

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

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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