



The Burnout Phenomenon: Changes in Psychosocial Profiles of Secondary School Teachers

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ABSTRACT

In Malaysia, apart from teaching, teachers are burdened by clerical and administrative works as well. This phenomenon requires them to constantly learn new skills, take good care of their students' well-being and mediate the school and the community. The present study investigated the secondary school teachers' psychosocial profiles, such as (a) commitments, (b) motivation (c) self-confidence, (d) efficiency, (e) competence, and (f) social skills. Other influencing factors being studied were: (a) work load, (b) work conditions, and (c) burnout. A total of 304 teachers from 16 schools, inclusive of rural and urban schools, as well as at-risk and normal schools were involved in the study. A self-report survey was developed by the researchers to be administered to the respondents and to collect the research data. Five dimensions of teachers' psychosocial profile and one aspect of teachers' perception towards change in working conditions were studied using items measured in a 5-point scale, except for burnout which was measured using a 4-point scale. Reliability of items measured was obtained using Cronbach's alpha. In general, the findings revealed that there were changes in the teachers' psychosocial aspects that should be taken seriously and their burnout levels have increased significantly over the years, i.e. from 1.7713 (SD=1.7713) to 1.9387 (SD=1.9387) ($df=299$, $t=6.39$, $p<.05$). Thus, it was suggested that teachers need support from all quarters to ensure a positive change in their psychosocial profiles.

Keywords: Burnout, psychosocial profile, teacher work load, social skills

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INTRODUCTION

Teachers are undeniably the main role players in ensuring the success of education of a nation. All the processes involved in education, from planning, delivery,

managing classroom and evaluation are mainly carried out by teachers. Teaching, therefore, is a complex and demanding profession.

A teacher enters the profession with a set of psychosocial characteristics, which are normally shaped by their background and training. Most novel teachers are eager to implement what they have learned during the pre-service training and to see the results of their ideas, innovations and efforts. However, teaching in Malaysia involves not only imparting and dispensing knowledge, but also encompasses a wide range of activities, including clerical and administrative work. Teachers are also expected to be members of working committees at the school, state and national levels, which may go beyond their duties as teachers and educators. On the other hand, every school has its own culture that may or may not be in congruent with a teacher's preferences and characteristics. The principal, fellow teachers, students, parents and local community together will influence the psychosocial characteristics of the teacher. Some teachers will gain positively from these factors while others may not.

PURPOSE OF THE STUDY

The purpose of this study is to investigate the perception of secondary school teachers on the changes in their psychosocial profiles through years of teaching. In this regard, psychosocial includes aspects involving both social and psychological behaviours. Some of the psychosocial behaviours

investigated were teachers' commitments, motivation, self-confidence and social skills. Other influencing factors being studied were work conditions and work load, as well as the subsequent effects of teachers' burnout. While the literature suggests that change in teachers' psychosocial behaviour is gradual and at times idiosyncratic, we still do not know much about why some teachers change more than others, and why some circumstances bring about a significant change for some teachers but not others (Grant *et al.*, 1998).

FACTORS AFFECTING THE PSYCHOSOCIAL ASPECTS OF TEACHERS

Teachers' Level of Commitment

Some of the pertinent factors effecting the changes of teachers' psychosocial profile are the teachers' level of commitment, which is crucial to effective schools and teachers' satisfaction (Fresko *et al.*, 1997; Singh & Billingsley, 1998). A decrease in commitment is usually associated with a teacher's feelings of being unsuccessful and lack of self-confidence. The latter is often fostered by the teacher's inability to influence the students' learning. Failure to influence students' learning has been attributed to a combination of factors, such as inadequate training and/or experience, role conflict and work load, and disorderly class environments. In a study by Barmby (2006), the reasons for the weakening of commitment, or worse still, leaving the profession entirely, centre upon the issues of workload and students' behaviour. He

further suggested that in order to have an impact on teachers' commitment and on the declining number of teachers, the two issues regarding work load and pupil behaviour should be tackled from the perspectives of teachers. Similarly, Kyriacou and Coulthard (2000) also identified coping with disruptive, heavy workload and classroom management as de-motivating factors for teachers.

Studies on teacher commitment have found that the foremost factor affecting these changes is the intrinsic motivation of a teacher him/herself (Bredeson *et al.*, 1983). This means that if the intrinsic motivation is retained throughout their teaching years, teachers are more likely to be committed. Surprisingly, career ladder and merit pay system were not found to be related to increase in teachers' commitment (Rosenholtz, 1989). Another study by Reyes (1990) found that teachers' sense of commitment deteriorates from one year to the next.

