

7 SELF-REPORTED BURNOUT AMONG SECONDARY
INDIAN SCHOOL TEACHERS : ROLE-RELATED VARIABLES
AND LOCUS OF CONTROL

by

210 C.S.L. J [S.n.]

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D E C L A R A T I O N

I hereby declare that this dissertation is my own original work, and has not been submitted previously for a degree at any other university



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⁰
1992

D E D I C A T I O N

BURNOUT

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

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

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

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

Betty Harris, October, 1976.

This dissertation is dedicated to all those teachers who went through the above-mentioned motions and who were unfortunately not salvaged before they burnt out.

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ABSTRACT

The main aim of this study was to gain an overall estimate of the incidence of self-reported burnout among Indian secondary school teachers. Other secondary, though closely related aims were:

- a) to determine whether teachers differ, with respect to selected background variables, in their perceptions of burnout;
- b) to investigate the differences, if any, in the responses of burnoutees and non-burnoutees to 25 selected role-related variables with a view to examining the relationship between such variables and burnout; and
- c) to examine the distribution of burnoutees and non-burnoutees on an internal - external locus of control dichotomy with a view to examining the relationship between this personality construct and burnout.

The sample of Level One secondary school teachers in this study (N = 690) was randomly selected from a list of all Indian secondary schools in the greater Durban area (N = 59). Teachers responded to a four-part questionnaire designed to gather data relating to demographic characteristics, role-related stressors, locus of control and degree of burnout.

The Maslach Burnout Inventory was used to determine whether a respondent was a "burnoutee" or a "non-burnoutee". It included 3 subscales relating to Emotional Exhaustion, Depersonalisation and Personal Accomplishment.

The major findings of this study were as follows:

- a) Approximately 1 in 4 teachers in the sample saw himself/herself as a "burnoutee".
- b) When teachers were grouped according to background variables, the incidence of burnout was found to be greater among female, married, younger, less experienced, graduate and low-salaried teachers.
- c) The majority of both "burnoutees" and "non-burnoutees" in this study were unhappy with teaching and found it to be only "moderately satisfying". Many also declared that teaching had not lived up to their expectations and that they would readily change to an entirely new kind of occupation if they had to start their careers afresh. The low degree of satisfaction was found to correlate with perceived feelings of burnout. Older teachers, however, enjoyed greater job satisfaction than their younger counterparts.
- d) No relationship was found between the personality construct of Locus of Control and burnout.
- e) The following role-related variables were rated highly as factors contributing to burnout:-

the heavy workload and time pressures created by the enormous amount of record keeping and other clerical work, the limited time available for lesson preparation and marking at school, the limited number of non-teaching periods, large classes and extra-curricular activities; the system of panel supervision; the practice of not revealing evaluation scores to those applying for promotion and merit awards; the limited opportunities for promotion and merit awards; the criteria used for promotion; the negative attitudes of Subject Advisers; lack of parental interest in pupils' scholastic progress; poor salaries; limited freedom afforded to teachers in their choice of teaching methods; and the limited opportunity given to teachers to participate in decision-making.

Flowing out of these findings several recommendations are made ranging from steps that individuals can take to limit the ravages of stress and burnout at a personal level to organizational changes that the education authorities need to make if the teaching environment is to become more congenial. It is expected that such recommendations, if implemented would reduce the incidence of stress and burnout among Indian secondary school teachers.

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CHAPTER ONE

1. THE NATURE, AIMS AND SCOPE OF THE RESEARCH

1.1 INTRODUCTION

Increased public demands on education have produced additional pressure and stresses on teachers. Needle et al., (1981:175-181) and Van der Linde (1992:210) report that teaching ranks third in the hierarchy of stressful professions. Studies conducted by teachers' unions and other educational agencies support the notion that many teachers are currently "burning out" (Cichon & Koff, 1980:91-103).

Considered against this background burnout in teachers is not a new phenomenon. It is likely that teacher burnout has always been around, masquerading in the past under names such as job dissatisfaction and worker alienation. What is new is that these teachers have become more vocal and more visible. New forms of political thought and demands, with accompanying marches and demonstrations, have also provided an impetus and example for disgruntled teachers to express their dissatisfaction. They have become more militant and more insistent on attaining personal fulfilment and gratification from their work.

Unfortunately, the problems of teacher burnout are not self-contained: rather, burnout spills beyond the teacher by also adversely affecting his or her family's happiness. It may also be responsible for chronic health problems, problems with colleagues and school administrators, and ineffective teaching. Sparks and Ingram (1979:197-200) reported that the teachers from whom students learn the most are reasonable, relaxed, enthusiastic, and interested in their students. Teachers who are consistently feeling stressed have been as irritable, tense, humourless, depressed, self-involved, and unable to perform their job well. In general, Needle et al. (1981:175-181) found that job stress affects the classroom environment, the teaching/learning process, and the attainment of educational goals and objectives.

Spaniol and Caputo (1978) have formulated a list of symptoms that may indicate that a teacher is experiencing burnout viz., a high level of absenteeism, lateness for work, a low level of enthusiasm, decline in performance, lack of focus, a high level of complaints, lack of communication, and a lack of openness to new ideas. Complaints such as these have prompted a local newspaper to see Indian teachers as belonging to "a profession under enormous strain and one which needs to have its problems urgently addressed" (Sunday Tribune, 17 December 1989). A number of these teachers complain of feeling "trapped" since they cannot leave the profession for want of a

suitable alternative. Some go so far as to admit that they are merely biding their time till they reach retirement age. Others state that they are forced to remain in the profession because they are too young to retire or too old to find a new job.

The effects of burnout vary from individual to individual depending on such variables as personality, age, sex, and family history. Physiological manifestations may include such reactions as migraine headache, ulcers, muscle tension, and heart disease. Emotional manifestations include such reactions as depression, anxiety, irritability, and nervousness. Behaviourial manifestations generally include excessive smoking or overeating (American Academy of Family Physicians, 1979).

Because of these effects, a need exists to help teachers understand the burnout syndrome: its causes, symptoms, prevention and remedies. Teachers need to realize why burnout is such a potential hazard to their profession. It is reasonable to assume that as more teachers become aware of burnout and its prevention, its incidence will decrease, thus ensuring more effective teaching in the classroom. The present study is a contribution towards this end.

1.2 THE NATURE OF BURNOUT

One of the major problems in understanding the dynamics of burnout is that there is no commonly accepted definition of

the term (Gold, 1984:271). "Burnout" has been defined in a variety of ways, sometimes so broadly and loosely that it includes any form of deviation from satisfaction or enthusiasm.

The term "burnout" evolved from the seminal work of Freudenberger (1974:160) who defined it as "a state of physical and emotional depletion resulting from conditions of work". Since then the growing popularity of the term led to a blurring of its boundaries. Attempts to understand burnout empirically were initially hampered by the practice of grouping together several ideas to arrive at a single explanatory term. In order to understand the nature of burnout it is essential to view it as a multi-dimensional construct (Perlman and Hartman, 1982:293).

According to Maslach and Jackson (1986:1-2) burnout is "a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment which occurs in response to the chronic emotional strain of dealing extensively with other human beings". A key component of the burnout syndrome is increased feelings of emotional exhaustion which is the outcome of depleted emotional resources. Those workers who feel that they are no longer able to give off themselves as they were able to initially, are said to be experiencing emotional exhaustion. The second component of the burnout syndrome is the development of depersonalization i.e. the negative cynical attitudes about one's

clients. According to Ryan, 1971, cited by Maslach and Jackson (1986:1), this callous or even dehumanized perception of others can lead staff members to view their clients as "somehow deserving of their troubles". A third component of the burnout syndrome, i.e. reduced personal accomplishment, refers to the tendency to evaluate oneself negatively. Workers may feel unhappy about themselves and dissatisfied with their accomplishments on the job.

The three components of the burnout syndrome can be measured independently, using the Maslach Burnout Inventory (MBI) (Maslach and Jackson, 1981, 1986).

A number of major empirical studies of burnout in the helping profession have been conducted by Maslach and her colleagues at the University of California, Berkley (Maslach and Pines, 1977; Pines and Maslach, 1978; Maslach and Jackson, 1978a, 1978b). The MBI has been used successfully in their research and is now seen as a standard instrument for measuring burnout (Schwab & Iwaniciki, 1982; Anderson, 1980; Schwab, 1980; Anderson & Iwaniciki, 1984; McIntyre, 1981).

Patrick (1979:87-90), in keeping with more recent practice of defining burnout in multidimensional terms, divides the symptoms that characterize burnout into physical, cognitive, emotional and behavioural components. The physical symptoms range from chronic fatigue to illness and

alcoholism (Hendrickson, 1979:36-39; Kahn, 1978:61). The behavioural symptoms range from constant complaining and absenteeism to quitting the job completely (Reed, 1977:114; Sutton, 1977:121-126). The cognitive symptoms range from cynicism to depersonalisation (Freudenberger, 1977:90-99; Sparks, 1979:447; Maslach and Jackson 1978:52). Emotional symptoms range from emotional exhaustion to feelings of helplessness (Maslach, 1976:16-22; Maslach and Jackson, 1978:52-54).

On the basis of their analysis of forty-nine definitions of burnout used in writings between 1974 and 1981, Perlman and Hartman (1982:293) arrived at the following definition: Burnout is "a response to chronic emotional stress with three components, viz. emotional and/or physical exhaustion, lowered job productivity and over depersonalisation".

Overall, Maslach's definition of burnout appears to be the most appropriate one for this study, particularly since the Maslach Burnout Inventory (MBI) is being used as the main data gathering instrument.

1.2.1 Burnout: A matter of concern to the educator

Whilst teaching is thought to possess many universal characteristics, the question that arises is why do some teachers succumb to the pressures of teaching and exhibit

burnout while others fare admirably well. Is this because of:

- (a) the varying individual backgrounds of teachers such as age, sex, qualification, teaching experience, and marital status?
- (b) the different educational organizations that have different effects on teachers with regard to the extent of stress and burnout they generate?
- (c) the education authorities who, in their attempt to improve education outcomes of pupils, lose sight of the needs of teachers?
- (d) the effect of political interference in education which, according to Iwaniciki (1983:28), is a source of distress placed upon schools?
- (e) the rigid hierarchical organisational structure of schools where more attention is paid to maintaining the bureaucracy than to meeting the needs of teachers and pupils?
- (f) the criticism of the educational system by the community as well as extra-parliamentary forces which according to Rubin (1979:540) has a debilitating effect on teachers and administrators of education, irrespective of whether such criticism is valid or not?
- (g) the personality of the teacher, for example, whether he has an internal or external locus of control?

As no study of burnout has been undertaken among Indian teachers adequate empirical data are not available locally to provide answers to any of the above-mentioned questions. This makes burnout a matter of concern for the educator.

Since this study is concerned specifically with the teaching profession, a description of some of the ways in which burnout manifests itself among teachers is essential.

Emotional exhaustion, i.e. the feeling of tiredness that develops as emotional energies are drained, presumably results in teachers' inability to give as much of themselves to their pupils as they once did. Schwab (1983:21-22) illustrates the feelings which typify emotionally exhausted teachers in the following extracts:

"My excitement for the job has worn off. When I first started teaching I couldn't wait for the next day to work with my students. Lately, I would rather stay in bed because I'm beat." (High school teacher with five years' experience).

"I feel emotionally drained and fatigued at the end of the day, end of the week. It's to the point where I go through the motions. I can't get up for the job anymore." (Elementary school teacher with three years' experience).

Teachers who no longer have positive feelings towards their pupils experience depersonalization. This is regarded as a second component of teacher burnout (Maslach and Jackson (1986:18-19). Such teachers are often cynical. They also

tend to use derogatory labels when referring to their pupils. Some adopt cold or distant attitudes, physically and emotionally. Schwab, (1983:22) captures feelings of depersonalization in the following extract:

"It is extremely stressful to try and remain calm, pleasant, ever encouraging and supportive of children who range from those who are advanced placements to those who would be veggies, simultaneously."

A third aspect of the burnout syndrome is the lack of a feeling of accomplishment. Teachers who fall in this category often evaluate themselves negatively and generally feel unhappy about themselves and their accomplishments. These feelings become particularly acute when they consider that they entered the profession with the predominant aim of helping pupils learn and grow in knowledge. Schwab (1983:22) captures this feeling in the following extract:

"I feel no sense of appreciation for all that I do; I feel like I am wasting the best years of my life." (High school teacher with eight years' experience).

According to writers such as Spaniol, (1979:57) and Bundy (1981:9) there are different degrees of burnout, determined by certain symptoms and the intensity and duration of such symptoms. They identify three levels of burnout, as follows:

- (a) First degree burnout: This is mild. Symptoms are occasional and short lived.
- (b) Second degree burnout: This is moderate. Regular bouts of illness are experienced, which last longer and are difficult to overcome.
- (c) Third degree burnout: This is severe. Physical ailments, ulcers, migraine, headaches and the like occur. At third degree the symptoms are frequent and persistent.

It is not unusual for dedicated teachers to experience mild to moderate feelings of burnout occasionally. However, when these feelings become chronic there is need for concern.

1.2.2 The relationship between burnout and stress

Various writers have commented on the relationship between burnout and stress and the following views describing burnout are relevant. Burnout:

- is a syndrome resulting from prolonged teacher stress (Cunningham, 1983:37);
- is one response to long-term negative stress (Maslach & Jackson, 1981a:1);
- is the final step in a progression of unsuccessful attempts to cope with immediate negative stress conditions (Farber, 1984:324);

- is a symptom of excessive stress (Nagy & Davis, 1985:1319);
- is the end-result of long term stressful experiences (Fimian, 1984:277);
- is reached when a person is beyond stress (Fooner, 1981:13);
- is a chronic response to the cumulative, long-term negative impact of work stresses (Blase, 1982:93);
- is a sustained stress syndrome (Bauer, 1989:10);
- is the result of excessive stress (Bundy, 1981:10);
- is a psychological, physiological and behavioural response to chronic work stress (Sarros, 1988:176);
- is the result of unmeditated stress - (Farber, 1984a:326);
- is a syndrome resulting from prolonged teacher stress, primarily characterized by physical, emotional and attitudinal exhaustion (Kyriacou, 1987:146).

From the above review it would appear that burnout is the product of prolonged, cumulative, or excessive stress. It is also worth noting that burnout is a response to distress, a negative form of stress that originates from unpleasant experiences (Selye 1974:5). According to McGrath (1970) and McLean (1979) when work demands exceed an individual's perceived capacity and ability to meet such demands, distress occurs. Persistent experience of such distress may contribute to burnout since it "depletes reserves of adaptation energy" (Selye, 1974:14). On the

other hand, eustress (i.e. the positive form of stress) is beneficial and therapeutic as it provides individuals with the incentive and challenge to achieve. An individual's tolerance threshold is a crucial factor in determining the outcome of stress for him/her. It is therefore erroneous to assume that all teachers experiencing stress will suffer from burnout.

1.3 BACKGROUND AND MOTIVATION TO THE STUDY

Some of the more common effects of burnout revealed in the literature are depression, emotional and physical withdrawal from pupils and peers, substance abuse, (such as an over-reliance on alcohol, tranquilizers and other drugs for relief) absenteeism and job turnover (Swogger, 1981:29-33; Holland, 1982:58-64; Maslach and Pines. 1977:100-113). The detrimental effects of teacher burnout, extend far beyond the individual educator (Sarason, 1977:232). It can adversely affect pupils who receive poor service and are treated in an indifferent manner. It can also harm the institution which gets less than its optimal performance from its teachers. Such teachers feel less satisfied with their jobs and become less committed to it (Farber and Miller, 1981:236). Teachers experiencing burnout can also have a negative effect upon their co-workers.

A high job turnover rate, with its associated loss, is another outcome of teacher burnout. Kremer and Hofman (1985:89) point out that one in four teachers who leave the

profession do so because of excessive stress or burnout. A Teacher Opinion Poll conducted by the National Educational Association (National Educational Association : 1979) drew attention to the problem of burnout among teachers and two of its important findings were the following:-

- (a) One-third of those who were already teaching would not become teachers if they had a chance to start their careers again;
- (b) Only six out of every ten teachers indicated that they planned to remain in teaching until retirement.

Another important reason why it is important to prevent burnout among teachers is the fact that the teaching profession is one of the largest and most visible helping professions in this country and is responsible for the quality of the future citizens that emerge from the school population. It is, therefore, important that teachers maintain positive feelings about themselves, their jobs and their pupils.

Although a great deal has been written about burnout abroad, there is a scarcity of South African studies on the subject. This is surprising in view of the awareness that already exists in this country about this phenomenon. The Teacher's Association of South Africa, for instance, chose teacher burnout as its theme at its conference as early as 1983. Moreover, workshops were conducted by the

Superintendents of Indian Education during 1989 on "Some stress situations in our schools, and how to cope with them". Interest in the subject of teacher burnout can also be gauged from the following statement by Jackson, Head of the Education Aid Centre in the Transvaal:

"Last year I was asked by the Teachers' Centre at Johannesburg College of Education to give a talk on Teacher Burnout Within 24 hours of the notice, the course was over-subscribed. The course was repeated three times in Johannesburg and twice in the East Rand and the demand for it is continuing. This in itself is indicative of the problems in the school today."

Certain other considerations, besides the ones given above, make this study a useful one. These include the following:

- (a) Most of the major empirical studies on burnout have concentrated on social workers, psychologists, psychiatrists, lawyers, prison guards, police officers and child care workers. Research involving burnout amongst teachers is relatively scarce.
- (b) The use of the psychological construct of locus of control in this study is interesting since it has not been used often in studies of burnout among educators.

From the foregoing it is clear that there is an urgent need to address the problem of burnout among teachers. The present study is a contribution to this end. Information about the problem will be collected giving due attention to local circumstances and peculiarities. Hopefully the study

will also serve as a catalyst for other more ambitious investigations undertaken by financially and technically better equipped organisations like major educational bureaux. The ultimate aim is the prevention of teacher burnout by control of causes.

1.4 THE AIMS OF THE INVESTIGATION

The basic aim of the present investigation is to gather objective and scientific information about the phenomenon of burnout as it pertains to Indian secondary school teachers as well as the factors associated with the condition, especially in the work situation.

Specifically, the following aims may be listed:

- 1.4.1 To gain an overall estimate of (a) the incidence of self-reported burnout among Indian secondary school teachers, and (b) estimates related to sub-samples selected on the basis of the following variables: sex, marital status, age, length of teaching experience, level of academic qualifications and salary earned;
- 1.4.2 To determine (a) in overall terms, the attitudes of these teachers to teaching as a career, and (b) the attitudes of contrasting subgroups based on the following variables: sex, marital status,

age, length of teaching experience, academic qualifications, and salary level;

- 1.4.3 To analyze teachers' responses to twenty-five items pertaining to their work/role situations with a view (a) to identifying factors partially responsible for feelings of burnout and (b) determining similarities and differences between contrasting subgroups based on sex, marital status, age, length of teaching experience, academic qualifications, and salary level;
- 1.4.4 To ascertain the distribution pattern of teachers on the internal-external locus of control dichotomy;
- 1.4.5 To investigate differences, if any, in the attitudes of burnoutees and non-burnoutees towards teaching as a career;
- 1.4.6 To investigate differences, if any, in the response of burnoutees and non-burnoutees to a given list of job and role related tasks or situations;
- 1.4.7 To examine the distribution of burnoutees and non-burnoutees on an internal-external locus of control dichotomy;

- 1.4.8 To determine differences, if any, between contrasting subgroups of burnoutees in respect of emotional exhaustion, depersonalization, and personal accomplishment;
- 1.4.9 To compute intercorrelations between the Maslach Burnout Inventory Subscales: (EE, DP, and PA) for burnoutees and non-burnoutees;
- 1.4.10 To compute intercorrelations among the MBI subscales (EE, DP, and PA) with burnoutees and non-burnoutee in the sample of Indian high school teachers.

1.5 RESEARCH PROBLEMS TO BE INVESTIGATED

Arising out of the above-mentioned aims, the study was designed to provide answers to the following questions:

- 1.5.1 What is the incidence of self-reported burnout among (a) Indian secondary school teachers as a group, and (b) sub-samples of these teachers, differentiated on the basis of each of the following variables: sex, marital status, age, length of teaching experience, level of academic qualifications, and salary earned?

(Item 17 taken together with Items 1 - 6).

- 1.5.2 What are the attitudes of Indian secondary school teachers to teaching as career (a) when considered as a group, and (b) when categorized on the basis of sex, marital status, age, length of teaching experience, level of academic qualifications, and salary earned?
(Items 10 -14 taken together with Items 1 - 6).
- 1.5.3 Which work/role-related situations do (a) teachers as a group, and (b) as subgroups (categorized on the basis of sex, marital status, length of teaching experience, level of academic qualifications, and salary earned), identify as contributing most to feelings of satisfaction or dissatisfaction?
(Item 15 taken together with Items 1 - 6).
- 1.5.4 What is the distribution pattern of teachers on the internal-external locus of control dichotomy?
(Item 16).
- 1.5.5 Is there a significant difference in the attitude of burnoutees and non-burnoutees towards teaching as a career.*
- 1.5.6 Do burnoutees and non-burnoutees differ significantly in their perceptions and attitudes to work/role-related tasks or situations?

- 1.5.7 Do the distribution patterns of burnoutees and non-burnoutees on the internal-external locus of control dichotomy differ significantly?
- 1.5.8 Are there significant differences between contrasting subgroups of burnoutees (based on sex, marital status, age, length of teaching experience, level of academic qualifications, and salary earned) in respect of:
- a) emotional exhaustion (EE)?
 - b) depersonalization (DP)?
 - c) personal accomplishment (PA)?
- 1.5.9 What is the size of the relationship among the MBI subscales (EE, DP and PA) for burnoutees and non-burnoutees in the sample of Indian high school teachers?

1.6 DEFINITION OF TERMS

In this study several terms have been used in specific ways and therefore need to be defined at the outset. These are as follows:

* The data required for answering Questions 1.5.5 to 1.5.9 will be derived from a analysis of the responses to Item 17 (Part Four) of the Questionnaire.

Locus of control refers to one's perception of personal control (or lack of it) over the contingencies of one's personal life or one's environment (McIntyre, 1981:26).

Internal locus of control exists when there is a strong belief in one's ability to control the contingencies of one's personal life or one's environment (McIntyre, 1981:11).

External locus of control exists when there is a strong belief that an event which follows a personal action is due to chance, fate, luck or control by powerful others (McIntyre 1981:27).

Burnoutee

Those respondents who obtained high scores on the EE and DP subscales and low scores on the PA subscale C are classified as experiencing a high degree of burnout and are referred to as "burnoutees".

Non-Burnoutee

Those respondents who obtained low scores on the EE and DP subscales and high scores on the PA subscale are classified as experiencing a low degree of burnout and are referred to as "non burnoutees".

Level One teacher refers to a teacher who has never been promoted since he joined the profession, i.e. he still holds the same rank as when he first became a teacher.

Level Two teacher refers to a teacher who has been promoted to the position of Head of Department. He has to perform certain managerial duties he in addition to supervising the work of the Level One teachers under his control. He is, therefore, both a teacher and a manager.

Role-related factors refer to factors that are directly related to the individual's job as a teacher such as pupil discipline, relations with administrators, colleagues and parents, and participation in decision making.

1.7 LIMITATIONS OF THE STUDY

This is a cross-sectional study that examines burnout at a particular point in time. Such an approach does not permit the investigation of burnout over a period of time or the identification of cycles or patterns of burnout among groups of subjects. It is, therefore, not known how stable the current perceptions of teachers are, or whether they change during the course of the school year. Only a longitudinal study can show this.

Another limitation concerns the return rate of questionnaires. Although the return rate was relatively high (87,63%), approximately 13% of the population did not

respond. It was not possible to determine why this segment of the original sample preferred not to participate in the study and whether their non-participation has had a significant impact on the outcome of this study.

It is also important to remember that school communities, working conditions, and administrative structures differ among different education departments. The findings of this study, therefore, must be treated with caution. A threat to external validity might arise if the results of this research are generalized too loosely to other educational settings.

The questionnaire and interview methods used to identify sources of teacher burnout may also have some shortcomings. Such methods fail to take into account the fact that different teachers may interpret questions differently and that their responses may be affected by ego-defensive reactions. Wherever possible, however, every precaution was taken to ensure accuracy.

A survey of the literature relevant to the present study will be discussed in the next chapter.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

Crucial to the researcher's aim of investigating the problem of burnout among school teachers, is a review of literature on the subject. Such a review will provide a conceptual framework within which the problem of burnout can be studied. It will also help the researcher to compare his data with the findings of others who have conducted research in the field. It is worth noting at this point that relatively few studies on teacher burnout have been conducted in South Africa, more especially in the area of burnout among Indian teachers.

For convenience and clarity, this review will be divided in three sections, each dealing with a separate aspect. They are as follows:

- a) The relationship between demographic variables and burnout
- b) The relationship between role-related variables and burnout
- c) The relationship between "locus of control" and burnout

In order to get a total picture of the burnout phenomenon, reference will also be made to relevant studies undertaken in other helping professions. In this regard Farber's (1984:5) observation is worth noting:

"Virtually all human service professionals complain of long hours, isolation, lack of autonomy, client neediness, public misunderstanding of the nature of their work, insufficient resources, lack of criteria to measure accomplishments, excessive demands for productivity, inadequate job training and administrative indifferences to and interference with their work".

Those who are familiar with the teaching profession will note that it shares many problems with other human service professions.

Research into burnout involving over 5 000 subjects and more than 100 workshops across the United States by Maslach, Pines, Aronson, Kafry, and Kanner has documented that "burnout is significantly correlated to reduced satisfaction from work" (Pines, 1983:156). There is also a close association between sources of job satisfaction and sources of teacher stress (Gross, 1970, Warr and Wall, 1975, Kyriacou and Sutcliff, 1979:89). Consequently, any study of burnout will require reference to literature relating to both job satisfaction and job dissatisfaction.

2.2 THE RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLES AND BURNOUT

2.2.1 Introduction

Any attempt to identify those who are more susceptible to burnout needs to begin with a study of basic background variables since these are important determiners of feelings of stress. People differ in their vulnerability to stress and in their ability to cope effectively with it (Maslach, 1982:57; Cherniss, 1980a:127).

Since demographic variables such as age, sex, marital status, and experience on the job can be confounded with the type of work and job status, Maslach and Jackson (1981b:99-113) recommend that the correlation between burnout and demographic variables should be studied within specific occupations rather than across a spectrum of different occupations. In support of this approach they point out that police, physicians, psychiatrists and probation officers are predominantly male, while nurses, social workers, and counsellors are predominantly female. From this it would appear that sex differences are linked to differences in occupation. This realization prompted the researcher to study the relationship between burnout and specific demographic variables within one profession only, viz., the teaching profession, and more specifically, among Indian secondary school teachers.

2.2.2 Age and Burnout

Comparison of the results of different researchers with regard to age is complicated by the fact that different age ranges have been used in different studies. In general several researchers have found a significant relationship between age and burnout (Maslach and Jackson 1986:17; Cherniss 1980:137; Harris et al. 1985:346-350).

According to Maslach (1982:59), burnout is more prevalent among younger workers. Daley (1979:443-50) found this to be the case among child welfare workers while Schwab et al., (1980:13), found this to be true among teachers. Other studies which have revealed higher levels of emotional exhaustion, fatigue, and depersonalization among younger educators are those conducted by Anderson, 1980:121; McIntyre, 1981:79 and Maslach and Jackson, 1981c:99-113.

In addition, Sweeny, (1981:203-8) and Othman (1979:4309) found that younger teachers were generally more dissatisfied with teaching than their older colleagues. Other researchers such as Cardinell (1981:107); Metz, (1979:4308); and Feitler et al. (1982:457) found that middle-aged teachers also experienced job dissatisfaction, burnout and stress, albeit to a greater extent than their younger counterparts. Larsen's (1976) study of ten professions, including teaching, supports this finding.

The findings gleaned from a review of the literature on age and burnout may be summarised as follows:

- a) Older teachers generally experience less burnout and more job satisfaction;
- b) Younger teachers are more prone to burnout and express more dissatisfaction with their job; and
- c) Middle-aged teachers are also victims of burnout and job dissatisfaction.

Any interpretation, however, of age and burnout must be done with caution since there is the possibility of confounding age with maturity, length of service, administrative responsibility and experience (Daley, 1979:447). Further, there is no universally accepted cut-off point by means of which teachers can be separated into "young", "middle aged" and "old". This makes generalisations and comparisons difficult.

2.2.3 Sex and Burnout

Maslach and Jackson (1981b:111) found that females in helping professions generally score higher than males on the MBI emotional exhaustion subscale. Males, on the other hand, tend to score more highly on the depersonalization subscales. These findings were supported by Anderson's study (1980:). Gold, (1985), Mc Intyre, (1981) and Schwab, (1980) used the Personal Accomplishment subscale of the MBI in their studies and found that males tended to score lower

than females in this respect. Studies among teachers by Schwab (1980:123) and McIntyre (1981:92), on the contrary, revealed no significant differences between males and females on the emotional exhaustion subscale. Although some studies came up with contradictory findings, these were in the minority.

Female teachers were found to be more satisfied with their jobs than male teachers (Barber, 1980:141; Chapman et al., 1982:241). In fact Lortie (1975) found that male teachers were dissatisfied with their work to the extent that they were consistently less certain than female whether they could repeat their decision to teach again. Given the high level of overlap between job satisfaction and burnout it would be reasonable to expect a higher rate of burnout among males.

2.2.4 Marital Status and Burnout

Although people often strive to keep their "work life" and "personal life" separate and try to convince themselves that they represent separate worlds, in reality they intertwine and the psychological interdependence between them is inescapable. Such an interaction is important to career development and burnout (Cherniss, 1980b:181).

Maslach (1982:60) and Gann (1979) found a consistent relationship between marital status and burnout. Human service professionals who were single or divorced reported

feeling more emotionally exhausted from their work than did married individuals. A probable reason for this is that single people more often lack a reliable confidant and, therefore, have have to cope with feelings of anxiety on their own, often unsuccessfully (Powell and Ferraro, 1960:92).

Another explanation offered by some researchers is that married individuals choose less demanding jobs and so experience less stress.

Studies by Schwab (1980:121) and Olsen (1988:172) suggest that burnout is not related to marital status. Given this background the results coming from this study have special interest.

2.2.5 Qualifications and Burnout

Maslach and Jackson (1981b:99-113) have studied the relationship between qualifications and burnout extensively and have reported the following findings for each of the subscales of the MBI:

- a) Higher level of education was associated with higher scores on Emotional Exhaustion. People who had "completed college" or had done post-graduate work scored higher than those who had not completed college. This finding was supported by Pines et al., (1981:115) and by Maslach (1981b:111).

According to these writers, advanced education, especially in the human services, tends to create higher expectations. These expectations are frustrated when the helping professionals find themselves to be small parts of a bureaucratic machine or in an uneventful career. A related finding is given in the 1961 report of the National Education Association, viz., teachers with advanced degrees are less satisfied with their job (NEA : 1961). Two further studies which revealed that service providers with post-baccalaureate training were more likely to experience burnout than providers with less education were the Berkerley Planning Associates (1977) and Maslach and Jackson (1981b:111).

- b) Higher degree levels were associated with the lower scores on the Depersonalisation subscale. Maslach (1981b:111) offers an interesting explanation for this: whilst the nature of the job may cause great emotional stress, the additional training has equipped the helping professional to cope more successfully with it, and hence he/she does not necessarily score highly on the depersonalisation subscale.
- c) Post-graduates scored higher than the other groups on the Personal Accomplishment subscale. They were followed by those who had not completed college, and then by those who had. Related to this, Gann (1979),

Payne and Furnham (1989:147) found that the most highly qualified teachers in their sample reported the most stress.

Maslach and Jackson's results given above may be criticised on the grounds that those with high qualifications are often most influential and hold held senior or administrative positions which may be associated with additional responsibility and stress.

Schwab and Iwanicki (1982:5) found that the educational level of a teacher is not significantly related to burnout. This finding was supported by Borthwick et al. (1982) and Mc Intyre (1981). Job satisfaction among elementary and secondary school teachers was also not significantly related to academic qualifications.

A later study by Maslach (1982:61) shows that there is a lower incidence of burnout among human service professionals with limited education and qualifications, and, compared to their better qualified counterparts. The reason given for this is that helpers who have less schooling probably do not have aspirations that are as high as those possessed by individuals with higher education. Consequently, there is less of a gap between their goals and their actual achievements. Support for this viewpoint is very limited.

In summary, the literature shows that there are conflicting viewpoints. Some studies show that increased qualifications influence burnout rate while others show that qualifications have little influence in this regard. Such conflicting findings are not surprising in a young field like burnout. Replications of similar studies will help in clarifying various issues.

2.2.6 Duration of Teaching Experience and Burnout

Mc Intyre (1981:97) found a significant correlation between the number of years of teaching experience and lessened feelings of emotional exhaustion. Those with over 15 years of teaching experience complained less often about feeling emotionally exhausted than did teachers with less than 15 years of experience.

Anderson (1980:129) found that teachers with 13 to 24 years' experience are more satisfied with their job achievements than do teachers with 5 - 12 years' of experience. Teachers with 13 to 24 years' experience are also more satisfied with their job achievements than do teachers with 25 years' and more of experience (Anderson and Iwanicki (1984:123)). This, according to Anderson and Iwanicki (1984:124), is due to the fact that the period between 13 - 24 years is a "plateau" period in one's teaching career during which teachers have become relatively well adjusted in their job situation and are able to fulfill most of their goals in the classroom.

