

AN EXPLORATORY STUDY OF THE PREVALENCE AND NATURE OF
BURNOUT AMONG PUBLIC PRIMARY AND SECONDARY QUALIFIED
SCHOOL TEACHERS IN SAINT LUCIA

by

Gillian J. John

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTERS OF ARTS

in

THE FACULTY OF GRADUATE STUDIES
GRADUATE COUNSELLING PSYCHOLOGY PROGRAM

We accept this thesis as conforming to the required standard

Faith Auton-Cuff, Ph.D., Thesis Supervisor

José Domene, Ph.D., Second Reader & Thesis Co-ordinator

Vishwanath Baba, Ph.D., External Examiner

TRINITY WESTERN UNIVERSITY

July, 2007

© G. J. John

ABSTRACT

This cross-sectional survey study utilized the Maslach Burnout Inventory Educators Survey (MBI-Ed) to address the prevalence and nature of burnout among primary and secondary public school teachers on one island in the Caribbean region. Burnout has been defined by Leiter and Maslach (1998) as “a syndrome of Emotional Exhaustion, Depersonalization, and Personal Accomplishment which is a special risk for people who work with other people in some capacity.” (p. 347). A secondary purpose of this study was to investigate the relationship between teacher demographic and organizational variables on levels of teacher burnout. Using a field survey design, data were collected from 163 randomly selected public primary and secondary qualified school teachers who were deployed at both urban and rural schools on the island. Results indicated that Saint Lucian teachers, like their counterparts all over the globe, are experiencing burnout. Reduced Personal Accomplishment emerged as the most prevalent dimension of burnout experienced by this sample of teachers. Out of the eight predictor variables tested, only lower levels of Social Support and higher Tenure proved to be significant predictors of higher levels of burnout. Social Support had a negative relationship with burnout levels, whereas Tenure had a positive relationship. This therefore means that as Social Support increases one’s level of experienced burnout goes down, and vice versa. However, as the number of years one spends in a particular position (class or school) increases, the likelihood of burnout increases. While Tenure was only a predictor of Depersonalization, Social Support was a predictor of all three dimensions of burnout. Consistent with other studies on burnout, Social Support, as measured by a modified scale designed by House and Wells (1978), was correlated to all

burnout dimensions. Supervisor and colleague support had small but statistically significant relationships with experienced levels of burnout. Supervisor support, in particular, was related to all dimensions. Implications of these findings for future research and implementation of programs to prevent or reduce burnout among teachers in Saint Lucia are discussed.

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	vii
CHAPTER 1 - INTRODUCTION	1
Research Questions	5
CHAPTER 2 - LITERATURE REVIEW	7
Theoretical Perspectives	7
Social Psychological Perspective	8
Three Factor Dimensions of Burnout	8
An Existential Perspective	9
A Sociological Perspective	10
Stages of Burnout	11
Factors Contributing to Burnout in Public School Teachers	13
Organizational or External Factors Contributing to Burnout	14
Personal or Internal Factors Contributing to Burnout	14
Consequences of Educator Burnout	17
Review of Empirical Research	18
Social Support	22
Functions of Social Support	23
Taxonomy of Social Support Relationships	24
Social Support Models	25
Social Support and Burnout	26
Research Hypotheses	28

Hypothesis I	28
Hypothesis II.....	29
Hypothesis III.....	29
CHAPTER 3 - METHODOLOGY.....	31
Operational Definitions.....	31
Burnout	31
Qualified Teacher.....	31
Age	32
School Level	32
Participants.....	32
Design	33
Materials	34
Procedure	38
CHAPTER 4 - RESULTS.....	40
Preliminary Analysis.....	40
Descriptive Analyses	42
Prevalence of Burnout	44
Predictors of Teacher Burnout.....	46
Analyses of Hypotheses.....	54
Hypothesis I	54
Hypothesis II.....	54
Hypothesis III.....	56
Supplementary Analysis	58

CHAPTER 5 - DISCUSSION	59
Summary of Findings.....	59
Nature of Burnout	60
Prevalence of Burnout	62
Predictors of Burnout.....	63
Burnout and Social Support.....	63
Burnout and Tenure	65
Discussion of Hypotheses.....	67
Hypothesis I	67
Hypothesis II.....	70
Implications	71
Research Implications.....	71
Implications for the Practice of Counselling Psychology in School Settings.	72
Methodological Limitations.....	73
Future Directions	75
REFERENCES	76
APPENDIX A - Sample Demographic Questionnaire	88
APPENDIX B - Sample of Modified Social Support Measure	90
APPENDIX C - Sample Agency Consent Form.....	91
APPENDIX D - Sample Recruitment Letter	96
APPENDIX E - Sample Participant Consent Form.....	98
APPENDIX F - Sample Debriefing Form	100

ACKNOWLEDGEMENTS

How can I ever truly express my deepest thoughts and gratitude to all who were instrumental in helping me complete this research project? Heartfelt thanks to Dr. Faith Auton-Cuff, my thesis supervisor who steadfastly sojourned with me, thoroughly combed through my drafts and enabled me to truly breathe when I most needed to. Thanks for your foresight and kindly serving as a launching pad during the budding stages of this study. I am also indebted to Dr. José Domene, my second reader whose encouraging support and patience enabled me to both bring an element of novelty to this study, as well as get past a worrisome period during the analysis of my data. This will long be remembered. Special thanks go to Dr. Vishwanath Baba whose assistance enabled me to move this research paper during its foundational stages and who graciously took on the role of being my external examiner. Thanks also to Dr. Richard Bradshaw who willingly assisted me in procuring the instruments in an efficient manner.

I especially appreciate the empathy and willingness of Saint Lucian teachers and principals in allowing me the freedom to conduct my research during a critical time in the school year. I salute the Staff of District Education Office VII for the myriad of ways in which they gave of themselves. My sincerest gratitude to my colleague and friend, Ms. Mabel Joseph for ensuring I had access to schools located in remote areas on the island. I offer my family and friends both in Saint Lucia and Canada, my love and appreciation for their unending support, as well as their understanding, especially in light of my inability to return all that they unconditionally showered upon me. Bondyé benni zot tout! (God Bless All of You!). Finally, gratitude and praise to my maker, my comforter and the source of supernatural strength, upon whom I continually drew during this journey.

CHAPTER 1 - INTRODUCTION

Job Burnout has been a popular area of research since the mid 1970s. During the last decade over a thousand research studies have been published on this construct. In particular, research on teacher burnout has become more prominent than research on any other human service occupation. This may be primarily because the teaching profession is increasingly being perceived as a highly stressful one. A pertinent question, then, is why are so many teachers experiencing burnout? Researchers indicate that teachers continually face increasing workloads, larger class sizes, unmotivated and undisciplined students, minimal parental and or administrative support, and decreasing resources to highlight a few (Bauer et al., 2006; Busch, Pederson, Espin & Weissenburger, 2001; Hastings & Bham, 2003; Jackson, Schwab & Shuler, 1986; Schaufeli & Enzmann, 1998; Jackson, Schwab & Shuler, 1986).

Although the existing body of literature on teacher burnout is quite extensive (Carlson & Thompson, 1995; Greenglass & Burke, 1988; Hughes, 2001; Russell et al., 1987) very few researchers have attempted to examine burnout cross-culturally. Pines (2004) noted that only 20 of the 1054 studies conducted on burnout in human service workers have taken a cross-cultural perspective. Generally, the existing literature on burnout in teachers appears to highlight the consequences and implications of burnout (Burke & Greenglass 1996; Carlson & Thompson, 1995), work -related and demographic factors contributing to burnout (Dworkin, Saha & Hill, 2003; Friedman, 2002; Lau, Yuen & Chan, 2005), and strategies to enhance coping ability (Abel & Sewell, 1999; Cedoline, 1982; Farber, 1991; Pines, 1993). In this thesis, the researcher's intent was to gain an

understanding of teacher burnout outside of the Western context and to examine it within a third world, Caribbean context. It was therefore hoped that this study would have a two-pronged impact.

Academically, this study has reduced the dearth in the existing literature on burnout in the Caribbean region, and may further point researchers to investigate teacher burnout outside of a Western perspective. Such an endeavour should provide essential information about the cross-cultural applicability of the construct. Additionally, it is hoped that results of this study will also direct other researchers to examine the cross-cultural validity of the Maslach Burnout Inventory-Educators Survey (1996) in assessing teacher burnout within the Caribbean region.

In terms of pragmatic benefits, this study raised the awareness of burnout in participants as they reflected on the construct, and may also have inspired them to share this awareness with fellow colleagues. In the long term, the researcher intends to use the findings of this study to inform policies in Education on the island of Saint Lucia. It is also the researcher's hope that the information gleaned from this study will eventually serve to empower teachers, as well as be used as the foundation for putting programs in place to help reduce teacher burnout and its resulting negative effects.

Job burnout has far reaching implications that go well beyond the individual who is actually experiencing burnout. Researchers have concluded that besides the direct physiological and psychological effects of burnout, the negative consequences of teacher burnout impinge on all levels of the workplace, as well as on family life (Maslach & Jackson, 1981; Schwab, 1983). For instance, research studies have indicated a decline in the quality of care and services provided by individuals in human service occupations

when they experience burnout (Abel & Sewell, 1999; Freudenberger, 1974, 1979; Jackson & Maslach, 1980; Pines & Maslach, 1978, 1980; Rudow, 1999).

Turnover, the desire to leave the profession, and high rates of absenteeism are also resultant effects of burnout (Baba & Harris, 1989; Jackson et al., 1986; Watts & Shorts, 1990). Marlow, Inman and Betancourt-Smith (1997), along with other researchers (Sclan, 1993; Gunderson & Karge, 1992; Haselom, 1994; Karge, 1993) reported that 40% of new teachers resign during the first two years of teaching. Ingersoll (2001) states, "...popular education initiatives, such as teacher recruitment programs, will not solve the staffing problems of schools if they do not address the organizational sources of low teacher retention" (p. 501). One other probably indirect but serious implication of burnout is the disconcerting trends and prospects for recruiting educators in the future. From an analysis of statistical reports from Schools and Staffing Survey (SASS) and other National Centre for Educational Statistics (NCES) data sources, Ingersoll (2003) reported, "Most importantly, many schools with teaching openings have reported difficulties with recruitment. Overall, the data showed that in 1999-2000 school year, fifty percent (50%) of schools reported at least some difficulty with filling one or more teaching job openings, in one or more fields" (p. 6).

Hussar (1995), from an examination of several School and Staffing survey reports in the United States, concluded "... approximately 2 million additional teachers will be needed by 2008-2009. Some of these additional teachers will be needed to replace teachers leaving the profession and others will be needed as enrolments continue to increase" (p. 3). Hussar's conclusion is also supported by a report from the Alliance for Excellent Education (August, 2005) in which was stated, "Every school day, nearly 1,000

teachers leave the profession. That doesn't include teachers who retire, and experts say teacher shortages are fuelled more by the revolving door than retiring baby boomers" (p. 26). These projections do not only raise concerns for recruitment and staffing but also pose serious threats to the quality of a country's human resources.

In spite of the negative visibility of teachers in the media and the public criticism of teachers by some national teaching boards, reports indicate that teachers remain dedicated to their work and may, consequently, be even be more susceptible to experiencing burnout as a result of this. In addition, research has shown that teachers continue working even when they experience the burnout syndrome (Dworkin, 1985; Jackson et al. 1986; Horsh, 1988). Despite the negativity, some organizations are making strides in helping teachers cope, work through, as well as build resistance to burnout. To date, a number of education boards, such as the New York State Education Department and Virginia Department of Education have embarked on implementing mentoring programs in an effort to recruit and retain quality teachers, as well as combat burnout.

Other helpful solutions in promoting teachers' well-being include in-service training, integration of community resources, and ensuring that schools have specialized support personnel (e.g., counsellors, school psychologists, special education teachers, etc.). Researchers and teacher advocates holding a sociological view to burnout have also called for the empowerment of teachers and students, by giving them a voice in shaping school policy (Apple, 1988; Carnoy & Levin, 1985; Darling-Harmond, 1996; Giroux, 1988; Sarason, 1996; Tedford, 1996). Existential theorists and advocates taking a more personal perspective to the aetiology of burnout, view it as emanating from the individual's inability to find a sense of existential significance in their work. The

treatment approach they recommend is to assist teachers in examining their conscious and unconscious reasons for choosing their career, as well as identifying factors leading to their existential failure and changes that could be made to help them attain greater existential significance in their work. Maslach (2000) concludes that employing these strategies may prove to be collectively beneficial to teachers and stakeholders alike. Generally, the vast majority of the literature on burnout in human service workers makes reference to Social Support as having either a main effect (Buunk & Peeters, 1993; Constable & Russell, 1986; Hendrix, Cantrell & Steel, 1988), or a buffering effect on burnout (Cohen & Wills, 1985; Kaufman & Beehr, 1986).

The purpose of this cross-sectional survey design is to gain an understanding of the prevalence and nature of burnout among public infant, primary and secondary school teachers in Saint Lucia. At this juncture, the researcher has chosen to define burnout as a syndrome that extends beyond physical fatigue which one experiences from overwork, and includes stress, a feeling of emotional and mental wearing out, and most importantly the distancing that occurs as a result of emotional demands and work overload.

Research Questions

The researcher hopes at the completion of this study to gain an understanding of burnout among public qualified school teachers in Saint Lucia. The following research questions will guide this study:

1. Is the phenomenon of Burnout experienced in Saint Lucian teachers?
 - (a) What is the nature and prevalence of burnout experienced in Saint Lucian teachers?

- (b) Is there a set of variables (teacher demographic characteristics and organizational characteristics) that significantly predict the level and nature of burnout in teachers?

Maslach and Jackson (1978, 1981), along with other researchers, have found support for a three factor dimension to burnout, that is Emotional Exhaustion, Depersonalization and reduced Personal Accomplishment. This study hopes to uncover which dimension(s) may be most prominent for teachers in general or for certain sub-categories of teachers. Thus, the researcher intends to focus on the following naturally occurring predictor variables:

- (a) age (young, middle age, or older), (b) tenure, (c) number of years in education, (d) gender, (e) geographical location (rural vs. urban), (f) class size, (g) school level (primary vs. secondary), and (h) level of Social Support.

CHAPTER 2 - LITERATURE REVIEW

Theoretical Perspectives

The psychological construct of burnout originated from the writings of H.J. Freudenberger (1974), a clinical psychologist who worked in an alternative health care centre, and Maslach (1976), a Social Psychologist who studied emotions in the workplace. Since then, this construct has been studied across several disciplines. Therefore, operationally defining burnout has been a complex and controversial task, and has resulted in a variety of definitions being put forward. According to Dworkin (2001), Freudenberger postulated that the phenomenon of burnout "...represented a malaise of human service professionals, such as social workers, mental health workers, nurses and teachers; that is characterized by feelings of *wearing out*" (p. 69). Maslach and Jackson (as cited in Lau, Yuen & Chan, 2005) described the construct as a condition in which human service workers, "...lose all concerns, all emotional feeling, for the person they work with and come to treat them in detached and dehumanized ways" (p. 492).

The construct further evolved in the late 1970s as other psychologists gained interest in the phenomenon. A broad range of theoretical or conceptual perspectives have been proposed to explain the aetiology of burnout. Pines (2002, p. 103) cite the following:

Psychoanalytic theory (Fisher, 1983; Freudenberger, 1980), "Jungian theory" (Garden, 1989, 1995), "Social Comparison theory" (Buunk, Schaufeli & Ybema, 1995), "Social Exchange theory" (Schaufeli, van Dierendonck & Van Gorp, 1996; Van Yperen, Buun & Schaufeli, 1992), "equity theory" (van Dierendonck,

Schaufeli & Sixma, 1994), “Social Competence model”(Harrison, 1993) and “Demands Control model” (Landsbergis, 1988).

Given the extensiveness of these proposed explanations, this study will focus on those perspectives most relevant to the topic of burnout among teachers. Emphasis will be placed on the theorizing of Maslach and Jackson (1981, 1986), Dworkin et al. (1987, 1988) and Pines (1993).

Social Psychological Perspective

Maslach and colleagues (Maslach & Jackson, 1981, 1986; Maslach & Leiter, 1988) have taken a keen interest in, and have studied the construct of burnout extensively. Maslach and Jackson (1981) later consolidated the definition of burnout as “a syndrome of Emotional Exhaustion and cynicism that occurs frequently among individuals who do people-work of some kind” (p. 99). Assumed in this definition is the view that when service oriented professionals experience chronic work stress, they feel emotionally drained, perceive their services as not being beneficial to either themselves or those whom they intended to assist, and eventually begin to blame their customers (i.e., students, clients, patients) for failing to achieve or improve.