Another factor which influences teacher commitment is where the principal fails to provide teachers with "constructive, regular, and specific" performance feedback, to promote cultural norms such as collaboration, mentorship and professional development fostering information exchange and teachers' learning, which in the end, acerbated teachers' feelings of inadequacy (Joffres & Haughey, 2001). Malaysian teachers are found to be more motivated to stay with the organisation when there are motivation and individual consideration from the principal's part (Sharif, Dullah,

Osman, & Sulaiman, 2010).

Another important psychosocial factor is teachers' motivation. Amongst the more important aspects related to a teacher's level of motivation are the behaviour and the enthusiasm shown by the students they teach. Addison and Brundrett (2008) found that "well-behaved, interested and motivated children" generally motivate teachers, especially the younger ones. The older teachers tend to be less motivated by their students as they face challenges in the form of workloads and long working hours. This is shown in their findings that more middle management position teachers are more motivated than their senior teachers. However, better qualification overcomes the age factor, as better qualified staff is more likely to be motivated. In terms of gender, male teachers are slightly more de-motivated than their female counterparts (Addison & Brundrett, 2008). The principle factor cited by the male teachers was students' misbehaviour.

Teachers' Self-efficacy

In addition to the abovementioned factors, psychosocial aspects also include self-efficacy beliefs of teachers. According to Bandura (1977), people's belief of their capabilities to perform is intimately associated with behaviour. Subsequently, self-efficacy is found to be correlated with successful teaching (Tobin *et al.*, 1994). High self-efficacy in teachers is considered a motivating factor for them to work better, even in lacking circumstances (Roberts, Henson, Sharp & Moreno, 2001).

Usually, fresh teachers have high levels of self-efficacy due to the preparation they have made for teaching and the support they received; in the later years, however, the level of self-efficacy in teaching has decreased due to the realities of teaching difficulties (Hoy, 2000).

The Burnout Phenomenon

The decrease in self-efficacy, motivation, and commitment of teachers can be a result of teacher burnout. Burnout can be described as emotional exhaustion resulting from chronic tension and stress (Maslach & Jackson, 1981). Stress is often caused by high demands in job setting and resulting in reduced personal achievement, while emotional exhaustion is very similar to depression. A variety of work stressors have been found to be consistently related to the levels of self-reported psychological burnout such as work satisfaction, work load and attitudes, especially amongst teachers who are intimately involved with students, peers and administrators (Schaufeli *et al.*, 1993). In Malaysia, the level of burnout in terms of workload is significantly high among teachers in the public schools, especially among English language teachers (Mukundan & Khandehroo, 2010).

OBJECTIVES OF THE STUDY

The objective of the paper is to discuss findings of a research pertaining to the changes in psychosocial profiles of secondary school teachers. The questions forwarded with regards to the psychological

and social changes of the teachers are as follows:

1. Is there a change in the teachers' current psychosocial profile, in terms of the level of commitment and motivation to teaching, their level of confidence and social skills as teachers, as compared to in the past?
2. Is there a change in the current level of burnout experienced by teachers as compared to in the past?
3. What is the perception of teachers regarding the changes in their work place?
4. What are the reasons for the increase and/or decrease in the teachers' psychological profiles?
5. Are there any significant differences in the teachers' present psychosocial profile based on their gender and type of school they teach in (rural/urban schools) (at-risk/normal schools)?

METHODOLOGY

This study employed the survey research method, involving 304 teachers from 16 schools in the state of Selangor. These schools were deliberately sampled to represent rural and urban schools, as well as schools identified as at-risk and normal schools by the Selangor Department of Education. Approximately eleven urban schools and five rural schools in the state of Selangor were sampled. Out of these, three schools were identified as at-risk.

At-risk schools are schools with serious discipline problems and low academic achievement. Secondary school teachers who have taught more than three years were randomly sampled. Questionnaires were utilized to obtain data which were then descriptively analysed using means, percentages, correlation coefficients, and *t*-test.

Five dimensions of teachers' psychosocial profile and one aspect of teachers' perception towards change in working conditions were studied. Each dimension has several items to measure the changes in that dimension. The response to all items in the psychosocial dimensions except for burnout is based on a five-point scale, ranging from very low to very high. In this study, burnout was measured using a four-point scale: 1-never, 2-sometimes, 3-often, and 4-very often. The mean scores obtained by the respondents (lowest 1, highest 4 for burnout and 1-5 for the other profiles) in a particular dimension were computed by adding up the score of each item in the dimension. The mean was then computed and it represented the mean score of the dimension.

