

**A STUDY ON TEACHERS' BURNOUT IN SECONDARY
SCHOOLS AT HE QING COUNTY OF YUNNAN
PROVINCE, CHINA**

MIN HUANG

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OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
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Thesis
entitled
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PROVINCE, CHINA**

.....
Ms. Min Huang
Candidate

.....
Assoc. Prof. Naranan Suriyamanee, Ed.D.
Major advisor

.....
Lect. Arisara Leksansern, Ed.D.
Co-advisor

.....
Lect. Poschanan Niramitchainont, Ph.D.
Co-advisor

.....
Asst. Prof. Auemphorn Mutchimwong,
Ph.D.
Acting Dean
Faculty of Graduate Studies
Mahidol University

.....
Lect. Arisara Leksansern, Ed.D.
Program Director
Master of Education Program in
Educational Management
Faculty of Social Sciences and Humanities
Mahidol University

Thesis
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**A STUDY ON TEACHERS' BURNOUT IN SECONDARY
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was submitted to the Faculty of Graduate Studies, Mahidol University
for the degree of Master of Education (Educational Management)

on
July 25, 2012

.....
Ms. Min Huang
Candidate

.....
Lect. Suwanna Narkwiboonwong, Ed.D.
Chair

.....
Assoc. Prof. Naranan Suriyamanee, Ed.D.
Member

.....
Lect. Poschanan Niramitchainont, Ph.D.
Member

.....
Lect. Arisara Leksansern, Ed.D.
Member

.....
Asst. Prof. Auemphorn Mutchimwong,
Ph.D.
Acting Dean
Faculty of Graduate Studies
Mahidol University

.....
Assoc. Prof. Wariya Chinwanno, Ph.D.
Dean
Faculty of Social Sciences and Humanities
Mahidol University

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Min Huang

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MIN HUNAG 5338221 SHEM/M

M.Ed.(EDUCATIONAL MANAGEMENT)

THESIS ADVISOR COMMITTEE: NARANAN SURİYAMANEE, Ed. D., ARISARA LEKSANSERN, Ed. D., POSCHANAN NIRAMITCHAINONT, Ph.D.

ABSTRACT

The purpose of this study was to determine the level of teachers' burnout in secondary school and find out whether there were statistically significant differences in the level of teachers' burnout based on their personal factors including: age, gender, education level, work experience, workload and income. Teachers' burnout consists of four dimensions, which are: emotional exhaustion, depersonalization, cognitive exhaustion and a reduced sense of personal accomplishment.

Both quantitative and qualitative methods were used; a quantitative approach was adopted by using questionnaires to collect data from all secondary schools of He Qing County in Yunnan Province, China. The population was 670 teachers from 11 secondary schools in this area. The sample was 336 by using Krejcie and Morgan's with a confidence Level of 99%, and a margin of Error of 5.0%. Questions for the interview are based on quantitative data analysis, both descriptive consisting of frequency percentage, mean and standard deviation and inferential statistics consisting of t-test and one way ANOVA (F-test), which were used to analyze the data while content analysis was employed to analyze the interview data.

The results showed that the level of teachers' burnout in secondary schools was at a moderate level. Both dimensions of emotional exhaustion and depersonalization were at a moderate level, and the cognitive exhaustion dimension was at a low level, while the reduced sense of personal accomplishment dimension was at a high level. Research findings indicated that age, education level and work experience were variables that had an effect on teachers' burnout, but gender, workload and income did not. The results from the interviews showed that the teachers who were experiencing burnout reported the causes of burnout as time pressures of the work, low wages, and too much emphasis placed on required chores unrelated to teaching in this area.

This research enriches educational management on teachers' burnout in secondary schools of Yunnan Province, China. Based on the findings, it is recommended that the school authorities come up with educational policies that reward teachers with reasonable incentives to promote the teacher's sense of achievement, give opportunities to teachers in the age range of 31-40 to improve their education level, and treat teachers with respect according to their age, education level, and work experience.

KEY WORDS: TEACHERS' BURNOUT / SECONDARY SCHOOLS / HE QING COUNTY

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LIST OF ABBEVIATIONS

Abbreviation	Term
QTB	The Questionnaire of Teachers' Burnout

CHAPTER I

INTRODUCTION

1.1 Background and Rationale of the Study

Education is universally recognized as one of the most fundamental building blocks for human development and reducing poverty (The World Bank, 2011). Education is fundamental to development and growth, and the human mind makes possible all developmental advancement, from health advances and agricultural innovations to efficient public administration and private sector growth. For countries to reap these benefits fully, they need to unleash the potential of the human mind, and there is no better tool for doing so than education (Elizabeth, 2011).

Teachers are the vehicles of education. It is they who impart the curriculum to the students, and explain its significance in today's world. It is teachers who are bringing education in all its forms to the students. The educator guides the students and helps them put their learning to use. Students are the citizens of tomorrow, they are also the ones who will be tomorrow's policy makers, movers and shakers. What a student observes in school, or learn from his teachers, leaves a lasting impression on him. So obviously, educators are both directly and inadvertently influencing these future citizens. A teacher becomes the reckoning force for nurturing that willingness to learn and absorb the good. The teacher can encourage the positive qualities in a student and foster a healthy social environment. Undoubtedly; teachers play a most critical role in bringing about positive change. This is especially pertinent to the teaching profession given that most educators do not enter their field for financial gain, but instead they strive to make a positive difference in children's lives (Schwab, 2001).

A teacher's occupation is as a human service profession, one with the highest risk for job burnout when applied to the field of education. In 1979, McGuire first warned that public school teachers were experiencing a significant amount of burnout. Block (1978) and Freudenberger (1983) have identified many of the symptoms

associated with burnout. These can be categorized into three groups: (1) physical, e.g., exhaustion, lingering colds, frequent headaches, gastrointestinal disturbances, weight loss, sleeplessness and shortness of breath; (2) psychological, e.g., changeable moods, irritability, depression, loss of caring for people, an increasingly cynical attitude, increased frustration, feelings of helplessness, and greater personal risk-taking (i.e., smoking, drinking alcohol, and drug use); (3) behavioral, e.g., deterioration in work performance and absenteeism.

The problem of burnout among educators has costly consequences for both the teacher and those with whom she or he works, including the emotional distress, the attitudinal and behavioral manifestations, and the physical consequences of exhaustion. The individual consequences of burnout include physiological, psychological, and psychosocial problems. For example, evidence has linked burnout to lack of self-confidence, low self-esteem, and clinically significant depressive symptoms (Schonfeld, 2001). In addition, individuals who feel particularly ineffective report low job satisfaction accompanied by resentment, frustration, boredom, irritability, anger, and helplessness (Blase, 1982). Burnout can further lead to psychopathology and deterioration in social and family relations (Cano-Garcia, Padilla-Munoz & Carrasco-Ortiz, 2005). Physical well-being can also suffer as a result of burnout among teachers. Most commonly reported symptoms include headaches, frequent colds, and flu, but more serious consequences such as cardiovascular disease have been linked to burnout as well (Hock, 1988; Schonfeld, 2001).

A number of personal factors have been studied that have been found to be related to teachers' burnout. Gender is one factor that differentiates patterns of burnout characteristics, wherein men generally score higher on depersonalization across all grade levels (Lau, Yuen & Chan, 2005), the role of age in predicting burnout among public school teachers in the United States (Aaderson & Iwanicki, 1984; Byrne, 1991; Maslach & Jackson, 1981; Schwab, Jackson & Schuler, 1986). Moreover, workload is another important factor, because the educator will typically experience burnout if he/she experiences stress over extended periods of work (Lecompte & Dworkin, 1991; Farber, 1998; Troman & Woods, 2001). Schonfeld (2001) has also noted that the teaching occupation as a whole is becoming increasingly more stressful due to work overloads, poor career structure. In addition, the risk of burnout is greatly increased by teachers having unmet expectations or unrealistic goals, as well as a lack of the

sufficient development of professional accomplishments (Evers, Brouwers & Tomic, 2002).

Education is fundamental to development and growth. As a developing country with the world's largest population, the development of basic education has had an import role in China's development process. Even though basic education has achieved great success in the past decade, for example, when universal nine-year compulsory education went into force in September 1, 2006, teacher law for the People's Republic of China really only came into effect on January 1, 1994. In 2007, the Ministry of Education in China pledged more investment and reforms with the specific intent of aiding rural children in the following decade. Moreover, the National People's Congress of China recently approved the 12th Five-Year plan, the plan for National Economic and Social Development, of which one objective still is increasing the educational level of the population (National Development and Reform Commission People's Republic of China, 2011a). Increasing the educational level of the population also means increasing the level of training of the educator, because teachers are the vehicles of education, and what a student observes in school, or learns from his teacher, leaves a lasting impression on him. Educators are both directly and indirectly influencing these future citizens, so it is necessary to improve the level of teacher's education significantly in order to improve the education system of the country.

As one of the poorest province Yunnan province is located in the western part of China; its population is around 46 million (The Sixth National Census in 2010 Communiqué on Major Data [2]), and economic development has been slower there than in other most areas of China. Mountainous areas and plateau make up 94% of it is total area, and because of this and its remote location it has made transportation and communication very difficult in the past. Yunnan Province is divided into 129 counties, and He Qing County is one of the rural counties located in southern Yunnan Province; with education's rapid development in China, To improve the quality of educators in this type of area is required and is pressingly needed, as mentioned, education is universally recognized as one of the most fundamental building blocks for human development and reducing poverty.

There is a general view that teachers' burnout tends to have a negative

impact on the teachers themselves, leading, for example, to emotional and physical ill-health. It has a direct negative effect on the students as well, as the burned-out teachers have become relatively impaired in their quality of teaching and commitment, and as a result may give less information and less praise, and interact less in their work with students. As a result, there has been pressure to identify the important factors contributing to teacher burnout, and to pay particular attention to studying and understanding the activities and strategies that teachers employ to cope with stress and burnout.

Therefore, reducing teachers' burnout is very important for the education system of the country. Because improving the quality of the teachers is the best ways to upgrade the level of the education in a country, in particular, an area where need reducing poverty, this research was designed to study the teachers' burnout as perceived by the teacher, and whether there were any statistically significant differences in teachers' burnout level related to the personal factors (i.e. age, gender, educational level, work experience, workload and income) of the teachers in the secondary school of He Qing County of Yunnan Province, China.

The findings of this study may be used in the development of an effective intervention for reducing teachers' burnout by relevant authorities. It is assumed that the data collected from this study will enrich the research findings and benefit the improvement of the teachers' quality, thereby providing practical suggestions to reduce the level of teachers' burnout in the secondary school of this poverty stricken area of western China.

1.2 Research Questions

1.2.1 What was the level of teachers' burnout in the secondary schools at He Qing County of Yunnan province as perceived by the teacher?

1.2.2 Were there any statistically significant differences in the level of teachers' burnout based on their personal factors (i.e. age, gender, education level, work experience, workload, and income)?

1.3. Research Objectives

1.3.1 To determine the level of teachers' burnout in the secondary schools in He Qing County of Yunnan Province as perceived by the teachers.

1.3.2 To determine whether there were statistically significant differences in the level of teachers' burnout based on their personal factors in the secondary schools at He Qing County of Yunnan Province, China.

1.3.3 To search for deeper information about teachers' burnout in the secondary schools at He Qing County of Yunnan Province, China.

1.4. Research Hypotheses

In relation to the objectives outlined in 1.3, the hypotheses were as follows:

1.4.1 There was a statistically significant difference on teachers' burnout in the secondary schools at He Qing County based on the teachers' age.

1.4.2 There was a statistically significant difference on teachers' burnout in the secondary schools at He Qing County based on the teachers' gender.

1.4.3 There was a statistically significant difference on teachers' burnout in the secondary schools at He Qing County based on the teachers' education level.

1.4.4 There was statistically significant difference on teachers' burnout in the secondary schools at He Qing County based on the teachers' work experience.

1.4.5 There was a statistically significant difference on teachers' burnout in the secondary schools at He Qing County based on the teachers' workload.

1.4.6 There was a statistically significant difference on teachers' burnout in the secondary schools at He Qing County based on the teachers' income.

1.5. Scope of the Study

This study was designed to investigate the level of teachers' burnout in the secondary schools of He Qing County of Yunnan Province, China during December 2011. The total population of this research consisted of 670 teachers from 11 secondary schools that included both junior and senior levels, the samples were 336

teachers. According to studies by Wangfang & Xuyan (2003) basis of Mashach & Jackson (1981), Maslach (1982), Maslach & Leiter (1997), Pines & Aronson (1988), Shirom (1989), Hobfoll (1989.1998), the researcher adopted four dimensions of the teachers' burnout as follows: (1) emotional exhaustion, (2) depersonalization, (3) cognitive exhaustion, and (4) reduced sense of personal accomplishment.

1.6. Research Contributions

Results from the study might be used in the development of an effective intervention for reducing teachers' burnout by relevant authorities. It is assumed that the data collected from this study could enrich the research findings and benefit the improvement of the level of teachers' quality in the secondary schools of poverty areas such as He Qing County of Yunnan Province, China.

1.7 Definitions of Terms

Personal factors refer to the specification of individual demographic information, consisting of their age, gender, education level, work experience, workload, and income.

Age refers to completed years of age of the respondents working in the secondary schools of He Qing County in the year 2011. The range of age groups consist of: (1) between 21-30-years old, (2) 31-40 years old, (3) 41-50 years old, and (4) above 50 years old.

Gender refers to the sex of the teachers, either male or female.

Education level refers to the highest education qualification of the teachers, which consists of the following categories: (1) below bachelor degree, (2) bachelor degree, (3) master degree, and (4) doctoral degree in the year 2011.

Work experience refers to the completed number of years of work since entering employment in the secondary schools of He Qing County. The range of teaching experience categories consists of (1) between 1-5 years, (2) 6-10 years, (3) 11-15, and (4) above 15 years.

Workload refers to the total number of hours of work in a week at the secondary schools of He Qing County. The range of workload categories consists of (1) below 40 hours per week, (2) between 40-55 hours per week, and (3) above 55 hours per week.

Income refers to the teachers' compensation from work, such as wages and benefits per year in the secondary schools of He Qing County. The range of income categories consists of (1) below \$ 3,200 USD per year, (2) between \$ 3,200-\$ 4,800 USD per year, and (3) above \$ 4,800 USD per year.

