T.C.

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DECLARATION OF ORIGINALITY

This is to certify that I am the sole author of this dissertation and hereby declare that I have carried out my research based on academic and ethical regulations, and I have fully acknowledged my research sources in accordance with the standard referencing practices of this institution.

Signature

Sermin Turtulla

SIGNATURE PAGE OF JURY MEMBERS

This is to certify that the dissertation entitled 'Examining Levels of Job Burnout among Teachers Working in Kosova in Terms of Different Variables: Proposing a Psychological and Counselling Group Program for Managing Burnout Based on Narrative Therapy' is prepared by Faculty of Educational Sciences and is accepted by the following jury members:

Chair .... (Signature)

Assoc. Prof. Dr. Murat ISKENDER

Member .... (Signature)

Assoc. Prof. Dr. Mustafa KOÇ

Member .... (Signature)

Assoc. Prof. Dr. Mustafa BEKTAŞ

Member .... (Signature)

Assoc. Prof. Dr. Mehmet ÇARDAK

Member .... (Signature)
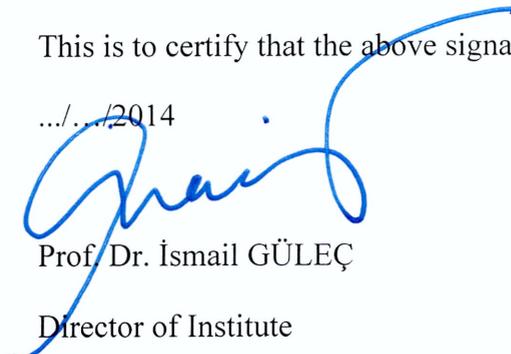
Ass. Prof. Dr. Taşkın TANRIKULU

This is to certify that the above signatures belong to the respective jury members.

.../.../2014

Prof. Dr. İsmail GÜLEÇ

Director of Institute

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ABSTRACT

EXAMINING LEVELS OF JOB BURNOUT AMONG TEACHERS WORKING IN KOSOVA IN TERMS OF DIFFERENT VARIABLES: PROPOSING A PSYCHOLOGICAL AND COUNSELLING GROUP PROGRAM FOR MANAGING BURNOUT BASED ON NARRATIVE THERAPY

Turtulla, Sermin

Dissertation, Faculty of Educational Sciences

Supervisor: Assoc. Prof. Dr. Mustafa KOÇ

November, 2014. xvi+126 Pages

The primary goal of this study is to designate burnout levels of teachers teaching in primary and lower secondary schools in Kosova, respectively Prizren region. An additional objective of this research is to determine a change in teachers' job burnout levels according to demographic variables. Research has been carried out through a correlated survey method and easily administrable sampling method. The research data was collected using the Oldenburg Burnout Inventory (OLBI) and included variables of gender, age, place of birth, workplace, years of service, type of service, socioeconomic level perceived, marital status, and birth order.

From a total of 17468 teachers teaching in primary and lower secondary schools in Kosova in 2013/2014 academic year, this study reached a sample of 531 teachers working in twelve primary and lower secondary schools in Prizren region. Data collected was analyzed using SPSS data analysis program. Findings show that teachers teaching in primary and lower secondary schools of Kosova have moderate levels of exhaustion and disengagement. Findings are discussed based on the present literature and suggestions are proposed.

Key Words: education, teacher, burnout, narrative therapy.

ÖZET

KOSOVA'DA GÖREV YAPAN ÖĞRETMENLERİN MESLEKİ TÜKENMİŞLİK DÜZEYLERİNİN ÇEŞİTLİ DEĞİŞKENLER AÇISINDAN İNCELENMESİ: TÜKENMİŞLİK İLE BAŞ ETME AMAÇLI ÖYKÜSEL TERAPİ YÖNELİMLİ GRUPLA PSİKOLOJİK DANIŞMA PROGRAM ÖNERİSİ

Turtulla, Sermin

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Danışman: Doç. Dr. Mustafa Koç

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Bu çalışmanın temel amacı Kosova'da, Prizren ilçesinde ilk ve orta okularda görev yapan öğretmenlerin mesleki tükenmişlik düzeylerini belirlemektir. Bu araştırmanın diğer bir amacı ise demografik değişkenler göre öğretmenlerin mesleki tükenmişlik düzeylerinin değişip değişmemesini belirlemektir. Bu çalışmamız ilişkili tarama yöntem ve kolay ulaşabileçek örnekleme yöntem ile gerçekleştirmiştir. Araştırmada veriler Oldenburg Tükenmişlik Envanteri (OLBI), ve içeren cinsiyet, yaş, doğum yeri, okul çalışması, çalışma süresi, branş, algılanan socio-ekonomik düzeyl, medeni durumu ve doğum sırası değişkenler ile toplanmıştır.

Kosova'da ilk ve orta okularda 2013-2014 akademik eğitim yılında çalışan toplam 17468 öğretmenden, bu araştırma Prizren ilçesinde var olan 12 ilk ve orta okularda çalışan 531 öğretmen örneğine ulaşmış durumdadır. Toplanılan verilerin analizi SPSS veriler program yardımıyla yapılmıştır. Alınan sonuçlara göre Kosova'da ilk ve orta okularda çalışan öğretmenlerin ilgisizlik ve yorgunluk düzeyleri orta düzeyde bulunmuştur. Bulgular elde bulunan literatüre dayanarak tartışılmıştır ve önerilerde bulunmuştur.

Anahtar Kelimeler: eğitim, öğretmen, tükenmişlik, öyküsel terapi.

To the family

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CHAPTER I

This chapter of the dissertation includes the purpose of doing the thesis, stating the main and subordinate problems that are being treated. It also presents reasons of why it was important to research this particular topic laying out the significance of the dissertation from the aspect of originality, novelty, necessity, and functionality. Further, it gives limitations of this research paper ending the present chapter with a list of symbols and abbreviations that will be encountered within the thesis.

1.1 PURPOSE OF THE RESEARCH

The main purpose of this research is to designate burnout levels of teachers teaching in primary and lower secondary schools in Kosova. An additional objective of this study is to determine a change in teacher's job burnout levels according to demographic variables.

1.2 STATEMENT OF THE PROBLEM

What are job burnout levels of teachers teaching in primary and lower secondary schools in Kosova? Does a job burnout change according to demographic variables?

1.2.1 Sub-problems

Besides the above main problems, this dissertation tackles also another sub-problem, which in relation to job burnout of teachers teaching in Kosova, looks into how disengagement and exhaustion levels change according to following variables:

a. Gender,

b. Age,

c. Place of birth,

d. Place of work,

e. Years of service,

f. Type of service,

g. Perceived socioeconomic level,

h. Marital status, and

i. Birth order.

1.3 SIGNIFICANCE OF THE RESEARCH

Following new innovations in technology and economy, human evolution has carried on prompting changes in social norms by giving way to new systems and discarding old schemes. One of the oldest social systems that offers educational services to society, teaching is undergoing a profound transition of values and beliefs on which it was initially founded. This worldwide struggle of education is now plagued with a syndrome of burnout, a psychological ailment crippling workforce and taking its toll on teachers, as the most vulnerable among this work force. While the international interest has long been busy with studies on burnout, this phenomenon is not known to Kosova society.

A decade of oppression followed by the 1999 war has left Kosova with a crippled education system. Although after war the country underwent major changes in all its aspects of governing, little change is seen in practice. According to a six year plan of Ministry of Education, Science and Technology in Kosova, from 2011 – 2016, there are advancements in improving the quality of teaching, and there is a framework for supporting the professional development of teachers before they start their profession and during their teaching career (Ministria e Arsimit,

Shkencës dhe Teknologjisë [MASHT], 2011). However, very little research is done in education in order to address this need and accommodate the psychological wellbeing of teachers (MASHT, 2006; Turtulla, Koç, & Şar, 2012). Additionally, an increasing concern in work-related psychological and physical distress in teachers (Burke, & Greenglass, 1989b) entails a need to undertake research into levels of burnout among teachers in Kosova, Prizren area, respectively. Consequently, examining levels of burnout in teachers working here comes forth as a pioneering research undertaken in Kosova education and seen from this aspect the present study is original.

Presently, teaching system in Kosova is in the process of finding a new identity for itself, in one of the poorest countries in the South-eastern Europe, where 75 % of its labour force is younger than 35 years of age (MASHT, 2011) however, 56.9 % are within an employment age and only 28.7 % of these are employed (MASHT, 2006). According to the government report of Ministry of Education, Science and Technology in Kosova, the country needs to accommodate 20.000 jobs for its nation, annually. This 24.66 % surge of school-age nation requires reforms and strategic planning in order to follow current and future market needs of the country. Consequently, a reliable education system and dependable teaching personnel have significant role in producing a qualified workforce. The understated objective of this research, then, addresses a national need in advancing the quality of teaching (MASHT, 2011) through improving cognitive and psychological abilities of teachers. Indirectly, the study responds to the international need of analyzing burnout in cultural and national perspectives (Schaufeli, & Enzmann, 1998), with a heightened focus on conducting research in non-English speaking countries (Rudow, 1999). Therefore the present research on burnout levels of Kosovar teachers endorses the country's current education plan of advancing professional development of teachers and seen from this aspect it is up to date.