Reliability of the items measured was obtained using Cronbach's alpha after the pilot study. The reliability coefficient of each dimension is shown in Table 1 (see Appendix).

RESEARCH FINDINGS

Demographic Background

Majority of the respondents are females (79.8%), married (95.3%) and are of Malay

ethnic descent (60.9%). The respondents' mean age is 39.67 years old, ranging from 24 to 56 years of age (See Table 2 in the Appendix).

Educational and Professional Background

Majority (85.3%) of the teachers studied have degree level qualifications. Their teaching experience on the average is 14.44 years (ranging from 3 to 34 years), with an average of 22.54 periods per week. The respondents are heterogeneous majoring in Languages, Arts, Science, Mathematics, Guidance and Counselling and Islamic Studies. In terms of recognition, the percentage of the teachers who have received various awards of excellence is 65.3 per cent compared to only 34.7 per cent who have never received any. The number of teachers who are holding some type of posts in the schools (including guidance and counselling teachers) is 243, while 61 others indicated that they are only subject matter teachers.

Change in Psychosocial Profile

As a whole, the findings reveal that the teachers' levels of commitment, motivation, self-confidence and social skills both in the past and at present are only average. The mean score for each dimension ranges from 3.7 to 3.9 (out of the maximum mean score of 5). Meanwhile, the mean for working conditions is moderately low, i.e. slightly more than 2.0. However, the mean score for burnout is lower, i.e. below 2 (out of maximum 4). Nevertheless, it is still present and the importance of discerning

the changes teachers go through throughout their career as teachers must be recognized.

Change in the level of Commitment

One of the dimensions of the psychosocial profile is that of the past and present commitment of teachers towards teaching. In this study, commitment was measured using/based on twelve items. The findings revealed that there is a decrease in the present level of commitment ($m=3.82$, $sd=.6493$) among the respondents as compared to previously ($m= 3.93$, $sd= .5218$) and the difference in mean is significant ($df = 298$, $t=2.75$, $p<.05$). The findings also reveal that every item in the commitment dimension shows a decrease in their mean score with the item “Joy in spending my entire career in the teaching profession” showing the biggest mean difference (Table 3 in Appendix).

Change in the Level of Motivation

Motivation was measured using 13 items. As with the teachers’ commitment, the teachers’ present level of motivation in doing their job ($m=3.81$) also has decreased as compared to previously ($m=3.93$). The difference is significant ($df= 298$, $t=2.972$, $p<.05$).

With the exception of Item 1, ‘Determination in executing duties as a teacher’ which showed an increase in mean score, all the other indicators revealed a decrease in the teachers’ present level of motivation, with the item “Joy in going to work every day” showing the highest mean difference (Table 4 in Appendix).

Change in the Levels of Self Confidence, Efficacy and Competency

Unlike the teachers’ levels of commitment and motivation, the findings revealed that the mean for teachers’ perception of their self-confidence, efficacy and competence have increased from 3.78 ($SD= .5945$) to 3.86 ($SD=.6100$). The change is rather significant ($df= 295$, $t=2.09$, $p<.05$). All the indicators of self-confidence show an increase, with the item “Confidence in executing co-curricular duties/task” showing the highest mean difference (see Table 5 in Appendix).

Change in the Level of Social Skills

The findings also show that teachers’ social skills have increased from 3.85 ($sd= .55696$) to 3.9117 ($sd=.5643$). However, the difference is not significant ($df = 294$, $t=1.654$, $p> .05$). With the exception of ‘following administrators’ directions’ which shows a slight decrease, all the other indicators show an increase in this aspect of teachers’ psychosocial profile with “Caring for the pupil’s state of emotion” showing the highest mean difference (see Table 6 in Appendix).

Change in the Level of Burnout

Teachers were asked to indicate the level of their burnout (feeling of extreme fatigue) at present compared to the past. The findings showed that there was a significant increase from 1.7713 ($SD=1.7713$) to 1.9387 ($SD=1.9387$) in teachers’ level of burnout ($df=299$, $t=6.39$, $p<.05$). A detailed observation shows that there is an increase

in mean score for every indicator of burnout with item “Feeling pressured to achieve specified targets (by principal, school, parents and others)” showing the highest mean difference (see Table 7). Meanwhile, the overall mean for burnout is moderately low for both past and present, the increase in the teachers’ burnout needs to be taken seriously, as with the case of the decrease in the teachers’ motivation and commitment.

