 3 Diminished Personal Accomplishment mean scores per type of school



As mentioned earlier higher scores on the Diminished Personal Accomplishment subscale indicates lower levels of burnout. Graph 3 shows the Youth centre to have the lowest mean responses indicating lower levels of burnout whereas the Public school reported the highest levels of burnout between the three schools.

Table 4.2: Results of the ANOVA

Subject	Variable	Df	F Value	P
Schools	Emotional Exhaust	44	3.09	0.0556
	Depersonalization	44	2.28	0.1140
	Diminished Acc	44	2.39	0.1035

The results of the ANOVA indicated no significant differences between the three schools on the Depersonalization, F (1, 44) =0.1140, $p > .05$ and Diminished Personal Accomplishment F (1, 44) =0.1035, $p > .05$ subscale. A borderline but non significant sore was found for the Emotional Exhaustion subscale F (1, 44) =0.0556, $p > .05$, as indicated in Table 4.2.

The borderline significance on the Emotional Exhaustion subscale indicated a difference between the schools on that particular subscale. Since the ANOVA F test is concerned with the testing of hypotheses about means where three or more populations are concerned, further analysis is necessary to localize whatever differences there may be among individual means (Kinnear & Gray, 1999). This further analysis or unplanned comparisons are termed 'a posteriori' comparisons or 'post hoc analysis' (Kinnear & Gray, 1999). Post Hoc Pairwise comparisons tests indicate exactly which groups differs from which group (Field, 2005).

Table 4.3 Post Hoc pair wise comparisons of the Emotional Exhaustion subscale

School	School	Estimate	Std error of mean	DF	Sig	Lower	Upper
Ex model C	Public	-3.8723	4.1413	44	0.3459	-12.2185	4.4738
Ex model C	Youth Center	9.2159	4.8139	44	0.0621	-0.4859	18.9177
Public	Youth Center	13.0882	5.3229	44	0.0179	2.3606	23.8159

Results showed significant differences between the Public and Youth Juvenile rehabilitation schools, F (1, 44) = 0.0179, $p < .05$ on the Emotional Exhaustion subscale as indicated in Table 4.3. The estimated difference between Public school and the Youth Juvenile rehabilitation school was 13.0882. These results indicate that the Public school teachers have scored significantly higher than the Youth juvenile rehabilitation school teachers.

4.3 Results of the Demographic variables.

Apart from studying which school teachers exhibited higher levels of burnout, and whether these teachers' burnout scores were significantly different from school to school, the study sought to investigate which demographic factors correlate with burnout. These were stated in the hypotheses as;

Hypothesis 2: There is no significant relationship between Experience in years teaching and burnout.

Hypothesis 3: There is no significant relationship between Teacher Age and burnout.

Hypothesis 4: There is no significant relationship between Union membership and burnout.

Hypothesis 5: There is no significant relationship between gender and burnout.

Table 4.3 below illustrates the results of the Correlation Coefficients for the educator demographic variables 'age', 'experience in years teaching', 'belonging to a union', and 'gender'.

Table 4.4 Correlation Coefficients of Demographic variables for three MBI subscales

		Emotional Exhaustion	Depersonalization	Diminished Personal Accomplishment
Age	Pearson Correlation Sig. (2 tailed) N	0.03680 0.8060 47	-0.00510 0.9729 47	0.15970 0.2836 47
Belonging to Union	Pearson Correlation Sig. (2 tailed) N	0.06966 0.6418 47	-0.11062 0.4591 47	-0.01364 0.9275 47
Years teaching	Pearson Correlation Sig. (2 tailed) N	0.08788 0.5570 47	0.05985 0.6894 47	0.12034 0.4204 47
Gender	Pearson Correlation Sig. (2 tailed) N	0.10092 0.4997 47	0.02803 0.8517 47	-0.00187 0.9900 47