Three Factor Dimensions of Burnout. Maslach and Jackson postulated that the construct of burnout could be operationalized as having three key dimensions, Emotional Exhaustion, Depersonalization and reduced Personal Accomplishment. Maslach (1981) defines these three factors as follows:

1. Emotional Exhaustion: a process in which an individual overextends himself or herself, becomes overwhelmed by the emotional demands of others, and feels drained and unable to continue.

2. Depersonalization: negative and cynical attitudes and feelings about one's clients.
3. Reduced Personal Accomplishment: the tendency to evaluate oneself negatively, particularly with regards to one's work with recipients (p. 99).

The Emotional Exhaustion dimension corresponds to the stress component of burnout. Also implied in this dimension is that one's job requires high levels of involvement and arousal. In this regard, burnout is different from tedium experienced by individuals engaged in boring or monotonous jobs. Depersonalization and reduced Personal Accomplishment represent the interpersonal and self-evaluation facet of burnout, respectively. This three-dimensional conceptualization of burnout has been further supported by other researchers (Aronson & Kafry, 1981; Hobfoll & Shirom, 1993, 2000; Melamed, Kushnir & Shirom, 1992; Pines & Aronson, 1988; Shirom, 1989).

An Existential Perspective

Pines (1993) explores burnout from an Existential perspective, viewing it as an existential crisis in which an individual experiences a sense of meaninglessness. Pines (2002) therefore purports, "the root cause of burnout lies in people's need to believe that their lives are meaningful, that the things they do are important, useful, and even *heroic*" (p.103). Victor Frankl (as cited in Cosini & Wedding, 2005) concurs with this view when he suggested that the primary motivational factor in a person's life is his or her quest to find meaning in life. This may explain why human service workers start a profession with high expectations, are highly motivated, and may even regard it as a calling. However, when the job fails to meet their expectations, they experience a subsequent failure in achieving their existential quest. Pines (1993, 2002) describes it succinctly when she

writes, “when they [human service workers] feel that they have failed, that their work is insignificant, that they make no difference in the world, they start feeling helpless and hopeless and eventually burn out” (pp. 103-104). This theoretical framework corresponds closely to the reduced sense of accomplishment proposed by Maslach and colleagues. It therefore provides a complementary lens through which the phenomenon could be further understood.

A Sociological Perspective

Dworkin and colleagues (1987, 1988, 1990) along with Schwab and Iwanicki (1982) propose a Sociological framework in explaining the aetiology of burnout. Dworkin, Saha and Hill (2003) contend “...borrowing from the conceptualization of Seeman (1959, 1975), this perspective views burnout as a result of conjoined effects of powerlessness, meaninglessness, normlessness and isolation, and estrangement” (p. 109). This framework differs from the other previously mentioned perspectives as it emphasises the role of the environment and organizational structure in contributing to burnout. Unlike the other perspectives, it also moves away from implicitly ascribing blame to the individual experiencing burnout. The aetiology of burnout is thus linked to external factors. This perspective permits the exploration of potential interpersonal and organizational causes of burnout.

In the ensuing discourse, reference will be made to how each of these perspectives provides an important element in explaining the phenomenon of burnout in people-oriented professionals and specifically in educators.

Stages of Burnout

The issue of burnout among people-oriented professionals has become a major health problem and a cause for concern among policy makers. This phenomenon is pervasive as it not only affects individuals experiencing burnout, but also their co-workers, clients and the larger institution within which they work. Burnout in the workplace may manifest itself in a number of ways. Maslach and Jackson (1981) suggest that burnout “appears to be a factor in job turnover, absenteeism, and low morale. Furthermore, burnout seems to be correlated with insomnia, increase use of alcohol and drugs, and marital and family problems” (p. 100).

It has been noted that, during the cycle of burnout, individuals experience specific physiological and emotional responses. Kahill (1988) further noted that the symptoms may be clustered into five groups: physical, emotional, behavioural, interpersonal and attitudinal. Physically, the individual who is burned out may experience high blood pressure, headaches, digestive problems, fatigue and psychosomatic illnesses. Some emotional reactions to burnout highlighted in the literature are feelings of powerlessness, hopelessness, anxiety, boredom or frustration; becoming detached from people and things around them; and developing depressive attitudes, irritability, or cynicism (Dunham, 1992; Needle et al. 1981; Shonfeld, 1992; Trendall, 1989). Behavioural symptoms include increased alcohol and tobacco use, absenteeism, turnover or talk of leaving the job, and decreased job performance. Interpersonal symptoms include reactions such as moodiness, impatience, withdrawal from both clients and colleagues, and less tolerance toward others. Both Maslach (1993) and Kahill highlight

the following as some attitudinal symptoms of burnout: cynicism, loss of self esteem, and negative attitude towards ones job, colleagues and the organization.

Veninger and Spradley (as cited in Hamann & Gordon, 2000), propose that burnout usually progresses through the following five steps:

1. The Honeymoon Stage, which is characterized by a loss of energy and enthusiasm and job satisfaction.
2. Fuel shortage: this level includes inefficiency at work, dissatisfaction with the job, fatigue, sleepless nights, and increased smoking, drinking, or the means of escape.
3. Chronic Symptoms: this level is characterized by chronic exhaustion, physical illness, anger and depression.
4. Crisis: at this level the problem becomes quite pronounced and begins to obsess the individual, demonstrated by exacerbated illness and anger.
5. Hitting the Wall: this level is characterized by professional incompetence, impairment, and by physical and psychological dysfunction (p. 35).

The abovementioned stages appear to have symptoms that are evident in Maslach's three dimensional model of burnout. However, although most writers support the three dimensional nature of burnout, some contention exists on the order in which these dimensions emerge. Leiter and Maslach (1988) espoused that the burnout syndrome commences with Emotional Exhaustion, followed by Depersonalization and concludes with a reduced sense of Personal Accomplishment. In contrast, Golembiewski & Munzenrider (1988) purport that burnout commences with the Depersonalization

syndrome, followed by a reduced sense of Personal Accomplishment and finally concluding in Emotional Exhaustion.

Factors Contributing to Burnout in Public School Teachers

Recently, considerable attention has been devoted to understanding the antecedents and consequences of stress and burnout in teachers, and devising ways of minimizing these problems. Indeed, the literature contains ample evidence of the increasing pressure that teachers experience in the course of their daily work. A perusal of the literature also indicated that teaching is in fact a high-stress profession with cross-cultural characteristics (Burke & Richardson, 1993; Daaman & Van Mierlo, 1994; Pedrabissi & Rolland, 1993). Thus, the issue of burnout in teachers warrants empirical investigation. Additionally, given that the majority of teachers are public sector workers, burnout may cause a substantial strain on a country's already limited resources. This becomes even more evident when one factors in the increasing demands for quality service required by customers.

A combination of organizational, systemic, personal, and internal factors has been associated with the aetiology of burnout (Iwanicki, 1983; Jackson & Schuler, 1983; Schwab, 1983). For teachers, organizational factors include features that are unique to the school system in which they work. Personal characteristics include those factors that are unique to each teacher. Although both sets of factors are important to consider, it has been shown that adverse organizational factors have greater effect on the aetiology of burnout than personal factors (Schaufeli & Enzmann, 1998).

Organizational or External Factors Contributing to Burnout

The literature reveals that organizational factors such as rigid principal leadership style, insufficient resources and inappropriate budgets, poor working conditions, larger class sizes, unmotivated students, longer working hours, lack of perceived collegiality among teachers and support from parents, all contribute to teacher burnout. In their empirical study of teachers from Virginia, Singh and Billingsley (1996) also propose that teachers who felt they were being encouraged and supported by their principals were less likely to experience burnout. Increasingly, teachers have also been expected to take on additional responsibilities besides that of educators. Teachers may need to provide bus monitor duty, lunch supervision, sports coaching and other extra-curricular activities, which often result in work and role overload. An accumulation of such duties adds more stress to the job, contributing to subsequent burnout. In addition to role overload, role conflict and role ambiguity have also been found to correlate with burnout (Crane, 1981; Maslach, Jackson & Leiter, 1996; Schwab & Iwaniki, 1982). Whereas role conflict refers to the simultaneous occurrence of two or more sets of inconsistent expected role behaviours, role ambiguity entails lack of clear, consistent information regarding the rights, duties and responsibilities of the job and how these rights or responsibilities can best be performed (Rizzo, House & Lirtzman, 1970; as cited in Schwab et al., 1986). Several researchers (Maslach & Pines, 1977; Pines, Aronson & Kafry, 1989) have also found a relationship between burnout and lack of control or autonomy.

Personal or Internal Factors Contributing to Burnout

In spite of the varying number of organizational factors outlined, empirical research also points to background and personal characteristics that predispose teachers

to burnout (Collins, 1999; Lee & Ashforth, 1996; Schaufeli & Enzmann, 1998). One major personal attribute associated with the likelihood of experiencing burnout is teacher self-efficacy. Self-efficacy is an individual's belief in his or her ability to exercise control over situations deemed as challenging, and personal functioning within those situations. Schwarzer & Schmitz (2004) concluded that not only is self-efficacy a predictor of teacher burnout over a long period of time, but it is also strongly correlated with Depersonalization, one of the burnout dimensions. A similar construct, Locus of Control has also been linked to teachers' level of burnout (Fielding, 1982; Lunenberg & Cadavid, 1991; McIntyre, 1981; Stone, 1982).

Age has been another factor related to burnout. Studies have concluded that younger teachers tend to experience higher Emotional Exhaustion and fatigue (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1983; McIntyre, 1981). Conflicting results have been reported for the relationship between age and level of Depersonalization and Personal Accomplishment. Whereas Maslach et al. (1999) concluded that younger teachers were more dehumanizing and experienced lower levels of Personal Accomplishment when compared to their older colleagues, Anderson and Iwaniki (1984) found no difference between age and these two burnout syndromes. Schwarzer, Schmitz and Tang (2000) found mixed results in their comparative study. Older German teachers were more likely to experience burnout, whereas the opposite was true for Chinese teachers. Lau et al. (2005), in a study of teachers from Hong Kong, found results that supported that of Maslach et al. (1991) and the findings from Germany. They therefore concluded that teachers at the age of 30 or younger were more burned out than those at

the age of more than 31, and teachers at the age of 31-41 also showed more burnout syndrome than those at the age of more than 41.

Relationships have also been found between sex, grade taught and level of teacher burnout (Schwab & Iwaniki, 1982). Sex and sex roles have been identified as predictor variables in a number of empirical studies (Maslach & Jackson, 1981, 1985; Schwab & Iwaniki, 1982). These writers suggest that females were more likely to experience burnout in the form of Emotional Exhaustion, whereas burnout in males tends to be manifested in the form of Depersonalization. Maslach and Jackson (1985) explain that this sex difference might be due to females being prescribed as having nurturing and caring roles. Thus, it is more likely that women would respond to others in a sensitive and caring way and, so in comparison to their male colleagues, they would score lower on Depersonalization. Females have also been found to be more susceptible to burnout in general and also tended to experience higher levels of burnout than their male counterparts. Some researchers have attributed this finding to increased levels of work-life conflict in women (Allen, Hurst, Burck & Sutton, 2000; Etzion & Pines, 1986; Frone, 2003; Greenglass & Burke, 1988).

Additional factors such as marital status, type of community taught in (i.e., rural or urban), teaching experience, level of education and unrealistically high expectations as a result of lack of exposure to the job, have also been hypothesized as factors contributing to the level of burnout in teachers. It must be noted, however, that other researchers (Golembiewski & Scicchiano, 1983) have failed to find significant relationships between demographic variables and burnout.

Consequences of Educator Burnout

The resultant effect of burnout in teachers goes beyond the general health-related problems described previously. Teacher burnout results in several negative effects in all levels of the workplace. In a series of preliminary research on burnout, Maslach and colleagues (Jackson & Maslach, 1980; Maslach 1976, 1979; Pines & Maslach, 1978, 1980), as well as Freudemberger (1974, 1975), all indicated that burnout can result in a decline in quality of care or service that is provided. Yet another paramount consequence is the influence of burnout on frequency of absenteeism, which may be due to sick leave among teachers. Pines (1985) and Leung et al. (2000) both reported that burnout may result in teachers having recurrent bouts of flu, headaches, fatigue, poor self esteem, difficulty in interpersonal relationships, substance abuse, inability to concentrate on a subject, rigidity, and a tendency to blame others for one's problems.

High job turnover or decision to leave teaching, either as a result of early retirement or the prospects of increased job satisfaction and better compensation in other professions, is also likely. In some instances teachers remain involuntarily, which results in a decline in performance (Burke & Greenglass, 1989, 1995, 1996). Tardiness and low levels of productivity or performance on the job are often observed. On a moral level, there is usually evidence of expressed cynicism by educators towards their work and stakeholders (that is, students, parents, other colleagues), and the organization as a whole. Financially, several advanced nations such as the United States, the United Kingdom and the Netherlands have witnessed a dramatic increase in stress-related worker's compensation claims and mental health claims (Schaufeli & Enzmann, 1998). Such trends reflect major health concerns and require close attention from policy makers.

Review of Empirical Research

Baba, Galperin and Lituchy (1999) conducted a study in which they addressed issues of occupational mental health among nurses in two Caribbean islands. The researchers hoped to understand the relationship between work and depression, identify work related antecedents and consequences of depression and investigate the portability of western models to developing countries. The study was guided by the imbalance theory of stress, which posits that an imbalance in work demands and resources available to meet those demands results in stress. These constraints it is argued, exacerbate the stress experienced by nurses and this may result in depression and burnout. Support was found to be a mitigating factor.

Participants consisted of 119 nurses (11 men and 108 women) who were recruited from 23 major hospitals in St. Vincent and Trinidad & Tobago. The researchers concluded that role conflict, role overload and social support predicted stress, burnout, absenteeism and turnover. Stress was found to be a positive predictor of burnout, whereas social support was negatively correlated with burnout and absenteeism. Burnout was also found to be the sole predictor of depression, which then accounted for intent to quit and absenteeism among nurses. Findings of this study may be limited, as a cross-sectional design was utilized and it was predominantly guided by a linear model of work-related depression. Thus, the researchers noted that they were unable to empirically account for the sequential location of burnout and depression in their model. Additionally, the small sample size and reliance on self-report measures posed some constraints in interpreting the findings. A study of this nature, however, provides a foundation upon which further research on burnout among human services workers in the Caribbean can be built.

Specifically, the burnout construct has been established to be useful within a Caribbean cultural context, and has been shown to be linked to negative work-related outcomes in this region.

Using the Maslach Burnout Inventory (MBI), Greenglass and Burke (1988) examined and compared burnout in men and women teachers at all levels of the school system; that is, elementary, junior high, and secondary schools. Participants were 556 employees within one school district in a large Canadian city. Respondents were predominantly teachers, but department heads, vice principals and principals were also included. Generally, male teachers had longer tenures, were older, and had larger class sizes than females. On the other hand, more women teachers were full-time teachers.

The researchers concluded that overall there were no significant differences on the MBI for men and women. However, a sex difference was found on one of the MBI subscales, Depersonalization. Men tended to experience burnout in the form of Depersonalization far more than women. These results are in keeping with reports by Maslach and Jackson (1981) and Schwab and Iwanicki (1982). Results from this study also indicated that there were different predictors of burnout in men and women. Using a structuralist explanation, the researchers concluded that predictors of burnout were confined to the workplace for men; whereas for women predictors were more likely to originate from both the family and the work setting. Results also paralleled findings by other researchers (Burke et al., 1984; Maslach, 1982), in presenting an association between higher levels of support and lower levels of burnout. This study offers comprehensive information on factors contributing to burnout. However, Greenglass and Burke have chosen to examine and discuss these factors from a gender role perspective.

This perspective may be confining as it fails to attend to other personal or organizational contributions to burnout.

As mentioned previously, pertinent teacher demographic characteristics have been linked to the nature and level of burnout. In a recent study Lau and colleagues (2005) tested the relationship between demographic variables and burnout in a large sample of Chinese secondary school teachers, using the MBI. Demographic variables included participants' gender, age, marital status, religion, professional training background, main subjects taught, students' academic ability, teaching class level and other school duties carried out by teachers. Respondents were 1797 teachers (819 men, 969 females and 9 individuals who did not indicate their gender) from 45 secondary schools in Hong Kong. The average age and teaching experience were 35.07 and 10.93 years, respectively.

