HAIGAZIAN UNIVERSITY

# JOB-RELATED STRESS, SCHOOL CLIMATE AND BURNOUT AMONG CLASSROOM TEACHERS

By
Takouhie Balian Sarkissian

A thesis
Submitted in partial fulfillment of the requirements
For the degree of Masters of Arts
To the Department of Education
of the division of Social and Behavioral Studies
At Haigazian University

Beirut, Lebanon
December, 2001

HAIGAZIAN UNIVERSITY

# JOB-RELATED STRESS, SCHOOL CLIMATE AND BURNOUT AMONG CLASSROOM TEACHERS

A Lebanese Study

By
Takouhie Balian Sarkissian

Approved by:

Ahlam Khalil, Ph.D. .....
Name — Advisor

David Tawil, Ph.D. .....
Name — Member of Committee

Hagop Hart, Ed.D. .....
Name — Member of Committee

HAIGAZIAN UNIVERSITY

THESIS RELEASE FORM

I, Takouhie Balian Sarkissian

☐ Authorize Haigazian University to supply copies of my thesis to libraries or individuals upon request.

☐ Do not authorize Haigazian University to supply copies of my thesis to libraries or individuals upon request for a period of two years starting with the date of the thesis defense.

Takouhie Sarkissian
Signature

14/4/2010
Date

To my husband, Raffi, who has always been encouraging and supporting me throughout every step of my long journey.

# Abstract

A questionnaire-based research was conducted to examine the relationship between both forms of teacher burnout (psychological and physical) with the following factors: (a) job-induced stress, (b) school climate and (c) teaching experience. The questionnaire was adopted from Hock (1988) and Riehl and Sipple (1996). The sample was composed of 48 elementary English teachers of private schools in Beirut. The results showed that only the school climate was positively related with both forms of burnout. Moreover, it was found that buffers (i.e. parental support, paperwork and being provided with the necessary teaching materials) were significantly related with teachers' physical burnout. While the order of students (i.e. students' attitude toward school work and their behavior in the classroom) and administrative support were significantly correlated with teachers' psychological burnout. Salary was also found to be the highest stress-inducing factor among the other job-stressors, for most of these teachers. Therefore, to enhance the psychological and physical well-being of teachers, they should be supported by their principals and by their students' parents. In addition, they should be provided with the essential teaching materials and be relieved from unnecessary paperwork and from the disciplinary problems that are associated with students.

## Acknowledgments

I would like to thank all those who helped me to accomplish this difficult task of thesis writing.

I thank my advisor Dr. Ahlam Klailat, for her valuable time and for her honest remarks.

I also thank my two readers Dr. Hanine Hout and Dr. David Tawil for granting me all the help needed to keep me on the right track.

My heartful thanks goes also to Najwa Nasr who has not only helped me out through my statistics, but she has also been a sincere friend always encouraging me to continue my work.

My special thanks also to Sarar Maalouf who has always been available whenever needed with her valuable advice and knowledge.

Finally, I would like to thank all the teachers that participated in my research.

## Table of Contents

## List of Tables

# Chapter I

# Introduction

**Background**

Burnout, cited in Byrne (1994), is a term originally coined by Freudenberger (1973). It was first used to describe health-care workers who were physically and psychologically burned out due to the nature of their work that involves continuous direct contact with the recipients of the services they provide (Hock, 1988; Mazur and Lynch, 1989). Freudenberger has identified burnout as cynicism, negativism, inflexibility, rigidity of thinking, unhappiness, boredom, psychosomatic symptoms and a condition in which helping professionals wear out in their pursuit of impossible goals. Dworkin (1987) has defined burnout as "an extreme form of role – specific alienation characterized by a sense that one's work is meaningless and that one is powerless to affect changes which could make the work more meaningful. This sense of meaningless and powerlessness is heightened by a belief that the norms associated with the role and the setting are absent, conflicting, or inoperative, and that one is alone and isolated among one's colleagues and clients". (p.28).

The most susceptible to burnout are human service professionals such as teachers, nurses, social workers, police officers, physicians, therapists, and the like (Byrne, 1994).

Teacher burnout has emerged as a troublesome educational issue in 1970 in the United States (Farber, 1983; Burke and Greenglass, 1989). This heightened interest in the effects of stress and burnout on teaching was evidenced by media

accounts of teachers suffering from burnout, the huge number of stress management workshops for teachers, and by the great number of research conducted by professional associations to find out how stress contributes to teacher burnout (Parkay, Olejnik and Proller, 1988). Even the National Education Association (NEA) made teacher burnout the central theme of their 1979 convention (Farber and Miller, 1981).

Why this concern with teacher burnout? Goodlad (1983) has described teaching as "an endangered profession", since a large number of highly qualified, experienced teachers are leaving teaching at the same time that fewer numbers of equally qualified new teachers are entering the classroom. This shortage of qualified teachers has been discussed by many researchers (e.g. Farber and Miller, 1981; Brissie, Hoover-Dempsey and Bassler, 1988; Mazur and Lynch, 1989). The study conducted by Feistritzer (1983), cited in Sederberg and Clark (1990), has revealed that the percentage of college-educated students willing to enter the profession of teaching has decreased from 19 percent in 1970 to 5 percent in 1983. While, according to Goodlad's (1983) research the SAT, ACT, GRE, and NAEP scores of high school seniors and college students aspiring to become teachers have declined; education majors ranked 17$^{th}$ in Math and 14$^{th}$ in English compared with students in 19 other fields. So, it seems that the number of college-educated students willing to become teachers are decreasing at the same time that the least qualified students are choosing teaching as their future profession. Hence, in the future, the teaching profession may be left in the hands of those who had failed to enter any field other than education.

Other reasons for this great concern about teacher burnout as mentioned by Kyriacou (1987) are:

1. Burnout can lead to both psychological and physical ill health of teachers.
2. There is a general concern to improve the quality of teachers' working lives in order to improve the quality of teaching and commitment they are able to display toward the school in which they teach in general and toward their students more specifically.
3. There is a concern that burnout may impair the working relationship a teacher has with his pupils.

According to Farber and Miller (1981), the most critical impact of teacher burnout is on their delivery of educational services. Many researchers have tried to find the negative impact that a burned out teacher has on their students. Moos and Moos (1978) have found that students are absent more often from school if they have teachers who are low in support and high in control. On the other hand, Blasé's (1986) research showed that there is the predominance of "rote and recitation" approach which emphasizes lower order cognitive development in those classrooms in which teachers are burned out. Also, the research conducted by Partin and Gargiulo (1980), cited in Beck and Gargiulo (1983), showed that burned out teachers contribute little to academic growth of students and their students suffer from lower self-esteem. On the other hand, the research conducted by Hoy and Hannum (1997) has found that student achievement is directly related to teacher affiliation and to the commitment of teachers to both their students and school; so teachers that are willing to spend the extra time and effort needed to motivate and nurture students will have high achieving students.

Researchers in their pursuit of identifying reasons of burnout, detecting its effects and assessing the level of burnout experienced by teachers, have used subjective, physiological and behavioral methods. The ones who have relied on

subjective measures have used teachers' self-reports about their job. These self-reports could take the form of a quantitative approach (Beck and Gargiulo, 1983; Burke and Greenglass, 1983), in which subjects are usually asked to rate a specific set of questions, or it could be in terms of a qualitative approach, in which participants are asked to answer open-ended questions (Blasé, 1986). Concerning the other ways of assessing teacher burnout, some researchers have used physiological measures like monitoring heart rate or analyzing urine (Kyriacou, 1987). Others have used behavioral measures of burnout like stuttering, facial expression, resignation from teaching and absenteeism. Among these forms of measurements, the self-report measures seems to be the most widely used by researchers (Belcastro and Hays, 1984; Albertson and Kagan, 1987; Brissie, Hoover-Dempsey and Bassler, 1988; Byrne, 1994; Burke and Greenglass, 1995 etc…), although each and every method has its own strengths and weaknesses.

Teacher burnout has been studied from different perspectives.

1. The clinical perspective: addresses the etiology, symptoms, clinical course and recommended treatment of burnout. This perspective was first used by Freudenberger in 1973.
2. The social-psychological perspective: addresses the working conditions that lead to burnout. The pioneer of this approach was Maslach (1981).
3. The organizational perspective: attempts to identify the sociocultural environment of the organization in which a person works and that contributes to the development of burnout. This approach was initiated by Cherniss in 1980.
4. The social-historical perspective of Sarason (1983) seeks to find the impact of the society at large on the development of burnout.

Researchers normally used more than one perspective in studying the phenomenon of burnout. However, the present research aims at studying the phenomenon of teacher burnout from the organizational perspective. In addition, it will look at the extent to which the working conditions of a school affect the level of burnout experienced by the teachers of that school. More specifically, this research will try to examine the effect of the support received from the school administrators on the levels of both the psychological and physiological forms of teacher burnout since it has been found that administrative support among all the other school climate factors has the highest correlation with teacher commitment (Rosenholtz and Simpson, 1990), with career satisfaction and lower levels of stress (Litt and Turk, 1985).

**The Problem Statement**

The general purpose of this study is to discover the extent to which the following factors affect the psychological and physical burnout of elementary English teachers in Beirut: (a) the job-stress experienced by these teachers, (b) the organizational climate of the school in which they teach and (c) the teaching experience that they have. In addition, the present study will attempt to examine (a) whether there is a relationship between the levels of psychological and physical burnout of teachers and (b) whether administrative support is a major climate factor that is related to the psychological and physical burnout of these teachers.