In summary, the following three general categories of findings emerge from a study of the literature:

- (a) the greater the length of teaching experience, the less the incidence of burnout,
- (b) there is no relationship between length of teaching experience and burnout and
- (c) the greater the length of teaching experience, the greater the possibility of burnout.

It is clear from the above that the findings relating to length of experience and burnout is inconclusive.

2.3 THE RELATIONSHIP BETWEEN ROLE-RELATED VARIABLES AND BURNOUT

Many researchers see role-related factors as the main contributor to burnout (Iwanicki (1983:29); Carol and White (1982:41); McNeely, (1983:95). Maslach's (1978a:56)) statement, "I am forced by the weight of my research data to conclude that the problem is best understood in terms of social and situational sources of job-related stresses", lends support to this view. Elsewhere (1978b:114) she suggests that "a search for the causes of burnout should entail uncovering the characteristics of the bad situations where many good people function".

Some role-related factors that human service professionals complain of are long working hours, lack of autonomy,

insufficient resources, lack of criteria for measuring accomplishments, inadequate job training and administrative indifference to work (Farber, 1984:5). Iwanicki (1983:29) lists problems related more specifically to teaching, viz., classroom discipline problems, difficulty in developing instructional programmes for pupils with special needs, lack of time for professional development and difficulties in the way of developing good relations with administrators, peer teachers, or parents.

In this review of the literature the following role-related factors have been highlighted:

- (a) Participation in decision making
- (b) Supervision
- (c) Staff relations
- (d) Workload
- (e) Parental interest in pupils
- (f) Attitude of pupils to work
- (g) Rewards/promotion

2.3.1 Participation in Decision-making and Burnout

Research completed thus far suggests that burnout is often linked to instances where individuals do not have a direct input into the formulation of policy decisions that affect them and their job situation (Maslach, 1982:40; Maslach and Pines, 1977:100-113; Pines, et al., 1981:72).

According to Pines et al. (1981:78) those who are allowed to decide on their own work schedule develop a sense of control and commitment that militates against burnout. Jackson (1983:3-19) suggests that increasing employees' participation in the decision-making process is an effective way to prevent or at least minimize job-related stress. He argues that such a trend will enhance the control employees have over their work environment.

Several studies found such control or autonomy to be positively correlated with job satisfaction and negatively correlated with burnout (Paine, 1982:194). Pines (1982:203), for instance, found that the degree to which supervisors set clear objectives and procedures on the job "with" their subordinates was positively correlated with job satisfaction. Carrol and White (1982:52) also predict higher burnout rates where goals are dictated from "above".

Cherniss (1980a:97) describes this lack of opportunity to exercise control over one's work as giving rise to a feeling of "helplessness". He sees such helplessness as an important concomitant of burnout. French and Caplan (1972) also suggest that little or no participation in decision making is highly detrimental to job satisfaction. A study by the Berkeley Planning Association (1977) indicates that the degree of innovation allowed, the degree of rule formalization, and the amount of autonomy enjoyed by the staff, are associated with rates of burnout. More

specifically Barad (1977) found that low autonomy was associated with high scores on both the Emotional Exhaustion and Depersonalization subscales of the Maslach Burnout Inventory.

2.3.2 Supervision and Burnout

In this study the generic term "supervisor" is used to cover subject advisors, superintendents, supervisors, principals, deputy principals and heads of departments.

A supervisor is one with whom the teacher interacts constantly. If such dealings are unsatisfactory the resulting tension and friction may add to a teacher's feeling of stress. Since the supervisor generally occupies a position of authority and has the power to shape and influence the nature of the teacher's work, burnout among teachers can be hastened or alleviated by the nature of supervisory action (Maslach, 1982:45). Often the supervisor, because of his status, and the power he wields in terms of promotions, is able to pressurise teachers into certain actions, sometimes against their will.

Relations with supervisors may also become strained if there is a lack of trust between a teacher and his superior. Under such circumstances teachers may feel that the school management does not give them the support they deserve. According to a survey by Walsh (1979) several public school teachers reported that their immediate

superiors were either intimidated by the authorities or were motivated by personal ambitions into unduly harassing teachers. Often relations between teachers and their supervisors become so difficult that the former are discouraged in seeking guidance in times of difficulty. In this way they lose a potential source of support against burnout (Maslach, 1982:48).

In a survey conducted among teachers in Indian schools in the Durban area, 25 percent of the respondents stated that the authoritarian approach adopted by their supervisors was a significant source of stress among them (Pillay, 1988:19).

If supervision is a critical element in the development of burnout then it is important that the quality of supervision should be constantly monitored. Supervisors and administrators in the teaching profession usually have very little training in supervision or personnel management. Indeed, when they are promoted to the supervisory or management staff they are promoted primarily because of their good ability as teachers and/or academic qualifications.

Poor relationships between teachers and supervisors often result from what Mc Gregor (1960) calls the "Theory X" view of management. This is based on the assumption that most people dislike work, lack ambition, are essentially

passive, avoid responsibility, resist change, are self centred and unconcerned about the needs of the organisation. In such a situation the role of the supervisor becomes one where he has to direct, manipulate, control, reward and punish the teacher to perform in a manner that would best serve what he considers to be the needs of the education system. Teachers who are treated in this way often complain of being supervised too often and too closely because they are not trusted. Carrol and White (1982:53) rightly point out that such an approach can be self-prophetic because apathy, shirking of responsibility, and the development of negative attitudes are generated.

Many researchers report that the reluctance on the part of the principal to respect teachers as professionals has been an important source of dissatisfaction and frustration (Hahn, 1968:150-153; Chussel, 1971:387-391). Professionalism on the part of teachers is often seen by principals as a threat to their authority (Bloland et al., 1980:19). It has been suggested that principals frequently reduce or eliminate teachers' opportunities for intrinsic rewards. When creative teachers are obliged to choose between allegiances, those of teacher to principal, teacher to teacher, or teacher to pupil, role conflict, may be fostered. To placate the principal, teachers have been known to suppress their more creative desires. The result may be reduced self-fulfilment and a lack of a positive regard from pupils. This lack of feeling of personal

accomplishment has been regarded as an important contributor to burnout (Maslach and Jackson, 1986:1-3). Feelings of personal accomplishment are highest for teachers working in supportive environments, with support from one's principal appearing to be particularly important.

2.3.3 Staff Relations/Collegial Support and Burnout

Two commonly reported symptoms displayed by teachers experiencing burnout are a sense of professional isolation and loneliness (Kirk et al., 1984:147). The staff support group can help prevent this for it is a practical and therapeutic tool whereby teachers can offer each other needed support and ideas on how to solve existing problems. Members may also gain from a sense of sharing and assisting other teachers in the prevention of burnout. Perhaps the most important benefit of the support group experience is that it offers participants the opportunity to feel understood by their peers. It can also offer the possibility of productive behaviour change and mutual support as well as the opportunity to give others the benefit of one's successful coping experiences. A secondary benefit is increased staff morale which can serve to further prevent burnout (Kirk, et al., 1984:148). The understanding which can result from regular interactions with such a support group has helped prevent of burnout in human service agencies (Maslach and Pines, 1977:110-113) and should have a similar effect in the case of educators.

Discussing work problems with colleagues can be cathartic. It could help teachers avoid the kind of global, internal attribution for failure which can result in passivity, resignation, and ultimately burnout.

Sparks (1983:33-42); Alschuler, (1980:2) and Lortie, (1975) make the important point that teachers spend most of their work- day physically isolated from each other. They are physically cut off from adults in a room filled with pupils. They, therefore, have little opportunity to interact with their colleagues and little opportunity to support each other emotionally (Spaniol 1979:57). This loneliness can be mitigated by the availability of support from colleagues. On the other hand, when social support is not forthcoming, the sense of isolation increases, resentment develops and the stresses of teaching, now left relatively unbuffered, may lead to burnout (Farber, 1984:32).

Schools can be "caring" supportive environments or, what Fibkins (1983:175) refers to as "abusive settings". In caring schools teachers can have bad days and make mistakes but they will still be encouraged to "keep going" and seek different solutions to the problems they face.

On the other hand, "abusive" schools can be lonely places where teachers can feel alienated from their colleagues and ultimately from themselves as well. In such settings

teachers appear lethargic and perceive the environment as hostile. Teachers who work in such "abusive settings" for many years gradually begin to ignore some pupils; they increasingly talk about pupils "not being the way they used to be" and of a decline in standards (Fibkins, 1983:176). Such characteristics are typical of the burned out teacher.

Given the potential therapeutic advantages of a cohesive staff, the finding by The Teachers Association of South Africa that approximately 50% of their sample of teachers did not trust their colleagues is a cause for concern. Such distrust, according to French and Caplan (1972), can lead to poor communication, low job satisfaction, and increased frustration and tension. Trust is essential if people are going to reveal their feelings, problems and possibly their own shortcomings in an effort to gain help and comfort. A certain vulnerability is involved in being open with others and if someone thinks that these others will exploit rather than respect him, the person is likely to close up rather than open up. If group members are competing with each other for promotion, better evaluation scores, attention, and status, then the problem becomes even more complex.

2.3.4 Workload and Burnout

Excessive workload has been found in a number of studies to contribute to educator stress and burnout (Blase 1986:13-40; Kyriaciou and Sutcliffe, 1978:159-162; Harris et al., 1985:346; Kahn, 1978:62; Weiskopf, 1980:19). The greater

the overload (both quantitative and qualitative), in the work environment, the more likely are individuals to burn out. Quantitative overload occurs when a person has too many tasks to accomplish per unit of time, while qualitative overload is the result of having tasks that are too difficult for the individual.

Coupled with work load is the degree of intensity required in a job. Job intensity is affected by factors such as length of time which a teacher has to spend with pupils, the ratio of children to staff, the weight of one's teaching load, the amount of paperwork required of the teacher, extra curricular duties, the number of non-teaching periods and time available for lesson preparation and marking at school. As the intensity increases, teachers have less time to spend in the company of colleagues, less free time for leisure activities and presumably, more stress. "Time out" or non-teaching periods has been identified as a factor which can help to counter the effects of high job intensity (Zabel et al. 1982:262). In Indian secondary schools, Level One teachers teach for an average of 40 out of a maximum of 45 periods per week.

In a discussion of specific problem areas related to stress and burnout, Maslach (1982:38) notes that large case loads reduce beneficial personal contact between teacher and pupil. The emotional strain arising from dealing with too many pupils at the same time discourages a teacher from

even attempting to establish close bonds with each pupil. Maslach et al., (1986:19) refer to this kind of behaviour as depersonalisation, an important facet of the burnout syndrome. Also when teaching loads are exceedingly heavy, teachers who refuse to compromise on the quality of the work they provide, are likely to become frustrated in due course. Also frustrating to teachers with large classes is the fact that they are often reduced to policing rather than instructing pupils (Conley et. al., 1989:63; Lipsky, 1980:30). Olsen (1988:141) found that there was a positive correlation between the number of pupils in the class and levels of burnout as measured by the Emotional Exhaustion subscale.

Increased, and often what teachers see as unnecessary paperwork, substantially reduces the time that they can assign to their primary job of teaching. McBride, after analysing twelve investigations and a list of twenty two potential stressors (1983:223), found excessive paperwork to be the most often reported cause of job-related stress.

Statements like the following by teachers are not uncommon:

"I became a teacher because I really care about kids, but now the kids are what I have least time for... reports and paperwork take more of my time and energy" (Wangberg, 1984:11).

Extra-curricular activities and work taken home to be completed may also be related to overload. When a teacher has too much to do he is left with relatively little time to relax mentally and physically before beginning the next day's work.

In summary, factors related to the work load of the teacher such as a high pupil-teacher ratio, a heavy teaching load, excessive paperwork, too many extra curricular duties, and an insufficient number of non-teaching periods have a bearing on the stress and burnout in the teaching profession. One of the aims of this study is to find out whether and to what extent Indian secondary school teachers are affected by these factors.

2.4.5 Pupils' Attitude to Work, their Behaviour, Parental Interest in their Progress and Burnout

Generally, teachers expect to earn both intrinsic as well as extrinsic rewards. Intrinsic rewards result from the teacher's positive evaluation of himself with regard to his own performance as a teacher. Such an evaluation is based largely on pupil feedback which could take the form of either verbal and non-verbal expressions of enthusiasm and gratitude by pupils or hard data such as test results. It is reasonable to expect that intrinsic rewards will tend to increase teacher satisfaction, involvement, motivation and effort (Bardo, 1979:252-4). McBride, (1983:23) after analysing twelve investigations found negative attitudes

towards school or school work to be among the five most reported causes of job related stress. Blase (1982:106) quotes the following remark by a teacher to illustrate the opposite situation, i.e. how a teacher feels when pupils display unwillingness to work:

"...if the kids screw around, if they are not interested, if they are demotivated... I'm not going to give that particular class my heart and soul" (Physical Education teacher, 7 years experience).

With regard to pupil behaviour several researchers single out disruptive pupils as one of the most important work-related factors that contributes to stress and burnout (Farber, 1983:5; Edelwich and Brodsky, 1980:50 and Block 1977:58-62). Turk et al. (1982:1-26) report that pupils misbehaviour was cited as a common problem in twenty out of twenty-nine studies reviewed.

Pupils' misbehaviour includes those who refuse to be cooperative, do little or no work in class, are blatantly aggressive towards other children and the teacher, are often deliberately late for lessons and may cause disturbances during lessons (Dunham, 1986:33).

Teachers are often targets for increasing demands by the public for better discipline and improved academic performance. Blame for most of the problems confronting education is often placed on the shoulders of the teacher.

Recognition is rarely given to the negative attitude of pupils as well as the negative conditions that prevail in their homes. Often the undisciplined pupil comes from a home in which little emphasis is placed upon the importance of education. To add to the teacher's problems parents are often apathetic towards their children's education and see it solely as the teacher's responsibility. Such an attitude often creates a feeling of helplessness among teachers.

2.3.6 Rewards and Burnout

Rewards refer to what teachers perceive as payment for their effort (Blase, 1982:105). Such rewards for teachers may be either intrinsic or extrinsic and include administrative approval, promotion, upward mobility, praise for doing a good job, achievement recognition, salary increases and personal satisfaction. According to Blase (1982:156) insufficient rewards cause teachers considerable stress. He quotes the following viewpoint of a teacher to illustrate this:

".... I know I am good at my job. I know I am effective.... However I want more to my 40-hour week; I want more advancement, more recognition and more responsibility."

Farber (1983:6) uses the term "inconsequential" to describe these feelings, i.e. a feeling that no matter how hard one works, the pay-off is not there.

Unfortunately there is little opportunity for advancement or upward mobility for the classroom teacher other than to move into administration and even this possibility is difficult for males and severely limited for females because of the relatively small number of posts available. For example, in 1990 approximately 2 000 candidates applied for 200 promotion posts in Indian Schools while in 1991, 3 400 teachers applied for 430 posts (Post, 23 October 1991).

2.4 LOCUS OF CONTROL AND BURNOUT

Locus of control and its relationship to burnout is one of the variables being investigated in this study. One's ability to cope with any environmental stress appears to be influenced by one's locus of control. When one perceives reinforcement as being determined by one's own behaviour one is said to have an internal locus of control. If, however, one views an event which follows a personal action as being due to chance, fate, luck, or control by powerful others, then one is said to possess an external locus of control. Research suggests that persons with a strong internal locus of control handle environmental stresses better than persons with an external locus of control (Kyriacou and Sutcliffe 1979:227). Moreover those with a more external orientation generally report more anxiety, a greater number of neurotic symptoms and more self-punitiveness in response to frustration (Gross and Morisko, 1970;189-92; Rotter, 1966:1-28; Capel, 1987:279-89). Further, teachers who report a more external orientation

also tend to report a greater degree of burnout Mc Intyre (1981:84-5).

Selegman (1975) suggests that "externals" are prone to "learned helplessness". They tend to give up more easily and withdraw in the face of stress and frustration. 'Internals' on the other hand, tend to persist in the face of frustration. They are less likely to manifest behaviour associated with learned helplessness and burnout.

Meadow (1981:13) found that individuals reporting a greater degree of influence in their work environment also reported lesser emotional exhaustion, lesser depersonalization and greater personal accomplishment than those reporting lesser influence. Perceived feelings of burnout increased as influence scores became lower. Scheck and Rhodes (1980) found "internal" teachers as well as student teachers were rated by their supervisors as being more competent than "externals". In addition, Monroe (1969:2769) found that teachers who were classified as "internal" expressed greater job satisfaction than did "externals".

In summary, teachers who are internally oriented generally, experience greater job satisfaction, are more tolerant of problem behaviour and are rated as being more competent than externally orientated individuals.

The next chapter deals with a description of the design of the study and the means by which relevant data were gathered.

CHAPTER THREE

THE PRESENT STUDY

3.1 THE NATURE OF THE PRESENT STUDY

Nieswiadomy (1987:125) classifies research designs into two broad categories, experimental and non-experimental. The present study is primarily a descriptive one and is therefore, classified as an example of non-experimental research.

Behr (1973:10), Borg (1967:202) and Good (1963:244-45) point out that descriptive research precedes other types of research because, before progress can be made in solving certain problems, one needs to know more about the existing conditions. It is important to note that this does not make descriptive research inferior in any way. It is simply a different kind of research and it goes beyond the mere gathering and tabulation of data. It involves interpreting data and the meaning or significance of what is described.

According to Behr (1973:11) descriptive research can be classified into the following three main types:

- a) surveys;
- b) developmental studies; and
- c) case studies.

The descriptive survey, of which the present study is an example, typically gathers data at a particular point in time with the intention of:

- a) describing the nature of the existing conditions, or
- b) identifying standards against which existing conditions can be compared, or
- c) determining the relationships that exist between specific events (Cohen et al., 1980:71).

Questionnaires and interviews are usually used to collect information in survey research (Mason et al., 1989:30). Such surveys may be conducted through face to face interviews with respondents, by mail or by telephone. The present study gathered the required data by means of questionnaires completed by teachers from twenty-five Indian secondary schools situated in the Greater Durban area. In addition, a group of teachers were interviewed more intensively in order to gather in-depth information on aspects considered worthy of consideration.

Surveys, which consist of asking questions of a representative cross-section of a population at a specific time, are used in all areas of life as part of everyday decision-making. According to writers such as Seaman (1987:125) and Nieswiadomy (1987:144), the survey method has the following advantages:

- a) it can be used to investigate problems in realistic settings;
- b) the costs involved are reasonable when one considers the amount of information that can be gathered;
- c) a large amount of data can be collected with relative ease from a variety of people;
- d) it allows the researcher to examine a large number of variables which can be analysed with the help of multivariate statistics.

3.2 METHODS OF DATA COLLECTION IN DESCRIPTIVE RESEARCH

The two most important methods used to gather the data needed for this study were the following:

- a) A wide-ranging questionnaire completed by the entire sample to obtain mainly quantitative data; and
- b) A structured interview schedule used with a smaller group to obtain mainly qualitative, descriptive data.

3.2.1 The questionnaire

According to Behr (1973:72), the questionnaire method continues to be, if properly constructed and administered, the best available instrument for obtaining information from widely spread sources. The following advantages, as outlined by Mahlangu (1987:84), motivated the researcher to use this technique:

- a) it permits a wide coverage at a minimum expense of time and money;
- b) it reaches people who are difficult to contact;
- c) it is useful when it is impossible to interview individuals personally;
- d) it may, because of its impersonal nature, elicit more candid and objective replies;
- e) it permits well-considered and more thoughtful answers;
- f) it eliminates the influence an interviewer might have on the respondents;
- g) it allows for uniformity and makes for answers that are more comparable.

The disadvantages of using the questionnaire technique are given below, together with comments about the manner in which they relate to the present study:

- a) There is usually a high percentage of questionnaires which are not returned. This problem was solved in the present study by handing them out, and then later collecting them, personally, from the teachers. Follow-up visits were made to collect questionnaires from those who were absent or were unable to meet the first deadline. These precautions yielded a return rate of 87,63 per cent (N = 701).

- b) The ability or willingness of the respondent to provide information affects the validity of the results. In this study the teachers voluntarily completed the questionnaires.

- c) Members of lower intellectual and lower educational groups tend not to answer questionnaires and, if they do, they usually introduce an element of error either because of their failure to comprehend the question fully or because of their inability to express their responses accurately. As the subjects were all qualified teachers they did not have these problems.

- d) The respondents may have little interest in a particular problem and may therefore answer the questionnaire carelessly. This problem was overcome by motivating the teachers in various ways and more especially by informing them that their grievances would be conveyed to the education authorities via the findings of this study.

- e) A long questionnaire is time-consuming and may not yield accurate results if it is hurriedly answered or if the subjects grow tired and bored. To overcome this problem the questionnaire used in this study was carefully shortened through repeated trials until it could be completed in ten minutes.

3.2.2 The structured in-depth personal interview

The personal interview technique was also used in this study. This approach had the following advantages:

- a) it enabled the interviewer to probe for more specific answers and to repeat questions;
- b) he was able to observe non-verbal behaviour and to assess the validity of the interviewee's answers;
- c) it was possible for him to ensure that all questions were answered adequately.

The above advantages outweighed disadvantages such as high costs, time involved and lack of anonymity.

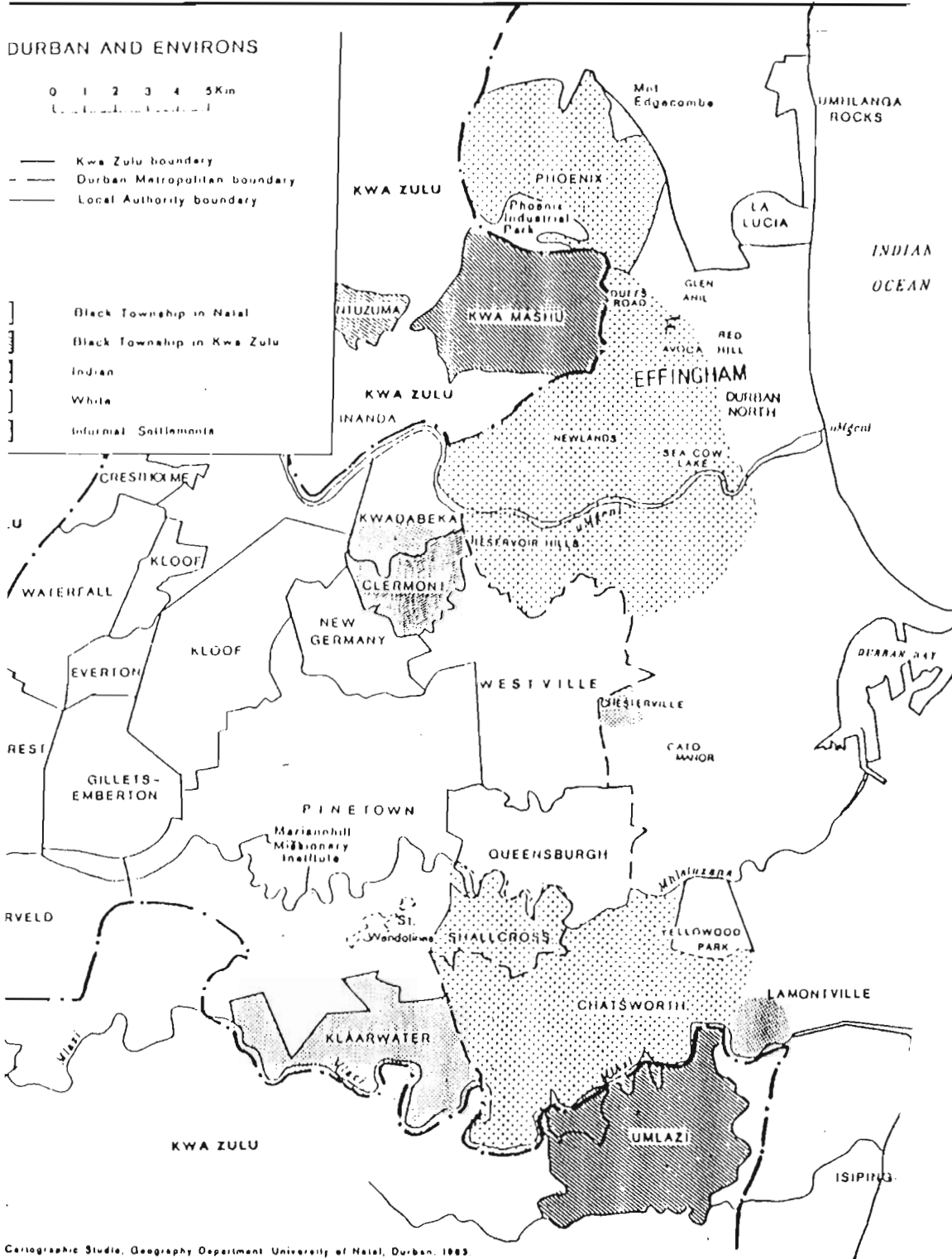
3.3 SAMPLING AND SAMPLE SELECTION

3.3.1 Choice and description of research area

The present study was conducted in the greater Durban area (see Figure 3.1) and is made up of the following suburbs:

- A. The Central area which includes Durban, Reservoir Hills, Clare Estate, Overport and Asherville;
- B. The Chatsworth area, including Shallcross;
- C. The Phoenix area;
- D. Merebank;
- E. Isipingo;
- F. The Avoca/Effingham area.

This made it necessary for the researcher to travel great distances from his home. Although such travelling was time-consuming it was worth the while since it ensured that the study area included a reasonable cross-section of teachers from schools situated in a variety of socio-economic environments. It also made it possible to obtain a fairly large representative sample of teachers for the study.



Cartographic Studio, Geography Department University of Natal, Durban, 1983

FIG. 3.1 : LOCATION OF SUBURBS WITHIN THE RESEARCH AREA

3.3.2 Composition of the sample

The selection of the sample was a two-stage procedure involving:

- a) Selection of schools.
- b) Selection of teachers.

3.3.2.1 Selection of schools

During the period of this study there were 59 Indian secondary schools (Department of Education and Culture, House of Delegates, 1990:26-35) in the greater Durban area. Twenty-five (44,67%) of these were randomly selected for this study and are listed in the Table 3.1.

TABLE 3.1
DISTRIBUTION OF QUESTIONNAIRE RETURNS ACCORDING
TO SCHOOLS

Name of School	No. of Questionnaire Distributed	Area	No. of Questionnaires Returned	No. of Spoilt Questionnaires
1. Apollo	26	Chatsworth	25	
2. Avoca	18	Avoca	13	
3. Brindhaven	23	Chatsworth	21	
4. Burnwood	36	Durban Central	30	
5. Centenary	30	Durban Central	24	
6. Chatsworth	30	Chatsworth	22	
7. Clare Hills	37	Durban Central	32	
8. Daleview	34	Phoenix	31	
9. Earlington	38	Phoenix	37	1
10. Effingham	28	Effingham	23	
11. Gandhi-Desai	30	Durban Central	23	
12. Greenbury	33	Phoenix	32	
13. Lakehaven	15	Durban Central	13	1
14. Lenarea	32	Phoenix	26	
15. Northmead	39	Phoenix	35	
16. Phoenix	44	Phoenix	38	
17. Protea	35	Chatsworth	33	1
18. PR Pather	40	Merebank	33	4
19. Reservoir Hills	31	Durban Central	24	2
20. Sea Cow Lake	20	Durban Central	18	1
21. Southlands	39	Chatsworth	32	
22. Stanmore	42	Phoenix	35	1
23. Strelizia	33	Isipingo	27	
24. Westcliffe	36	Chatsworth	35	
25. Witteklip	31	Chatsworth	28	
TOTAL	800(100%)		690	11 701 (87.63%)

3.3.2.2 Selection of Teachers

After selecting the schools the researcher contacted the principal of each school and made arrangements with him/her to address Level One teachers and to distribute the questionnaire to them. The Level One teachers were chosen since they formed the majority of teachers in each of the schools. Of the 800 questionnaires that were distributed 701 (87,63 percent) were returned. Eleven questionnaires were discarded since they were incomplete. This left the researcher with 690 questionnaires for processing.

3.4 INSTRUMENTS USED IN THE STUDY

The survey instruments used in this study were:

- a) a four-part questionnaire prefaced by a cover letter.
- b) a structured in-depth personal interview schedule.

Part One of the questionnaire was made up of a background information sheet. Part Two comprised the Teaching Environment Inventory (TEI). Part Three comprised a locus of control instrument. Part Four comprised the Maslach Burnout Inventory (MBI).

3.4.1 The Cover Letter

This letter (Annexure A) introduced the researcher to the reader and explained the purpose of the study. It also described the procedure to be followed and assured the teachers about the anonymity and confidentiality of their responses. This was necessary to elicit honest answers to

contentious questions about the school management, colleagues and the education authorities.

3.4.2 The Survey Questionnaire

Van Dalen (1966:85) notes that a long questionnaire has the following disadvantages:

- a) it makes it difficult to hold the respondent's interest and attention;
- b) it may cause reluctance on the respondent's part in completing the questionnaire;

For these reasons, and the information gained through the pilot study, the researcher modified his original questionnaire until it was reduced to six pages and took an average of ten minutes to complete. The following precautions were taken when constructing the questionnaire:

- a) the questions were presented clearly and simply;
- b) double-barrelled and leading questions were avoided;
- c) the questionnaire began with easy, non-threatening questions;
- d) the questioning technique was varied to reduce monotony.

All in all the questionnaire satisfied three important objectives:

- a) it met the aims of the research;
- b) it reflected accurate information on the topic being studied;
- c) it was adequate, given the constraints of time and resources.

3.4.2.1 Background Information

The background information section of the questionnaire was developed specifically for this study (Part One - Annexure B). Selection of items was done after reviewing the literature and identifying personal and professional factors related to stress and burnout in teachers. A total of fourteen questions were used to obtain background and personal information related to various aspects such as sex, age, marital status, teaching experience, qualification, salary, area in which the school was situated, absenteeism and satisfaction/dissatisfaction with teaching.

3.4.2.2 The Teaching Environment Inventory

The Teaching Environment Inventory (Part Two - Annexure B) was also developed specifically for this study. General conceptual categories of potentially stressful aspects of the teaching environment were identified after reviewing teacher stress literature. These categories included issues involving promotions, fellow teachers, pupils, parents, subject advisors, management staff, workload, decision-making and autonomy. In addition, items relating to role-

related issues were developed and then modified using the input provided by a group of Level One teachers at the researcher's own school.

The Teaching Environment Inventory contained a total of 25 items. Each respondent indicated how satisfied he/she was with the aspect of his/her job described by the statement. The subject was required to place a ring around the appropriate number on a five-point scale.

3.4.2.3 The Locus of Control Scale

At the outset the researcher reviewed a number of locus of control scales such as those constructed by Rotter (1966), Norwicki and Strikland (1973), Norwicki and Duke (1974), Levinson (1974) and Bugaighis and Schumm (1983). He evaluated each one in relation to his own study and then decided to give special consideration to Rotter's scale. The reason for this was that apart from being the seminal work in this field and the scale that was most widely used, it reported consistent reliability and validity coefficients. Further consideration, however, indicated that this scale in its original form would be too long. As a compromise and since locus of control was not the main focus of this study, a modified and shortened version of Rotter's Scale was selected. This scale entitled "A Brief Locus of Control Scale" (Part Three - Annexure B) was constructed and validated by Lumpkin (1985:655-659).

The scale used a five-point Likert format. It comprised six items from Rotter's original scale and measured the subject's belief on the abbreviated version of the Scales. It contained three "internal" and three "external" items. For each of the statements numbered 1 to 6 the respondent was required to write in a number ranging from 1 (strongly disagree) to 5 (strongly agree). Statements 1, 3 and 5 reflected the belief of an internally - orientated individual, while 2, 4 and 6 reflected the belief of an externally-orientated person. The sum of the responses to the set of statements numbered 1, 3, 5 and 2, 4, 6 were calculated separately. The higher total score for a particular set of statements indicated the direction (internal or external) towards which the individual was orientated.

The Cronbach's alpha coefficient of internal consistency for the brief locus of control scale was 0,68 (Cronbach, 1951:297-334). This compares favourably with the range of 0,65 to 0,79 reported by Rotter (1966:1-28) and the 0,66 for Bugaighis and Schumm's (1983:819-823) Scale. To establish validity, scores on the Brief Locus of Control Scale were correlated with measures of several constructs which correlated with locus of control in earlier research. The previous research reveals that those with an internal locus of control have greater life satisfaction, activity and good health; they also cope better and have less perceived risk. These relationships were substantiated via

correlations using this six-item brief locus of control scale. The results are summarised in Table 3.2.

The results indicate that the "Brief Scale" has predictive validity and was therefore suitable for use in the present study.

VALIDITY OF BRIEF LOCUS OF CONTROL SCALE

Measure	Relationship to Internal Locus of Control from Previous Research			Current Research			
	Source of Data	Sample Composition	Direction of Prior r	M	SD	r Total Sample (n = 3009)	r Elderly Only (n = 1482)
Life Satisfaction	Palmore & Luikart (1972) Wolk & Kurtz (1975)	Elderly Middle age/Elderly	+ + -	3.58	.65	.25*	.23*
Perceived Risk	Rudnick & Deni (1980)	Nonelderly	-	1.58	.39	-.13*	-.11*
Not Coping	Kuyppers (1972) Vickers, et al. (1983) Parkes (1984)	Elderly Nonelderly Nonelderly	+ 	2.94	.71	-.32*	-.25*
Good Health	Brothen & Detzner (1983) Brown & Granick (1983)	Elderly Elderly	+ +	3.43	.57	.22*	.20*
Activity	Brown & Granick (1983) Lumpkin (1985)	Elderly Elderly	+ +	3.08	.61	.19*	.15*
Sex (Male)	Palmore & Luikart (1972) Cicirelli (1980) Kuyppers (1972) Kivett et al. (1977)	Elderly Elderly Elderly Middle age	+ + NO relation No relation			.02	.03

*P \leq .001

3.4.2.4 The Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory is the best known and most widely used instrument for the assessment of individual occupational burnout among human service workers and others whose work involves intense interaction with other people (Meier, 1984:212). Its development over a period of approximately eight years, starting in 1981, resulted in an improved version (Maslach and Jackson, 1986). This second edition of the MBI was used in the present study.