The results showed that when Hong Kong teachers were compared to their American counterparts, they scored in the middle to average range on the Emotional Exhaustion and Personal Accomplishment dimensions, while scoring low on the Depersonalization dimension. Gender was found to be a strong predictor of Depersonalization and male teachers were found to show more depersonalizing behaviour towards their students in secondary schools in Hong Kong. These findings correspond to that of other researchers (Maslach & Jackson, 1981; Schwab & Iwanicki, 1982). Lau and colleagues also proposed a similar explanation to that of Burke and Greenglass in their rationale for the relationship between gender and Depersonalization.

The findings from this study also lent support to the relationship between gender and the two scales of Emotional Exhaustion and Personal Accomplishment. On both of these burnout dimensions women reported significantly stronger feelings. For the age

variable, younger teachers were found to have higher levels of Emotional Exhaustion and Depersonalization than middle age or older teachers. Younger teachers also reported lower levels of Personal Accomplishment than their older colleagues. Finally, results indicated that teachers who were married, had more teaching experience, had professional teacher education qualifications and had been promoted to senior positions in their schools consistently experienced less burnout on all three dimensions. Similar to other studies on burnout the researchers concluded that demographic characteristics predicted burnout in secondary school teachers. The factors under study, however, accounted for very low levels of variance on each of the subscales. Variances for Emotional Exhaustion, Depersonalization and Personal Accomplishment were 4%, 6 % and 4%, respectively. This implies that other variables may be better able to predict the three syndromes of burnout.

The consequences of teacher burnout have received some attention due to the disturbing trends highlighted earlier. Jackson, Schwab and Shuler (1986) tested several hypotheses about the antecedents and consequences of the burnout phenomenon. One major purpose was to determine whether burnout triggered the process of quitting the teaching profession. Researchers predicted that burnout would be associated with cognitions and behaviours related to eventual leaving. Participants were 700 randomly selected elementary and secondary school teachers belonging to the New Hampshire Chapter of the National Education Association (NEA). Data were collected through mail surveys at two time points.

Researchers found that burnout scores, in particular Emotional Exhaustion, were a significant predictor of teachers' preferred job status, subsequent thoughts about leaving

the job, decision to seek training for new careers, and actually leaving the job. On the other hand, burnout scores were not a predictor of teachers' subsequent job search action or their turnover intention. Researchers noted that these findings might be reflective of limited range restrictions.

Of the 228 participants surveyed in the second phase of the Jackson et al. (1986) study, only 39% indicated that teaching was their preferred job status, and 30% indicated they would prefer jobs unrelated to education. Researchers concluded that teachers may be remaining in the teaching profession involuntarily, given the complexity and potential difficulty in leaving the profession. This conclusion has also been drawn by other researchers (Watts & Shott, 1990). Teachers remain in the profession because they are constrained by such factors as the unavailability of suitable alternative employment, limited geographical mobility, commitment to student loans in the case of young teachers, and for more mature teachers, because they are awaiting their retirement. However, it should be noted that the non-experimental design used in this study limits its ability to firmly infer causal relationships among the variables.

Social Support

Within a sociological and social psychological context, human beings have been viewed as naturally gregarious (Aronson, 1999). This perspective proposes that human beings exist within a variety of systems, (e.g., family, workplace organizations, social and religious groups) that are clearly marked by interdependence. A resulting benefit of such relationships is the existence of social support. Social support is viewed as a resource which enables individuals to deal with stressful circumstances (Buunk & Peeter, 1993; Constable & Russell, 1986; House, 1981; Payne, 1980; Winnubst et al., 1982). Thus,

researchers are of the view that individuals who are endowed with social support are at a distinct advantage in terms of psychological wellbeing when compared to those who are not (Broadhead et al., 1983; Leavy, 1983; Mitchell, Billings & Moos, 1982). Cohen and Wells (1985) note that studies utilizing a prospective approach and the use of mental health outcome measures have reported a positive relationship between social support and mental health (Billings & Moos, 1982; Henderson, Byrne & Duncan-Jones, 1981; Holohan & Moss, 1981; Turner, 1981).

Cobb (as cited in Pines et al., 2002) defined social support as “information leading people to believe that they are cared for and loved esteemed and valued, and that they belong to a network of communication and mutual obligation” (p. 256). House (1981) further delineates that social support involves the following functions: the provision of interpersonal transactions which includes showing emotional concern, instrumental aid, and information and appraisal of a given situation.

Functions of Social Support

Few researchers distinguish between different functions of social support, preferring to conceptualize it. However, some researchers (Ellis & Miller, 1994; Greenglass et al., 1996) have categorised social support as consisting of informational, emotional, and instrumental or practical support. Helgeson (2005) defines each of the components as follows:

Emotional support refers to having people available to listen, to care, to sympathise, to provide reassurance, and to make feel valued, loved and cared for. Instrumental support, sometimes referred to as tangible assistance, involves providing concrete assistance, such as help with household chores, lending money

or running errands. Informational support refers to providing information or guidance (p. 25).

Although these components have been individually delineated, in any given natural setting they would function in conjunction with each other.

As cited in Pines et al. (2002), Pines and Aronson (Pines, 1983; Pines & Aronson, 1988) have also stated that despite the different functions that social support serves, it can be itemized into six basic and distinct functions. They are:

1. Listening-without giving criticism or advice.
2. Technical support – appreciation/advice related to one's work (or school-work).
3. Technical challenge – criticism/suggestions for improving one's performance.
4. Emotional support – someone who is there for you no matter what.
5. Emotional challenge – someone who challenges you to look at yourself honestly.
6. Sharing social reality – someone who sees things the way you do. (p. 257)

Taxonomy of Social Support Relationships

House et al. (1988) argue that there may be a need to categorise social relationships into the three theoretical subdivisions of *social integration*, *social networks* and *relational content*. Social integration refers specifically to the structural measure of social relationships. This encompasses the existence, size, interconnected, integration and frequency of contact of the social network. Social integration may also be reflected in the number of important roles an individual holds (e.g., marital status, friend, membership with an organization, boss, etc.). Social networks are defined by Schwarzer and Leppin

(1991) as “a set of relational properties such as density, sex composition, durability or homogeneity of one’s network” (p. 101). For example, research has shown that the presence of women in one’s network may increase one’s chances of coping with stress, as on average women are more socially supportive than men (House et al., 1988). Lastly, relational content focuses on nature and functional aspects of peoples’ relationships with others, such as their partners, direct supervisors, friends and relatives.

Social Support Models

A review of the literature over the past century indicates that much research has been conducted on social support, as a potential mediating factor in the relationship between life stress and emotional and or physical distress. Two models appear to be most prominent in explaining this moderating effect; the *direct* or *main effect hypothesis* and the *buffering hypothesis*. The main effect hypothesis indicates that, regardless of stress levels, the more social support individuals have, the better will be their quality of life. On the other hand, the stress buffering hypothesis suggests that the relationship between social support and quality of life is affected by the level of stress which is experienced. This means that when individuals experiencing stress have social support systems in place, this serves as a buffer against the effects of the existing stressors. However, when they are experiencing relatively little stress, social support has little effect on quality of life. Empirical evidence for the competing hypotheses is mixed. However, Cohen and Wills (1985) argue that there is no longer a need to determine which model is correct, as they both make contributions in explaining the relationship between social support and health.

Alternative models have been proposed in explaining the relationship between social support and stress (Dean & Ensel, 1982; Gore, 1981; Gottlieb, 1983). Heller and Swindle (1983) formulated a model which emphasises the transactional nature of support, and the active role which the individual plays in the coping process. Another model, the *insulating* or *indirect* hypothesis (Antonucci & Depner, 1982; Mitchell, Billing & Moos, 1982) proposes that social support may be one factor in mediating against stressors, which then serves as a preventative measure for physical and mental illnesses associated with stress.

Social Support and Burnout

Research has been carried out on the effects of social support on stress and the three burnout components. Social support has been found to have a main effect on stress and burnout among human service workers (Buunk & Peeters, 1993; Constable & Russell, 1986; Hendrix, Cantrell & Steel, 1988). Additionally, the literature reveals that stress is likely to increase burnout, whereas social support has the opposite effect (House & French, 1980; La Rocco, House & French, 1980; La Rocco & Jones, 1978). Results from La Rocco et al.'s (1980) study further revealed that the source of social support may be directly correlated to the source which created the stress. Therefore, if the stress leading to burnout is a result of the work environment, the greatest reduction in the stress-related burnout would be achieved through support from colleagues or supervisors, rather than other sources outside of work.

In a study conducted by Koniarek and Dudek (1996), it was found that the role of social support in distinguishing between one's perceived levels of burnout was dependent upon the burnout dimensions and the type of support received. Most specifically, results

showed that irrespective of whether participants' social support was workplace-specific or general, no effect was found on the level of their Emotional Exhaustion. Social support was however related to the Depersonalization dimension of burnout. Results revealed that general support led to lower levels of perceived Depersonalization. On the other hand, work-related support from coworkers had no such effect on Depersonalization. The Personal Accomplishment dimension seems to be most strongly affected by social support, with perceptions of Personal Accomplishment being higher when participants received high levels of both general and workplace support.

The extent to which burnout is related to support obtained from co-workers and supervisors has also been investigated (Ross, Altmaier & Russell, 1989; Russell, Altmaier, & van Velsen, 1987; Savicki & Cooley, 1987; Ursprung, 1986). In their study of classroom teachers, Russell et al. (1987) found supervisor support to be related to all three burnout dimensions. Co-worker support, on the other hand, was not related to any aspect of burnout. Similarly, in an investigation of satisfaction with co-worker support experienced by participants at a community-based residential facility, Ursprung (1986) concluded that this was unrelated to any of the burnout dimensions. However, low levels of supervisor support were found to affect workers' level of Personal Accomplishment. Jackson, Schwab and Shuler (1986) also reported that, in comparison to support received from co-workers; supervisor support appeared to be a better predictor of lower levels of Depersonalization and higher levels of Personal Accomplishment. However, other studies have found that social support has no direct effect on the burnout syndromes (Digman, Barerra & West, 1986), while others have found only a weak relationship between the two (Kruger, Botman, & Goodenow, 1991; Jackson, Schwab & Shuler, 1986).

Research Hypotheses

The primary objective of this study was to gain an understanding of the nature of burnout, and whether there is a set of variables (teacher demographic characteristics, organizational factors) that can significantly predict the level and nature of burnout among public primary and secondary school teachers in Saint Lucia. The specific hypotheses for this study were:

Hypothesis I

Research (Greenglass & Burke, 1988; Lau, et al., 2005; Maslach & Jackson, 1981, 1985; Schwab & Iwaniki, 1982) indicates that a relationship exists between gender and burnout. Although no overall sex difference appears to exist between male and female teachers, there appears to be a difference between genders on the specific subscales of the Maslach Burnout Inventory. Men tended to report higher levels of Depersonalization far more often than women. On the other hand, women were more likely to report higher levels of Emotional Exhaustion and reduced Personal Accomplishment (Gold, 1985; Lau, Yuen & Chan, 2005; Maslach & Jackson, 1985; 1985; Schwab & Iwaniki, 1982). Therefore, it is hypothesized that male teachers will have a higher level of Depersonalization than their female counterparts when they experience burnout. In contrast, females are expected to have higher levels of Emotional Exhaustion and lower Personal Accomplishment than their male colleagues. This will be revealed in their scores on the Maslach Burnout Inventory- Educational Survey (MBI-Ed).

Hypothesis II

Research (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1983; Lau, Yuen & Chan, 2005; McIntyre, 1981) indicates that age is another predictor of the nature of burnout experienced in teachers. These studies suggested that younger teachers tended to experience higher levels of Emotional Exhaustion and Depersonalization than did middle age or older teachers. It is therefore hypothesized that younger teachers will experience higher levels of Emotional Exhaustion and Depersonalization, when compared to older teachers. Evidence of this will be revealed in teachers' MBI-Ed scores.

Hypothesis III

Research (Buunk & Peeters, 1993; Constable & Russell, 1986; Hendrix, Cantrell & Steel, 1988) indicates that social support has a main effect on burnout. It has been further revealed in the literature that, while job stress may increase burnout, Social Support was shown to have the opposite effect (La Rocco & Jones, 1978; La Rocco, House & French, 1980). Specific relationships have been found between each of the Maslach burnout subscales and Social Support. Research has found a negative correlation between Emotional Exhaustion and Social Support (Brown, Prashantham & Abbott, 2003; Talmor, Reiter, & Feigin, 2005), and between Social Support and Depersonalization (Brown, Prashantham, Abbott, 2003; Koniarek & Dudek, 1996; Talmor, Reiter, & Feigin, 2005). Finally, research has found a positive relationship between Social Support and Personal Accomplishment (Koniarek & Dudek, 1996; Leiter, 1991). Therefore, it is hypothesized that a negative association will be obtained between participants' Social Support and their level of Emotional Exhaustion, a negative

correlation will be found between Social Support and Depersonalization, and that there will be a positive correlation between Social Support and Personal Accomplishment.

At this point, it is worth noting that specific predictions were not made for the other variables under study (i.e., school level, geography, class size), because a deficit currently exists in the literature about the relationship between these variables and Social Support. The inclusion of these variables should be thought of as exploratory, and will be discussed in light of their outcome for this study in subsequent chapters.

CHAPTER 3 - METHODOLOGY

Operational Definitions

Burnout

The term burnout in this study will correspond to the three dimensional nature of the construct espoused by Maslach and colleagues. The researcher has chosen to operationalize the construct burnout as a syndrome that extends beyond physical fatigue which one experiences from overwork, to include stress, a feeling of emotional and mental wearing out, and most importantly the distancing that occurs as a result of long-term involvement in work related situations that are emotionally demanding. In this study teachers' level of burnout will be measured according to each of three dimensions of burnout articulated by Maslach and colleagues, and as measured by the MBI-Ed.

Qualified Teacher

According to the *Education Statistical Digest: Past Trends, Present Position and Projections up to 2009/10* (2004); teachers in Saint Lucia are categorised as trained, untrained, graduate trained and graduate untrained. A trained teacher (either trained or graduate trained) is synonymous with a qualified teacher. Therefore, a qualified teacher refers to anyone who has completed a two year teaching certificate or a Mass Up-Graders Training programme. Participants in this study are all graduate trained or trained teachers. Thus, within the context of this study this group of teachers were referred to as qualified teachers.

Age

Lau et al's (2005) procedure for categorising participants according to age ranges will be used in this study. Specifically, teachers will be categorized as belonging to one of three age categories: young, middle-aged, or older teachers. Young teachers will be defined as anyone age 30 and below, while middle aged refers to teachers who are 31- 40 and older teachers to any teacher who is 41 or older.

School Level

In Saint Lucia the public school system is categorised into two levels, primary and secondary. Within the primary level, teachers with responsibility for Grade K to Grade 2 are considered as Infant Schools teachers, whereas those from Grade 3 to Grade 7 are considered primary school teachers. The second level consists of teachers at secondary schools who are responsible for students from grade 7-11 who have successfully succeeded a national entrance exam.

Social Support

Borrowing from the work of House (1981) and Hegelson (2005), Social Support will be functionally operationalized within the context of this study as, the degree to which teachers feel they are listened to, provided with practical work- related support and can rely on their supervisors, colleagues, spouses, family and friends for emotional encouragement.

Participants

From a total population of 409 male and 1360 female public school teachers in Saint Lucia, 213 participants completed the cross-sectional survey. Preliminary data screening and removal of participants who did not qualify for the study yielded a final

sample of 163 participants. Participants were drawn from Primary and Secondary schools in all school districts (District I - VIII) of Saint Lucia. The majority of teachers from District II, III and VI are deployed at schools in urban areas, whereas teachers from District I, IV, V, VII, VIII, teach primarily at schools in rural locations on the island. The sample consisted of 74 males and 89 female school teachers who had been in the profession from 1 to 41 years (the current range for number of years in the teaching profession in Saint Lucia). Fifty-four teachers were within the 21-30 age range, 56 were within the range of 31-40, and 53 teachers were forty one years and over.

Design

A quantitative, cross-sectional survey research design was used. Self-report questionnaires were administered in a field setting to participating teachers from all school districts on the island, at a single point in time. Additionally, the results obtained from this method are a reflection of the present condition, and can be generalized to the population under study. On the other hand, this design limits the extent to which groups can be compared, because participants are not studied over time as in a longitudinal survey. Also, the participants in each sub-group being studied (i.e., secondary vs. primary, urban vs. rural) were not matched or randomly assigned. Therefore, this design does not allow the researcher to make statements of causality, and marked differences in the experience of one group may confound the comparison of all groups together.

Cross-sectional survey design is appropriate for this study as the researcher planned to obtain the data at one time point for both the dependent variables, and the predictor variables (see Research Question sub-section) through the use of a self-report measure, a demographic questionnaire and a modified version of the Perceive Social

Support Scale (House & Wells, 1978). The data collected and results obtained will provide a snapshot of teachers' experience with burnout, and allow for some degree of generalization of results to the population of public qualified school teachers in Saint Lucia. Of equal importance to the researcher is the need to collect data in a time-efficient manner while at the same time limiting attrition rates.