Educator demographic variables were investigated to see if it might be related to the outcome variable on all three subscales of the MBI, and whether that variable would differ across groups. For this purpose the variables 'belonging to a union', 'years of teaching', 'age', and 'gender' were analyzed using Pearson Correlations, depicted in Table 4.4. No significant correlations were found between the MBI Emotional Exhaustion subscale and the outcome variable for years teaching, r (47) = 0.5570, p > .05, belonging to a union, r (44), =0.6418, p > .05, age, r (44), = 0.8060, p > .05, and gender, r (44), = 0.4997. No significant correlations were also found between the MBI Depersonalization subscale and the outcome variable for years teaching, r (47) = 0.6894, p > .05, belonging to a union, r (44), =0.4591, p > .05, age, r (44), = 0.9792, p > .05, and gender, r (44), = 0.8517 as well as the Diminished Personal Accomplishment subscale (years teaching, r (47) = 0.4204, p > .05, belonging to a union, r (44), =0.9275, p > .05, age, r (44), = 0.2836, p > .05, and gender, r (44), = 0.9900).

4.4 Chapter summary

In this chapter the results of the study were presented. The results were reported on all three subscales of the Maslach burnout inventory across teachers from the three types of schools. The results showed no significant differences between the three types of schools. Overall the study found that teachers from the youth center showed the lowest levels of burnout across all three subscales. Public school teachers reported the highest level of burnout between all the teachers. Demographic variables ‘age’, ‘experience in years teaching’, belonging to a union, and ‘gender’ were found to not correlate with any of the MBI subscales.

Chapter 5

Discussion

5.1 Introduction

This chapter presents the discussion of the results of the study as presented in chapter 4. The enquiry of this study aimed to compare the burnout levels of educators by comparing the different schools they teach in.

Five hypotheses were generated to identify the specific objectives to be measured, which includes:

1. To compare the levels of burnout among teachers in a Youth Juvenile rehabilitation center, 2 Public, and an Ex model C school. Ex model C schools have more resources available than public schools, whereas in the juvenile rehabilitation center students are more prone to problematic behavior. Therefore a significant difference in the levels of burnout in the educators is expected.
2. To determine whether factors such as teacher 1) age, 2) experience in years teaching, 3) gender, and 4) belonging to a union correlate with high levels of burnout.

5.2 Discussion of the results.

Burnout is well accepted as a syndrome characterized by feelings of Emotional Exhaustion, Depersonalization, and Diminished Personal Accomplishment (Maslach et al., 1996). Educators are burdened by various factors which predispose them to the burnout fatigue syndrome. In some

of these cases the predispositions are within educators, and sometimes they are institutional and beyond the control of the educator.

Regarding the first aim of the study, the primary hypothesis of interest is that there were no differences in the mean responses of teachers from each school. Given the small sample size, the residual scores for each ANOVA model was examined to see if they were approximately normally distributed, a key assumption required before computing an ANOVA test (Pretorios, 2007). Once this was confirmed the results of an ANOVA test revealed no significant differences between the three schools on the subscales of the MBI.

A borderline significance was however found for the Emotional Exhaustion subscale F (1, 44) = 0.0556, p >.05. A Pairwise comparison revealed a significant difference between the Public and Youth Juvenile rehabilitation schools, F (1, 44) = 0.0179, p < .05, which indicates that the public school educators were significantly more burned out than the youth center educators. This result is similar to Kokkinos (2006) who found the Emotional Exhaustion component to emerge almost intact from the factor analysis providing supporting evidence that the Emotional Exhaustion subscale component is the central core system of burnout and appears to be the most robust factor. Hypothesis one of the present study is therefore not rejected. Although a significant score was found in the Post Hoc comparison, the primary hypothesis score based on the ANOVA was not significant. It can therefore be concluded that there is no significant difference between the three types of schools in terms of the three MBI subscales. There are various possible reasons for the non significant score found between the three schools. This will be addressed in the limitations of the study.