The MBI is a 22 - item self-report inventory (Part Four - Annexure B) comprising three subscales, designed to measure the three dimensions that define the experience of burnout, viz., emotional exhaustion, depersonalization and lack of personal accomplishment. Each dimension is measured by a separate subscale. The nine-item Emotional Exhaustion subscale assesses feelings of being emotionally overextended and exhausted by one's work. The five-item Depersonalisation subscale measures impersonal and uncaring attitudes towards the people one is serving; the eight-item Personal Accomplishment subscale assesses feelings of achievement and accomplishment in one's work. The frequency of feelings experienced by the respondent on each of the 22 items was assessed using a six-point Likert-type response format, ranging from never (0) to everyday (6).

The MBI conceptualises burnout as a continuous variable, ranging from a low to a moderate to a high degree of

experienced feeling. The allocation of a descriptive label of high, average or low degree of burnout, in accordance with the scores in the three subscales, is determined by the location of scores in the normative distribution. Scores falling within the upper third of the Emotional Exhaustion and Depersonalisation subscales are considered to reflect high levels of burnout while scores in the middle and lower thirds are said to reflect average and low levels of burnout, respectively. The Personal Accomplishment subscale is designed in such a way that the inverse applies: high scores reflected low levels of burnout and low scores reflect high levels of burnout. The numerical cut-off points vary slightly for different occupational subgroups. For teachers it is as follows (Maslach and Jackson, 1986:3):

TABLE 3.3
CUT-OFF POINTS FOR LOW, AVERAGE AND HIGH LEVELS
OF EMOTIONAL EXHAUSTION, DEPERSONALISATION AND
PERSONAL ACCOMPLISHMENT

MBI Subscales	Low	Average/ Moderate	High
Emotional Exhaustion (EE)	0 - 16	17 - 26	27 or over
Depersonalization (DP)	0 - 08	9 - 13	14 or over
Personal Accomplishment (PA)	37 or over	31 - 36	0 - 30

Due to the limited information about the relationships between the three aspects of burnout, the scores for each subscale are reported separately and are not combined into

a total score. Hence three scores are computed for each respondent. Many researchers see burnout as a multi-dimensional construct that should not be represented by a single summed score (Perlman and Hartman, 1982:293). With this in mind the researcher devised the following scheme to categorize those respondents experiencing a high level of burnout, a low level of burnout and an average level of burnout.

Those respondents who obtained high scores on EE subscale, the DP subscale and low scores on the PA subscale were classified as experiencing a high degree of burnout and referred to as "burnoutees". Those respondents who obtained average scores on all three subscales were classified as experiencing an average degree of burnout. Those respondents who obtained low scores on the EE and DP subscale and high scores on the PA subscale were classified as experiencing a low degree of burnout and referred to as "non-burnoutees".

Despite being a fairly new scale, substantial evidence has already been amassed on the reliability and validity of the MBI. Based on the scores of over 1 300 persons, Maslach and Jackson (1981b:99-113) report internal consistency reliability, estimated by Cronbach's alpha at 0,90 for the Emotional Exhaustion subscale, 0,79 for Depersonalisation subscale and 0,71 for Personal Accomplishment subscale. Other investigators such as Beck and Gargiulo (1983:170)

and Iwanicki and Schwab (1981:1167-74) have also found high estimates of internal consistency. Maslach and Jackson (1981b:105) report a 2-4 week test-retest reliability quotient 0,82 for Emotional Exhaustion, 0,60 for Depersonalisation and 0,80 for Personal Accomplishment. All coefficients are significant beyond the 0.001 level.

Evidence for convergent validity of the MBI has been obtained in several ways. Firstly, individual MBI scores were compared with independent ratings by persons who knew the individual well, such as spouses or co-workers. Secondly, MBI scores were correlated with certain job characteristics that were expected to indicate burnout. Thirdly, MBI scores were correlated with measures of various outcomes that had been hypothesized.

3.5 THE PILOT STUDY

Pre-testing is a vital part of the process of questionnaire construction and is the best way to discover if the research instrument is adequately designed. For this reason the main study was preceded by two pilot studies in which the original questionnaires was pre-tested. The pilot studies alerted the researcher to some of the problems experienced by respondents when attempting to answer the questions.

The original questionnaires comprised eleven pages. In the first pilot study twelve Level One secondary school teachers answered the questionnaire.

From the feedback they provided, it was clear that the questionnaire was too long: it took approximately 24 minutes to complete. Some of the respondents candidly pointed out that had they not known the researcher personally or had the questionnaire been mailed to them, they would not have taken the trouble to complete it.

Rotter's Locus of Control Scale (1966) was particularly time-consuming. In the light of all this information, the researcher revised the questionnaire and shortened it. Instructions and questions were modified or in some cases eliminated to reduce reading time. After some trial runs the researcher decided to settle for Lumpkin's "Brief Locus of Control Scale" (1985:658). This scale is made up of six items and uses a five-point Likert format. The items are drawn from Rotter's original scale.

In order to save even more of the respondent's time the MBI was also shortened. The changes that were made are outlined below:

a) Original Version of the MBI

"The purpose of the survey is to discover how various persons in the human services or helping professions view

their jobs and the people with whom they work closely. Because persons in a wide variety of occupations will answer this survey it uses the term recipients to refer to the people for whom you provide your service, 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.

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling write a "0" (zero) 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 described how frequently you feel this way. An example is shown below."

Example:

How often	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

How Often

0 - 6

Statement

I feel depressed at work.

If you never feel depressed at work you would write the number "0" (zero) under the heading "How Often". If you rarely feel depressed at work (a few times a year or less) you would write the number "1". If your feelings of depression are fairly frequent (a few times a week, but not daily) you would write a "5".

b) Modified Version

Below are 22 statements of job-related feelings. For each statement select the number that best reflects how often you experience this feeling. Write the number in the space provided. Use the table below as a guide.

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

In item numbers 4, 5, 7, 15, 17 and 18 of the MBI the word "recipients" was changed to "pupils". This was done as a result of questions asked by respondents in the pilot studies as to who the "recipients" were. The original MBI was intended for the "helping professions" in general and hence the word "recipients" was regarded as being appropriate. In view of the fact that the MBI in this study as intended to be used among teachers only, the word

"pupils" instead of recipients was found to be more appropriate.

Respondents in the pilot study were also not familiar with the American expression in Item 20 of the MBI. The original item was "I feel like I am at the end of my rope". This was modified to read "I feel like I am at the end of my tether".

The modified questionnaire was printed using both sides of each page. All this helped reduce the original questionnaire of eleven separate pages to a questionnaire made up of six pages. The perceived bulk was reduced to three sheets by printing on both sides of the paper.

This trial questionnaire was tested in a second pilot study using a new group of six secondary school teachers and two respondents from the previous pilot study. The reason for using two previous respondents was that they would provide feedback on the second questionnaire relative to the first one. The average time taken now to complete the questionnaire was 10 minutes, as compared to the previous average of 24 minutes. Both respondents who participated in both pilot studies agreed that the second questionnaire was an improvement on the first one.

In the course of the pilot studies, the respondents made other suggestions were made to the researcher. He was told

that in view of the contentious nature of some of the questions some teachers may not answer truthfully for fear of victimization lest the authorities or management personnel come to know of some of the criticisms levelled against them. Some means, therefore, had to be found whereby the completed questionnaire could be passed on to the researcher without the involvement of the Principal or other management staff.

The researcher, therefore, decided to supply the respondents with envelopes; they were requested to seal their completed questionnaire before handing it to the researcher. It was felt that this step would reassure the respondents that their replies would be kept confidential.

As a further precaution the researcher agreed to collect the sealed envelopes himself or get a teacher elected by the staff to do so.

An examination of the results of the first pilot study indicated that the respondents were not expressing their true feelings in the answers they gave. They were influenced by the researcher's original statements that the study was concerned with "the incidence of teacher stress and burnout". Some respondents were obviously interested in giving answers that would show up teaching as a stressful profession, even if they honestly did not feel so. In order to overcome this problem, this information was withheld

from the new respondents during the second pilot study. Instead they were told that the purpose of the survey was "to discover how educators view their job and the people with whom they worked". A further pilot study showed that this change elicited more reliable answers and was, therefore, incorporated into the main study.

3.6 CONTROL PRECAUTIONS

In order to ensure that all Level One teachers received a questionnaire the researcher obtained a complete list of the names of the staff from the principal. This list was used when distributing the questionnaires. Teachers holding the post of locum tenens, as well as those who were absent or were on long leave, were omitted from the sample. To ensure a maximum return rate and to facilitate the distribution and collection of the questionnaire, the initials of each respondent was written in pencil on the questionnaire. The reason for this was explained to the teachers. They were requested to erase their initials when they had filled in the questionnaire in order to preserve their anonymity. The questionnaires were collected personally by the researcher and marked off on a checklist of names. A note was made of questionnaires not ready for collection so that the researcher could collect them when he returned later.

3.6.1 Control for Extraneous Variables

The sample studied was relatively large (N = 690) and selected randomly. This arrangement enables the Law of Large Numbers to operate and minimize errors (Kerlinger, 1973).

Each questionnaire was carefully scrutinized before key punching to ensure that it had been fully completed. Questionnaires with missing data were discarded.

According to Campbell and Stanley (1966) there are eight classes of extraneous variables which, if not controlled, would threaten the internal validity of the research. The design of this study eliminates a number of these variables - instrumentation, selection biases, statistical regression and experimental mortality. History, maturation, and selection-maturation interaction effects are not present since there is only one administration of the instrument.

Three factors threatening external validity were also controlled by the nature of this research. There was no reactive or interaction effects of testing; there was no reactive effects of experimental arrangements; there was no multiple-treatment interference. The interaction effects of selection biases and an experimental variable should not be a threat to external validity if the research findings are generalized to the appropriate population.

3.7 THE TESTING PROGRAMME

Meetings were arranged with Level One teachers of the schools in the sample through the office of their principals. These meetings were held during tea and/or lunch breaks. At the request of the teachers no management personnel sat in. After the questionnaires had been distributed the researcher drew the attention of the teachers to the following points:

- a) the value of the research to the teachers themselves;
- b) the need for honest responses;
- c) the confidential nature of the research; and
- d) the manner in which the different types of questions should be answered.

There was mutual agreement about the deadline date for the collection of the completed questionnaires. A staff representative was elected and his task was to collect the questionnaires. In order to ensure a high rate of return the researcher liaised with the staff representative by telephone. He urged him/her to motivate those who had not filled in their questionnaires by the set date to do so as soon as possible. At the end of four weeks a total of 701 questionnaires out of a possible 800 were collected.

After all the required data were collected, they were summarised and analysed. The results are presented in Chapters Four and Five.

CHAPTER FOURFINDINGS OF THE PRESENT STUDYINCIDENCE AND DISTRIBUTION OF BURNOUT AND RELATED
VARIABLES AMONG INDIAN SECONDARY SCHOOL TEACHERS

The data collated for this study will be analysed in Chapters Four and Five.

Chapter Four will provide "a bird's eye view" of the findings relating to the entire sample used in this study and will include information on the incidence and distribution patterns of teacher burnout and related variables. Chapter Five will deal with the results pertaining more specifically to the subsample of teachers classified as "burnoutees" on the basis of their scores on the Maslach Burnout Inventory.

Since the research questions which need to be answered broadly match the subdivisions in the Questionnaire (Annexure B) - the primary instrument used to gather information for this study - it will be useful to briefly review the purpose of each subdivision. In this way the link between a particular research question, its data source in the Questionnaire, and the relevant findings will become easier to follow.

In Part One the respondents were required to furnish some biographical information (Questions 1 - 8) that was essential for a meaningful interpretation of the findings. Another set of questions focused on their attitudes towards teaching as a career (Questions 9 - 14).

In Part Two a set of 25 items tapped the feelings of the respondents about certain job-related situations which, from a review of the literature, appeared to be particularly useful in discriminating between teachers who were satisfied with their jobs and those who were not (Question 15).

In Part Three the respondents were presented with a six-item Locus of Control Scale. Its purpose was to determine whether respondents' perceptions were governed mainly by an internal or an external locus of control. For each of the statements numbered 1 to 6 the respondents were required to write in a number, ranging from 1 (strongly disagree) to 5 (strongly agree). The sum of the responses to the set of statements numbered 1, 3, 5 and 2, 4, 6 were calculated separately. Statements 1, 3, 5 were representative of characteristics of a person who had an internal locus of control while statements 2, 4 and 6 were characteristic of a person who had an external locus of control. The above scoring system follows that of Lumpkin (1985:655-59).

In Part Four the respondents were presented with a 22-item

self-reporting inventory (Maslach Burnout Inventory) comprising three subscales, designed to measure the three dimensions that define the experience of burnout viz., emotional exhaustion, depersonalisation and lack of personal accomplishment. The frequency of feelings experienced by the respondents for each of the 22 items was assessed using a six-point Likert-type response format ranging from never (0) to everyday (6). The aim was to determine the degree of burnout of each of the respondents as measured by each subscale.

In the analysis of the data, a combined qualitative-quantitative approach was used, the one supplementing and supporting the other. This gave a more complete description of particular situations and captured some of the richness that exists when one views a situation through a respondent's eye.

It will be recalled that the basic aim of this research was to gather objective and scientific information about the phenomenon of burnout as it pertains to Indian secondary school teachers and some of the etiological factors associated with the condition, especially in the work situation. Related to this broad aim, 9 specific questions were posed in Section 1.5 of Chapter One. This chapter will confine itself to answering the first 4 of these questions. Answers to the remaining 5 questions will be given in Chapter Five.

The questions pertaining to Chapter Four are as follows:

1.5.1 What is the incidence of self-reported burnout among (a) Indian secondary school teachers as a group, and (b) subsamples of these teachers, differentiated on the basis of each of the following variables: sex, marital status, age, length of teaching experience, level of academic qualifications, and salary scale?

Data relating to Item 17 taken together with Items 1 - 6 will address these issues.

1.5.2 What are the attitudes of Indian secondary school teachers to teaching as a career (a) when considered as a group, and (b) when categorized into subsamples on the basis of sex, marital status, age, length of teaching experience, level of academic qualifications, and salary scale?

Data relating to Items 10 - 14 taken together with Items 1 - 6 will address these issues.

1.5.3 Which work/role-related situations do (a) teachers as a group, and (b) as subgroups (catergorized on the basis of sex, marital status, length of teaching experience, level of academic qualifications, and salary scale), identify as contributing most to feelings of satisfaction or dissatisfaction among teachers?

(Data relating to Item 15 taken together with Items 1 - 6 will address these issues.

1.5.4 What is the distribution pattern of teachers on the internal-external locus of control dichotomy?

4.1 The Incidence of Burnout: Findings related to the Total Sample

A knowledge of the incidence of burnout among Indian teachers is important for, without it, the planning and implementation of measures to remedy the problem would be difficult. To date no extensive or detailed scientific surveys of the incidence of burnout among Indian secondary school teachers have been undertaken. This is unfortunate, particularly, in view of the growing awareness of the phenomenon in this country as well as the increasingly vociferous claims about its harmful consequences. This study, proposes to provide the impetus for establishing resources to assist teachers showing signs of burnout.

In this investigation the incidence of self-reported burnout was assessed by using an adapted version of the Maslach Burnout Inventory (MBI). This 22-item inventory is designed to measure three dimensions that define the experience of burnout, viz., emotional exhaustion (EE), depersonalisation (DP) and lack of personal accomplishment (PA). The frequency of feelings experienced by the respondents on each of the 22 items was assessed using a

six-point Likert-type response format ranging from never (0) to everyday (6). Those respondents who obtained high scores on the EE and DP and low scores on the PA subscales were classified as experiencing a high degree of burnout and, in this study, are referred to as "burnoutees". Those who obtained low scores in the EE and DP subscales and high scores on the PA subscale were classified as experiencing a low degree of burnout and are referred to as "non-burnoutees". This classification follows that given in the manual accompanying the Maslach Burnout Inventory (Maslach and Jackson, 1986).

An analysis of the responses indicate that 23% (N=161) of the sample fall into the category designated "burnoutees" and 77% (N = 529) fall into the "non-burnoutees" category. These percentages become more meaningful when viewed in terms of the total teaching staff in Indian secondary schools. In 1990 this figure stood at approximately 4000. Calculations based on these figures suggest that there are approximately 920 burnoutees and approximately 3080 non-burnoutees among teachers in Indian secondary schools. These statistics highlight the formidable nature of the problem. Any educational authority that concerns itself with the welfare of its staff cannot ignore such a situation.

4.2 THE INCIDENCE OF BURNOUT : FINDINGS RELATED TO SUBSAMPLES

The following findings relate to the incidence of burnout among subsamples of teachers grouped on the basis of sex, marital status, age, qualifications, teaching experience and salary.

4.2.1 Male vs Female Teachers

It is generally believed that females are more people-oriented than males (Maslach, 1982:58). They are also often perceived as being more nurturant, sociable and sensitive to people's feelings while males are seen as being hard, tough and unemotional. Stereotypes such as these have led some to believe that females are more likely to become emotionally involved with people and their problems. If this is correct, it is reasonable to expect that they are at greater risk of becoming emotionally exhausted particularly in a profession like teaching which calls for close interaction between teacher and pupil.

An examination of the data obtained in this study relating to 344 male and 346 female teachers, reveal that more females (50,3%) than males (44,7%) fall in the "burnoutees" category. This finding is consistent with those of Nagy and Davis (1985:1319-26) and Raquapaw and de Haas (1984).

4.2.2 Comparison based on Marital Status

Some believe that being married can be an additional source of stress since the person has a family to care for in addition to his/her professional duties. Others believe that being married makes a person less vulnerable to stress since he/she has generally acquired greater and more varied experience in dealing with personal problems and emotional conflicts. He/she also has the support of his/her spouse and family. Considerations such as these influenced the researcher to find out whether there was any difference in the incidence of self-reported burnout among married and unmarried teachers.

An examination of the data reveals that the incidence of burnout is greater among married teachers (76%) than single ones (24%). Stated differently, the percentage of married teachers who see themselves as "burnoutees" is over three times that of single teachers. These findings are contrary to those of Schwab (1980:121) and Mc Intyre (1981:100). Both these researchers found no significant relationship between marital status and burnout.

4.2.3 Comparison based on Age

The basic question that is addressed here is whether burnout is age-related. If this is so, it would be useful to know at which age-levels teachers are particularly vulnerable as this can have implications for the kind of duties that should be assigned to them at school.

TABLE 4.1

SELF-REPORTED BURNOUT AMONG INDIAN SECONDARY SCHOOL
TEACHERS : COMPARISONS BASED ON AGE

AGE (in years)	INCIDENCE
20 - 29	89 (55%)
30 - 39	58 (36%)
40 - 49	14 (9%)
50 over	0 (0%)
TOTAL	161 (100%)

Table 4.1 shows that teachers in the 20-29 year category consider themselves, more than any other group, to be victims of burnout. It is interesting to note a decrease in the incidence of burnout with an increase in age. These findings support those of Schwab and Iwanicki (1982b : 5-16). A probable reason for greater feelings of burnout among the younger teachers is "unmet expectations" (Schwab et al., 1986:17-18). When they enter the profession they are often unaware of the pressures of constant interaction, monetary and resource limitations, pupils' misbehaviour and skills in dealing with bureaucracy. When confronted with the realities of the job itself, beginner teachers who have difficulty in coping, perceive themselves as failures. Probable reasons for the lower incidence of burnout among older teachers are many and varied. Among other things, this group is generally made up of "those staunch souls who

remain in the field after their more exhausted colleagues have retired or changed careers" (Meadow, 1981:17). They are often the survivors who managed to handle the early threat of burnout and stayed on to do well in their career. They also experience relatively little role conflict and role ambiguity in their jobs. It could also be that as they grow older they become more realistic, stable and mature, and have come to acquire a more balanced perspective in life. Consequently, they are, less prone to dissatisfaction. Furthermore, occupational stress in their early years may have forced many teachers to leave the profession and seek their fortunes elsewhere. They are, therefore, no longer present to participate in this study.

4.2.4 Diploma vs Graduate Teachers

There are those who believe that teachers with low qualifications present a lower risk of burnout than those with higher qualifications. The assumption here is that those with lesser education probably do not have aspirations that are as high as those of their better qualified counterparts. Consequently, there is less of a gap between their goals and their actual achievements. Another often-held belief is that teachers with high qualifications do not easily submit to feelings of burnout since their additional training has equipped them to cope more successfully with it. Viewpoints such as these prompted the researcher to include the variable "qualification" in this study.

An examination of the data relating to 396 graduates and 321 diplomates reveals that the incidence of burnout is greater among graduate teachers (58,4%) than among diplomates (41,6%). This finding is supported by Pines et al. (1981:115) and Maslach (1982:61). It however, runs counter to those of Schwab and Iwanciki (1982b:13), Borthwick et al. (1982), and McIntyre (1981:100). These writers found that the educational level of a teacher was not significantly related to burnout. Interviews with teachers suggest that a probable reason for the greater incidence of burnout among graduate teachers in this study is the fact that a higher level of education often creates higher expectations. When these expectations do not materialise teachers become frustrated more especially when they see themselves as an insignificant part of an impersonal bureaucratic machine.

4.2.5 More Experienced vs Less Experienced Teachers

A review of the literature on teaching experience and burnout reveal conflicting findings. According to one group of researchers, the possibility of burnout increases the longer a teacher remains within the profession. Another group finds the opposite to be true. A third category of writers state that there is no relationship between burnout and years of teaching experience. This inconclusive situation aroused the researcher's curiosity and enticed him into studying the relationship between length of teaching experience and burnout among Indian secondary

school teachers. The data relating to 119 lesser experienced teachers (i.e. with 0 - 10 years' experience) and 42 more experienced ones (i.e. with 11 or more years' of experience) reveals that the incidence of burnout is greater among less experienced teachers (73,8% vs 26,1%). This is consistent with the findings of Zabel et al. (1982:261-3), Olsen (1988:142), Capel (1987:279-88) and McIntyre (1981:97).

As was the case with age, it is possible that many of those who experienced greater job related stress have already left the profession. Those who remained are probably less stressed and more committed to teaching.

4.2.6 High Salary Earners vs Low Salary Earners

A common bit of advice often given by teachers related to salaries: "If you want to become rich don't become a teacher". This suggests that those who choose to become teachers in spite of this warning often do so out of dedication and altruism. With the passage of time, however, the realities of life and the need to earn a good salary dawns upon them. This is especially true in the case of teachers living in present-day South Africa where the cost of living is rapidly rising. Failure of salaries to keep pace with increasing expenditure, it is claimed, causes frustration and stress, particularly among lowly-paid teachers. The present study tests this hypothesis.

For the purpose of this study those who earned below R30 000 per annum were regarded as low salary earners (N = 126) while those who earned more than R30 000 were regarded as high salary earners (N = 35).

It was found that the incidence of burnout among teachers who earned low salaries was greater (78,2%) than the high salary earners (21,8%).

Other researchers also found that the factor of poor salaries was an important correlate of teacher burnout. These include Kyriacou and Sutcliffe (1978:159-161), Turk et al. (1982 : 1-26), and Campbell (1983:111). Iwanicki (1983:27-32) makes the interesting observation that apart from low earnings, the poor public image of teachers earning a low salary is also a major source of stress.

Overall, the incidence of burnout was found to be greater among females, married, younger, less experienced, graduate and low-salaried teachers.

4.3 Attitude to Teaching as a Career

It is generally acknowledged that if any educational organization is to sustain itself over time it must attract and retain good quality teachers who are dedicated to their tasks and are happy with their working conditions. A heavy responsibility, therefore, rests with educational institutions to create conditions which enhance high

satisfaction levels among their teachers. In this way the school can become a more effective medium for educating children (Belasco et al., 1972:55).

Seen in this light, it is important for educational planners and the community to have some knowledge of the attitudes of teachers to their chosen vocation. Questions 10, 11, 12, 13 and 14 were used to gather information for this purpose (Annexure B). Teachers responses to each of these questions are analysed below.

4.3.1 Job Satisfaction : Findings related to the Group as a Whole

In Question 10 respondents were asked how satisfying they found their work as teachers. Four precoded response categories were used:

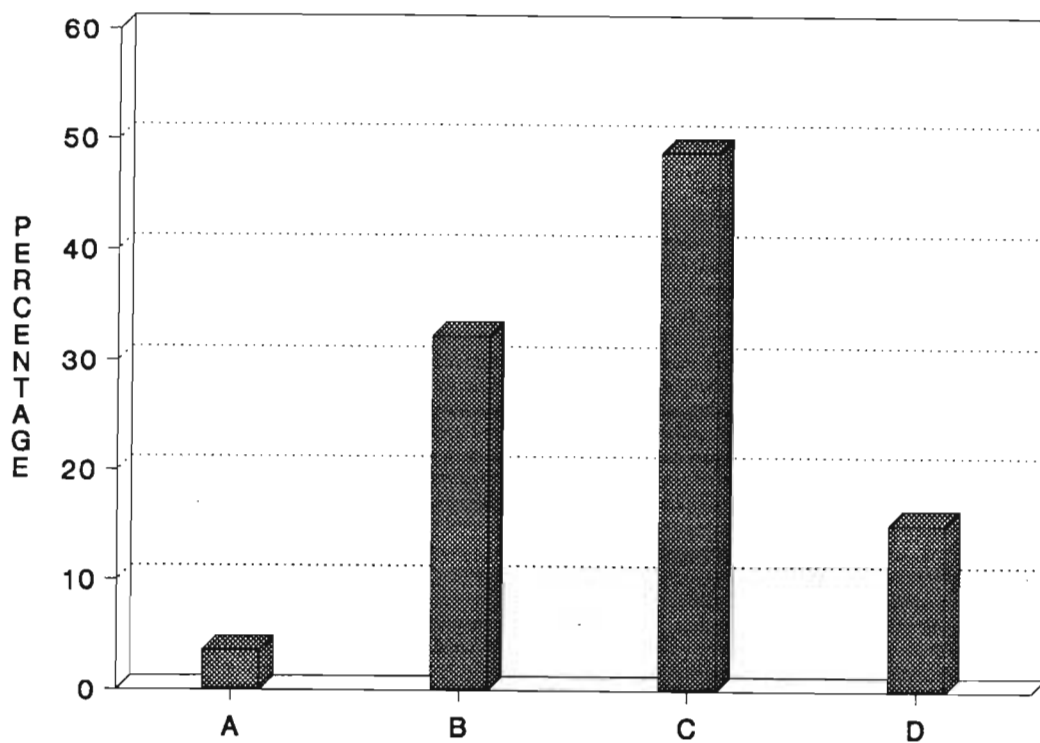
Fully satisfying;

Satisfying on the whole but not fully so;

Moderately satisfying;

Most unsatisfying.

The results are presented in Figure 4.1.



A : Fully satisfying

B : Satisfying on the whole but not fully so

C : Moderately satisfying

D : Most unsatisfying

FIG 4.1 : JOB SATISFACTION : OVERALL FINDINGS (N=161)

The majority (48.8%) stated that they found teaching moderately satisfying. Only 3,6% found teaching to be fully satisfying; 32,2% stated they found it satisfying on the whole but not fully so; 15,2% found it most unsatisfying.

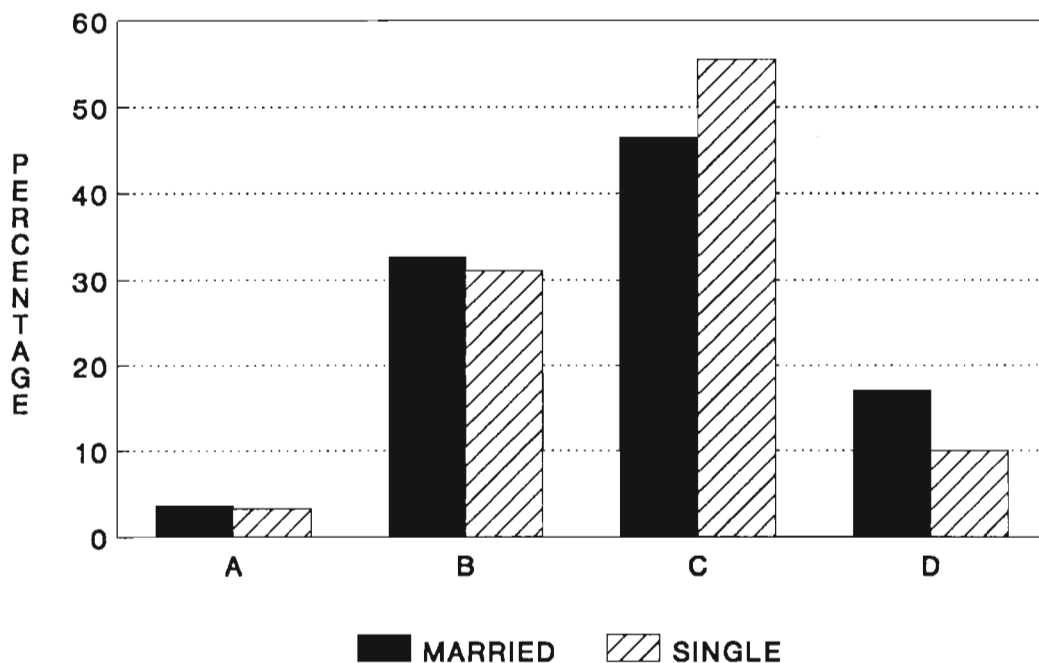
The combined percentage of those who expressed some satisfaction with teaching is over 84%. This finding is consistent with previous researchers wherein the percentage of those who expressed some satisfaction with teaching ranged from 82% to 92% (Borg et al. 1991a:64; Galloway, 1985:45; Holdaway, 1978:30-47, Broiles, 1982:1077).

4.3.2 Job Satisfaction and Demographic Variables

It is useful for school administrators to know the extent to which job satisfaction among teachers is linked to such demographic variables as sex, marital status, age, experience, qualifications and salary. Data derived from this study and related to the abovementioned variables follows.

4.3.2.1 Comparisons based on Sex

There is only a 2% difference between male and female teachers in their attitude to teaching as a career. The majority in both groups were satisfied to some degree with their job (Males : 85,8%; Females 83,8%).

4.3.2.2 Comparisons based on Marital Status

A : Fully satisfying

B : Satisfying on the whole but not fully so

C : Moderately satisfying

D : Most unsatisfying

FIG. 4.2 : JOB SATISFACTION BY MARITAL STATUS

An examination of the data in Figure 4.2 reveals that a slightly higher percentage (4%) of married teachers as compared to single teachers are "fully satisfied" with teaching as a career. The situation is reversed when the other two categories, indicating "some satisfaction", are taken together.

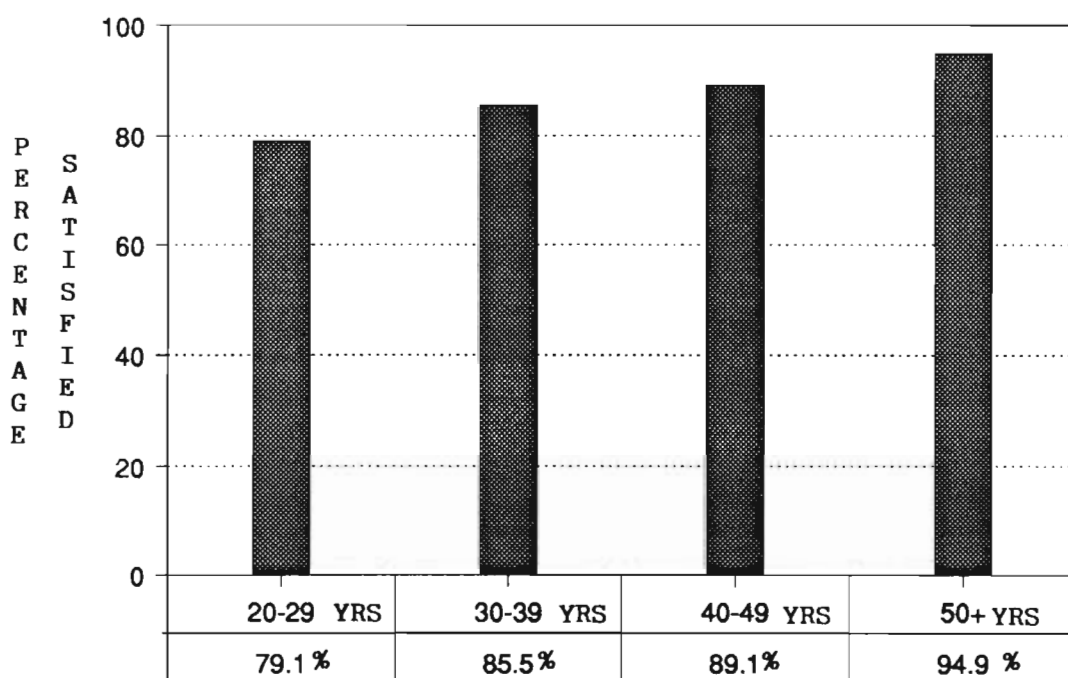
4.3.2.3 Comparison based on Age

FIG. 4.3 : JOB SATISFACTION BY AGE

Figure 4.3 shows the responses of those teachers who experience "some degree of satisfaction" with teaching when are considered as a group. It reveals that satisfaction with teaching tends to increase with age.