**The Significance of the Problem**

It is hoped that this research about teacher burnout will make a contribution to the knowledge about the work conditions, the organizational climate and the burnout levels of Lebanese teachers especially elementary English teachers in Beirut. Also, the significance of this study lies in the fact that it is trying to investigate the primary effect of administrative support among all the other organizational factors that affect the psychological and physical burnout of teachers. Another significance of this study could be that the results of this study may probably shed light on corrective measures that could be used by school administrators to improve the quality of teaching provided by their teachers.

**Limitations**

The present study has several limitations. First the schools that participated in this study were private elementary schools; so the results cannot be generalized to all the other levels other than the elementary level of private schools. In Lebanon, the public schools differ from the private ones in many ways. First of all the teachers in the public schools are assigned and paid by the government. This guarantees that they will not lose their job no matter what they do, which usually lead teachers to be uncaring and less committed to their students. On the other hand, the students attending public schools are also probably different than the students of private schools. Usually, the children of low-income families are the ones who attend the public schools. This may imply that teachers might face many problems in disciplining students of public schools much more than they may face in private

schools. Since private and public schools in Lebanon are different, one cannot generalize because other factors may be present. Secondly, the results are liable to be generalized only to the private elementary schools in Beirut because the sample did not include any school from the other parts of Lebanon.

One last limitation of the study like all the other researches that have used the subjective response rate of teachers, is that the data might not be hundred percent accurate since teachers might have lied about some points in the fear of losing their jobs. Since the study is concerned with the perceptions of teachers, it was preferred to use the form of questionnaire.

**Definition of key terms**

Following are the definitions of the key terms used in this study which are based on the researches of Hock (1988) and Riehl and Sipple (1996):

**Teacher job-stress:** the strain that teachers experience due to the nature of their job. Lack of job security, discipline difficulties, feelings of being trapped in the profession, salary, isolation, conflicts with administration, lack of participation in decision making, negative contacts with parents, public image of teachers and paperwork are all important factors that contribute to the feeling of teacher stress.

**School climate:** the daily work environment of teachers that includes the support received from administrators and parents, the necessary materials provided, the work-overload, teaching help provided by personnel other than the administration, the autonomy teachers have and the order of students.

**Psychological burnout:** the emotional exhaustion of teachers that is accompanied by feelings of anxiousness, irritability, depression and low levels of dedication to their work.

**Physical burnout:** the psychosomatic symptoms and the general health-problems experienced by teachers that are caused by unmediated stress.

# Chapter II

# Review of Literature

Teaching is an occupation that entails high levels of stress (Kyriacou and Sutcliffe, 1978; Jackson, Schwab and Schuler, 1986;Dworkin, 1987). Kyriacou(1978) and Hodge, Jupp, and Taylor (1994) have even found that teachers work-stress exceeds the stress experienced by other occupational groups such as nursing, therapists and the like. According to Belcastro and Hays (1984) and Kyriacou and Sutcliffe (1978), teachers are more distressed than the general population.

Lazarus (1966), posits that stress arises when one appraises a situation as threatening or otherwise demanding and does not have an appropriate coping response.While McGarth (1970) cited in Milstein, Golaszewski and Duquette (1984) has postulated that stress occurs when there is "a perceived excess of environmental demands over an individual's perceived capability to meet them and when failure to meet these demands has important perceived consequences"(p. 293). So, teachers are stressed when there is a lack of fit between the environmental demands of his/her work and his/her capacities (e.g. skills, aptitudes, and beliefs about the situation) to respond to these demands.

Stress could have either positive or negative effects. Selye (1976), cited in Pierce and Molloy (1990), suggests that moderate amounts of stress are required to stimulate people to do their best. In contrast, when the amount of stress experienced by a person is too much or too little, that person is more likely to feel tense and fatigued. Although stress may be seen as having positive effects, the present research is concerned about the negative effects of stress on teachers' psychological and physical well-being.

According to Dworkin, Haney, Dworkin and Telschow (1990), the environment in which any teacher functions is filled with ample sources of stress. The teacher during each school day is forced to interact with many students, parents, colleagues, and administrators, each of whom has different problems and makes different demands that require from the teacher to take quick decisions. However, since many of the interactions have implications for school policy, teachers are rarely permitted to take decisions on their own. The decisions are expected to originate in the upper level of the hierarchy and then work their way down the hierarchy, while teachers may be blamed by the client (student or parent) for being uncaring and unwilling to take decisions. So lack of participation in decision-making is one of the major job stressors that teacher face (Dworkin, Haney, Dworkin and Telschow, 1990; Burke and Greenglass, 1995), and which may result in feelings of being trapped in the profession (Hock, 1988; Huberman, 1994). These negative feelings are maximized by lack of administrative support from which many teachers suffer (Albertson and Kagan, 1987, Dworkin, 1987; Huberman, 1994).

Another major source of stress is teacher isolation (Beck and Gargiulo, 1983; Milstein, Golaszewski and Duquette, 1984; Litt and Turk, 1985; Albertson and Kagan, 1987; Hock, 1988; Burk and Greenglass 1989 and 1995). Farber (1984) refers to teaching as a "lonely profession" because of lack of opportunities for meaningful contacts with fellow teachers. Beck and Gargiulo (1983) too, in their research on nine hundred ninety-seven full-time educators from sixteen rural northern Ohio counties, have found that 83.5 percent of teachers devoted less than 10 percent of their time to contacts with colleagues. Okeafor and Frere (1992) too, has found that teachers spend 80 percent of their time at school in isolation of other teachers; teachers

communicated with principals or teachers on task relevant talk, once or twice a month.

Student discipline is found by many researchers to be another stressor that affects teachers (Albertson and Kagan, 1987; Dworkin, 1987). Blasé (1986) found that when teachers talk about student discipline as a stressor, they refer to problems such as "vandalizing school property," "cheating," "teasing," and "violent outbursts". Many researchers cited problems with pupils to be among the primary sources of teacher stress (Kyriacou and Sutcliffe, 1978; Hock, 1988; Trendall, 1989). Huberman (1994) in his research on one hundred and sixty secondary teachers whose experience ranged from 5 to 39 years also found that factors that affect teachers the most are the ones that have to do with pupils. Farber (1984) too has found that teachers are satisfied primarily when they have positive experiences with students and secondly, when they have rewarding contacts with colleagues.

Milstein, Golaszewski and Duquette (1984), have conducted a survey in four elementary schools to examine the extent to which organizationally based stressors can lead to emotional behavioral and physical manifestations of stress. The results of this survey reveal that the highest stress-inducing factor for the 130 participating teachers was salary followed by lack of cohesiveness among teachers and quantitative work overload. Quantitative work overload which refers to routine paperwork (the concern of the present research) can be differentiated from the qualitative work overload which refers to the type of work in which teachers are expected to have leadership roles. Teachers usually earn less than other college – educated workers (Dworkin, 1987), so it is no wonder that salary is considered to be an important job stressor by many teachers (Litt and Turk, 1985; Albertson and Kagan, 1987; Huberman, 1994). Many teachers even feel a sense of betrayal by society when they

have to work second jobs to meet the needs of their families (Sederberg and Clark, 1990).

Teachers also complain about the work overload that they experience during each school day (Milstein, Golaszewski, and Duquett, 1984; Albertson and Kagan, 1987; Trendall, 1989; Huberman, 1994; Burke and Greenglass, 1995). According to Kyriacou and Sutcliffe (1978), teachers feel stressed because they feel that they don't have enough time to do their work, they have too much work to do, they have administrative work, they have too much paperwork, they don't have enough time to prepare lessons or to correct papers, they don't have enough time to spend with individual pupils, they have too many periods of actual teaching, they have no time to relax between classes and they are required to participate in parent-teacher meetings and workshops after school. Litt and Turk (1985) in their study of 291 American school teachers found that the degree to which teachers feel overloaded with work is a serious problem that needs to be addressed since teachers' intention to leave teaching is significantly correlated with it.

In general, teachers experience ample sources of stress during each school day. One way in which teachers react to these stressors is manifested in a syndrome called "burnout" (Pierce and Molloy, 1990).

Clearly burnout has a negative effect on the teachers' psychological well-being. As the number of stressors affecting teachers increases, the proportion of teachers likely to experience psychological distress also increases (Hock, 1988; Parkay, Olejnik and Proller, 1988; Punch and Tuettemann, 1991; Byrne, 1994). Teachers who become "burned" out may frequently feel emotionally or physically exhausted, may feel anxious, irritable, depressed, and, in general, less committed and dedicated to their work (Farber and Miller, 1981; Farber, 1984; Motowidlo, Packard

and Manning, 1986). Teacher burnout also increases the probability that students will encounter teachers who would prefer to do something other than teach because even burned out teachers would not quit teaching unless they have a few other skills which are saleable to employers outside of the education field (Dworkin, 1987). Blasé (1986) found that teachers' feelings of stress and their performance in the classroom are negatively related. Hence, stressed teachers affect students' learning negatively by overemphasizing rote learning. Skinner and Belmont (1993) too, found that teachers' interactions with the students in the classroom predicted students' behavioral and emotional engagement in the classroom. And if, as suggested by the literature, burned out teachers, become more easily irritated, become more cynical and critical, have more depersonalized relations with their students and become less involved in their work, then burned out teachers affect students negatively (Farber and Miller, 1981; Blase, 1986; Huberman, 1994).