The correlation analysis shows that there is an increase in the strength of negative correlation between the teachers’ level of burnout with all the other psychosocial profiles at present as compared to the past except for social skill. This means that the teachers’ commitment, motivation, social skills and working condition are more likely to be affected by their burn-out level after several years of teaching compared to when they first entered the profession (see tables 8 and 9 in Appendix). These findings further strengthen the previous finding that all age groups of Malaysian teachers are affected by the burnout phenomenon as opposed to the previous findings which indicated that it affects younger teachers more (Mukundan & Khandehroo, 2010).

A further analysis also revealed that there is a significant correlation between teachers’ work load and burnout, while the strength of the correlation is higher amongst the teachers who have less than 10 years of teaching experience. This means that the influence of workload towards burn out is higher amongst the teachers with less teaching experience.

Perception towards Change in Working Conditions

As a whole, teachers’ perception of their working conditions is low, with the mean score of less than 3. There is no significant difference in the teachers’ perception of their working condition (past mean=2.26, SD= .371, present mean=2.26, SD= .410) $t = -2.610$, $df=298$. However, there is a decline in the mean scores for six indicators of working conditions. They are ‘support from the authorities’, ‘freedom to make decisions’, ‘cooperation of administrators, work load and other teachers and students’ discipline (see Table 10 in Appendix).

However, there is an increase in the means for eight indicators of working conditions, with the teachers’ present workload showing the biggest mean difference ($m=3.98$, $SD= .843$).

The frequency analysis revealed that only 36% of teachers perceived their workload as high and very high in the past, but 76% perceived it as it is in the present. Discipline of the students is another aspect of teachers’ working conditions that has deteriorated. Around 12.5% of the teachers perceived that it was low in the past, and 27.3 % perceived it to be low at present.

Reasons for the Changes in Psychosocial Profile

Reasons for the Increases in Commitment, Motivation, Self Confidence, Efficacy and Competence, and Decrease in Burnout

The respondents were asked to indicate reasons for the positive changes in their psychosocial profiles. More than 80% of

the respondents indicated their personal development resulted in the positive changes, such as 'increase in self-confidence to teach', 'increase in knowledge', and 'learn from work experience'. Other reasons cited by 60-79% of the teachers are related to their increased competency in the teaching and learning processes, feeling more responsible towards their job and an increase in their social skills. It is interesting to note that the chance to showcase their leadership qualities and their abilities, their readiness to ask and receive help and the support from their peers are also indicated by 50 to 59 % of the teachers as reasons for the positive change (see Table 11 in Appendix). Therefore, it is our view that the factors which influence how teachers feel about their work need to be enhanced in schools.

Reasons for the Decrease in the Level of Commitment, Motivation, Self-confidence, Efficacy and Competence and Increase in Burnout

According to 40 to 60% of the teachers, the decrease in the above dimensions and an increase in burnout are due to 'too heavy work load', 'boring clerical jobs' and 'lots of pressure from school'. Other reasons indicated by 20 to 30% of the teachers are related to administrators' lack of empathy, the physical condition of their school, unfair requirements for pay increase and an income which does not reflect their qualifications. Students' discipline and the teachers' inability to cope emotionally and physically are also indicated as relevant reasons (see Table 12 in Appendix). The reasons stated

above may be the factors in the increased number of the teachers who wished to look for other jobs, i.e. from 12% in the past to 18% at present.

The Relationship between Teachers' Demographic and Professional Variables with Present Psychosocial Profile

Gender

The data showed that whilst female teachers obtained higher mean scores for commitment, motivation, social skills and burnout as compared to their male counterpart, but the difference is not significant. On the other hand, the male teachers obtained higher mean scores for self-confidence, efficacy and competency and perception towards the work place. However, the difference is also not significant. As such, it can be concluded that both male and female teachers do not differ significantly in their present psychosocial profile.

The Difference in the Teachers' Present Psychosocial Profile between At-Risk and Normal schools

The findings of the study show that there are significant differences at .05 level between normal schools and at-risk schools pertaining to teachers' present commitment, social skills and burnout. The mean for the normal schools is higher for commitment and social skills, while the mean for at-risk schools is significantly higher for burnout. Nonetheless, all the other aspects of psychosocial profile do not differ significantly (see Table 13 in Appendix).