These results are consistent with those of Barber (1980 : 142), Di Capri (1974:3334), Price (1970:5727-8) and Start

and Laundry (1973:1-15). A possible reason for such a finding could be that with increased age teachers become more stable and mature. They also come to develop a balanced perspective of life and a more realistic view of their profession.

Further, older teachers differ from their younger colleagues not only in respect of age but also in the fact that they belong to a different generation. If they have different attitudes, values and expectations regarding teaching, compared with younger teachers, this may reflect either the effects of age per se or the effects of belonging to a different generation. Such considerations indicate that although the present analysis may allow general patterns to be identified, the explanation of such patterns are complex.

4.3.2.4 Comparisons based on Length of Teaching Experience

TABLE 4.2

JOB SATISFACTION AND LENGTH OF TEACHING EXPERIENCE

	Less Experienced Teachers (0-10 Yrs)	More Experienced Teachers (11 Yrs and over)	Total
Fully satisfied	18 (3,9%)	7 (3,1%)	25
Satisfying on the whole but not fully so	127 (27,3%)	96 (42,6%)	223
Moderately satisfying	250 (53,8%)	87 (38,7%)	337
Most unsatisfying	70 (15,0%)	35 (15,6%)	105
TOTAL	465 (100%)	225 (100%)	690

The data in Table 4.2 reveal little or no relationship between the "degree of satisfaction" and "years of experience". In the case of those teachers who are "fully satisfied" with their work, the difference between more experienced and less experienced teachers is small (0,8%). In the case of those teachers who found teaching to be "most unsatisfactory" the difference is even smaller (0,6%).

The tenuous link between the "degree of satisfaction" and "years of experience" is not consistent with the findings

of several other studies. Researchers such as Di Capri (1974:3334), Price (1971:5727-8) and Start and Laundry (1973:1-15), for example, found that job satisfaction tends to be higher among more experienced teachers.

Interestingly, though, Sarason (1971) reported that persons in his study who had been teaching for five or more years, without exception, confessed that they no longer undertook their work with the same degree of enthusiasm, excitement and sense of mission they once had.

4.3.2.5 Comparisons based on Academic Qualifications

TABLE 4.3

JOB SATISFACTION AND QUALIFICATION

	Diplomates	Graduate Teachers	Total
Fully satisfied	15 (4,7%)	10 (2,7%)	25
Satisfying on the whole but not fully so	107 (33,3%)	116 (31,4)	223
Moderately satisfying	145 (45,1%)	192 (52%)	337
Most unsatisfactory	54 (16,8%)	51 (13,8%)	105
TOTAL	321 (100%)	369 (100%)	690

Table 4.3 shows that there are relatively small percentage differences in the degree of job satisfaction between diplomates and graduates. The percentage of the diplomates

who expressed some satisfaction with teaching is 83,1% while for the graduates it is 86,1%. The difference is relatively small. This result is consistent with the findings of Barber (1980:113) and De Ville (1976) viz., that qualification was not related to job satisfaction.

4.3.2.6 Comparisons based on Salary

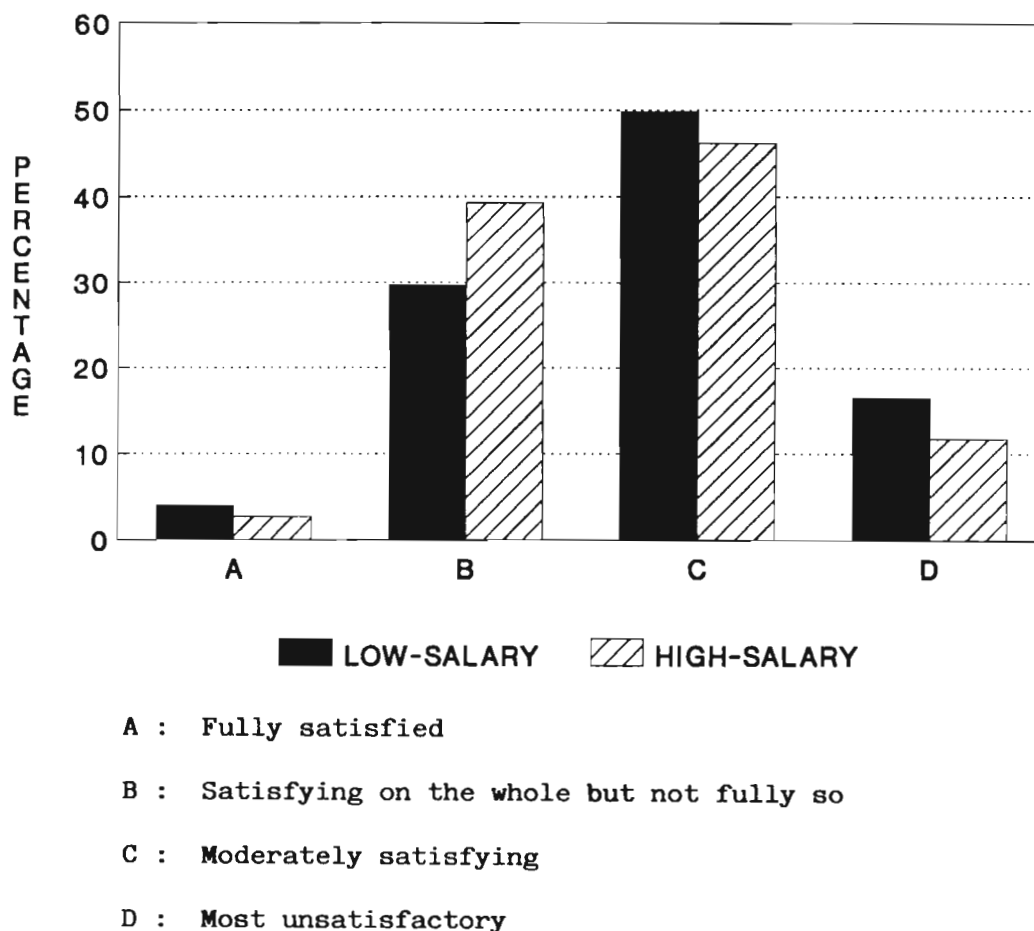


FIG. 4.4 : JOB SATISFACTION BY SALARY

Contrary to expectations low and high-salaried teachers express almost similar feelings of satisfaction and

dissatisfaction with their work. The percentage of the low-salaried teachers who expressed some degree of satisfaction is 83,4% while that of high-salaried teachers is 88,2%. The difference is 4,8%. Support for the above finding is provided by Lortie (1975) who surveyed 5 837 teachers. He found that intrinsic rewards had a greater influence on teachers' satisfaction or dissatisfaction than did extrinsic rewards such as salaries.

Overall, there is minimal association between job satisfaction and the following variables : sex, marital status, years of experience, qualification and salary. The data did however show that job satisfaction increased with age.

4.3.3 Teacher's Expectations of Teaching as a Career : Findings related to the Total Sample

Discussions with teachers revealed that many of them entered the profession because they felt committed to people. Many saw their services as a teacher as their contribution to society (Conley et al. 1989:59; Schwab et al., 1986:17).

When the realities of a job situation are consistent with an individual's expectations there is a feeling of satisfaction arising out of a correct career choice. Negative experiences give rise to feelings of the opposite kind and result in feelings of low personal accomplishment

(Schwab et al. 1986:17). This, in turn, presumably leads to a deterioration in the teacher's classroom performance.

It is against this background that respondents in this study were asked whether teaching has lived up to the expectations they had for it, before they became teachers. The following four pre-coded response categories were used to gather data:

- Definitely yes;
- In general, yes;
- In general, no;
- Definitely, no.

Slightly less than one third of the sample of 690 teachers (32,2%) reported that teaching has "definitely not lived up to their expectations". Only 0,6% felt "definitely satisfied".

When the "definitely yes" and "in general yes", categories were combined, a figure of 21,6% was obtained. When the "definitely no" and "in general no" categories were combined a figure of 78,4% was obtained. This means that for every one teacher who says that teaching as a career has lived up to his/her expectations, three feel otherwise. These statistics are, perhaps, indicative of the widespread dissatisfaction prevailing within the profession. Any educational authority that is concerned about the welfare of its teaching staff cannot ignore such a situation.

Some writers, such as Spaniol (1979:56-62) Warnath and Shelton (1976:172-175) and Taylor et al. (1975:35-39), attribute the negative responses of teachers to inadequate professional training. They believe that the teacher has either been under-prepared or has been given inaccurate information about the realities of teaching as a vocation. Others feel that some lecturers who prepare teachers are too theoretical in their approach since many of them are no longer actively involved in the school situation (Spaniol and Caputo, 1980:19).

4.3.4 Demographic Variables and Teachers' Expectations of Teaching as a Career

The analyses which follow indicate the extent to which demographic variables such as sex, marital status, age, experience, qualifications, and salary are related to teachers' expectations of the profession prior to their joining it.

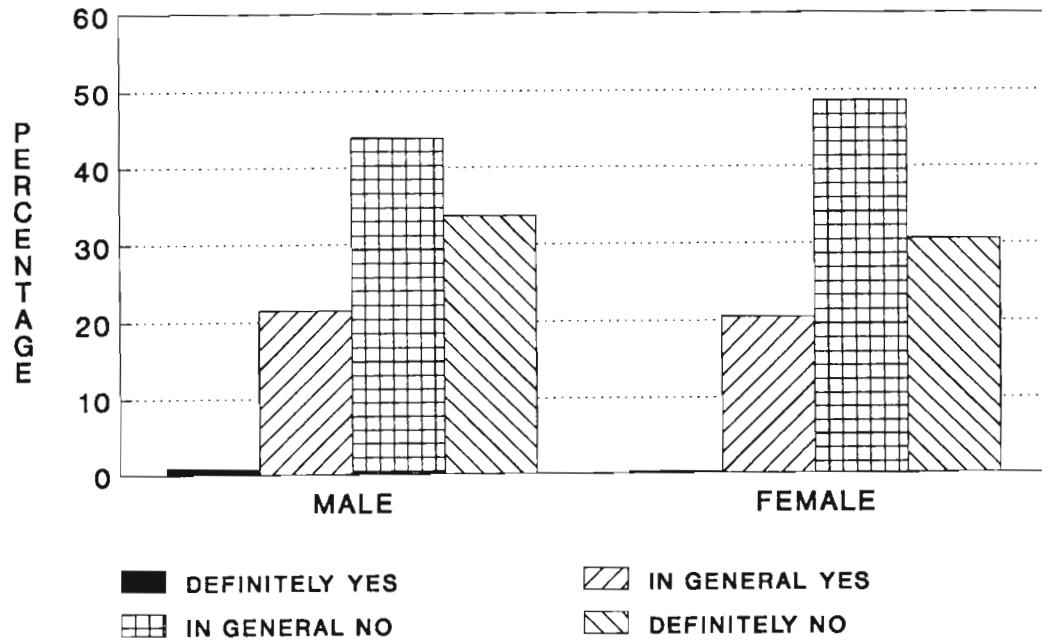
4.3.4.1 Comparisons based on Sex

FIG. 4.5 : TEACHERS' EXPECTATIONS BY SEX

Figure 5.1 shows that in each category there is hardly any difference in the response of males and females relating to the expectation they hold about teaching as a career.

4.3.4.2 Comparison based on Marital Status

The difference in responses between married and single teachers as to whether teaching as a career has lived up to their expectations, is also small.

4.3.4.3 Comparisons Based on Age

TABLE 4.4

TEACHERS' EXPECTATIONS OF TEACHING AS A CAREER:
COMPARISONS BASED ON AGE

	20-29 YEARS	30-39 YEARS	40-49 YEARS	50 + YEARS	
Definitely Yes	2 (0,6%)	2 (0,7%)	0 (0%)	0 (0%)	04
Generally Yes	62 (19,6%)	55 (19,9%)	26 (29,2%)	2 (22,2%)	145
Definitely No	151 (47,8%)	127 (46%)	37 (41,6%)	4 (44,4%)	319
In general No	101 (32%)	92 (33,3)%	26 (29,2%)	3 (33,3%)	222
TOTAL	316 (100%)	276 (100%)	89 (100%)	9 (100%)	690

The data in Table 4.4 reveal that the highest percentage of 29,2% was recorded for teachers in the 40-49 year age group compared to the other age groups. This group felt that teaching as a career is generally living up to their expectation. This is a surprising result since one would expect them to be frustrated at not being promoted to a level 2 post at this rather late stage in their career.

4.3.4.4 Comparisons based on Teaching Experience

With regard to those who agreed that teaching as a career is living up to their expectation, the difference between the less experienced and more experienced teachers was 4,9%. As in the case of sex and marital status comparisons, there is hardly any difference in the responses of less experienced and more experienced teachers. When considering those who disagreed, the differences between the less experienced and the more experienced teachers was also a 4,9%.

4.3.4.5 Comparisons based on Academic Qualification

As in the case of sex, marital status and teaching experience comparisons, there is hardly any difference between diplomate and graduate teachers in their responses to whether teaching as a career lived up to their expectations. The differences were small, 0,7% and 0,8% respectively.

4.3.4.6 Comparisons based on Salary

An examination of the data reveals that the difference in responses to whether teaching as a career has lived up to their expectations between high-salaried and low-salaried teachers was also small (positive response differences being 3,9% and negative response differences being 3,9%).

Overall, therefore, there was hardly any link between teacher's expectations of teaching as a career and the

variables of sex, marital status, teaching experience, academic qualification and salary. However, with regard to the age subgroups, only those in the 40-49 year age group felt that teaching as a career was living up to their expectations. In the case of the other subgroups, viz. 20-29, 30-39 and the over 50 group, the association was minimal.

4.4 CAREER INTENTION AND CAREER COMMITMENT

Closely related to the previous variable, i.e. teacher's expectations of teaching as a career, is the variable designated "career intention and career commitment". Two studies by Borg and his associates (1991a:263; 1991b:59) indicate that teachers who report greater stress tend to be less satisfied with teaching. They are also more likely to leave the teaching profession and less likely to return to it once they have left. Such findings make it imperative that administrators have objective information on career intention and career commitment of their staff. For this purpose Question 14 was included in this study (Annexure B). Such a single item measure of intention to leave teaching has been widely used in other studies (eg. Nicholson et al. 1977:319-327; Kyriacou and Sutcliffe, 1979:89-96).

Question 14 was presented as follows :

If you were given a free choice would you:

remain in the teaching profession?
 change to another job in education?
 change to an entirely new kind of occupation?
 be undecided?

The responses of the total sample to this question are given in Table 4.5

TABLE 4.5

CAREER INTENTION AND CAREER COMMITMENT :
OVERALL FINDINGS

Remain in the teaching profession	65 (9,4%)
Change to another job in education	180 (26,1%)
Change to an entirely new kind of occupation	402 (58,3%)
Be undecided	43 (6,2%)
TOTAL	690 (100%)

Before discussing the results relating to this item, attention must be drawn to the fact that any random sample of teachers is a sample of "a survival population", i.e. of those teachers who have remained in the profession in contrast to those who, for some reason or other, have already left. The results of this study show that if they had a free choice 84,4% of the total sample would leave teaching whilst a mere 9,4% would remain in the profession. This suggests that the majority of the teachers are unhappy in their chosen profession. This can have serious

implications for the quality of education they are providing.

Other surveys abroad report much lower percentage of teachers who express an intention to leave teaching. Taylor and Dale (1971), for example, surveyed a large sample of probationary teachers and reported that only 17% were very likely to leave teaching within five years. Another study by Borg et al. (1991a:278) showed that 23,3% of Maltese secondary school teachers indicated that they would, in all probability, not remain in the teaching profession ten years hence. In a similar survey in Australia, Solman and Feld (1989:55-68) reported a figure of 27%. Farber (1984:325-331) in an investigation of stress and burnout among teachers in the USA reported that 21% would not become teachers if they were to start their careers again. These statistics contrast sharply with the findings in Indian schools and call for an urgent inquiry into teachers' grievances.

4.4.1 Findings related to subgroups

4.4.1.1 Comparisons based on Sex

An examination of the data reveals that the difference between male and female teachers with regard to career intention and career commitment was small. The difference between the percentage of males (9,3%) and females (9,5%) who indicated that they would remain in teaching if they

are again given a free choice was (0,2%). The difference between male (83,7%) and female (84,9%) teachers who indicated that they would change to another job was 1,2%. This finding is consistent with the findings of Silverman (1957:204-210). More recent research reveals that male teachers, compared with their female counterparts, have become progressively less committed to their jobs and are more likely to leave teaching for other professions than women (Borg et al., 1991b:65; Bloland et al., 1980:17). However Kyriacou et al., (1979:95), Charters (1970:1-27), Taylor et al., (1971) and Pratt (1977:12-18) on the other hand, have found that females express their intention to leave teaching more frequently.

4.4.1.2 Comparisons based on Marital Status

The data reveals very little difference between married and single teachers with regard to career intention and career commitment. There is no difference between married (9,4%) and single teachers (9,4%) with regard to remaining in the teaching profession. When married and female teachers are compared on the variable of changing to another occupation, the difference is also very small (1.4%).

4.5.1.2 Comparisons based on AgeTABLE 4.6CAREER INTENTION AND CAREER COMMITMENT :
COMPARISONS BASED ON AGE

Possible Alternatives	20 - 29 YEARS	30 - 39 YEARS	40 - 49 YEARS	50 AND OVER YEARS
Remain in the teaching profession	20 (6,3%)	28 (10,1%)	14 (15,7%)	3 (33,3%)
Change to another job in education	88 (27,8%)	70 (25,4%)	19 (21,3%)	3 (33,3%)
Change to an entirely new kind of occupation	184 (58,2%)	163 (59,0%)	53 (59,6%)	2 (22,2%)
Be undecided	24 (7,6%)	15 (5,4%)	3 (3,4%)	1 (11,1%)
TOTAL	316 (100%)	276 (100%)	89 (100%)	9 (100%)

Table 4.6 shows that there are small differences among teachers in the 20-29, 30-39 and 40-49 year categories with respect to the proportion of teachers who wish to remain in the profession or the proportion who prefer to change their profession. Of significance is the fact that a third of the 50+ category prefer to remain in the teaching profession. This is the highest percentage relative to the other age groups. Interview data revealed that some felt compelled to remain in the profession since they are still too young to retire but too old to embark on a new career. There were others who intimated that they were attracted to remain in the job because of the housing subsidy and other perks granted them and yet others who were genuinely happy in their jobs. Zabel et al. (1980:23-25) are of the opinion that older teachers also develop better coping strategies

over the years. They also become more realistic about their jobs and remain in it longer. It could also be that this group is generally made up of "those staunch souls who remain in the field long after their more exhausted colleagues have retired or changed careers" (Meadow, 1981:13-22).

4.4.1.4 Comparisons based on Teaching Experience

The data reveals that less experienced and more experienced teachers respond almost similarly to the variables of career intention and career commitment. Why the more experienced teachers feel the same way as the less experienced ones is not clear. It is possible that teaching is an exhausting occupation and that, beyond a certain number of years, teachers would prefer not to remain in the profession.

Such findings are not consistent with those of Kyriacou and Sutcliffe (1979a :95), Charters (1970:1-27) and Pratt (1979:12-18). These researchers found that less experienced teachers express an intention to leave teaching more frequently.

4.4.1.5 Comparisons based on Salary

In this study, in contrast to high salary-earners, a greater percentage of teachers earning low salaries (14,4%) expressed a desire to remain in the teaching profession even if they had a free choice. A greater percentage of he

high earners (81,5%) preferred to change to an entirely new kind of occupation in contrast to those earning low salaries (26,2%). A probable reason for this is that the high salaried teacher is generally more highly qualified and feels more confident about obtaining another job than his lowly-qualified counterpart. These findings are not consistent with those from other studies. Studies by Thorndike et al. (1965) and Blaser (1965), for example, report that low salary was the primary cause of career change among teachers. Interviews with high-salaried teachers who are generally more highly qualified, revealed their greater confidence about obtaining another job than their lowly-qualified low-salaried counterparts.

Overall, there was little relationship between career intention and career commitment on the one hand, and variables such as sex, years of experience, marital status and qualifications on the other. The only strong association emerged in the case of salary. A greater percentage of the high-salaried teachers preferred to leave the profession while the majority of the low-salaried ones preferred to remain.

4.5 TEACHERS' CHOICE OF TEACHING AS A CAREER FOR THEIR CHILDREN

Parents' views often play an important role in children's choice of vocations. Many of them place a high premium on careers that are financially rewarding, secure and

satisfying, and carry a high status. Their suggestions are generally influenced by their own personal experiences in the world of work and their knowledge of the various occupations.

It is against this background that an attempt was made to find out whether teachers, by and large, would recommend teaching as a career to their children. This could give some indication whether the parents themselves find teaching satisfying as a career.

Questions 12 and 13 (Annexure B) were designed for this purpose and were presented as follows:

Question 12

"If you had a daughter who was interested in becoming a teacher and had the ability to do so and if she were to ask you what she should do, would you say: 'definitely yes', 'probably yes', 'probably no' or 'definitely no'?"

Question 13

"If you had a son who was interested in becoming a teacher and had the ability to do so and if he were to ask you what he should do would you say: 'definitely yes', 'probably yes', 'probably no' or 'definitely no'".

4.5.1 Teachers' Responses on whether their Sons or Daughters should choose Teaching as a Career

An analysis of the data revealed that over three quarters of the teachers in the sample (78,2%) recommended that their daughters should not choose teaching as a career. Of importance is the finding that over half (52%) said "definitely no". A higher percentage of teachers (83,8%) were against their sons choosing teaching as a profession. Of these 62,3% of the teachers definitely did not want their sons to follow in their footsteps.

Overall, the data reveal that approximately fewer parents said "definitely no" in the case of daughters than in the case of their sons. It might be inferred from this that, by and large most respondents see teaching as a good profession for women but not necessarily so for men.

4.6 LOCUS OF CONTROL IN THE OVERALL SAMPLE

When one perceives reward as being determined by one's own behaviour one is said to have an internal locus of control. If, however, one views an event which follows a personal action as being due to chance, fate, luck or control by powerful others then one is said to have an external locus of control (Rotter, 1966:1-28). Research findings indicate that one's ability to cope with environmental stress tends to be influenced by one's locus of control. Those with a strong internal locus of control appear to handle environmental stress better than persons with an external

locus of control Kyriacou and Sutcliffe (1979:227-28). It has been found that those with an external orientation report more anxiety, neurotic symptoms and self-punitiveness in response to frustration (Gross et al., 1970:189-92, Capel, 1987:279-88, Houtras and Scharf, 1970:95-100). The findings of the present study are given in Figure 4.6

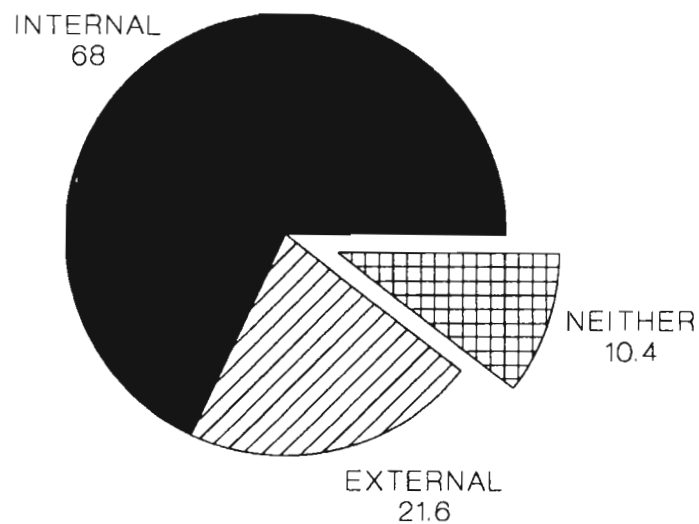


FIG. 4.6 INTERNAL AND EXTERNAL LOCUS OF CONTROL : OVERALL FINDINGS RELATING TO INDIAN SECONDARY SCHOOL TEACHERS

The data suggest that a majority of the teachers are more internally orientated (68%). In almost 10,4% of the cases a clear-cut distinction could not be made, indicating that they are not significantly influenced by either internal or external control mechanisms.

14.7 SITUATIONS CONTRIBUTING TO FEELINGS OF
SATISFACTION/DISSATISFACTION AMONG TEACHERS

Personal interviews with teachers indicated that they were restrained and inhibited by many problems related to their work which lead to frustration and dissatisfaction among them. If the more important sources of this dissatisfaction can be identified, education authorities will presumably take steps to remedy them. It is with this in mind that Question 15 of the TEI was included in this study. This item comprises 25 role-related/organizational/work -related situations to which teachers had to respond. With regard to each situation a five-point Likert - type rating scale was used ranging from 1 (extremely satisfied) to 5 (not satisfied). For data analysis purposes those who were "extremely satisfied" or "satisfied" were grouped together and regarded as "satisfied". On the other hand those who were "slightly satisfied" or "not satisfied", were grouped together as being "not satisfied".

4.7.1 Role-related Variables and Teacher
Dissatisfaction: Overall findings

The mean ratings, (set out in rank order) of teachers' responses to the 25 role related variables are indicated in Table 4.7.

TABLE 4.7

ROLE-RELATED VARIABLES AND TEACHER DISSATISFACTION :
MEAN RATINGS IN RANK ORDER

Rank Order	Item No.	ROLE-RELATED VARIABLE	Mean Rating
1.	15.13	The practice of not revealing teacher evaluation scores	4,85
2.	15.20	The amount of record keeping that is expected of me	4,72
3.	15.5	My pay in relation to the amount of work I do	4,71
4.	15.21	The amount of clerical work (viz. typing and roneoing worksheets etc. expected of me	4,67
5.	15.3	The opportunity for merit awards	4,65
5.5	15.2	The criteria used for deciding on promotions	4,63
5.5	15.24	The amount of time available for lesson preparation and marking at school	4,63
8.	15.25	The number of non-teaching periods allowed per week	4,62
9.	15.1	The opportunities for promotion	4,53
10.	15.11	Panel supervision conducted by subject advisors	4,48
11.	15.9	The number of pupils per class	4,44
11.5	15.7	The chance to participate in making decisions relating to school activities and policy	4,27
11.5	15.19	Interest of parents in pupils progress	4,27
14.	15.8	The work load I have been assigned	4,24
15.	15.22	The amount of extra-curricular duties assigned to me	4,19
16.	15.4	The praise I get for doing a good job	4,14
17.	15.23	The number of meetings I am required to attend	3,98
18.	15.17	The attitude of my pupils to schoolwork	3,80
19.	15.12	The attitude of subject advisors	3,74
20.	15.18	Pupils behaviour at school	3,67
21.	15.6	The chance to use my own methods of teaching	3,38
22.	15.10	The kind of relationship I have with my principal	2,99
23.	15.16	The amount of support and encouragement I generally receive from my fellow-teachers	2,61
24.	15.15	The way my head of department supervises my work	2,59
25	15.14	The kind of relationship I have with my head of department	2,41

It will be noted that the five most frequent sources of dissatisfaction relate to conditions of service. This is consistent with the findings of Payne et al. (1987:148) and Kyriacou and Sutcliffe (1979a:95), viz., "The conditions of work rather than the experience of teaching (the work itself) provides a greater source of dissatisfaction among teachers". Recently a Democratic Party education spokesman in South Africa expressed similar sentiments when he pointed out that general working conditions were the main areas of dissatisfaction among white teachers as well (The Daily News : 13 November, 1989).

Another interesting feature in Table 4.7 is that the four variables with the lowest ranking relate to interpersonal relationships in school. Three of these relate to school based supervision/supervisors.

In the analysis of results the following items have been grouped together on the basis of their interrelatedness and will be discussed under the categories set out below. The categories, however, are not mutually exclusive. Item 15.14, for example, can also be included in the category on staff relations.

Rewards and Job Satisfaction

Item 15.1 : The opportunities for promotion

Item 15.2 : The criteria used for deciding on promotions

Item 15.3 : The opportunity for merit awards

Item 15.4 : The praise I get for doing a good job

Item 15.5 : My pay in relation to the amount of work I do

Item 15.13 : The practice of not revealing teacher
evaluation scores

Autonomy and Job satisfaction

Item 15.6 : The chance to use my own methods of teaching

Item 15.7 : The chance to participate in making decisions
relating to school activities and policy

Time pressures and Job satisfaction

Item 15.8 : The work load I have been assigned

Item 15.9 : The number of pupils per class

Item 15.20 : The amount of record keeping that is expected
of me

Item 15.21 : The amount of clerical work expected of me

Item 15.22 : The amount of extra-curricular duties assigned
to me

Item 15.23 : The number of meetings I am required to
attend

Item 15.24 : The amount of time available for lesson
preparation and marking at school

Item 15.25 : The number of non-teaching periods allowed
per week

Supervisors/Supervision and Job satisfaction

Item 15.10 : The kind of relationship I have with my
principal

- Item 15.11 : Panel supervision conducted by subject advisors
- Item 15.12 : The attitudes of subject advisors
- Item 15.14 : The kind of relationship I have with my head of department
- Item 15.15 : The way my head of department supervises my work

Pupil characteristics and Job satisfaction

- Item 15.7 : The attitude of my pupils to school work
- Item 15.18 : Pupils' behaviour at school
- Item 15.19 : Interest of parents in pupils' progress

Staff Relations/Collegial Support and Job Satisfaction

- Item 15.16 : The amount of support and encouragement I generally receive from my fellow teachers

Relationship between Demographic subgroups and Role related Variables : Overall findings

The data relating to the relationship between demographic subgroups and role-related variables, using a chi square test of significance is presented in Table 4.8.

TABLE 4.8

DEMOGRAPHIC SUBGROUPS AND ROLE-RELATED VARIABLES :
SUMMARY OF SIGNIFICANT RESULTS USING CHI-SQUARE

Item No	ROLE-RELATED VARIABLE	Sex	Marital Status	Age	Teacher Experience	Qualification	Salary
15.13	The practice of not revealing teacher evaluation scores	-	-	-	-	-	-
15.20	The amount of record keeping that is expected of me	-	-	-	-	-	-
15.5	My pay in relation to the amount of work I do	-	-	-	* 8.68	-	-
15.21	The amount of clerical work (viz. typing and roneoing worksheets etc.) expected of me	** 8.61	-	-	-	-	-
15.3	The opportunity of merit awards	-	-	* 9.17	-	-	** 14.26
15.2	The criteria used for deciding on promotion	-	-	-	** 13.79	-	** 13.79
15.24	The amount of time available for lesson preparation and marking at school	-	-	-	-	-	-
15.25	The number of non-teaching periods allowed per week	-	-	-	-	-	-
15.1	The opportunities for promotion	-	-	-	** 16.10	-	** 17.95
15.11	Panel supervision conducted by subject advisors	-	-	* 7.21	** 15.10	-	* 7.61
15.9	The number of pupils per class	-	-	** 11.91	-	-	-
15.7	The chance to participate in making decision relating to school activities and policy	-	-	* 7.55	-	-	-
15.19	Interest of parents in pupils progress	-	-	** 9.3	-	** 10.21	-
15.8	The work I have been assigned	-	-	-	-	-	** 9.4
15.22	The amount of extra-curricular duties assigned to me	** 9.96	-	-	-	-	-

15.4	The praise I get for doing a good job	-	-	** 28. 34	** 26.18	-	-
15.23	The number of meetings I am required to attend	-	-	-	-	-	-
15.17	The attitude of my pupils to schoolwork	* 5.99	-	** 23. 29	** 25.58	-	-
15.12	The attitudes of subject advisors	-	-	* 6.5 2	** 18.53	-	* 7.13
15.18	Pupils behaviour at school	** 10.74	-	** 18. 89	** 12.48	-	* 8.97
15.6	The chance to use my own methods of teaching	* 3.88	-	-	-	-	-
15.10	The kind of relationship I have with my principal	-	-	** 22. 30	** 18.80	-	* 7.32
15.16	The amount of support and encouragement I generally receive from my fellow-teachers	** 10.96	-	-	** 16.07	** 9.27	-
15.15	The way my head of department supervises my work	-	-	-	** 11.56	* 7.44	-
15.14	The kind of relationship I have with my head of department.	-	-	-	* 7.83	-	-

* P < 0,05

** P < 0,01

Overall intra-group comparisons of data for the 25 role-related variables in respect of the 6 demographic variables (sex, marital status, age, length of teaching experience, qualification and salary) revealed that there were significant differences among 20 out of the 25 role related variables. These will be discussed later in this chapter.

4.7.3 Rewards and Job Satisfaction

According to Blase (1982:1056), rewards refer to what teachers perceive as valued payment for their effort. He

found that those teachers who did not receive sufficient extrinsic rewards experienced great dissatisfaction and stress. It was against this background that a study of the relationship between opportunities for promotion, merit awards, praise, salary and job satisfaction was undertaken. Overall it was found that three of the reward-related variables featured among the top five major sources of dissatisfaction (Table 4.7). These will be discussed below.