Prolonged stress not only leads to psychological burnout, but also leads to illness behavior. Theoretically, a general adaptation syndrome operates such that environmental factors trigger overreactions in the organism that eventually weaken the body and leads to illness behavior (Myers, 1993). In the literature we find evidence of a positive association between reported stress and reported psychoneurotic symptoms (Kyriacou and Pratt, 1985; Litt and Turk, 1985; Hock, 1988; Parkey, Olejnik and Proller, 1988; Dworkin, Haney, Dworkin and Telschow 1990). These psychoneurotic symptoms included asthma, frequent back pain, frequent colds, colitis, frequent diarrhea, dizzy spells, frequent headaches, high blood pressure, insomnia, frequent loss of appetite frequent nausea and ulcer. Also it was found that there exists a positive correlation between psychological burnout and physical burnout. So teachers experiencing higher levels of psychological burnout

report higher levels of psychosomatic symptoms (Belcastro, 1982; Burke and Greenglass, 1989; Mazur and Lynch, 1989; Pierce and Molloy, 1990; Burke and Greenglass, 1995).

Various researchers have assessed the prevalence of burnout teachers. Their estimates pointed to the fact that between 7 to 25 percent of the teaching profession in the United States is burned out (Belcastro, 1982; Belcastro and Hays, 1984; Farber, 1984 a; Farber 1984 b). Such findings led researchers to search for the underlying factors of burnout as a first step in an effort to rectify this anomaly. The school climate in which a teacher taught seems to affect the level of his/her burnout (Hock, 1988; Mazur and Lynch, 1989).

School climate is the set of internal characteristics that distinguishes one school from another and influences the behavior of its members (Hoy and Miskel, 1996). Neumann, Reichel and Abu Saad (1988) have defined organizational climate as "a relatively enduring quality of the school environment which is affected by the principal's leadership, is experienced by teachers and is based on collective perceptions" (p. 84). In other words, school climate is what teachers perceive their daily work environment to be. This can be either pleasant, creativity-inducing and supportive place, or threatening, confining and inhibiting.

Riehl and Sipple (1996) in their research on school climates and teachers' commitment have used six variables or organizational characteristics to represent a school climate. The first variable is administrative support that is teachers' perceptions of the strength of their principal's leadership and support. The second variable is buffers that represent the degree to which teachers have access to resources, have parental support and are protected from unnecessary intrusions on their work. The third is teaching help that shows how much help on instructional

issues or classroom management teachers receive from peers and departmental administrators. Fourth is the extent of teacher's control over school-wide policies regarding curriculum, discipline, ability grouping and staff development. The fifth variable is autonomy or teachers' perceptions of their control over classroom policies about textbooks, course content, teaching techniques, homework policies and classroom discipline. The last one is order or the degree to which teachers feel that problems of violence and student absence are present.

Newmann, Rutter and Smith (1989) in their research have represented school climate by organizational characteristics similar to the ones used by Riehl and Sipple (1996). The two variables of order and teaching help are the same in the two studies. The variable of administrative support, in Newmann, Rutter and Smith's (1989) study, is represented by two variables namely, administrative responsiveness and principal leadership. While the two variables of school influence and autonomy are represented by one variable, which is teacher influence. Riehl and Sipple's (1996) study contains the variable of buffers that is not found in the other study, while it lacks the variable that measures the amount of time spent in meetings or in-service training programs.

Hock (1988), in his research on 939 teachers in the San Diego Unified School District, has found that 59 percent of teachers have low levels of psychological burnout, 36.4 percent have moderate amounts of psychological burnout while 4.4 percent have high levels of psychological burnout; and that positive teaching climate is negatively associated with psychological burnout of teachers. The correlation between the items representing the teaching climate with the total score of psychological burnout was found to be significant at the 0.001 level ($r = -0.34$, $p < 0.001$). This implies that teachers' perception of the overall teaching climate of the school is highly related to the level of psychological burnout experienced by them.

Mazur and Lynch (1989) conducted a study to investigate the relationship among the variables of the principal leadership style, the school organization, and the teacher personality characteristics and the variable of teacher burnout. The findings of the study showed that organizational factors such as work overload, support (i.e. the principal's support and respect for teachers, the system's value of teachers as professionals, and the community's expectations and respect) and isolation were significant predictors of teacher burnout.

Farber and Miller (1981) found that teachers are burned out mainly because there are factors within the school structure that lead to feelings of isolation, and these factors are lack of collaboration among all levels of staff personnel and lack of support from parents and other community members. According to them, two teachers undergoing the same levels of stress will develop different levels of burnout if one lacks social support and the other not, the one experiencing social support from coworkers, parents, administrators and community members develops lower levels of burnout.

Cohen and Wills (1985), in their review of studies about stress and social support have concluded that social support from colleagues, friends, administrators and parents is associated positively with well-being (as measured by psychological symptoms like depression, anxiety, concentration difficulties, physical fatigue and a variety of psychosomatic symptoms).

Therefore, it seems that social support from administrators, colleagues, parents and other community members are associated with reduced level of teacher burnout. But the studies conducted by Friedman (1991) and Pierce and Molloy (1990) show that even when we exclude from social support the forms of support that come from outside the school environment (i.e. from parents and other community members),

social support within the school environment (from administrators and colleagues) remains to be a crucial factor in reducing teacher burnout.

Friedman (1991) in his study on 1,597 elementary school teachers has compared the organizational characteristics of those schools in which most teachers reported high levels of burnout (high-burnout schools) and schools in which most teachers reported low-burnout level (low-burnout schools). Results indicated that socializing among teachers in the same school occurred more often in the low-burnout schools than in the high-burnout schools. This result may be explained by the fact that in low-burnout schools the primary criterion for evaluating the functioning of the teacher was the extent of the assistance given (or received) in relation to co-workers. Moreover, teachers in high-burnout schools had no direct contact with the principal.

Pierce and Molloy (1990), in their research of 750 teachers from 16 governmental and non-governmental schools from areas of different socio-economic status (SES) in Australia, have found that teachers who recorded high levels of burnout were characterized by lower levels of social support from colleagues and administrators and higher levels of role stress (role conflict and role ambiguity).

On the other hand, ample research has been conducted in which administrative support (and not peer support) is found to be crucial for teacher commitment, career satisfaction and low levels of stress. For example, Rosenholtz and Simpson (1990) found that principal buffering among the other organizational factors is the highest correlate of teachers' commitment ($r=0.63$). Litt and Turk (1985) in their survey of 291 teachers to identify sources of stress and dissatisfaction have found that among the school climate variables, positive relationship with the administration is specifically associated with low levels of teachers' stress and high levels of career satisfaction. Research conducted by Chapman and Lowther (1982) shows that

teachers' career satisfaction is positively related to the recognition actually received from administrators and supervisors. In addition, Dworkin (1987) found that a supportive principal reduces the teachers' desire to quit teaching. Further, Rosenholtz and Simpson (1990) also found that the principal plays a central role in establishing the organizational context since the highest intercorrelations among organizational factors occur between principal buffering and other factors.

If administrative support is the primary factor among the other climate factors that is correlated with teacher commitment, career satisfaction and lower levels of stress then could it be that administrative support is also the primary factor affecting the psychological and physical burnout of teachers?

Dworkin (1987) and Dworkin, Haney, Dworkin and Telshchow (1990) found that principal support significantly reduces the level of physical burnout of teachers, but in these studies neither the psychological burnout of teachers were taken into account nor the effect of principal support on physical burnout was compared with that of other climate factors. From the perspective of the present research it is expected that administrative support will be negatively correlated with both the physical and psychological burnout of teachers. Similarly, it is expected that the administrative support will have the highest effect on both forms of burnout compared to the effects on the other climate factors with physical and psychological burnout.

Other than the effects of organizational climate on burnout, some researchers have found some of the demographic characteristics of teachers like teaching experience to be significantly correlated with the level of reported burnout, although the magnitude of these correlations was found to be weak compared to the correlation found between burnout and organizational factors (Beck and Gargiulo, 1983;Friedman, 1991). The number of years that a teacher taught seems to affect their level of burnout. It seems

that, as teachers grow older, the level of burnout decreases. Burnout escalates over the first five years of teaching experience and then progressively declines as one progresses in the profession (Dworkin, 1987; Pierce and Molloy, 1990; McCormick, 1997). According to Cherniss (1980), cited in Dworkin (1987), the younger employees are more susceptible to stress than the older ones because the former begin their job with enthusiasm and therefore are more likely to have that enthusiasm crushed. Another reason for the difference between the levels of stress between younger and older employees, as noted by Cherniss (1980), is that the older employees have learned to survive.

Although the above findings have been derived from research conducted in the west, no similar research has been found in the Middle East and especially in Lebanon. Therefore, this research is a pilot research that aims at paving the way for further investigation in the field.

Specifically, the hypotheses of the present research are as follows.

## Hypothesis:

$H_1$: The job-induced stress experienced by elementary English teachers is positively related to the psychological burnout of teachers. Similarly, job-induced stress is positively related to the physical burnout of teachers.

$H_2$: Psychological burnout is positively associated with physical burnout of elementary English teachers.

$H_3$: School climate variables are negatively correlated with the reported psychological burnout as well as the physical burnout of elementary English teachers.