Materials

The researcher utilized the following tools in data collection and analysis:

1. Demographic Information Questionnaire. A questionnaire was used to collect data pertaining to the demographic and organizational predictor variables; that is, age, sex, level of qualification, geography, class size, school level, tenure and number of years employed in the education sector. The first half of this questionnaire was developed by the researcher (See Appendix A), while the second half was a standardized questionnaire accompanying the Maslach Burnout Inventory-Educator Survey. This questionnaire was developed by Maslach, Jackson and Schwab (1996).
2. Perceived Social Support Scale, modified (See Appendix B). The original version of this instrument was devised by House and Wells (1978) as a seven item questionnaire geared toward measuring confidant and instrumental support received from four different sources (supervisor, colleagues, friends/family and partner). This instrument was subsequently modified by Baba, Galperin and Lituchy (1999) for the Caribbean context, and was successfully used with nurses in the Caribbean. A direct correlation was found between burnout and Social Support. Baba et al.'s modified version was used

in this study. Participants responded to this 10-item questionnaire on a 4-point Likert scale ranging from 0 (*not at all*) to 3 (*very much*), which measures how often participants feel supported by principals, co-workers, spouses, and family or friends.

3. Maslach Burnout Inventory -Educators Survey. Formally known as the MBI-Form Ed, the Maslach Burnout Inventory for Educators (MBI-Ed) was designed by Maslach, Jackson and Schwab (1996). This standardized instrument was modeled after the Human Service Survey (HSS), commonly referred to as the Maslach Burnout Inventory (MBI). The MBI-Ed was specifically formulated to assess levels of burnout in individuals who work in school settings.

As described earlier, there are three separate dimensions of burnout in this instrument. Furthermore, burnout is not defined dichotomously, as either present or absent. Instead, it is conceptualized as a continuous variable with levels of experienced feelings of burnout ranging from low to moderate to high. Thus, in determining and categorizing levels of burnout, Maslach, Jackson and Leiter (1996) suggest the following guidelines:

1. A high degree of burnout is reflected in high scores on the Emotional Exhaustion (≥ 27) and Depersonalization subscales (≥ 13) and in low scores on the Personal Accomplishment subscales (≤ 31).
2. An average degree of burnout is reflected in average scores on the three subscales, that is, Emotional Exhaustion 17-26, Depersonalization 9-13, and Personal Accomplishment 38-32.

3. A low degree of burnout it reflected in low scores on the Emotional Exhaustion (≤ 16) and Depersonalization (≤ 6) subscales and in high scores on the Personal Accomplishment subscale (≥ 39) (p. 5).

The MBI-Ed is a 22 item questionnaire measuring three separate components of burnout: (a) Emotional Exhaustion, a process where an individual feels emotionally overwhelmed and drained by work overload or demands from others; (b) Depersonalization, a process where individuals begin to experience cynicism, have negative feelings and labels to describe people who are recipients of one's service; and (c) reduced Personal Accomplishment, a process in which one has a tendency to evaluate one's level of competency and accomplishment negatively. For each item on the three sub-scales, a participant indicates the frequency of this experience. This frequency dimension has a 7- point Likert scale which ranges from 0 (*never*) to 6 (*every day*).

Research indicates that Maslach, Jackson and Schwab's (1996) three-dimensional measure has received empirical support in school settings (Gold, 1984; Gold, Bachelor & Michael, 1989; Iwanicki & Schwab, 1981). Gold, Roth, Wright, Michael and Chen (1992) conclude that the "Maslach Burnout Inventory-Educators Survey (MBI-Ed) appears to be a multidimensional instrument for assessment of teacher burnout that provides promising level of validity for the three constructs that were hypothesised for the scale by it authors" (p. 765). However, they hasten to add that their results may also lend support to Green and Walkley's (1999) view that Emotional Exhaustion and Depersonalization appear to be fused rather than distinct factors of burnout.

Maslach Jackson and Leiter (1996) also highlight the following parametric properties of the MBI-Ed:

In regard to reliability, Iwaniki and Schwab(1981) report Cronbach Alpha estimates of .90 for Emotional Exhaustion, .76 for Depersonalization, and .76 Personal Accomplishment; while Gold reports estimates of .88, .74 and .72, respectively. These reliability statistics parallel those of the MBI-HSS (p. 29).

The MBI-Ed (Maslach, Jackson and Schwab, 1986) has been used cross-culturally in its original, as well as in modified versions. Cross-cultural validity of the MBI-Ed is important to this study as it will be utilized in a non-western setting. Abu-Hilal and Salameh (1992), in a study assessing the construct validity and reliability of the MBI-Ed with 223 Jordanian teachers, concluded that, "... the MBI possesses an acceptable level of reliability, an accordingly exhibits promise as an instrument for research in non-western countries" (p. 168). The MBI-Ed has also been successfully used with samples from the following countries: Hong Kong (Schwarzer, Schmitz & Tang, 2000; Lau, Yuen & Chan, 2005), Turkey (Hankanl, 2004), Italy (Pisanti et al., 2003), and in the Netherlands (Schaufeli, Daamen & Mierlo, 1994). Although people in these countries may share distinctly different cultural values to the populace in Saint Lucia, the collectivistic values upheld in many of these countries may be one point of similarity. Tentative support can therefore be made for possible applicability to the Caribbean region. Pilot testing was conducted to estimate the actual reliability of the MBI-Ed for Saint Lucian teachers, prior to the main data analysis.

Procedure

In the initial process of conducting this study, the researcher collaborated with District Education Officers from around the country, as well as with Ministry of Education Human Resource Management, HRD, Youth and Sports. Contact was initiated through an invitation letter requesting the participation of all District Education Officers and Ministry Officials. These individuals and organization were also furnished with information on the nature and purpose of the study (see Appendix C). Concurrently, the researcher also requested permission from the District Education Officer VI to carry out a pilot-test of the instrument and procedure for conducting the study. A sample of 25-75 participants is usually required (Converse and Presser, 1986), with 75 being what is most strongly recommended. However, the researcher decided to use a school with 37 teachers, as generally secondary and primary schools in Saint Lucia have on average 29 teachers. During that time the researcher also sent out recruitment letters (see Appendix D) to all public secondary and primary schools on the island. The researcher used this method because her personal experience in both levels of the Saint Lucian education system indicated that it was more likely that teachers would read a circular sent around by the principal, as compared to one posted on a notice board in the staff room.

Data were collected over a three-week period to avoid the intrusion of too many confounding variables. The questionnaires were personally administered to teachers by the researcher. Prior to data collection, the researcher requested that principals set a room aside for participants. Unfortunately, the data collection phase coincided with end of term exams in all schools on the island, which interfered with data collection in some schools. The researcher attempted to ensure that all test settings were characterized by the

following criteria: respondent privacy, confidentiality and avoidance of sensitization to the construct burnout. Prior to test administration, the researcher first explained the nature and purpose of the study, and then responded to concerns participants had. The producers of the MBI Manual specifically suggest the need to avoid sensitizing participants to the general issues of burnout prior to their completion of the questionnaire, to minimize the possibility of response bias. Thus, the researcher presented the instrument as a tool used to measure job-related attitudes in teachers.

The confidential nature of the study was also stressed, and participants were told how anonymity would be ensured. In some cases, time was also spent reading and explaining the directions while respondents followed on in their inventories. In each instance where the questionnaire was administered, the researcher required that participants complete a consent form (see Appendix E) prior to completing their survey. The majority of questionnaires were collected on the same day of administration to insure a high response rate. On occasions when questionnaires could not be collected on the same day by the researcher, one teacher was designated teacher on staff to do so. These Questionnaires were placed in sealed envelopes and the researcher collected them the following day. On completion of the administration of questionnaires, the researcher debriefed with each participant through the use of a standard debriefing form (see Appendix F).

CHAPTER 4 - RESULTS

This study sought to provide answers to the research questions: (a) What is the nature of experienced burnout, and (b) what is the prevalence of burnout experienced among qualified primary and secondary school teachers in Saint Lucia. Another major objective was to determine whether the eight naturally occurring demographic and organizational characteristics would be statistically significant predictors of burnout among this population of teachers. It was also hypothesized that (a) male teachers would experience higher levels of Depersonalization (DP) than their female counterparts when burned out. On the other hand, female teachers were expected to have higher levels of Emotional Exhaustion (EE) and lower levels of Personal Accomplishment (PA); (b) younger teachers would experience higher levels of Emotional Exhaustion and Depersonalization, when compared to older and middle aged teachers; and (c) a negative correlation would be reported between Social Support and two of the three Maslach Burnout Inventory-Educators Survey (MBI-Ed) subscales, that is Emotional Exhaustion and Depersonalization.

Preliminary Analysis

Due to the voluntary nature of participation, the initial sample of 213 teachers yielded a very uneven split between qualified ($n = 163$) and unqualified ($n = 50$) teachers. The decision was therefore made to amend the focus of this study to explore burnout only in qualified teachers. Exploratory analyses were then conducted on the variables under study. All three dependent variables violated the assumptions of normality required for the planned use of ANOVA and Multiple Regression analyses; (Emotional Exhaustion):

$D = .08, p = .001$; (Depersonalization): $D = 17, p < .001$ and (Personal Accomplishment): $D = .11, p < .001$. As a result, transformation procedures were utilized for each variable to reduce skewness, the number of outliers and to improve the normality, linearity and homoscedasticity of residuals. For the variable Emotional Exhaustion, a square root transformation was successful in normalizing the distribution of the data. The other two variables, Depersonalization and Personal Accomplishment, were subjected to multiple transformations suggested by Tabachnick and Fidell (2004): reflected square root, log and inverse transformations. However, the assumption of normality was not met after applying any of these transformations. Because the raw scores and all transformations yielded non-normal data for Depersonalization and Personal Accomplishment, but the square root transformation yielded a normal distribution for Emotional Exhaustion, the decision was made to utilize this transformation on all three variables; this would allow for better comparison of results, without any substantial cost. None of the 163 cases had any missing data. No suppressor variables were identified in this data set. This was determined by using Tabachnick and Fidell's (2007) suggestion to "compare the simple correlation between each IV and the DV in the correlation matrix with the standardized regression coefficient (beta weight) for the IV (p.149). An examination of the outputs for each of the three burnout dimensions indicated that, there was no evidence of the absolute values of the simple correlation between the IV and the DV being substantially smaller than the beta weights for the IV. Additionally, beta weights for each IV did not have opposite signs, and so it was concluded that there were no suppressor variables.

Descriptive Analyses

The nature of Burnout experienced among qualified primary and secondary school teachers in Saint Lucia was ascertained by tabulating the average means and standard deviations from the Maslach Burnout Inventory-Educators Survey (Maslach, Jackson & Schwab, 1986), for each of the three subscales. Means and standard deviation for Emotional Exhaustion, Depersonalization and Personal Accomplishment were ($M = 21.10, SD = 11.83$), ($M = 5.52, SD = 5.37$), and ($M = 36.82, SD = 6.04$), respectively. Descriptive statistics on all three subscales were generally consistent with that obtained by Lau et al. (2005). Additionally, descriptive analyses were also conducted for each of the naturally occurring groups (gender, age groupings, school level, and school location) was calculated in relation to each of the three subscales (see Table 1).

Table 1

Level of experienced burnout on the MBI-Ed subscales for each demographic grouping

Variables	<i>n</i>	MBI-Ed Subscales					
		EE		DP		PA	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Gender							
Males	74	19.19	11.59	5.64	5.54	37.23	6.13
Females	89	22.70	11.85	5.43	5.25	36.48	5.99
Age							
21-30	54	23.65	11.43	7.17	6.19	36.59	6.36
31-40	56	20.41	12.09	4.80	4.89	36.68	6.46
41+	53	19.25	11.71	4.60	4.62	37.21	5.31
Location							
Urban	93	21.00	11.26	5.66	4.96	37.44	6.21
Rural	70	21.18	12.30	5.42	5.68	36.35	5.90
School Level							
Primary	96	19.65	11.39	4.30	4.51	37.06	6.01
Secondary	67	23.18	12.20	7.27	6.02	36.48	6.12

Prevalence of Burnout

To obtain an overall picture of the prevalence of the level of experienced burnout among Saint Lucian teachers, raw scores on the three sub-scales were first compared to the cut-offs provided by Maslach et al. (1996). For each of the subscales, scores falling in the upper third of the normal distribution are considered high, those in the middle third are moderate and those in the lower third are judged as low.

As can be seen in Table 2, comparisons of cut-offs with observed scores revealed that 33.1% of teachers in Saint Lucia are experiencing a high level of Emotional Exhaustion, while the remaining 66.9% experience between moderate to low levels of Emotional Exhaustion. Results on the Depersonalization subscale indicated that 9.2% of teachers experience high levels of Depersonalization, 16% reported experiencing moderate levels, and 74.8% reported low levels of Depersonalization. On the Personal Accomplishment subscale 58.3% of teachers reported experiencing low levels of Personal Accomplishment, whereas 28.2% experienced moderate levels; and the remaining 13.3% perceived that they had high levels of Personal Accomplishment.

Table 2

Percentage of experienced burnout on MBI-Ed subscales

	EE	DP	PA
Levels of Experienced Burnout			
Low	40.50	74.80	58.30
Moderate	26.40	16.00	28.20
High	33.10	9.20	13.50

Note. EE = Emotional Exhaustion; DP = Depersonalization; PA = Personal Accomplishment.

Post-hoc tests were conducted to examine where the differences among the subscales lay. A Bonferroni adjustment was used to control for the overall Type One error rate. Statistically significant differences were found between all three subscales. However, the largest difference was found between average Personal Accomplishment and average Emotional Exhaustion ($M = 3.50, p < .001$), followed by the difference between average Personal Accomplishment and average Depersonalization ($M = 2.26, p < .001$). The smallest reported difference was between Emotional Exhaustion and Depersonalization ($M = 1.24, p < .001$). These results suggest that reduced Personal Accomplishment is the most important type of burnout experienced by Saint Lucian teachers (see Figure 1).

Predictors of Teacher Burnout

Hierarchical Multiple Regression Analyses was employed for each of the three MBI-Ed subscales to determine what factors would predict teachers' experienced levels of burnout. Hierarchical Multiple Regression Analyses were utilised in this study as they allow the researcher to explain and predict factors which contribute to the dependent variable; that is, the three dimensions of burnout. In this study, Hierarchical Multiple Regression was also the analysis of choice as it enabled the researcher to test whether Social Support was a culturally distinctive factor in explaining and predicting burnout. In a study conducted by Lau et al. (2005), demographic factors were entered into the regression model as predictors of burnout. The results of this study indicated that these factors only account for about 4-6% of the variance on each of the three sub-scales. Thus, it was important in this research study to use an analytic methodology which allowed

other variables to be examined as predictors of burnout among public school teacher in St. Lucia. Multiple Regression models were created by using the transformed Emotional Exhaustion, Depersonalization and Personal Accomplishment scores as the dependent variables and the eight variables (Social Support, age, gender, school location, school level, tenure and number of years in education) were used as predictor variables.

Social Support was first entered into the model as research has been shown that it is a stronger predictor of burnout than all of the remaining demographic variables. Baba and colleagues found a negative correlation of .25 between burnout and Social Support. Greenglass and Burke also found a negative correlation .32 between burnout and Boss Support (Principal). Using Lau et al.'s study as a benchmark, age and gender were entered next in the model. In their study sex accounted for 13% of the variance in the Depersonalization model and 7% of the Personal Accomplishment subscale. Gender explained 17% and 13% of the Emotional Exhaustion and Depersonalization model, respectively.