Teachers' burnout refers to the teachers' feelings and performances, which are involved with emotional exhaustion, depersonalization, cognitive exhaustion, and a reduced sense of personal accomplishment on job in the secondary schools of He Qing County. It was measured by the Questionnaire of Teacher's Burnout (QTB) for secondary schools.

Emotional exhaustion refers to the performance of individual emotions and feelings in an extreme state of fatigue, with a total loss of enthusiasm. This fatigue and more intense, emotional resources will dry up in the same individual as they are no longer devoted to the care and affection of others.

Depersonalization refers to the performance of individuals exhibiting negative, insensitive attitudes and feelings towards their colleagues or students, with no sympathy at all for others, even cynically perceiving and treating them as inanimate objects. When reflected in teachers, it is exhibited by being physically and psychologically alienated from the students, giving student's pejorative labels, or being wantonly derogatory toward them, while putting on a cold or detached attitude, as well as being physically and psychologically alienated from the students.

Cognitive exhaustion refers to the performance and feeling of individuals. They can not adapt to rapid social change and the rapid updating of knowledge. When cognitive exhaustion occurs it becomes difficult for them to cope with the problems, one's own re-learning ability, and the capacity to retain knowledge, as well as the experiencing of a sense of exhaustion.

Reduced sense of personal accomplishment refers to the feeling and diminished performance of an individual's work as their own assessment of the meaning and value of work declines. The decline of confidence in his or herself-

efficacy, often accompanied by feelings of incompetence, results in losing the capacity to realize a sense of accomplishment from his or her work, with a loss of enthusiasm, and little or no remaining effort.

1.8 Conceptual Framework

From the review of literature, the conceptual framework of the study on teachers' burnout in the secondary schools of He Qing County was synthesized principally from the works of Lau, Yuen and Chan (2005), Schwab and Iwanicki (1982), Anderson and Iwanicki (1984), Byrne (1991), Schwab, Jackson and Schuler (1986), Lecompte and Dworkin (1991), Farber (1998), Troman and Woods (2001), and basis of Mashach & Jackson (1981), Maslach (1982), Maslach & Leiter (1997), Pines & Aronson (1988), Shirom (1989), Hobfoll (1989.1998), Wangfang and Xuyan (2003) as follows:

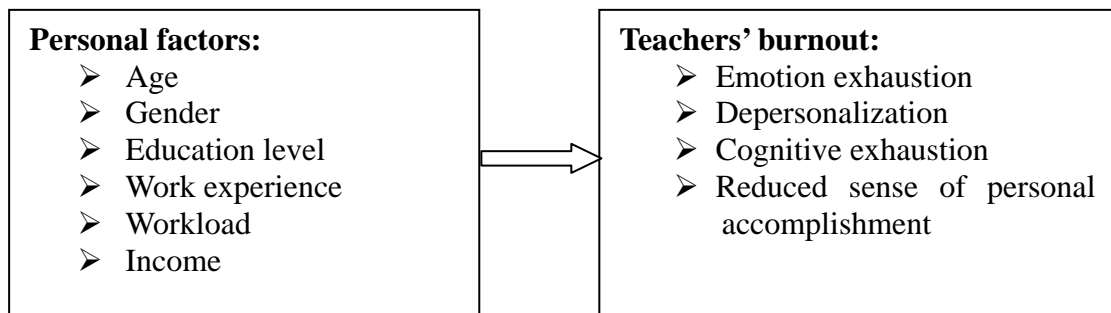


Figure 1.1 Conceptual Framework

CHAPTER II

LITERATURE REVIEW

This research aimed to find out the level of teachers' burnout perceived by teachers, and determine whether there were significant differences in the level of teachers' burnout based on their personal factors in the secondary schools at He Qing County in Yunnan Province. The concepts and related research on teachers' burnout was presented as follows:

2.1 China's context

2.2 Concept of burnout

2.2.1 Definition of burnout

2.2.2 The measurement of burnout

2.3 Definition of teachers' burnout

2.3.1 Symptoms of teachers' burnout

2.4 Related research on teachers' burnout

2.1 China's Context

China (Formally the People's Republic of China) is located in Eastern Asia, on the western Pacific Coast. China has 9.6 million square kilometers of land area, with an eastern and southern coastline along the mainland of more than 18,000 km inland, and a coastal area of about 4.7 million square kilometers. China borders 14 countries, and eight are adjacent to the sea. There are administrative divisions that are made up of 23 provinces, 5 autonomous regions, 4 municipalities of provincial-level administrations, and two special administrative regions; the capital of China is Beijing (Library of Congress, 2010).

China has experienced a remarkable period of rapid growth spanning three decades, shifting from a centrally planned economy to a market based economy with reforms begun in 1978. During this time, it has grown at an average rate of about 9.7%

per year, with exceptionally strong growth between 2003 - 2007 averaging rates of about 11% per year. Growth remained strong during the recent global financial crisis, reflecting massive stimulus and strong underlying growth drivers (The World Bank, 2011). However, China has the second largest population of consumption-poor in the world after India, and poverty reduction remains a fundamental challenge. Rapid economic ascendance has brought on many challenges as well, including demographics – issues related to an aging population as well as the internal migration of labor, high inequality, rapid urbanization, challenges to environmental sustainability, and external imbalances. Significant policies adjustments have been required in order for China's growth to remain sustainable.

Following the 11th Five Year Plan (2006-2010), the 12th Five Year Plan (2011-2015) recently was approved by the National People's Congress. The Plan for National Economic and Social Development, approved March 14, 2011, came at a time when the need to rebalance toward a more domestic demand-led, service sector-oriented pattern of growth was stronger than ever before, partly due to the less favorable global outlook since the worldwide recession of 2008. The 12th Plan (National Development and Reform Commission Peoples republic of China, 2011b) has set five main objectives:

- Maintaining stable and fast economic growth, with a focus on price stabilization, more job creation, improved balance of payments, and higher quality of growth.
- Achieving major progress in economic restructuring, with a higher share of household consumption and growth of the service sector, further urbanization, more balanced rural-urban development, lower energy intensity and carbon emissions, and a better environment.
- Increasing people's incomes, reducing poverty, and improving the living standards and quality of life of its people.
- Expanding access to basic public services, increasing the educational level of the population, developing a sound legal system, and ensuring a stable and harmonious society.

- Deepening the reforms in the fiscal, financial, pricing, and other key sectors, changing the role of the state, improving governance and efficiency, and further integrating into the world economy.

Clearly, education as a fundamental building block will be increasing people's incomes, also reducing poverty and improving the living standards and quality of life. As Elizabeth (2011) noted, there is no better tool than education for those things, such as advancing economic growth; increasing the educational level of the population must be getting serious treatment along with the rapid economic growth in next decade in China.

Education in the People's Republic of China is a state-run system of public education run by the Ministry of Education. All citizens must attend school for at least nine years. The government provides primary education for six years, starting at age six or seven, followed by six years of secondary education for ages 12 to 18. Some provinces may have five years of primary school, with four years for middle school. In addition, there are three years of high school. The Ministry of Education reported a 99 percent attendance rate for primary school and an 80 percent rate for both primary and middle schools in 2000. In 1985, the government abolished tax-funded higher education, requiring university applicants to compete for scholarships based on academic ability (MOE, 2011a).

Laws regulating the system of education now available include the Regulation on Academic Degrees, the Compulsory Education Law, the Teachers Law, the Education Law, the Law on Vocational Education, and the Law on Higher Education (MOE, 2011b).

In China, education is divided into three categories: basic education, higher education, and adult education. The number of schools of all types and levels of staff and fulltime teachers are shown in the following table:

Table 2.1 Number of Schools of All Types and Levels of Education and Fulltime Teachers

The level of education	No. of schools	No. of full time teachers
I. Higher education	2,305	1,295,248
II. Secondary education	87,665	5,922,807

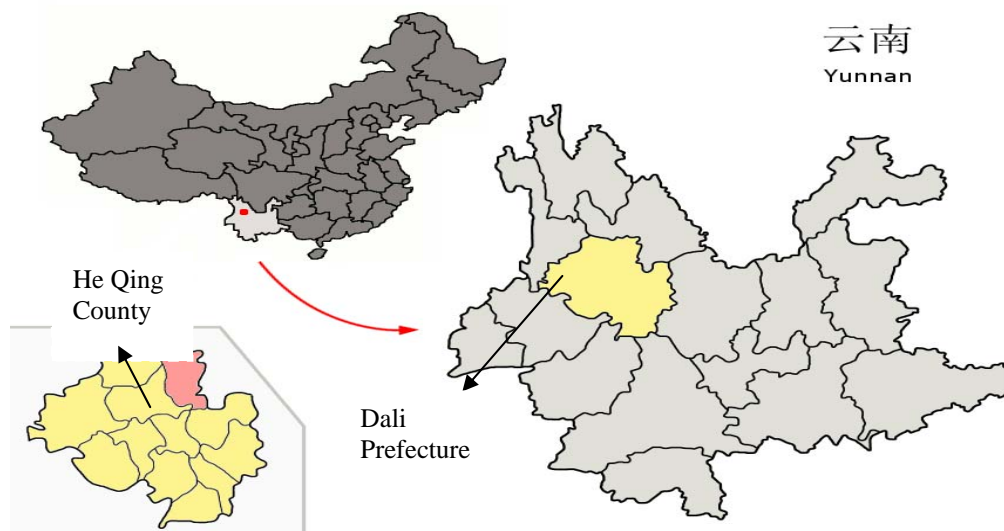
Table 2.1 Number of Schools of All Types and Levels of Education and Fulltime Teachers (cont.)

The level of education	No. of schools	No. of full time teachers
III.Primary education	322,094	5,667,481
IV. Pre-school education	138,209	985,889

Source:<http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/s4969/201012/113485.html>.

According to this table, the Ministry of Education has indicated that China has 138,209 kindergartens with 985,890 teachers, and there are 322,094 primary schools with 5,667,481 teachers. General secondary education has 87,665 institutions, with 5,922,807 teachers. For higher education, there are 2,305 institutions of higher learning (colleges and universities) with 1,295,248 professors. There clearly are a huge number of teachers.

He Qing County belongs to Dali Prefecture in Yunnan Province of China. Yunnan is the most southwestern province in China. As one of the largest and poorest provinces in China, Yunnan abounds in land resources; the per capita land area is about 16 mu (15 mu = 1 hectare), However, cultivated land constitutes only a small part of the total, owing to steep mountains. He Qing County is located in the northwestern part of Yunnan province. Population is around 280,000 people (The Sixth National Census in 2010 Communique on Major Data) and the economy is based on agriculture and animal husbandry.

**Figure 2.1** Location of He Qing County

Source: http://en.wikipedia.org/wiki/Heqing_County

People who live in the He Qing County attach great importance to education. Parents pay attention to their student's academic achievement, especially in secondary school, because secondary school students have to face their destinies ahead on entrance college exam at the end of their secondary schooling. There are a total of 12 secondary schools in He Qing County. Considering school size and simple size, the researcher has chosen all secondary schools in this county as the population for this study, except for 1 school which was checked for improvement of the questionnaire in the pilot study.

2.2 Concept of Burnout

2.2.1. Definition of burnout

The term "burnout" doesn't have a recognized standard definition. Burnout is a psychological term for the experience of long-term exhaustion and diminished interest. Burnout was first defined by Freudenberger (1974) and involves feelings of failure and exhaustion resulting from excessive demands on a person's energy with insufficient reward for the effort. Other researchers have defined burnout as psychological distancing from work (Maslach, 1976). According to the Maslach Burnout Model and Inventory (Maslach & Jackson, 1981; Maslach, 1982; Maslach & Leiter, 1997), burnout is viewed as a syndrome that consists of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment.

Emotional exhaustion refers to feelings of being depleted of one's emotional resources. This dimension has been regarded as the basic individual stress component of the syndrome (Maslach, Schaufeli & Leiter, 2001). Depersonalization, referring to a negative, cynical or excessively detached response to other people at work, represents the interpersonal component of burnout. Reduced personal accomplishment, referring to feelings of decline in one's competence and productivity and to one's lowered sense of self-efficacy, represents the self-evaluation component of burnout (Maslach, 1998).

Pines and her colleagues' defined burnout as the state of physical, emotional and mental exhaustion caused by long-term involvement in emotionally

demanding situations (Pines & Aronson, 1988). Burnout is viewed as an affective state characterized by one's feelings of being depleted of one's physical, emotional, and cognitive energies by Shirom (1989), on the basis of the Conservation of Resources theory (Hobfoll & Shirom, 1993, 2000). Past reviews of the burnout literature (Burke & Richardson, 2000; Cordes & Dougherty, 1993; Moore, 2000; Schaufeli & Peeters, 2000; Hobfoll & Shirom, 2000; Shirom, 1989) view it as a consequence of one's exposure to chronic job stress.

Moreover, the conceptualization of burnout formulated by Shirom (1989) on the basis of Conservation of Resources (COR) theory (Hobfoll & Shirom, 1993, 2000) relates to energetic resources only, and covers physical, emotional, and cognitive energies. Thereby, burnout thus represents a combination of physical fatigue, emotional exhaustion, and cognitive weariness.

In addition, the researcher has cited a table which makes use of Veninga and Spradley's (1981) very helpful model of the stages of job burnout, which are summarized as a means to do an overall, armchair assessment of the intensity of burnout risk, which is shown below:

Table 2.2 Stages of burnout

Stages of burnout	
Stage 1	Honeymoon -- marked by high job satisfaction, commitment, energy, and creativity, the key issue is what patterns of coping strategies you begin to develop when facing the inevitable stresses of the job. In theory, if the patterns of coping are positive, and adaptive, then you will remain in the honeymoon stage indefinitely, but few people do.
Stage 2	Balancing Act -- as opposed to the unbridled optimism and positiveness of Stage 1, you now are clearly aware that some days are better than others regarding how well you are handling the stress on the job. An awareness of a noticeable increase in the following is indicative of Stage 2:

Table 2.2 Stages of burnout (cont.)

Stage of burnout	
Stage 2	2.1 job dissatisfaction 2.2 work inefficiency, including avoiding making necessary decisions, "losing" stuff at work (even on your desk!), etc. 2.3 fatigue (a general fatigue, often reportedly accompanied by deep muscle fatigue) 2.4 sleep disturbances (often that you are so "busy" in your head that you can't get to sleep) 2.5 escapist activities of choice (including eating, drinking, smoking, zoning out in front of the TV, etc.)
Stage 3	Chronic Symptoms -- marked by an intensification of some of the same indicators cited in Stage 2, including 3.1 chronic exhaustion 3.2 physical illness (remember that stress is a risk factor in many diseases) 3.3 anger, depression
Stage 4	Crisis -- the symptoms become critical 4.1 physical symptoms intensify and/or increase in number 4.2 obsessing about work frustrations 4.3 pessimism and self-doubt dominate thinking 4.4 you develop an "escapist mentality"
Stage 5	Enmeshment -- The symptoms of burnout are so embedded in your life that you are more likely to be labeled as having some significant physical or emotional problem than you are to be called a burnout case.