The Difference in The Teachers' Present Psychosocial Profile between Rural and Urban Schools

Only teachers' present level of motivation was found to significantly differ between the rural and urban schools undertaken in the current study. Surprisingly, the rural school teachers' mean score is higher when compared to teachers in urban schools. The data show that there are no significant differences between both types of schools pertaining to the other psychosocial profiles of the teachers. It should be noted that rural schools studied are not too different from urban schools as they are not far from Kuala Lumpur.

Age, Number of Years for Teaching, and Workload

As for the other variables, only the relationship between the teachers' levels of commitment and motivation with their age, number of years teaching and total teaching workload were analysed. The findings show that these variables are also not correlated to teachers' present levels of motivation and commitment.

SUMMARY

This paper discusses the findings of a study pertaining to the changes in psychosocial profiles of 304 secondary school teachers. Using the survey research method and employing the questionnaires, the profiles studied were teachers' commitment, motivation, sense of self-confidence, efficacy and competency, burnout and social skills. Changes in these profiles from the past to

the present were discerned. Meanwhile, changes in the perception of the teachers pertaining to their working conditions were also investigated. Reasons for the changes were also noted. Teachers' views on the factors that influence their performance the most, as well as the suggestions to improve the status of the teaching profession were also gathered.

The findings revealed that the teachers' commitment to teaching and their motivation to teach had decreased, but their burnout increased significantly. On a positive note, the teachers' self-confidence, sense of efficacy and competency and social skills had increased and they were also found to be more positive towards their working conditions, with the exceptions of workload and students' discipline. It is interesting to note that the psychosocial profiles, such as teachers' commitment, motivation and burnout, tend to experience negative changes because they are more influenced by external environment. Meanwhile, increased workload, excessive non-teaching assignments and increasing pressure from the schools are some of the contributing factors. On the other hand, the teachers' ability to improve themselves, personally, socially and professionally have contributed positively to their self-confidence, sense of efficacy and competency, along with their social skills. Thus, it is conceivable that schools' administrators need to do much more to serve their teachers by taking care of their well beings, as well as their professional and personal growth.

Meanwhile, the teachers' workload was found to be negatively correlated to all the psychosocial indicators and positively correlated to burnout. It is pertinent to observe that less experienced teachers are experiencing more burnout due to their workload. This needs to be looked into as these less experienced teachers need more help in sustaining their interest in the profession. They may need to work harder to do work quite new to them as their more experienced counterparts may find the work as routine.

Teachers' workload and students' discipline problems are some of the factors teachers have cited as contributory to the increase in burnout and the decreases in the levels of commitment, motivation, self-confidence, efficacy and competency and social skills. This is in line with the findings of Barmby (2006) and Kyriacou and Coulthard (2000). It is also interesting to note that only a few teachers stated reward as influencing their performance, a finding which is similar to Rozenholtz's (1989).

Nonetheless, teachers' age, number of periods and years of experience in teaching do not seem to be correlated to teachers' present levels of commitment and motivation. This contradicts with the finding of Addison and Brundrett (2008). This may be due to fact that most teachers have heavy teaching load. The finding also showed that there are no significant differences between the male and female teachers in their psychosocial profiles, although the mean scores for the male teachers are higher for self-confidence, efficacy and competency, while female teachers obtained higher

scores in motivation, commitment and social skills. This finding is also similar to that of Addison and Brundrett (2008), who found that male teachers were less motivated as compared to female teachers.

The findings of the study have important implications and have strengthened our belief that positive school climate, improved school facilities, support from administrators and increased efforts at helping teachers develop personally and professionally are crucial in helping teachers enhance their psychosocial profiles. The findings that show significant differences between normal schools and at-risk schools in terms of teachers' levels of commitment, social skills and burnout have driven to us the point that the conditions of the school and students' behaviour are crucial to teachers' commitment and well-being.

The main limitation of this study is that it is not a longitudinal study. This is because changes over time can be measured more accurately in longitudinal studies.

CONCLUSION

Teaching is a challenging job. Some teachers can take up the challenges and survive in the teaching profession by giving excellent service to the students, school and community. However, some teachers fail to meet the challenges, they either drop out or leave teaching or they drop out mentally and in spirit. They survive unwillingly and in the process, they may do more harm than good to their students and school. Positive changes in the teachers' psychosocial profile as they go through their teaching career are

important. For this reason, teachers need the supports from all quarters in order to be able to do so. In Malaysian context, factors such as higher salary, limited workload, and a more systematic delegation of responsibilities could be implemented (Mukundan & Khandehroo, 2010) in order to provide these positive changes.