4.3.4 The Practice of not Revealing Teacher Evaluation Scores : Overall findings

With regard to evaluation scores the following procedure was adopted. The principal initially evaluated a teacher and gave him a score. The Advisor/Superintendent (Academic) also evaluated the same teacher and gave him a score. The Chief Superintendent (Academic) then moderated the principal's score and arrived at his own score independently. As a matter of practice the scores that were assigned by both Superintendents were not revealed to the teacher or the principal. This score is often used as a factor in considering a teacher for promotion or a merit award. An item was, therefore, included in the questionnaire to find out how teachers in the study felt about this practice.

An analysis of the data reveal that 99% of the teachers in the total sample felt dissatisfied with this practice. The extent of their unhappiness is indicated further by the

fact that this item was ranked first out of a total of 25 potential stressors (Table 4.7).

There were no significant differences among subgroups of teachers who differed in relation to sex, marital status, length of teaching experience, qualification and salary. This indicates that they all thought similarly about the practice of not having their scores revealed to them, irrespective of the demographic category to which they belong. Interview data revealed that teachers felt that they were disadvantaged since they were not given an opportunity to rectify possible errors of judgement on the part of their evaluators.

4.7.4 The Opportunity for Merit Awards : Overall findings

The merit award is a monetary incentive used by the Department of Indian Education to reward teachers for outstanding work and dedicated service (Circular IE of 1978). Level One teachers can earn a maximum of three merit awards. The number of merit awards earned may be used as a factor in considering a teacher for promotion. From its inception teachers have generally been dissatisfied with this system. However, no empirical data is available to indicate the extent of this dissatisfaction. It is for this reason that this item is included in the present study.

It was found that almost all respondents (97%) were dissatisfied with the merit award system. The extent of dissatisfaction is further reinforced by the fact that this item is ranked fifth out of a maximum of 25 potential sources of dissatisfaction. Interview data revealed that those who wished to be selected by the principal as possible candidates for a merit award "had to stay on the right side of the principal".

4.7.5.1 Findings related to subgroups

Significant differences in responses to the opportunity for obtaining merit awards were found for each of the demographic variables of age and salary (Table 4.9).

a) Comparisons by Age

TABLE 4.9

THE OPPORTUNITY FOR MERIT AWARDS :
COMPARISONS BY AGE

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
20 - 29	5 (1,69%)	290 (98,3%)	295
30 - 38	7 (2,70%)	252 (97,29%)	259
40 and over	7 (7,86)	82 (92,13%)	89
TOTAL	19 (2,95%)	624 (97,04%)	643

There is a significant difference among teachers from different age groups in their responses to the practice of

awarding merit notches ($X^2 = 9,17$; $df = 2$; $P < 0,05$). In this regard greater percentage (98,3%) of those teachers in the 20 - 29 year age group compared with the 40 years and over group (92,13%) are dissatisfied. Conversely fewer teachers (1,69%) in the 20-29 age group compared with the 40 years and over group (7,86) are satisfied. Data from the interviews suggest that older teachers are less dissatisfied since many of them have probably already received their merit awards and have now set their sights on promotion from a Level One to a Level Two category. For the younger teacher, on the other hand, who has not yet had the required experience and is consequently not eligible for promotion, a merit award is his more immediate goal and the subject of much of his attention.

b) Comparisons based on Salary

Data relating to teacher salary and the practice of awarding merit notches are presented in Table 4.10.

TABLE 4.10

OPPORTUNITY FOR MERIT AWARDS:

COMPARISONS BASED ON SALARY

SALARY	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
10 000 - 20 000	4 (2,87%)	135 (97,12%)	139
20 001 - 30 000	3 (0,91%)	325 (99,08%)	328
30 001 - 40 000	12 (6,93%)	161 (93,06%)	173
TOTAL	19 (2,96%)	621 (97,03%)	640

Significant differences were found between the salary earned by teachers and their responses to the opportunity for merit awards ($X^2 = 14,26$; $df=2$; $P<0,01$). A greater percentage of those teachers earning salaries of R30 000 and below were dissatisfied in this regard. To these teachers any opportunity of increasing their salaries is especially welcome. When the range of these opportunities is severely limited, as in the case of merit awards, they feel particularly disappointed.

4.7.6 Pay for Amount of Work Done : Overall findings

During interviews teachers expressed dissatisfaction at the failure of their salary increase to keep pace with those in the private sector and with the rate of inflation. The findings of this study confirm this viewpoint. An overwhelming majority (98%) expressed dissatisfaction with the rate of pay. This item was ranked third out of a maximum of 25 potential sources of dissatisfaction (Table 4.7) highlighting further, its importance as a source of dissatisfaction.

4.7.6.1 Findings related to subgroups

A significant difference was found for only one demographic variable, viz. teaching experience, when comparing the responses towards salary earned by teachers (Table 4.9).

a) Comparisons based on Teaching Experience

Data showing the relationship between years of experience as teachers and the pay received are presented in Table 4.11.

TABLE 4.11

PAY RECEIVED : COMPARISONS BASED ON
TEACHING EXPERIENCE

YEARS OF EXPERIENCE	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
0 - 4	1 (0,66%)	149 (99,3%)	150
5 - 10	7 (2,43%)	280 (97,5%)	287
11 - 20	2 (1,16%)	170 (98,83%)	172
21 & over	3 (7,69%)	36 (92,30%)	39
TOTAL	13 (2,00%)	635 (97,99%)	648

Significant differences in their views about rates of pay were found among teachers, with varying degrees of experience, ($X^2 = 8,68$; $df = 3$; $P < 0,05$). The results indicate that a greater proportion of teachers with 21 years or more of teaching experience (7,69%) felt satisfied with their rate of pay than did the remaining three groups combined (5,25%). Interview data revealed that the more experienced teachers, for various reasons, earn higher salaries and, therefore, express less dissatisfaction. Some ways in which they have come to earn more are by reaching their maximum scales or by obtaining higher qualifications.

4.7.7 The Opportunities for Promotion : Overall findings

Individuals, including teachers, are often motivated by opportunities for self-advancement, self-development, achievement recognition and promotion (Hertzberg et al., 1959). For this reason Spuck (1974:18) suggests that educational institutions should offer such incentives to motivate their staff. To find out whether, in the view of teachers, the Department of Education and Culture in the House of Delegates, is doing enough for their employees it was decided to include this item, which asks whether teachers are satisfied with the opportunities available to them for promotion.

Almost all respondents (96%) felt that not enough was being done. Table 4.7 shows that this item is ranked ninth among the 25 potential sources of dissatisfaction. In this connection it is interesting to note that there were 3 400 applicants for the relatively small number of 430 promotion posts advertised in 1991 (Post : 23 October, 1991). A similar situation appears to prevail abroad (Carnegie Forum, 1986). This is unfortunate since, according to Blase (1980:56), the inadequacy of extrinsic rewards tend to cause varying degrees of physical, emotional and attitudinal stress.

4.7.7.1 Findings related to Subgroups

Teachers differed in their responses to the opportunities for promotion with respect two variables, viz. teaching experience and salary. Both differences were big enough as to be significant at the $P < 0,01$ level.

a) Comparisons based on Teaching Experience

Data relating to years of teaching experience and extent of satisfaction/dissatisfaction with opportunities for promotion are presented in Table 4.12.

TABLE 4.12
THE OPPORTUNITIES FOR PROMOTION : COMPARISONS
BASED ON TEACHING EXPERIENCE

YEARS OF EXPERIENCE	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
0 - 4	13 (9,8%)	120 (90,2%)	133
5 - 10	6 (2%)	280 (98%)	286
11 - 20	4 (2%)	158 (98%)	162
21 & over	1 (2%)	42 (98%)	43
TOTAL	24 (4%)	600 (96%)	624

Significant differences were found in the responses given by those teachers who were less experienced compared with those who were more experienced ($X^2 = 16,1$; $df = 3$; $P < 0,01$). A substantially greater percentage of teachers with experience of five years or more (98%) were dissatisfied with the present lack of opportunities for promotion. It is

interesting to note that 9,8% of the teachers in the 0 to 4 year group as compared to 2% for all the other groups, were satisfied.

The data obtained from interviews suggest that those teachers with less than five years' teaching experience are less dissatisfied with existing promotional opportunities as they, being relative juniors, are not immediately affected with the requirements for upward mobility. Their primary pre-occupation at this stage of their career is to master the skills of teaching.

b) Comparisons based on Salary

Data relating to the salary earned by teachers and degree of satisfaction with opportunities for promotion are presented in Table 4.13.

TABLE 4.13
THE OPPORTUNITIES FOR PROMOTION : COMPARISON
BASED ON SALARY EARNED

SALARY	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
10 001 - 20 000	13 (11%)	115 (89%)	128
20 001 - 30 000	9 (3%)	314 (99%)	323
30 001 and over	2 (1%)	168 (99%)	170
TOTAL	24 (4%)	597 (96%)	621

Significant differences among teachers of different salary subgroups were revealed ($X^2 = 17,95$; $df = 2$; $P < 0,01$). The

greater percentage of teachers who were dissatisfied (99%) with the opportunities for promotion earned R20 000 or more. The data gleaned from interviews providing a reason for this is the same as for the comparison based on experience.

4.7.8 The Criteria Used for Deciding on Promotions : Overall findings

Teachers in this study were asked whether they were satisfied with the criteria used for deciding on promotion. An overwhelming majority (98,4%) replied that they were dissatisfied. This item was ranked 5.5 out of a maximum of 25 potential sources of dissatisfaction. This indicates that it is an important source of teacher dissatisfaction. Interview data revealed that what disturbed teachers most was the fact that the original criteria for promotion were drawn up unilaterally by the Inspectorate. The teaching fraternity felt that they should have been consulted on a matter that affected them so intimately.

4.7.8.1 Findings related to Subgroups

Significant differences in responses to the criteria used for deciding on promotion were found only among teachers who differed with regard to teaching experience and salary. The differences were big enough in both these instances as to be significant at the $P < 0,01$ level.

a) Comparisons based on Teaching Experience

Data relating to the responses of teachers of varying years of teaching experience and their extent of satisfaction with the criteria used for promotion are presented in Table 4.14.

TABLE 4.14
CRITERIA FOR PROMOTIONS : COMPARISONS BASED
ON LENGTH OF TEACHING EXPERIENCE

YEARS OF EXPERIENCE	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
0 - 4	7 (5%)	138 (95%)	145
5 - 10	3 (1%)	287 (99%)	290
11 - 20	0 (0%)	164 (100%)	164
21 & over	0 (0%)	40 (100%)	40
TOTAL	10 (2%)	629 (98%)	639

Significant differences were found among teachers with varying lengths of teaching experience ($X^2 = 13,79$; $df = 3$; $P < 0,01$). The trend apparent in Table 4.14 is one of an increase in dissatisfaction with a corresponding increase in the length of experience. Every respondent who has been in the profession for eleven years or more expressed dissatisfaction. Interview data suggest that these teachers consider themselves eligible for promotion on account of their seniority and their skills. Many are also married and have growing children as well as home and family

commitments, all of which entail additional expenditure. One way of augmenting their salary is by means of a promotion. Their concern with the criteria used for promotion is, therefore, understandable. It is also likely that many of these teachers are in their middle years. This period according to Contandse et al. (1972), is one during which they wish to fulfil their life's dream through, for instance, a promotion. Such an award also give them status among their colleagues, family and friends.

b) Comparisons based on Salary

Data showing the relationship between salary earned by teachers and the responses of teachers to the criteria used for deciding on promotion is presented in Table 4.15.

TABLE 4.15
CRITERIA FOR PROMOTIONS : COMPARISONS
BASED ON SALARY

SALARY	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
10 001 - 20 000	7 (5%)	132 (95%)	139
20 001 - 30 000	2 (0,6%)	324 (99,4%)	329
30 000 and over	1 (0,5%)	170 (99,5%)	171
TOTAL	10 (2%)	626 (98%)	636

Significant differences were found between teachers of varying incomes and their attitudes towards the criteria used for deciding on promotions. A greater percentage of

those who earned R20 000 or more expressed dissatisfaction. Among the Level One teachers there are those who earn beyond R20 000 per annum, are highly qualified, have been teaching for several years and have reached the maximum of their salary scale. It is understandable, therefore, that these teachers should have their sights set on promotion and be keenly interested in all aspects relating to upward mobility in the profession.

4.7.9 Praise for Doing a Good Job

Chapman et al. (1982:242) found that recognition (praise) received from administrators and supervisors had a strong positive influence on career satisfaction. In view of this association the opinions of Indian teachers were sought about the amount of praise they got for doing a good job. The majority (90%) felt that they did not receive due recognition for their efforts. This variable was ranked sixteenth out of 25 potential sources of dissatisfaction.

One of the teachers who was interviewed said:

"Praise comes rarely, if ever, even if you do a good job. But if a little thing goes wrong you will almost certainly be called up for an explanation."

4.7.9.1 Findings related to Subgroups

The data in Table 4.8 indicate that the demographic variables of age and teaching experience have a significant

influence on teachers' perceptions of satisfaction related to the praise they get for doing a good job.

a) Comparisons based on Age

Data relating to the age of teachers and the praise they get are presented in Table 4.16.

TABLE 4.16
PRAISE FOR DOING A GOOD JOB :
COMPARISONS BY AGE

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
20 - 29	19 (6,95%)	254 (93,04%)	273
30 - 39	20 (8,77%)	208 (91,22%)	228
40 & over	21 (27,63%)	55 (72,36%)	76
TOTAL	60 (10,39%)	517 (89,60%)	577

Significant differences were found between teachers of different ages in respect of their responses to the amount of praise they get for doing a good job ($X^2 = 28,34$; $df = 2$; $P < 0,01$). The greatest percentage (93,04%) of teachers who expressed dissatisfaction were the youngest (20-29 years) while the lowest percentage (72,36%) came from the older age group (40 years and over). The trend apparent in Table 4.16 is one which shows a decrease in dissatisfaction with an increase in age. The interview data revealed that the younger teacher is seen as one who is still developing and has not yet achieved a level of competence that can readily

elicit praise. This attitude often makes the young teacher feel resentful and dissatisfied.

b) Comparisons based on Experience

Data relating to varying amounts of experience teachers have and the praise they receive are presented in Table 4.17.

TABLE 4.17
PRAISE FOR DOING A GOOD JOB :
COMPARISONS BASED ON EXPERIENCE

YEARS OF EXPERIENCE	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
0 - 4	16 (11,94%)	118 (88,05%)	134
5 - 10	15 (5,70%)	248 (94,29%)	263
11 - 20	17 (11,88%)	126 (88,11%)	143
21 & over	12 (32,43%)	25 (67,56%)	37
TOTAL	60 (10,39%)	517 (89,60%)	577

Significant differences were found between teachers who had 21 years of experience or more (67,56%) and those who had 20 years of experience or less (88%) ($X^2 = 26,18$; $df = 3$; $P < 0,01$). The more experienced teachers were found to be less dissatisfied with the little praise they get for doing a good job than did the less experienced ones. Interview data revealed that the reasons for this were similar to those for age.

4.7.10 Autonomy and Job satisfaction : Overall findings

Data relating to teacher autonomy and job satisfaction are presented in Table 4.18.

TABLE 4.18
TEACHER AUTONOMY AND JOB SATISFACTION :
OVERALL FINDINGS

Item No.	Role-Related Variables	Extremely Satisfied/Satisfied	Slightly Satisfied/Not Satisfied	Rank Order	Mean Rating
15.6	The chance to use my own methods of teaching	187 (37%)	330 (64%)	21	3,38
15.7	The chance to participate in making decisions relating to school activities and policy	35 (6%)	540 (94%)	11,5	4,27

Regarding the chance to use one's own method of teaching 64% were dissatisfied while 37% were satisfied. This variable was ranked 21 out of 25 potential sources of dissatisfaction. It is also ranked the lowest dissatisfied majority, among all 25 variables. This suggests that whilst it may still be a problem among some teachers, it is not one of the prime ones.

Personal interviews with teachers revealed that supervisors often expect teachers to operate within a rigid set of expectations. Many teacher resent and see it this as being unnecessarily restrictive.

On the question of whether teachers are afforded sufficient opportunity to participate in making decisions related to school activities and policy, the majority (94%) were dissatisfied. This finding is consistent with that of Belasco and Alutto (1972:54). Reports from interviewees indicate that, typically, administrative instructions are passed on through circulars citing rules, regulations and policies of the education department or through the principal of the school. Such a highly centralized, unilateral decision-making system gives rise to suspicion, and general dissatisfaction (Bacharach, et al., 1986:249).

It is unfortunate that the dissatisfaction level in this regard is so high among Indian secondary school teachers. Literature studies repeatedly stress the beneficial effects of participatory decision-making. In such a situation there is higher productivity, improved performance, lower staff turnover, lower levels of physical and mental illness, greater job satisfaction and increased commitment to the job (French and Caplan, 1970; Conley et al., 1989:62; Bacharach et al. 1989:62). Clearly, this is an aspect which the Indian Education Department urgently needs to address.

4.7.10.1 Findings related to subgroups

When the chi square test was applied to the data relating to the six demographic variables and each of the two role-related variables mentioned above, significant relationship

were found in three cases, viz. relationships were sex, age and qualification.

4.7.11 Freedom to Use my Own Methods of Teaching :
Comparisons based on Sex

The data showing the relationship between the demographic variable sex and freedom to use one's own method of teaching is presented in Table 4.19.

TABLE 4.19
FREEDOM TO USE OWN METHODS OF TEACHING :
COMPARISONS BASED ON SEX

SEX GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
Male	103 (40,39%)	152 (59,60%)	255
Female	84 (32,06%)	178 (67,93%)	262
TOTAL	187 (36,17%)	330 (63,82%)	517

More females (67,93%) than males were dissatisfied with not being allowed to use their own methods of teaching. The difference is significant ($X^2 = 3,88$; $df = 1$; $p < 0,05$). Many of them tend to accept the instructions of the predominantly male supervisors without complaining openly although in private, as the interviews indicated, they resent such an imposition. Male teachers, on the other hand being, more assertive generally are able, more often, to persuade supervisors to allow them to use their own methods of teaching.

4.7.12 Opportunity for Participation in Decision Making4.7.12.1 Comparisons based on Age

Data relating to age and the opportunity to participate in decision making is presented in Table 4.20.

TABLE 4.20

OPPORTUNITY FOR PARTICIPATION IN DECISION-MAKING :
COMPARISONS BASED ON AGE

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
20 - 29	12 (4,63%)	247 (95,36%)	259
30 - 39	13 (5,43%)	226 (94,56%)	239
40 & over	10 (12,98%)	67 (87,01%)	77
TOTAL	35 (6,08%)	540 (93,91%)	575

Table 4.20 reveals that the greatest percentage of teachers (95,36%) from the youngest age group (20-29) expressed dissatisfaction with not being afforded opportunities to participate in decision-making. Conversely, the lowest percentage comes from the 40-plus age group. There is a decrease in dissatisfaction with an increase in age. The difference is significant ($X^2 = 7,55$; $df = 2$; $P < 0,05$). The higher dissatisfaction rate among the younger teachers is not unexpected: since they are relatively new and inexperienced, they are often not called upon to contribute to decision making. Interviews revealed that their views

are often considered to be immature, militant, radical and generally out of step with management thinking. Many of these teachers feel unhappy about not being consulted.

4.7.12.2 Comparison based on Qualifications

The data relating to qualification of teachers and the opportunity to participate in decision making is presented in the Table 4.21.

TABLE 4.21

OPPORTUNITY FOR PARTICIPATION IN DECISION-MAKING :
COMPARISONS BASED ON QUALIFICATIONS

QUALIFICATION	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
Diploma	25 (9,57%)	236 (90.42%)	261
Bachelors Degree	6 (3,31%)	175 (96,68%)	181
Hons. and above	4 (3,0%)	129 (96,99%)	133
TOTAL	35 (6,08%)	540 (93,91%)	575

The data in Table 4.21 reveal significant differences in responses between graduates and diplomates ($X^2 = 10,21$; $df = 2$; $P < 0,01$). A greater percentage of graduates (over 96%) were unhappy about not being given enough opportunity to participate in policy decision making. The interviews give clear evidence of the frustration among graduates who see themselves as having a number of enlightened and useful ideas but are denied the opportunities of having them implemented because they are often overlooked when it comes to making decisions.

4.7.13 Time Pressures and Job Satisfaction : Overall findings

TABLE 4.22

TIME PRESSURES AND JOB SATISFACTION :
OVERALL FINDINGS

Item Number	Role-related Variables	Extremely Satisfied/ Satisfied	Slightly Satisfied /Not Satisfied	Rank Order (8 variables)	Rank Order (25 variables)	Demo-graphic Subgroup (P)
15.20	The amount of record keeping that is expected of me	15 (2%)	647 (98%)	1	2	Nil
15.21	The amount of clerical work expected of me	21 (3%)	632 (97%)	2	4	Sex
15.24	The amount of time available for lesson preparation and marking at school	19 (3%)	619 (97%)	3	5.5	Nil
15.25	The number of non-teaching periods allowed per week	28 (4%)	624 (96%)	4	8	Nil
15.9	The number of pupils per class	40 (7%)	575 (93%)	5	11	Age
15.	The work load I have been assigned	56 (10%)	532 (90%)	6	14	Salary
15.22	The amount of extra-curricular duties assigned to me	54 (9%)	522 (91%)	7	15	Sex
15.23	The number of meeting I am required to attend	72 (14%)	459 (86%)	8	17	Nil

Since the eight role-related variables represented in Table 4.22 require extra time and effort from teachers, in addition to their primary duty of teaching pupils, it creates the typical time-pressure situation arising out of attempting to do more work in the limited time available (Dunham, 1986:54). Such time-pressures and resultant

feelings of dissatisfaction are intensified by the perception that time and effort which could be used more profitably are squandered on relatively less important ones such as record-keeping, clerical work, and extra-curricular activities duties.

Personal interviews with teachers revealed that they feel unhappy about not being able to complete their most important tasks within the time limits set for themselves, especially when this results from a loss of time on relatively mundane tasks.

It is interesting to note in Table 4.22 that dissatisfaction with the amount of record keeping expected of teachers was ranked first of the 8 time/workload pressures and second of the 25 potential sources of dissatisfaction. Two sources of dissatisfaction, viz., the amount of clerical work expected of teachers and the amount of time available for lesson preparation and marking were ranked fourth and fifth respectively. Overall, these variables, which were ranked among the first 3 of the 8 time-pressure variables and were also ranked within the first 5 of the 25 potential sources of dissatisfaction, can be regarded as particularly important particularly sources of dissatisfaction among teachers. A closer, examination indicates that the first two are related to "paperwork", an activity which makes heavy inroads into a teacher's time. This creates time pressures.

4.7.13.1 Findings related to Subgroups

As is evident in Tables 4.8 and 4.22 there were no significant differences related to the demographic variables of sex, marital status, age, teaching experience, qualification and salary for each of the following role-related variables: the amount of record keeping expected of me; the amount of time available for lesson preparation and marking at school; the number of non-teaching periods allowed per week and the number of meetings I am required to attend.

This indicates that all demographic subgroups are dissatisfied with the four above-mentioned practices in the form they presently exist in Indian secondary schools.

Significant differences in responses within demographic subgroups of sex, age, salary and sex respectively were, however, evident in respect of each of the following role-related variables: the amount of clerical work expected of me; the number of pupils per class; the work load I have been assigned and the amount of extra-curricular duties assigned to me.

4.7.14 Clerical Work

Increased clerical work substantially reduces the time that professional educators can assign to teaching. Teachers reported, during personal interviews, that they have to reduce the time they formerly allocated to instruction to

enable them to complete extra clerical tasks. Almost the entire sample of teachers (97%) expressed dissatisfaction with the amount of clerical work they were expected to do. This is in line with the findings of the National Education Association surveys conducted in 1939, 1951 and 1967.

4.7.14 Comparisons based on Sex

Data showing the relationship between sex and clerical work are presented in Table 4.23.

TABLE 4.23

CLERICAL WORK : COMPARISONS BASED ON SEX

SEX GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
Male	17 (5,26%)	366 (94,73%)	323
Female	4 (1,21%)	326 (98,78%)	330
TOTAL	21 (3,21%)	632 (96,78%)	653

Male and female teachers differed significantly, ($X^2 = 8,61$; $df = 1$; $P < 0,01$). A greater percentage of female teachers (98,78%) expressed dissatisfaction with the amount of clerical work required of them. One reason, obtained from personal interviews, about why females feel more strongly on this issue is that most of the clerical work, such as typing has to be done after school hours and more often at home. This interferes with their household duties. Male teachers are less affected in this regard.

4.7.15 Class Size

Table 4.24 reveals that an overwhelming majority of teachers (93%) were dissatisfied with the number of pupils they had in their classes. Farber (1983:25), among others, singles out large classes as an important factor in teacher burnout.

4.7.15 Findings related to Subgroupsa) Comparisons based on Age

Data relating to teachers' ages and their responses to class size are presented in Table 4.24.

TABLE 4.24

CLASS SIZE : COMPARISONS BASED ON AGE

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
20 - 29	10 (3,4%)	279 (96,5%)	289
30 - 39	19 (7,72%)	227 (92,27%)	246
40 & over	11 (13,75%)	69 (86,25%)	80
TOTAL	40 (6,50%)	575 (93,49%)	615

The data indicate that there are significant differences in the attitudes of teachers from different age groups towards large classes ($X^2 = 11,91$; $df = 2$; $P < 0,01$). Younger teachers express greater dissatisfaction with large classes than do their older counterparts. Being relatively new and inexperienced, they have not yet developed the skills and

organisational ability required. The following remarks emerged during interviews:

"I just don't know what happens to me in large classes... I don't seem to make as much progress as I would like to" (A 25 year old teacher) and "Large classes give me headaches" (A 22 year old teacher).

4.7.16 Work Load

Surprisingly "work load" as a source of dissatisfaction was rated fourteenth out of 25 positions and sixth out of a total 8 role-related variables descriptive of time pressures (Table 4.22). In the total sample 90% were dissatisfied with "the work load they were assigned". In terms of ranking this variable comes a low seventh in a table of 8 variables. It was also interesting to note that "the amount of record keeping expected of teachers" was rated the number one role-related variable which caused dissatisfaction among teachers compared to the seventh position attained by "the work load I have been assigned".

4.7.16.1 Findings related to Subgroups

Data relating to the salary earned and teachers' work load are presented in Table 4.25.

a) Comparisons based on SalaryTABLE 4.25WORKLOAD : COMPARISONS BASED ON SALARY

SALARY GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
10 001 -20 000	22 (16,4%)	112 (83,58%)	134
20 001 -30 000	22 (7,56%)	269 (92,43%)	291
30 000 and over	12 (7,5%)	148 (92,5%)	160
TOTAL	56 (9,57%)	529 (90,42%)	585

Different salary sub-groups differed significantly in the way they felt about the workload assigned to them ($X^2 = 9,4$; $df = 2$; $P < 0,01$). Surprisingly, those teachers who fell into the lowest salary subgroup of between R10 001 and R20 000 per annum expressed the least dissatisfaction (83,58%). Most of them are young and had entered the teaching profession recently. They were still energetic and very enthusiastic about teaching. Carrying a heavy teaching load did not worry them too much. On the other hand, it could be that those older and more highly qualified teachers in higher salary income brackets are given more demanding tasks. They are, for instance, often called upon to prepare pupils for the external Senior Certificate Matriculation Examination. Lower salary earners are more often requested to teach in the lower standards which, presumably, is less demanding.

4.7.17 Extra-curricular Duties : Overall findings

Extra-curricular duties in Indian secondary schools cover a wide variety of non-teaching duties. These include training sports teams, presenting school plays, sports tournaments, quizzes, speech contests, debates, debutantes ball, sports meetings, parent's meetings, excursions, fund raising, assembly talks, variety shows, programmes commemorating or highlighting significant occasions and annual awards. The majority of teachers in the total sample were dissatisfied with the amount of extra-curricular duties assigned to them (91%). This variable was ranked fifteenth out of a possible 25 positions (Table 4.7). In the list of "time pressure" variables it was ranked seventh of 8 possible places. (Table 4.22)

It became apparent from the interview that many teachers view extra-curricular activities as "overloading them" and spilling over into the time that they should be setting aside for their own recreation and leisure.

4.7.17 Findings related to Sub-groups

Sex was the only variable where a significant difference was found.

a) Comparison between Males and Females

Data indicating the relationship between sex and the attitude to volume of extra-curricular activities are given in Table 4.26.

TABLE 4.26

EXTRA-CURRICULAR DUTIES : MALES VS FEMALES

SEX GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
Male	37 (13,35%)	240 (86,64%)	277
Female	17 (5,68%)	282 (94,31%)	299
TOTAL	54 (9,37)	522 (90,62%)	576

Significant differences were found between male and female teachers ($X^2 = 9,96$; $df = 1$; $P < 0,01$). It will be noticed that just under 8% more females than males indicated that they were dissatisfied with the amount of extra-curricular activities assigned to them. Interviews indicated that involvement in the extra-curricular activities often results in female teachers returning home later than usual. This upsets their routine duties at home, especially the preparation of meals.

4.7.18 Supervisors/Supervision and Job Satisfaction :
Overall findings

For the purpose of this study supervisors comprised subject advisors, superintendents supervisors, principals and heads of departments. A supervisor is one with whom the teacher is required to deal constantly with. If such dealings are unsatisfactory a teacher can experience tension and dissatisfaction, Conversely, a good relationship with a supervisor can engender positive feelings in a teacher and

motivate him/her to higher levels of performance. It is against this background that the variable in Table 4.28 formed a part of this study.

TABLE 4.27

SUPERVISION AND JOB SATISFACTION :

OVERALL FINDINGS

Item No.	Rank Order Among Five Supervision-Related Variables	Rank Order Among 25 General Role-Related Variables	Variable	Extremely Satisfied/Satisfied	Slightly Satisfied/Not Satisfied
15.11	1	10	Panel supervision conducted by subject advisors	37 (6%)	577 (94%)
15.12	2	19	The attitude of subject advisors	115 (22%)	406 (18%)
15.10	3	22	The kind of relationship I have with my principal	292 (56%)	233 (44%)
15.15	4	24	The way my head of department supervises my work	392 (70%)	166 (30%)
15.14	5	25	The kind of relationship I have with my head of department	422 (75%)	140 (25%)

Overall a large majority of teachers were especially dissatisfied with two of the following five aspects:

- a) Panel supervision conducted by subject advisors;
- b) The attitude of subject advisors.

4.7.19 System of Panel Supervision : Overall findings

The system of panel supervision was introduced by the education authorities to assess the competency with which a particular subject was handled at a school. A panel of superintendents/subject advisors evaluated the work of all teachers in the relevant department and presented a written report on their observation.

In this study an overwhelming majority of teachers (94%) indicated that they were dissatisfied with this system. Interview data revealed that teachers' objected mainly on the following grounds:

- a) They were not told clearly enough what was expected of them.
- b) The inspection often took place in an atmosphere of confrontation.
- c) If a teacher taught more than one subject he could be assessed by more than one panel within a short space of time.

4.7.19 Findings related to Subgroups

Significant differences were found in the way in which the system of panel inspection was viewed by teachers who differed in terms of age, teaching experience and salary. In respect of sex, marital status and qualification the differences were not significant.

a) Comparisons by Age

The data showing the relationship between the age of teachers and their attitude to panel supervision is presented in Table 4,28.

TABLE 4.28

PANEL SUPERVISION : COMPARISONS BASED ON AGE

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
20 - 29	13 (4,72%)	262 (95,27%)	275
30 - 39	13 (5,22%)	236 (94,77%)	249
40 & over	11 (12,22%)	79 (77,77%)	90
TOTAL	37 (6,02%)	577 (93,97%)	614

The data reveals a significant difference in the responses of teachers, below and above 40 years of age, towards the system of panel inspection ($X^2 = 7,2$; $df = 2$; $P < 0,05$). A larger percentage of those teachers falling into the age groups of 20-29 (95,27%) and 30-39 (94,77%) were dissatisfied with the panel supervision compared to those who were over forty years of age (77,77%).

b) Comparisons based on Teaching Experience

The data relating to years of experience of teachers and their responses to the system of panel inspection is presented in Table 4.29.

TABLE 4.29
PANEL SUPERVISION : COMPARISONS BASED ON
TEACHING EXPERIENCE

YEARS OF EXPERIENCE	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
0 - 4	11 (8,87%)	124 (91,85%)	135
5 - 10	6 (2,16%)	271 (97,83%)	277
11 - 20	14 (8,86%)	144 (91,13%)	158
21 & over	6 (13,63%)	38 (86,36%)	44
TOTAL	37 (6,02%)	577 (93,97%)	614

Significant differences were found between teachers of varying years of experience in the views they held on the system of panel supervision ($X^2 = 15,10$; $df = 3$ $P < 0,01$). The data however, reveal no particular trend. The highest percentage of dissatisfied teachers fell in the 5-10 year experience group (97,83%). The percentage of dissatisfied teachers in the 0-4 year and 11-20 year experience group is slightly lower (91,85% and 91,13% respectively). In relative terms, teachers with twenty-one or more years of experience expressed least dissatisfaction. The interview data suggest that these teachers have, over time, come to terms with the idea of supervision and its requirements.

c) Comparisons based on Salary Earned

The data relating to the relationship between salary earned by teachers and their attitudes towards panel supervision is presented in Table 4.30.