Hypothesis two was not rejected as this study found no significant difference between the ages of the teachers and the three MBI subscales between the three schools. These results were contradictory to other studies (Lau et al., 2005; Jackson & Rothmann, 2005; Fives et al., 2006) that found teachers who are younger are significantly more burned out than their older colleagues, and supported the results of Pienaar and Van Wyk (2006) who found no gender differences. The training of educators in South Africa has traditionally experienced a high demand for qualified educators matched by a high output of educators, with a total of 281 educator education institutions producing approximately 26 000 newly qualified educators annually (Peltzer et al., 2005). Newly trained educators receive better and more appropriate training especially in terms of the newer education policies that are in place for educators, equipping them to better handle the schooling environment and the new curriculum policies. This could be a possible explanation as to why the ages of educators in the sample did not correlate with burnout. Another possible explanation for a non significant relationship is the ages of the educators in the sample, which was scattered very evenly and mostly between the ages of 25 and 49.

Hypothesis three was not rejected as no significant difference was found between ‘experience in years teaching’ and the three MBI scales between the three schools. However, research indicates that educators who were less experienced in teaching reported higher levels of burnout in past studies (Lau et al., 2005) while another study found teachers who are approaching retirement were significantly more burned-out (Jackson & Rothmann, 2005). Therefore, the results of the current study do not lean in either of these directions. The present study did find similar results as other studies where ‘years of teaching experience’ of teachers did not to correlate with high

levels of burnout (Kim et al., 2009; Pienaar & Van Wyk, 2006). Similar to the ages of the teachers discussed previously, the frequency of years teaching was also evenly scattered. The results of various studies show contradictory findings with regards to experience in teaching and burnout (Lau et al., 2009). One possible explanation for the results of this study is that teachers who have been in the teaching profession for many years and are less prone to high levels of burnout. In addition to this, younger trained educators entering the teaching field have been adequately trained as teachers and cope very well in the teaching environment, therefore also less prone to high levels of burnout.

Hypothesis four was also not rejected as union membership did not play a role in burnout nor was it significantly related to any of the three MBI subscales. Job security is a vital and important factor adding to an individual's stress (Edelwich, 1980). Only 20 percent of educators were employed on a contract basis in the whole sample, possibly offering a reason why a significant difference was not found. South African Trade Unions such as the South African Democratic Teachers Union (SADTU) through the affiliation of other union owned independent services companies, have extended services such as assurance and financial services and products including health care, property, funeral benefits and asset management to their members (Govender, 2004). Pienaar and Van Wyk (2006) found belonging to a union would decrease burnout levels and significantly increase professional efficacy. Over 66% of participants in this sample did not belong to unions which could be a reason for the non significant relationship to burnout.

Hypothesis five was not rejected as no significant relationship was found between the MBI subscales and gender. Similar results were reported by Kim et al., (2009), and Rothmann and Jackson (2005) who found gender not to correlate with burnout. Gender differences in terms of burnout were reported in many studies (Chang, 2009). Kim et al., (2009) who offered one explanation for this variation indicated that social conceptions of the teacher's role or status and school environments, vary from country to country.

The results of this study found very similar results to Pienaar and Van Wyk (2006) who assessed burnout on a group of South African teachers in the Free State province. Their results found no differences in burnout scores from any of the groups regarding their age, gender, years experience as a teacher and tenure at current employment.

The Conservation of Resource theory (COR) stands as one of the dominant approaches to burnout modeling with a solutogenic perspective. The Conservation of Resources (COR) theory provides a framework to understand the nature of stress as a human phenomenon as tied to people's experience, and is a basic motivation theory. When motivation is threatened or denied, stress ensues (Hobfoll & Freedy, 1993). Therefore individuals will strive to obtain and maintain that which they value (i.e. resources). According to COR psychological stress occurs during one of three stages 1) when resources are threatened, 2) when resources are lost, 3) and when individuals invest resources and do not reap in return.

COR theory acknowledges four different types of resources corresponding to four types of personal investments (Hobfoll, 1989, Hobfoll & Freedy, 1993) namely; valued objects (housing,

clothing, tangible benefits), stress mediating conditions (job security, seniority, social support), stress aiding personal characteristics (traits, skills), and resource generating energy (time, money, knowledge, and competence). For educators negative interactions with parents, problematic behaviour in children, and negative evaluation from administrators are more frequent than everyday rewards. It is this type of environmental and personal factors that can lead to burnout in teachers. The results of the ANOVA found no significant differences between the three types of schools and the MBI subscales. One possible reason for this is the effective coping strategies educators employ to cope with the various threatened resources.