Source: <http://www.winona.edu/stress/bntstages.htm>.

Despite the sobering implications of the model, the hopeful issue is that, short of death or some incapacitating physical or emotional illness, it is nearly always possible to take action to strengthen ones coping skills and to move back up the chart toward Stage 1. This does mean that taking decisive action to reduce burnout is

possible, but it may be difficult or impossible to achieve on one's own. Albee (2000), one of the pioneers of prevention research, points out that, "It is accepted public health doctrine that no disease or disorder has ever been treated out of existence", It is far better if the roots of burnout are identified and eliminated before the syndrome develops, rather than treating it after it has already occurred.

Overall, Veninga and Spradley (1981) present a stage model with progressive phases of job burnout, which is quite applicable to teachers. Most teachers start out quite optimistic and idealistic with high levels of job commitment and energy; they then become aware more and more of the difficulties associated with the job, and begin to develop some job dissatisfaction and job fatigue. This moves on to the intensification of the feelings of fatigue as the difficulties, job dissatisfaction, and workload stressors become chronic. Finally, a crisis occurs when the teachers become overly obsessed about their frustrations at work, and develop a pervasive pessimism that things will ever improve. This is combined with increasing self-doubt about their ability to cope, to the point of the job becoming nearly completely overwhelming. As a result, the burnout becomes an embedded part of their lives, with the accompanying physical symptoms and emotional problems all too evident.

Burnout starts out as a psychological state of feeling both emotionally and physically drained and energy, the "person" feels doubtful about their ability to complete tasks and in severe cases, cognitive weariness and reduced personal accomplishment also, they may even suffer from diseases due to the stress.

2.2.2 The measurement of burnout

Nearly all of the major models and instruments concerning and relevant to research related to burnout can be divided into four approaches. They are:

(1) The Maslach Burnout Model and Inventory (MBI)

According to this conceptualization (Maslach & Jackson, 1981; Maslach, 1982; Maslach & Leiter, 1997), burnout is viewed as a syndrome that consists of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to feelings of being depleted of one's emotional resources. This dimension was regarded as the basic individual stress

component of the syndrome (Maslach, Schaufeli & Leiter, 2001). Depersonalization, referring to a negative, cynical or excessively detached response to other people at work, represents the interpersonal component of burnout. Reduced personal accomplishment, referring to feelings of decline in one's competence and productivity and to one's lowered sense of self-efficacy, represents the self-evaluation component of burnout (Maslach, 1998). The three dimensions were not deduced theoretically, but have been derived from exploratory factor analysis, by clustering and labeling survey items initially collected to reflect the range of experiences associated with the phenomenon of burnout (Maslach, 1998; Schaufeli & Enzmann, 1998).

Subsequently, Maslach and her colleagues modified the original definition of the latter two dimensions (Maslach, Schaufeli & Leiter, 2001). Depersonalization was replaced by cynicism, still referring to the same cluster of symptoms. The new label for this dimension of the syndrome has posed new questions and problems. Cynicism is an emerging concept in psychology and organizational behavior, and is used to refer to negative attitudes involving frustration from, disillusionment, and distrust of organizations, persons, groups or objects (Andersson & Bateman, 1997; Dean, Brandes & Dharwadkar, 1998). Abraham (2000) has suggested that work or job cynicism, one of the forms of cynicism that she had identified in her research, tends to be closely related to job burnout. Garden (1987) has argued that this dimension of the syndrome of burnout gauges several distinct attitudes, including distancing, hostility, rejection, and unconcern. It follows that the discriminant validity of this component of burnout, relative to the current conceptualizations of employee or work cynicism, has yet to be fully established.

The third dimension was re-labeled as reduced efficacy or ineffectiveness, and is depicted to include the self-assessments of low self-efficacy, lack of accomplishment, lack of productivity, and incompetence (Leiter & Maslach, 2001). Each of these concepts—namely self-efficacy, accomplishment or achievement, personal productivity or performance, and personal competence—represent well-known distinct fields of research in the behavioral sciences. The authors of the MBI have yet to clarify on what theoretical grounds these concepts should be grouped together into the same cluster of symptoms. Such diverse clustering of symptoms related to effectiveness may obscure the meaning of the third dimension underlying

the MBI. To provide an illustration, it raises the question of whether reduced efficacy refers to one's personal judgment of just how well one can execute the courses of action required to deal with prospective situations, in the way that self-efficacy is typically defined (Lee & Bobko, 1994; Stajkovic & Luthans, 1998). Alternatively, this dimension of burnout may more closely reflect one's belief in one's knowledge and skills, as competence is often conceptualized (Foschi, 2000; Sandberg, 2000). Instead, it might be more related to self-assessed job performance or performance expectations (Stajkovic & Luthans, 1998).

It appears that the second and third dimensions of the MBI, as currently defined, likely represent several multifaceted constructs, each having different implications with regard to the emotional exhaustion component of burnout than suggested by the authors of the MBI (Moore, 2000).

Clearly, the conceptualization of burnout, as tapped by the MBI, relates to it as a multidimensional construct. A construct is multidimensional when it refers to several distinct but related dimensions that are viewed as a single theoretical construct (Law, Wang, & Mobley, 1998). The proponents of this multidimensional view of burnout (Maslach, 1998) argue that it provides a holistic representation of a complex phenomenon, broadly conceived as referring to the process of wear and tear, or continuous encroachment upon employees' resources. However, they have yet to provide convincing theoretical arguments as to why the three different clusters of symptoms that comprise their conceptualization of burnout should "hang together" (Maslach, Schaufeli, & Leiter, 2001).

They further argue that their conceptualization allows researchers to use broadly conceived types of stress in both the work and the family domains as potential antecedents of burnout, thus increasing its explained variance. However, several investigators have pointed out there is a lack of evidence that there are specific antecedent variables or mechanisms leading to all three clusters of symptoms included in the syndrome of burnout (Collins, 1999; Lee & Ashforth, 1996; Schaufeli & Enzmann, 1998).

A case in point is the phase model of burnout, developed by Golembiewski and his colleagues and tested in a series of studies (Golembiewski & Boss, 1992; Golembiewski, Munzenrider, & Stevenson, 1986; Golembiewski & Munzenrider,

1988). It was constructed on the basis of the theoretical assumption that individuals experiencing burnout on the dimension of emotional exhaustion do not necessarily experience either of the other two clusters of symptoms. Indeed, Golembiewski and his colleagues (1986, 1988, and 1992) have provided in their books a considerable amount of evidence that supports this theoretical proposition.

Maslach (1998) has argued that the addition of the dimensions of cynicism and reduced personal efficacy to the core dimension of emotional exhaustion was justified because the former two dimensions add the interpersonal aspect of burnout to the conceptualization of the phenomenon. However, items that tap interpersonal aspects of work appear in the emotional exhaustion scale, like “working with people all day is really a strain for me”, and “working with people directly puts too much stress on me” (Maslach & Jackson, 1981).

Conceptually, therefore, the view of burnout as a syndrome that includes three clusters of symptoms lacks theoretical underpinnings, has not been supported by evidence demonstrating common etiology for the three dimensions, and includes two clusters of symptoms, cynicism and reduced personal effectiveness, that appear to be too heterogeneous for advancing our knowledge on burnout.

The MBI, the measurement scale whose process of construction has led inductively to the above conceptualization, has been the most popular instrument for measuring burnout in empirical research (Collins, 1999; Lee & Ashforth, 1996; Schaufeli & Enzmann, 1998). It contains items purportedly assessing each of the three clusters of symptoms included in the syndrome view of burnout, i.e. (1) emotional exhaustion, (2) cynicism or depersonalization, and (3) reduced effectiveness or lowered professional efficacy. It asks respondents to indicate the frequency over the work year with which they have experienced each feeling on a 7-point scale ranging from 0 (never) to 6 (every day). Three subscales are usually constructed, referring to each of the above dimensions (Barnett, Brennan & Careis, 1999). The factorial validity of the MBI has been extensively studied (Byrne, 1994; Handy, 1988; Lee & Ashforth, 1996; Schaufeli & Dierendonck, 1993; Schaufeli & Buunk, 1996). Most of the researchers examining this aspect of MBI validity have reported that a three-factor solution better fits their data than does either a two-dimensional or a one-dimensional structure (Boles, Dean, Ricks, Short & Wang, 2000; Schutte, Toppinen, Kalimo &

Schaufeli, 2000). Researchers using the MBI have most often constructed three different scales corresponding to the three dimensions of emotional exhaustion, cynicism, and reduced personal effectiveness. Furthermore, several studies have argued, on both theoretical and psychometric grounds that the use of a total score to represent total burnout should be avoided (Moore, 2000; Kalliath, O' Driscoll, Gillepsie & Bluedorn, 2000; Koeske & Koeske, 1989).

The emotional exhaustion dimension has been consistently viewed as the core component of the MBI (Moore, 2000; Cordes et al., 1997; Burke & Greenglass, 1995). Most studies have shown it to be the most internally consistent and stable relative to the other two components (Schaufeli & Enzmann, 1998). In meta-analytic reviews, it has also been shown to be the most responsive to the nature and intensity of work-related stress (Lee & Ashforth, 1993; Schaufeli & Enzmann, 1998).

(2) Pines' Burnout Model and Measure (BM)

Pines and her colleagues defined burnout as the state of physical, emotional and mental exhaustion caused by long-term involvement in emotionally demanding situations (Pines & Aronson, 1988). This view does not restrict the application of the term burnout to the helping professions, as was initially the case with the first version of the MBI (Winnubst, 1993). A possible drawback is that this approach does not view burnout in a work context. Indeed, it was applied not only to employment relationships (Pines, Aronson & Kafry, 1981) and organizational careers (Pines & Aronson, 1988), but also to marital relationships (Pines, 1988, 1996) and to the aftermath of political conflicts (Pines, 1993).

Much like the MBI, the conceptualization of burnout emerged from clinical experiences and case studies. In the process of actually constructing a measure that purported to assess burnout, dubbed the BM, Pines and her colleagues have moved away from the definition offered above. In the BM, Pines and her colleagues view burnout as a syndrome of co-occurring symptoms that include helplessness, hopelessness, entrapment, decreased enthusiasm, irritability, and a sense of lowered self-esteem (Pines, 1993). None of these symptoms is anchored in the context of work or employment relationships. The BM is considered a one-dimensional measure yielding a single composite burnout score. Evidently, the overlap between the

conceptual definition and the operational definition is minimal (Schaufeli & Enzmann, 1998). In addition, the discriminant validity of burnout, as assessed by the BM, relative to depression, anxiety, and self-esteem, is impaired, according to Shiromand & Ezrachi (2001). This has led researchers to describe the BM as an index of psychological strain that encompasses physical fatigue, emotional exhaustion, depression, anxiety, and reduced self-esteem (Schaufeli & Dierendonck, 1993).

(3) Shirom-Melamed Burnout Model and Measure (S-MBM)

The conceptualization of burnout that underlies the Shirom-Melamed Burnout Measure (S-MBM) was inspired by the work of Maslach and her colleagues and Pines and her colleagues, as described above. Burnout is viewed as an affective state characterized by one's feelings of being depleted of one's physical, emotional, and cognitive energies. Theoretically, the S-MBM was based on Hobfoll's (1989, & 1998) Conservation of Resources (COR) theory. COR theory's basic tenets are that people have a basic motivation to obtain, retain, and protect that which they value. The things that people value are called resources, of which there are several types, including material, social, and energetic resources. The conceptualization of burnout formulated by Shirom (1989) on the basis of COR theory (Hobfoll & Shirom, 1993, 2000) relates to energetic resources only, and covers physical, emotional, and cognitive energies. Burnout thus represents a combination of physical fatigue, emotional exhaustion, and cognitive weariness.

According to COR theory (Hobfoll, 1989, 1998) stress at work occurs when individuals are either threatened with resource loss, lose resources, or fail to regain resources following resource investment. One of the corollaries of COR theory is that stress does not occur as a single event, but rather represents an unfolding process, wherein those who lack a strong resource pool are more likely to experience cycles of resource loss. The affective state of burnout is likely to exist when individuals experience a cycle of resource loss over a period of time at work (Hobfoll & Freedy, 1993). For example, a reference librarian who comes to work every morning to face yet another line of students impatiently awaiting her help, while lacking opportunities to replenish her resources, is likely to cycle into a forceful spiral of resource loss and as a result feel burned out at work.

There are three reasons for the focus on the combination of physical fatigue, emotional exhaustion, and cognitive weariness in the conceptualization of burnout that has led to the construction of the S-MBM. First, these forms of energy are individually possessed, and theoretically are expected to be closely interrelated. COR theory postulates that personal resources affect each other and exist as a resource pool, and that lacking one is often associated with lacking the other (Hobfoll & Shirom, 2000). Empirical research conducted with the S-MBM has supported the linkage among physical fatigue, emotional exhaustion, and cognitive weariness (Melamed, Kushnir & Shirom, 1992; Shirom Westman, Shamai, & Carel, 1997). Second, the three forms of individually possessed energy included in the S-MBM represent a coherent set that does not overlap any other established behavioral science concept, like depression and anxiety, or like aspects of the self-concept such as self-esteem and self-efficacy. Third, the conceptualization of the S-MBM clearly differentiates burnout from stress appraisals antecedent burnout, and from coping behaviors that individuals may engage in to ameliorate the negative aspects of burnout like distancing themselves from client recipients, as well as from the probable consequences of burnout-like performance decrements. This stands in contrast to the two other conceptualizations of burnout outlined above.

A series of studies that confirmed expected relationships between the S-MBM and physiological variables have lent support to its construct validity. In these studies, respondents' total score on the S-MBM was used to predict risk factors for cardiovascular disease (Melamed, Kushnir & Shirom, 1992; Shirom, Westman, Shamai & Carel 1997), quasi-inflammatory factors in the blood (Lerman, Melamed, Sharagin & Kushnir 1999), salivary cortisol levels (Melamed, Ugarten, Kahana, 1999), and upper respiratory infections (Kushnir & Melamed, 1992).