$H_4$: Administrative support has the highest effect on the levels of both psychological and physical burnout among elementary English teachers as compared to the other organizational factors.

$H_5$: The amount of psychological and physical burnout experienced by elementary English teachers who have been teaching for more than five years is lower than those who have been teaching for five years or less.

# Chapter III

# Methodology

**Sample**

The sample for the present research consisted of English teachers who teach first, third and sixth grades in private schools in the Beirut area. These three classes were chosen because it was thought that these three are a representative sample of the whole elementary. The first grade being representative of lower elementary, the third grade being representative of the transitional period between lower and upper elementary and the sixth as a representative of upper elementary. The schools were selected from the directory provided by the Center for Research and Education. The criterion of selection was that they were private schools which charged tuition from their students, had a student body from both sexes, that had the elementary classes and that had English as its main language of instruction. There were 34 schools. Out of these 34 schools, four schools were closed. Although all the remaining schools were approached to participate in the study, only 22 schools agreed to take part in the study while the other eight refused. So, 73 percent of all the elementary private schools, whose main language of instruction is English, participated in this study. In these schools, there were 59 English teachers who taught the first, third and sixth grades. Only 48 teachers completed the questionnaire found in (Appendix B) making the response rate of the participants 81 percent.

**Procedure**

At the end of April, 2001 the researcher contacted each school by phone to make an appointment with the principal. During her visit to the principals, she discussed the nature of the study and was given permission to run the study in their school. Then, the questionnaires were given to the secretary to pass on to the teachers of first, third and sixth grade teachers. Each questionnaire was accompanied with a letter (Appendix A) that explains the nature of the study in which teachers were asked to participate. Moreover, the letter assured the confidentiality of the information by asking from the participating teachers not to mention their name or to provide any other form of identification. Lastly, the letter made clear that after completing the questionnaires teachers were asked to put them in the envelope that accompanied the questionnaire, seal it with the school's stamp and hand it to the receptionist to be picked up later by the researcher. After two weeks, the completed questionnaires were collected from the secretaries by the researcher.

**Instrument:**

The questionnaire was basically adopted from Hock (1988), except for the second part that represents the teaching climate. This section was replaced with the questions about teaching climate used by Riehl and Sipple (1996) because the present research needed a separate score for each of the variables composing the teaching climate. This was lacking in the original questionnaire used by Hock (1988). The questionnaire was adjusted according to the needs of the Lebanese society. The questions that are not applicable in any Lebanese school were omitted. For example, questions about grouping students in classes by abilities and student violence or vandalism were dropped.

The questionnaire is composed of five parts. The first part consists of four questions and it is about the demographic characteristics of the participant.

The second part, from questions number 5 to 16, assesses the teaching climate of the school in which the participant is presently working. This second part is divided into seven subgroups each representing the different variables composing teaching climate of that particular school. The questions from 5 to 9 correspond to administrative support, questions from 10 to 12 correspond to buffers, question 13 corresponds to teaching help, question 14 corresponds to school influence, question 15 corresponds to autonomy and question 16 corresponds to order.

The third part consists of questions number 17 to question number 26. This part represents the stressors or the causes of the psychological burnout of teachers. The fourth part assesses the psychological burnout of teachers and it is from question number 27 to 34. The last part corresponds to the physical burnout of teachers and it is composed of the last 10 questions.

A pilot study was conducted to estimate the time needed to complete each questionnaire and to check whether the questions were clear and understandable. Two Armenian private schools participated in the pilot study. Overall the number of teachers of the pilot study was eight who all reported that the questions were clear. The amount of time needed to complete each questionnaire was around 10 minutes.

# Chapter IV

## Results

The total number of teachers was 48 with the number of males being 3 (6.3 percent) and that of females being 45 (93.8 percent). The age range of females was between 20 to 68 (average age = 33), while the age range of males was found to be between 31 to 51 (average age = 44). The range of the teaching experience of males was between 10 to 31 (average teaching experience = 22.67), while the range of the teaching experience of females was between 1 to 29 (average teaching experience = 16.38).

It appears that elementary English teachers in the private schools in the Beirut area view their teaching school atmosphere positively. 76.6 percent of the teachers have agreed that teachers are evaluated fairly, 83.3 percent viewed their administrators' behavior as supportive, 87 percent were asked for their opinions by their principals about instructional issues; 95.9 percent of their principals communicated goals to staff and 81.3 percent of these teachers think that teachers are recognized for a good job done. Moreover, it seems that they have most of the necessary teaching materials; they get the needed help from administrators, department chairs of other school administrators or colleagues; they have autonomy in selecting textbooks, teaching techniques, disciplining students, determining the amount of homework to be assigned; and they have order in their schools. The only aspect that seems to bother these teachers in their school climate is the amount of paperwork that they have since 45.9 percent of the teachers either agreed or strongly

agreed that routine duties and paperwork interfere with their work while only 41.7 disagreed with it.

According to 85.2 percent of these elementary English teachers low salary is the primary stressor. The other factors that seem to underlie the stress these teachers experience are the following in order of importance: increased paperwork (78.7 percent), negative contacts with parents of students (77.1 percent), classroom discipline difficulties (74.5 percent), lack of job security (66 percent), public image of teachers (59.9 percent), lack of participation in decisions about job (53.2 percent), conflicts with administration (39.7 percent), feelings of being trapped in the profession and isolated from peers and colleagues (35.4 percent).

A reliability test was performed on the independent variables. Chronbach's alpha reliability test was used for the analysis and it was found that the measures of both independent variables, (i.e. teaching climate and job-induced stress), were highly reliable since the reliability coefficient alpha of teaching climate was found to be 0.7572 and that of job-induced stress was 0.7443.

**Extent of the Problem**

*Psychological Effects*

Total scores on the 8 psychological effects items (items 27 through 34) ranged from one to 20 out of a possible maximum of 32. The mean was 6.702 with a standard deviation of 4.93. This means that on average teachers had a low psychological stress and that the variability among these teachers was low.

Following Hock's (1988) criteria, the participants were divided into three groups according to their total scores on the psychological effects items. The ones that scored 11 and below constituted the low burnout group. Subjects with a total psychological burnout score between 12 and 24 made up the moderate psychological burnout group and those who scored higher than 24 fell into the high psychological burnout category. Of the 48 subjects that participated in this study, 81 percent (n = 38) fell in the low burnout group while the other 19 percent (n = 9) belonged to the moderately burned out group. No one was found to belong in high burnout group.

*Physical Effects*

The physical effects of burnout for each subject were assessed by adding the number of physical ailments (items 35 to 44) that he/she had suffered from during the last twelve months. The totals ranged from 1 to 7 out of a possible 10. The mean score was 1.96 with a standard deviation of 1.69. On average, teachers had a low physical burnout level and there was little variability in the amount of experienced physical burnout.

According to Hock's (1988) criteria, subjects with a total physical burnout score of 0 or 1 belonged to the physically low burnout group, those with a score of 2 or 3 to the moderately burnout group and over 3 to the high burnout group. Overall, 48 percent (n = 23) fell into the physically low burnout level, 35 percent (n = 17) into the moderate level and the remaining 17 percent (n = 8) into the high burnout level. The symptom that was most common among these teachers was headaches (56.3 percent), followed by frequent colds (50 percent) and frequent back pains (33.3 percent).

***$H_1$: The job-induced stress experienced by elementary English teachers is positively related to the psychological burnout of teachers. Similarly, job-induced stress is positively related to the physical burnout of teachers.***

A total score of job-induced stress was calculated for each participant by adding his/her scores on the items from 17 through 26. Then regression was run between the total scores of job-induced stress and the total score of psychological burnout to find whether we can expect psychological burnout from job-induced stress. It was found the

Expected psychological burnout = (4.645) + (0.189) (total score of job-induced stress)

Though no significant relationship was found between total psychological burnout scores and total scores of job-induced stress (p-value = 0.11 > 0.05), it is worth mentioning that

a. At no job-induced stress there will be a 4.645 score of psychological burnout on average which is considered to be a low level of psychological burnout.
b. There is a positive relationship between job-induced stress and psychological burnout. If we increase job-induced stress score by 1 point, the psychological burnout score will increase by 0.189.

Then, each item of job-induced stress was correlated with each item of psychological burnout. At a 95% confidence level, the significant correlations are presented in table 4.1.

| Psychological burnout item | Job-induced stress item | Correlation Coefficient | Sig. |
|---|---|---|---|
| Teaching drains me emotionally | Increased paperwork | – 0.310 | 0.019 |
| | Classroom discipline difficulties | + 0.441 | 0.038 |
| I go through the motions of teaching each day without much involvement | Isolation from peers and colleagues | + 0.524 | 0.004 |
| | Public image of teachers | – 0.595 | 0.036 |
| Sometimes I tend to treat students as impersonal objects | Low salary | + 0.492 | 0.001 |
| I feel my students are "the enemy" | Lack of Participation in decisions | +0.362 | 0.02 |

Table 4.1: The significant correlation coefficients between each item of job-induced stress and each item of psychological burnout.

Similarly, a regression analysis was run between the total scores of job-induced stress and that of physical burnout to examine the relationship between job-induced stress and physical burnout. The regression revealed that

Expected physical burnout = (1.124) + (0.06990) (total score of job-induced stress)

Although no significant relationship was found between physical burnout and job-induced stress (p-value = 0.078 > 0.05), it is worth mentioning that

a. At no job-induced stress there will be a 1.124 score of physical burnout on average. According to Hock's (1988) criteria, subjects having 1.124 score of physical burnout belong to the low burnout group.

b. There is a positive relationship between job induced stress and physical burnout. If we increase the job-induced stress score by 1 point, the physical burnout score will increase by 0.06990.