There is considerable study done on market research but study is scarce in education research, and particularly in the aspect of teaching personnel (Turtulla, Koç, & Şar, 2012). Because teaching staff is a major contributor to efficient teaching and quality learning we need to give to it a special care, ensuring both mental and psychological well being of its members. Identifying and analyzing job

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burnout levels of teachers through this research, we hope to understand better how this syndrome affects teachers in Kosova, and find ways to alleviate it. Consequently, this stresses the necessity of the research.

Although our research addresses primarily a population of teachers, education stake holders, government officials, national teaching professionals and international educational and psychological experts can also benefit from findings of this study. The wide range of research beneficiaries supports a functionality aspect of this research.

1.4 LIMITATIONS

1. Research is limited to teachers teaching in Prizren.

2. Research is limited to data gathered through Oldenburg Burnout Inventory.

3. Research is limited to variables of gender, age, place of birth, place of work, years of service, type of service, perceived socioeconomic level, marital status and birth order.

1.5 SYMBOLS AND ABBREVIATIONS

The following list of abbreviations is used in this dissertation:

COR	Theory of Conservation of Resources
JDR	Theory of Job Demand-Resources
MASHT	Ministry of Education, Science and Technology in Kosova
MBI	Maslach Burnout Inventory
OLBI	Oldenburg Burnout Inventory
SMBM	Shirom-Melamed Burnout Measure
AF	Abdyl Frashëri School
ED	Emin Duraku School

FB	Fatmir Berisha School
FH	Fadil Hisari School
IB	Ibrahim Fehmiu School
LD	Lekë Dukagjini School
LP	Lidhja e Prizrenit School
MB	Mustafa Bakiu School
ML	Mati Logoreci School
MQ	Motrat Qiriazi School
NK	Nazim Kokollari School
XHB	Xhevat Berisha School

CHAPTER II

THEORETICAL FRAMEWORK OF THE RESEARCH AND RELATED STUDIES

2.1 INTRODUCTION

A contemporary disease known as burnout has taken a toll on society by devouring its most devoted and hardworking disciples around the globe. Its targets are mostly employees in social services including teachers, as the most vulnerable of social workers. In face of this malady, numerous scholars embarked on analyzing and finding a possible cure for it. However, Kosovar education system is still unaware of a plague that might be responsible for poor education results during the country's first decade of independence, following the war in 1999 (MASHT, 2011). Starting off from an obvious conclusion that a successful learning begins with an effective teaching, and an efficient teaching is a result of healthy and motivated teachers, we examine this psychological state which can endanger the productivity of teachers.

Therefore this chapter is divided in three sections. The first section covers an analysis of the present theme of burnout by looking at general aspects of this ailment including its causes and most common coping strategies. We will be trying to find answers to questions such as: What is burnout? What are its symptoms? Who is at risk? Is it emotional–related syndrome, or mental only? Are these emotions caused by a psychological anxiety? Is it evident through symptoms of psychological exhaustion? Can burnout be identified based on different approaches? How can you know if you are burnout-free? Is the length of time we experience burnout important from intervention point of view? Covering the

existing literature on the topic, this part identifies also some of drawbacks of contemporary research on burnout, and it outlines theories applied by different scholars in explaining burnout.

The second part introduces some of basic principles of narrative therapy approach which serves as a theoretical framework for the present study. Analysis of the approach will reveal answers to questions such as: Who are the founders? What is unique about this therapy? What is the relationship between a consultant and a consulter? What are the specific roles of a consultant? How does the therapy cure people?

The third part elaborates on some key determinants of burnout from the perspective of narrative therapy. A total of five points are identified when looking at burnout from the narrative lenses including adjusting the perception, long-desired respect, social expectations, ailment of devoted hard-workers, and isolation or socialization. The burnout specific causes are analyzed using possible explanations from the narrative approach.

2.2 BURNOUT AND ITS INCEPTION

Burnout is a syndrome which affects individuals in their work environment and within specific job conditions causing them to feel psychological exhaustion and develop feelings of apathy. Although burnout is a newly labelled disorder, it was used in colloquial speech of the 16th century, but it was Freudenberger, the German-originated psychologist, who officially introduced burnout to academic circles of the early 1970s (Schaufeli, & Enzmann, 1998). Freudenberger thoroughly depicted this state based on his own experience (1975) when caught up in burnout, working in a free clinic[1]. The term introduced by him soon gained in momentum, and became the subject of numerous research, scientific articles and books. First described by a medical nurse suffering from this condition, the threesome symptoms of "*emotional exhaustion, a callous attitude toward patients and feelings of*

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[1] A health care institution where medical volunteers offer free medical services to mostly low-income people.

diminished accomplishment" have been adopted as a standard burnout description (Schaufeli, & Enzemann, 1998:2).

Despite being in the spotlight of many disciplines such as psychology, education, health and economy, researching scholars are still at their wits end in giving a precise and clear definition of this specific condition that many people develop in their work place (Korczak, Huber, & Kister, 2010). With forty years into research, burnout is still being referred to with various names including syndrome, psychological state, disorder, and illness. Fernet, Guay, Senécal, and Austin (2012:514) address to it as "*an affective reaction*", while Montero-Marin and his colleagues describe it as a psychosocial discomfort experienced in a working environment (2009). Rudow (1999) refers to it as a personality crisis with a right combination of stress, exhaustion and anxiety, which deteriorates health into illness by going beyond job-related one. Shirom and Melamed (2006) identify it as an outcome of being exposed to stress for too long. In spite of countless depictions, the description of burnout given by Maslach and Jackon (1985) prevailed. After conducting a number of studies on burnout, these two psychologists came to a conclusion that it is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment which is experienced by employees who are mostly engaged in social services. According to them, individuals are emotionally exhausted as they drain away their emotional reserves to reach out to people they serve. Consequently, negative and cynical feelings build up within employees making them indifferent and depersonalized towards their clients on one hand and dissatisfied with their own work accomplishment on the other hand (Maslach, & Jackson, 1981).

2.2.1 Diagnosis

The debate over burnout does not end with its denomination (Cox, Tisserand, & Taris, 2005; Chen, Wu, & Wei, 2012; Byrne, 1999). There is ambiguity also regarding its diagnosis (Schaufeli, Enzmann, & Girault, 1993; Korczak, Huber, & Kister, 2010). Because of similar symptoms, burnout's relation to stress and fatigue is questioned, seeing it only as a form of stress and chronic exhaustion. For

instance, Doohan calls it "*the stress of contemporary life*" (1982:1) and sees it developing from stressful situations that reach stages where an individual surpasses one's coping abilities, while Hultell, Melin, and Gustavsson (2013) perceive burnout as a context-dependent construct occurring at a workplace. Thus, some call it a job stress (Boles, Dean, Ricks, Short, & Wang, 2000), others see it as an onset of depression (Korczak, Wastian, & Schneider, 2012; Gil-Monte, 2012), and the rest agree that burnout is triggered by considerable levels of stress (Rudow, 1999).

Burnout's common symptom of exhaustion aligns it next to depression, making correct diagnosing a real accomplishment (Doohan, 1982). Stress and fatigue are mentioned alongside burnout because of their overlapping symptoms, especially its positive correlation with emotional exhaustion (Eisenstat, & Felner, 1984). We might conclude that a human process of psychological, emotional, mental and physical exhaustion starts with stress, continues with burnout, and ends with depression. However, a thorough analysis reveals subtle differences between the two, which are considered to be mostly relative in nature (Schaufeli, & Enzmann, 1998). Based on studies so far, two significant distinctions emerge: a temporal and a spatial difference. Unlike job-related stress which is settled down after a stressful episode is over and is limited to work environment only, burnout fails to subside with time and continues to batter the individual, encompassing other aspects of his life beyond that in working facilities (Schaufeli, & Enzmann, 1998; Rudow, 1999). Attempts at differentiating burnout from similar psychological concepts aim at affirming its status as a specific syndrome with distinguishable clinical diagnosis. Similar efforts are seen from Korczak, Huber, and Kister (2010), who undertook a comprehensive review of literature on burnout looking for specific answers to questions of diagnosis from the medical point of view. Outcomes of their study reiterated the results of previous research, due to drawbacks regarding diagnosis, underscoring its self-reported aspect. However until such attempts yield results, physicians must diagnose burnout based on personal judgments and theoretical reasoning, only (Rudow, 1999).