However, the convergent validity of the S-MBM relative to the MBI and the BM has yet to be established, as has its discriminate validity relative to other types of possible emotional reactions to chronic stress at work, like anger, hostility, anxiety, and depressive symptomatology. The factorial validity of the S-MBM needs to be investigated in additional occupational categories. Also, there is a paucity of evidence with regard to the possibility that different types of stress may have varying effects on physical fatigue, emotional exhaustion, and cognitive weariness. Consequently, this

casts doubt on the suitability of using a single composite score of the S-MBM to represent burnout. In addition, there is some indirect evidence suggesting that each of the three components of the S-MBM might be related to a different coping style (Vingerhoets, 1985).

(4) Models of Stress at Work and Burnout

Past reviews of the burnout literature (Burke & Richardson, 2000; Cordes & Dougherty, 1993; Moore, 2000; Schaufeli & Peeters, 2000; Hobfoll & Shirom, 2000; Shirom, 1989) view it as a consequence of one's exposure to chronic job stress. The chronic stresses that may lead to burnout include qualitative and quantitative overload, role conflict and ambiguity, lack of participation, and lack of social support.

Burnout has also been shown to be more job-related and situation-specific relative to emotional distress such as depression (Maslach, Schaufeli & Leiter, 2001). Among the major theoretical approaches to work-related stress and its outcomes reviewed in Cooper (1998), those that have been applied to investigate stress–burnout relations are: (1) the demand-control-support model, (2) the effort-reward imbalance perspective, and (3) the person-environment fit model. It should be noted that these three theoretical perspectives differ in their conceptualization of stress, and place different emphasis on the personality differences and situational variables that may moderate stress-burnout relations. In addition, the different models have not been systematically compared with regard to their predictive validity of burnout.

This review argues that the most robust theoretical view of stress and burnout relationships is that based on Hobfoll's COR theory (Hobfoll & Shirom, 1993, 2000). According to COR theory, when individuals experience loss of resources, they respond by attempting to limit the loss and maximizing the gain of resources. To achieve this, they usually employ other resources. When circumstances at work or otherwise threaten people's obtaining or maintaining resources, stress ensues. COR theory postulates that stress occurs under one of three conditions: (1) when resources are threatened, (2) when resources are lost, and (3) when individuals invest resources and do not reap the anticipated rate of return. COR theory (Hobfoll, 1989, 1998) further postulates that because individuals strive to protect themselves from resource loss, loss is more salient than gain, and therefore employees are more sensitive to workplace stresses that threaten their resources. For example, for teachers, the

demand to discipline students and face negative feedback from their supervisors will be more salient than rewards that they might receive. The stress of interpersonal conflict has been shown to be particularly salient in the burnout phenomenon (Leiter & Maslach, 1988).

A recent meta-analysis (Lee & Ashforth, 1996) examined how demand and resources correlates, and behavioral and attitudinal correlates, were related to each of the three scales that comprise the MBI. In agreement with the COR theory-based view of stress and burnout outlined above, these authors found that both the demand and the resource correlates were more strongly related to emotional exhaustion than to either depersonalization or personal accomplishment. These investigators also found that consistent with COR theory of stress, emotional exhaustion was more strongly related to the demand correlates than to the resource correlates, suggesting that workers might have been sensitive to the possibility of resource loss. These meta-analytic results were subsequently reconfirmed by additional studies, like Demerouti et al. (Demerouti, Bakker, Nachreiner, & Schaufeli, 2000) who used a burnout scale that focused on energy depletion.

Applying these notions to burnout, individuals should feel burned out when they perceive a continuous net loss of their physical, emotional, or cognitive energy that cannot be replenished. This feeling of ongoing net loss—of any combination of individuals' physical vigorousness, emotional robustness, and cognitive agility—represents an emotional response to the experienced stressors. The net loss, in turn, cannot be compensated for by expanding other resources, or borrowing, or gaining additional resources by investing still existing ones.

Burned-out individuals may exacerbate their losses by entering into an escalating spiral of losses (Hobfoll & Shirom, 2000). Eventually, they may reach an advanced stage of burnout, where their symptoms of depression may become the predominant emotions, or they may reach advanced stages of burnout that manifest themselves in symptoms of psychological withdrawal such as acting out with cynicism toward others and dehumanizing their customers, clients, or students.

As noted by Schaufeli and Enzmann (1998), to date longitudinal studies have not supported the notion that there is a time lag between the stress experience and the feelings of burnout. It could be that stress and burnout change simultaneously,

and therefore this would explain the failure of the eight longitudinal studies examined by Schaufeli and Enzmann to reproduce the effects of stress on burnout, found in most cross-sectional studies.

This theoretical perspective has direct implications with regard to phase or process theories of burnout (Golembiewski & Boss, 1992; Golembiewski, Boudreau, Munzenrider & Lou, 1996; Leiter & Maslach, 2001). These phase or process theories of burnout have been reviewed by Burke and Richardson (2000), who noted that such theories should include the consequences of burnout salient to individuals and organizations. Thus COR theory implies that during the early stages of burnout, it will be characterized by a process of depletion of energy resources directed at coping with the threatening demands that come from work-related stressors. During this stage of coping, burnout may occur concomitantly with a high level of anxiety, due to the direct and active coping behaviors that usually entail a high level of arousal. When and if these coping behaviors prove ineffective, the individual may give up, and engage in emotional detachment and defensive behaviors that may lead to depressive symptoms (Shirom & Ezrahi, 2001).

Cherniss (1980a, 1980b) has found that in the later stages of burnout individuals behave defensively and hence display cynicism toward clients, exhibit withdrawal, and show emotional detachment (Burke & Greenglass, 1989, 1995). Their attempts at coping have limited effectiveness, and often cycle to heighten burnout and problems for both the individuals and the organizations in which they work.

The unique core of burnout, as posited above, is distinctive in content and nomological network from either depression or anxiety, as demonstrated by Corrigan, Holmes & Luchins et al. (1994), and by Leiterans & Durum (1994). Measures of depression, such as the Beck Depression Inventory (Beck, Ward, Mendelson, Mock & Erbaugh, 1961), include items whose contents gauge passivity and relative incapacity for purposeful action. In addition, as proposed above, later phases of burnout may be accompanied by depressive symptomatology. The two considerations may explain the often reported high positive correlation between burnout and measures of depression (Meier, 1984; Schaufeli & Enzmann, 1998). It follows that burnout is conceptually distinct from depression. Depressive symptomatology is affectively complex, and includes lack of pleasurable experience, anger, guilt, apprehension, and physiological

symptoms of distress. Moreover, cognitive views of depression regard it as related primarily to pessimism about the self, capabilities, and the future (Fisher, 1984).

This theoretical position may be especially exemplified by job burnout among people-oriented professionals, such as teachers, social workers, and nurses. When faced with overload and interpersonal stress on the job on an ongoing basis, the key issue for them is the amount of emotional energy they need to meet these job demands. When they feel emotionally exhausted, direct or problem-focused coping, which invariably requires that they invest emotional energy, is no longer a viable option. Presumably, they employ emotion-focused coping in an effort to ameliorate their feelings of emotional exhaustion, and attempt to distance themselves from their service recipients, psychologically withdraw from their job tasks, or limit their exposure to their clients. This may explain the commonly found linkage between emotional exhaustion and cynicism (Lee & Ashforth, 1996).

In past time, longitudinal study of the process of burnout among general practitioners, or GPs, Bakker and his colleagues (Bakker, Schaufeli, Sixma, Bosveld, & Van, 2000) found that repeated confrontation with demanding patients over a long time period depleted the GPs' emotional resources, creating perceptions of inequity or lack of reciprocity that mediated the process. This study also reported that emotional exhaustion evoked a cynical attitude towards patients. However, this linkage of emotional exhaustion and cynicism does not mean that emotional exhaustion is necessarily followed by cynical attitudes or indirect coping styles like distancing. It does not necessarily follow from this linkage that burnout's core meaning and ways of coping with advanced stages of it belong to the same conceptual space (Maslach, Schaufeli & Leiter, 2001).

To summarize the measurement of job burnout and the relation of work stress to burnout, the literature review focused on three models: the Maslach Burnout Model and Inventory (MBI), the Pines Burnout Model (BM), and the Shirom-Melamed Burnout Model and Measure (S-MBM).

The MBI has three dimensions: 1) emotion exhaustion – feeling depleted; 2) depersonalization – feeling cynical, negative, and detached; and 3) a reduced sense of personal accomplishment – having feelings of decline in one's professional competence. The second and third dimensions may well be multi-faceted factors.

Gomlembiewski's research found that burned out workers don't necessarily experience the second and third clusters, and that the core of burnout is emotional exhaustion.

The Pines Burnout Model (BM) came from clinical experience and case studies of workers in helping professions. It defines burnout as a syndrome that includes feelings of helplessness, hopelessness, a sense of entrapment, irritability, and low levels of enthusiasm and self-esteem.

The Shirom-Melamed Burnout Model and Measure (S-MBM) defines burnout as an affective state characterized by emotional exhaustion, physical fatigue, and cognitive weariness. Shirom (1989) conceptualized burnout based on the Hobfoll COR theory (Hobfoll & Shirom, 1993). There are three reasons why it focuses on these three aspects in concert: 1) they affect each other as a diminished resource pool, 2) they represent a cohesive, linked set of individually possessed energy, which are not related to other psychological constructs such as self-concept and self-esteem, and 3) they represent a conceptually differentiated concept of burnout separate from stress appraisal before burnout, and from coping behaviors like distancing that occur during burnout. However, the construct validity of the S-MBM is not as well established as it is for the MBI or the BM. Also, there is indirect evidence the three components of the S-MBM might be related to a coping style (Vingerhoets, 1985).

The Hobfoll COR theory stress at work is triggered by threat of resource loss, actual loss of resources, or the failure to regain these resources after an investment of energy and alternative resources. It is not based on a single event but is a process.

Past literature reviews have found that the relation of burnout to work stress in the most basic sense is that job burnout is a consequence of chronic job stress. Burnout is definitely more work related and situational specific than other forms of emotional distress. Cooper reviewed three major theoretical approaches to the job stress – job burnout relationship: 1) the demand-control-support model, 2) the effort-reward imbalance perspective, and finally 3) the person-environment fit model. Each model places different emphasis on person and situation variables, and how they moderate the chronic work stress-job burnout relationship. The most robust theoretical view comes from Hobfoll's COR theory, which states that a loss of resources leads to

an attempt to limit the loss by employing other resources. When circumstances prevent people from maintaining their resources, distress occurs. Loss is much more salient than gain, and loss of harmony caused by interpersonal conflict can be a particularly harmful loss, which in turn can lead to a downward spiral of diminished resources and more and more burnout.

Research also suggests that burnout may occur quite soon after depletion of resources occurs or there is a failure to replenish resources. They may explain why longitudinal studies do not show the hypothesized effects of chronic stress on the phases of burnout (Schaufeli & Enzemann, 1998).

COR theory implies that during the early phases of burnout attempts to cope with threatening demands may indicate high levels of anxiety and active problem focused coping. When these coping behaviors eventually prove futile, the stressed out individual may give up, then engage in emotional detachment and defensive behavior. The final stages should be characterized by cynicism, bitterness, and emotional detachment which is essentially a form of just going through the motions of work with no belief in personal effectiveness. Hence, feelings of incompetence and low self-esteem may be quite common.

2.3 Definition of teachers' burnout

Teacher burnout was defined in different ways by different researchers. Freudenberger, a psychiatrist, is largely credited for first using the term "teacher burnout" (Wood, McCarthy 2002). Burnout as an individual negative affective experience occurring as a result of chronic work stress became prominent in the teaching professional literature during the mid-1970s. Researchers (Lecompte & Dworkin, 1991; Farber, 1998; Troman & Woods, 2001) note that teachers who experience stress over long periods of time may experience what is known as burnout, when work stress results in teacher burnout, it can have serious consequences for the health and happiness of teachers, and also the students, professionals, and families they interact with on a daily basis. In addition, scholars define teacher burnout as a condition caused by depersonalization, exhaustion and a diminished sense of accomplishment (Schwab, Jackson & Schuler, 1986). Also, a psychological model of

how stress leads to burnout describes it as a syndrome resulting from teachers' inability to protect themselves against threats to their self-esteem and well being (Kyriacou & Sutcliffe, 1978).

Moreover, Matheny and colleague noted teachers burnout means that a teacher's loss of idealism and enthusiasm for work (Matheny, Gfroerer & Harris, 2000). Burnout is an occupational hazard to which all members of helping professions are exposed, including teachers. Carter (1994) defined teacher burnout as physical, emotional, and attitudinal exhaustion that began with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away. Although the symptoms of burnout may be very personal, they were generally characterized by "lack of" symptoms. The list included lack of energy, joy, enthusiasm, satisfaction, motivation, interest, and zest, dreams for life, ideas, concentration, self-confidence, or humor (McGee-Cooper, 1990). Moreover, an important finding from early studies was that teachers at risk for burnout came to see their work as futile and inconsistent with the ideals or goals they had set as beginning teachers (Bullough & Baughman, 1997).

LeCompte and Dworkin (1991) developed a more extensive description of burnout as an extreme type of role-specific alienation with a focus on feelings of meaninglessness, especially as this applies to one's ability to successfully reach students, a finding also supported by Farber (1998). LeCompte and Dworkin (1991) identified powerlessness in defining professional roles as being instrumental in creating stress. Additionally, a sense of both physical and mental exhaustion exacerbated by the belief that expectations for teachers were constantly in flux, or in conflict with previously held beliefs, has been cited by numerous researchers as influencing teacher burnout (Bullough & Baughmann, 1997; Brown & Ralph, 1998; Hinton & Rotheiler, 1998; Esteve, 2000; Troman & Woods, 2001).

Furthermore, Wangfang and Xuyan (2003) studies shown that teachers' burnout has been conceptualized as having four dimensions: emotional exhaustion, depersonalization, cognitive exhaustion, and reduced sense of personal accomplishment (Maslach & Jackson, 1981; Maslach, 1982; Maslach & Leiter, 1997; Pines & Aronson, 1988; Shirom, 1989; Hobfoll, 1989, 1998).

Emotional exhaustion refers to the performance of individual emotions and feelings in an extreme state of fatigue, with a total loss of enthusiasm. This fatigue and

more intense, emotional resources will dry up in the same individual as they are no longer devoted to the care and affection of others.