To reduce the multicollinearity among the independent variables stepwise regression was conducted between each item on job-induced stress and each item on physical burnout. The significant correlations are shown in table 4.2.

| Physical burnout item | Job-induced stress item | Correlation Coefficient | Sig. |
|---|---|---|---|
| Asthma | Low salary | + 0.396 | 0.01 |
| Frequent back pain | Lack of job security or continuity | + 0.349 | 0.025 |
| Frequent headaches | Lack of participation in decisions | + 0.351 | 0.024 |
| Frequent loss of appetite | Isolation from peers and colleagues | + 0.472 | 0.002 |

Table 4.2: The significant correlation coefficients between each item of job-induced stress and each item of physical burnout.

***$H_2$: Psychological burnout is positively associated with physical burnout of elementary English teachers.***

The correlation between the total scores of psychological burnout and total scores of physical burnout was calculated. A strong positive relationship was found between the two scores ($r = + 0.457$, $p < 0.05$) ($R^2 = 20.8$). This means that 20.8 percent of the variance in the total scores of physical burnout is explained by the variation in total scores of psychological burnout.

***$H_3$: School climate variables are negatively correlated with the reported psychological burnout as well as the physical burnout of elementary English teachers.***

Regression was run to examine the correlation between school climate variables and both forms of burnout. The regression analysis of the total school climate score with both total psychological ($p = 0.000 < 0.05$) and physical burnout scores ($p = 0.006 < 0.05$) yielded highly significant results.

Expected Psychological Burnout = (22.239) – (0.312) (score of school climate)

If the score of school climate was not taken into consideration or set at a zero level; we expect the score of Psychological burnout to be 22.239 (moderate psychological burnout). We can notice as well a negative relationship between school climate scores and psychological burnout. That is, if the school climate score increases by 1, the psychological burnout score will decrease by 0.312.

Expected Physical Burnout = (5.868) – (0.0788) (score of school climate)

If the score of school climate was not taken into consideration or set at a zero level; we expect the score of physical burnout to be 5.868 on average (high physical burnout). We can also notice a negative relationship between school climate and physical burnout score. That is, if the school climate score increases by 1, the physical burnout score will decrease by 0.0788.

To reduce the multicollinearity among the independent variables stepwise regression was conducted on each school climate factor and the total scores of psychological and physical burnout. The item of the school climate "I receive a great deal of support from parents for the work I do", was found to be significantly

correlated with total physical burnout score ($r = -0.481$, $p = 0.002 < 0.05$). Likewise, it was found that the three school climate factors, that is "students constantly misbehave" ($r = -0.425$, $p = 0.008 < 0.05$), "administrator behavior is supportive" ($r = -0.544$, $p = 0.002 < 0.05$) and "the extent to which teachers have control in determining the amount of homework" ($r = -0.616$, $p = 0.001 < 0.05$) are significantly correlated with the total score of psychological burnout.

***$H_4$: Administrative support has the highest correlation with the levels of both psychological and physical burnout among elementary English teachers as compared to the other organizational factors.***

For each different subdivision from which teaching climate was composed of, an average was calculated for each participant. That is, separate means were calculated for administrative support (items from 5 through 9), for buffers (items from 10 through 12), for teaching help (the three different parts of item 13), for autonomy (the five parts of item 15), and for order (the two parts of item 16). The mean of the subdivision of school influence was not calculated since it was represented by question number 16 only.

Then, one-way ANOVA was performed among the averages of each subdivision of teaching climate section and the levels of both psychological and physical burnout to check whether the effect of the subdivision of the teaching climate called administrative support on the levels of both physical and psychological burnout, is the highest compared to the effects of the averages of the other subdivisions of school climate on the levels of psychological and physical burnout. The analysis showed that the mean of administrative support is significantly affecting the levels of psychological burnout ($p = 0.017 < 0.05$). The mean of the subdivision

called order was also significantly affecting the levels of psychological burnout ($p = 0.004 < 0.05$). The post hoc test was not performed among the means of the different subdivisions of teaching climate and the levels of psychological burnout because in this study we had only two levels of psychological burnout.

**ANOVA**

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Teachers participate in making most of the important educational decisions | Between Groups | 5.875E-04 | 1 | 5.875E-04 | .000 | .983 |
| | Within Groups | 54.108 | 44 | 1.230 | | |
| | Total | 54.109 | 45 | | | |
| Average of administrative support | Between Groups | 1.695 | 1 | 1.695 | 6.116 | .017 |
| | Within Groups | 12.469 | 45 | .277 | | |
| | Total | 14.164 | 46 | | | |
| average of buffers (i.e. support received from parents, being supplied with necessary teaching materials and paperwork) | Between Groups | .647 | 1 | .647 | 1.776 | .189 |
| | Within Groups | 16.398 | 45 | .364 | | |
| | Total | 17.045 | 46 | | | |
| Average of teaching help received from department chairs, colleagues | Between Groups | 2.748 | 1 | 2.748 | 2.897 | .096 |
| | Within Groups | 42.682 | 45 | .948 | | |
| | Total | 45.430 | 46 | | | |
| Average of teachers' autonomy | Between Groups | .934 | 1 | .934 | 1.943 | .170 |
| | Within Groups | 21.146 | 44 | .481 | | |
| | Total | 22.080 | 45 | | | |
| Average of order of students (i.e. students' attitude toward schoolwork and their behavior in the classroom) | Between Groups | 6.632 | 1 | 6.632 | 9.334 | .004 |
| | Within Groups | 31.974 | 45 | .711 | | |
| | Total | 38.606 | 46 | | | |

Table 4.3: The table of one-way ANOVA between the levels of psychological burnout and the averages of each subdivision of school climate

As to the results of the ANOVA between the means of the subdivisions of teaching climate and the levels of physical burnout, it was found that the subdivision named buffers was the only subdivision that was significantly affecting the levels of physical burnout ($p = 0.006 < 0.05$). The post hoc test on the means of the subdivisions of teaching climate and the levels of physical burnout showed that the average of buffers of the physically low burnout group was significantly lower than the average of the physically high burnout group ($p = 0.002 < 0.05$).

**ANOVA**

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Teachers participate in making most of the important educational decisions | Between Groups | 4.093 | 2 | 2.047 | 1.628 | .208 |
| | Within Groups | 55.311 | 44 | 1.257 | | |
| | Total | 59.404 | 46 | | | |
| Average of administrative support | Between Groups | .249 | 2 | .125 | .403 | .671 |
| | Within Groups | 13.915 | 45 | .309 | | |
| | Total | 14.164 | 47 | | | |
| average of buffers (i.e. support received from parents, being supplied with necessary teaching materials and paperwork) | Between Groups | 3.511 | 2 | 1.755 | 5.834 | .006 |
| | Within Groups | 13.540 | 45 | .301 | | |
| | Total | 17.050 | 47 | | | |
| Average of teaching help received from department chairs, colleagues | Between Groups | .683 | 2 | .341 | .329 | .721 |
| | Within Groups | 46.678 | 45 | 1.037 | | |
| | Total | 47.361 | 47 | | | |
| Average of teachers' autonomy | Between Groups | 1.747 | 2 | .874 | 1.876 | .165 |
| | Within Groups | 20.489 | 44 | .466 | | |
| | Total | 22.237 | 46 | | | |
| Average of order of students (i.e. students' attitude toward schoolwork and their behavior in the classroom) | Between Groups | .717 | 2 | .358 | .421 | .659 |
| | Within Groups | 38.262 | 45 | .850 | | |
| | Total | 38.979 | 47 | | | |

Table 4.4: The table of one-way ANOVA between the levels of physical burnout and the averages of each subdivision of school climate

***$H_5$: The amount of psychological and physical burnout experienced by elementary English teachers who have been teaching for more than five years is lower than those who have been teaching for five years or less.***

The participant teachers were divided into two groups according to their teaching experience. The ones who have taught one to five years were separated from the ones having more than five years of experience.

Then, regression was run to analyze the relationship between the teaching experience of teachers and their total scores of Psychological and Physical burnout and it was found that

Expected Psychological Burnout = (7.613) – (0.101) (years of teaching experience)

Though no significant relationship was found between years of teaching experience and total scores of psychological burnout (p-value = 0.295 > 0.05), it is worth mentioning that if years of teaching experience was not taken into consideration or set at a zero level; we expect the score of psychological burnout to be 7.613 on average (low psychological burnout). We can also notice that there is a negative relationship between years of experience and psychological burnout score. That is, if years of experience are increased by 1, the psychological burnout score will decrease by 0.101.

It was also found that

Expected Physical Burnout = (2.521) – (0.0625) (years of teaching experience)

Though no significant relationship was found between years of teaching experience and total scores of physical burnout (p-value = 0.055 > 0.05), it is worth mentioning that if years of teaching experience was not taken into account or set at a zero level; we expect the score of physical burnout to be 2.521 (moderate level of physical burnout). We can also notice that there is a negative relationship between years of experience and physical burnout score. That is, if years of experience are increased by 1, the physical burnout score will decrease by 0.0625.