TABLE 4.30
SYSTEM OF PANEL SUPERVISION : COMPARISONS
BASED ON SALARY

SALARY GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
10 001 - 20 000	13 (16,4%)	112 (90,37%)	135
20 001 - 30 000	11 (3,51%)	302 (96,48%)	313
30 001 & over	13 (7,92%)	157 (92,07%)	164
TOTAL	37 (6,04%)	575 (93,95%)	612

Significant differences were found among the three salary subgroups ($X^2 = 7,6$; $df = 2$; $P < 0,05$). Those earning the least (R10 001-R20 000) were the least dissatisfied (90,37%) with panel supervision. Data gleaned from interviews suggest that many of the low salary earners were teachers whose exposure to other forms of inspection are limited. They were therefore, unable to make comparisons. The majority who were dissatisfied (96,48%) fell into the R20 001 - R30 000) salary bracket whereas those who earned beyond R30 000 were less dissatisfied (92,07%). In view of the close relationship between salary earned and length and teaching experience, the same reason given for experience is applicable here.

4.7.20 Attitude of Subject Advisors : Overall findings
 Overall, the majority (78%) of the teachers were dissatisfied with the attitude of subject advisors towards them. This variable is ranked second of the five role-

related variables related to supervision (Table 4.28) and nineteenth of the 25 potential sources of dissatisfaction (Table 4.7).

4.7.20.1 Findings related to Subgroups

Of the six demographic variables examined, teachers differed in their responses in respect of three variables, viz., age, teaching experience, and salary.

a) Comparisons based on Age

The data representing the relationship between the age of teachers and their responses to attitudes of subject advisors is presented in Table 4.31.

TABLE 4.31
ATTITUDES OF SUBJECTS ADVISORS : COMPARISONS
BASED ON AGE

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
20 - 29	45 (19,14%)	190 (80,85%)	235
30 - 39	46 (21,49%)	168 (78,50%)	214
40 & over	24 (33,33%)	48 (66,66%)	72
TOTAL	115 (22,07%)	406 (77,92%)	521

Significant differences were revealed among the different age groups ($X^2 = 6,51$; $df = 2$; $P < 0,05$). The data shows that there is an inverse relationship between the two variables, i.e. as age increases the percentage of teachers who are

dissatisfied decreases. The interviews suggest that teachers in the 40 - plus age group are least dissatisfied, presumably because their seniority and experience often earn them greater respect from advisors and other supervisory personnel.

b) Comparison based on Teaching Experience

The data representing the relationship between the experience of teachers and their responses to the attitudes of subject advisors is presented in Table 4.32.

TABLE 4.32
ATTITUDE OF SUBJECT ADVISORS : COMPARISONS
BASED ON TEACHING EXPERIENCE

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not satisfied	Combined
0 - 4	30 (34,48%)	87 (74,35%)	117
5 - 10	32 (13,73%)	201 (86,26%)	233
11 - 20	44 (31,88%)	94 (68,11%)	138
21 & over	9 (27,27%)	24 (72,72%)	33
TOTAL	115 (22,07%)	406 (77,92%)	521

Teachers with varying years of experience on the job differ significantly in their responses relating to the attitude of subject advisors ($X^2 = 18,52$; $df = 3$; $P < 0,01$). The majority of those in the 5 - 10 year group (86,26%) expressed dissatisfaction while those in the 21 plus group expressed least dissatisfaction.

c) Comparisons based on Salary

Data relating to the salary earned by teachers and their responses to the attitudes of subject advisors are presented in Table 4.33.

TABLE 4.33
ATTITUDES OF SUBJECT ADVISORS : COMPARISONS
BASED ON SALARY

SALARY GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
10 001 -20 000	30 (25,64%)	87 (74,35%)	117
20 001 -30 000	47 (17,53%)	221 (82,46%)	268
30 000 and over	38 (28,35%)	92 (71,64%)	134
TOTAL	115 (22,15%)	404 (77,84%)	570

Significant differences were found in the extent of dissatisfaction among teachers belonging to different salary categories ($X^2 = 7,12$; $df = 2$; $P < 0,05$). The greatest percentage of those who were dissatisfied was in the R20 001 to R30 000 salary group while those who were least dissatisfied earned over R30 000. Here again interview data reveals that those teachers who earn above R30 000 are relatively senior and more experienced and this may place them at an advantage in the eyes of the subject advisors.

4.7.21 Relationship with Principal : Overall findings

Various foreign researchers such as Browning (1963: 80-82) Yuskiewicz et al. (1972) and Bloland et al. (1980:22) cite dissatisfaction with their principals as a frequent reason given by teachers for leaving the profession. It is against this background that Indian teacher's relationships with their principals was assessed.

According to Table 4.27 the majority of the respondents (56%) surprisingly expressed satisfaction with the kind of relationship they had with their principal. Although this finding is not consistent with the majority of the findings in the literature it is a gratifying one.

4.7.21.1 Findings related to Subgroups

Of the six demographic variables, significant differences were found in three of them, viz., age, experience and salary. Interestingly enough, these three variables are linked in the sense that the older the teacher, the more experienced he probably is and the higher the salary he earns.

a) Comparisons based on Age

TABLE 4.34
RELATIONSHIP WITH PRINCIPAL : COMPARISONS
BASED ON AGE

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
20 - 29	98 (44,54%)	122 (55,45%)	220
30 - 39	132 (60,27%)	87 (39,72%)	219
40 & over	62 (72,09%)	24 (27,90%)	86
TOTAL	292 (55,6%)	233 (44,38%)	525

Significant differences were found among teachers of different age subgroups ($X^2 = 22,30$; $df = 2$; $P < 0,01$). There is increasing satisfaction with increasing age. The interview data suggest that older teachers, more especially those in the 40 plus age group, express such great satisfaction with the kind of relationship they have with their principal because they often belong to almost the same age group. This result in mutual respect between them. The younger teacher (20 - 29 years), more especially the beginner, generally regards the principal as an authority figure and this sometimes generates stress and dissatisfaction during interactions (French et al., 1987:1394). Since the principal of the school is ultimately responsible for the induction of the new teachers into profession, he has to monitor their development, their behaviour, their attitudes to work and punctuality. All

these situations are potentially friction-producing and may adversely affect the new teacher-principal relationships.

b) Comparisons based on Experience

The data relating to teaching experience and relationship with principals are presented in Table 4.35.

TABLE 4.35
RELATIONSHIP WITH PRINCIPAL : COMPARISONS
BASED ON EXPERIENCE

YEARS OF TEACHING EXPERIENCE	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
0 - 4	56 (50,45%)	55 (49,54%)	111
5 - 10	109 (48,23%)	117 (51,7%)	226
11 - 20	97 (65,10%)	52 (34,89%)	149
21 & over	30 (76,92%)	9 (23,09%)	39
TOTAL	292 (55,61%)	233 (44,38%)	525

Significant differences were found among teachers of varying years of experience ($X^2 = 18,80$; $df = 3$; $P < 0,01$). The trend of increasing satisfaction with increasing experience is very similar to that of age (Table 4.35) apart from slight deviation in the 0-4 year group.

c) Comparisons based on Salary

The data relating to the salary earned by teachers and their responses to the kind of relationship they have with their principles are presented in Table 4.36.

TABLE 4.36
RELATIONSHIPS WITH PRINCIPAL : COMPARISONS
BASED OF SALARY

SALARY GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
10 001 -20 000	57 (49,56%)	58 (50,43%)	115
20 001 -30 000	138 (52,87%)	123 (47,12%)	261
30 000 and over	95 (64,62%)	52 (35,37%)	147
TOTAL	290 (55,44%)	233 (44,55%)	523

Significant differences were found among different salary levels ($X^2 = 7,32$; $df = 2$; $P < 0,05$). The trend evident in Table 4.37 is that with an increase in earning there is a corresponding increase in satisfaction. This is similar to and links up with the findings for the related variables of age (Table 4.34) and experience (Table 4.35).

4.7.22 Supervision by Head of Department : Overall findings

There are two basic approaches to supervision : positive and negative. In positive supervision, supervisors show an appreciation for teacher's achievements and encourage input from them. In negative supervision, supervisors adopt a critical attitude towards teachers and their work. Such an approach is likely to cause dissatisfaction. It is against this background that teachers in this study were asked to indicate their feelings about the manner in which their heads of department supervised their work. Seventy percent

of the sample reported that they were satisfied. This result is confirmed by the fact that this variable was assigned the lowest rank (twenty-fifth) as a potential source of dissatisfaction.

4.7.22.1 Findings related to Subgroups

Of the six demographic variables significant differences in the responses of teachers were found among those of varying qualifications and teaching experience.

a) Comparisons based on Teaching Experience

Data related to the experience of teachers and their responses to supervision by heads of department are presented in Table 4.37.

TABLE 4.37

SUPERVISION BY HEADS OF DEPARTMENTS : COMPARISONS
BASED ON TEACHING EXPERIENCE

YEARS OF TEACHING EXPERIENCE	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
0 - 4	103 (77,44%)	30 (22,55%)	133
5 - 10	153 (63,76%)	87 (36,25%)	240
11 - 20	108 (71,05%)	44 (28,94%)	152
21 & over	28 (84,84%)	5 (15,15%)	33
TOTAL	392 (70,25%)	166 (29,74%)	558

Significant differences were found between less experienced and more experienced teachers in response to supervision of their work by heads of department ($X^2 = 11,56$; $df = 3$; $P < 0,01$). The trend apparent from the data in Table 4.38 for teachers with more than five years' experience is an increase in satisfaction with an increase in experience. Interview data confirms this general trend.

b) Comparisons based on Qualifications

Data relating to qualifications of teachers and their responses to supervision by heads of department are presented in Table 4.38.

TABLE 4.38

SUPERVISION BY HEADS OF DEPARTMENTS : COMPARISONS
BASED ON TEACHING QUALIFICATIONS

QUALIFICA- TIONS	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
Diploma	195 (75,58%)	63 (24,41%)	258
B.Degree	118 (67,81%)	56 (32,18%)	174
Hons & above	79 (62,69%)	47 (37,30%)	126
TOTAL	392 (70,25%)	166 (29,74%)	558

Significant differences were found among teachers of different qualification ($x = 7,44$; $df = 2$; $P < 0,01$). There is an inverse relationship between the qualifications of teachers and their degree of satisfaction with the supervision by their heads of departments, viz. a decrease

in satisfaction with an increase in qualification. Interview data suggest that Diplomates accept criticisms made by their Heads of Department more readily because many of them do not feel qualified enough to question the judgement of their senior officers. In this connection Corwin (1965:1-22) points out that increased education and professionalisation of teachers is frequently linked with intensified conflicts with administrators. This could explain why teachers with qualifications of honours and above report least satisfaction (62,69%).

4.7.23 Pupil Characteristics and Job Satisfaction : Overall findings

A critical component of the teacher's work environment is the kind of pupils he has to deal with (Conley et al., 1989:63). Teachers, for example, often view pupils, with negative attitudes to school as obstacles to their professional goals (Blase, 1986:13-40; Goodlad, 1984) and therefore a source of dissatisfaction. In view of the above a study of the influence of pupil characteristics on teacher job satisfaction in Indian secondary schools was introduced.

For the purpose of analysis, and because the three items are all related to pupil characteristics, they have been presented together in a single table (Table 4.39).

TABLE 4.39

PUPIL CHARACTERISTICS AND JOB SATISFACTION :
OVERALL FINDINGS

Item No.	Role-Related Variable	Rank Order of 3	Rank Order of 25	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Demographic Subgroup : Significant Differences
15.19	Interest of parents in pupils progress	1	11.5	35 (6,0%)	546 (94%)	Age (P<0,01)
15.17	The attitude of my pupils to schoolwork	2	18	101 (20%)	404 (80%)	Sex (P<0,05) Age (P<0,01) Teaching experience (P<0,01)
15.18	Pupils behaviour at school	3	20	134 (26%)	372 (74%)	Sex (P<,001) Age (P<001) Teaching experience (P<,001) Salary (P<0,05)

Table 4.39 reveals that of the three variables concerned with pupils, only one (Item 15.19), was ranked within the first 50% of the total 25 sources of dissatisfaction. This implies that "interest of parents in pupils progress" (ranked 11.5) is a more serious cause of teacher dissatisfaction than the attitude of pupils to schoolwork (ranked 18th) and pupils' behaviour at school (ranked 20th). This findings is confirmed by interview data. One teacher, for instance, reported as follows:

"I'm weary of working so hard at a job that no one respects; parents don't support us in the way they should".

Another said: "With the almost indifferent kind of attitude some parents show in their children's progress... the children just don't have a chance for the future".

4.7.24 Parental Interest in Pupils' Progress

Teachers are often blamed for, and parents often absolved from responsibility for children's educational problems. This causes dissatisfaction among teachers.

4.7.24 Findings related to Subgroups

Age was the only demographic variable to register a significant difference.

a) Comparisons based on Age

The data showing the relationship between age of teachers and parental interest is presented in Table 4.40.

TABLE 4.40
PARENTAL INTEREST : COMPARISONS
BASED ON AGE

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
20 - 29	13 (4,77%)	259 (95,22%)	272
30 - 39	12 (5,04%)	226 (95,22%)	238
40 & over	10 (14,08%)	61 (85,91%)	71
TOTAL	35 (6,02%)	546 (93,97%)	581

Significant differences were found in the views of teachers of different age groups, about the interest parents show in their children's progress ($X^2 = 9,29$; $df = 2$, $P < 0,01$). There is an inverse relationship between the two variables, i.e. there is a decrease in satisfaction with an increase in age.

4.7.25 Pupils' Attitude to Schoolwork : Overall findings

Overall 80% of the teachers were dissatisfied with the attitude of pupils towards schoolwork (Table 4.39). This variable was ranked eighteenth out of twenty-five potential sources of dissatisfaction.

Given below are the views of some teachers in this regard:

"We waste out time setting and marking tests... the pupils just don't care anymore" (teacher of 10 years)

"Sometimes you can't help feel, 'damn it'! If they want to fail, let them fail!" (Teacher of 18 years)

The position in other countries appears to be even more serious. In McBride's American study (1983:23) pupils' poor attitude towards school was ranked among the first five of twenty variables while in a British study conducted by Kyriacou and Sutcliff (1978:162) this variable was ranked first out of fifty-one potential stressors.

4.7.25.1 Findings related to Subgroups

Significant differences among teachers were revealed for only three of the demographic variables viz. sex, age and teaching experience.

a) Comparisons based on Sex

The data indicating a relationship between sex and pupil attitude is presented in Table 4.41.

TABLE 4.41
PUPILS' ATTITUDE TO SCHOOLWORK : COMPARISONS
BASED ON SEX

AGE GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
Male	63 (24,23%)	197 (75,76%)	260
Female	38 (15,51%)	207 (84,48%)	245
TOTAL	101 (20,00%)	404 (80,00%)	505

Significant differences were found in the views of male and female teachers about pupils' attitude to schoolwork as a source of stress ($X^2 = 5,99$; $df = 1$; $P < 0,05$). Approximately 9% more female teachers expressed dissatisfaction with pupils' attitude to schoolwork. Interview data revealed that female teachers experience a greater number of disciplinary problems. One teacher exclaimed "I can't understand why pupils don't care". She appeared to be thoroughly confused and perplexed.

b) Comparisons based on Age and Teaching Experience

Significant differences were found between age of teachers and the attitudes of pupils ($X^2 = 23,29$; $df = 2$; $P < 0,01$) as well as the experience of teachers and attitudes of pupils ($X^2 = 25,58$; $df =$; $P < 0,01$). There is a decrease in the dissatisfaction category as age increases. The interview data revealed that the reason for the younger teacher (aged 20 -29) being particularly dissatisfied with the attitude of pupils is that they enter the profession often with

unrealistic goals and perceptions. They become disillusioned when they find that undesirable pupil attitudes prevent them from achieving their goals. They are not adequately forewarned about possible pupil apathy.

Further, the concerns of the younger and less experienced teachers are predominantly related to mastery of the basic teaching skills, maintaining class control and discipline, and satisfying the routine teaching requirements. Many of these are relatively new to him/her. From the interview it became apparent that several young teachers felt that they had not yet developed sufficient skills in these areas. In addition, they often lacked the experience and maturity of their older colleagues to enable them to handle successfully problems related to these aspects. Consequently, they became more easily disillusioned when confronted with problems arising from the poor attitude of pupils to school related matters.

4.7.26 Pupils' Behaviour at School : Overall findings

Regarding the variable "pupils behaviour" the following were the more important findings:

- a) Seventy-four percent of the total sample of teachers were dissatisfied with this aspect.
- b) It was ranked last of the three pupil - related variables (Table 4.39).
- c) It was ranked twentieth out of a total of 25 potential sources of dissatisfaction.

4.7.26.1 Findings related to Subgroups

Significant differences were found in the relationships between sex, age, teaching experience, salary and pupil discipline.

a) Comparisons based on Sex

The distribution of the responses of male and female teachers towards the item on "pupils' behaviour at school" are presented in Table 4.42.

TABLE 4.42
PUPILS' BEHAVIOUR AT SCHOOL : COMPARISONS
BASED ON SEX

SEX GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
Male	83 (32,93%)	169 (67,06%)	252
Female	51 (20,07%)	202 (79,92%)	254
TOTAL	134 (26,48%)	372 (73,51%)	506

Significant differences were found in the responses of male and female teachers towards pupils behaviour at school ($X^2 = 10,74$; $df = 1$; $p < 0,01$). Approximately 13% more females were dissatisfied with pupil misbehaviour. Interview data suggests that female teachers often experienced greater difficulty in dealing with misbehaviour.

b) Comparisons based on Age, Experience and Salary

Age, teaching experience and salary are grouped together

for the purpose of analysis because of their interrelatedness. The older a teacher is, the greater is the likelihood of his being longer in the profession and earning a higher salary.

Significant differences were found among the different age subgroups ($\chi^2 = 18,89$; $df = 2$; $P < 0,01$), the different salary subgroups ($\chi^2 = 8,97$; $df = 2$; $P < 0,05$) and the different experience subgroups ($\chi^2 = 12,48$; $df = 3$; $P < 0,05$). Trends that emerged for each of the respective demographic variables were as follows:

- a) With respect to groups distinguishable on the basis of age, there was a decrease in the proportion of teachers who were dissatisfied with pupils' behaviour as the higher teacher age categories were reached (a decrease from 82,75% to 64,28%).
- b) With respect to groups, distinguishable on the basis of years of teaching experience, there was a decrease in the proportion of teachers who were dissatisfied with pupils' behaviour as the upper experience categories were reached (a decrease from 82,75% to 64,28%).
- c) With respect to groups distinguishable on the basis of salary, there was a decrease in the proportion of teachers who were dissatisfied with pupils' behaviour as higher salary rungs were reached (a decrease from 83,33% to 66,66%).

Overall, younger teachers, who were less experienced and earned lower salaries reported more dissatisfaction arising out of pupils' misbehaviour than the older, more experienced and higher-salaried teachers. The finding is consistent with the findings of Wey (1951:32-57) and Adhlering (1963:337-340).

4.7.27 Staff Relations/Collegial Support and Job Satisfaction : Overall findings

Interaction and communication among teachers is important since it provides a network of social support and collegial exchange (Kossack et al., 1980:31). If teachers are isolated from other teachers and do not receive encouragement or support from them, career dissatisfaction may result. Analysis of the data in the present study reveals that almost three-quarters of the teachers (71%) are satisfied with the amount of support and encouragement they receive from their colleagues. Interestingly, this variable was ranked twenty-third out of a maximum of 25 variables. This provides further evidence that it is not a serious source of dissatisfaction among teachers.

4.7.27.1 Findings related to Subgroups

Significant differences were found in the way in which collegial support was viewed by teachers who differed in terms of sex, teaching experience, and qualification. In respect of age, salary and marital status the differences were not significant.

a) Comparisons based on Sex

The data relating to sex and collegial support is presented in Table 4.43.

TABLE 4.44

COLLEGIAL SUPPORT : COMPARISONS BASED ON SEX

SEX GROUP	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
Male	198 (77,64%)	57 (22,35%)	255
Female	158 (64,22%)	88 (35,77%)	246
TOTAL	356 (71,05%)	145 (28,94%)	501

Significant differences were found between male and female teachers in their views relating to collegial support ($X^2 = 10,96$; $df = 1$; $P < 0,01$). Thirteen percent more male teachers than female ones were satisfied with the amount of support and encouragement they generally received from fellow teachers. Interview data indicated that the greater collegial support among males resulted from a greater degree of social contact through such activities as "get-togethers", inter-staff sports matches and camping trips.

b) Comparisons based on Teaching Experience

The data showing the relationship between collegial support and teaching experience are presented in Table 4.44.

TABLE 4.44
COLLEGIAL SUPPORT : COMPARISONS BASED
ON TEACHING EXPERIENCE

YEARS OF TEACHING EXPERIENCE	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
0 - 4	97 (74,61%)	33 (25,38%)	130
5 - 10	131 (62,67%)	78 (37,32%)	209
10 - 20	102 (76,11%)	32 (23,88%)	134
21 & over	26 (92,85%)	62 (7,14%)	28
TOTAL	356 (71,05%)	145 (28,94%)	501

Significant differences were found for the different "teaching experience" subgroups ($X^2 = 16,07$; $df = 3$; $P < 0,01$). No specific trend emerged. The largest percentage of teachers who expressed satisfaction about the support and encouragement from fellow teachers were those with more than twenty-one years experience (92,85%). The smallest percentage was found among the 5 - 10 year group (62,67%).

a) Comparisons based on Qualifications

The data showing the relationship between collegial support and qualification are presented in Table 4.45.

TABLE 4.45
COLLEGIAL SUPPORT : COMPARISONS BASED ON
QUALIFICATIONS

QUALIFICATIONS	Extremely Satisfied/ Satisfied	Slightly Satisfied/ Not Satisfied	Combined
Diploma	179 (75,52%)	58 (24,47%)	237
B Degree	104 (72,72%)	39 (27,27%)	143
Hons and above	73 (60,33%)	48 (39,66%)	121
TOTAL	356 (71,05%)	145 (28,94%)	501

Significant differences were found among teachers with different qualifications ($X^2 = 9,26$; $df = 2$; $P < 0,01$). There is an inverse relationship between degree of satisfaction and qualification.

In summary this chapter gives an overall idea of the findings related to the entire sample of teachers as well as to subgroups of teachers based on demographic differences, in respect of:

- a) the incidence of burnout;
- b) the attitude of teachers to teaching as a career;
- c) those role-related factors which cause the greatest satisfaction and/or dissatisfaction among teachers;
and
- d) the distribution pattern of teachers on the internal/external locus of control dichotomy.

The next chapter will focus more specifically on data relating to burnoutees and non-burnoutees.

CHAPTER FIVEFINDINGS OF THE PRESENT STUDYGROUP COMPARISONS : BURNOUTEES AND NON-BURNOUTEES

Data pertaining to the first four of the nine specific questions posed in Section 1.5 of Chapter One were analysed in the previous chapter. In this chapter the data relating to the last five questions will be examined. For easy reference these questions are numbered sequentially, following on the questions already considered in Chapter Four.

Chapter Five attempts to answer the following questions :

- 1.5.5 Is there a significant difference in the attitudes of burnoutees and non-burnoutees towards teaching as a career?*
- 1.5.6 Do burnoutees and non-burnoutees differ significantly in their perceptions and attitudes to work/role-related tasks or situations?
- 1.5.7 Do the distribution patterns of burnoutees and non-burnoutees on the internal-external locus of control dichotomy differ significantly?
- 1.5.8 Are there significant differences between contrasting subgroups of burnoutees (based on

(*) The data required for answering Questions 1.5.5 to 1.5.9 will be derived from a analysis of the responses to Item 17 (Part-Four of the Questionnaire - Annexure B).

sex, marital status, age, length of teaching experience, level of academic qualifications, and salary scale) in respect of :

- a) emotional exhaustion (EE) ?
- b) depersonalization (DP) ?
- c) personal accomplishment (PA) ?

1.5.9 What is the size of the relationships among the MBI subscales (EE, DP, and PA) for burnoutee and non-burnoutee samples of Indian secondary school teachers?

It will be recalled from Chapter Three that the sample in this study comprised 690 Indian secondary school teachers from 25 schools in the greater Durban area. Based on the subjects' responses to Item 17 of the Questionnaire, i.e. the Maslach Burnout Inventory, the total sample was subdivided into two sub categories viz., (a) burnoutees (b) non-burnoutees of which there were 161 and 529 respectively. Those respondents who obtained high scores on the EE and DP and low scores on the PA subscales were classified as experiencing a high degree of burnout and were referred to as "burnoutees". Those who obtained low scores in the EE and DP subscale and high scores on the PA subscales were classified as experiencing a low degree of burnout and referred to as "non-burnoutees". These two subcategories were then compared on several variables with the aim of identifying problem areas which could be

contributing to burnout. In all likelihood, these problem areas would become specific targets of remedial programmes. The present random and haphazard approach to solving problems within the teaching profession is wasteful and ineffective. A more cohesive and consolidated plan of action based on reliable research findings is required.

An analysis of the data pertaining to burnoutees and non-burnoutees follows, question by question, as set out in the introductory section of this chapter.

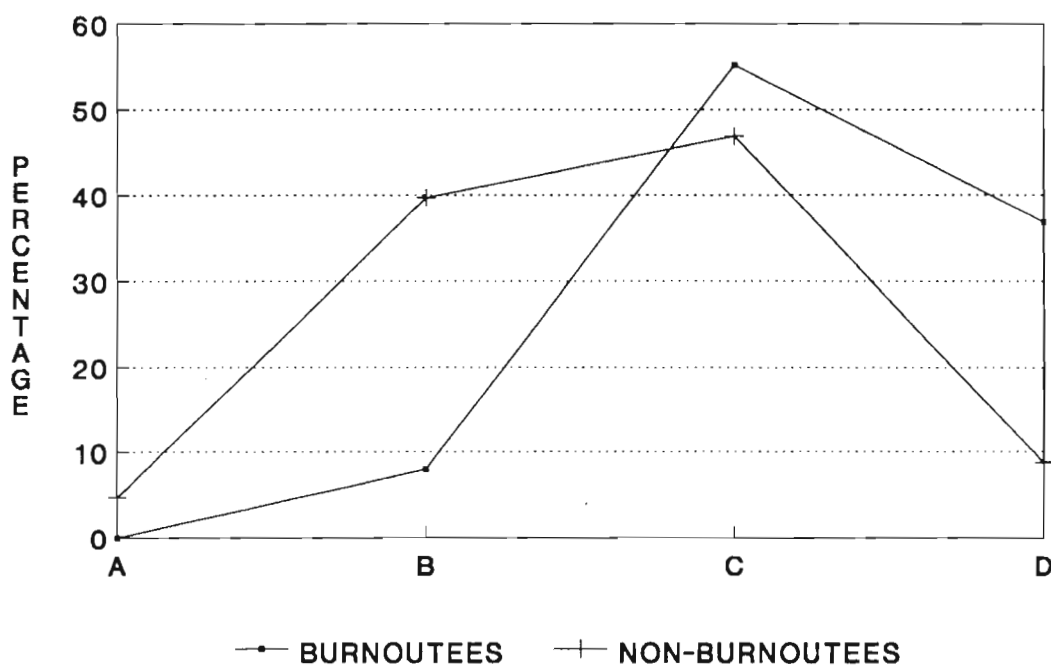
5.1 Attitude towards teaching as a career : Burnoutees vs Non-Burnoutees

Attitudes towards teaching as a career were assessed through a consideration of subjects' responses to items on:

- a) the degree of satisfaction derived from their work as teachers.
- b) the probability that they would choose teaching again if they were given a free choice of vocation. The distribution of the responses is given in Figure 5.1 and Figure 5.2.

5.1.1 Satisfaction with Teaching as a Career

The distribution of responses of burnoutees and non-burnoutees on this item is presented in Figure 5.1.



- A : Fully satisfying
 B : Satisfying on the whole but not fully so
 C : Moderately satisfying
 D : Most unsatisfactory

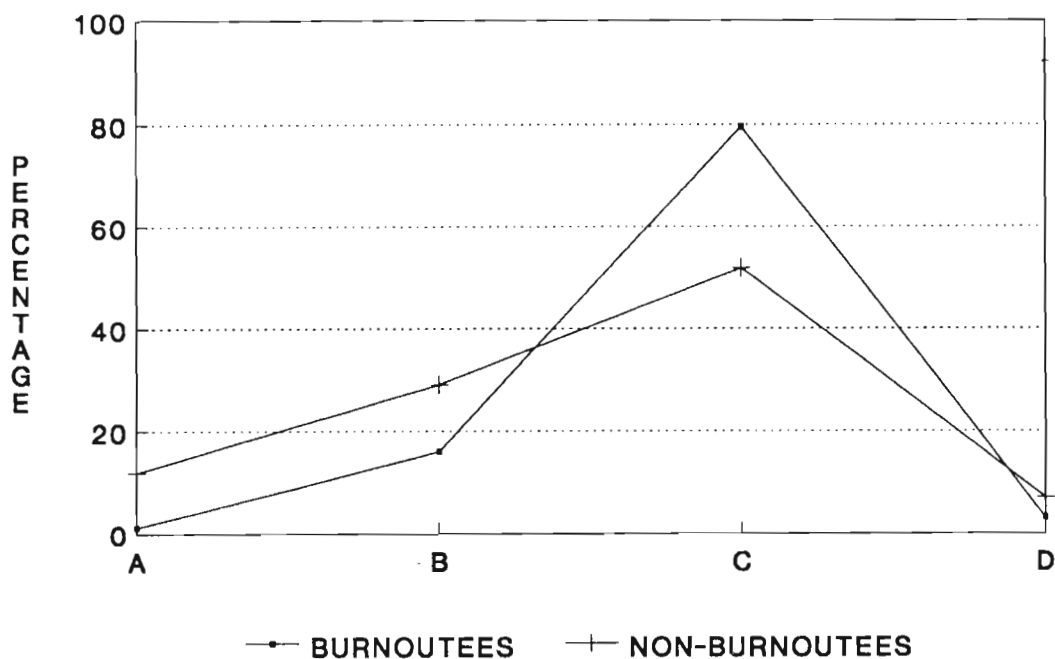
FIG. 5.1 SATISFACTION WITH TEACHING AS A CAREER : BURNOUTEES
 VS NON-BURNOUTEES

The graph reveals that there is a marked difference in the attitudes between burnoutees and non-burnoutees towards

teaching as a career. It will be noted that 36,8% of the burnoutees are unhappy with teaching as a career whereas only 8,7% of the non-burnoutees are unhappy. As expected, none (0%) of the burnoutees find teaching fully satisfying. These findings support those of a recent study by Pierce and Molloy (1990:47).

5.1.2 Career intention and career commitment : Burnoutees vs Non-Burnoutees

Here both burnoutees and non-burnoutees were given several options (Figure 5.2) and were requested to choose one of them. Their responses are presented in Figure 5.2.



- A : Remain in the teaching profession
- B : Change to another job in education
- C : Change to an entirely new kind of occupation
- D : Be undecided

FIG. 5.2 CAREER INTENTION AND CAREER COMMITMENT : BURNOUTEES
VS NON BURNOUTEES

The graph reveal that a greater proportion of the burnoutees (79,5%) compared to non-burnoutees (51,8%) preferred to change to an entirely new kind of occupation. This finding is consistent with those of Schwab et al. (1986:27) and Kyriacou and Sutcliffe (1979:90). A related finding was that of Pierce et al., (1990:37) who noted that teachers experiencing high levels of burnout reported less "career commitment".

5.2 Perceptions and Attitudes to Work/Role-related tasks/situations : Burnoutees vs Non-burnoutees

This aspect was assessed through the analysis of subjects' responses to Items 15.1 to 15.26 in the Teaching Environment Inventory (Annexure B).

For convenience and consistency, those who were "extremely satisfied" and "satisfied" have been grouped together in the category "satisfied", while those who were "slightly satisfied" or "not satisfied" have been grouped together in the category "dissatisfied". This grouping was also followed when Item 15 was taken together with Items 1-6 in Chapter Four.

5.2.1 Item 15.1 : Opportunities for Promotion

The distribution of the responses of burnoutees and non-burnoutees on this item is given in Table 5.1.

TABLE 5.1
OPPORTUNITIES FOR PROMOTION :
BURNOUTEES VS NON-BURNOUTEES

	Extremeley satisfied/ Satisfied	Slightly Satisfied/ Not satisfied	TOTAL
Burnoutees	5 (3,4%)	143 (96,6%)	148
Non- Burnoutees	20 (4,2%)	456 (95,8%)	476
TOTAL	25	599	624

The data reveal that the majority of both burnoutees (96,6%) and non-burnoutees (95,8%) are dissatisfied with the limited opportunities available for promotion. No significant differences were found between burnoutees and non-burnoutees in this regard ($X^2 = 0,19$; $df = 1$; $P > 0,05$).

During an interview one burnoutee expressed his dissatisfaction with the limited opportunity for promotion as follows:

"It is frustrating.... I feel as if my ability counts for nothing.... the number of promotion posts are limited... there should be a built-in system of advancement".

5.2.2 Item 15.2 : Criteria Used for Deciding on Promotions

The distribution of the burnoutees and non-burnoutees on this item is given in Table 5.2.

TABLE 5.2
CRITERIA FOR PROMOTION : BURNOUTEES
VS NON-BURNOUTEES

	Extremely satisfied /Satisfied	Slightly satisfied/ Not satisfied	Total
Burnoutees	2 (1,3%)	150 (98,7%)	152
Non- Burnoutees	8 (1,6%)	479 (98,4%)	487
Total	10	629	639

The data indicate once again that an alarmingly high proportion of all teachers was dissatisfied - this time with the criteria used for deciding on promotion. It is interesting to note a difference of only 0,3% between the responses of burnoutees (98,7%) and non-burnoutees (98,4%). No significant differences were found between the burnoutees and non-burnoutees in this regard ($X^2 = 0,08$; $df = 1$; $P > 0,05$).