Depersonalization refers to the performance of individuals exhibiting negative, insensitive attitudes and feelings towards their colleagues or students, with no sympathy at all for others, even cynically perceiving and treating them as inanimate objects. When reflected in teachers, it is exhibited by being physically and psychologically alienated from the students, giving student's pejorative labels, or being wantonly derogatory toward them, while putting on a cold or detached attitude. as well as being physically and psychologically alienated from the students.

Cognitive exhaustion refers to the performance and feeling of individuals. they cannot adapt to rapid social change and the rapid updating of knowledge. When cognitive exhaustion occurs it becomes difficult for them to cope with the problems, one's own re-learning ability, and the capacity to retain knowledge, as well as the experiencing of a sense of exhaustion.

Reduced sense of personal accomplishment refers to the feeling and diminished performance of an individual's work as their own assessment of the meaning and value of work declines. The decline of confidence in his or herself-efficacy, often accompanied by feelings of incompetence, results in losing the capacity to realize a sense of accomplishment from his or her work, with a loss of enthusiasm, and little or no remaining effort.

Moreover, symptoms of teacher stress as contributing to burnout may take many forms (Brown & Ralph, 1998). Studies by several researchers (Brown & Ralph, 1998; Hinton & Rotheiler, 1998; Kyriacou, 2001; Troman & Woods, 2001), report the following as early symptoms of teacher stress and burnout: (1) Feeling like not going to work or actually missing days, (2) Having difficulty in concentrating on tasks, (3) Feeling overwhelmed by the workload and having a related sense of inadequacy to the tasks given to them, (4) Withdrawing from colleagues or engaging in conflictual relationships with co-workers, (5) Having a general feeling of irritation regarding school, (6) Experiencing insomnia, digestive disorders, headaches, and heart palpitations, and (7) Incapacitation and an inability to function professionally in severe instances .

Conclusion for this study, teacher burnout has been defined as the feelings of the

teacher when they are involved with feeling emotional exhaustion, depersonalization, cognitive exhaustion, and reduced sense of personal accomplishment on the job, in this case in the secondary schools in He Qing County in Yunnan Province, China.

2.4 Related research on teachers' burnout

A number of individual characteristics have been studied as they relate to teachers' burnout; the researcher stated some of them related to this study. Gender is one of the factors that differentiate patterns of burnout characteristics, wherein men generally score higher on depersonalization across all grade levels, as well as report more negative attitudes toward students (Schwab & Iwanicki, 1982). Furthermore, females reported higher emotional exhaustion and reduced personal accomplishment scores (Lau, Yuen & Chan, 2005).

Studies investigating age, teaching experience and income as factors relating to burnout have been largely inconsistent, particularly when the investigations have spanned across different communities and cultures. For instance, there have been disparate findings regarding the role of age in predicting burnout among public school teachers in the United States (Anderson & Iwanicki, 1984; Byrne, 1991; Maslach & Jackson, 1981; Schwab, Jackson & Schuler, 1986; Betsy & Steven, 1993); (Ulla-Britt Bengt & Staffan, 2008). A recent study in Hong Kong among educators there showed that teachers in the youngest age group were significantly more burned out than their older colleagues (Lau, Yuen, & Chan, 2005).

Moreover, workload is yet another factor, since the educators have experienced burnout from a heavy workload if he or she has been in this stage over long periods of time (Lecompte & Dworkin, 1991; Farber, 1998; Troman & Woods, 2001). Schonfeld (2001) also noted that the teaching occupation as a whole has become increasingly stressful due to work overload, poor career structure, and work overload significantly contributed to emotional exhaustion and depersonalization (Ha, Hum & Greenwell, 2011).

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the systematic procedures for this research project as follows:

3.1 Research Design

3.1.1 Quantitative Method

3.1.2 Qualitative Method

3.2 Population and Sample

3.3 Research Instruments

3.4 Quality of the Instrument

3.5 Data Collection

3.6 Data Analysis

3.1 Research Design

This research was conducted with a mixed method of both quantitative and qualitative methods.

3.1.1 Quantitative Method

A questionnaire was developed and used to obtain data from the sample of teachers quantitatively to assess the teachers' burnout.

3.1.2 Qualitative Method

The researcher selected 10 teachers from the sample to join in an interview in order to obtain deeper and more insight information about teachers' burnout.

3.2 Population and Sample

3.2.1 Population

The population of this research was comprised of 670 teachers, from all secondary schools at He Qing county of Yunnan Province in China, there were total 12 secondary schools, except one school that had already been chosen for pilot study on reliability of instruments, therefore, the total number of teacher population in 11 secondary schools both junior and senior levels were included.

3.2.2 Sample

3.2.2.1 Sample for quantitative

The desired sample size for the number of teachers to be included in the study was based on Krejcie and Morgan's table (Krejcie & Morgan, 1970) the sample size was set at 336.

Representative sample size was selected by a simple random sampling technique. Sample group was calculated as a probability proportion for each school from the target population, and the sample from each school is shown in table 3.1.

$$\text{The sample of each school} = \frac{\text{Population of each school} \times 336}{670}$$

Table 3.1 Population and Sample of the Study

	Name of School	Population	Sample	Percentage
1.	Son Gui secondary school	100	50	14.9
2.	Jin Dun secondary school	40	20	6.0
3.	Cao Hai secondary school	68	34	10.2
4.	XinTun secondary school	41	21	6.1
5.	Zhong Jiang secondary school	20	10	3.0
6.	Duo Mei secondary school	23	12	3.4

Table 3.1 Population and Sample of the Study (cont.)

	Name of School	Population	Sample	Percentage
7.	Junior level of He Qing No.1 secondary school	180	90	26.8
8.	He Qing No.3 secondary school	72	36	10.7
9.	Yi Peng secondary school	42	21	6.3
10.	He Qing secondary vocational school	45	23	6.7
11.	Huang Ping secondary school	39	19	5.8
	Total	670	336	100.0

3.2.2.2 Sample for qualitative

Purposive sampling was used to select 10 teachers for interviewing from their in the sample with high burnout score.

3.3 Research Instruments

Quantitative method

The Questionnaire of Teachers' Burnout (QTB) was constructed to reveal the teacher burnout in this research survey. There were 6 questions in the first part of the questionnaire to depict the personal factors of the teachers.

The second part of the questionnaire was a self-report inventory with 31 items, the details of 1-4 are adopted for scoring, was determined teachers' burnout of secondary schools. This questionnaire was prepared by Wangfang and Xuyan (2003) on the basis of Maslach Burnout Inventory—ES (Maslach & Jackson, 1981) and the S-MBM model (Shirom, 1989) in accordance with actual situations of primary and high school teachers in China. The respondents made choices according to the frequency that the individual have been experiencing the symptoms. The questionnaire measures four dimensions of the syndrome of burnout as shown in Table 3.2.

Table 3.2 Division of Syndrome of Teachers' Burnout Questions into Their Respective Dimension

Dimensions of syndrome of teachers' burnout	Items
Emotional exhaustion	1, 2, 3, 5, 7, 11, 15, 18, 20
Depersonalization	9, 10, 12, 17, 19, 22
Cognitive exhaustion	21, 23, 24, 25, 26, 27, 28, 29, 30, 31
Reduced sense of personal accomplishment	4, 6, 8, 13, 14, 16

The level of teachers' burnout was considered from the score of the answers and was classified into 5 levels according to the Best's criteria (1977) as follows:

Lowest	means the score was in between 1.00-1.60
Low	means the score was in between 1.61-2.20
Moderate	means the score was in between 2.21-2.80
High	means the score was in between 2.81-3.40
Highest	means the score was in between 3.41-4.00

Qualitative method

In order to gain deeper information about teachers' burnout. The interviews were further conducted to obtain their insight and personal opinions regarding teachers' burnout. Purposive sampling was used to select 10 teachers, who had high burnout score on the questionnaire to participate in the interview.

The interview protocol was developed into a standardized open-ended interview format (Patton, 2002). Questions for the interview were developed further from the analysis of questionnaire.

3.4 Quality of the Instruments

The instruments were examined as follows:

(1) Content validity

The instrument was named the questionnaire of teachers' burnout for secondary schools and abbreviated as QTB. The questionnaire of this study was on the basis of Maslach Burnout Inventory-ES (Maslach & Jackson, 1981) and the S-MBM model (Shirom, 1989) in accordance with actual situations prepared by Wangfang & Xuyan (2003) in China. This questionnaire was adapted to measure, following general information's variables: age, gender, education level, work experience, workload, income and four dimensions of teachers' burnout.

Three experts examined the instruments in order to confirm its content validity. Peng Yiqian who was a principal of He Qing No.1 secondary school from He Qing County of Yunnan province, with 37 years work experience in education field; the second one is Yang Caijun, who was a teacher at Dali new century high school of Yunnan province with 5 years English teaching experience. In addition, Mr. Tilo who worked at Yunnan Normal University as a foreign teacher, was also checked the instruments.

After the researcher discussed with the three experts and four thesis committees in Mahidol University, some redundant and ambiguous questions were revised, the Index of item-Objective Congruence (IOC) from questionnaire got the highest score of 0.67 and the lowest score is 0.33.

(2) Reliability

Then the instruments were tried out in senior level of He Qing No.1 secondary school to examine its construct reliability. 50 teachers were randomly selected to answer the respective questionnaires. Afterwards, Cronbach's alpha coefficient (1970) was computed to assess the reliability of the instruments.

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum s^2_t}{s^2_t}\right)$$

Where, α =coefficient of reliability

n =number of items on the scale

$\sum s^2_t$ =the sum of variance of each item

s^2_t =the variance of the instrument

For the overall perception level of the dimensions in the part II, the coefficient value of 0.94 were obtained from the teacher questionnaire.

3.5 Data collection

Data collection for this research was done by using seven simple steps. The researcher did in the following manner:

3.5.1 First requested the researcher concerned authority(s) for permission to collect data in December of 2011.

3.5.3. Requested for official document(s) from the Faculty of Graduate Studies, Mahidol University to collect data at the end of December of 2011.

3.5.4. Distributed questionnaires to the target samples of the schools in the beginning of December 2011. The questionnaires were sent to teachers via the principal or colleagues of the school.

3.5.5. After one week of the distribution, the principal or teacher of each school collected the return questionnaires from sample of teachers. Then the questionnaires were sent to the researcher in January of 2012.

3.5.6. Checked the returned questionnaires to confirm whether they were completed.

3.5.7. Contacted the interview samples after questionnaire data were analyzed.

3.5.8. Interviews were conducted with 10 teachers.

3.6 Data Analysis

The data collected from the teachers was verified, assimilated, and calculated for the analysis process. The researcher used both inferential and descriptive statistics while analyzing the data with the use of computer tabulation software to process it.

3.6.1. Descriptive statistics method was used in assembling the data to identify the information from the sample by frequency, percentage, mean and standard

deviation.

3.6.2. Inferential statistic (t-test) and one way ANOVA (F-test) were used to compare the significant variant differences of teachers' burnout based on personal factors.

3.6.3. The significant differences of personal factors were test by Homogeneity of Variances and Dunnett T3.

3.6.4. The interview data was analyzed by using content analysis.

CHAPTER IV

RESULTS

This chapter presents the finding of teachers’ burnout in the secondary schools at He Qing County of Yunnan Province. The data of the study were analyzed and summarized according to the following sequence:

- 4.1 Personal Factors of the Teachers
- 4.2 Levels of Teachers’ Burnout in the Secondary Schools at He Qing County
- 4.3 Analysis of the Difference between Personal Factors and Their Effects on the Level of Teachers’ Burnout in Secondary Schools at He Qing County
- 4.4 Summary of the Hypothesis Tests
- 4.5 Content Analysis from the Interview

4.1 Personal Factors of the Teachers

The results on the frequency and percentage for the personal information collected from the secondary school teachers of He Qing County, Yunnan Province, China are shown in table 4.1.

Table 4.1 Frequency and Percentage of Teachers

General information		Frequency	Percentage
Age	Between 21-30 years old	71	21.1
	Between 31-40 years old	162	48.2
	Between 41-50 years old	98	29.2
	Above 50 years old	5	1.5
Mean= 36.9, S.D.=6.98, Max=56, Min=23			

Table 4.1 Frequency and Percentage of Teachers (cont.)

General information		Frequency	Percentage
Gender	Male	197	58.6
	Female	139	41.4
Education level	Below bachelor degree	130	38.7
	Bachelor degree	201	59.8
	Master degree	2	0.6
	Doctoral degree	3	0.9
Work experience	Between 1-5 years	60	17.9
	Between 6-10 years	43	12.7
	Between 11-15 years	92	27.4
	Above 15 years	141	42.0
Workload	Below 40 hours per week	10	3.0
	Between 40-55 hours per week	190	56.5
	Above 55 hours per week	136	40.5
	Mean= 47.66, S.D.= 13.4, Max= 58, Min= 20		
Income	Below \$ 3,200 per year	30	8.9
	Between \$ 3,200 \$-4,800 per year	247	73.5
	Above \$ 4,800 per year	59	17.6
	Mean = \$ 3,800, S.D.= \$ 810, Max= \$ 5,300, Min= \$ 2,900		

Table 4.1 shows that, from a total of 336 respondents, the majority of 162 teachers or 48.2% were between 31-40 years old, while 98 teachers or 29.21% were older (41-50 years old) and 71 teachers or 22% were younger (21-30 years old). Only 5 teachers (1.5%) aged over 51 years old. The average age of the respondents was 36.9 years old. Furthermore, the sample had more male teachers (58.6%) than female teachers (41.4%). Considering the education level of the sample, most of teachers (59.8%) hold a bachelor degree, while the second highest category was those teachers with below bachelor degree (38.7%); only 2 teachers (0.6%) had completed a master degree, and only three (0.9 1%) had completed a doctoral degree. the plurality of teachers (42%) had worked in the school

system as teachers for more than 15 years, followed by 27.4 percent who had worked for between 10-15 years, sixty teachers (17.9%) had between 1-5 years work experience, while the smallest group were the of 43 teachers or (12.7%) with between 5-10 years work experience. In term of workload, the majority of 190 teachers or (56.5%) worked between 40 and 55 hours per week, followed by those 136 teachers, who worked more than 55 hours per week (40.5% of the respondents), the average number of hours workload per week was 47.66 hours. In terms of income, the majority of 247 teachers or (73.5%) earned an annual income between of \$ 3,200 USD and \$ 4,800 USD per year, followed by 59 teachers or (18%) who earned above \$ 4,800 USD per year, the remaining 30 or only 8.9% earned an annual income below \$3,200 USD, while the average annual income was reported at \$ 3,800 USD.