# Chapter V

# Discussion

The age range of the present sample of English teachers who teach in private schools in Beirut is between 20 to 68 years with the average being 34 years. Most of these teachers (93.8 percent) are females, however. This discrepancy may be due to the fact that male teachers prefer to get teaching jobs in secondary sections so that they will get paid more as well as be allowed to teach extra hours in other schools.

It appears that elementary teachers find their salaries to be the highest stress-inducing factor among the other job-stressors since 85.2 percent complained about their low salaries. This finding is in accordance with the results of some researches that have found salary to be among the primary stressors of teachers (e.g. Litt and Turk, 1985; Albertson and Kagan, 1987; Dworkin, 1987). The research conducted by Milstein, Golaszewski and Duquette (1984) has even found that salary is the highest stress-inducing factor compared to the other stressors.

Moreover, the participants' complaints run in the following order of occurrence: 56.3 percent reported having headaches, 50 percent seem to suffer from frequent colds and 33.3 percent have back pains. The other more serious and chronic somatic complaints (i.e. asthma, high blood pressure, insomnia, ulcer, etc…) were mentioned by 12 percent of the teachers at the most. This low frequency of these serious and acute somatic complaints may be explained by the fact that most of the participants were young. In the west too, teachers have reported a low incidence of chronic or serious health problems (Beck and Gargiulo, 1983). In his research, the

most frequently mentioned physical symptoms were sleeplessness, headaches, fatigue and constant irritability. In this study, it is important to note that 17 percent of the participants were classified as belonging to the physically high burnout group, 35 percent fell into the moderate burnout group and 48 percent fell into the physically low burnout group.

According to Hock's (1988) classification, the participants of the present study were divided into three groups on the basis of their total psychological burnout score. 81 percent of our participants seem to suffer from low psychological burnout and the other 19 percent seem to fall in the moderately psychological burned out-group. No one seems to be in the high psychologically burned out-group. In line with these findings are the researches conducted in the west by Belcastro (1982), Belcastro and Hays (1984), Farber (1984 a) and Farber (1984 b). According to their findings the percentage of teachers who are burned out is between 7 and 25 percent of the teaching population in the United States. Only Hock (1988) has reported a high percentage of teachers who had moderate or high psychological burnout levels (40.8 percent), while the percentage of the ones having moderate or high levels of physical burnout was calculated to be 49.2 percent.

***$H_1$: The job-induced stress experienced by elementary English teachers is positively related to the psychological burnout of teachers. Similarly, job-induced stress is positively related to the physical burnout of teachers.***

The findings call for the rejection of $H_1$ since the regression analysis of the total scores of job induced stress and the total scores of both psychological and

physical burnout did not yield significant results as was expected. Contrary to previous research consistent findings of a positive relation between job induced stress and psychological burnout (e.g. Dworkin, 1987; Parkay, Olejnik and Proller, 1988; Burke and Greenglass, 1989; Punch and Tuettermann, 1991; Byrne, 1994), and between job induced stress and physical burnout (e.g. Kyriacou and Pratt, 1985; Litt and Turk, 1985; Dworkin, 1987; Parkay, Olejnik and Proller, 1988), our results did not corroborate such relations between the mentioned variables in Lebanon. This implies that, here in Lebanon, the increase or the decrease in the levels of job-induced stress does not automatically lead to an increase or a decrease in the levels of experienced psychological and physical burnout.

Hence, it seems that for the Lebanese teachers there exists other variables more important than job-induced stress that affect their burnout. Huberman (1994) has found that the institutional factors (i.e. bad working conditions, conflicts within the school, lack of support from the administration and administrative constraints) are held especially responsible for teacher burnout. So it might be that the environment or the school climate in which the Lebanese teacher is supposed to work in is a more important factor affecting burnout than induced stress.

It might also be that teachers working in a positive climate find ways of coping with their stress. In the studies conducted by Hock (1988) and Burke and Greenglass (1989) a negative relation between school climate and job-induced stress was obtained (i.e. the better the environment in which a teacher works, the lower the level of stress experienced by him/her).

***$H_2$: Psychological burnout is positively associated with physical burnout of elementary English teacher.***

Obtained results tended to support $H_2$. Data pointed to a positive and significant correlation between the total scores of psychological burnout of elementary English teachers and their total scores of physical burnout. This means that the total scores of psychological burnout of teachers vary in the same direction as the total scores of physical burnout.

Current results are essentially in line with vast amount of evidence in the literature confirming the existence of a positive relation between psychological and physical burnout of teachers. In the research conducted by Belcastro and Hays (1984) the frequency and/or the intensity of 26 somatic complaints were found to be significantly greater for subjects who were classified as burned out. In another study conducted by Pierce and Molloy (1990), higher levels of psychological burnout were associated significantly with poorer physical health.

Further evidence of the existence of a positive relation between the psychological and physical burnout of teachers is the study conducted by Belcastro (1982). The participants were first classified as burned out or not based upon their scores on the Maslach Burnout inventory. Then it was found that teachers could be correctly classified as burned out or not 94% of the time when utilizing 24 somatic complaints as discriminating variables. So, it seems that psychologically burned out teachers are more likely to suffer from health problems than their coworkers. Psychological burnout seems to represent a potential health risk to teachers.

***$H_3$: School climate variables are negatively correlated with the reported psychological burnout as well as the physical burnout of elementary English teachers.***

Our findings suggest the existence of a negative and a significant correlation between the total score of school climate variables and the total scores of psychological and physical burnout. The more teachers perceive the school environment in which they work in positive lights; the lower will be their psychological and physical burnout level. Many researchers have reported findings similar to ours (e.g. Hock, 1988; Mazur and Lynch, 1989).

The results of the stepwise regression among each school climate factor and the total scores of psychological and physical burnout revealed that there exists specific climate factors which are significantly correlated with the total scores of both forms of burnout. It seems that the support received from the parents of students are related negatively with the total physical burnout scores of teachers. So, the more teachers feel that the students' parents are supporting them; the lower will be their experienced amount of physical burnout. The research conducted by Parkay, Olejnik and Proller (1988) provided evidence of the importance of parents' support for teachers. In this research, it was found that the quality of the parent-teacher relation, besides the amount of reported physical burnout, is considered a highly significant factor differentiating between low and high stress schools. Also, the results of the research conducted by Litt and Turk (1985) has revealed that the failure to communicate with parents is among the first three problems that contribute to the emotional and physical distress of teachers. Huberman's (1994) research results also

show the importance of the attitude of parents toward teachers in exacerbating teacher burnout.

Similarly, it was found that there are some school climate factors that are significantly and negatively correlated with the total scores of psychological burnout. These three factors are the orderly behavior of students, the supportive behavior of administrators and the amount of control teachers have in determining the amount of homework to be assigned to the students. Parallel to our findings are the researches done by Kyriacou and Sutcliffe (1978) and Hock (1988). They have found that classroom discipline is the best predictor of psychological burnout. Dworkin (1987) and Huberman also have found that student discipline is among the primary causes of teacher burnout. Another finding of Hock's (1988) research is that lower psychological burnout can be predicted by teachers having an effective voice in important decisions affecting their jobs and by being encouraged to try new end creative solutions for existing problems. This implies that when teachers are allowed to control the amount of students' homework, they would have lower levels of psychological burnout.

The amount of support received from a principal also has been found to be a crucial factor affecting the psychological health of teachers. Although there was not any previous research known to the present researcher that investigated the existence of such a relation, the results of the present study confirms the existence of a negative relationship between these two factors. Hence, a way of enhancing the psychological well-being of these teachers would be to increase the amount of support provided to them by their principals. This suggests an interesting line of research that needs further investigation.

***$H_4$: Administrative support has the highest effect on the levels of both psychological and physical burnout among elementary English teachers as compared to the other organizational factors.***

There is enough evidence to reject $H_4$ since the results of the ANOVA showed that although the means of administrative support has a significant effect on the levels of psychological burnout, there is the subdivision called order that has a higher effect than administrative support on the levels of psychological burnout. Also it showed that the only subdivision that has a significant effect on the levels of physical burnout is the buffers. Hence, compared to the other organizational factors, administrative support seems not to have the greatest effect upon the levels of psychological and physical burnout of teachers.

The order of students as an important determinant of teachers' psychological burnout has been discussed earlier in this study. So, it seems that student discipline is one of the major problems that elementary English teachers face and that threaten their psychological well-being.

The importance of administrative support in determining the amount of teachers' psychological burnout was derived from a set of related research since there was no direct research known to the present researcher that was specifically conducted on this topic. It seems that teachers experience lower levels of psychological burnout as they encounter administrators who are highly supportive. There are many research studies in which the benefits of having a supportive principal are discussed. So, supportive principals not only can enhance the psychological well being of their teachers but also they can enhance the interactions found between educators, especially cooperative work between teachers (Blase, 1989; Newmann,

Rutter and Smith, 1989; Dworkin, Haney, Dworkin and Telschow, 1990; Okeafor and Frere, 1992). According to Brady (1988), and Hoffman, Sabo, Bliss and Hoy (1994) cited in Hoy and Hannum (1997), supportive principals also tend to kindle the creativity of teachers who will be more likely to experiment and take risks to improve the quality of instruction. Hence, supportive principals can even affect student achievement indirectly by setting a healthy environment in which teachers themselves can affect student achievement positively (Hoy and Hannum, 1997).