Interviews with burnoutees revealed that apart from their not being granted a role in determining the criteria for promotions, the constant changing of such criteria, almost annually, was frustrating since teachers found themselves in a perpetual state of uncertainty about whether they were eligible for promotion.

5.2.3 Item 15.3 : Opportunity for Merit Awards

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.3.

TABLE 5.3
OPPORTUNITIES FOR MERIT AWARDS :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly satisfied/Not satisfied	Total
Burnoutees	1 (0,7%)	149 (99,3%)	150
Non-Burnoutees	18 (3,7%)	475 (96,3%)	493
Total	19	624	643

The data reveal that the majority of burnoutees (99,3%) as well as non-burnoutees (96,3%) were dissatisfied with the limited opportunities available for securing merit awards. No significant differences were found between the two groups in this regard ($X^2 = 3.57$; $df = 1$; $P > 0,05$). It is interesting to note that the difference was only 3%. Interview data revealed that burnoutees preferred that a larger number of merit awards be offered annually.

5.2.4 Item 15.4 : Praise for Doing a Good Job

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.4.

TABLE 5.4

PRAISE FOR DOING A GOOD JOB :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly satisfied/ Not satisfied	Total
Burnoutees	5 (3,4%)	141 (96,6%)	146
Non-Burnoutees	55 (12,8%)	376 (87,2%)	431
TOTAL	60	517	577

The data reveal that the majority of burnoutees (96,6%) as well as non-burnoutees (87,2%), are dissatisfied with the amount of praise they receive for doing a good job. It was interesting to note that the percentage of burnoutees who are dissatisfied exceeded that of the non-burnoutees by 9,4%. Significant difference were found between the two groups in this regard ($X^2 = 10,20$; $df = 1$; $P > 0,01$).

The above information gives cause for concern when one considers the finding of Greer et al., (1984:528) that the lack of social recognition for a job well done can lead to burnout.

The following excerpt typifies the views held by some of the burnoutees:

"There rarely seems to be a time when I'm told that I am doing a good job. Generally, a positive comment is followed by a BUT.... followed by some criticism .. I have therefore come to distrust even the part about doing a good job."

5.2.5 Item 15.5 : Pay for Amount of Work Done

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.5.

TABLE 5.5

PAY FOR AMOUNT OF WORK DONE :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly satisfied/Not satisfied	Total
Burnoutees	0 (0%)	154 (100%)	154
Non-Burnoutees	13 (2,6%)	481 (97,4%)	494
Total	13	635	648

The data reveal that an alarmingly high percentage of all teachers in the sample were dissatisfied with the pay they receive for amount of work done. Burnoutees and non-burnoutees differed significantly in this regard ($X^2 = 4,14$; $df = 1$; $P < 0,05$) with 2,6% more burnoutees being dissatisfied. It was interesting to note that none of the burnoutees (0%) were satisfied.

This finding is consistent with the general finding in the literature reviewed (Farber and Sakharov, 1983:66; Needle et al., 1980:96; Campbell, 1983:111).

5.2.6 Item 15.6 : The Freedom to Use Own Methods of Teaching

The distribution of the reponses of burnoutees and non-burnoutees on this item is presented in Table 5.6

TABLE 5.6
FREEDOM TO USE OWN METHODS OF TEACHING :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/ Not satisfied	Total
Burnoutees	23 (17,8%)	106 (82,2%)	129
Non-Burnoutees	164 (42,3%)	224 (57,7%)	388
Total	187	330	517

Singificant differences were found between burnoutees (82,2%) and non-burnoutees (57,7%) in their responses to the amount of freedom they are granted to use their own methods of teaching ($X^2 = 25,04$; $df = 1$; $P < 0,001$). In this regard, 24,5% more burnoutees expressed dissatisfaction. It is also interesting to note that the difference between those who were satisfied and those who were dissatisfied among non-burnoutees was (15,4%), while for burnoutees, it was (64,4%).

This is consistent with the findings by Jackson (1983:3-19 and Cherniss (1982:97). According to these writers people who are allowed to decide for themselves about how they should do their work develop a sense of control that

minimizes burnout. Many interviewees complained that the repetition of lessons each year in the same way, arising out of prescription by supervisors, stifles enthusiasm. Another said:

"It could be that I am just tired of teaching... there is no variety in the job. Everything is standardised."

5.2.7 Item 15.7 : Opportunity for Participation in Decision making

The distribution of the responses of burnoutees and non-burnoutees on this item are presented in Table 5.7.

TABLE 5.7
OPPORTUNITY FOR PARTICIPATION IN DECISION-MAKING :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	3 (2,1%)	140 (97,9%)	143
Non-Burnoutees	32 (7,4%)	400 (92,6%)	432
Total	35	540	575

Significant differences were found between burnoutees and non-burnoutees ($X^2 = 5,30$; $df = 1$; $P < 0,05$). The data reveal that 5,3% more burnoutees were dissatisfied with the limited opportunities granted to them to participate in decision making. When considering the total sample an alarmingly large number of teachers were dissatisfied. Interview data revealed that many were frustrated at not

being allowed to make an input in matters that affected them directly.

5.2.8 Item 15.8 : The Teachers Workload

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.8.

TABLE 5.8

WORKLOAD : BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	4 (2,7%)	142 (97,3%)	146
Non-Burnoutees	52 (11,8)	390 (88,2%)	442
Total	56	532	588

Burnoutees and non-burnoutees differed significantly in the way they felt about the workload assigned to them ($X^2 = 10,37$; $df = 1$; $P < 0,01$). In this regard, 9,1% more burnoutees expressed dissatisfaction. Whilst this may be the case, it is interesting to note that an alarmingly high proportion of the total sample was dissatisfied. This is consistent with the findings of other researchers viz. that excessive workload contributes to educator stress and burnout. Such researchers are Blase (1986:13-40), Kyriacou and Sutcliffe (1978:159-167) and Needle et al., (1980:96).

Interview data revealed that the pressures of having to perform numerous other chores against the background of a major teaching commitment caused great dissatisfaction.

Others were of the view that there was never enough time in a day to get things done. Apart from actual teaching "they get other things thrown at them". These include reports, forms to fill, sports duties and so on.

5.2.9 Item 15.9 : Class size

The distribution of responses of burnoutees and non-burnoutees on this item is presented in Table 5.9.

TABLE 5.9

CLASS SIZE : BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	3 (2%)	149 (98%)	152
Non-Burnoutees	37 (8%)	426 (92%)	463
Total	40	575	

The data indicate that there are significant differences in the attitudes of burnoutees and non-burnoutees towards large classes ($X^2 = 6,81$; $df = 1$; $P < 0,01$). In this regard, burnoutees express greater dissatisfaction with large classes (6%) than do the non-burnoutees. This is consistent with the findings of Farber (1983:25), Olsen (1988:141) and Campbell (1983:111). Olsen (1988:141) in fact, found a positive correlation between the number of pupils per class and level of burnout as measured by the emotional exhaustion subscales of the MBI. This suggests that teachers with larger class loads experience greater levels

of emotional exhaustion. Interview data revealed that dealing with too many pupils in a class can be demanding and adversely affects not only the quantity but also the quality of the contact.

5.2.10 Item 15.10 : Relationship with Principal

The distribution of the responses of the burnoutees and non-burnoutees on this item is presented in Table 5.10.

TABLE 5.10
RELATIONSHIP WITH PRINCIPAL :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	51 (41,5%)	72 (58,5%)	123
Non-Burnoutees	241 (60%)	161 (40%)	402
Total	292	233	525

Significant differences were found between burnoutees and non-burnoutees in their views about the kind of relationship they have with their principal ($X^2 = 13,0$; $df = 1$; $P < 0,001$). In this regard, 18,5% more burnoutees expressed dissatisfaction. It is interesting to note, however, that the majority of the non-burnoutees (60%) were satisfied with the kind of relationship they had with their principal. This is pleasantly surprising as the supervisory personnel at school are often seen as the most frequent source of stress. The literature singles out principals in this regard. Jackson et al., (1986:637), for instance,

found that the lack of support from one's principal is associated with depersonalisation, an important dimension of the burnout syndrome.

5.2.11 Item 15.11: Panel Supervision

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.11.

TABLE 5.11

PANEL SUPERVISION : BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	4 (2,6%)	147 (97,4%)	151
Non-Burnoutees	33 (7,1%)	430 (92,9%)	463
Total	37	577	614

The data reveal a significant difference in the response of burnoutees and non-burnoutees towards the system of panel inspection ($X^2 = 4,03$; $df = 1$; $P < 0,05$). A larger percentage of the burnoutees was dissatisfied (97,4%) with the panel supervision compared to the non-burnoutees (92,9%).

In view of the fact that "panel supervision" is unique to Indian education in South Africa, comparison in this respect with other Education Departments is not possible.

5.2.12 Item 15.12: Attitudes of Subject Advisors

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.12.

TABLE 5.12
ATTITUDES OF SUBJECT ADVISORS :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	16 (11,7%)	121 (88,3%)	137
Non-Burnoutees	99 (25,8%)	285 (74,2%)	384
Total	115	406	521

Burnoutees and non-burnoutees differ significantly in their responses relating to the attitude of subject advisors ($X^2 = 11,66$; $df = 1$; $P < 0,001$). There is a difference of 14,1% between burnoutees (88,3%) and non-burnoutees (74,2%) in terms of their dissatisfaction with the attitude of subject advisors.

5.2.13 Not Revealing Teacher Evaluation Scores

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.13.

TABLE 5.13

NOT REVEALING EVALUATION SCORES :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	0 (0%)	156 (100%)	156
Non-Burnoutees	7 (1,4%)	504 (98,6%)	511
Total	7	660	667

The data show that of the total list of 25 potential sources of teacher dissatisfaction, this is the one variable where almost every teacher expressed dissatisfaction. (Burnoutees : 100%; Non-burnoutees: 98,6%). Only 1,4% of the entire sample did not object to this practice. No significant differences between burnoutees and non-burnoutees were found ($X^2 = 2,16$; $df = 1$; $P > 0,05$). According to research findings, the lack of feedback about teachers performance is positively correlated with expressed feelings of burnout (Pines et al., 1981:117-118; Mancini et al., 1984: 29-46). The findings of the present study are consistent with this trend.

During interviews, it became apparent that teachers were puzzled about why the education authorities were reluctant to reveal the scores. Some suspected perhaps that cases of bias would be exposed.

5.2.14 Item 15.14: Relationship with Heads of Department

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.14.

TABLE 5.14

RELATIONSHIP WITH HEADS OF DEPARTMENT :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	85 (64,4%)	47 (35,6%)	132
Non-Burnoutees	337 (78,4%)	93 (21,6%)	430
Total	422	140	562

Significant differences were found between burnoutees and non-burnoutees in their views on the relationship they have with their heads of department ($X^2 = 10,56$; $df = 1$; $P < 0,001$). Dissatisfaction was expressed more frequently by burnoutees. Table 5.14 also reveals that the majority of both burnoutees and non-burnoutees were satisfied with their relationship they had with their heads of department.

5.2.15 Item 15.15: Supervision by Head of Department

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in table 5.15.

TABLE 5.15
SUPERVISION BY HEAD OF DEPARTMENT :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	80 (60,2%)	53 (39,8%)	133
Non-Burnoutees	312 (73,4%)	113 (26,6%)	425
Total	392	166	558

The data show that the majority of both burnoutees (60,2%) as well as non-burnoutees (73,4%) were satisfied with the way their heads of department supervised their work. However, the difference between the two groups was large enough to be significant ($X^2 = 8,52$; $df = 1$; $P < 0,01$). The percentage of the burnoutees who were dissatisfied was 13,2% greater than that of the non-burnoutees.

5.2.16 Item 15.16: Collegial Support

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.16.

TABLE 5.16

COLLEGIAL SUPPORT : BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	71 (61,2%)	45 (38,8%)	116
Non-Burnoutees	285 (74%)	100 (26%)	385
Total	356	145	501

Significant differences were found between burnoutees and non-burnoutees in their views about collegial support ($X^2 = 7,12$; $df = 1$; $P < 0,01$). Although 12,8% more burnoutees were dissatisfied, the majority of them (61,2%) were satisfied.

5.2.17 Item 15.17: Pupils' Attitude to Schoolwork

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.17.

TABLE 5.17

PUPILS' ATTITUDE TO SCHOOLWORK :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	10 (7,8%)	118 (92,2%)	128
Non-Burnoutees	91 (24,1%)	286 (75,9%)	377
Total	101	404	505

Significant differences between burnoutees and non-burnoutees were found in this respect ($X^2 = 15,92$; $df = 1$;

$P < 0,001$). Approximately 16% more burnoutees expressed dissatisfaction with the negative attitude of pupils to schoolwork. The attitude of pupils to work appears to have a bearing on teacher burnout. McBride (1983:23), for instance, reviewed twelve studies and found that negative attitudes on the part of the pupils towards schoolwork were among the five most reported causes of job-related stress. This is consistent with Cherniss' (1980b:38) observation that human service workers who are dissatisfied with their client's progress manifest burnout symptoms more readily.

Regarding pupils' attitude to schoolwork, a burnoutee who was interviewed expressed his feeling thus:

"When the pupils don't care you stop trying so hard you even stop caring..... It's sad but, unfortunately, it is true."

5.2.18 Item 15.18: Pupils' Behaviour at School

The distribution of the responses of burnoutees and non-burnoutees is presented in Table 5.18.

TABLE 5.18

PUPILS' BEHAVIOUR AT SCHOOL :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly satisfied/Not satisfied	Total
Burnoutees	16 (12,5%)	112 (87,5%)	128
Non-Burnoutees	118 (31,2%)	260 (68,8%)	378
Total	134	372	506

Significant differences were found in the responses of burnoutees and non-burnoutees towards pupils' unsatisfactory behaviour at school. Approximately 19% more burnoutees were dissatisfied in this regard. This is consistent with the finding of a majority of researchers who single out disruptive behaviour on the part of pupils as an important source of work-related stress (Farber, 1983:5; Edelwich and Brodsky, 1980:50 and Block, 1977:58-62).

5.2.19 Item 15.19: Parental Interest in Pupils' Progress

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.19.

TABLE 5.19

PARENTAL INTEREST : BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	3 (2,2%)	142 (98%)	145
Non-Burnoutees	32 (7,3%)	404 (92,7%)	436
Total	35	546	581

The difference was significant ($X^2 = 5,34$; $df = 1$; $P < 0,05$). More burnoutees than non-burnoutees were dissatisfied with the lack of parental interest in the progress of their children. The data indicate, once again, that an alarmingly high proportion of all teachers was dissatisfied with the parental interest shown. This apathy on the part of parents contributes to feelings of helplessness and thus, in turn,

may contribute to feelings of burnout (Greer et al., 1984:326).

5.2.20 Item 15.20: Record-Keeping

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.20.

TABLE 5.20

RECORD-KEEPING : BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	1 (0,6%)	154 (99,4%)	155
Non-Burnoutees	14 (2,8%)	493 (97,2%)	507
Total	15	647	662

Significant differences were found between burnoutees and non-burnoutees ($X^2 = 2,4$; $df = 1$; $P < 0,05$). In their views about the amount of record keeping required of them more burnoutees were dissatisfied in this regard. In relation to this item, one teacher who was interviewed noted:

"I became a teacher because I loved to teach children, ... but now the pupils are what I have least time for... Paperwork takes up most of my time and energy".

5.2.21 Item 15.21: Clerical Work

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.21.

TABLE 5.21

CLERICAL WORK : BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	1 (0,6%)	155 (99,4%)	156
Non-Burnoutees	20 (4%)	477 (96%)	497
Total	21	632	653

The data reveal that an overwhelmingly high percentage of burnoutees as well as non-burnoutees were dissatisfied with the amount of clerical work required of them. In this regard significant differences were found between burnoutees and non-burnoutees ($X^2 = 4,37$; $df = 1$; $P < 0,05$). Approximately 3,4% more burnoutees expressed dissatisfaction. One teacher was so frustrated with the pressure related to clerical work that he described teaching as working in a place where "everything for today is required to have been completed yesterday".

5.2.22 Item 15.22: Extra-curricular Duties

The distribution of responses of burnoutees and non-burnoutees on this item is presented in Table 5.22.

TABLE 5.22
EXTRA-CURRICULAR DUTIES :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	3 (2%)	144 (98%)	147
Non-Burnoutees	51 (11,9%)	378 (88,1%)	429
Total	54	522	576

Significant differences were found between burnoutees and non-burnoutees ($X^2 = 12,5$; $df=1$; $P<0,001$). It will be noticed that 10% more burnoutees indicated that they were dissatisfied with the amount of extra-curricular activities assigned to them.

If extra-curricular activities are related to work overload then the findings of this study are consistent with those of other researchers who regard overload as a correlate of burnout (Blase, 1986:13-40; Kyriacou and Sutcliffe, 1978:159-62; Harris, et al., 1985:346).

Interview data revealed that often teachers are assigned extra work which is not related to classroom teaching. Others reported feeling so exhausted at the end of the day that they found it difficult to take charge of extra-curricular activities. One teacher had the following to say:

"I am weary of being told how beneficial sports are to pupils... my secret dream is to teach in a school where there are no extra-curricular activities."

Others hold the view that the many demands outside the classroom take them away from their primary responsibility of teaching.

5.2.23 Item 15.23: Attendance at Meetings

The distribution of responses of burnoutees and non-burnoutees on this item is presented in Table 5.23.

TABLE 5.23

ATTENDANCE AT MEETINGS :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	6 (4,2%)	138 (95,8%)	144
Non-Burnoutees	66 (17%)	321 (83%)	387
Total	72	459	531

Significant differences were found between burnoutees and non-burnoutees ($X^2 = 14,9$; $df=1$; $P<0,001$). Whilst the majority were dissatisfied (95,8% : 83%) there was more dissatisfaction among the burnoutees (12,8%) on account of the number of meetings they were required to attend.

5.2.24 Item 15.24: Time Available for Lesson Preparation and Marking at School

The distribution of responses of burnoutees and non-burnoutees on this item is presented in Table 5.24.

TABLE 5.24

TIME AVAILABLE : BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	2 (1,2%)	158 (98,8%)	160
Non-Burnoutees	17 (3,6%)	461 (96,4%)	478
Total	19	619	638

The data indicated that an alarmingly high proportion of teachers are dissatisfied with the time available at school for lesson preparation and marking. There were no significant differences between the responses of burnoutees and non-burnoutees in this regard ($X^2 = 2,2$; $df = 1$; $P > 0,05$). Interview data confirmed the above finding. In most cases, teacher's non-teaching periods are taken up by relief teaching. Most of the work, therefore, must be prepared at home. This ensures that "you can never get school out of your mind."

5.2.25 Item 15.25: Number of Non-teaching Periods Allowed per Week

The distribution of the responses of burnoutees and non-burnoutees on this item is presented in Table 5.25.

TABLE 5.25
NUMBER OF NON-TEACHING PERIODS :
BURNOUTEES VS NON-BURNOUTEES

	Extremely satisfied/ Satisfied	Slightly Satisfied/Not satisfied	Total
Burnoutees	1 (0,6%)	155 (99,4%)	156
Non-Burnoutees	27 (5,4%)	469 (94,6%)	496
Total	28	624	652

Significant differences were found between burnoutees and non-burnoutees ($X^2 = 6,7$; $df=1$; $P<0,01$). Approximately 5% more burnoutees than non-burnoutees were dissatisfied with the number of non-teaching periods allowed them per week. This finding is consistent with that of Zabel and his co-researchers (1982:262) who found that time spent away from pupils was significantly related to a reduction in the manifestation of burnout symptoms.

5.3 LOCUS OF CONTROL AND BURNOUT AMONG BURNOUTEES

Based on the subjects' responses to Item 16 i.e. the Locus of Control Scale, (Part Three of Questionnaire - Annexure B) the total sample of burnoutees was subdivided into two sub categories (a) those with an internal locus of control, (b) those with an external locus of control. Those respondents who were classified as "external" viewed events which followed personal action as being due to chance, fate, luck or control by powerful others, while those who were classified "internal" viewed such events as being the

outcome of their own behaviour. The distribution of the responses is given in Figure 5.3.

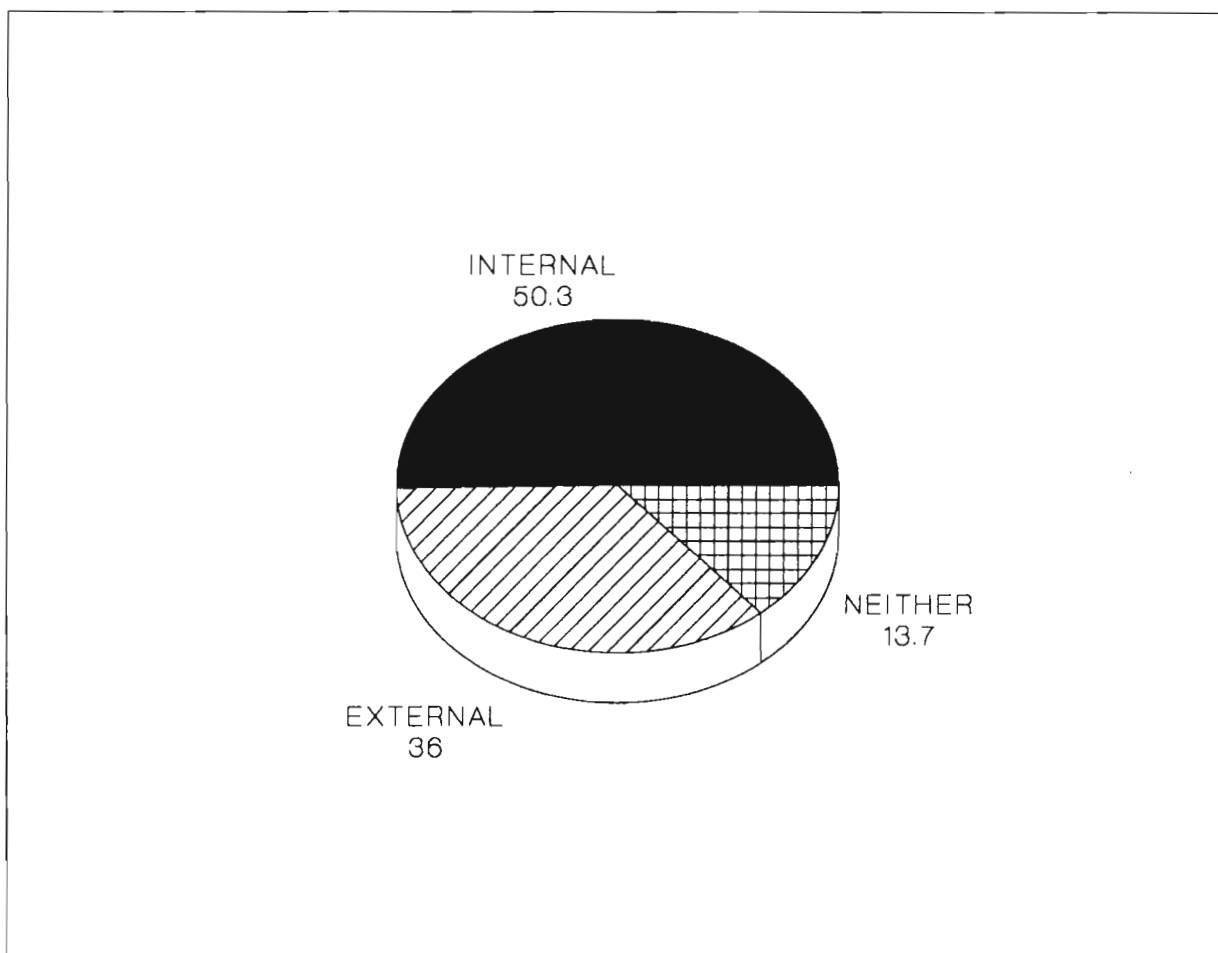


FIG. 5.3 DISTRIBUTION PATTERNS OF BURNOUTEES : INTERNAL VS EXTERNAL LOCUS OF CONTROL

The graph reveals that the majority of the burnoutees (50,3%) fall into the internal locus of control category, while in 13,7% of the cases, a clear cut distinction could not be made. The fact that the majority of burnoutees (50,3%) are governed by an internal locus of control is a surprising result. One would expect, as Mc Intyre (1981:47) found, a positive correlation between an external locus of control and burnout. One would expect burnoutees and "externals" to display more helplessness. They are likely to attribute various occurrences - like being overlooked for promotions - to the actions of others. They are the ones who are seen as more likely to give up or become more immobilized when confronted with difficult situations where they must depend on their own skills or knowledge. At such times they may show withdrawal, dependency, or frustration reactions.

It is difficult to explain the inverse relationship obtained in this study between an external locus of control and burnout. Perhaps other factors have an overriding influence in the perceptions of Indian secondary school teachers and prevent them from responding in a "true to type" fashion on the single variable of locus of control. An important lesson flowing out of this result is the need for caution when classifying people according to "types". Data are required from a wide variety of sources before a reasonably confident diagnosis can be made.

5.4 SUBGROUP COMPARISONS AMONG BURNOUTEES

A series of comparisons relating to subgroups of burnoutees were made to determine whether there were distinguishing characteristics based on demographic differences. Since the scores were of interval strength, analysis by parametric statistical techniques was possible. T-tests for independent samples were used. A composite set of results is presented in Table 5.26.

TABLE 5.26
STATISTICAL DATA : EMOTIONAL EXHAUSTION,
DEPERSONALISATION, PERSONAL ACCOMPLISHMENT
BY DEMOGRAPHIC SUBGROUPS

	Number of Cases	Mean	SD	t-value	DF	P
<u>Emotional Exhaustion (EE)</u>						
Males	80	40,49	6,80	-1,02	159	>0,05
Females	81	41,62	7,23			
Married	123	41,37	7,06	1,03	159	>0,05
Single	38	40,03	6,9			
Less experienced	119	41,03	6,7	-0,09	159	>0,05
More experienced	42	41,14	7,97			
Graduates	94	41,05	7,12	-0,006	159	>0,05
Diplomates	67	41,06	6,92			
High-salaried	35	41,46	7,25	-0,38	159	>0,05
Low-salaried	126	40,94	6,98			
<u>Depersonalisation (DP)</u>						
Males	80	16,50	3,41	-1,12	159	>0,05
Females	81	17,15	3,92			
Married	123	16,96	3,80	0,82	159	>0,05
Single	38	16,40	3,26			
Less experienced	119	17,00	3,68	1,059	159	>0,05
More experienced	42	16,31	3,68			
Graduates	94	16,81	3,54	0,072	159	>0,05
Diplomates	67	16,86	3,90			
High-salaried	35	16,37	3,74	0,82	159	>0,05
Low-salaried	126	16,95	3,67			
<u>Personal Accomplishment (PA)</u>						
Males	80	26,74	4,71	0,589	159	>0,05
Females	81	26,28	5,06			
Married	123	26,78	4,81	1,275	159	>0,05
Single	38	25,63	5,03			
Less experienced	119	26,36	4,85	-0,647	159	>0,05
More experienced	42	26,93	5,00			
Graduates	94	26,904	4,50	1,219	159	>0,05
Diplomates	67	25,955	5,35			
High-salaried	35	27,02	4,44	-0,711	159	>0,05
Low-salaried	126	26,37	5,00			

An examination of the data presented in Table 5.26 show that none of the differences was significant at the 0,05

level. The general conclusion could therefore be that burnoutees express very similar sentiments about job related circumstances irrespective of sex, marital status, length of teaching experience, level of academic qualification and salary scale for each of the subscales: PA, DP and EE.

Some observations relating to the data in Table 5.29 are worth noting. In relation to the sex variables Maslach and Jackson (1981b:110-111) indicated that caution should be exercised as sex may be confounded with type of occupation. For example, the sample used by Maslach and Jackson (N = 11 067) consisted of occupations which were male dominated, viz. psychiatrists, physicians and police officers as well as occupations which were female dominated, including nurses, social workers and counsellors. Thus, there was some difficulty in determining whether differences in perception of burnout for the different subscales were attributable to sex or occupation. Such confounding was not a problem in this study since all the subjects were classroom teachers. Further, the sample included a representative balance of males (49,7%) and females (50,3%) randomly selected from the greater Durban area.

5.4.1 Comparison Based on Age

In order to determine whether there were any significant differences in emotional exhaustion (EE), depersonalization (DP) and personal accomplishment (PA) among burnoutees of

attributable to sex or occupation. Such confounding was not a problem in this study since all the subjects were classroom teachers. Further, the sample included a representative balance of males (49,7%) and females (50,3%) randomly selected from the greater Durban area.

5.4.1 Comparison Based on Age

In order to determine whether there were any significant differences in emotional exhaustion (EE), depersonalization (DP) and personal accomplishment (PA) among burnoutees of different age groups (N=161), one-way analysis of variance tests were conducted. Four age categories were compared, viz. 20-29; 30-39; 40-49; and 50 plus. The results relating to the above are summarised in Tables 5.27, 5.28 and 5.29.

TABLE 5.27

ANALYSIS OF VARIANCE : EMOTIONAL EXHAUSTION BY AGE

Source of Variation	Source of Squares	df	Variance	F	P
Between groups	6,706	2	3,353	0,067	>0,05
Within groups	7881,791	158	49,885	-	>0,05
Total	7888,497	160	-	-	

TABLE 5.28

ANALYSIS OF VARIANCE : DEPERSONALIZATION BY AGE

Source of Variation	Source of Squares	df	Variance	F	P
Between groups	34,500	2	17,251	1,279	>0,05
Within groups	2130,629	158	13,485	-	>0,05
Total	2165,129	160	-	-	-

TABLE 5.29
ANALYSIS OF VARIANCE : PERSONAL ACCOMPLISHMENT
BY AGE

Source of Variation	Source of Squares	df	Variance	F	P
Between groups	2,471	2	1,235	0,051	>0,05
Within groups	3799,765	158	24,049	-	>0,05
Total	3802,236	160	-	-	>0,05

According to the data in the three Tables above, no significant differences exist among the different age categories in respect of the Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment subscales (PA). There is insufficient evidence in each case to reject the null hypothesis of no difference. The conclusion flowing out of this would be that there is no relationship between age and EE, DP and PA respectively. Where differences between means do occur, they may be attributed to sampling error and are so tenuous that they remain undetected even when such a powerful parametric technique as the ANOVA is used.

In studies where teachers were grouped in a way similar to the present study, age turns out to be a significant predictor of Emotional Exhaustion, with younger teachers tending to score higher than their older colleagues (Anderson and Iwanicki, 1984:109-132; McIntyre, 1981:75;

Schwab and Iwanicki, 1982b:13). The findings in respect of PA and DP, however, were consistent with those of the present study.

5.5 INTERCORRELATIONS BETWEEN MBI SUBSCALES AND SCORES OF BURNOUTEES. NON-BURNOUTEES AND THE TOTAL SAMPLE

As mentioned in Chapter One, the Maslach Burnout Inventory, consisting of 22 items in three subscales, measures different aspects of burnout syndrome: emotional exhaustion, depersonalisation, and lack of personal accomplishment.

The Emotional Exhaustion subscales (EE) assess feelings of being emotionally overextended and exhausted by one's work. The Depersonalization subscale measures an unfeeling and impersonal response towards recipients of one's service, care, treatment, or instruction. The Personal Accomplishment subscale assesses feelings of competence and successful achievement in one's work with people.

Using a composite sample drawn from various occupational subgroups such as teaching, social services, medicine and mental health, Maslach and Jackson (1986:31) report the following intercorrelations between the MBI subscales:

EE and DP	:	0,52
EE and PA	:	-0,22
DP and PA	:	-0,26

A factor analysis of the items using principal factoring with iteration plus an orthogonal rotation showed that some of the component items on the EE and DP subscales had a low loading, on one or the other. This explains the moderate correlations between the EE and DP subscales (0,52).

In contrast, the PA subscale was found to be independent of the other two and its component items did not load negatively on them. It is not surprising, therefore, that the correlations between the PA subscale and the other subscales are low.

Similar product-moment correlations were computed in the present study to determine whether a similar pattern emerged between the three subscales. Separate sets of correlations were computed for burnoutees, non-burnoutees and the total sample. The results are presented in Tables 5.30, 5.31 and 5.32.

TABLE 5.30

INTERCORRELATION BETWEEN MBI SUBSCALES : BURNOUTEES

	Emotional Exhaustion	P	Depersonalization	P
Depersonalization	0,37	<0,05	-	
Personal Accomplishment	0,14	>0,05	0,03	>0,05

TABLE 5.31
INTERCORRELATIONS BETWEEN MBI SUBSCALES :
NON-BURNOUTEES

	Emotional Exhaustion	P	Depersonalization	P
Depersonalization	0,41	<0,05	-	
Personal Accomplishment	0,03	>0,05	0,12	>0,05

TABLE 5.32
INTERCORRELATIONS BETWEEN MBI SUBSCALES :
TOTAL SAMPLE

	Emotional Exhaustion	P	Depersonalization	P
Depersonalization	0,59	<0,05	-	
Personal Accomplishment	-0,26	<0,05	-0,42	<0,05

An examination of the Pearson r values in the three Tables above shows that the correlation patterns are fairly similar to those obtained by Maslach and Jackson . There are moderate correlations between the EE and DP subscales in all three sets of subsamples. The correlations on the PA subscales and the other two, in each of the three sets of subsamples tend to be lower. However, a negative correlation emerged in only one case, i.e. the DP and PA subscales for non-burnoutees.