4.2 Levels of teachers’ burnout in the Secondary Schools at He Qing County

Table 4.2 shows that the overall level of teachers’ burnout was at a moderate level, with an average mean score of 2.41 and a standard deviation of 0.39. However, the reduced sense of personal accomplishment dimension of the teachers’ burnout was at a high level, with the highest mean score at 2.86 and a standard deviation of 0.49. The level of teachers’ burnout in the cognitive exhaustion dimension was at a low level, with the mean score of that dimension equal to 2.10 and with a standard deviation of 0.57.

Table 4.2 The Overall Teachers’ Burnout in Secondary School at He Qing County (n=336)

Teachers’ burnout	Mean	S.D.	Level of teachers’ burnout
Emotional exhaustion	2.44	0.56	Moderate
Depersonalization	2.30	0.51	Moderate
Cognitive exhaustion	2.10	0.57	Low
Reduced sense of personal accomplishment	2.86	0.49	High
Total	2.41	0.39	Moderate

Note: 1.00-1.60 = lowest, 1.61-2.20 = low, 2.21-2.80 = moderate, 2.81-3.40 = high, 3.41-4.0 = highest.

(1) The emotional exhaustion dimension of teachers' burnout

The teachers' perceptions towards the emotional exhaustion dimension of teachers' burnout with nine items was analyzed, and the results are described and shown along with the item content in table 4.3

Table 4.3 The Level of Teachers' Burnout in the Emotional Exhaustion Dimension (n=336)

Emotional Exhaustion	Mean	S.D.	Level of teachers' burnout
1. I feel emotionally exhausted by work.	2.51	0.79	Moderate
2. I feel exhausted after work, and don't want to do anything more.	2.78	0.86	Moderate
3. I feel tired when I wake up in the morning, because I have to work again.	2.57	0.89	Moderate
4. I have great pressure during work when I have to face student and colleague.	2.41	0.86	Moderate
5. I feel out of motivation, and I am just working mechanically.	2.36	0.88	Moderate
6. I think I can realize there will no change in the quality of my living even though I work harder.	2.62	0.99	Moderate
7. The work makes me physically and emotionally exhausted.	2.56	0.86	Moderate
8. Work and duties will easily make me down in spirits.	2.18	0.76	Low
9. Work and duties will often make me suffer from insomnia or headache.	2.12	0.84	Low
Average	2.44	0.56	Moderate

Note: 1.00-1.60 = lowest, 1.61-2.20 = low, 2.21-2.80 = moderate, 2.81-3.40 = high, 3.41-4.0 = highest.

From table 4.3, in terms of the emotional exhaustion dimension of the teachers' burnout, it was found that the overall level of emotional exhaustion was at the moderate level; with an average mean score of 2.44 and a standard deviation of 0.56. Item 2, "I feel exhausted after work, and don't want to do anything more." had the

highest score, but was still at the moderate level, with an average mean score of 2.78 and a standard deviation of 0.86. Item 9, “Work and duties will often make me suffer from insomnia or headache.” had the lowest endorsement level with the lowest mean of 2.12 and a standard deviation 0.84.

(2) The depersonalization dimension of teachers’ burnout

The teachers’ perceptions towards the depersonalization dimension of teachers’ burnout, with six items, was analyzed, and the results along with the item descriptions are shown in table 4.4.

Table 4.4 The Level of Teachers’ Burnout in the Depersonalization Dimension (n=336)

Depersonalization	Mean	S.D.	Level of teachers’ burnout
1. I feel more agitated since I took this job.	2.35	0.93	Moderate
2. I am afraid I can’t enhance my knowledge and skills by my current job to apply for other jobs.	2.44	0.98	Moderate
3. I don’t really care about some students’ study.	1.84	0.92	Low
4. Students are dissatisfied with my actions and attitudes towards them.	2.11	0.69	Low
5. Students shall be responsible for their own problems.	2.31	0.84	Moderate
6. I hope that others can keep away from me during work.	2.78	0.95	Moderate
Average	2.30	0.51	Moderate

Note: 1.00-1.60 = lowest, 1.61-2.20 = low, 2.21-2.80 = moderate, 2.81-3.40 = high, 3.41-4.0 = highest.

Table 4.4 shows teachers’ burnout in terms of the depersonalization dimension; it was found that the overall score was at the moderate level with an average mean score of 2.30 and a standard deviation of 0.51. Item 6, “I hope that others can keep away from me during work.” was at the highest mean score but this item was still in the moderate range, with a mean score of 2.78 and a standard deviation of 0.95. In addition, item 12, “I don’t really care about some students’

study.” had the low level average rating with the lowest mean score of 1.84 with a standard deviation of 0.92.

(3) The cognitive exhaustion dimension of teachers’ burnout

The teachers’ perception towards cognitive exhaustion of teachers’ burnout analyzed and described shown in table 4.5.

Table 4.5 The Level of Teachers’ Burnout in the Cognitive Exhaustion Dimension (n=336)

Cognitive Exhaustion	Mean	S.D.	Level of teachers’ burnout
1.I spend more time and energy, but I fulfill fewer things than before.	2.03	0.82	Low
2.I often feel that my knowledge is insufficient to teach students.	2.14	0.79	Low
3.Students have all kinds of problems, and I cannot tackle them.	2.05	0.78	Low
4.The society is developing rapidly, and I can’t catch up with the knowledge updates.	2.15	0.76	Low
5.I can’t adapt to new requirements for teachers after the education reform.	1.98	0.77	Low
6.Fresh things emerge endlessly, and I am afraid I can’t answer the extra-curricular knowledge questions for students.	2.03	0.77	Low
7.I feel it is difficult to study the new knowledge and teaching methods.	1.97	0.76	Low
8.I am often absent-minded while reading books or preparing for lessons.	2.07	0.79	Low
9.I feel that I have poor memory recently.	2.47	0.86	Moderate
10.Compared with new teaching method, I prefer the traditional method, since I am not capable of that.	2.17	0.82	Low
Average	2.10	0.57	Low

Note: 1.00-1.60 = lowest, 1.61-2.20 = low, 2.21-2.80 = moderate, 2.81-3.40 = high, 3.41-4.0 = highest.

From table 4.5, in terms of the cognitive exhaustion dimension of teachers' burnout, it was found that the overall score was at a low level; with an average mean score of 2.10 and a standard deviation of 0.57. Item 9, "I feel that I have poor memory recently." was at the moderate level with the highest mean score of 2.47 and a standard deviation of 0.86; item 7, "I feel it is difficult to study the new knowledge and teaching methods." had the lowest mean score and was in the low level range, with a mean score of 1.97 and a standard deviation of 0.76.

(4) The reduced sense of personal accomplishment dimension of teachers' burnout

The teachers' perception towards the reduced sense of personal accomplishment dimension of teachers' burnout was analyzed and described as shown in table 4.6.

Table 4.6 The Level of Teachers' Burnout in the Reduced Sense of Personal Accomplishment Dimension (n=336)

Reduced sense of Personal Accomplishment	Mean	S.D.	Level of teachers' burnout
1. It is difficult to understand the feeling of students.	2.73	0.73	Moderate
2. I can't handle problem of students effectively	2.93	0.73	High
3. My work has no positive impact on students.	2.90	0.83	High
4. I can't create a relaxing atmosphere when I stay with students.	2.83	1.26	High
5. I haven't done many valuable things during my entire service.	2.87	0.76	High
6. I haven't handled emotional problems in a calm manner during my work.	2.86	0.80	High
Average	2.86	0.49	High

Note: 1.00-1.60 = lowest, 1.61-2.20 = low, 2.21- 2.80 = moderate, 2.81-3.40 = high, 3.41-4.0 = highest.

From table 4.6, in terms of the reduced sense of personal accomplishment dimension of teachers' burnout, it was found that the overall score was at the high level; with an average mean score of 2.86 and a standard deviation of 0.49. Item 2, "I can't handle problems of students' effectively." had the highest score with a mean of 2.93 and a standard deviation was 0.73, and item 1, "It is difficult to understand the feelings of students." was also in the moderate level range, but with the lowest mean score of 2.73 and standard deviation of 0.73.

4.3 Analysis of the Difference between Personal Factors and Their Effects on the Level of Teachers' Burnout in Secondary Schools at He Qing County

4.3.1 Age

Table 4.7 Differences in Age and Teachers' Burnout

Age	n	Mean	S.D.	F	P-value
Between 21-30 years old	71	2.81	1.91	4.45	0.04*
Between 31-40 years old	162	3.71	2.64		
Between 41-50 years old	98	3.55	2.36		
Above 50 years old	5	6.28	3.71		

* The mean difference is significant at the 0 .05 level

Table 4.7 illustrates the overall teachers 'burnout with regards to the age, the findings indicate that it has a statistically significant difference; this means that the age has an impact on the level of teachers' burnout.

Table 4.8 Comparison Test Showing the Differences between Age Groups (n=336)

Age	Mean	Age			
		between21-30 years old	between31-40 years old	between41-50 years old	above51 years old
between21-30 years old	2.81		*		
between31-40 years old	3.71				
between41-50 years old	3.55				
above51 years old	6.28				

* The mean difference is significant at the 0.05 level.

When the Test for Homogeneity of Variances and Dunnett T3 test was applied, the results showed that there was a statistically significant difference on the pair of between 31-40 years old and 21-30 years old at the 0.05 level, as is shown in table 4.8. In other words, the 31-40 year-old teachers reported a significantly higher mean burnout score than did the 21-30 year-old teachers.

4.3.2 Gender

Potential differences in teachers’ perceptions toward their own burnout by gender were evaluated next. By applying independent-samples t-test, the statistical difference for males and females was evaluated with a t score of 0.31 and with a p-value of 0.75; therefore, it revealed that there was no statistically significant difference between male and female teachers on their perceptions toward teachers’ burnout. It is shown in table 4.9.

Table 4.9 Differences in Gender and Teachers’ Burnout (n=336)

Gender	n	Mean	S.D.	t	P- value
Male	197	3.54	2.47	0.31	0.76
Female	139	3.46	2.49		

4.3.3 Education level

There was a statistically significant difference on the teachers' perceptions towards their burnout based on their education levels as follows:

Table 4.10 Differences in Education Level and Teachers' Burnout

(n=336)					
Education level	Mean	n	S.D.	F	P-value
below bachelor degree	3.38	130	2.23	0.72	0.001**
bachelor degree	3.63	201	2.66		
master degree	2.08	2	0.06		
doctoral degree	2.29	3	0.04		

** The mean difference is significant at the 0.01 level.

The data were analyzed using a one-way ANOVA, and an overall F score of 0.72 with a p value of 0.001 was obtained. Since this is less than the alpha level of 0.01, it was determined that there was a statistically significant difference. The teachers' perception towards their own burnout did differ importantly, based on their level of education.

Table 4.11 Comparison Test Showing the Difference among Education Levels

(n=336)					
Education level	Mean	Education level			
		below bachelor degree	bachelor degree	master degree	doctoral degree
below bachelor degree	3.38			*	*
bachelor degree	3.63			*	*
master degree	2.08				
doctoral degree	2.29				

* The mean difference is significant at the 0.05 level.

As it is revealed in table 4.11, by applying the test of Homogeneity of Variances and Dunnett T3, the results showed that there were statistically significant

differences on four of the pair-wise comparisons: these were between below bachelor degree and master degree, below bachelor degree and doctoral degree, between bachelor degree and master degree, and between bachelor degrees and doctoral degree. All of these were significant at beyond the 0.05 level. Hence, it is obvious that the teachers’ burnout occurs at a significantly higher level in the two groups of teachers, who hold bachelor degree and those who hold below bachelor degree.

4.3.4 Work experience

Differences in work experience and teachers’ burnout was analyzed next:

Table 4.12 Differences in Work Experience and Teachers’ Burnout

(n=336)					
Work experience	n	Mean	S.D.	F	P -value
Between 1-5 years	60	2.65	1.74	3.78	0.011*
Between 6-10 years	43	3.35	2.32		
Between 11-15 years	92	3.55	2.53		
Above 15 years	141	3.91	2.68		

* The mean difference is significant at the 0.05 level.

Table 4.12 shows that using one-way ANOVA, the statistical difference was evaluated with an F score of 3.77 (p = 0.011). Therefore, it was revealed that there was a statistically significant overall difference in the teachers’ perceptions towards their burnouts, based on differences in their amount of work experience. By examining the table, it was clear that as the number of years of work experience increases, the level of teachers’ burnout also goes up.

Table 4.13 Comparison Test Showing the Differences in Teachers' Burnout by amount of Work Experience (n=336)

Work experience	Mean	Work experience			
		Between 1-5years	Between 5-10years	Between 10-15years	Above 15years
Between 1-5years	2.64				*
Between 6-10years	3.35				
Between 11-15years	3.54				
Above 15years	3.90				

* The mean difference is significant at the 0.05 level.

In table 4.13, the comparison tests of the differences in teachers' burnout by the amount of work experience were shown. By applying the Test of Homogeneity of Variances and Dunnett T3, the results were shown that there was only one statistically significant pair-wise difference: this was on the comparison between 1-5 years of work experience and those with more than 15 years work experience; the difference is significant at the 0.05 level.

4.3.5 Workload

The differences in the teachers' perceptions toward their burnout, based on their workload, were analyzed. The results of the one-way ANOVA are shown in table 4.14.

Table 4.14 Differences in Workload and Teachers' Burnout (n=336)

Workload	n	Mean	S.D.	F	P -Value
below 45 hours per week	72	3.56	2.48	0.03	0.97
between 46-55 hours per week	131	3.52	2.55		
above 55 hours per week	133	3.47	2.42		

Finally, the differences in the teachers' perceptions toward their burnout, based on their workload were analyzed. By applying one-way ANOVA analysis, an F

score of 0.030 was obtained, with a p value of 0.097, which indicated that there were no statistically significant differences in the teachers’ perceptions towards the teachers’ burnout based on their workload, at the 0.05 level.

4.3.6 Income

Table 4.15 Differences in Income and Teachers’ Burnout

Income	n	Mean	S.D.	F	P value
Below \$ 3,200 per year	30	3.07	2.04	2.57	0.07
Between \$ 3,200-\$ 4,800 per year	247	3.41	2.41		
Above \$ 4,800 per year	59	4.14	2.88		

(n=336)

Note: the rate of currency was in March 2012.