The relationship between burnout and resource depletion is mediated by coping strategies which depend on their positive/avoidance orientation, and this would amplify or buffer the impact of resources depletion (Hobfoll & Shirom, 1993). Evers et al., (2005) for instance looked at constructive thinking and burnout among secondary educators. They found secondary teacher's maladaptive thinking processes prevent them from rationale thinking during their work in turn significantly contributing to the onset of burnout. The authors offered three reasons for how constructive thinking can reduce experiences of stress. Firstly, constructive thinking reduces the possibility of a self-stressful environment and promotes organized and efficient behaviour. Secondly, it helps prevent the educator interpret a potential stressor as a challenge. For instance, youth center educators are well aware of the kinds of behavioural problems their learners present with since they are exposed to it at a high level, and are therefore better equipped to deal with any misappropriate behaviour. Lastly, real stressors are approached more effectively resulting in less uncontrolled emotional reactions. Bibou-nakou, Stogiannidou and Kiosseoglou (1999) found teachers who scored higher on the Personal Accomplishment subscale of the MBI attributed

student's disobedience to internal student related factors, meaning teachers who did not take students disruptive behaviours personally reported higher Personal Accomplishment in teaching and thus less feelings of burnout.

Howard and Johnson (2004) recognized two coping strategies teachers use to with deal with stress. Palliative coping involves not dealing with the stressor but reducing it through negative behaviour such as drinking alcohol. On the other hand Direct action involves eliminating the stress which includes taking action to deal with problems, such as keeping feelings under control, seeking support from colleagues/principal or other significant adult relationships outside work, and organizing and prioritizing work tasks. Given the confrontational and very close environment Youth rehabilitation center educators work in, those educators will be more likely to use the more positive Direct action as a to deal with problems.

The results indicated that the Public school teachers displayed the highest levels of Emotional Exhaustion with the Youth rehabilitation center teachers having the lowest levels of exhaustion. The staff of these two types of schools could help offer insights into this phenomenon. As mentioned earlier Youth centers, because of the nature and programs learners are involved with, have various academic, life skills, and health professionals working in close contact with them. These staff resources are not always based on sight in Public schools thus putting additional work related stress on teachers in these schools, and increasing the risk of educator resources being threatened. In Youth rehabilitation centers most education tasks are taught by the same teachers within a grade unit. The time for communicating and building solidarity and cooperation

among teachers and students is also much more, especially given the smaller number of pupils they have to deal with.

5.3 Limitations

Given the aims of the study, the results could not yield or fully explain the contributory and protective factors related to burnout. The study did not request the views or opinions of teachers or look at other personality constructs to better help explain the etiology of burnout. The study also relied mostly on self report measures. According to Jackson and Rothman (2005), this can increase the likelihood that at least part of the shared variance between measures can be attributed to method variance. Furthermore the study is limited in terms of ecological fallacy since it can not make inferences about individuals, and has limited explanatory power (Sayer, 1992; Babbie & Mouton, 2001).

The sample chosen for this study was a convenient or snowball sample. According to Lindegger (1999) convenience samples are often biased samples. In this study it could have been the case that the actual teachers who are suffering various levels of burnout would have seen the survey as another hassle in their already busy schedules, and therefore opted not to take part in the study. This would result in biased information as only burnout symptom free teachers would have completed the survey. On the other hand, teachers who were feeling stressful could have seen this as an opportunity to vent whereas teachers who were symptom free would rationalize not completing the survey because of their stress free working environment. This could also be a possible explanation for the non significant difference in burnout between educators in the three different schools, as mentioned in chapter 5.

Another possible explanation for the non significant burnout score between the three schools is the sample size. The sample size for the teachers representing the schools was very small. This could have influenced the statistical results found. The sample could not also be generalized to the specific schools that took part in the study because of the sampling procedure used. This means that the samples do not represent the particular schools in this study.

The survey was administered just before the commencement of the mid year examinations. The researcher thought this would be an ideal time to assess levels of burnout as educators were very busy and stressed. This could explain the very low response rate.