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APPENDIX

TABLE 1
Cronbach's Alpha for Reliability of the Items

Items	Cronbach's Alpha
Commitment	.904
Motivation	.949
Confidence, efficacy and competence	.967
Sociology	.956
Burnout	.889
Working condition	.863

TABLE 2
Distribution of Teachers' Demographic Variables

Demography	Frequency (n)	Percentage (%)
Gender:		
Male	61	20.2
Female	241	79.8
Marital Status:		
Single	14	4.6
Married	286	94.1
Others	4	1.3
Age:		
Mean = 39.67 SD= 6.545		
< 25	2	.7
25 - 30	22	7.5
31 - 40	142	48.3
41 - 50	108	36.7
> 51	20	6.8
Race:		
Malay	184	60.9
Chinese	68	22.5
Indian	46	15.2
Others	4	1.3

TABLE 3
Change in the Level of Teachers' Commitment

Item	Mean past	SD	Mean present	SD	Mean Difference
Joy in spending my entire career in the teaching profession	3.91	.721	3.65	.853	0.26
Accepting that problems in school are my own problems	3.10	.944	3.04	1.032	0.06
The sense of belonging towards the school	3.76	.708	3.68	.828	0.08

TABLE 3 (continued)

Feeling comfortable working in this field	3.97	.730	3.77	.914	0.2
Effort to do the best job	4.02	.654	3.96	.804	0.06
Effort to increase job performance	4.10	.634	4.08	.728	0.02
Effort to increase school's quality	3.97	.687	3.92	.781	0.05
Commitment towards the career	4.08	.661	4.00	.775	0.08
Providing service with satisfaction in this career	3.91	.702	3.74	.871	0.17
Being responsible towards work	4.16	.607	4.12	.702	0.04
Dedication towards work	4.08	.616	4.03	.702	0.05
Desire to seek another job	4.00	.1.079	3.83	1.185	0.17
Total	3.925	.52186	3.8194	.64926	0.1056

TABLE 4
Changes in the Level of Teachers' Motivation

Items	Mean past	SD	Mean present	SD	Mean Difference
Determination in executing duties as a teacher	4.00	.663	4.02	.656	-0.02
Diligence in making preparation for teaching	3.94	.652	3.83	.763	0.11
Being energetic in giving the best in your career	3.99	.639	3.84	.751	0.15
Excitement in producing ideas geared towards increasing the quality of teaching & learning	3.92	.652	3.81	.765	0.11
Joy in going to work everyday	3.90	.681	3.66	.885	0.24
Passion in working in the field	3.88	.690	3.70	.877	0.18
Effort to increase level of profession	3.98	.661	3.93	.771	0.05
Effort to increase knowledge to become a better teacher	4.10	.659	4.07	.791	0.03
Effort to obtain excellence in performance evaluation	3.77	.740	3.67	.858	0.1
Determination to obtain recognition in this field	3.75	.764	3.63	.885	0.12
Interest in the teaching career	4.08	.719	3.98	.795	0.1
Having high aims and hope for yourself	4.06	.712	3.91	.816	0.15
Satisfied with the current achievement even though is not as good as the others	3.63	.805	3.51	.915	0.12
Total	3.9256	.53664	3.8149	.65323	0.1107

TABLE 5
Changes in the Levels of Teachers' Self Confidence, Efficiency and Competency

Items	Mean past	SD	Mean present	SD	Mean Difference
Confidence in delivering the teaching content effectively	3.83	.754	4.14	.700	-0.31
Confidence in moulding pupils behaviour	3.79	.705	3.83	.837	-0.04

TABLE 5 (*continued*)

Confidence in managing the classroom	3.83	.744	3.93	.771	-0.1
Confidence in disciplining the pupil	3.80	.754	3.86	.802	-0.06
Confidence in increasing pupil's academic performance	3.92	.670	3.99	.733	-0.07
Confidence in completing administrative duties	3.73	.721	3.76	.801	-0.03
Confidence in executing co-curricular duties/task	3.67	.739	3.64	.834	0.03
Systematic in executing tasks	3.72	.695	3.80	.722	-0.08
Being meticulous at work	3.80	.663	3.89	.710	-0.09
Multitasking at one particular time	3.61	.816	3.73	.798	-0.12
Ability to achieve teaching and learning objectives	3.83	.673	3.90	.703	-0.07
Total	3.7762	.59458	3.8599	.61000	-0.0837