2.2.2 Dimensions and Aspects

In an attempt to establish diagnosing procedures for burnout, researches took the next step of constructing a measuring scale in order to detect this woe. This scholarly interest produced a number of measures and inventories developed to detect burnout including self-reported tests, interviews and do-it-yourself questionnaires which lacked reliability and validity tests (Schaufeli, Enzmann, & Girault, 1993). However, the American psychologists, Maslach and Jackson (1981), were the pioneering researchers who ventured into developing a first psychometric instrument for measuring professional burnout named Maslach Burnout Inventory (MBI). Being the first ones to offer empirical study on the subject, in their initial search they looked at different work stressors and then clustered them first into two aspects, but then ended identifying three relevant dimensions: emotional exhaustion, depersonalization and reduced work accomplishment (Maslach, & Jackson, 1981). Consequently, both their definition and instrument became standards in burnout (Burke, & Greenglass, 1993; Shirom, & Melamed, 2006).

Being used in 85% of all cases on burnout, MBI presently, is the most widely used measurement, although it is still giving efforts in proving its validity for diagnostic purposes (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Korczak, Huber, & Kister, 2010; Hultell, Melin, & Gustavsson, 2013). Initially it was constructed to measure burnout in social work, but studies showed that it can be used for other professions as well (Boles, Dean, Ricks, Short, & Wang, 2000). However, no consensus is reached as regards causative relations between its dimensions. Emotional exhaustion and depersonalization are positively correlated with each other but negatively with personal accomplishment. Because of this, second and third dimensions are seen as coping strategies and not separate dimensions (Rudow, 1999; Shirom, & Melamed, 2006; Eisenstat, & Felner, 1984).

Trying to clarify the present ambiguities and altering drawbacks of MBI, other researchers offered alternative models with different aspects of burnout. The survey of studies classifies several other instruments for measuring burnout. For instance, Demerouti, Bakker, Nachreiner, and Schaufeli (2001) offered the Oldenburg Burnout Inventory (OLBI) as an alternative measurement trying to surmount drawbacks of previous instruments and opted for dualism in burnout. After

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observing that the MBI instrument has a wording issue, namely grouping the same worded items into specific dimensions, this group of researchers in their two-factor model of exhaustion and disengagement used positive and negative worded items interchangeably. This dual model of burnout with exhaustion and withdrawal is accredited as a reliable alternative for testing job burnout (Demerouti, & Bakker, 2008; Qiao, & Schaufeli, 2011). Admonishing MBI's absence of a grounded theory for its subscales, Shirom and Melamed (2006) developed the Shirom-Melamed Burnout Measure (SMBM). Based on the theory of Conservation of Resources (COR), SMBM opted for a two-dimensional tool composed of physical exhaustion and cognitive weariness and it was not dedicated for a specific type of workers (Shirom, & Melamed, 2006). Gil-Monte (2012) developed the Spanish Burnout Inventory which measures four dimensions: enthusiasm toward the job, psychological exhaustion, indolence and guilt. The latter two are identified as coping strategies for lack of enthusiasm and psychological fatigue (Gil-Monte, 2012). Ultimately, after comparing some of the most applied instruments on measuring burnout, emotional exhaustion prevailed over other two dimensions, and researchers confirmed the first two aspects to represent the core dimensions of burnout, eventually leaving out personal achievement (Korczak, Huber, & Kister, 2010; Qiao, & Schaufeli, 2011).

In an attempt to land on a valid theoretical model, researchers continued to analyze burnout from various perspectives namely clinical, social-psychological, organizational and social-historical model (Byrne, 1999). New avenues of research on this topic introduced types and subtypes of burnout. For instance, Montero-Marin, Skapinakis, Araya, Gili, and Garcia-Campayo (2011) argued that there are three clinically distinguishable subtypes of burnout, identified based on individual coping levels. Although, the attempt undertaken by these authors failed to give consistency to the subtypes because some types did not fit with neither of the other profiles, the grouping allowed for more narrow clinical definition of burnout based on a typological model, and it covered a wide range of burnout symptoms including the ambitious, involved, indifferent, bored and helpless (Montero-Marin, Garcia-Campayo, Mera, & Del Hoyo, 2009). Looking at the process of burnout, Chen, Wu and Wei (2012) came up with three types of burnout: organizational weakness-

caused, work weakness-caused and individual characteristic-caused burnout. These researchers identified seven aspects spread out in four stages of burnout development including "*occurrence, intrinsic quality, effect and difficulty in dealing job burnout*" (Chen, Wu, & Wei, 2012: 810). Scholars such as Dunford, Boss, Shipp, Angermeier, and Boss, (2012) undertook a longitudinal approach and analyzed burnout across various stages in career research. Their findings showed that depending on a level of the employees' achievement at work, burnout can have a dual nature: stabile and dynamic. Thus when tracked for a two year period, senior employees had a stable burnout while entrants working at a health organization showed dynamic burnout levels. Subsequent studies confirmed the dual nature of burnout adding further to the notion of stability. Thus, Hultell, Melin, and Gustavsson (2013) explained that when used in longitudinal studies, burnout gains momentum and becomes dynamic under a personalized approach. Studying even deeper into its progression, researchers Dunford, Boss, Shipp, Angermeier, and Boss (2012) attempted at providing information about relation of time and burnout concluding that this aspect is also uncertain.

By and large, researchers acknowledge that the existing measurements overlap each other on the core dimension of burnout, namely on the aspect of exhaustion, which encompasses emotional, physical and mental fatigue (Hultell, Melin, & Gustavsson, 2013). Presumptively, topical studies on burnout vindicate both complexity and multidimensionality of this construct (Eisenstat & Felner, 1984; Maslach, & Jackson, 1999).

2.2.3 Risk Factor

Further synthesis in burnout studies reveals that it can occur at any time in a life of a working individual and can develop unobtrusively until identified (Chen, Wu & Wei, 2012). Although it can affect a wide spectre of individuals, studies show that people at most risk from burnout are those who are engaged in social work, such as nurses, medical staff, psychologists, counsellors, educators, attorneys, police and social workers (Freudenberger, 1975; Maslach, & Jackson, 1981; Schaufeli, & Enzmann, 1998). Amongst the most vulnerable profession to both stress and

burnout is the profession of teaching (Rudow, 1999; Williams, 2011). Teachers are classified as a group prone to burnout due to their close and continuous contact with people namely students, parents, and administration (Maslach, & Jackson, 1999; Fernet, Guay, Senécal, & Austin, 2012).

However, non-social employees are also plagued by this syndrome (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Shirom, & Melamed, 2006; Chen, Wu, & Wei, 2012). Thus, it is not unusual to find burnout in occupations such as housewives, retirees and even students, and because of this, researchers point to a difference between general and specific job-related burnout (Chen, Wu, & Wei, 2012). The latter is proving to have devastating effects on people whose number is in the increase (Schaufeli, & Enzmann, 1998), affecting their physical health, psychological well-being, and social abilities (Grayson, & Alvarez, 2008).

2.2.4 Consequences

Studies on the relevant topic reveal an array of burnout symptoms which are classified into three major groups: physical, psychological, and social. Physical signs include a wide range from somatic complications including sleeplessness, migraine, nausea, weight-loss, possible onset of gall bladder diseases and cardiovascular disorders (Belcastro, 1982) to physical weariness, alcohol abuse, increase in smoking and coffee consumption (Rudow, 1999). Psychological symptoms encompass affective, behavioural and cognitive manifestations including emotional exhaustion, dissatisfaction, disappointment, loneliness, low morale and guilt (Doohan, 1982; Maslach, & Jackson, 1985; Gil-Monte, 2012). On the social prospect, it has a huge impact on market economy, where a consensus is reached for a single symptom of reduced work efficiency. Poor employee performance is costing companies considerable losses (Korczak, Huber, & Kister, 2010) making organizations face problems such as increase in sick leaves, absences from work, turnover, early retirements (Maslach, & Jackson, 1985; Rudow, 1999), and the prospect of paying huge bills for employee treatments (Korczak, Wastian, & Schneider, 2012).

Similar concerns are also found in teacher burnout. Bauer, Stamm, Virnich, Wissing, Müller, Wirsching and Schaarschmidt (2006) identified burnout as a primary reason for driving teachers to premature retirement due to stress, exhaustion and depression. This distressful state within educational institutions inevitable affects learning process, where teachers' performance deteriorates and they feel they cannot extend themselves to students' needs anymore. Teachers become depressed, hopeless, disappointed, and utterly helpless (Chen, Wu, & Wei, 2012). Their relationship with students declines as teachers become uninterested in student learning (Rudow, 1999). Additionally, they withdraw from society or from socializing with peers developing cynicism towards colleagues, followed by de-motivation in developing professionally. Subsequently, this leads to deficit in teaching personnel especially good teachers (Huston, 1989; Chang, 2013).

2.2.5 Causes

Speculation on causes 30 years ago changed very little up to day, showing hapless victims of burnout manifest an array of symptoms depending on their respective personalities, attitude of people they serve, and organization they work in. Due to its complex nature, identifying causes that trigger burnout is a demanding enterprise. Research on this subject navigated in several directions including demographics, personality traits and organizational variables as the most common causes of teacher burnout (Nagy, & Nagy, 1992). One of the most frequent routes of study is looking at demographic variables, including gender, age, years of experience, education and marital status.