5.6 COMPARISON OF MEANS AND STANDARD DEVIATIONS FOR THE MBI SUBSCALE

Table 5.33 gives the means and standard deviations of the overall sample and the teacher sample compiled by Maslach

and Jackson (1986) as well as the mean and standard deviation for the overall sample of Indian secondary school teachers (burnoutees and non-burnoutees) who participated in the present study. This comparison helps to place the norms obtained in this study within a wider research context.

TABLE 5.33
COMPARISON OF THE MEANS AND STANDARD DEVIATIONS FOR
THE MBI SUBSCALES : MASLACH'S STUDY VS THE PRESENT
STUDY

GROUP	No. of Cases	MBI Subscales		
		Emotional Exhaustion	Depersonalization	Personal Accomplishment
MBI: Overall Sample	11 067			
M		20,99	8,73	34,58
SD		10,75	5,89	7,11
MBI: Sample of Teachers	4 163			
M		21,25	11,00	33,54
SD		11,01	6,19	6,89
Present Study : Sample of Teachers	690			
M		31,09	7,72	33,26
SD		11,51	6,48	7,85
Present Study : Burnoutees	161			
M		44,06	16,83	26,51
SD		7,02	3,68	4,88
Present Study : Non-Burnoutees	529			
M		28,06	4,95	35,31
SD		10,89	4,22	7,43

5.6.1 Emotional Exhaustion Variable

According to Table 5.33, teachers in USA tend to have slightly higher mean scores on the Emotional exhaustion subscale (21,25) than the overall sample (20,99) studied by

Maslach and Jackson (1986:19). Occupations represented in the overall normative samples included 4 163 teachers, 635 post secondary educators, 1538 social service workers, 1104 medical workers, 730 mental health workers and 2897 other workers made up of legal aid employees, attorneys, police officers, probation officers, ministers, librarians and agency administrators (Maslach and Jackson, 1986:3). The mean of 21,25 is, however, still lower than 27 which is the cut-off point above which one would be regarded as experiencing a high degree of emotional exhaustion.

In the present study, Indian secondary school teachers overall have a substantially higher mean score of 31,09. The mean score of the non-burnoutees (28,06) is also higher than the teachers' normative mean of 21,25. Further, the mean score of the burnoutees is almost twice that of the teachers' norm. This suggests that there is a strong link between burnout and emotional exhaustion.

5.6.2 Depersonalization Variable

According to Table 5.33, teachers tend to have a substantially higher mean score on the Depersonalization subscale than that of an overall sample drawn from various occupations (Teachers' $x = 11,00$ vs Overall sample $x = 8,73$), (Maslach and Jackson; 1986:19). On the contrary, the mean for depersonalization among Indian secondary school teachers overall ($N = 690$) is 7,72 which is slightly lower than Maslach's overall sample mean (8,73). For non-

burnoutees (N = 529), it is even lower (4,95). In view of the fact that the non-burnoutees are in the majority (77%) and the overall sample which includes the burnoutees also reveals a lower mean of 7,72, it would be fair to conclude that the majority of Indian secondary school teachers have a positive attitude towards their pupils. The mean for burnoutees is almost twice (16,83) that of the normative mean for the overall sample as determined by Maslach and Jackson (1986:9).

5.6.3 Personal Accomplishment Variable

Maslach and Jackson (1986:19) found that teachers in the USA tend to have lower scores on Personal Accomplishment Subscale when compared with their overall sample (Teachers' X = 33,54, Overall sample X = 34,58). This mean for teachers in the USA (34,58) is close to that of teachers in the present study (33,26). For non-burnoutees in Indian schools, the mean is higher (35,31%). Since the cut-off point for a high degree of personal accomplishment is 30 and below, it can be concluded that at least 50% of the teachers do not perceive themselves as experiencing a sense of personal accomplishment on the job. Questionnaire and interview data, it will be recalled, show that most teachers enter the profession to help pupils learn and grow in knowledge.

The discussion and recommendations arising out of this study will be presented in the next chapter.

CHAPTER SIX

DISCUSSION RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

The findings of this study has particular relevance for teachers as well as school management personnel and educational authorities. They also have implications for future research as well as the nature of programmes and strategies designed to deal with the problem of teacher burnout.

As a point of departure the researcher will examine and evaluate the existing practices with a view to assessing their effectiveness in enhancing the psychological and physical well being of teachers within the school system. Where existing practices are ineffective it may be necessary to modify or even eliminate them. Where essential provisions do not exist suggestions will be made about what needs to be instituted and how this can be done.

The section that follows is an amalgam of a study of the findings, the relevant literature, personal experience and research interviews and discussions with teachers.

6.2 DISCUSSION

The teaching profession is one of the largest and most visible helping professions in the country. It is

responsible, to a large extent, for development of our future citizens. In order to carry out their tasks effectively it is important for teachers to have positive feelings about themselves, their jobs and their pupils.

Unfortunately in Indian secondary schools this healthy situation does not prevail. The findings of this study reveal that a large majority of teachers consider teaching to be an unduly stressful occupation. Many claim that they are expected to cure society's ills and prepare pupils for life in a complex technological society under working conditions that are far from ideal and for a salary which, in their view, is not commensurate with the professional responsibility they carry. Because of what they see as constant, unreasonable demands and an overbearing attitude on the part of some Education Department officials, a large proportion of teachers claim that they develop negative feelings about themselves, their pupils and their profession. The stress they experience manifest themselves in a variety of symptoms including chronic feelings of emotional exhaustion and fatigue, negative attitudes towards their pupils and a loss of feeling of accomplishment on the job. Maslach and Jackson, (1986:1-3) describe people experiencing these feelings as suffering from burnout.

In this study 23% of the total sample (i.e. approximately one in four teachers) perceived himself/herself as a

"burnout". Comparable studies in Britain (Capel, 1987:279-288), in the USA (Belcastro et al., (1983:404-407) and Australia (Pierce et al., 1990:37-51) show that there is a lower incidence of burnout in the teacher population of these countries. Belacastro et al., found that of their sample of public school teachers in Southern Illinois, 11,1% were classified as suffering from burnout. Capel on the other hand found that none indicated that they were experiencing a high level of burnout while Pierce et al., found 10,8% of their sample of teachers to be burnt out. The findings of this study, considered against the background of the findings abroad make a close scrutiny of the existing structures and modus operandi within Indian education so much more urgent. The findings presented in this report can serve as a useful starting point for identifying areas where changes may be required. The longer the reform process is delayed the longer, presumably will such detrimental consequences as low worker moral, absenteeism and job turnover persist. Less direct but no less important are such side effects as physical exhaustion, illness, increased use of alcohol and drugs, marriage and family conflict and psychological problems. Studies by Jackson and Maslach (1980) and Pines and Maslach (1978) in the helping professions, including teaching, show that burnout can lead to deterioration in quality of services offered by teachers. Remedial and preventive strategies therefore need to be adopted so that the once

competent, but now disillusioned, teachers are not lost to the profession.

In doing this it must be remembered that burnout is very personal in nature. Sources of pressure at work evoke different responses from different teachers. It is therefore unlikely that there is a single approach to solving the problem. In view of this any attempt to cure or prevent burnout must be done holistically. Such an approach recognizes the complexity of the problem and sees burnout as multi-dimensional; hence any cure or prevention should adopt a multi-disciplinary approach.

Further, waiting for signs to appear in the teacher before taking preventive action is doomed to failure. Once the teacher becomes alienated from teaching it may be very difficult to get him to regain his zeal. It is therefore important that stress and burnout be treated as early as possible.

The incidence of burnout in this study was found to be greater among females, married, younger, less experienced graduate and low-salaried teachers.

A further factor shown in this study that affects teacher burnout is the expectation teachers have of what could be accomplished on the job. A majority of burnoutees as well as non-burnoutees reported that teaching as a career had

not lived up to their expectations. Many teachers entered the profession with a commitment to serve people and with expectation that their work would lead to the growth and development of those they serve. When the realities of their profession and the limitations that are placed on them by their administrators comes to light many feel disillusioned and disappointed that their ideals would not be realized. Many of them, and this became evident in the interviews, find scapegoats in themselves or see themselves as failures. Such a feeling of "lack of accomplishment" on the job, according to Maslach et al., (1986), may contribute significantly to feelings of burnout.

When considered against this background many teacher training institutions have yet to decide on whether the emphasis in the training should be placed on "what is" or on "what ought to be". If they are to prepare teachers who will be having expectations of performances that are almost impossible to attain in the actual classroom situation of today, they would be sowing, in their trainees, the seeds for eventual disappointment and burnout. Teacher education should deal as realistically as possible with what is attainable in today's classroom. It would be unreasonable to ignore the impact and relatedness of occurrences in the larger society to happenings in the classroom. One has to be alive to the limitations of what a teacher can accomplish in the classroom of today. The development of Student Representative Councils, Parent-Teacher-Student

Associations, boycott of lessons, sit-ins, alcohol and drug abuse among pupils, have changed the school environment so profoundly as to make it difficult to compare it to earlier times. Many teachers, oblivious of the challenges that the new situation presents have become disillusioned and yearn for the "good old days" when pupils were highly motivated and parents were very supportive of schools.

The majority of both burnoutees and non-burnoutees in this study found teaching to be only "moderately satisfying" and indicated that they would change to an entirely "new kind" of occupation if given a free choice. Their unhappiness with teaching was also revealed by their view that they would not recommend teaching as a career for their children.

Clearly today's teacher education programmes have to be forward looking. They should not concern themselves only with the ideal. They should also assist prospective teachers to acquire realistic expectations about what is possible in the practical classroom situation. They need to produce teachers who are flexible and open minded in their approach to problems and one who can readily adjust to changing needs and circumstances.

When considering the responses of teachers of different individual characteristics, on the question of job satisfaction, it was found that older teachers enjoyed

greater job satisfaction compared to their younger counterparts. Probable reasons for this: is the fact that, with increased age, teachers became more stable and mature. They also come to develop a more balanced perspective of life, a more realistic view of their profession as well as better coping strategies. They also perceive less role conflict and role ambiguity in their jobs. Further, older teachers differ from their younger colleagues not only in respect of age but also in the fact that they belong to a different generation. Their different attitudes, values and expectations regarding teaching, compared with younger teachers, may reflect either the effects of age per se or the effects of belonging to a different generation. Such considerations indicate that although the present study may allow general patterns to be identified, the explanations of such patterns are complex.

When considering the responses of teachers of different individual characteristics on the question of career intention and career commitment, higher-salaried teachers more often expressed a wish to leave teaching in comparison to their low-salaried counterparts. A probable reason for this is the fact that the high-salaried teacher who is generally more highly qualified revealed greater confidence about obtaining another job than his/her lowly-qualified, low-salaried counterparts.

The results of this study showed further that there is a

correlation between teachers' low degree of satisfaction with their job and perceived feelings of burnout. The interviews showed that there are many teachers on staff of schools who are not satisfied with their jobs; yet they remain in their jobs because of a lack of suitable alternatives. Many feel that they are either too young to qualify for retirement or too old and steeped in their job to change to a new occupation. Others freely mention that the fringe benefits related to the job such as housing subsidies and generous holiday allowances keep them within the profession. It is not unreasonable therefore to assume that the motivational level and commitment of at least some of the teachers could be open to question.

With regard to the personality construct of locus of control the majority of burnoutees in the sample surprisingly expressed themselves as being internally orientated. It is difficult to explain this finding unless one accepts that other factors outweigh the influence of this variable in shaping the perceptions of Indian secondary school teachers. Further research is required before this assumption can be accepted.

In the organisational area the role related variables of the system of panel supervision, the practice of not revealing evaluation scores to those applying for promotion and merit awards, the limited opportunities for promotion and merit awards and the criteria used for promotion were

rated by both burnoutees and non-burnoutees among the first 10 of a total of 25 potential role-related stressors. The same result obtained when the responses of the total sample were analysed. Noticeable is the fact that all the above variables are related to the evaluation of teachers. This, therefore, appears to be a major problem area. Each of these role-related variables which appear to be closely related to burnout will be discussed separately.

In the system of panel supervision, a group of superintendents inspected the methods by which a particular subject was handled at school. The initial vague announcement of the implementation of this system, the lack of knowledge about the procedures to be adopted, the lack of consultation in the planning stages caused a great deal of dissatisfaction among teachers from the outset. Further cause for unhappiness was the fact that teachers could not see the system as one that was designed to help them become competent teachers.

With regard to evaluation scores the following procedure was adopted. The principal initially evaluated a teacher and gave him a score. The Superintendent (Academic) also evaluated the same teacher and also gave him a score. The Chief Superintendent (Academic) then moderated the principal's score and arrived at his own score, independently. This system was regarded as being unfair for the following reasons:

- a) The scores that were assigned by both Superintendents were not revealed to either the teacher or to the principal;
- b) No consultation took place in determining the score to be assigned;
- c) The score assigned by the Superintendent (Academic) was given greater credibility than that assigned by the principal, although the Superintendent's score was based on just a single visit to the teacher. The principal, on the other hand, had regular contact with the teacher, and, therefore presumable, knew him better.
- d) It was not reasonable to expect the Chief Superintendent (Academic) to be in any position to moderate the principal's score as the former had played no part in directly determining the worth of the teacher. This action of the Chief Superintendent (Academic) was based on the erroneous assumption that the Superintendent (Academic) was more accurate in his assessment and that it was the principal who was likely to be wrong.

The opportunity for merit awards was limited to only a chosen few in each school. The system was introduced to motivate teachers to produce work of a high standard and foster healthy competition among them. However, owing to the very limited availability of such awards each year, the implementation of the system had the opposite effect

causing greater stress, frustration, jealousy, suspicion and mistrust among teachers.

Great dissatisfaction was also expressed with the limited opportunities for promotion. During the period under review there were 3 400 applicants for only 430 promotion posts (Post, 23 October 1991). When the promotions are announced there is always a very large contingent of disappointed teachers. This happens over and over after appointments are published. Complaints are lodged, *inter alia*, on the following grounds:

- a) The criteria for promotion are being constantly changed;
- b) The criteria for promotion are drawn up unilaterally by members of the Inspectorate.

Heavy workload and the time pressures also proved to be an important source of dissatisfaction among teachers in this study. The work load included record keeping, a considerable amount of clerical work, limited time available for lesson preparation and marking at school, limited number of non-teaching periods, large classes and the burden of extra-curricular duties.

Non-teaching periods are seen by some researchers as an antidote to burnout. Such periods are generally used by teachers for planning and preparation of lessons, marking

and completing other paperwork. If for some reason a teacher is deprived of these periods or if they are inadequate in number he has to find some other time to complete such chores. Invariably, work has to be taken home and completed in the evenings and during weekends. This encroaches on the time the teacher should be using for relaxation and recreation. He is forced to return to school, as one interviewee put it "without having recharged his battery". Both the burnoutees and the total sample on this study rated the limited number of non-teaching periods and the limited time for planning and preparation of lessons high on the list of potential stressors.

The limited opportunity given to teachers to participate in decision-making relating to school policy matters was another important area of complaints. A similar finding emerged from a survey conducted by the Teacher Association of South Africa (Ernest, 1989:16). Such an authoritarian bureaucratic approach contributes to a sense of alienation and "helplessness" among teachers which, according to Cherniss (1980:136), can contribute to burnout. Data based on interviews also show that teachers feel strongly about a need to participate in making decisions that effect them.

The relationship between principals and teachers as well as the relationship between heads of department and teachers was generally cordial. The same could not be said about the relationship between Advisers/Superintendents and teachers.

Advisers were often seen as authoritarian in the approach and as officials who foisted their own views and ideas on teachers. This gave rise to a considerable amount of resentment.

Criticisms related to pupils as persons were limited. However, there was some dissatisfaction with pupils' attitudes to schoolwork and their behaviour. Greatest disappointment was expressed in regard to the lack of parental interest in pupils' progress. This indifference on the part of parents causes concern since it could affect the pupils' attitude to schoolwork and have implications for discipline.

Remuneration was also problematic since a large proportion of teachers felt that it was not commensurate with the professional status of teachers. During the period of this research the salary paid to persons with equivalent qualifications in the private sector was about 30% higher than that paid to teachers (Samuels, 1989:8).

Not surprisingly, many talented and highly qualified teachers are lost to the private sector and schools abroad. Two important factors that interviewees see as probably contributing to low salary structures are the following:

- a) the high cost incurred by the central government in maintaining an unnecessarily large and costly bureaucracy;
- b) the existence of an unnecessarily large number of education departments, ministers of education and related staff.

Teachers were also dissatisfied with the limited freedom afforded to them in their choice of teaching methods. Educational authorities often prescribed how lessons should be prepared and presented and what records should be kept. These factors were viewed as undermining the teacher's integrity and competence. It was as if their experience and qualification counted for very little. The evaluation of lessons were seen as being subjective and based on the personal preference of the adviser/superintendent.

When comparing the means and standard deviations for the MBI subscales, it was disturbing to note that more than 50% of Indian secondary school teachers are emotionally overextended and exhausted by their work more especially since emotional exhaustion is described by Maslach & Jackson (1986:2) as being the "key aspect of the burnout syndrome". Further, at least 50% of the teachers do not perceive themselves as experiencing a sense of personal accomplishment on the job. These statistics are revealing and indicate the toll which a number of present practices and circumstances in the school environment are taking on

teachers and, by extension, on the services they provide to pupils and ultimately to the wider society. They are also indicative of the urgency with which remedial and preventative measures should be implemented.

6.3 SUMMARY AND RECOMMENDATIONS

Any attempt to alleviate stress and burnout among teachers should be both individually and organizationally based since stress arises from "the interaction of individual idiosyncrancies and organizational work processes and structure" (Bacharach et al., 1986:32). Therefore, the responsibility and ability to reduce levels of stress and burnout lies as much with the relevant Education Departments and school management as with individual teachers.

6.3.1 Individual Strategies

It is generally recommended that the first step in burnout prevention should be the elimination of the stressor. Coping strategies are, however, suggested where the stress or stressor cannot be eliminated easily.

6.3.1.7 Teacher training courses should take cognisance of the factors that are related to teacher stress and burnout. Faculties and colleges of education need to widen their curricula to include a study of stress and burnout

and strategies of how to cope with them. Some of the more important strategies recommended are as follows :

- a) Teachers must develop effective time-management strategies. They need to prioritize tasks and organize them into time efficient patterns.
- b) Teachers must develop an attitude of "detached concern" when working with their pupils. Such an attitude lies in the mid-region of a continuum from over identification to depersonalization.
- c) Regular exercise and relaxation technique such as transcendental meditation, yoga and deep muscle relaxation are recommended for reducing tension, mental and emotional fatigue.
- d) Teachers must accept their own limitations within the teaching context. They must realize that they cannot succeed with every pupil or solve every problem at school or be able to help in all situations. This attitude can be acquired through training in self-evaluation and goal setting skills.
- e) Teachers must spend time out of their usual role as teachers - for example, pursuing a hobby or some other form of recreation. This supposedly helps the teacher to unwind and revitalize himself for the next day's

work.

- f) Teachers need to develop a support system. It is important to have people who care about one. An effective support groups includes people who provide emotional comfort, confront the individual in a benevolent manner when the individual's behaviours are inappropriate, provide support in work-related areas, present challenges and serve as active listeners.

6.3.1.2 Teacher education programmes need to be geared towards providing students with realistic expectations of what to expect in the present - day classroom. This will help reduce some of the disillusionment and frustration in the classroom.

6.3.1.3 A mentor-relationship service should be introduced in schools whereby experienced teachers assist their beginner colleagues with initial adjustment and other problems.

6.3.1.4 Inservice training programmes should be organized by Faculties and Colleges of Education or by Management personnel in the relevant Education Departments. Such programmes could provide teachers with the necessary knowledge and skills to cope with or reduce burnout.

6.3.1.5 Systematically organized and ongoing mental health induction programmes should be offered to teachers by specialists employed by the Educational authorities. This could take the form of seminars or workshops.

6.3.1.6 Counselling services by School Psychologists should be extended to the staff at schools as part of a fringe benefit package.

6.3.1.7 The Department of Education and Culture should employ mental health, consultants, psychologists and/or psychiatrists to assist teachers experiencing excessive stress.

6.3.1.8 School Health Personnel should link up with other disciplines like medicine, psychiatry, etc. in trying to remediate the problem of stress and burnout. This multi-disciplinary approach should be of great advantage to the teaching profession.

6.4 ROLE-RELATED/ORGANIZATIONAL STRATEGIES

Serious efforts should be made to eliminate the role-related conditions that contribute to burnout. Some suggestions, based on the findings of the present study, are given below:

6.4.1 Class sizes need to be reduced to about 28 pupils per class in Standards Six and Seven and about 25 per class in Standards Eight, Nine and Ten.

6.4.2 Teaching times should be limited to allow for greater number of non-teaching periods which can serve as "time out" or be used for marking and/or planning and preparation of lessons.

6.4.3 Teachers should be credited for work other than actual classroom teaching, such as ground duty. This would give the teacher more free time to use in a way he/she considers appropriate.

6.4.4 While there is need for some record-keeping this should not be done to the point where it encroaches on teaching time. Unnecessary records should be identified and discarded. Where clerical tasks can be assigned to others, para-professionals should be appointed to assist.

6.4.5 Because of the limited opportunities for promotion and the loss of competent teachers to more highly paid administrative posts, an open-ended salary scale should be introduced. Such a scale should offer a common maximum salary for all teachers. In this way all teachers have the opportunity of reaching the same maximum.

6.4.6 Those in upper-management positions should consider a review of the top-down decision-making process typical of many schools. Teachers should be given an opportunity of making inputs relating to school policies and procedures. This could conceivably contribute to greater commitment and improved self-esteem on the part of teachers.

6.4.7 Salaries paid to teachers should be comparable to those paid to individuals of equivalent status in the private sector. Periodic adjustments should also be made to compensate for significant losses resulting from high inflation rates.

6.4.8 A single Ministry of Education should be established for the entire country. This would reduce the number of staff required and the duplication of services. Money saved in this way could be used to increase salaries and improve other essential services.

6.4.9 Peripatetic staff should be employed to undertake "relief teaching" in schools as a way of keeping the workload of the rest of the staff within tolerable limits.

6.4.10 The opportunities for obtaining merit awards should be increased so that a larger percentage of competent teachers can be rewarded.

6.4.11 Specialist sports coaches should be appointed at schools as a means of reducing role conflict and reducing the extra-curricular duties assigned to teachers, often against their wishes.

6.4.12 The present system used to evaluate teachers cause much unhappiness. Perhaps the following would help correct this :

- (a) After evaluating the teacher, the Principal should discuss the report and the score with the evaluatee.
- (b) Where there is disagreement, the evaluatee should be allowed to submit a counter report on contentious issues.
- (c) After the two independent evaluations have been decided upon by the evaluator (Principal) and the moderator (Adviser/Superintendent of Education), they should exchange views and then jointly arrive as a compromise score. The evaluatee should be notified about this score which has been assigned to him. Should the teacher concerned disagree with the score he/she should have the right to lodge an objection, supporting this with a clear motivation. No other person who had not played an active part in the evaluation process should be allowed to influence the score.

6.4.13 Superintendents who are no longer classroom practitioners and could therefore be outdated, in the approaches they suggest, should be replaced by seconded teachers. Such seconded teachers who are more familiar with current circumstances and problems in the teaching-learning situation should act as professional development officers. This system has been successfully applied in New Zealand and Scotland (Samuels, 1989:8).

6.4.14 Educators ranging from Level One teachers to those holding the highest rank in the Education Department should work jointly towards developing a set of mutually acceptable criteria for promotion. Teachers are not likely to accept or respect criteria which have been unilaterally drawn up by educational administrators.

6.4.15 A teacher's work should be assessed in terms of its own worth and in the context within which lessons are given rather than in terms of a rigid, preconceived set of ideas.

6.4.16 Every attempt should be made to provide the teacher with an environment that is supportive and encouraging. It is important for management personnel to openly recognize teachers' successes and creativity as a means of motivating them to ever-increasing heights.

4.6.17 In order to shorten the period of waiting and its accompanying tension, promotion meetings should be held soon after the closing dates for applications. If necessary, "progress shortlists" should be circulated so that unsuccessful applicants do not have to agonize over the outcome of their applications for longer than is necessary.

6.5 RECOMMENDATIONS FOR FUTURE RESEARCH

The results of this study suggest a number of potential avenues for future research.

Firstly, this study should be replicated using a bigger sample drawn from a wider geographic area. This would permit more valid and reliable generalization.

Most research studies on burnout thus far have concentrated on individuals at one point in time. It would be interesting to study the course of burnout over a more protracted time span. Such longitudinal studies would yield valuable information about the development and successive phases of burnout. They would also provide more reliable evidence of causal relationships between burnout and various social and personal factors.

Whilst many suggestions have been offered about how to handle burnout there is very little empirical evidence about which of the suggestions are really effective.

Studies are needed to sort out the effective from the ineffective approaches.

Studies are also needed which focus specifically on those factors of teachers' personal lives that may impact on their classroom performance and other professional responsibilities. Areas that could be addressed include family background, life-stage, financial status, health, psychological and emotional issues.

An investigation of the coping strategies characteristically used by teachers to deal with work-related stress and burnout would also be informative, especially if the efficiency of these strategies could also be determined.

It would also be interesting to conduct studies similar to the present one, using primary school teachers and teachers serving in other Education Departments, with a view to comparing results and gaining further insights into the etiology of teacher burnout.

6.6 CONCLUSION

Though various questions still need to be answered before a fuller understanding of the burnout phenomenon can be obtained, enough is already known about it for certain steps to be taken to minimise its detrimental effects. If

the national desire for higher quality education is to become a reality, teachers' mental health requirements must appear high on the list of priorities.

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ANNEXURE A

Dear Fellow Teacher

As your colleague and as a post-graduate student at the University of Durban-Westville, I appeal to you for your co-operation in a research study that will be of considerable benefit to our profession. What we need is a clear and objective assessment of our work environment based on data that has been collated and analysed in a systematic and scientific manner. Information of this kind will provide us with valuable insights relating to the joys and sorrows experienced in the teaching world and this, in turn, could be used for the development of programmes and policies designed to meet teachers' needs and expectations.

Your school has been selected at random from the total number of schools in the greater Durban area to participate in this study. I would appreciate it if you could kindly respond to the enclosed questionnaire, honestly and frankly. Be assured your responses will be STRICTLY CONFIDENTIAL. Since only group results will be reported, reference will not be made to any individual responses. Your answers will remain anonymous. However, should you wish to speak to me confidentially about this project, please feel free to call me at 291231.

After you have completed the questionnaire, place the completed questionnaire into the enclosed envelope, seal it and hand it to me when I return to your school.

Thank you for your assistance.

P G PADAYACHEE

A RAMPHAL (PROF)
SUPERVISOR

ANNEXURE B

The following Four-Part questionnaire will take about 10 minutes to complete. Do not delay over any question. Where boxes are provided after a question please put a mark (X) in the appropriate box.

PART ONE

1.

MALE	FEMALE

2.

MARRIED	SINGLE	DIVORCED/SEPARATED	WIDOWED	OTHER (SPECIFY)

3.

AGE

20-29	30-39	40-49	50+ OVER

4.

NUMBER OF COMPLETED YEARS IN THE TEACHING PROFESSION

0-4	5-10	11-15	16-20	21-25	26-30	31-35	36-40	41 & OVER

5.

HIGHEST QUALIFICATION

DIPLOMA (NAME IT)	BACHELOR'S DEGREE	HONOURS/B.Ed. DEGREE	MASTER'S DEGREE	DOCTOR'S DEGREE	OTHER (SPECIFY)

6.

GROSS ANNUAL SALARY PRESENTLY RECEIVED FROM YOUR PROFESSION AS A TEACHER

UNDER R10000	R10001-20000	R20001-30000	R30001-40000	R40001-50000	R50001-60000	R60001+

7.

IN WHICH AREA IS YOUR SCHOOL SITUATED?.....

8.

FOR HOW MANY DAYS HAVE YOU BEEN ON SICK LEAVE THIS YEAR?

9. WAS TEACHING YOUR FIRST CHOICE AS A CAREER?

YES	NO

10. HOW SATISFYING DO YOU FIND YOUR WORK AS A TEACHER?

Fully satisfying	
Satisfying on the whole but not fully so	
Moderately satisfying	
Most unsatisfactory	

11. HAS TEACHING AS A CAREER LIVED UP TO THE EXPECTATION YOU HAD FOR IT BEFORE YOU ENTERED THE PROFESSION?

Definitely yes	In general yes	In general no	Definitely no

12. If you had a daughter who was interested in becoming a teacher and had the ability to do so and if she were to ask you what she should do, would you say :

Definitely Yes	Probably Yes	Probably No	Definitely No

13. If you had a son who was interested in becoming a teacher and had the ability to do so and if he were to ask you what he should do, would you say.

Definitely Yes	Probably Yes	Probably No	Definitely No

14. IF YOU WERE GIVEN A FREE CHOICE WOULD YOU :

Remain in the teaching profession	
Change to another job in education	
Change to an entirely new kind of occupation	
Be undecided	

PART TWO

15. Indicate how satisfied you feel about the aspect of your job described by each of the statements starting at 15.1. Put a ring around the number you choose. Use the table below as a guide.

1 EXTREMELY SATISFIED	2 SATISFIED	3 FAIRLY SATISFIED	4 SLIGHTLY SATISFIED	5 NOT SATISFIED
-----------------------------	----------------	--------------------------	----------------------------	-----------------------

RING THE NUMBER
OF YOUR CHOICE

- | | | | | | |
|---|---|---|---|---|---|
| 15.1 The opportunities for promotion ✓ | 1 | 2 | 3 | 4 | 5 |
| 15.2 The criteria used for deciding on promotions | 1 | 2 | 3 | 4 | 5 |
| 15.3 The opportunity for merit awards | 1 | 2 | 3 | 4 | 5 |
| 15.4 The praise I get for doing a good job | 1 | 2 | 3 | 4 | 5 |
| 15.5 My pay in relation to the amount of work I do ✓ | 1 | 2 | 3 | 4 | 5 |
| 15.6 The chance to use my own methods of teaching | 1 | 2 | 3 | 4 | 5 |
| 15.7 The chance to participate in making decisions relating to school activities and policy | 1 | 2 | 3 | 4 | 5 |
| 15.8 The work load I have been assigned | 1 | 2 | 3 | 4 | 5 |
| 15.9 The number of pupils per class | 1 | 2 | 3 | 4 | 5 |
| 15.10 The kind of relationship I have with my principal ✓ | 1 | 2 | 3 | 4 | 5 |
| 15.11 Panel supervision conducted by subject advisors | 1 | 2 | 3 | 4 | 5 |
| 15.12 The attitudes of subject advisors | 1 | 2 | 3 | 4 | 5 |
| 15.13 The practice of not revealing teacher evaluation scores | 1 | 2 | 3 | 4 | 5 |
| 15.14 The kind of relationship I have with my head of department | 1 | 2 | 3 | 4 | 5 |
| 15.15 The way my head of department supervises my work | 1 | 2 | 3 | 4 | 5 |
| 15.16 The amount of support and encouragement I generally receive from my fellow-teachers ✓ | 1 | 2 | 3 | 4 | 5 |
| 15.17 The attitude of my pupils to school work ✓ | 1 | 2 | 3 | 4 | 5 |

15.18 Pupils' behaviour at school	1	2	3	4	5
15.19 Interest of parents in pupils' progress	1	2	3	4	5
15.20 The amount of record keeping that is expected of me	1	2	3	4	5
15.21 The amount of clerical work (viz. typing and roneoing worksheets etc.) expected of me	1	2	3	4	5
15.22 The amount of extra-curricular duties assigned to me	1	2	3	4	5
15.23 The number of meetings I am required to attend	1	2	3	4	5
15.24 The amount of time available for lesson preparation and marking at school	1	2	3	4	5
15.25 The number of non-teaching periods allowed per week	1	2	3	4	5

PART THREE

16. For each statement select the scale number that best reflects your belief and write the number in the space provided. Use the table below as guide.

1 STRONGLY DISAGREE	2 DISAGREE	3 PARTIALLY AGREE	4 AGREE	5 STRONGLY AGREE
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1. When I make plans, I am almost certain that I can make them work.
2. Many times I feel that I have little influence over the things that happen to me.
3. Getting people to do the right things depends upon ability; luck has nothing to do with it.
4. Getting a good job depends mainly on being in the right place at the right time.
5. What happens to me is my own doing.
6. Many of the unhappy things in peoples lives are partly due to bad luck.

PART FOUR

17. Below there are 22 statements of job-related feelings. For each statement select the number that best reflects how often you experience this feeling. Write that number in the space provided. Use the table below as a guide.

HOW OFTEN	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day
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HOW OFTEN
0-6

STATEMENTS

1. _____ I feel emotionally drained from my work.
2. _____ I feel used up at the end of the workday.
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 pupils feel about things.
5. _____ I feel I treat some pupils 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 pupils.
8. _____ I feel burned out from my work.
9. _____ I feel I'm positively influencing other people's lives through my work.
10. _____ I've become more callous towards people since I took this job
11. _____ I worry that this job is hardening me 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 pupils.
16. _____ Working with people directly puts too much stress on me
17. _____ I can easily create a relaxed atmosphere with my pupils
18. _____ I feel exhilarated after working closely with my pupils.
19. _____ I have accomplished many worthwhile things in this job.
20. _____ I feel like I'm at the end of my tether.
21. _____ In my work, I deal with emotional problems very calmly.
22. _____ I feel pupils blame me for some of their problems.