By using one-way ANOVA analysis, F score of 2.573 with a p value of 0.078 was greater than 0.05, which indicated that there were no statistically significant difference of the teachers’ perception towards the teachers’ burnout based on their income, although the result was marginally close to significance and suggests that with a larger sample size, there may have been significant findings. In particular, it looks like the teachers’ burnout scores might be positively associated with income level, although this may be tied to the number of years of work experience.

4.4 Summary of the Hypothesis Tests

According to findings, research hypothesis summarized as follow:

Table 4.16 Summary of the hypothesis research findings

Hypothesis	Results
1. There is statistically significant difference on teachers’ burnout in secondary schools of He Qing County based on the teachers’ age.	Accepted

Table 4.16 Summary of the hypothesis research findings (cont.)

Hypothesis	Results
2. There is statistically significant difference on teachers' burnout in secondary schools of He Qing County based on the teachers' gender.	Rejected
3. There is statistically significant difference on teachers' burnout in secondary schools of He Qing County based on the teachers' education level.	Accepted
4. There is statistically significant difference on teachers' burnout in secondary schools of He Qing County based on the teachers' work experience.	Accepted
5. There is statistically significant difference on teachers' burnout in secondary schools of He Qing County based on the teachers' workload.	Rejected
6. There is statistically significant difference on teachers' burnout in secondary schools of He Qing County based on the teachers' income.	Rejected

4.5 Content Analysis from the Interview

In addition to the questionnaire, ten teachers were selected by purposive sampling from different school to join the interviewing process. The informants for the interviews were selected based on their high scores of burnout and their consents to participate in the interviews. Ten teachers gave their consents to participate in the interview, after they were reassured that the information collected would be treated highly confidential and reported anonymously. The teachers ranged in age from 26 to

45 years old, with an average age of 35.10 (SD = 6.12). Half were female and half were male. The number of years of work experience ranged from 1-5 years to more than 15 years, with a median tenure of 10 years.

According to the informants, all of the interviewees were burned out with the current level of their job. The following reasons were given:

All the teachers agreed on that the wages were too low, the workload was too high, the evolution system was unreasonable, many things required for work were too trivial, and the leadership demands were unreasonable.

A teacher said the following: "I am feeling difficulty with my job, because of low wages, almost all the time work chores more than formal teaching--very annoying."

Another one said: "low wages every year, and paying too much time on the job, such as by student questions, parent polls, peer assessments, and supervisor appraisals, [along with] pressure from the leadership and daily workloads that are so large."

Question 1: What are your suggestions to reduce your burnout?

All the teachers said that they just have to complain about teacher burnout; some of them have made suggestions to the director, but they did nothing to change things. One of teacher said as follows:

"A teacher cannot better teach the student in a good way if he/she has a heavy load of work, the stress must be reduced for the teachers. I have suggested increasing the salary in our school, but it doesn't work."

Another teacher commented: "The principal also wants to reduce the workload for us, but, we have to do things if the students need us."

Questions 2: Would you like to have some training program to help you improve your knowledge and teaching method?

All the teachers agreed on that. One teacher explained that teachers in her

school have at least two subjects they need to teach in one semester, and improving knowledge is very important. At this point, one teacher said: *“I have three subjects I need to teach in this semester, I used to teach Chinese, but there is a lack of knowledge for teaching politics and history”*. Another reported, *“I knew there are lot information and resources we can use for improve our teaching method, but it is difficult to use the computer, or use the multimedia classroom.”*

Another comment also mentioned the lack of technology skill and inadequate training *“I think I will be very happy if the school would train me how to use the projector, I have been a teacher here 20 years, and I always use chalk.”*

Questions 3: Do you feel you have too much work during one week?

Heavy work load caused some teachers' burnout but it was not always the case. One teacher commented during interview that workload was not a problem for her, she pointed out that. *“Actually, I do not have too much teaching workload per week, but I have feeling every time on the job during a week, [there are] too many chores every day, [so I'm] very tired.”*

Questions 4: Do you think that your jobs have positive impact on students?

All interviewees admitted that although they with burnout were dealing they were proud to be a teacher; they confirmed that teacher's job impacted students positively and fostered them to be good citizens when they grow up. Some of them said as follows: *“I hope my students will be responsible persons who are responsible to society and to themselves.”* Another said, *“I always tell my students, you should accept yourself, love your family, and care for vulnerable people.”*

CHAPTER V

DISCUSSION

Teachers' burnout is simply indicated by the teachers' perception that burnout has occurred with his/her job, and when the teacher experiences burnout, students, coworkers, and the entire school community is ultimately affected. Most of the time teachers are facing many issues in their general and professional lives that can contribute to reducing the level of teachers' burnout. Not being burned out with one's employment is highly advantageous, when a teacher cannot perform the day-to-day duties of teaching due to emotional exhaustion, depersonalization, cognitive exhaustion and reduced sense of personal accomplishment, the teacher either leaves the situation or stays in the same position and, in general, is unsuccessful or ineffective as a teacher, consequently, it is very useful to identify the level of teachers' burnout, and the teachers' personal factors which affect teachers' burnout for to purpose of assessing the quality of education for a country and thereby improve education.

The purpose of this study was to find out the level of teachers' burnout, and to investigate whether there were any statistically significant differences in teachers' burnout based on the personal factors of the teachers in the secondary schools of He Qing County in Yunnan Province, China.

The discussions of the findings of this research have been organized as follows:

5.1 Levels of the Teachers' Burnout in the Secondary Schools at He Qing County

5.2 The Difference between Personal Factors and Their Effects on the Level of Teachers' Burnout in Secondary Schools at He Qing County

5.3 Teachers Direct Opinions about Teachers' Burnout

5.1 Levels of the Teachers' Burnout in the Secondary Schools at He Qing County

From the findings, the overall perception of the teachers' burnout was at moderate level with an average mean of 2.41 within the four dimensions. However, the teachers' perception towards reduced sense of personal accomplishment dimension was at a high level with highest mean of 2.86; The teachers' perception towards emotional exhaustion dimension was at moderate level with mean of 2.44; followed by the teachers' perception towards depersonalization dimension with mean value of 2.30 at the moderate level; and the teachers' perception towards cognitive exhaustion dimension was a low level with lowest mean of 2.10.

According to of this study, teachers' burnout consists of four dimensions: Emotional exhaustion, Depersonalization, Cognitive exhaustion, and reduced sense of personal accomplishment. Emotional exhaustion refers to the performance of teacher emotions and feelings in an extreme state of fatigue, total loss of enthusiasm. This fatigue and more intense, emotional resources will dry up as the same individual as they are no longer devoted to the care and affection of others. Depersonalization refers to the performance of teacher with a negative, insensitive attitudes and feelings towards their colleagues or students, no sympathy at all for others, even cynical, treat them as an inanimate objects look. Such as reflected in the teachers, is to give students label, or wanton derogatory, while he put on cold or detached attitude, physically and psychologically alienated students. Cognitive exhaustion refers to the performance of teacher cannot adapt to rapid social change and the rapid updating of knowledge; it is difficult to cope with the problems of students, re-learning ability, knowledge and experience a sense of exhaustion. Reduced sense of personal accomplishment refers to the performance of teachers' work on their own assessment of the meaning and value decline, decline of confidence in self-efficacy, often feel incompetent, and thus cannot understand a sense of accomplishment at work, loss of enthusiasm, no effort.

According to the finding from high level to low level, it could be discussed as follows:

5.1.1 Reduced sense of personal accomplishment

The teachers' perception towards that reduced sense of personal accomplishment dimensions at the highest value of a high level with mean of 2.86. In light of the specific item "I cannot handle problems of student effectively." had the high level value 2.93, item "my work has no positive impact on student." value 2.90, also item "I haven't handled emotional problem in a calm manner during my work." value 2.83. It clearly revealed to that the performance of the teacher in He Qing county on their own assessment of the meaning and value decline; decline of confidence in self-efficacy, they cannot effectively handle problems of student, even often feel incompetent, loss of enthusiasm and thus cannot understand a sense of accomplishment at work, because they was feeling that no positive impact on student and have not handled emotional problem in a calm manner during work.

5.1.2 Emotional exhaustion

From the finding, the overall teachers' perception towards the level of teachers' burnout in the emotional exhaustion dimension was at moderate level with an average mean of 2.44, Focusing on each item of the dimension, teachers were experiencing exhausted by work in the secondary school at He Qing county of Yunnan province. In light of the specific item "I feel exhausted after work, and do not want to do anything more" had the moderate level value with 2.78, item "I think there will be no change on quality of my living even though I work harder." had the moderate level value with 2.62, moreover, item "I feel tired when I wake up in the morning, because I have to work again." had moderate level value with 2.57. It was revealed that the teachers feel burnout in secondary school of this area; it might arise from too much workload. That mean was the performance of the teachers' emotions and feeling in an extreme state of fatigue, total loss of them enthusiasm on work, this fatigue and more intense, emotional resources will dry up as the same individual as they are no longer devoted to the care and affection of student or college in school.

5.1.3 Depersonalization

It was found that the depersonalization dimension was at the moderate

level with the mean of 2.30. Focusing on each item of the dimension, item “I hope that others can keep away from me during work” had moderate level value with 2.78, nearly high level, it revealed that teacher is experiencing depersonalization; it is like they are having difficulty in concentrating on tasks as mentioned. Also it item “I am afraid I can’t enhance my knowledge and skills by my current job to apply for other jobs.” had a moderate level value with 2.44, moreover, one more item “I feel more agitated since I took this job.” had moderate level value with 2.35. it revealed that the teacher’s performance exhibiting negative, insensitive attitudes and feelings towards their colleagues or students, with no sympathy at all for others, even cynically perceiving and treating them as inanimate objects. Reflected on teachers, it is exhibited by being physically and psychologically alienated from the students, giving student’s pejorative labels, or being wantonly derogatory toward them, while putting on a cold or detached attitude.

5.1.4 Cognitive exhaustion

From the data analysis, the teachers’ perception towards cognitive exhaustion was at the low level with mean of 2.10, It was found that the level of teachers’ burnout in cognitive exhaustion at low level, nearly at the moderate level. In high light item “I feel that I have poor memory recently.” at the moderate level value 2.47, item “compared with new teaching method, I prefer traditional method, since I am not capable of that.” at the low level value 2.17, also item “I often feel that my knowledge is insufficient to teach students.” with mean value of 2.14. It is revealed that the teacher cannot adapt to rapid social change and the rapid updating of knowledge easier, difficult to cope with the problems of students, re-learning ability, knowledge and experience a sense of exhaustion.

Thus, when teachers experienced burnout, students, coworkers, and the entire school community were ultimately affected. Due to the ramifications resulting from burnout, substantial costs can be incurred by the school, including those associated with increased teacher absenteeism, turnover, and abrupt changes in career, medical and mental health claims, deteriorating performance, and unplanned early retirement (Burke, Green, Glass & Schwarzer, 1996; Leithwood, Menzies, Jantzi & Leithwood, 1999). Once teacher burnout has occurred, a decision must be made as to

whether the teacher can or is willing to continue their work. Troman and Woods (2001) acknowledge that a series of stressful events or a single major event may lead teachers to make what they term 'pivotal decisions.' Although teachers go through many such events over the course of a career, the teachers interviewed by Troman and Woods rarely viewed decisions made in response to high levels of stress as transformative in the positive sense, reduced teacher's burnout

5.2 The Difference between Personal Factors and Their Effects on the Level of Teachers' Burnout in Secondary Schools at He Qing County

In this study, the comparison on the differences between the teachers' burnout as perception by teachers based on their personal factors information as follows:

5.2.1 Age

According to the findings, there was a significant difference between the teachers' perceptions towards teachers' burnout based on their age. The teachers who were above 51 years old had the highest perception of teacher burnout, while the teachers who were between 31-40 years old had the second highest perceived level of teacher burnout than those in 41-50 years old and those in 21-30 year olds. And it was found that there was statistically significant difference on the teachers' perceptions towards teachers' burnout based on their age. The 31 to 40 years old teacher comprised the largest group in the sample at nearly half (48.2%). It may be significant that this group reported being significantly more burned out than their older and younger colleagues, which was confirmed by the finding of (Lau Yuen & Chan, 2005) study on burnout in a younger age cohort in Hong Kong.

5.2.2 Gender

Nearly 60 percent of the teachers in the sample were male. Based on the findings, it appeared that there were no differences in the teachers' perceptions of their

burnout based on their gender. The mean scores for the two sexes were very close (the mean burnout score for men was 3.54, and for women was 3.46). Other studies gender was found to be one of the factors that differentiated patterns of burnout characteristics (Lau, Yuen & Chan, 2005). Lau and colleagues found that men generally score higher on depersonalization across all grade levels (Lau, Yuen & Chan, 2005). Schwab and Iwanicki (1982) also found that men reported more negative attitudes toward their students. Females, on the other hand, were more likely to report higher emotional exhaustion and reduced personal accomplishment scores (Lau, Yuen & Chan, 2005).

5.2.3 Education level

About 60 percent of the teachers in the He Qing County sample of secondary school teachers held a bachelor degree, whereas 38 percent had less than a bachelor degree, and only about two percent held a master degree or doctorate. According to the findings, there was an interesting significant difference between perceptions held by the teachers' towards the teachers' burnout, based on their education level. Those teachers who hold bachelor degree, and those with education below the bachelor degree level, had a stronger perception of teacher burnout than those who had the master degree or doctorate, the researcher unable to find anybody got result related to education level affected teachers' burnout.

5.2.4 Work experience

Somewhat more than four in ten teachers in the sample had been working for more than 15 years, and about three in ten had worked for 10-15 years. The teachers who had been working at the job between 5-10 years were about 12 percent and 18 percent were new teachers who had worked for less than five years. Based on the findings, there was a significant difference between the teachers' perception towards teachers' burnout based on their work experience, as could have been expected from the review of the research literature on teacher burnout, the teachers who have been working the longest reported the highest level of teacher burnout, and those who had worked the fewest years reported the lowest perceived level of teacher

burnout (Lecompte&Dworkin, 1991; Farber, 1998; Troman&Woods, 2001).

5.2.5 Workload

The findings showed that about 95 percent of the teachers reported that they worked more than 40 hours per week, and that overall the sample averaged 48 hours of work per week. Only three percent of the teachers worked less than 40 hours per week. It was found that there were no significant differences between teacher workload and their perception of teachers' burnout. This means that workload was not a factor affecting the teachers' burnout in this study. This may seem paradoxical, but it appears nearly all the teachers have been carrying a heavy workload. so the majority of teachers reported working between 40 and 60 hours per week. Shconfeld (2001) noted that the teaching occupation as a whole has become increasingly stressful due to work overload.