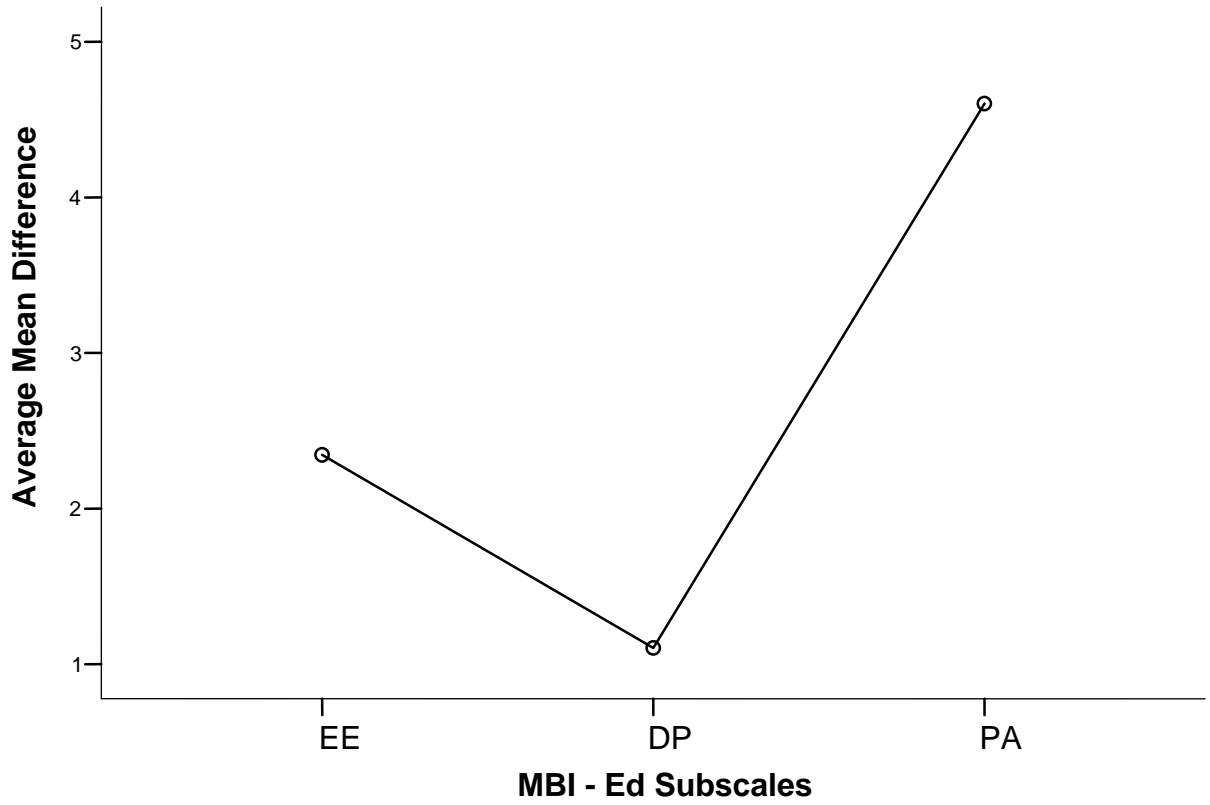


Figure 1. Mean difference of average burnout across the three MBI-Ed subscales

For the Emotional Exhaustion Model, Social Support was entered into block one. It accounted for 9.2% of the total variance in the model, as shown by $F_{change}(1, 161) = 16.37, p < .001$. After controlling for the effect of Social Support, Age and Gender were entered into block two and they accounted for an additional 4.4% of the variance in the model. This was statistically significant, $R^2 = .14, F_{change}(2, 159) = 4.04, p = .02$. When the remaining variables were entered into the model in a third block, the additional variance that they explained was 1.7%. This was however not statistically significant, $R^2 = .15, F_{change}(5, 154) = .77, p > .05$. Although the model as a whole accounted for only approximately 15% of the total variance in Emotional Exhaustion scores, it was statistically significant, $F(8, 154) = 3.48, p = .001$. In this final model, Social Support was the only predictor to independently make a statistically significant contribution to the Emotional Exhaustion model, $\beta = -.27, p = .001$. Although Gender failed to reach significance as a predictor for this model, it approached statistical significance; $\beta = .15, p = .06$. See Table 3 for details.

Table 3

Summary of hierarchical regression analysis for variables predicting Emotional

Exhaustion (N = 163).

Variable	Model 1			Model 2			Model 3		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>B</i>	<i>SE B</i>	<i>B</i>
Social Support	-.93	.23	-.30**	-.93	.23	.31**	.83	.24	-.27*
Age				-.02	.01	.03	.00	.03	.03
Gender				.36	.01	.03	.43	.23	.15
Tenure							-.01	.01	-.06
Years in Education							-.03	.03	-.17
School Level							.34	.27	.12
School Location							.07	.22	.03
No. of Students							.00	.00	-.02
R^2		.09			.14			.15	
F for change in R^2		16.37			4.04			.62	

* $p < .01$, ** $p < .001$

A similar procedure was conducted for the dependent variable Depersonalization, and Social Support accounted for 10% of the variance in this model. When Social Support was controlled for, Age and Gender accounted for an additional 5.3% of the variance, a statistically significant improvement in the model ($R^2 = .15$, $F_{change}(5, 154) = 4.23$, $p = .001$). The remaining variables accounted for an additional 10.2% of the variance which was statistically significant, $R^2 = .26$, $F_{change}(5, 154) = 4.22$, $p = .001$. This overall model was statistically significant, as indicated by $F(8, 154) = 6.57$, $p < .001$ (See Table 4), and accounted for a moderate amount of the variance in Depersonalization scores (26%). For this model, Social Support and Tenure were the only predictor variables to make statistically significant contributions, Social Support, $\beta = -.29$, $p < .001$, and Tenure, $\beta = .28$, $p = .002$.

The Hierarchical Multiple Regression for the Personal Accomplishment model revealed that Social Support accounted for 6% of the variance in the model. When Social Support was controlled for, and Gender and Age were entered into block 2, these variables accounted for 6.3 % of the variance. Therefore, Age and Gender only accounted for an additional 3% of the variance. This was, however, not statistically significant, $R^2 = .06$, $F_{change}(2, 159) = .24$, $p > .05$. When Social Support, Age and Sex were controlled for the remaining variables accounted for an additional 3.7% of the variance. This was however not statistically significant, $R^2 = .10$, $F_{change}(5, 154) = 1.26$, $p > .05$. The overall model was statistically significant, $F(8, 154) = 2.14$, $p = .04$, with Social Support being the only predictor variable to contribute significantly to this model, $\beta = -.23$, $p = .006$ (see Table 5).

Table 4

Summary of hierarchical regression analysis for variables predicting Depersonalization (N = 163).

Variable	Model 1			Model 2			Model 3		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>B</i>	<i>SE B</i>	<i>B</i>
Social Support	.87	.21	-.32**	-.90	.20	-.33**	-.81	.20	.29**
Age				.03	.01	-.22*	-.01	.03	-.10
Gender				-.19	.19	-.07	.06	.19	.02
Tenure							.04	.01	.28*
Years in Education							-.04	.03	-.28
School Level							.34	.23	.13
School Location							.24	.18	-.09
No. of Students							.000	.00	.04
R^2		.10			.15			.26	
<i>F</i> for change in R^2		17.86			4.93			4.23	

* $p < .01$, ** $p < .001$

Table 5

Summary of hierarchical regression analysis for variables predicting Personal Accomplishment (N = 163).

Variable	Model 1		Model 2			Model 3			
	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>SE B</i>	<i>B</i>	
Social Support	.28	.09	.25**	-.28	.09	-.24**	.25	.09	-.23*
Age				-.00	.00	.01	-.02	.01	-.31
Gender				-.05	.08	-.05	-.03	.09	.05
Tenure							.00	.00	.01
Years in Education							-.02	.01	.35
School Level							-.06	.10	-.05
School Location							-.10	.08	-.10
No. of Students							.00	.00	.14
R^2		.06			.06			.10	
<i>F</i> for change in R^2		10.32			.24			1.26	

* $p < .01$, ** $p < .001$

Analyses of Hypotheses

Hypothesis I

It was hypothesized that male teachers would experience higher levels of Depersonalization than their female counterparts. Female teachers were also expected to report higher levels of Emotional Exhaustion and a lower sense of Personal Accomplishment when compared to male teachers. Owing to the non-normality of the data for all three subscales, Mann Whitney U tests were conducted. Female teachers reported significantly higher levels of Emotional Exhaustion than their male counterparts, $U = 2700.50, p < .05, r = -.15$. However, the magnitude of this difference was relatively small, according to Cohen's guidelines for effect size. No statistically significant difference was found between male and female teachers on either the Depersonalization or Personal Accomplishment subscales; $U = 3207.00, p = .39; r = -.02$ and $U = 3032.50, p = .19, r = -.07$, respectively. Therefore, hypotheses were not met for experienced levels of Depersonalization and Personal Accomplishment in relation to gender, and the null hypothesis could not be rejected.

Hypothesis II

Directional hypotheses were made for age in relation to two of the MBI-Ed subscales. Younger teachers were expected to have higher levels of burnout on the Emotional Exhaustion and Depersonalization subscales. Using a Kruskal Wallis test, results indicated a statistically significant difference between the three age groups on the Depersonalization subscale; $H(2, N = 163) = 6.90, p = .03$. However, results failed to support an overall difference between the three age groupings on levels of experienced burnout on the Emotional Exhaustion subscale, $H(2, N = 163) = 4.20, p > .05$, and the

null hypothesis was not able to be rejected. No hypothesis was made for the Personal Accomplishment scale. All the same, results indicated that there was no statistically significant difference between the age groups on this subscale, $H(2, N = 163) = .04, p = .98$.

Post-hoc tests were conducted to compare older and middle age teachers with younger teachers on the dependent variable Depersonalization. Results of Mann Whitney comparisons for the Depersonalization subscale after a Bonferroni adjustment indicated a statistically significant difference between younger teachers (21-30) and older teachers (41+), $U = 1057, p < .03, r_{groups} = -.23$. A statistically significant difference was also found between middle age teachers (31- 40) and younger teachers on the Depersonalization subscale, $U = 1146.50, p = .03, r_{groups} = -.21$. The hypothesis for this subscale was therefore supported and the null hypothesis was rejected.

Although Emotional Exhaustion failed to reach statistical significance, the decision was made to conduct Post-hoc tests as several researchers (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1983; McIntyre, 1981) have found relationships between teachers' age and this dimension. Therefore, the researcher sought to determine whether there might be specific differences within the three subgroups. It was revealed that although an overall statistically significant difference did not exist among all the groups, there was however a statistically significant difference between older teachers and younger teachers, $U = 1114, p < .03, r_{groups} = -.19$. No significant difference was found between middle age teachers and younger teachers $U = 1269.50, p > .03, r_{groups} = -.14$. The hypothesis was therefore only partially met and the null hypothesis cannot fully be rejected.

Hypothesis III

Results of Spearman's rank correlation coefficient test supported the hypothesis that a statistically significant relationship existed between Social Support and all three subscales of experienced burnout. Specifically, the relationship between Emotional Exhaustion and Social Support and between Depersonalization and Social Support were both negative ($r_s = -.29, p < .001$ and $r_s = -.31, p < .001$, respectively). However, positive correlation was found between Personal Accomplishment and Social Support, $r_s = .28, p < .001$. Although these relationships differed in direction, they were all of approximately the same small to medium effect size (absolute r_s scores ranged from .28 to .31).

Further analyses were conducted to determine the relationship between the three MBI-Ed subscales and the four sources of Social Support networks that employees rely on, as indicated by House and Wells (1978). As can be seen from Table 6, the results of Spearman's rank correlation analysis revealed that supervisor and colleague support appeared to have the strongest relationship with levels of experienced burnout.

Table 6

Burnout Subscales and Categories/ Types of Social Support: Correlations

Variables	1	2	3	4	5	6
1. Emotional Exhaustion	–					
2. Depersonalization	.52**	–				
3. Personal Accomplishment	-.22**	-.28**	–			
4. Supervisor Support	-.29**	-.29**	.27**	–		
5. Colleague Support	-.21**	.12	.22**	.32**	–	
6. Partner Support	.02	-.14	.07	.17*	.00	–
7. Family/Friend Support	-.09	-.17*	-.07	-.18*	.29**	.26**

* $p < .05$, ** $p < .01$

Supplementary Analysis

Examination of the descriptive statistics for this sample of Saint Lucian teachers revealed that, although other studies have focused primarily on the relationship between gender and Depersonalization, it was possible that additional differences (related to other demographic characteristics) exist. As was highlighted in reporting the statistics for hypothesis two, age appeared to be such a variable. As can be seen in Table 1, another variable where a significant between-groups difference may exist is the effect of the level at which teachers taught on their sense of Depersonalization. Descriptive statistics for secondary school teachers and primary school teachers on the Depersonalization subscale respectively was, ($M = 4.30, SD = 4.51$) and ($M = 7.27, SD = 6.02$). Therefore, an exploratory analysis of this possibility was conducted, using a Mann Whitney U test. A statistically significant difference was obtained between secondary school and primary school teachers on this Depersonalization subscale, ($U = 2229.50, p < .001, r = -.26$). Specifically, secondary school teachers reported higher Depersonalization scores than primary school teachers.

CHAPTER 5 - DISCUSSION

Summary of Findings

While many studies have examined varying aspects of teacher burnout in Western countries, and a burgeoning number have begun to emerge about other regions of the world, this study is one of the first to examine teacher burnout in a developing country in the Caribbean region. Only one other known study has been done on burnout in human service workers in the Caribbean, Baba et al.'s (1999) study of nurses in St. Vincent and Trinidad & Tobago. Overall, the current findings support the existence of teacher burnout in Saint Lucia. Statistical evidence revealed that reduced Personal Accomplishment is the main dimension of burnout affecting teachers in Saint Lucia. The findings also suggest that, among all the variables measured, Social Support and Tenure are the primary contributors to teachers' sense of burnout. Generally, a small to medium effect size was found between Social Support and all three burnout subscales. Although both colleague and supervisor support were associated with Emotional Exhaustion and Personal Accomplishment, only supervisor support was significantly correlated with Depersonalization.

Directional hypotheses were articulated in this study. Relationships between the variables Gender and Age and the Burnout subscales were explored. In this study teachers' gender was only associated with Emotional Exhaustion, as females reported feeling more of this dimension of the burnout syndrome. In relation to teachers' age and the burnout dimension of Depersonalization, support was found for an overall difference among teachers across all three age groupings. Younger teachers reported expressing

more depersonalizing behaviours than both their middle and older age colleagues. The hypothesised overall difference for Emotional Exhaustion and age grouping was however not confirmed. Instead, younger teachers were only found to report higher levels of Emotional Exhaustion than older teachers. Finally, post-hoc exploration of the data revealed a negative relationship between School Level and Depersonalization. Secondary school teachers reported more depersonalizing behaviours than their primary school counterparts.

Nature of Burnout

Emanating from the growing body of literature on burnout among teachers within the Western context, this study was focused on expanding knowledge about the phenomenon of burnout within a Caribbean context. Despite the limitations of its cross-sectional nature and the specificity of the sample, this study points to the prevalence of all three dimensions of the burnout syndrome among qualified teachers in Saint Lucia. A comparison of the mean and standard deviation on the MBI-Ed was done for teachers in Saint Lucia, Hong Kong and North America. It was revealed that the descriptive statistics for teachers in Saint Lucia on the burnout subscales of Emotional Exhaustion and Depersonalization was closest to that of teachers in Hong Kong. The differences in reported means for Depersonalization for these two samples were markedly distinct from that of the North American sample.

Explanations for these findings may be two fold. Firstly, these findings may, in part, be due to both these countries having a history of once being British colonies. British colonial rule may have had similar influences on the policies and systems of education in both Saint Lucia and Hong Kong. Tang, Au, Schwarzer, and Schmitz (2001)

state, "...Hong Kong's educational, social, and political systems have been heavily influenced by the British model. Elementary school requires six years, five years for secondary [*sic*] school, two years for matriculation and three years for university education" (p. 889). With the exception of a seven year stint instead of the six years of elementary schooling, these conclusions about Hong Kong's school system are also applicable to Saint Lucia. Thus, some of the organizational structures, culture and work conditions that contribute to teacher burnout may be similar.

More importantly, teachers in Saint Lucia and Hong Kong belong to collectivistic cultures, where the interests of the group or others prevail over that of the individual and interpersonal relatedness is emphasised. Taylor, Sherman, and Kim(2004) in support of the view that collectivistic cultures emphasise these attributes write; "In contrast, [to North America] individuals are encouraged to focus on their relationships and to act to maintain harmony within a group in more interdependent cultures, such as East Asia" (p. 354). Additionally, unlike individualistic cultures, collectivist societies are usually more feminine than masculine, or using Adler's dichotomy, collectivistic cultures are more concerned about quality of life rather than career success (Saviki, 2002). Feminine or quality of life centred cultures are characterized by nurturance, warmth, social connectedness and consciousness and collaboration, whereas masculine cultures are stereotypically viewed as assertive, competitive and more concerned about possession (Pines, Ben Ari, Utasi & Larson, 2002; Saviki, 2002). Given these cultural expectations and the nurturing nature of the job, it may be that teachers in Saint Lucia uphold these values and engage in less Depersonalization than their North American counterparts, as cynicism is generally a highly undesirable characteristic in teachers.