5.4 Recommendations

Comparing educator burnout in different schools has not been thoroughly researched, especially in youth juvenile rehabilitation centers. Quantitative studies however only offer a bird's eye view of data. To get a more in-depth look at burnout, a multi-method approach in research design, data collection and analysis should be undertaken. For this reason a qualitative component in the form of interviews can be included. A richer insight can be obtained with information that speaks to the numerical data. Chang (2009) has noted that more longitudinal and qualitative data from studies is needed as it will further inform how feelings of burnout may vary depending on teachers current states during the academic year and during different stages in their careers.

Given the nature of this study and with the dependent variable being the institutional setting, a third questionnaire given to the principal requesting information about the school would have explained the data more accurately. This brief questionnaire could ask questions regarding other

staff services not offered by teachers, e.g. psychologists, social workers, lifeskills classes, extra curricular classes, etc. Additional information such as incidences of violence on school premises or violence directed at teachers could have been obtained. These types of questions could add more value to institutions in terms of being separated.

Research studies should focus on other facets that are related to burnout such as coping behaviours, constructive thinking, and social support. Results from these studies can make it possible to give valuable suggestions to educational institutes on ways to either reduce burnout or suggest appropriate interventions on how to prevent it.

To help overcome a low recruitment number and sample selection bias it will be beneficial for researchers to seek the support and active cooperation of school based organizations, school governing bodies, teacher employer groups and unions, especially if the sample is much larger than that of the present study. Having support from such organizations can aid in getting a much higher response rate from educators, especially given the sensitive nature around burnout.

One of the demographic variables in the first section of the questionnaire asked educators to indicate their race. This appeared to be a very sensitive question and rather than omitting a response, some educators opted to not complete the questionnaire. This question should be added with caution or given a good explanation as to why it is asked.

Careful consideration should also be taken when deciding when to collect data in the academic year. It is recommended that examination and busy academic times in the school calendar be

avoided. It could result in a very low response rate from educators even though entry into the school has been very thorough. In addition, collecting data during these times could result in the teachers completing the survey just as a formality, which could result in highly biased answers on the assessment.

Finally, it is recommended that intervention strategies or programs be implemented in Public schools if further larger studies show similar findings. This will alleviate moderate to low feelings of burnout and help educator's better cope with personal and environmental conditions.

5.5 Conclusion

The main aim of this study was to compare the levels of burnout among teachers in a Youth juvenile rehabilitation center, an Ex model C, and two Public schools using the multidimensional three factor Maslach Burnout Inventory (MBI). The study also aimed to study the relationship between certain demographic variables and the Emotional Exhaustion, Depersonalization, and Diminished Personal Accomplishment subscales of the MBI. The study was done against the background that schools based on their geographical location, being state or private funded, and determined fees charged would differ significantly in resources. These essential resources needed for teaching coupled with overbearing and overburdened education policies would add additional stress to already stressed educators, thus leading to burnout. The present study showed no significant differences in educators in the Ex model C, Youth juvenile rehabilitation and Public schools. Teachers in public schools reported higher levels of burnout in terms of Emotional Exhaustion. These findings were unexpected since it was hypothesized that educators in the Youth juvenile centers would report high levels of burnout given the working environment and

types of students they are required to teach. Youth center teachers in fact reported the lowest levels of burnout on all three subscales of the MBI. Age, experience in years teaching, gender, and belonging to a union were found not to correlate with any of the burnout subscales. These findings were contradictory to many other previous studies that found significant correlations between these variables and burnout, but were similar to a previous study on South African educators by Pienaar and Van Wyk (2006). Although the sample size is too small and biased to generalize findings to the particular schools, and in part could explain the non significance found between the three schools, it does outline certain implications that requires further investigation. Public schools far outnumber private schools and youth juvenile rehabilitation centers, and it was recommended that thorough research into the etiology of burnout in educators in these schools should be studied.