5.2.6 Income

The findings showed that about 75 percent of the teachers got an annual income that was between \$3,200 USD and \$4,800 USD. Only 17 percent made more than \$4,800 USD per year. No significant difference was found between teachers' income and their perception of teachers' burnout. This means simply that income was not a factor affecting the teachers' perception of teachers' burnout. Although the results were not significant, it appeared that income was marginally significant in predicting teacher burnout, in that the highest income group reported the highest average teacher burnout score. Annual income was typically tied to seniority in the teaching profession, and no doubt income was highly correlated with job tenure, which was significantly associated with teacher burnout in this sample.

5.3 Teachers Direct Opinion about Teachers' Burnout

From the results, it was found that the teachers who were experiencing burnout reported the causes of burnout to be due to the time pressures of the work, the low wages, and too much emphasis placed on required chores unrelated to teaching. It

means that there is an unclear division of labor in the schools. Most of the teachers reported having no or the lack of choices affecting the perception of teachers' burnout; in particular, the teachers expressed the strong desire for some more training programs to help improve their level of technology knowledge and teaching methods. This means that their current knowledge and training are insufficient to adequately teach the students. Thus, to offer some training programs to help the teachers improve their knowledge and teaching methods would appear to be necessary in this area. According to results, it was also found that most of teachers did not feel they had too much of a teaching workload per week but too much chore. Furthermore, all of the respondents said they believed their jobs had a positive impact on the students, which indicated that the teachers felt a strong level of responsibility for the students, and cared about not only their salaries. This was especially pertinent to the teaching profession given that most educators do not enter their field for financial gain, but instead they have striven to make a positive difference in children's lives (Schwab, 2001). However some of teachers reported having problems with the facility of the classroom, and others were not satisfied with the amount of knowledge and training they had received. They indicated that the schools lacked classroom facilities and resources, the lack of proper qualified teachers.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the research findings, makes some conclusions about the findings, and makes some recommendations. For this purpose this chapter was sequenced as follows.

6.1 Conclusions

6.2 Recommendations

This study were designed to investigate the level of teachers' burnout in the secondary schools of He Qing County of Yunnan Province consist of age, educational level and work experience are affected on the level of teachers' burnout

This research was a mixture of quantitative and qualitative conducted. The design allowed for simple random sampling of the complete population of secondary school teachers in He Qing County in Yunnan Province, which allowed for a sufficient sample size to determine the influence of number personal factors which were believed to be theoretically related to teachers' burnout in those schools. The data collection instrument, the Questionnaire of Teachers Burnout for Secondary Schools (QTB) was based on the Maslach Burnout Inventory—ES and the S-MBM (Shirom,1989) in accordance with its use in actual situations in China, previously prepared by Wangfang & Xuyan (2003). This version of the questionnaire was developed by the researcher to measure the following personal factors variables: age, gender, education level, work experience, workload, income and the four major dimensions of teacher burnout. Validity of the questionnaire was checked by thesis advisors and the reliability coefficient (Cronbach's alpha) was 0.94, Index of item-objective congruence (Rovinelli & Hambleton, 1977) checked by three experts, verified after checking with 50 teachers who were not in the population but at the same level of the sample group. The QTB was then used as the test instrument for the survey. Data was collected on the spot by the teacher from each school which was part of the survey; the response rate was 100%.

Descriptive statistics such as means, standard deviations, frequencies and percentages were calculated to address the personal factors of the sample. One-way ANOVA (F-test) and t-tests were used to analyze the differences on teachers' burnout based on their personal factors.

6.1 Conclusions

The overall level of teachers' burnout was at moderate level and personal factors such as age, educational level and work experience affected the level of teachers' burnout in the secondary schools at He Qing County of Yunnan Province. According to the findings of this study, there are statistically significant differences on the teachers' perception towards teachers' burnout based on their age and work experience at the significant level is 0.05. There was a statistically significant difference on the teachers' perception towards teachers' burnout based on their education level at the 0.01 significant levels. From the direct opinion of interviewee about teachers' burnout, it was found that the teachers who were experiencing burnout reported the causes of burnout as time pressures of the work, low wages, and too much emphasis placed on required chores unrelated to teaching.

The majority of the sample aged between 31-40 years old, they were 162 (48.2%), less than 2 percent or 5 teachers were over 51 years old, the average age of the respondents was 36.9 years old; the sample had more male teachers (58.6%) than female teachers (41.4%); in term of educational level, most teachers hold a bachelor degree(59.8%), only 2 teachers or (0.6%) had completed a master degree; As for working experience, the majority of 42 percent of respondents had above 15 service years, while the smallest group were the 12.7% or 43 of teachers with between 5-10 years work experience; considering their workload, the majority (56.5%) worked 40-55 hours per week, only 3 percent workload below 40 hours per week, the average workload was 47.66 hours; as for income, the majority (73.5%) earned an annual income of between \$3,200 USD -\$4,800 USD per year, 9% respondents earned an annual income below \$ 3,200 USD, and their average annual income was reported at \$3,800 USD.

6.1.1 The level of teachers' burnout

The teachers' perception towards the level of teachers' burnout was measured by four dimensions consisting of emotional exhaustion, depersonalization, cognitive exhaustion, and reduced sense of personal accomplishment.

From the finding, the overall level of teachers' burnout was at moderate level with an average mean score of 2.41. However, the reduced sense of personal accomplishment dimension of the teachers' burnout was at a high level, with the highest mean score of 2.86; the level of teacher's burnout in both of the emotional exhaustion and Depersonalization dimension was at a moderate level, with the mean score were 2.44 and 2.30; the level of teachers' burnout in the cognitive exhaustion dimension was at a low level, with the lowest mean score of 2.10.

6.1.2 The difference between personal factors and their effects on the level of teachers' burnout

According to the findings of this study, there were statistically significant differences on the teachers' perception towards teachers' burnout based on their age and work experience at the 0.05 significant levels; there was a statistically significant difference on the teachers' perception towards teachers' burnout based on their education level at the 0.01 significant levels.

6.1.3 Conclusion from the interview

It was reported by the teacher who experienced burnout. They reasoned that they were expected work over time with a considerably low wages besides, they were asked to do other administrative job, and they were unable to focus on their teaching only. It could be understood that the shortage of teachers might have caused teachers with overload and long hours work. This could be an alarm to the ministry of education (or principal) to handle this problem either recruit more resource or pet up more incentives for current teachers in the meantime.

6.2 Recommendations

From the findings of this study, some recommendations are suggested for the level of policy maker and level of secondary school principals in the He Qing County of Yunnan province as follows:

6.2.1 Recommendation for relevant authority

6.2.1.1 According to the findings from interviews, teachers' complaint of their low wage and over workload, the relevant authority should recognize and consider more reasonable incentive to motivate teacher in order to reduce burnout.

6.2.2 Recommendations for principals

6.2.2.1 From the finding, the teachers' burnout at the moderate level in this area, so the principals should be aware of teachers' burnout and try to solve the problem before it becomes more serious.

6.2.2.2 From the finding, the reduced sense of personal accomplishment got the high level, so the principals should encourage teachers to participate in professional development activities such as mentoring and networking, which may improve a sense of accomplishment and a more fully developed professional identity for teachers.

6.2.2.3 According to the findings, the teachers' perception towards teachers' burnout was statistically significant differences based on their age, work experience and education level. It could be adduced that the school administrators may have different approach to different types of teachers based on their range of ages, education level, and work experience, such as; the range of age between of 31-40 should be given less workload and having chance to improve their education levels, especially for those teachers who hold qualifications below bachelor degree.

6.2.2.4 According to the findings from the interviews, the teachers expressed the strong desire for more short course training programs to help them improve their teaching methods and learn more about technology, some of teachers reported having problems with the facility in the classroom; principals should

facilitate resources for their instructional practices.

6.2.2.5 From the interview, Causes of the burnout due to the time pressures of the work, and too much emphasis placed on required chores unrelated to teaching. It recommends that the principals should provide clear job descriptions and expectations in an effort to address role ambiguity and conflict. Open lines of communication between teachers and principals should be maintained to provide administrative support and performance feedback that may act as a buffer against stress. Consult with teachers on matters, such as curriculum development or instructional planning which directly affect to their classrooms. School counselor should take care of students' problem in order to reduce teachers' burnout.

6.2.3 Recommendations for further research studies

6.2.3.1 Further research should be focus deeply on the particular group of teachers who experiences burnout, the study should attempt to explore the problems and provide the solutions to different levels involved.

6.2.3.2 Reducing teachers' burnout is necessary, but how to do that is a complex topic, with different views about the most effective way. It would be interesting to conduct research on the relationship between teachers' burnout and other independent variables, such as school climate, student achievement, and principal's leadership.

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APPENDICES

APPENDIX B

INSTRUMENTS (1)

Questionnaire of Teacher's Burnout for Secondary Schools Teachers

Instruction(s): This questionnaire is designed to gather data on teacher's burnout. After reading each item, please indicate the degree to which you feel that statement is True. There is no right or wrong answers. Please read each choice carefully. However, you first reaction to the question will usually be the most accurate one. The questionnaire consists of 2 parts: Part I General information of the respondents and Part II Teacher's burnout inventory of secondary school teachers.

Part I

Instructions: please tick (✓) in the box provided or fills in where appropriate.

1. Age _____ years old.
2. Gender
 - Male
 - Female
3. Educational level
 - Below bachelor degree
 - Bachelor degree
 - Master degree
 - Doctoral degree
4. Work experience
 - 1-5 years
 - 6-10years
 - 11-15years
 - Above 15years
5. Specify workload number of hours working a week. ____ Hours.
6. Income (per year) _____ US \$.

Part II

Teacher's burnout inventory of secondary school teachers

Instruction(s): There are 31 statements below each explaining about the feeling and performance of your job. Please read each statement carefully and answer honestly by putting a circle. Your response to each statement is confidential. The ratings 1-4 is given; 1= Never, 2= Seldom, 3= Often and 4= Always. Thank you so much for your kind cooperation and time.

	Statements	Never	Seldom	Often	Always
1	I feel emotionally exhausted by work.	1	2	3	4
2	I feel exhausted after work, and don't want to do anything more.	1	2	3	4
3	I feel tired when I wake up in the morning, because I have to work again.	1	2	3	4
4	It is difficult to understand the feelings of students.	1	2	3	4
5	I have great pressure during work when I have to face student and colleague.	1	2	3	4
6	I Can't handle problems of students effectively.	1	2	3	4
7	I feel out of motivation, and I am just working mechanically.	1	2	3	4
8	My work has no positive impact on student.	1	2	3	4
9	I feel more agitated since I take this job.	1	2	3	4
10	I am afraid I can't enhance my knowledge and skills by my current job to apply for other jobs.	1	2	3	4
11	I think there will be no change on quality of my living even though I work harder.	1	2	3	4
12	I don't really care about some students' study.	1	2	3	4
13	I can't create a relaxing atmosphere when I stay with students.	1	2	3	4
14	I haven't done many valuable things during my entire service.	1	2	3	4

Statements		Never	Seldom	Often	Always
15	The work makes me physically and emotionally exhausted.	1	2	3	4
16	I haven't handled emotional problems in a calm manner during my work.	1	2	3	4
17	Students are dissatisfied with my actions and attitudes towards them.	1	2	3	4
18	Work and duties will easily make me down in spirits.	1	2	3	4
19	Students shall be responsible for their own problems.	1	2	3	4
20	Work and duties will often make me suffer from insomnia or headache.	1	2	3	4
21	I spend more time and energy, but I fulfill fewer things than before.	1	2	3	4
22	I hope that others can keep away from me during work.	1	2	3	4
23	I often feel that my knowledge is insufficient to teach students.	1	2	3	4
24	Students have all kinds of problems, and I cannot tackle them.	1	2	3	4
25	The social is developing rapidly, and I can't catch up with the knowledge update.	1	2	3	4
26	I can't adapt to new requirements for teachers after the education reform.	1	2	3	4
27	Fresh things emerge endlessly, and I am afraid I can't answer the extra-curricular knowledge questions for students.	1	2	3	4
28	I feel difficult to study the new knowledge and teaching method.	1	2	3	4
29	I am often absent-minded while reading books or preparing for lessons.	1	2	3	4
30	I feel that I have poor memories recently.	1	2	3	4
31	Compared with new teaching method, I prefer the traditional method, since I am not capable of that.	1	2	3	4

End of questionnaire, thank you!

INSTRUMENTS (2)

Interview Guideline

Instruction(s): Here are some questions. Please respond to each question honestly.

1. Do you have burnout with your current job? What are your suggestions to reduce your burnout?
2. Would you like to have some training program to help you improve knowledge and teaching method?
3. Do you feel you have too many workloads in one week?
4. Do you think that your job has positive impact on students?

APPENDIX C

Index of Item-Objective Congruence (IOC) of questionnaire

Item	Expert1	Expert2	Expert3	IOC
1	1	1	1	1.00
2	1	1	1	1.00
3	1	1	1	1.00
4	1	1	1	1.00
6	0	1	1	0.67
7	0	1	1	0.67
8	1	0	1	0.67
9	1	1	1	1.00
10	1	1	1	1.00
11	0	0	1	0.33
12	0	1	0	0.33
13	0	1	1	0.67
14	1	1	1	1.00
15	1	1	1	1.00
16	1	1	1	1.00
17	1	1	1	1.00
18	1	1	1	1.00
19	1	1	1	1.00
20	1	1	1	1.00
21	1	1	1	1.00
22	1	1	1	1.00
23	1	1	1	1.00
24	1	1	1	1.00
25	1	1	1	1.00
26	1	1	1	1.00
27	1	1	1	1.00
28	1	1	1	1.00
29	1	1	1	1.00
30	1	1	1	1.00
31	1	1	1	1.00

BIOGRAPHY

NAME	Min Huang
DATE OF BIRTH	09 May 1984
PLACE OF BIRTH	He Qing County of Yunnan province, China
INSTITUTIONS ATTENDED	Kunming University of science and technology,2006-2010 Bachelor of business administration (e-commerce) Mahidol university,2010-2012 Master of education in educational management (international program)
HOME ADDRESS	39,Yakouhe Village, Sanhe Village Committee, Xintun Town, He Qing County, Yunnan province, China Email: kmamy@163.com Min_huang_01@hotmail.com