TABLE 6
Changes in the Level of Teachers' Social Skills

Items	Mean past	SD	Mean present	SD	Mean Difference
Caring for the pupil's learning needs	3.83	.732	3.98	.615	-0.15
Caring for the pupil's state of emotion	3.78	.728	3.95	.684	-0.17
Caring for the pupil's welfare	3.85	.712	4.00	.641	-0.15
Willingness to help other teachers in the teaching and learning process	3.88	.686	3.97	.672	-0.09
Other teachers cooperation in implementing co-curricular duties.	3.94	.670	3.96	.700	-0.02
The thrill in socializing with other teachers in school.	4.05	.654	4.07	.689	-0.02
Adherence in executing administrator's instructions.	4.07	.598	4.05	.667	-0.02
Interacting comfortably with administrators.	3.81	.715	3.82	.820	-0.01
Understand administrator's requirements.	3.82	.677	3.83	.784	-0.01
Willingness to get in touch with pupil's parents	3.70	.729	3.74	.779	-0.04
Interacting comfortably with pupil's parents	3.78	.687	3.82	.758	-0.04
Willingness to help pupil's parents in the social aspect	3.72	.710	3.76	.760	-0.04
Total	3.8523	.55696	3.9117	.56433	-0.0594

TABLE 7
Changes in the Level of Teachers' Burnout

Item	Mean past	SD	Mean present	SD	Mean Different
Feeling low spirited and less energetic physically or emotionally	1.97	.554	2.18	.650	-0.21
Prone to thinking negatively about your job	1.65	.596	1.78	.691	-0.13
Difficult or less sympathetic towards other people	1.57	.648	1.60	.657	-0.03
Easily offended by colleagues on trivial problems	1.72	.555	1.77	.606	-0.05
Feeling not being understood or appreciated by colleagues	1.76	.601	1.79	.668	-0.03
Feeling no individuals who are willing to listen	1.54	.608	1.57	.654	-0.03
Feeling less successful than one should be	1.81	.645	1.90	.691	-0.09
Feeling pressured to achieve success	1.77	.615	1.92	.723	-0.15
Feeling pressured to achieve specified targets (by principal, school, parents and others)	1.89	.612	2.09	.723	-0.2
Feeling that one is in the wrong profession	1.40	.590	1.52	.706	-0.12
Feeling frustrated with job demands	1.69	.641	1.93	.821	-0.24
Feeling stressed with pupil's behaviour	2.07	.661	2.39	.856	-0.32
Feeling stressed with parent's behaviour	1.71	.607	1.89	.773	-0.18
Not enough time for making good quality work	1.97	.620	2.30	.799	-0.33
Not enough time to make lesson plans	1.97	.595	2.25	.804	-0.28
Feel like a robot – only follow the instruction	1.84	.712	2.12	.880	-0.28
Total	1.7713	.40176	1.9387	.50616	-0.1674

TABLE 8
Correlation Between Burnout and Teachers' Psychosocial Profiles

Psychosocial Profile	Burnout
Past Commitment	-.461**
Present Commitment	-.506**
Past Motivation	-.356**
Present Motivation	-.482**
Past Self Confidence	-.392**
Present Self Confidence	-.352**
Past Social Skills	-.358**
Present Social Skills	-.417**
Past Working Condition	-.372**
Present Working Condition	-.465**

TABLE 9
Correlations between Workload and Burnout

Work Load	Burnout
< 10 years of teaching experience	.365**
>10 years of teaching experience	.200**

TABLE 10
Teachers' Perceptions of Working Conditions

Item	Mean past	SD	Mean present	SD	Mean Different
Support from the Authorities	3.46	.818	3.43	.804	0.03
Access to TAM (teaching aid materials)	3.35	.742	3.45	.745	-0.1
Freedom to make decisions	3.28	.717	3.23	.772	0.05
Workload	3.35	.843	3.98	.791	-0.63
Comfort of the workplace environment	3.44	.751	3.47	.811	-0.03
Cooperation from the Administration	3.66	.674	3.65	.778	0.01
Cooperation from other teachers	3.74	.627	3.73	.696	0.01
Development in T & L	3.44	.671	3.65	.718	-0.21
Development in Curriculum	3.41	.689	3.61	.753	-0.2
Discipline of students	3.28	.827	3.10	1.075	0.18
Opportunity to attend courses	3.23	.853	3.24	.912	-0.01
Prospect for promotion	2.82	.874	2.92	.964	-0.1
Prospect for increment	2.93	.772	3.10	.892	-0.17
Total	2.2582	.37147	2.2625	.40959	-0.0043