2.2.5.1 Gender

Teacher burnout has been reported to be dependent on certain demographic variables such as gender (Burke, & Greenglass, 1989c). Contrary to deeply-rooted opinions that females should be more prone to burnout than males because of their innate caring nature, the results of first empirical studies showed the opposite (Maslach, & Jackson, 1985). In the research carried out so far, gender variable made little difference when it came to levels of burnout, except that men scored

higher on depersonalization level (Maslach, & Jackson, 1985; Huston, 1989; Byrne, 1991). Similar findings are reported across other cultures. For instance, gender had little significance for Cyprus teachers also (Ozan, 2009). However, different findings come from Canadian male teachers of primary schools and university level, who revealed considerably less emotional exhaustion than female teachers, whereas secondary male teachers demonstrated higher levels of depersonalization than females (Byrne, 1991). Male teachers in Germany showed also lower levels of emotional exhaustion than female teachers (Bauer, Stamm, Virnich, Wissing, Müller, Wirsching, & Schaarschmidt, 2006). Similar is confirmed for teachers in Italy where female teachers depicted higher burnout than their male colleagues (De Caroli, & Sagone, 2012).

2.2.5.2 Age and years of experience

While gender issue fails to generate any significant difference in burnout level among women and men, age proves the opposite (Maslach, & Jackson, 1981; Byrne, 1991). The results on age and years of experience seem stable throughout nations with young teachers burning out more than older teachers, but some controversy is present here, too. For example, novice teachers in the States scored higher on emotional exhaustion and depersonalization than their older counterparts (Maslach, & Jackson, 1981), and so did beginner teachers in Sweden as opposed to older teachers (Hultell, Melin, & Gustavsson, 2013). The similar findings on emotional exhaustion were consistent only for university teachers in Canada while older teachers at primary levels, namely 40-50 of age difference had higher personal accomplishment than younger teachers (Byrne, 1991). In Italy, older Italian teachers expressed higher value for their students than they did for their freshmen colleagues (De Caroli, & Sagone, 2012). They also showed lower depersonalization than middle aged groups (Huston, 1989).

Controversial findings though, were published in research done by Huston (1989) which revealed a possible explanation for inconsistency of age and burnout correlations. This study observed that burnout begins at later stages of teaching also and not only at beginner levels, suggesting that an individual can be caught in

burnout at any age, but that the factual cause is the intensity and time of their disillusionment (Huston, 1989).

2.2.5.3 Education

Education impacts burnout in a sense that more education expects more money and if this is not met than it develops to burnout. On a far end, people who expect less and find more like the ones with less education are more satisfied with their job and correspondingly show less burnout (Maslach, & Jackson, 1985). Teachers with college and postgraduate scored higher on emotional exhaustion than those without college, i.e. those in higher levels of administration reported less burnout indicating presence of specific burnout antecedents based on the academic status of teachers (Burke, & Greenglass, 1989b). Personal preferences in career choice play a role in burnout, as reported by teachers in Cyprus. Those who were free to choose a profession they love experienced less burnout as compared to those who had no other choice (Ozan, 2009). An interesting combination was found between education and health, for instance teachers with good health and educational success had lower initials levels of burnout, whereas those who had poor health and experienced strain during their education had higher initial levels of burnout (Hultell, Melin, & Gustavsson, 2013). In fact both good mental and physical health are negatively correlated to burnout (Hultell, Melin, & Gustavsson, 2013).

2.2.5.4 Marital status

The variable of marital status reveals relatively homologues data in relation to burnout. Single and divorced individuals are more emotionally exhausted than married ones, whereas, married couples that do not have children report higher levels of burnout than couples who have (Maslach, & Jackson, 1985). Family responsibilities show no significant difference on burnout levels as predetermined but quite surprisingly marriage and children alleviate levels of burnout, and one of explanations given is that when we get married we change our view on life and this is what diminishes feelings of burnout (Maslach, & Jackson, 1985). Following their empirical study on role of family in burnout, Maslach and Jackson (1985) gave

several possible explanations. First, people without offspring are more concerned with personal fulfilment and satisfaction and thus are more prone to recurring disappointment. Second, family is seen as an emotional haven where depleted resources are recharged again and third, family life equips individuals in solving inter-social conflicts. The significance of family role in combating burnout is emphasized by other researchers alike (Bauer, Stamm, Virnich, Wissing, Müller, Wirsching, & Schaarschmidt, 2006), on whose resource list family is one of the strongest tools in fighting off burnout (Braunstein-Bercovitz, 2013).

2.2.5.5 Personality Traits

Research so far confirms that personality traits are one of the most important antecedents of burnout (Mazur, & Lynch, 1989; Byrne, 1999; Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005; Zhong, & Ling, 2014). A survey of the present literature on personality variables identified several affections that trigger development of this specific condition, including self-reflection, self-efficacy, disappointment, lack of moral recognition (Rudow, 1999), self-doubt and withdrawal to isolation (Doohan, 1982), and also self-satisfaction and self-fulfilment (Loonstra, Brouwers, & Tomic, 2009). Majority of these affections are related to our personal perception of situations we find ourselves in, people we interact with, and the way we percept our own selves (Maslach, & Jackson, 1999). This avenue of research is still in its experimental stage due to the sensitive nature of teaching. Up to now only self-reported surveys with teachers are conducted, but other researchable methods are also being considered (Maslach, & Jackson, 1999). Studies that analyze personality characteristics on how individuals respond to stressors at work generally focus on two most frequent: self-efficacy and self-regulation of emotions. Self-efficacy was analyzed thoroughly by Bandura, Barbaranelli, Caprara, and Pastorelli (1996) who describe it as a belief on one's own abilities and competences in overcoming difficulties and achieving success in life. According to these researchers, self-efficacy is the inner drive that motivates people to take action in life thus, the stronger the belief in self-competence the stronger the personality agency. Self-efficacy in teaching profession for instance, relates to teachers' ability to manage student misbehaviour, where students are

reproved because they are seen as impediments to fulfilling tasks of teachers (Chang, 2013). Within this context, teachers with a low sense of self-efficacy and self-confidence, who show doubt in their ability to affect learning, are more vulnerable to burnout, contrary to teachers who display greater success in teaching (Hultell, Melin, & Gustavsson, 2013). Consequently, individuals with a poor resource pool are likely to experience more burnout (Fernet, Guay, Senécal, & Austin, 2012). Taking into consideration the above fact Hultell, Melin and Gustavsson (2013) advocate better academic education and further professional training for teachers, with a special focus on quality education, in order to equip them with sufficient resources to fight off job-related stress and possible burnout in their professional careers. Similar findings are observed for people who possess higher self-acceptance, self-actualization, which is motivated by internal drive but not external obligation, and self-transcendence (Loonstra, Brouwers, & Tomic, 2009).

In addition to these resources, scholars analyzed the ability of teachers to regulate their emotions in face of various stressful situations. However results of these studies are controversial. For instance in Chang's (2013) study, regulation of emotions in terms of unpleasant experiences failed to show relation with teacher burnout. However, teachers who suppress or hide their unpleasant emotions experience higher burnout, whereas those who readjust their appraisal of a certain unpleasant situation score low on burnout (Chang, 2013). Further Chang showed that teachers who have proactive personalities and try to foresee certain distressful situations and react beforehand to them are less prone to burnout. Additionally, burnout decreased in situations when teachers sought help and talked to other people, or adopted similar coping strategies at solving problems including use of cognitive-reappraisal strategies which negatively correlate to burnout (Chang, 2013).

Complexity of personality variable becomes evident in the third dimension of Maslach's burnout definition. It is the perceived image of ourselves and how successful we are at performing our daily job. Generally, burned out individuals have a distorted view of their performance and effectiveness at work and opt for a job turnover because they have trouble finding meaning in their work (Maslach, &

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Jackson, 1981). The same is observed in teachers who were forced to stay at the same job, as opposed to those who intended to change their job (Hultell, Melin, & Gustavsson, 2013). Consequently, self-efficacy and personal accomplishment are negatively related to burnout namely, more burnout shows less personal accomplishment and vice versa (Huston, 1989). An informative study of Huston (1989) revealed that when teachers are asked personally if they are burned out 45% said they are not, and only 12% said they have high burnout. Even more surprising were percentages revealed for the question if teaching is draining them emotionally, where this number increased to 74% and 19% admitted occasional drain.