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List of appendices

1. Consent Form

PRIVATE BAG X 17

UNIVERSITY OF THE WESTERN CAPE

BELLVILLE

7530

Consent Form

A comparative study of burnout among teachers in juvenile rehabilitation, public, and ex model C schools.

This study has been described to me in a language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Participants name……
Participants signature…….
Date……

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Mario Clayford
University of the Western Cape
Private Bag X 17, Bellville 7535
Cell no 072 689 8933
Email 2115441@uwc.ac.za

2. Information Letter

My name is Mario Clayford and I am a Masters student at the University of the Western Cape. I am currently doing a study on burnout in teachers. My study is focusing on comparing the levels of burnout in teachers in three types of schools; namely a public school, an ex model C school, and a juvenile rehabilitation centre where schooling is offered to young offenders.

Should you be willing to participate in the study, you will be asked to fill out a questionnaire. This questionnaire contains a burnout assessment as well as some demographic questions on your background. Filling out this questionnaire will only take about ten minutes of your time. The questionnaire is confidential and all the information on there will be treated as such. You are not required to put your name anywhere on the questionnaire. Should you partake in the study but wish to withdraw, you may do so at any time without penalty or without having to give any reason. All the information you supply will be analyzed using statistical procedures to interpret the results.

Contact details of researcher

Mario Clayford, University of the Western Cape, Department of Psychology.

Cell 072 689 8933, email 2115441@uwc.ac.za

3. Educator Demographic Survey

Section A: Demographic questionnaire

This section of the questionnaire contains various demographic questions about you. Please read each question carefully and answer each question fully by marking it with an X where appropriate.

1.	Age:_____Years		
2.	Gender	Male [ ]	Female [ ]
3.	What is your marital status?	Single	[ ]
		Married	[ ]
		Divorced	[ ]
		Widowed	[ ]
4	Do you have children of your own?	Yes [ ]	No [ ]
5	If yes, how many children_____		
6	Which best describes you	Black	[ ]
		White	[ ]
		Coloured	[ ]
		Indian	[ ]
		Other	[ ]
7	How are you employed	Permanent [ ]	Contract [ ]
8	Do you belong to a Union?	Yes [ ]	No [ ]
9	How many years have you been teaching?_____		

4. Human Services Survey

The purpose of this survey is to discover how various persons in the human services or helping professions view their job and the people with whom they work closely. Because persons is a wide variety of occupations will answer this survey, it sometimes uses the term recipients to refer to the people for whom you provide your services, care, treatment, or instruction. When answering this survey please think of these people as recipients of the service you provide, even though you may use another term in your work or even if you provide these service as part of your training program

On the following page there are 22 statements of job related feelings. Please read each statement carefully and decide if you feel this way about you job. If you have never had this feeling, write a "0" (zero) 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.

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

HOW OFTEN	
0-6	Statement
_____	I feel depressed

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), you would write the number "1". If you feel depressed fairly frequent (a few times a week, but not daily), you would write a "5"

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

HOW OFTEN		
1.	_____	I feel emotionally drained from my work.
2.	_____	I feel used up at the end of the work day.
3.	_____	I feel fatigued when I get up in the morning and have to Face another day on the job.
4.	_____	I can easily understand how my students feel about things.
5.	_____	I feel I treat some students as if they were impersonal Objects.
6.	_____	Working with people all day is really a strain for me.
7.	_____	I deal very effectively with the problems of my students.

8. _____ I feel burned out from my work.

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

HOW OFTEN

9. _____ I feel I am positively influencing other people's lives Through my work.
10. _____ I've become more callous toward people since I took This job
11. _____ I worry that this job is hardening my emotionally.
12. _____ I feel very energetic
13. _____ I feel frustrated by my job.
14. _____ I feel I'm working too hard on my job
15. _____ I don't really care what happens to some students
16. _____ Working with people directly puts too much stress on me.
17. _____ I can easily create a relaxed atmosphere with my students
18. _____ I feel exhilarated after working closely with my students
19. _____ I have accomplished many worthwhile things in this job.
20. _____ I feel like I'm at the end of my rope.
21. _____ In my work, I deal with emotional problems very calmly
22. _____ I feel students blame me for some of their problems.