TABLE 11
Reasons for Increase in the Levels of Commitment, Motivations, Self Confidence, Efficacy and Competency and Decrease in Burnout

The cause/reason for improvement (personal, school factor, student factor, etc.)	Frequency (%)
Increase in confidence as a teacher	242 (79.6%)
Raise in earnings	210 (69.1%)
Enhancement of work enjoyment	159 (52.3%)
A sense of achievement in educating the students well	192 (63.2%)
Increase in knowledge	245 (80.6%)
Past working experience	261 (85.9%)
Encounter more challenging work	218 (71.7%)
Ability to be more independent	205 (67.4%)
More opportunity to showcase leadership	168 (55.3%)
More opportunity to showcase ability	174 (57.2%)
Increase in professionalism	201 (66.1%)
Better support from family	178 (58.6%)

TABLE 11 (*continued*)

Better support from friends	164 (53.9%)
Increased willingness to receive assistance	170 (55.9%)
Increased willingness to offer assistance	187 (61.5%)
Better physical school environment	173 (56.9%)
Motivational boost when working in urban schools	115 (37.8%)
Motivational boost when working in rural schools	109 (35.9%)
Attended team building programmes (increase in team work spirit)	151 (49.7%)
Able to attend more in house programmes	165 (54.3%)
Able to attend more service training	151 (49.7%)
Experienced a more positive T & L	187 (61.5%)
Practicing a more suitable and effective mode of teaching	200 (65.8%)
Take responsibility more seriously	213 (70.1%)
Better understanding of subject content	206 (67.8%)
Better grasp of T & L approach	195 (64.1%)
Confidence from years of teaching	230 (75.7%)
Increased confidence in interaction	204 (67.1%)
Support from school administration	159 (52.3%)
Better control of student discipline	132 (43.4%)
A school culture that encourages teamwork amongst teachers	185 (60.9%)
A school culture that encourages teamwork amongst students	128 (42.1%)
A school culture that encourages teamwork amongst teachers and students	148 (48.7%)
A school culture that encourages teamwork amongst teachers and administrators	156 (51.3%)
Parents support	119 (39.1%)
Increase in students' achievement	154 (50.7%)
Increase in emotional strength	177 (58.2%)
Increase in physical strength	143 (47.0%)
Increase in mental strength	169 (55.6%)
Others	14 (4.6%)

TABLE 12

Reasons for the Declines in the Levels of Commitment, Motivations, Self Confidence, Efficacy and Competency and Increase in Burnout

The cause/reason for decline (personal, school factor, student factor, etc.)	Frequency (%)
Unreasonable attitude of the school administration	76 (25.0%)
Lesser support from school administration	85 (28.0%)
Increased pressure from school	128 (42.1%)
Heavy workload	183 (60.2%)
Pressure from administrators	89 (29.3%)
Despondency due to numerous out of school assignments	64 (21.1%)

TABLE 12 (*continued*)

Physical environment of the school	71 (23.4%)
The state of urban schools	53 (17.4%)
The state of rural schools	36 (11.8%)
Unsatisfied with the unfair distribution of workload between teachers	124 (40.8%)
Tedious clerical work	194 (63.8%)
Lack of facilities at school and etc	55 (18.1%)
Unfair terms of salary advancement	84 (27.6%)
Salary does not meet with qualifications	76 (25.0%)
Changes in teaching in a new school (location, types of students, school culture and etc.	64 (21.1%)
A school culture that excessively prioritizes academics	73 (24.0%)
A school administration steeped in bureaucracy	76 (25.0%)
Teaching a non-optional subject	61 (20.1%)
Decrease in emotional strength	65 (21.4%)
Decrease in physical strength	76 (25.0%)
Decrease in mental strength	56 (18.4%)
Personal factor	25 (8.2%)
Interference by parents, outside influence	49 (16.1%)
Lack of parental support (eg. parents' unreasonable backing up of students undermine teachers)	85 (28.0%)
Student factor	93(30.6%)
Other causes/reasons	20 (6.6%)

TABLE 13

Differences between Teachers' Present Psychosocial Profile between At-Risk and Normal Schools

Attributes	Normal schools		At-risk schools	
	Mean	SD	Mean	SD
Commitment	3.8275	.6810	3.7860	.4996
Social skills	3.9220	.5949	3.8684	.4136
Burnout	1.9285	.4833	1.9832	.5983