On the other hand, it may be that teachers are under-reporting this particular syndrome of burnout, due to the cognitive dissonance it might cause, or an understanding of Depersonalization that does not coincide with the way that it is measured by the MBI-Ed. Lau, Yuen and Chan (2005) noted that although teachers in Hong Kong have been witnessed as engaging in Depersonalization, their results on the Depersonalization subscale was far lower than that reported by North American teachers. Intriguingly, their levels of reported burnout are very similar to those found in this sample. It is possible that, in collectivist cultures such as those found in Hong Kong and Saint Lucia, this type of under reporting may be common. It may also be possible that the behaviours that are labelled as Depersonalization in Western countries may be accepted as normal among the populace or seen as part of the organizational culture. Therefore, they may have come to be viewed as necessary ingredients in nurturing students, and ensuring that the productivity of a school is upheld.

Prevalence of Burnout

The results revealed that the burnout syndrome among Saint Lucian teachers appears to be most prevalent in the form of Emotional Exhaustion and reduced Personal Accomplishment. Over half (59.5%) of the sample indicated that they had experienced between moderate to high Emotional Exhaustion. A not all together surprising finding was that 86.5% of the participants reported experiencing moderate to low Personal Accomplishment. This subscale was found to have the highest significant distinction in the manifestation of expressed burnout. This suggests that there may be a set of external or personal factors that impinge on how teachers assess, or perceive others as assessing their achievements and job performance. Because Personal Accomplishment is the

evaluative aspect of burnout which emerges in interactions with others, when teachers continually feel that assessment reflects their inadequacy, the resultant effect might be burnout.

The reported figure is startling as more than three quarters of the teachers sampled indicated having experienced a sense of reduced Personal Accomplishment. The problematic nature of this finding becomes even more evident when it is recognized that the sample obtained in this study represents approximately 13% of the entire population of qualified teachers in the country. Furthermore, when teachers have low levels of Personal Accomplishment there are implications for motivation, level of professional competence, productivity, job satisfaction and turnover.

Predictors of Burnout

Burnout and Social Support

The most interesting finding from this cross-sectional study was that Social Support was a small but statistically significant predictor variable across each of the three burnout models, as well as having a statistically significant direct effect and correlation with all three burnout subscales. Baba, Galperin and Lituchy (1999) reported a statistically significant direct effect of Social Support on Burnout ($\beta = -.25$) for nurses in two Caribbean islands. This relationship is also in keeping with the significant effects of Social Support reported by other studies conducted in other parts of the world (Buunk & Peeters, 1993; Constable & Russell, 1986; Hendrix, Cantrell & Steel, 1988). Of particular importance was the finding that teachers' level of Personal Accomplishment was positively related to perceived support received from both their colleagues and supervisors. This influence must be underscored in this study, as in response to the

research question, “what is the prevalence of burnout experienced amongst Saint Lucian teachers?” teachers’ reported the highest level of burnout on the Personal Accomplishment dimension.

The influence of workplace support on Personal Accomplishment coincides with results found in previous studies (Koniarek & Dudek, 1996; Russell, Altmaier, & Van Velzen, 1987; Ursprung, 1986). Koniarek and Dudek explain such results in the context of social evaluation of one’s achievement. Therefore, if teachers perceive that they are receiving positive assessments from supervisors; who are both directly engaged and familiar with their work environment and the quality of performance required, it is likely that there may be an increase in their level of Personal Accomplishment. An alternative explanation which may assist in explaining these findings is that suggested by La Rocco, House and French (1980). These researchers concluded that Social Support may be directly related to the source which created the stress and burnout. Therefore, if burnout results from the work environment then it may be best resolved or prevented by support provided by one’s colleagues and supervisors. Follow-up research may be useful; to determine which of these two explanations is a more accurate reflection of the Saint Lucian teaching context.

A statistically significant negative association was obtained between Social Support received from supervisors and both Emotional Exhaustion and Depersonalization. These results indicate that as teachers’ perception of Social Support received from their supervisors diminish, they are more likely to experience Emotional Exhaustion and Depersonalization. The finding for the Emotional Exhaustion subscale differs from that obtained by Koniarek and Dudek (1996); they found that neither

workplace nor general Social Support differentiated the level of Emotional Exhaustion in participants. These researchers also reported that global support (support from friends, family, community, etc.), and not work related Social Support was able to distinguish levels of Depersonalization of participants. It may be that work related support is more pertinent to preventing or dissipating burnout in teachers, as most of the stressors may be directly caused by job-related incidents (e.g., La Rocco, House & French, 1980).

Barring the association found between supervisor support and Depersonalization, the findings from this study generally coincide with Koniarek and Dudek's (1996) results, as the level of Social Support received from one's colleagues did not differentiate participants' perceived level of Depersonalization. Additionally, in this current study it was found that when teachers felt supported by their family members they were less likely to report Depersonalization.

Burnout and Tenure

Although tenure appeared not to be a good predictor for Emotional Exhaustion and Personal Accomplishment, it was surprising to note that it did have a small but statistically significant effect on Depersonalization. These findings suggest that the longer teachers were deployed to a particular class or school, the likelihood of depersonalizing behaviour increased. However, these findings must be interpreted with caution given the exploratory nature of this particular analysis and the existence of previous research indicating that tenure may have an effect on the entire burnout syndrome. Specifically, results of a longitudinal study conducted by Savicki and Cooley (1994) indicated that participants who remained in their job position without any change showed increasing strain on all three burnout subscales.

In any case, there are several possible explanations for tenure as a significant predictor of Depersonalization. At this time, these findings may be best explained through a psychosocial lens where burnout is viewed as a chronic syndrome which develops in the wake of long term stressful events. Perhaps, when qualified teachers remain in the same position for several years, and are not afforded the opportunity of job advancement, whether it is through a promotion, job rotation, job enlargement, and or job enrichment, this situation may give rise to teachers being continually bombarded by the same stressors which may then result in an increasing inability to cope. In the final analysis, teachers may probably find little, if any relief and this may eventually lead to burnout. In addition, although personal factors may account for some of the aetiology of burnout, research has shown that organizational factors have a stronger adverse effect on burnout than personal factors (Schaufeli & Enzmann, 1998). Teachers remaining in the same position over an extended period of time may be more negatively impacted by the structure and culture of their particular organization. The findings might therefore raise concerns for human resource development and organizational behaviour within the education sector.

An internal factor that potentially contributes to the Tenure and Depersonalization connection is that employees faced with a combination of a lengthy tenure, chronic stress, and or burnout, may be increasingly at risk of becoming less self efficacious. In a longitudinal study of teachers from ten schools, Schwarzer and Schmitz (2004) concluded that not only is self efficacy a good predictor of burnout over a long period of time but it is also strongly correlated with burnout. It is therefore possible that as teachers in Saint Lucia experience chronic stress, and both their self efficacy and coping mechanisms

decrease, the resulting effect may be Depersonalization. In support, Golembiewski & Munzenrider (1988) unlike some other researchers (Leiter, 1993; Leiter & Maslach, 1988) argue for a cycle of burnout which commences differently. They propose that burnout commences with Depersonalization, followed by reduced Personal Accomplishment and eventually results in Emotional Exhaustion. Thus, this coping stance may be further perpetuated by the view that the burned out individual comes to see Depersonalization according to Cordes and Dougherty (1993) ... “not only as an acceptable response, but as a professional one as well” (p. 644).

Discussion of Hypotheses

Hypothesis I

The findings for the prediction of a significant difference between gender and the burnout subscales were only partially consistent with previous research (Gold, 1985; Lau, Yuen & Chan, 2005; Maslach & Jackson, 1981, 1985; Schwab & Iwaniki, 1982). As reported in the existing literature, females in this sample reported small but significantly more Emotional Exhaustion than males. Such findings have been explained in terms of the nurturing role that females are expected to play in many societies (Maslach & Jackson, 1985). Specifically, it has been suggested that, when the cost of caring becomes too taxing for women, it is most likely to be manifested in the form of Emotional Exhaustion. Other researchers have proposed that the dual role of employment and raising a family, and the demands placed on women as home makers, provides a platform upon which this difference could be explained (Allen, Hurst, Burck & Sutton, 2000; Frone, 2003; Greenglass & Burke, 1988; Haynes, Feinleib, & Kannel, 1980; Meissner, Humphreys, Meis, & Sheu, 1975).

Contrary to the majority of other studies, male teachers in this study did not report higher tendencies of Depersonalization, neither did females report experiencing a lower sense of reduced Personal Accomplishment than their male counterparts. Lau et al. (2005), along with other researchers (Anderson & Iwaniki, 1984; Burke & Greenglass, 1989; Greenglass & Burke, 1990; Maslach et al., 1996) reported significant differences between male and female teachers from elementary through to high schools on the Depersonalization subscale. It may be that, for qualified teachers in Saint Lucia, factors other than gender play a more salient role in explaining the tendency to depersonalize.

Two factors, teachers age and the school level at which they teach, emerged from this study as being helpful in explaining the inconsistency with the expected findings. The relationship between Age and Depersonalization will be discussed later. When gender was not taken into account, secondary school teachers reported having experienced higher levels of Depersonalization than primary school teachers. Kantas and Vassilaki (1997), in their study of Greek teachers, and van Horne, Shaufeli, Greenglass and Burke (1997) in a comparative study of Canadian and Dutch teachers, concluded that secondary school teachers reported less Personal Accomplishment and more Depersonalization than primary school teachers. The tendency for secondary school teachers to depersonalize in Saint Lucia might be explained in light of the increasing difficulty teachers' face in disciplining students at this developmental stage.

An understanding of depersonalizing behaviours among secondary school teachers in Saint Lucia may be further elucidated in light of the statistics on teachers leaving the profession at that level. According to the *Education Statistical Digest: Past trends, present position and projections up to 2000/10* (2004), in 1998/99 approximately

10.5% of secondary school teachers left the education system due to retirement, secondment, resignation, termination and for other reasons. The most current data, collected for the year 2002/2003 indicated that this statistic has dropped by almost half (5.9%). It has been found that even if teachers experience Depersonalization or any of the other burnout dimensions; they still remain in their jobs (Dworkin, 1985; Horsh, 1988; Jackson et al. 1986). It may therefore mean that despite their failing mental health, teachers in Saint Lucia are remaining because of very little prospects of finding other occupations with increase job satisfaction, better compensation and/or because of financial commitments. Furthermore, it is possible that secondary school teachers who engage in depersonalizing behaviours may come to view it as a coping mechanism, when faced with mounting difficulty in maintaining discipline among older students.

Burke and Greenglass (1989, 1995, 1996) also noted that when teachers who are burned out remain in the profession, this results in reduce performance. Secondary school teachers, who are burned out do not only affect the quality of education of the children in their care, but the tendency to depersonalize may also have a profound impact on students self esteem and efficacy. Such concerns need then to be addressed at policy level because of its far reaching implications for the populace of a small developing nation.

In 1998 Brouwers and Tomic (as cited in Brouwers & Tomic, 2000) purported that when teachers begin to perceive that they lack the ability to manage or discipline students who are disruptive, they begin to blame students for their doubts. Consequently, this may result in Depersonalizing behaviours toward their students. Additionally, it might be that students at this level are more disrespectful and also lack what teachers perceive as proper pro-social student behaviour. Researchers comparing primary and

secondary school teachers on this burnout dimension have drawn similar conclusions (Aluja, Blanch, & Garcia, 2005; Borg & Riding, 1991; Boyle, Borg, Falzon, & Baglioni, 1995). Hastings and Bham (2003) further report these two behaviours are good predictors of Depersonalization. This finding should therefore provide grounds for further research.

Hypothesis II

The pattern of findings for the relationship between the three burnout dimensions and age partially supported the second hypothesis. The results demonstrated that there was no statistically significant difference between the three age groupings of teachers on the Emotional Exhaustion subscale. Thus, older teachers (41⁺) did not report having less feelings of Emotional Exhaustion than younger teachers (21-30) and neither did middle age teachers (31-40) than either of the aforementioned groups. However, there is a layer of complexity with these findings. When further post-hoc analyses were conducted, results revealed that there was indeed a statistically significant difference between older and younger teachers in their reporting of Emotional Exhaustion. Previous studies have demonstrated similar results (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1983; Lau, Yuen & Chan, 2005; McIntyre, 1981). However, these findings deviate from other studies that have found significant differences between middle age teachers and their younger colleagues on Emotional Exhaustion. This somewhat surprising finding may be accounted for by such factors as the age at which teachers commenced the profession, as there is a supposition of a burnout development cycle which wanes and waxes over time (Shirom & Mazeh, 1988).

Age appears to be associated with Depersonalization among qualified school teachers in Saint Lucia. Moreover, consistent with previous literature (Anderson &

Iwanicki, 1984; Crane & Iwanicki, 1983; Lau, Yuen & Chan, 2005; Maslach et al., 1999; McIntyre, 1981), older and middle age teachers reported having expressed less depersonalizing behaviours towards their students than younger teachers. It may be that younger teachers in Saint Lucia, like their counterparts around the globe, share the common thread of inexperience, face similar stressors and cope with these stressors in similar ways. It may also be that this dimension is a result of the job not meeting younger teachers' expectations, coupled with a low sense of self efficacy for the job demands of teaching in Saint Lucia.

Implications

Research Implications

Like the findings of Baba et al. (1999), this study contributes to the potential usefulness of the MBI-Ed (1996) and the modified version of House and Wells' Social Support Scale (1978) to non-western countries. Specifically, future researchers may be somewhat more confident in using these instruments to predict and explain the prevalence of teacher burnout in developing countries like the Caribbean. This study also pointed to the existence of a significant relationship between the School Level and reports of Depersonalizing behaviours by teachers. This novel finding therefore provides an opening for researchers to investigate factors other than gender in exploring predictors of Depersonalization. In future research, it may be beneficial to conduct further comparative work on this group of teachers or, to examine specific school related variables, such as student misbehaviour and its relationship to teacher burnout, in this region of the world.

Implications for the Practice of Counselling Psychology in School Settings

Stemming out of the findings and conclusion of this study, it is necessary to address the following implications for practice within school settings. Given that burnout has clearly been found to exist among qualified teachers in Saint Lucia, it is important to remediate this situation. Intervention programs, such as providing in-service training on stress reduction techniques as a means of preventing or curbing this syndrome, must be sought. These programs need to be prepared in conjunction with all relevant stakeholders, including school counsellors, District Education Officers and other Ministry Officials, and representatives of the Saint Lucia Teachers' Union (SLTU). For this dialogue and program planning around burnout reduction to succeed, it may also be necessary to implement changes to school policy and funding practices.

Although this study did not isolate the factors leading to a reduction in Personal Accomplishment, previous literature indicated that providing better working conditions, equitable salaries, adequate resources, just promotions for teachers, as well as rotation of teachers among classes or schools may assist in improving teachers' sense of Personal Accomplishment. Any program implemented to reduce burnout should also ensure that teachers' skills and abilities are acknowledged by supervisory personnel (principals and vice principals) and Ministry officials. Currently, on the island of Saint Lucia national teacher recognition or award ceremonies are primarily hosted by the SLTU to mark teachers' contribution to the education system, after they have retired. One other implication for practice is the need to educate teachers around the issue of Depersonalization. According to the results of this study, this may be especially

necessary in secondary school settings as the tendency for such behaviours was significantly higher.

A final implication for practice is emphasis which must be placed on Social Support among teaching staff. Coaching and mentoring programs for new teachers might be advisable, given the significant difference found on the Depersonalization subscale for this group and older teachers. Older qualified teachers who are experiencing burnout may need to be encouraged to access, and expand their social network. Additionally, principals (possibly District Education Officers as well) need to be trained to improve their supervisory skills so as to bridge the gap between themselves and teachers, as well as to be better informed of the type of support teachers are requiring.

Methodological Limitations

Interpretation of the findings of this study must be conservative and should be utilized in context. As has been the case with many studies on teacher burnout, this study is limited by the use of a cross-sectional research design. Although a small statistically significant relationship was found between Social Support and Burnout, this study was unable to prove causation or even the temporal relationship which exists between these two variables. Longitudinal research needs to be carried out to tease out the direction of influence among these two variables.

Another possible methodological flaw of this study is inherent in the use of the data gathering instruments. Self-report measures were used to assess both perceived levels of Burnout and Social Support. Participants' responses on both these measures may have been confounded by social desirability or perceptual distortions. Also, it may be the case in this study that teachers who are experiencing burnout may not only be

impaired in their assessment of this phenomenon but, may also under-report the level of support received by colleagues and supervisors due to their condition. Yet another limitation regarding the instruments is that they have not been fully culturally cross validated for this population of teachers. To partially address this issue, a pilot test of the instrument was conducted and the researcher ensured that the same procedure was used at each school so as to further protect the validity of the data. However, this study was not designed to formally assess the cross-cultural validity of either the MBI-Ed (1996) or the modified version of House and Wells' Social Support Scale (1978). In addition, although the social support measure was successfully used by Baba et al. (1999) in two neighbouring Caribbean islands, it is possible that this measure did not fully capture distinctive features of non-western social support systems.