Personality variables of self-satisfaction and self-fulfilment play an equally important role as burnout antecedents. The negative correlation of burnout with job satisfaction has been one of key interests of researchers in past years (Maslach, & Jackson, 1985; Burke, & Greenglass, 1989c) and present time with direct influences to employee's health (Montero-Marin, Skapinakis, Araya, Gili, & Garcia-Campayo, 2011). Burned out professionals are described as being extrinsically focused on objectives like influence, income, recognition, appreciation, and social acceptance that prevent them from freely dedicating themselves to their job and truly accepting the related responsibility (Loonstra, Brouwers, & Tomic, 2009). Their work as such fails to fulfil their preconceived needs, creating thus a disproportion between requirements at work and employee's wishes (Chen, Wu, & Wei, 2012). Imbalance of needs and accomplishment together with "*unrealistic dedication*" are repeatedly claimed as primary causes of this syndrome as mentioned by Doohan (1982:353). Similarly, teachers with high expectations from a teaching job invest much more energy in becoming self-fulfilled but end up in receiving less and consequently develop burnout (Van Horn, Schaufeli, Greenglass, & Burke, 1997). In fact, studies have shown that employees are more prone to burnout during their career transition periods (Dunford, Boss, Shipp, Angermeier, & Boss, 2012; Hultell, Melin, & Gustavsson, 2013).

Among the initiators of burnout, existential fulfilment played a significant role because of its relation to meaninglessness (Loonstra, Brouwers, & Tomic, 2009). This group of researchers advocates for a meaningful life where individuals come to terms with limits of self-realization and of life. According to them burned out

individuals are idealists who fail to recognize limits of their potentialities and acknowledge their mortality. These individuals fail to get self-fulfilment from their work because they falsely lay existential meaning on their work (Loonstra, Brouwers, & Tomic, 2009). The emotional exhaustion accompanying burnout is seen as a result of inability to satisfy their existential needs. Montero-Marin, Garcia-Campayo, Mera, and Del Hoyo (2009) see deterioration of commitment to work as a cause of burnout. Other researchers are convinced that a cause lies within the stages of career development (Dunford, Boss, Shipp, Angermeier, & Boss, 2012).

As a result, personality traits help fight off stressors at work that precede burnout (Braunstein-Bercovitz, 2013). However, characteristics such as being committed, having a control on your life, and not stepping back in face of challenges, do not offer protection from burnout per se, but they do so in combination with work-related environment (Toscano, & Ponterdolph, 1998).

2.2.5.6 Organizational variables

One of burnout causes, different from client-related aspect correlates to organizational environment and attachment of employees with current jobs (Eisenstat, & Felner, 1984). In fact, Eisenstat and Felner (1984) found that investing on improvements in work environment is more effective in fending off burnout among employees than promoting their involvement of emotional hardiness. The American scientific twosome made a significant conclusion that client-related aspects of work and job-related aspects are distinct from each other, delineating higher burnout for the former and lower emotional exhaustion for the latter. This, further, made it possible for them to identify the additional two work situations leading to burnout, counteracting thus previous research which identified one of complete burnout state and no burnout state (Eisenstat, & Felner, 1984).

Experiences of teachers within the classroom and the school environment are listed as the most frequent variable in burnout construct (Byrne, 1999; Chang, 2013). The presaging signs collect gradually over time and develop into burnout, needing a time of an approximate fifteen to twenty years of experience in teaching (Byrne,

1999; Rudow, 1999). These are mostly, a series of insignificant distresses in teachers' daily work such as student inattention, a frown from a parent, or a bad word from the principal, which add on to the imminent burnout. With a purpose of examination, a huge spectrum of organizational antecedents of burnout is clustered into respective groups. Chen, Wu, and Wei (2012) grouped them into work-related categories including significance of tasks, workload and role ambiguity, while Byrne (1999) categorized them based on role conflicts with large classes and student needs, workload and deadlines, positive attitude in managing the discipline, and lack of social support.

According to research findings across continents, the irresponsible student behavior is acknowledged to create stressful situations for teachers at schools in Germany (Bauer, Stamm, Virnich, Wissing, Müller, Wirsching, & Schaarschmidt, 2006); in the United States 45% of teachers confirm discipline issues as leading factors of burnout (Huston, 1989), and in China a large number of uninterested students in a single class can add on to teacher tension, and raise levels of burnout (Yu, 2005). The relationship between teachers and students thus, is crucial not only to success in teaching but also in preventing burnout. This responsibility weighting scale is heavily biased on teachers' side, who are expected to dissipate melancholy from ordinary classrooms effectively, render the latest norms of knowledge efficiently, and create a motivating lesson effortlessly. This adds on to challenge of motivating learners for a successful learning. The teacher-student conflicts within the teaching environment (Fernet, Guay, Senécal, & Austin, 2012) diminish the satisfaction teachers get from their work, increase frustration with students (Gil-Monte, 2012), and make teachers more depersonalized towards students, creating thus a fertile ground for developing burnout.

As a result, burnout teachers become less tolerant of student behaviour (Grayson & Alvarez, 2008) and are less effective in teaching (Huston, 1989). Furthermore, subsequent studies found that even a single episode of student misbehaviour can affect teacher burnout depending on the intensity of that episode (Chang, 2013). Reversely, studies show that teachers who have a more positive picture about their learners have lower levels of burnout (De Caroli, & Sagone, 2012). Similar findings were observed for teachers who valued relationship with their learners (Cano-

Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005). The level of students is not to be undermined as an antecedent of burnout because student participation is seen to lower teacher depersonalization and increase their sense of accomplishment. For example, a study carried out by Burke and Greenglass (1989a) delineated higher levels of burnout for secondary school teachers than for teachers at primary levels. Teachers point out the rewarding aspect of working with attentative young children as opposed to working with teenagers, which increases job satisfaction and reduces burnout (Burke, & Greenglass, 1989c). Additionally, based on research done by Byrne (1991) on the five most frequent stressors at work directly influencing burnout, teachers teaching teenagers at secondary and intermediate level listed student attitudes and behaviour, as opposed to primary teachers who thought administrative workload and parent expectations as the most common stressors.

Workload as another precursor of burnout has several aspects which affects the level of stress in teachers (Woods, 1999). Apart from the expected high workload (Maslach, & Jackson, 1981; Brownhill, Wilhelm, & Watson, 2006; Bauer, Stamm, Virnich, Wissing, Müller, Wirsching, & Schaarschmidt, 2006), studies show that characteristics of workload such as deadline, variety, and nature of tasks affect burnout more than workload used as a generic term. For example, Byrne (1999) observed that workload becomes positively correlated with burnout when allied with tight deadlines. Additionally, research gives evidence that the nature of a task, especially its significance to the teacher affects burnout more than the organizational system of the school (Chen, Wu, & Wei, 2012). Specifics of a task are close determiners of how teachers will perceive and deem each individual task on their agenda either as a load or a relief. For instance, teachers experience less enthusiasm for their job when they are forced to do paperwork or some other administrative work which has secondary importance to teaching and can be done by others in the administration. Because these increased demands at work affect levels of teacher self-efficacy, they are viewed as antecedents of burnout (Fernet, Guay, Senécal, & Austin, 2012). On the contrary, a research conducted by Eisenstat and Felner (1984) found that jobs with low demands of commitment from workers reflect back diminished motivation for work, whereas increased empowerment at work combined with work importance increases work motivation. Thus, teachers

show lower burnout when they have more power in taking decisions which closely affect their teaching job (Burke, & Greenglass, 1989b). However, the degree of job involvement has delivered controversial findings, wherein more work involvement at times means less burnout (Eisenstat, & Felner, 1984), and at other times less involvement conveys more burnout (Freudenberger, 1975). Furthermore, research found that a routine performance of tasks is also a de-motivator at work, but introducing a variety in performance in combination with greater task autonomy can become negatively correlated with burnout (Eisenstat, & Felner, 1984). Other research found a link between lack of leisure time and burnout (Doohan, 1982; Woods, 1999).

Alongside workload, the most acknowledged cause of burnout is social support (Gil-Monte, 2012). A significant organizational variable in predicting burnout, social interaction is at the same time, a controversial topic because it changes in accordance to the type of job you work in, i.e. certain type of jobs are carried out more independently than others that work in a team (Brownhill, Wilhelm, & Watson, 2006) for instance, while nurses benefit from such a support, teachers on the other hand are less enthusiastic about it (Maslach, & Jackson, 1999). Initial research of Maslach and Jackson (1985) supported a belief that more social interaction at work leads to more burnout. However, the interaction in form of social support, reconfirmed by studies across the globe, has a negative correlation with burnout (Yu, 2005; Rudow, 1999). This form of positive emotional and social support is seen to ease burnout among teachers (Braunstein-Bercovitz, 2013). Type and amount of positive feedback from staff failed to show significance to personal accomplishment, and so did client feedback to emotional wellbeing of workers, reflecting the importance of supervisor opinion valued over the client opinion value (Eisenstat, & Felner, 1984). Feedback from client and staff increased job involvement and were negatively related to burnout (Eisenstat, & Felner, 1984). Whereas levels of teaching institutions apart from primary levels thought administrative related issues such as lack of recognition and excessive interference to be top five stressors at work (Byrne, 1991). On the other hand social support from teaching colleagues is valued more than from principals/supervisors (Byrne, 1999). Similarly, a research done by Brownhill, Wilhelm, and Watson (2006)

underlines the significance of having older and younger teachers cooperate and exchange their experience in teaching.