As to the physical burnout of teachers, it was found that the subdivision of buffers is the only significant predictor of teachers' physical burnout level. So, it seems that the support received from students' parents, being provided with the necessary materials for teaching and the work overload are the three variables that are affecting their physical health.

The support received from the parents of students seems to be important for the physical health of Lebanese elementary teachers. This result has also been seen in this study when stepwise regression analysis was performed between each school climate variable and the total physical burnout score, and the importance of parental support has been discussed.

The other two concerns which teachers report as being problematic are the problems of providing teachers with the necessary materials and decreasing the amount of their workload. It seems that these two are among the primary concerns of teachers that affect their health. Parallel to these findings is the qualitative research conducted by Blasé (1986) on 392 teachers in which the results indicated that organizationally based stressors are cited by teachers as occurring most frequently among the other types of work stressors, and among these organizational stressors

three stressors that were mentioned the most by these teachers were time, paperwork and lack of materials.

Other researchers also have confirmed work overload to be among the primary stressors of teachers. Hock (1988) found a significant correlation between increased paperwork and physical burnout experienced by teachers. In his study teachers ranked increased paperwork as the primary stressor among the other ones. Kyriacou (1987), in his review of studies on teacher stress and burnout concludes that pupils' poor attitude towards work and too heavy a workload are the main sources of stress. In the study conducted by Farber (1984) teachers' most highly ranked stressors included paperwork. Also the research conducted by Burke and Greenglass (1995) revealed that the reported psychosomatic symptoms of human service professionals are correlated significantly with the three work stressors that are conflict and ambiguity, lack of autonomy and workload.

***$H_5$: The amount of psychological and physical burnout experienced by elementary English teachers who have been teaching for more than five years is lower than those who have been teaching for five years or less.***

There was enough evidence to reject $H_5$ since the amount of psychological and physical burnout experienced by elementary English teachers who have been teaching for more than five years was not significantly lower than those who have been teaching less than five years. Our findings seems to be in accordance with what Milstein, Golaszewski, and Duquette (1984) and Hock (1988) have found in their research since their findings indicate that there is no significant correlation between

burnout and experience. Hence, differences between teachers as determined by experience did not account for differences in their psychological and physical burnout scores. Even though other studies conducted by Beck and Gargiulo (1983) and Friedman (1991) found a significant correlation between years of teaching experience and burnout; these correlations were found to be weak and hence it was concluded that there were other factors affecting teacher burnout. According to Friedman (1991), the environmental factors are more important than the demographical ones in explaining teacher burnout. In his study, the schools in which teachers experienced low levels of burnout had flexible educational objectives, a central criteria for evaluating the functioning of the teacher was not level of achievements in the subject that he or she taught (although this was an important factor), but the extent to which he or she was integrated into the staff, as well as the extent of the assistance given (or received) in relation to co-workers. In low-burnout schools organizational structure was flexible too, (i.e. there was an absence of a clearly defined hierarchy).

In our findings we depicted a negative relationship, though not a significant one, between the total scores of both psychological and physical burnout and the years of teaching experience. So, it seems that there is a tendency of decreasing the amount of psychological and physical burnout as teachers' years of experience increase. This may be explained in terms of experienced teachers being better served by the informal support networks of their schools (i.e. help received from co-workers, department chair, etc…) than their less-experienced colleagues (McCormick, 1997). It may also be due to the fact that teachers develop various ways of coping skills over the years of teaching and they may even experience actual increases in power and control that retard a sense of alienation (Dworkin, 1987).

## Conclusion

It appears that the elementary teachers teaching in private schools in Beirut don't suffer from high levels of psychological burnout since no one seems to belong to the psychological high burnout level. Only 19 percent of them seem to suffer from moderate levels of psychological burnout. But 52 percent of this same sample seem to suffer from either moderate or high levels of physical burnout. For most of them, the highest stress-inducing factor among the other job-stressors seems to be their salaries. So, the economic crisis of Lebanon seems to affect them just like the rest of the population in other working domains. They need to be paid at least just enough to fulfill their daily needs.

Another thing noticed in this study is that the levels of both psychological and physical burnout are not determined by the overall job-stress experienced at work but they are determined by the general climate of the school in which they teach. So, by introducing certain changes in the school climate, we can affect the experienced level of psychological and physical burnout of teachers. Specifically, to enhance the psychological well being of our teachers it seems that we should provide them with more control in determining the amount of homework assigned to students, they should work with principals who are supportive and we should seek ways through which we can keep the students in order. What concerns to the enhancement of the physical well-being of teachers, the results of this study suggests improving the relationship found between teachers and students' parents, relieving teachers as much as possible from unnecessary paperwork and providing teachers with the needed material for instruction.

## Suggestions for Future Research

The results of this study create some interesting possibilities for further research. Since this study was based on the responses of elementary teachers in Beirut, this same study can be replicated by using the responses of intermediate and secondary teachers in Beirut. It may be then possible to detect the differences, if any, between elementary, intermediate, and secondary teachers in terms of the work stressors they face and the different school climate factors that affect their psychological and physical burnout.

It is also possible to conduct this same study in the public schools of Beirut. This will help to examine whether the differences between the private and the public schools (as mentioned in the introduction) will affect the results of the study.

Another useful line of research would be to gather similar data from other parts of Lebanon. This would help the determination of regional differences in burnout.

# References

Albertson M. Larry and Dona M. Kagan. (1987). Occupational Stress Among Teachers. Journal of Research and Development in Education, 21, 69-75.

Beck L. Cynthia and Richard M. Gargiulo. (1983). Burnout in Teachers Of Retarded and Nonretarded Children. Journal of Educational Research, 76, 169-173.

Belcastro A. Philip. (1982). Burnout and its Relationship To Teachers' Somatic Complaints and Illnesses. Psychological Reports, 50, 1045-1046.

Belcastro a. Philip and Leon C. Hays. (1984). Ergophilia ... Ergophobia ... Ergo ... Burnout? Professional Psychology: Research and Practice, 15, 260-270.

Blasé J. Joseph. (1986). A Qualitative Analysis of Sources of Teacher Stress: Consequences for Performance. American Educational Research Journal, 23, 13-40.

Brady Laurie. (1988). The Principal as a Climate Factor in Australian Schools: A Review of Studies. The Journal of Educational Administration, 26, 73-81.

Brissie S. Jane, Kathleen V. Hoover-Dampsey and Otto C. Bassler. (1988). Individual, Situational Contributors to Teacher Burnout. Journal of Educational Research, 82, 106-112.

Burke j. Ronald and Esther R. Greenglass. (1989). Psychological Burnout among Men and Women in Teaching: An Examination of the Cherniss Model. Human Relations, 42, 261-273.

Burke J. Ronald and Esther Greenglass. (1995). A Longitudinal Study of Psychological Burnout in Teachers. Human Relations, 48, 187-202.

Byrne M. Barbara. (1994). Burnout: Testing for the Validity, Replication, and Invariance of Causal Structure Across Elementary, Intermediate, and Secondary Teachers. American Educational Research Journal, 31, 645-673.

Chapman W. David and Malcolm A. Lowther. (1982). Teachers' Satisfaction with Teaching. Journal of Educational Research, 75, 241-247.

Cohen Sheldon and Thomas Ashby Wills. (1985). Stress, Social Support, and the Buffering Hypothesis. Psychological Bulletin, 98, 310-357.

Dworkin Gary Anthony. (1987). Teacher burnout in the public schools: Structural causes and consequences for children. New York: State University of New York Press.

Dworkin G. Anthony, C. Allen Haney, Rosalind J. Dworkin and Ruth L. Telschow. (1990). Stress and Illness Behavior Among Public School Teachers. Educational Administration Quarterly, 26, 60-72.

Farber A. Barry. (1983). Stress and Burnout in the Human Service Professions. New York: Pergamon Press.

Farber A. Barry. (1984 a). Teacher Burnout: assumptions, Myths, and Issues. TeachersCollege Record, 86, 321-338.

Farber A. Barry. (1984 b). Stress and Burnout: in Suburban Teachers. Journal of Educational Research, 77, 325-331.

Farber A. Barry and Julie Miller. (1981). Teacher Burnout: A Psychoeducational Perspective. Teachers College Record, 83, 235-243.

Friedman A Isaac. (1991). High and Low-Burnout Schools: School Culture Aspects of Teacher Burnout. Journal of Educational Research, 84, 325-333.

Goodlad, J.I. (1983). Teaching: An endangered profession. Teachers College Record, 84, 575-578.

Hock R. Roger. (1988). Professional Burnout Among Public School Teachers. Public Personnel Management, 17, 167-189.

Hodge M. Glenda, James J. Jupp and Alan J. Taylor. (1994). Work stress, distress and burnout in music and mathematics teachers. British Journal of Educational Psychology, 64, 65-76.

Hoy K. Wayne and John W. Hannum. (1997). Middle School Climate: An Empirical Assessment of Organizational Health and student Achievement. Educational Administration Quarterly, 33, 290-311.

Hoy K. Wayne and Cecil G. Miskel. (1996). Educational Administration: Theory, Research, and Practice. New York; Random House.

Huberman Michael. (1994). Burnout in Teaching Careers. European Education, 25, 47-69.

Jackson E. Susan, Richard L. Schwab and Randall S. Schuler. (1986). Toward an Understanding of the Burnout Pheromeron. Journal of Applied Psychology, 71, 630-640.

Kyriacov Chris. (1978). Teacher stress and burnout: an international review. EducationalResearch, 29, 146-152.