Finally, data collected did not meet all of the criteria required for parametric analysis, which necessitated the transformation of data and the use of non-parametric tests for a few of the analyses. Such action therefore limits the extent of interpretation and the generalizability of the data as technically in this study the square root of all the burnout dimension were examined rather than the raw burnout scores. Additionally, due to the loss of power as non-parametric procedures were utilized, it is likely that some real significant differences or relationships may have been masked. Generalizability of the data is also constrained by the fact that unqualified teachers had to be removed from the sample prior to analysis. Conclusions from this study apply primarily to qualified public school teachers in Saint Lucia; it is not known how well these results can be generalized to the 455 unqualified teachers on the island.

Future Directions

Although the overall model for each of the burnout subscales proved to be statistically significant, the organization and demographic predictors accounted for a relatively small percentage of the overall variance. This implies that other factors beyond those examined in this research are contributing to the Burnout syndrome among qualified teachers in Saint Lucia. Possible factors that should be considered for inclusion in future studies include the impact of role overload and role conflict, inadequate compensation plans, student misbehaviour and insufficient teaching aids and assistance (i.e., facilities, equipment, materials and supplies).

More relevant to the findings of this study would be research centered on further examination of the Personal Accomplishment subscale and also the effects of Social Support, as a culturally distinct factor on Burnout. It might be interesting to find out the impact of locus of control, as well as other factors on Burnout in Saint Lucian teachers. Research has shown that when people feel they have an inner locus of control over their work environment they are less likely to feel a sense of reduced Personal Accomplishment. Given the impetus placed on supervisors and also colleague support, future research needs to clarify whether there are specific supportive supervisor and colleague behaviours which would assist in preventing or reducing teacher Burnout. Emphasis should especially be placed on the Burnout dimensions of Personal Accomplishment and Emotional Exhaustion. A study of this nature may also allow for further delineation of how Social Support from a culturally distinct lens affects teacher burnout, and more so within a non-western developing country.

REFERENCES

- Abu-Hilal, M. & Salameh, K. (1992). Validity and reliability of the Maslach Burnout Inventory for a sample of non-western teachers [Electronic version]. *Educational and Psychological Measurement, 52*, 161-169.
- Aluja, A., Blanch, L., & Garcia, A. (2005). Dimensionality of the Maslach Burnout Inventory in school teachers: A study of several proposals [Electronic version]. *European Journal of Psychological Assessment, 21*, 1-11.
- Antonucci, T., & Depner, C. (1982). Social support and informal helping relationships. In T. Wills (Ed.), *Basic processes in helping relationships* (pp.233-254). New York: Plenum.
- Aronson, E. (1999). *The social animal* (8th ed.). New York: Freedman
- Baba, V., Galperin, B., & Lituchy, T. (1999). Occupational mental health: A study of work-related depression among nurses in the Caribbean [Electronic version]. *International Journal of Nursing Studies, 36*, 163-169.
- Blay, S., & Peluso, E. (2004). Community perception of mental disorders: A systemic review of Latin American and Caribbean studies [Electronic version]. *Social Psychiatry, 39*, 955-961.
- Borg, M. G., & Riding, R. J. (1991). Toward a model for the determinants of occupational stress among schoolteachers [Electronic version]. *European Journal of Psychology and Education, 6*, 355-373.
- Boyle, G. J., Borge, M. G., Falzon, J.M., & Baglioni, A. J. (1995). A structural model of the dimensions of teacher stress [Electronic version]. *British Journal of Educational Psychology, 65*, 49-67.

- Broadhead, W. E., Kaplan, B. H., James, S. A., Wagner, E. H., Schoenbach, V. J., & Grimson, R., et al. (1985). The epidemiological evidence for a relationship between social support and health. *American Journal of epidemiology*, *117*, 521-537.
- Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and self efficacy in classroom management [Electronic version]. *Teaching and Teacher Education*, *16*, 239-253.
- Brown, N., Prashantham, B.J., & Abbott, M. (2003). Personality, social support and burnout among human service professionals in India [electronic version]. *Journal of community and Applied Social Psychology*, *13*, 320-324.
- Burke, R., & Greenglass, E. (1996). Predicting teacher burnout overtime: Effects of work stress, social support and self- doubts on burnout and its consequences. *Anxiety Stress and Coping: An International Journal*, *9*, 261-275. Retrieved April 11, 2006, from http://web.fu-berlin.de/gesund/publicat/ehps_cd/health/burke9.htm
- Bunke, B., & Peeters, M. (1993). Work stress, social support and companionship: Towards a microanalytical approach. In *A healthier work environment: Basic concepts and methods of measurement* (pp.143-168). Copenhagen: WHO Regional Office.
- Carlson, B. C., & Thompson, J. A. (1995). Job burnout and job leaving in primary school teachers: Implications for stress management [Electronic version]. *International Journal of Stress Management*, *2*, 15-29.
- Cobb, S. (1976). Social support as a moderator of life stress [Electronic version]. *Psychosomatic Medicine*, *3*, 300-314.

- Cohen, S., & Wills, T. A. (1985). Stress social support and the buffering hypothesis [Electronic version]. *Psychological Bulletin*, 98, 310-357.
- Constable, J., & Russell, D. (1986). The effect of social support and the work environment upon burnout among nurses [Electronic version]. *Journal of Human Stress*, 12, 20–26.
- Cooper, C., & Kelley, M. (1993). Occupational stress in head teachers. A national UK study. *British Journal of Occupational Psychology*, 63, 130-143.
- Cordes, C. L., & Dougherty, T. W. (1993). A Review and an Integration of Research on Job Burnout [Electronic version]. *Academy of Management Review*, 18, 621-656.
- Corsini, R., & Wedding, D. (2005). *Current psychotherapies* (7th ed.). Toronto, Ontario, Canada: Brooks/Cole.
- Dean, A., & Ensel, W. (1982). Modelling and social support events, competence, and depression in the context of age and sex [Electronic version]. *Journal of Community Psychology*, 10, 392-408.
- Digman, J., Bareera, M., & West, S. (1986). Occupational stress, social support and burnout among correctional officers [Electronic version]. *American Journal of Community Psychology*, 14, 177-193.
- Dworkin, G. (2001). Perspectives on teacher burnout and school reform [Electronic version]. *International Education Journal*, 2, 29-78.
- Dworkin, G. A., Saha, J. L. & Hill, N. A. (2003). Teacher burnout and the perception of a democratic school environment [Electronic version]. *International Education Journal*, 4, 108-120.

Ministry of Education, Human Resource Development, Youth and Sports (2004).

Education Statistical Digest: Past trends, present position and projections up to 2000/10. Castries, St. Lucia: Data Management and Corporate Planning Unit.

Friedman, I. (2002). Burnout in school principals: Role related antecedents [Electronic version]. *Social Psychology of Education*, 5, 229-251.

Gold, Y., Roth, R., Wright, C., Michael, W., & Chen, C. (1992) The factorial validity of a teacher burnout measure (educator survey) administered to a sample of beginning teachers in elementary and secondary schools in California [Electronic version]. *Educational and Psychological Measurement*, 52, 761-768.

Golembiewski, R. T., & Scicchitano, M. (1983). Some demographics of burnout [Electronic version]. *Interpersonal Journal of Public Administration*, 54, 435-448.

Gopaul-Mc-Nicol, S. (1998). Caribbean families: Social and emotional problems [Electronic version]. *Journal of Social Distress and the Homeless*, 7, 56-73.

Gore, S. (1981). Stress-buffering functions of social supports: An appraisal and clarification of research models. In B. S. Dohrenwend & B. P. Dohrenwend (Eds.), *Stressful life events and their contexts* (pp. 202-222). New York: Prodist.

Gottlieb, B. (1983). *Social support strategies: Guidelines for mental health practice*. Beverly Hills, CA: Sage.

Greenglass, E., & Burke, R. (1988). Work and family precursors of burnout in teachers: Sex differences [Electronic version]. *Sex Roles*, 18, 215-229.

- Griva, K., & Joeke, K. (2003) UK teachers under stress: Can we predict wellness on the basis of characteristics of teaching job [Electronic version]? *Psychology & Health, 18*, 457- 472.
- Hakanl, S. (2004). An analysis of burnout and job satisfaction among Turkish special education school head teachers and teachers, and factor effecting their burnout and job satisfaction [Electronic version]. *Educational Studies, 30*, 291-306.
- Hamann, D., & Gordon, G. (2000). Burnout [Electronic version]. *Music Educators Journal, 8*, 34-40.
- Hastings, R. P., & Bham, M. S. (2003).The relationship between student behaviour patterns and teacher burnout [Electronic version]. *School Psychology International, 24*, 115-127.
- Haynes, S., Feinleib, M., & Kannel, W. B. (1980). The relationship of psychosocial factors to coronary heart disease in the Framingham study III: Eight year incidence of coronary heart disease [Electronic version]. *American Journal of Epidemiology, 3*, 37-58.
- Hegelson, V. (2003). Social support and quality of life [Electronic Version]. *Quality of Life Research, 12*, 25-31.
- Heller, K., & Swindle R.W. (1983). Social Networks, perceived social support and coping and stress. In R.D. Felner, L.A. Jason, J.N. Moritsugu, & S.S. Farber (Eds.), *Preventive psychology: Theory research and practice* (pp.87-103). New York: Pergamon.

- Hendrick, W., Cantrell, S., & Steele, R. (1988). Effect of social support on the stress-burnout relationship [Electronic version]. *Journal of Business and Psychology*, 3, 67-73.
- House, J. (1981). *Work stress and social support*. Reading, MA: Addison-Wesley.
- Hughes, E. (2001). Deciding to leave but staying: Teacher burnout, precursors and turnover [Electronic version]. *International Journal of Human Resource Management*, 12, 288-298.
- Hussar, W. (1999). Predicting the need for newly hired teachers in the United States in 2008-2009 [Electronic version]. *National Centre for Education Statistics*. Retrieved May 9, 2006, from <http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=1999026>
- Ingersoll, R. (2001). Teacher turnover, teacher shortages and the organization of a school: An organizational analysis [Electronic version]. *American Educational Research Journal*, 38, 499- 534.
- Ingersoll, R. (2003). Is there really a teacher shortage [Electronic version]? University of Washington: Centre for the Study of Teaching and Policy. Retrieved May 28, 2006, from [http://www.gse.upenn.edu/inpress/Is%20There %20Really%20a%20](http://www.gse.upenn.edu/inpress/Is%20There%20Really%20a%20)
- Jackson, S., Schwab, R., & Schuler, R. (1986). Toward an understanding of the burnout phenomenon [Electronic version]. *Journal of Applied Psychology*, 7, 630-640.
- Kahill, S. (1988). Interventions for burnout in the helping profession: A review of empirical evidence [Electronic version]. *Canadian Journal of Counselling Review*, 22, 310-342.

- Kantas, A., & Vassilaki, E. (1997). Burnout in Greek teachers: main findings and validity of the Maslach Burnout Inventory [Electronic version]. *Work and Stress, 11*, 94-100.
- Kaufman, G. M., & Beehr, T. A. (1986). Interaction between job stressors and social support: Some counterintuitive results [Electronic version]. *Journal of Applied Psychology, 71*, 522-526.
- Koniarek, J., & Dudek, B. (1996). Social support as a buffer in the stress-burnout relationship [Electronic version]. *International Journal of Stress Management, 3*, 99-106.
- Krugar, L., Botman, H., & Goodenow, C. (1991). An investigation of social support and burnout among residential counsellors [Electronic version]. *Child and Youth Care Forum, 20*, 335-352.
- Lau, P., Yuen, M., & Chan, R. (2005). Do demographic characteristics make difference to burnout among Hong Kong secondary school teachers [Electronic version]? *Social Indicator Research, 71*, 491-516.
- Leung, T., Siu, O., & Spector, P. E. (2000). Faculty stressors, job satisfaction, and psychological distress among university teachers in Hong Kong: The role of locus of control [Electronic version]. *International Journal of Stress Management, 7*, 121-138.
- Leavy, R. (1983). Social support and psychological disorder: A review [Electronic version]. *Journal of community Psychology, 11*, 3-21.
- Leiter, M., & Maslach, C. (1998). Burnout. In H. Friedman (Ed.), *Encyclopaedia of Mental Health* (pp. 347-357). New York: Academic Press.

- Leiter, M. P. (1991). The dream denied: professional burnout and the constraints of service organizations [Electronic version]. *Canadian Psychology, 32*, 547-548.
- Marlow, L., Inman, D., & Bentancourt-Smith, M. (1997). Beginning teachers: Are they still leaving the profession [Electronic version]? *Clearing House, 70*, 211-214.
- Maslach, C., Jackson, S., & Leiter, M. (1996). *Burnout Inventory Manual* (3rd ed.). Mountain View, CA: Consulting Psychologists Press.
- Maslach, C., & Jackson, S. (1981). The measurement of experienced burnout [Electronic version]. *Journal of Occupational Behavior, 2*, 99-113.
- Maslach, C., & Jackson, S. E (1985). The role of sex and family variables in burnout [Electronic version]. *Sex Roles, 12*, 837-851.
- Maslach, C., Schaufeli, W., & Leiter, M. (2001). Job Burnout [Electronic version]. *Annual Review of Psychology, 52*, 397-422.
- Meissner, M., Humphreys, E. W., Meis, S. M., & Sheu, W. J. (1975). No exit for wives: Sexual division of labour and the circulation of household demands [Electronic version]. *Canadian Review of Sociology and Anthropology, 12*, 424- 439.
- Melamed, S., Kushnir, T. & Shirom, A. (1992). Burnout and risks factors for cardiovascular diseases [Electronic version]. *Behavioral Medicine, 18*, 53-60.
- Mitchell, R., Billings, A., & Moos, R. (1982). Social support and well-being: Implications for prevention programs [Electronic version]. *Journal of Primary Prevention, 3*, 77-98.
- Pines, A. (2002). A psychoanalytical-existential approach to burnout: Demonstrated in the cases of a nurse, a teacher, and a manager [Electronic version]. *Psychotherapy: Theory, Research, Practice, Training, 39*, 103-113.

- Pines, A., Ben Ari, A., Utasi, A., & Larson, D. (2002). A cross cultural investigation of social support and burnout [Electronic version]. *European Psychologist, 7*, 256-264.
- Pisanti, R., & Bertini, M. (2003). Occupational stress and wellness among Italian secondary school teachers [Electronic version]. *Psychology & Health, 18*, 523-537.
- Ross, R., Altmaier, E., & Russell, D. (1989). Job stress, social support and burnout among counselling centre staff [Electronic version]. *Journal of Counselling Psychology, 36*, 464-470.
- Russell, D., Altmaier, E., & Val Velsen, D. (1987). Job related stress, social support and burnout among classroom teachers [Electronic version]. *Journal of Applied Psychology, 72*, 269-274.
- Savicki, V. (2002). *Burnout across thirteen cultures: Stress and coping in child and youth careworkers*. Westport, CT: Praeger.
- Savicki, V., & Cooley, E. J. (1987). The relationship of work environment and client contact to burnout and mental health professionals [Electronic version]. *Journal of Counseling and Development 65*, 249-252.
- Savicki, V., & Cooley, E. J. (1994). Burnout in child protective service workers: A longitudinal study. *Journal of Organizational Behaviour, 15*, 655-666.
- Schaufeli, W., Daaman, J., & Van Mierlo, H. (1994). Burnout among Dutch teachers: An MBI-validity study. *Educational and Psychological Measurement, 54*, 803-812.
- Schwab, R. L., & Iwaniki, E. F. (1982). Perceived role conflict, role ambiguity, and teacher burnout [Electronic version]. *Educational Administration Quarterly, 18*, 60-74.