2.2.6 Coping

The coping strategies that fight burnout have their share of debate, where certain dimensions of burnout are seen as efforts of coping rather than expressions of symptoms (Burke, & Greenglass, 1989c; Eisenstat, & Felner, 1984). So far, studies on burnout have identified a number of ways to combat this psychological state, proposing a combination of personal empowerment, social support, and reduced workload as preventions, although less workload failed to influence burnout levels (Braunstein-Bercovitz, 2013). Other scholars proposed a dual action of creating a stimulating environment while cutting down on stressors at work (Eisenstat, & Felner, 1984). Achieving success in these actions seems to lies in finding the golden mean.

Finding that golden balance and working *in moderation* does not necessarily imply that a teaching profession should be pursued moderately and within a reasonable length of time. It implies the subjective nature of coping and finding the individual golden mean. Although more research is needed in ascertaining the relevance of time-interval to incubation of burnout (Rudow, 1999), most study results indicate the importance of shortening working hours and allowing more free time as prevention against it (Ozan, 2009; Yu, 2005; Toscano, & Ponterdolph, 1998; Doohan, 1982). Thus it is not surprising that after some time in teaching, teachers see administrative positions in education not only as a promotion (Byrne, 1999) but also as a way out of teaching. Sometimes even occasional shifts between jobs seem to help decrease the monotony and stress of work as observed in physicians, who oscillated between work and administration (Maslach, & Jackson, 1981). When it comes to burnout, a time away from daily tasks is not to be undermined because it might establish the needed balance between stressors and motivations. However, it is the quality of how free time is conversed that matters rather than the quantity of how time is dissipated at work. It matters more how teachers choose to spend their

free time away from the usual teaching, how much freedom they have for a creative use of their leisure (Doohan, 1982; Woods, 1999).

Deciding on what length of time is considered golden middle for teaching is a relative issue ranging from fifteen to twenty years of service (Rudow, 1999). The time interval seems to be subject to the individual's preferences and limits. Personality coping strategies play a significant role in how the person will fend off burnout (Braunstein-Bercovitz, 2013; Rudow, 1999). In fact, these strategies depend more on our view of events and the importance we give to them (Doohan, 1982). Personality specifics such as being emotionally unstable and reluctant to involve in social contacts increase the risk of developing burnout, whereas outgoing personalities and those who are open to social interactions, manage better teaching challenges (Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005). Individual characteristics subsequently, reflect the relative nature of burnout, a nature which is never stabile but always changing, in accordance to developments in personalities and environment. As such, burnout becomes dynamic and is positioned oppositely to job satisfaction (Fernet, Guay, Senécal, & Austin, 2012). Hultell, Melin, and Gustavsson (2013) observed that burnout stability changes when results are studied on variable basis, but becomes dynamic when studied on person-based approach. Actually, Maslach and Jackson (1981) study differentiated between burnout and job dissatisfaction. Burnout is not only in negative correlation with satisfaction at work, but also with personal accomplishment (Maslach, & Jackson, 1985; Burke, & Greenglass, 1989c). So, finding self-satisfaction and self-accomplishment might help teachers cope better with daily stressors at work. There are clear uncertainties as to what amount of time is moderate for effective teaching, how much leisure is appropriate for creative teachers or where do teachers find their satisfaction to cope with burnout.

Research suggested numerous therapies or treatment of burnout, but some recorded cases showed recovery without any treatment whatsoever (Korczak, Wastian, & Schneider, 2012). Still, use of cognitive behavioural therapy showed results in treatment (Korczak, Wastian, & Schneider, 2012). A mindfulness-based stress reduction intervention intertwined with cognitive programs is suggested by Loonstra, Brouwers, and Tomic, (2009). Montero-Marin, Skapinakis, Araya, Gili,

and Garcia-Campayo (2011) based on their three subtypes of burnout propose interventions in time management, personal development and increase in confidence to combat effects of burnout.

2.2.7 Drawbacks of burnout

Studies on the topic point at several shortcomings and limitations of research on burnout. Majority of those are related to the technical aspect of collecting data. One of them is the self-reported measure of burnout (Schaufeli, & Enzmann, 1998; Rudow, 1999). Research conducted by Korczak, Huber, and Kister (2010) on several different studies on this issue shows lack of objective data which is included in most of these studies. The most widely used burnout inventory, Maslach Burnout Measure, might have some drawbacks mainly in choice of administering its measure (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Korczak, Huber, & Kister, 2010; Hultell, Melin, & Gustavsson, 2013). For example ensuring the validity of its measure, in order to prove the hypothesis of family problems related to burnout, the questionnaires were administered with police officers rendering thus, expected positive response (Maslach, & Jackson, 1981) because of the type of profession, which is well-known that police officers generally have problems in their families. The temporal aspect of existing measurements is also a shortcoming rendering burnout as a stable construct (Hultell, Melin, & Gustavsson, 2013). As a result, limitation of burnout measures lies in type of job used as a sample which consequently, cannot be generalized. For example, quantitative research findings are gender-biased showing stereotype beliefs where some positions are mostly female occupied like teachers and others are mostly men occupied like principals and managers (Burke, & Greenglass, 1989b).

The aspect of responses expected to abide by social norms shouldn't be neglected either. Pointed out by researchers of this syndrome (Montero-Marin et al., 2011), it can compromise the overall validity of measurements. The response rate is of interest also especially when it comes to proper identification of individuals that suffer from burnout because often the participants fail to include the most burned-out ones, which have possible left their job altogether. As reported by Montero-

Marin et al. (2011) teaching personnel were more reluctant to participate in surveys of this kind as compared to employees in administration. The possible explanation offered by these researchers is taking into consideration the type of occupation, where the former have tight schedules to accomplish, and the latter might welcome such a shift from boredom. Other researchers have suggested ways to alleviate effects of burnout by calling for teacher development, reducing demands at work and hinting at avenues which promote self-efficacy and better class management techniques (Fernet, Guay, Senécal, & Austin, 2012).

Research on burnout is based on subjective measures, without applying the objective clinical one. One such scientific measure would be measuring teachers' adrenaline levels, and other measurable physiological reactions, although there are other such reliable measures of teacher behaviour and body expressions which should be used alongside the self-reported surveys (cited in Rudow, 1999). Also a need for more qualitative research of case studies is put forth (Rudow, 1999).

2.2.8 Theories of analysis

In an attempt to pinpoint the phenomenon of burnout, this section identifies several theories which scholars use to analyze this syndrome. Burnout has been analyzed also from a longitudinal aspect and individual factors (Fernet, Guay, Senécal, & Austin, 2012). Burnout was analyzed based on established theories: self-determination theory (Fernet, Guay, Senécal, & Austin, 2012). Loonstra, Brouwers, and Tomic (2009) looked at it from the point of existential psychology. Dunford, Boss, Shipp, Angermeier, and Boss, (2012) introduced a new longitudinal model of burnout as a dynamic process that changes according to the transitions in a career. Dunford et al. (2012) research found that there burnout dimensions may not develop in the same pattern and within the same time. Dunford et al. (2012) proposes to use the job demand –resource model of Demeroti for a more specific information about burnout dynamics. Conservation of resources (COR) theory is used to explain the link between lack of resources and burnout (Braunstein-Bercovitz, 2013). Cognitive appraisal theory of emotion was used to form the

theoretical framework for research on burnout (Chang, 2013). This study is the first one that uses narrative approach framework to explain and manage burnout.

2.3 NARRATIVE THERAPY

One of aims of this dissertation is to propose a management program for alleviating teacher burnout. In relation to this and after researching the relevant literature, we have identified the following three most common themes as possible reasons for this syndrome:

1. Individual idealism,
2. Teacher-student relationship based on respect and values, and
3. Teacher self-belief.

These teacher perceptions delineate their distinctive approach to life and the very individual nature of these stands relates most closely to narrative therapy approach and techniques, which might suggest best solutions on how to handle these beliefs in teacher burnout. There are several easily illustrated ways on how teachers might benefit from techniques of narrative therapy. For instance, teachers might learn on how they can guard themselves from falling back into a trap of teacher-centred model of teaching by leaving out some of the control they think should have over children. The most visible influence of the therapy is in helping teachers learn how to relieve themselves from a burden of expectations that society has over them (White, 2007). In teaching there is a constant threat, a possibility of failing to meet up with expectations from students, parents and school management. The unremitting tension of having to re-verify your teaching abilities can lead to shame, fault, fear and disgrace. As a result, teachers with poor resource pool are more prone to falling prey to burnout (Shirom, & Melamed, 2006). Based on our belief in narrative therapy's potency to help with teacher burnout, we present below an outline of its theoretical fundamentals and principles. Additionally, we will sketch the structural framework that the therapy has and tools that it uses.