Kyriacov Chris and J. Sutcliffe. (1987). Teacher Stress: Prevalence, Sources, And Symptoms. British Journal of Educational Psychology, 48, 159-167.

Kyriacov Chris and J. Pratt. (1985). Teacher Stress And Psychoneurotic Symptoms. British Journal of Educational Psychology, 55, 61-64.

Lazarus, R.S. (1966). Psychological stress and the coping process. New York : McGraw-Hill.

Litt D. Mark and Dennis C. Turk. (1985). Sources of Stress and Dissatisfaction in Experienced High School Teachers. Journal of educational Research, 78, 178-185.

Mazur J. Pamela and Mervin D. Lynch. (1989). Differential Impact of Administrative, Organizational, And Personality Factors on Teacher Burnout. Teaching and Teacher Education, 5, 337-353.

McCormick John. (1997). Occupational Stress o Teachers: Biographical differences in a Large School System. Journal of Educational Administration, 35, 18-38.

Milstein M. Mike, Thomas J. Golaszewski and Roderick D. Duquette. (1984). Organizationally Based Stress: What Bothers Teachers. Journal of Educational Research, 77, 293-297.

Moos H. Rudolf and Bernice S. Moos. (1978). Classroom Social Climate and Student Absences and Grades. Journal of Educational Psychology, 70, 263-269.

Motowidlo J. Stephan, John S. Packard and Michael R. Manning. (1986). Occupational Stress: Its Causes and Consequences for Job Performance. Journal of Applied Psychology, 71, 618-629.

Myers G. David (1993). Social Psychology. U.S.A.: McGraw-Hill, Inc.

Neumann Yoram, Arie Reichel and Ismael Abu Saad. (1988). Organizational Climate And Work Satisfaction: The Case Of Beduin Elementary Schools In Israel. The Journal of Educational Administration, 26, 82-96.

Newmann M. Fred, Robert A. Rutter and Marshall S. Smith. (1989). Organizational Factors That Affect School Sense Of Efficacy, Community, And Expectations. Sociology of Education, 62, 221-238.

Okeafor R. Karen and Ruth M. Frere. Administrators' Confidence in Teachers, Leader Consideration, And Coupling In Schools. Journal of Research and Development in Education, 25, 204-212.

Parkay W. Forrest, Stephen Olejnik and Norman Proller. (1988). A Study of The Relationships Among Teacher Efficacy, Locus of Control, And Stress. Journal of Research and Development in Education, 21, 13-22.

Pierce B. Mark and Geoffrey N. Molloy. (1990). Psychological And Biographical Differences Between Secondary School Teachers Experiencing High and Low Levels of Burnout. British Journal of Educational Psychology, 60, 37-51.

Punch F. Keith and Elizabeth Tuettemann. (1991). Stressful Factors And The Likelihood of Psychological Distress Among Classroom Teachers. Educational Research, 33, 65-69.

Riehl Carolyn and John W. Sipple. (1996). Making the Most of Time and Talent: Secondary School Organizational Climates, Teaching Task Environments, and Teacher Commitment. American Educational Research Journal, 33, 873-901.

Rosenholtz J. Susan and Carl Simpson. (1990). Workplace conditions And the Rise And Fall Of Teachers' Commitment. Sociology of Education, 63, 241-257.

Sederberg H. Charles and Shirley M. Clark. (1990). Motivation And Organizational Incentives For High Vitality Teachers: A Qualitative Perspective. Journal of Research and Development in Education, 24, 6-13.

Skinner A. Ellen and Michael J. Belmont. (1993). Motivation in the Classroom: Reciprocal Effects of Teacher Behavior and Student Engagement Across the School Year. Journal of educational Psychology, 85, 571-581.

Trendall Chris. (1989). Stress in Teaching and Teacher Effectiveness: A Study of Teachers Across Mainstream and Special Education. Educational Research,

# Appendix A

Dear Sir or Madam:

I am currently a Master student at Haigazian University, majoring in Educational Administration and Supervision. For my thesis, I am administering a questionnaire on "Job-Related Stress And Burnout of Teachers" in Beirut. You are kindly asked to fill out the following questionnaire anonymously, and to put it in the envelope that is with it. After sealing the envelope, please stamp it with your school's stamp before handing it to the receptionist. We guarantee that the information is highly confidential and the results will not have any bearing on your future teaching.

Thank you for your cooperation and participation in this study.

Takouhie Sarkissian
(Graduate Student at Haigazian University)

# Appendix B

## The Questionnaire

A- Kindly answer the following questions:

1- Your age ----------

2- Sex (1) Male (2) Female

3- Years of overall teaching experience ----------

4- Name of school currently teaching ----------

Kindly circle the most appropriate answer for each item as they apply to the school at which you are now teaching.

5- Teachers are evaluated fairly.

Strongly disagree | disagree | undecided | agree | strongly agree

6- Administrator behavior is supportive.

Strongly disagree | disagree | undecided | agree | strongly agree

7- Principal talks with me about instructional issues

Strongly disagree | disagree | undecided | agree | strongly agree

8- Principal communicates goals to staff.

Strongly disagree | disagree | undecided | agree | strongly agree

9- Teachers are recognized for good work.

Strongly disagree | disagree | undecided | agree | strongly agree

10- I receive a great deal of support from parents for the work I do.

Strongly disagree | disagree | undecided | agree | strongly agree

11- Necessary materials (e.g., textbooks, supplies, copy machines) are available as needed by the staff.

Strongly disagree | disagree | undecided | agree | strongly agree

12- Routine duties and paperwork interfere with my job of teaching.

Strongly disagree | disagree | undecided | agree | strongly agree

13- To what extent has each of the following people helped you improve your teaching or solve an instructional or class management problem?

a- Department chair.

No help | mild help | moderate help | strong help | extremely helpful

b- Other [not principal] school administrators (i.e. supervisors, coordinators).

No help | mild help | moderate help | strong help | extremely helpful

c- Other teachers (i.e. colleagues).

No help | mild help | moderate help | strong help | extremely helpful

14- At your school the teachers participate in making most of the important educational decisions in the school.

Strongly disagree | disagree | undecided | agree | strongly agree

15- At your school how much control do you have in your classroom in each of these areas

a- Selecting textbooks and other instructional materials.

None | little | moderate | much | a great deal

b- Selecting content, topics and skills to be taught.

None | little | moderate | much | a great deal

c- Selecting teaching techniques.

None | little | moderate | much | a great deal

d- Disciplining students.

None | little | moderate | much | a great deal

e- Determining the amount of homework to be assigned.

None | little | moderate | much | a great deal

16- Students, at this school

a- Have poor work attitudes.

Strongly disagree | disagree | undecided | agree | strongly agree

b- Constantly misbehave.

Strongly disagree | disagree | undecided | agree | strongly agree

Please indicate the extent to which each of the following items contributes to your feelings of stress or dissatisfaction in your job as teacher.

17- Lack of job security or continuity.

No impact | Mild impact | moderate impact | strong impact | severe impact

18- Classroom discipline difficulties.

No impact | Mild impact | moderate impact | strong impact | severe impact

19- Feelings of being trapped in the profession.

No impact | Mild impact | moderate impact | strong impact | severe impact

20- Low salary.

No impact | Mild impact | moderate impact | strong impact | severe impact

21- Isolation from peers and colleagues.

No impact | Mild impact | moderate impact | strong impact | severe impact

22- Conflicts with administration.

No impact | Mild impact | moderate impact | strong impact | severe impact

23- Lack of participation in decisions about job.

No impact | Mild impact | moderate impact | strong impact | severe impact

24- Negative contacts with parents of the students.

No impact | Mild impact | moderate impact | strong impact | severe impact

25- Public image of teachers.

No impact | Mild impact | moderate impact | strong impact | severe impact

26- Increased paper work.

No impact | Mild impact | moderate impact | strong impact | severe impact

Please indicate your agreement or lack of agreement with each of the following statements.

27- Teaching drains me emotionally.

Strongly disagree | disagree | undecided | agree | strongly agree

28- I dread going to work each day.

Strongly disagree | disagree | undecided | agree | strongly agree

29- I go through the motions of teaching each day without much involvement.

Strongly disagree | disagree | undecided | agree | strongly agree

30- After vacations, I am usually unhappy about returning to the classroom.

Strongly disagree | disagree | undecided | agree | strongly agree

31- I feel I might really have a nervous breakdown someday, if I don't stop teaching.

Strongly disagree | disagree | undecided | agree | strongly agree

32- Sometimes I tend to treat students as impersonal objects.

Strongly disagree | disagree | undecided | agree | strongly agree

33- I feel my students are "the enemy."

Strongly disagree | disagree | undecided | agree | strongly agree

34- It's impossible to deal with students on an individual, personal basis.

Strongly disagree | disagree | undecided | agree | strongly agree

Have you suffered from any of the following difficulties over the past 12 months? Please respond as yes or no.

| | | |
|---|---|---|
| 35- Asthma | Yes | No |
| 36- Frequent back pain | Yes | No |
| 37- Frequent colds/flu | Yes | No |
| 38- Frequent diarrhea | Yes | No |
| 39- Frequent headaches | Yes | No |
| 40- High blood pressure | Yes | No |
| 41- Insomnia | Yes | No |
| 42- Frequent loss of appetite | Yes | No |
| 43- Frequent nausea | Yes | No |
| 44- Ulcer | Yes | No |