- Schawb, R., Jackson, S., & Shuler, R. (1986). Educator burnout: Sources and consequences [Electronic version]. *Educational Research Quarterly*, 10, 14-30.
- Schwarzer, R., & Leppin, A. (1991). Social support and health: A theoretical and empirical overview [Electronic version]. *Journal of Social and Personal Relationships*, 8, 99-127.
- Schwarzer, R., & Schmitz, G. J. (2004). Perceived self-efficacy and teacher burnout: A longitudinal study in ten schools. In H. W. Marsh, J. Baumert, G. E. Richards, & U. Trautwein (Eds.), *Proceeding self-concept, motivation and identity: where to from here?* University of Western Sydney, Australia: SELF Research Centre. Retrieved July 21, 2006, from http://self.uws.edu.au/conferences/2004_schwarzer_schmitz.pdf
- Schwarzer, R., Schmitz, G. J., & Tang, C. (2000). Teacher burnout in Hong Kong and Germany: A cross cultural validation of the Maslach burnout inventory [Electronic version]. *Anxiety, Stress & Coping*, 13, 309-327.
- Shirom, A., & Mazeh, T. (1988). Periodicity in seniority: Job satisfaction relationship [Electronic version]. *Journal of Vocational behaviour*, 33, 38-49.
- Singh, K., & Billingsley, B. S. (1996). Intent to stay in teaching: Teachers of students with emotional disorders versus other special educators [Electronic version]. *Remedial and Special Education*, 17, 37-47.
- Tabachnick, B. G., & Fidell, L. S. (2004). *Using Multivariate Statistics* (4th ed.). Boston: Allyn and Bacon.

- Talmor, R., Reiter, S., & Feigin, N. (2005). Factors relating to regular education teacher burnout in inclusive education [Electronic version]. *European Journal of Special Needs Education, 20*, 215-229.
- Tang, C. S., Au, W., Schwarzer, R., & Schmitz, G. J. (2001). Mental health outcome of job stress among Chinese teachers: Role of stress resource factors and burnout [Electronic version]. *Journal of Organizational Behaviour, 22*, 887-901.
- Taylor, S. E., Sherman, D. K., & Kim, H.S. (2004) Culture and social support: Who seeks it and why [Electronic version]? *Journal of Personality and Social Psychology, 87*, 354-362.
- Tye, B., & O'Brien, L. (2002). Why are experienced teachers leaving the profession [Electronic version]? *Phi Delta Kappan, 84*, 24-33.
- Ursprung, A. (1986). Incidence and correlates of burnout in residential service settings [Electronic version]. *Rehabilitation Counselling Bulletin, 29*, 225-239.
- Vanheule, S. (2005) Professional burnout in the mirror: A qualitative study from a Lacanian perspective [Electronic version]. *Psychoanalytic Psychology, 22*, 285-305.
- van Horne, J. E., Shaufeli, W. B., Greenglass, E. R., & Burke, R. J. (1997). A Canadian-Dutch comparison of teachers' burnout [Electronic version]. *Psychological Reports, 81*, 371-382
- Walkley, F., & Green, D. (1992). An exhaustive examination of the replicable factor structure of the Maslach Burnout Inventory [Electronic version]. *Educational and Psychological Measurement, 52*, 309-323.

Westman, M., & Etzion, D. (1999). The crossover of strain from school principals to teachers and vice versa [Electronic version]. *Journal of Occupational Health Psychology, 4*, 269-278.

Winnubst, J., Marcelissen, H., & Kleber, R. (1982). Effects of social support in the stressor-strain relationship: A Dutch sample [Electronic version]. *Social Science and Medicine, 16*, 475-482.

WWW resource report! @ studies on teacher burnout. (n.d.). Retrieved December 08, 2005, from

<http://www.fed.cuhk.edu.hk/fllee/AppOfComp/WebResourceRep/burnout.htm>

Yssel, N., & Merbler, J. (2005). Pathways to burnout: Case studies in teacher isolation and alienation [Electronic version]. *Preventing School Failure, 50*, 35-40.

APPENDIX A

Demographic Questionnaire

Trinity Western University
Job-Related Attitudes In Public School Teachers
Demographics Questionnaire

Gillian John – Principal Investigator, MA Graduate Student,
Faith Auton-Cuff, Ph.D. – Supervisor,
School of Graduate Studies,
Counselling Psychology Program
(604) 513-2121 (ext. 3837)

Participant Name: _____
Participant Case #: _____
Participant: Y or N
Date: _____

Introduction

Thank you for choosing to participate in this research study which seeks to understand specific job-related attitudes of public primary and secondary school teachers in Saint Lucia. The following questionnaire is designed to collect some basic background information about you that will aid in the interpretation of results. Please complete the questions as accurately and honestly as you can. If a question is unclear to you, feel free to ask me what is meant by the question. If there is a question that makes you uncomfortable you can choose not to respond to it or any other question. If you experience an uncomfortable emotional response as a result of a question on this questionnaire, please inform me at once and measures will be taken to reduce your discomfort immediately. These questionnaires should take about 20 minutes to complete but feel free to take as much time as you require completing the questionnaire.

1. Where is your school located? (Check only one response)

Urban _____ Rural _____

2. At what school level do you currently teach?

Primary _____ Secondary _____

3. What would be your preferred school level to teach at?

Primary _____ Secondary _____

4. What is your level of qualification?

Untrained _____ Trained _____ Graduate Untrained _____ Graduate
Trained _____

|

APPENDIX B

Sample of Modified Social Support Scale

Social Support Measure

The following 10 questions relate to your perceptions of having social support. Read each statement and then make a decision about how you feel you have been supported. If you have not felt supported at all, write a "0" (zero) in the blank space provided before the statement. If you have felt supported, indicate how often you've felt it by writing the number (from 1 to 3) that best represents how frequently you feel that way.

Scale

How Often	0	1	2	3
	Not at All	A Little	Some -what	Very Much

How much can each of these people be relied on when things get tough?

5. _____ Your principal.
6. _____ Other people at work.
7. _____ Your spouse/partner (*omit if none*)
8. _____ Your relatives / friends.

How much is each of the following people willing to listen to your work-related problems?

9. _____ Your principal.
10. _____ Other people at work.
11. _____ Your spouse/ partner (*omit if none*)
12. _____ Your relatives/friends

How much is each of the following people helpful to you in getting your job done?

13. _____ Your principal
14. _____ Other people at work

APPENDIX C

Sample Agency Consent Form

Trinity Western University
Burnout in Public School Teachers
Agency Consent Form for Research Project Partnership

Gillian John – Principal Investigator, MA Graduate Student
Faith Auton-Cuff, Ph.D. - Supervisor
School of Graduate Studies,
Counselling Psychology Program
(604) 513-2121 (ext. 3837)

This consent form outlines the basic purposes and procedures of this research project in addition to the responsibilities of both parties in forming a research partnership.

Purpose and Benefits

I am inviting you as an agency to partner with me in a study in which I seek to understand the nature and prevalence of burnout in public school teachers in Saint Lucia. Although researchers have examined the construct of burnout extensively in western cultures, a dearth exists in the literature on the cross-cultural application of burnout. It is my view that a study of this nature will eventually contribute to the empowerment of teachers, inform policy, as well as provide a basis for putting structures and or programs in place to help reduce teacher burnout and the myriad of resulting negative effects.

Procedure

At the conclusion of the study, an Executive summary of the research results will be submitted to all District Education Officers on the island.

As District Education Officers you are being invited to participate as a partner with the researcher in the following ways:

1. You will allow the principal investigator to distribute a recruitment announcement to the teaching staff at both primary and secondary school in your district, so as to inform them of the opportunity to be involved in the research project.
2. You will allow the principal researcher to collect the names of teachers who meet the criteria and have agreed to participate in the research project.
3. You will allow the principle researcher to set up a meeting time for completion of questionnaires with teachers who are willing to participate in the research project.
4. You will allow the principal investigator to distribute the questionnaires to teachers for completion at a scheduled time during the course of their work day.

Participants will be required to complete the following procedure, at the end of which time they will gain a chance to participate in a draw for a \$100 gift voucher at Minville and Chastnet Group Of Companies (M&C). Those choosing not to complete the full questionnaire will still have an equal chance of obtaining the gift voucher.

1. **Informed Consent:** Participants will be provided with details of the research in writing. The forms will describe the purpose of the research, participation procedures, confidentiality, benefits, risks and contact information of the researcher. I will request a signature of understanding of what is involved with participation and their willingness to participate. Participants will be given a copy of the consent form.
2. **Completion of a Burnout Inventory:** The inventory is slated to take between 10-15 minutes. The inventory consists of 22 items which measure the attitudes and feelings associated with burnout.

Confidentiality

The following steps will be taken to respect and protect the identity of teachers within your district who choose to participate:

The participants' identity will be absolutely confidential within the limits of law. They will be assigned a participant number for written documents. The list that matches the code numbers and aliases with participant names will be kept in a fire proof, locked filing cabinet separate from the data. The only individuals who will

have access to identifiable written or recorded data will be the principle researcher and her research supervisor. Data will be kept indefinitely. The data collected will be used for research and education purposes only.

Risks, Stress or Discomfort

Because this study seeks to investigate the nature and prevalence of burnout in teachers, there is always the risks that the research findings may indicate that teachers are experiencing alarmingly high rates of burnout and may not be well suited physically, emotionally and mentally to educate the nations' children. In addition, the partnership between your ministry and the Principal Investigator will require that you trust that she will do what she has committed to and will make the health and wellbeing of the participating teachers in your district her first priority. Although every effort will be made to ensure the safety of all participants, there is always the possibility that participants will experience some degree of discomfort due to their exposure to certain stimuli from the burnout inventory. The principal investigator has clearly communicated that should this occur participants should contact her immediately for support, counselling and connection to available resources.

The following potential risks, stresses, and discomfort will be clearly communicated to teachers who choose to participate:

As is the case with any new experience, participants may experience some level of anxiety or stress resulting directly from their involvement in the research project. The principal investigator will do her best to address and reduce any of the aforementioned experiences. Participants' queries and concerns will be welcomed and addressed during participants' involvement in the research project. The wellbeing of participants will be of vital importance throughout this research process.

This study seeks to understand the prevalence and nature of burnout in public primary and secondary schools in Saint Lucia. The researcher will utilize a cross sectional survey design where a representative sample of teachers is asked at a single point in time to complete a self report inventory.

Although the test producers have constructed the testing instrument (Maslach Burnout Inventory, MBI) in such way that it does not cause emotional disturbance in participants, there is the possibility that an item may serve as a trigger. In the event that a participant experiences an uncomfortable emotional response, he/she will be asked to immediately inform the principal researcher, who being trained in counselling and relaxation techniques will proceed in helping to return the participant to a state of emotional balance.

Signature of Principle Investigator

Agency Information

The research study has been explained to the District Education Officer. The District Education Officer chooses to join the researcher as a partner in gaining an understanding of the prevalence and nature of burnout in public school teachers in Saint Lucia. The District Education Officer understands that any future questions are welcomed and will be answered by the principal investigator. The District Education Officer acknowledges that the results of this study may be used for further research or education purposes which may benefit teachers who are experiencing or are prone to burnout.

The District Education Officer freely chooses to remain in partnership with the researcher for the duration of the research project. The District Education Officer promises to not deny any participant the freedom to participate or refusal to participate in the research project. The District Education Officer and other ministry officials commit to refrain from any negative treatment of participants in this research project regardless of the findings obtained.

Signature of District Education Officer

Date

Contact

Should you have questions at any time regarding the study or procedures you are welcome to contact the Principal Investigator, Gillian John at 758-455-9037. If at any time you have questions about ethical issues involved in this project or about your rights as a partnering agency do not hesitate to contact Ms. Sue Funk in the Office of Research at Trinity Western University at (604) 513-2142.

Signature of Principle Investigator

APPENDIX D

Sample Recruitment Letter

Trinity Western University
Job-Related Attitudes In Public School Teachers
Subject Recruitment Invitation Letter

Gillian John – Principal Investigator, MA Graduate Student,
Faith Auton-Cuff, Ph.D. - Supervisor
School of Graduate Studies,
Counselling Psychology Program
(604) 513-2121 (ext. 3837)

Dear Teachers,

I am Gillian John, a former teacher deployed at the Piaye Secondary School. Currently, I am a graduate student studying for my Masters of Arts in Counselling Psychology at Trinity Western University in Canada. I am conducting research on the prevalence and nature of job-related attitudes in public secondary and elementary school teachers in Saint Lucia. This area of research is unique, as it would be the first to focus on the existence of job-related attitudes among teachers in the Caribbean region.

It is hoped that through your participation in this study you will gain an opportunity to reflect on your past and current work experience, which may then contribute to your personal growth. Additionally, it is my hope that a study of this nature will eventually contribute to the empowerment of teachers, inform policy; as well as provide a basis for putting structures and or programs in place to help reduce teacher burnout and the myriad of resulting negative effects.

For this study the only criteria you would have to meet is you would have to be a teacher employed by the Ministry of Education for over the past year. Each teacher will be asked to complete a demographic form and a Maslach Inventory-Educators Survey. Your time commitment to this study will be approximately 15-20 minutes. You will be free to withdraw from the study or to complete as much of the questionnaire as you care to. Please note that your anonymity is guaranteed and that the information will only be used for research and educational purposes. On completion of this study all information will be securely stored at the Department of Graduate Studies. Anyone participating in this study will have the opportunity to enter a draw for a gift certificate of \$100 from Minville and Chastnet (M&C).

As a result of completing this questionnaire you may experience some emotional heaviness. Should you experience an uncomfortable amount of stress, please let me

know. I will try to help you feel more relaxed. If you have any questions or concerns about being involved in this study, please feel free to voice them.

If you have any questions about *ethical issues* involved in this project you may contact Ms. Sue Funk in the Office of Research at 604-513-2142.

Yours respectfully,

Gillian John

APPENDIX E

Sample Participant Consent Form

Trinity Western University
Job-Related Attitudes in Public School Teachers
Participant Consent Form for Research Study Participation

Gillian John – Principal Investigator, MA Graduate Student
Faith Auton-Cuff, Ph.D. - Supervisor
School of Graduate Studies,
Counselling Psychology Program
(604) 513-2121 (ext. 3837)

Purpose and Benefits

I invite you to be a participant in a study. I am curious about job-related attitudes in public school teachers. I would like you to respond to a self report inventory to gain an impression of attitudes related to your job. My goal is to find out whether there are any pertinent job-related attitudes which are peculiar to teachers in Saint Lucia and what may be some demographic factors contributing to these job-related attitudes. I am hoping that the information gleaned from this study will eventually contribute in informing policy and programs geared at reducing burnout and its resulting effects.

For this study I am looking for teachers in the public school system of varying age ranges, sex, teaching experience, qualifications, and who are deployed at any secondary or primary school in all of the Educational Districts.

Procedures

If you would like to participate in this study, I will ask that you do two things:

1. **Background Questionnaire:** I would like you to fill out an information form (Demographic Questionnaire Form) that ask basic information about your age, sex, qualifications, position, school type and teaching position. Your name will be replaced with a number code to protect your identity. No one will have access to the form except me and my supervisor.

Maslach Inventory-Educator Survey: I would like you to fill in a 22-item questionnaire which measure different feelings and attitudes experienced when one is burned out and how often you have these experiences. This questionnaire takes about 10-15 minutes to complete.

Confidentiality

I will protect your identity and keep it private so no one can tell who you are. I will give you a number for all forms including the information form. Only I and my supervisor will see your completed forms. All forms will be securely stored. The information that you provide will only be used for research purposes. Data will be permanently stored at the Department of Graduate studies.

Risks, Stress or Discomfort

Participating in a research study may be new to you and it may make you feel somewhat uncomfortable because you have not done this before. Additionally, responding to the questionnaire may bring up earlier experiences of job-related feelings for you. Should you experience an uncomfortable amount of stress, please let me know. I will try to help you feel more relaxed. If you have any questions or concerns about being involved in this study, please feel free to voice them.

Participant's Statement

I know what this research study is about and I know what I am being asked to do if I choose to take part. I know that I can choose to participate and I am also free to choose not answer a question. I freely choose to be a part of this study.

Signature of Participant

Date

APPENDIX F

Sample Debriefing Form

Trinity Western University
Job-Related Attitudes In Public School Teachers
Participant Debriefing Form

Gillian John – Principal Investigator, MA Graduate Student
Faith Auton-Cuff, Ph.D. - Supervisor
School of Graduate Studies,
Counselling Psychology Program
(604) 513-2121 (ext. 3837)

I am thankful for your time and feel encouraged by your desire to help teachers benefit from an understanding of job-related attitudes, in particular, burnout among public school teachers in Saint Lucia. What you have shared with me will be added to what others say in order to better understand how specific demographic and organizational factors may affect the level of burnout public teachers' experience.

Please do not forget that you can still ask me questions about the research study. You can call me, Gillian John, 1-758-455-9037 or Sue Funk, 1-604-513-2142. Should you experience any distressful feelings after the completing the questionnaire, please call me as soon as you can and I will do as much as I can to help you cope with the distress. If you want the study results mailed to you, please write your address at the bottom of this page.

I wish you all the best as you continue your journey in the teaching profession.

Sincerely,

Gillian John

Name and Address to send research results