2.3.1 Narrative Therapy Fundamentals

Developing from family therapy in 1970s, narrative therapy is a relatively new therapy. Theories of post structuralism, theory of Michel Foucault, Alfred Adler's psychotherapy together created a fertile ground for narrative therapy to germinate into existence. Post structuralism, which developed from structuralism, saw that the habit of generalizing systems and structures heavily spurs back exceptions whose growing number renders generalizing unproductive and utterly useless (Whisnant, 2012). The developers of this new approach, Michael White and David Epston, were more interested in finding new methods in offering help to people who needed it, than founding therapy schools of their own (Beels, 2009).

In search for understanding the reasons behind a human action, narrative therapists advocate the three principles of perception, interpretation, and subjectivity. It is through these principles that people give meaning to their own self, relationships in their life, and the world around them. This is because innately we construct our own world based on the discourses of people we come in contact with, and the relationships we find ourselves in (White, & Epston, 1990). The therapists Michael White and David Epston founded the narrative therapy on three basic pillars: Michel Foucault's theory of power and knowledge, Gregory Bateson's ecology of mind and Jerome Bruner's narrative story.

In developing their therapy, White and Epston (1990) adopted these ideas on interpretation of events, the temporal mapping of events and incorporation of narrative. The uniqueness of their method lies in the unconventional way of addressing the problem, which forms the basic principle of the narrative therapy. Unlike the conservative way of treating the crisis as an integral part of the subject, i.e. a person, problems are treated as separate and independent entities existing outside the individual (White, & Epston, 1990). Shifting perception from the afflicted individual into the affliction itself, individuals are freed from social reproach and the culpability of their internal self. Seen from the individual's perspective, dividing the person from the problem he has, narrative therapy does not promote the change of person but of the effect it has on him (Rich, 1999). Additionally, it does not remove the responsibility from their actions but raises the awareness of a humane obligation (White, & Epston, 1990).

This inevitable places the choice on us in shaping up our life. Having a choice in making a decision is what empowers us in undertaking conscious actions towards our own subjective evolution. The choice we make in everyday life frames our actions, which are pre-determined by our perception of particular events, people, relationships and the importance we give to them. Interpretation is the next step in processing the perceived information, and this largely depends on our lived experience. The new information is absorbed through our previous knowledge on the subject (White, & Epston, 1990). Other researchers such as Richard Hester (2004) saw the basic principles of narrative therapy in Alfred Adler's psychotherapy, that people construct their life stories from memories rather than recall those. And they work toward re-writing these stories with exceptions of their hidden personal strengths, so that the re-constructed happy-end stories turn into their healing. Narrative therapy several stages which are grouped into three main: deconstruction, externalizing and re-storying. The focus of the therapy turns to the client's abilities and skills which are relevant for the success of the therapy.

Narrative therapy places a significant importance in communication between individuals, as an efficient inter-human discourse cultivated persistently by our society in order to ensure proper functioning. Yet, our modern community has reached a height where people no longer hear the ordinary communication of each other but wearily try to hear hidden messages behind these conversations (Freedman, & Combs, 1996): parents listening to their children talk about what they did at school and pondering if their children are hiding bad marks; neighbours exchanging greetings in the morning, but guessing what will they ask in return; or lovers expressing words of love, but underneath holding back unspoken desires. Communication has come to a halt. However, the avenue pursued by narrative therapy is quite the opposite. Using the medium of language narrative therapists assist clients in unleashing that which is unsaid and reconstructing the silence. Narrative therapy empowers clients by having them name their own problems instead leaving clinicians do this (Shapiro, & Ross, 2002).

2.3.1.1 Nature of the problem

Narrative therapy focuses on positive aspects of human personality and builds healthy life based on these strengths. It fosters a sheer desire to learn about human possibilities. A troubled person is so consumed in his problem-saturated story that he cannot see the alternative stories with options, abilities, or skills. Consequently, it does not dwell on past causes of the problem but screens the present effects it has on their life (Shapiro, & Ross, 2002).

Because founders of narrative therapy are fond of using metaphors in their therapy, problems are also addressed to using metaphor-related descriptions (Freedman, & Combs, 1996). Their belief that human life is uniquely interrelated with unexpected moments of sense and matter is reflected through metaphors. Impregnated with plain yet ambiguous symbolism, metaphors open avenues towards endless possibilities for constructing and re-structuring life stories. Some of the most frequent metaphors are that of maps, which symbolizes journeys into people's lives raring to be explored (White, 2007). These maps help us find unfamiliar paths in the rabbit-warren roads of our lush experience, paths which are buried under deep layers of constant subjugation.

2.3.1.2 Powerful knowledge

Drawing from Foucault's concept of knowledge as power and power as knowledge, the narrative therapy feeds on two sources of knowledge. The first one is knowledge that a therapist offers and the second one is knowledge that people bring to a therapy.

Narrative therapist's experience comes forth in three concurrent functions: a listener, a reporter and a facilitator.

2.3.1.2.1 Listener

The act of listening narrative therapist engages in pure listening act without thinking about the hidden agenda behind the words (Freedman, & Combs, 1996). The attitude adopted by the therapist is that of unabashed interest in the problem of

the client. During the listening process, therapists guard themselves against their accustomed temperament of intruding into stories they hear and imposing personal agendas and convictions on the troubled client (White, 2007). The attitude of a listener entails the use of specific language and genuine curiosity towards the speaker's talk (Freedman, & Combs, 1996). Freedman and Combs (1996) suggest that this particular listening process is always followed by a touch of interpretation, without which we cannot embark on understanding client's stories. They further explain that personalities of listeners are revealed during the process of listening, in such a way that we notice and hear only things which are part of our belief and we discard the rest of the events from the client's stories, for instance if we are a physician we will look out for pathological problems. So, in order to fully appreciate the speaker's discourse, according to these therapists, we should engage in a deconstructive listening. Listening is considered one of the main elements of successful narrative therapy and at times the only one accountable for its success (Freedman, & Combs, 1996). This skill reaches a new height in narrative approach because it is not laden with our integrated presumptions or pathological attitudes towards a client. This subjective side of a listener can affect the communication between client and therapist by dwelling more on the right/wrong aspect of the discord and less on individual client preferences.

The relief of not being held responsible for finding the right answer to a problem is also a feature of narrative listening (White, 2007). Rather than seek solutions for clients, the listening-therapist is heedful of precursors in people's stories that might bring about hidden parts of their experiences that seemed irrelevant at the time of happening.

2.3.1.2.2 Reporter

The peculiarity of narrative therapists to incorporate questioning in their work, as opposed to avoidance of interrogation in normative psychotherapy, reveals their genuine curiosity for the individual lives of people. Since, questions generated during a therapy do not follow the usual pattern where a client answers to questions of an expert, in narrative therapy inquiries are made in order to find information

about people's lives, needs and desires, which are not mentioned. Thus, the effectiveness of a therapy lies not in the ability to ask questions, but in the capability to encourage inventiveness and ingenuity in people (Beels, 2009). Subsequently, these questions urge people to explore further into their personal experience challenging at the same time internal beliefs about their problem. The therapist is interested only in investigating and reporting about the specific nature of the problem, not in giving solutions to them, or forcing people to challenge the problem directly (White, 2007).

2.3.1.2.3 Facilitator

The facilitating attitude that a therapist aspires to in a therapy is twofold. On one hand it empowers people to search for personal abilities and rely on internal understandings, and on the other it relieves therapists from burden of finding solutions, and from blunder of making ill inferences. A therapist is a careful observer of frail positive hints of a person's life stories and then points these to the client and brings them forth to their conscious. The facilitating aspect manifests through:

- de-centring approach,

- metaphorical use of language,

- power relations, and

- humour.

Besley (2002) speaks how narrative therapy de-centres the therapist by placing the client in the centre of a therapeutic process. The de-centring is achieved in several ways, where one of them is using a specific language, which in itself becomes a healing tool. Rather than use medical terms that tend to objectify and pathologies people, it uses vocabulary that empowers people, such as changing client to person, or internal problem to external problem. Additionally, preferring subjunctive mood over the indicative one, with words such as *might be, could, maybe, possibly* leaves room for people's interpretations rather than therapist's assumptions (White, 2007). Consequently, questions that White (2007) uses in subjunctive form such as *What*

might be a good name for this? What steps could you take that would fit with this? How would that be for you? as opposed to indicative ones such as *What is a good name for this? What steps can you take that fits with this?,* or *How is this for you?*, reflect the attitude of speaker as making mere suggestions, hypothesis, removing clearly, any assumptions about predetermined realities, fixed events, or encoded feelings, which cannot be changed. Further, distancing the speaker from all possibilities of being characterized as prejudicial, presumptuous, or actualizing, this mood leaves people in charge of interpreting at their own convenience, and then deciding on the most appropriate route to follow.

Another goal of narrative therapy is the power relations it addresses. It aims at reducing the hierarchy and freeing oneself from our socially-induced expectations in taking a defensive stance towards diversity (Hayward, 2003). The complexity of person-specific problems is further supported by withholding judgment of the problem is preconceived opinion should not be viewed in total as something that is to be removed altogether. The strata of information stored in our mind through interpretation and social discourses form our innate understanding and belief about life. These beliefs are reflected back to our daily lives and our everyday relationships. One such belief relates to a role the therapist has in a therapy and the knowledge that comes with it. We, universally, believe that in the therapist-client relationship, the power lies with the therapist, who has the expert's knowledge to find a solution to a client's problem (Beels, 2009). The similar duality is found in other relationships such as physician/patient, employer/employee, or teacher/student rapport. While is former bears the power of the discourse, the latter lacks this advantage and depends on the therapist for the right information, cure, or a solution to their problems. In the narrative therapy, this embedded belief on pre-determined roles changes and the therapist descends from his all-knowing post (Freedman, & Combs, 1996). On the role of the narrative therapist, Freedman and Combs (1996) state that therapist consciously decides to give up on the expertise for the sake of therapy. In doing so, the therapist places the trust on the client as the all-knower, to find the best possible solution. The role of the therapists becomes that of a listener and a facilitator which assists the client in finding the right course of action, and who directs the course of the therapy. Within this particular

facilitating role, these narrative authors often turn to metaphorical use of language at different stages of the therapy.

White (2007) makes use of metaphors during the externalizing conversations to help people express their subtle systems of thought and feelings. Metaphors came to be a preferable choice for people during this stage because of its powerful symbolism which best complements our complex relationships with problems. Actually, metaphors adopted during narrative therapy depict the manner in which people identify influences of problem on their life, and actions they will assume to unravel the respective problems (White, 2007). Consequently, White (2007) observed that choice of a metaphor will largely depend on both the individual's perceptions of their relationship with the problem and their conceptions on life which are based on social discourses. Thus, people with geographical concepts will choose territorial metaphors; teaching concepts will prompt learning metaphors and so forth.

Although, the individual decides on the type of metaphor, in cases of multiple metaphors assumed by the person, it is the therapist who facilitates the decision-taking on the most practical metaphor to follow throughout therapy. When deciding on the most appropriate metaphor, White (2007) insists on proceeding from the ethical stance and avoiding those which promote conflicts, modern expressions of power namely, fighting, killing, beating, or conquering; and instead make use of more universal moral metaphors such as reclaiming, educating, reducing the influence, which are claimed to promote psychological and physical well-being of people. White (2007) further draws the attention to the moral burden that the therapist has in ensuring an ethically right choice of a metaphor, because the person's self-worth will largely depend on its sustainability in the long run, acting as a sentry against possible failures in future. The selection process of a metaphor is a synergy of both collective knowledge of the therapist and individual knowledge of the person. As such, it respects and honours preliminary metaphors that spring up during therapy, but is also on the watch for the emergence of other more durable ones.

The overall attitude adopted by the therapist is cheerful, optimistic and playful stance towards the usual serious, sombre and earnest approach that most of

contemporary therapists assume. This naturally tends to be contagious and can spread into people who seek therapy. People faced with this humour feel relieved to see that their problems can have a different perspective, where disorders can be mischievously out-tricked rather than clinically treated.

2.3.1.3 People and their understanding

The narrative therapy of Michael White and David Epston is marked by reverence for the unshakable faith in that which is the most noble in people. The foremost sign of this deep admiration is conscious segregation of a problem from a person, making it almost an epithet of narrative therapy that the person is not the problem, the problem is the problem (White, & Epston, 1990). Consequently, people realize that their problems, in fact, are not part of their character, but separate entities (White, 2007). Seen from this perspective, people regain self-respect that deep down they are good; self-belief that this disorder can have a cure; and self-trust that this is not their destiny preordained by higher forces. It is seen in simple acknowledgments such as recognizing people's need for personal time, namely waiting patiently for their readiness to take on therapy rather than forcing them into it, up to more complex personal knowledge, namely accepting their wilful choice on welcoming some part of problems as useful. It is not only the adult's knowledge which is conceded, but also the power of the knowledge that youth has, the innate understanding which lies in the deepest strata of human knowledge, of which children are mostly unaware of (Epston, 2008). The concept of knowledge within the frame of narrative therapy works both ways. Not only do people bring their innate and background wisdom to the process, but they are also adorned with new knowledge about their beliefs and their personalities that remained outside scope of their awareness (Beels, 2009).

In this concept, White (2007) distinguishes two types of understandings: internal and intentional state understandings. The idea, which forms our internal state understandings, is that our conscious behaviour and thought are driven by our unconscious self with its desires, motives, instincts and personality traits. Although these elements of our identity rely considerably on systematic social control of

thought and action, it is believed that we keep on discovering these elements within us during the course of life, especially during times of crises. In contrast, the intentional state understanding is a belief that our conscious state of mind is driven by intentions of our own mental accord, which are based on beliefs and values we have in life. Though both pertaining to identity, people are more likely to choose the latter to manage events, relationships with other people and their own attitude when faced with life challenges. According to White (2007), the reason for this is that intentional knowledge recognizes the person's ability to perform based on personal intentions and motives; views the person's concept of life not in isolation but in relation to lives of others, and concedes people as mentally knowledgeable and capable to re-write their own destiny. However, from the aspect of narrative therapy, developing more the intentional understandings can create a solid foundation for a sustainable change of their present problem-saturated lives.

Having said this, we use both internal and intentional understandings to reach conclusions about our personal identity, conceive notions about us and the world around. White describes this process as "*filing cabinets of the mind*" (2007:106). We fill these mental drawers with conscious interpretations of events and relationships, always showing preference for some events and disregarding others. Collected files of these mental interpretations are then joined into narratives, stories of our lives.

2.3.1.3.1 Story telling

Accordingly, our lives are stories that we tell to other people and that others tell us based on their personal identity conclusions. White (2007) believes that this traffic of stories is what gives shape to our identity. Borrowing heavily from Jerome Burner, a cognitive psychologist of thought processes, White transforms storytelling to people's lives, which come to seek therapy. Narrating their stories, people become authors of their life, they take charge of their narratives, acknowledging that they can change, alter or redirect it in any way they prefer and choose to do, just as a literary author does. Drawing a parallel between literary narratives and therapy, just like writers that leave space for readers' cognitive interpretation and imagination based on their respective experiences, so do

therapists open avenues for people to find meaning and embark on experimenting with those threads of personal lives that failed to show significance at that time (White, 2007). Actually, people are so accustomed to living with the problem that all non-complying actions, thoughts, and feelings with it are deemed trivial and excluded from the consciousness. It is this subliminal occurrence that the narrative therapist is heedful of during therapy, urging the individual to look into possibilities it might offer (White, 2007). Dodging the troubled life, the therapist opens way for people to write and rewrite their lives away from influence of the problem. Re-authoring then serves three purposes; it restates and acknowledges the new reality of life, it facilitates its subsistence in future, and fends off from possible recurring events.

2.3.1.3.2 Social Aspect

Together with genes from our parents, at birth we also inherit the social norms, ideas and beliefs of our community. Our individual knowledge about us and our character, nicely embroidered within life stories, is significantly built upon tales that our social life bestows upon us (White, 2007). Therefore social aspect in narrative therapy develops in two themes. One is the theme of social impact on construction of our identity and the other one is the irrefragable social co-existence.

First identity beliefs are based on stories we hear at young age from our parents, relatives, friends and larger community (White, 2007). Young children are repeatedly inquired of their friends' names, teenagers worry about their looks and adults work on their social status to remain on the list of envied people. Thus, we are constantly made aware of the importance of socially acceptable patterns of thought and behaviour in order to be considered normal (Zimmerman, & Dickerson, 1996), even loved and cherished. Anything different from this social norm is considered abnormal and something that is to be avoided at all cost. Consequently, the social labelling follows where friendless children are labelled as unsociable, pimple-faced teenagers as losers, and unemployed adults as social failures. Gradually, these *internalized understandings* become habitual and we accept them as part of our personality, of who we are.

The cultural phenomenon of how a social thought is assimilated into an internal belief is thoroughly analyzed by Michel Foucault, a French historian, who observed that society controls individuals through its specific mechanisms, which he named as "*dividing practices, objectification of people and normalizing judgments*" (as cited in White, 2007:25). According to Foucault, dividing practices are seen as social norms that separate individuals from a larger group based on certain socially-regarded unacceptable attitude or behaviour, such as being poor, mad, unemployed or disabled. Further, people are objectified by classifying their bodies in categories based on their disability such as dysfunctional or inadequate. Whereas, normalizing judgment is a form of power that the system exerts on individuals by judging them based on their performance according to social standards, but not their moral worth (White, & Epston, 1990).

A second theme in narrative therapy is the importance given to social co-existence. This signifies a belief that people are social beings, they do not exist in isolation but in community therefore, people's lives gain meaning through their social interactions. These social ties range from our close family, relatives, friends, acquaintances, community at large, to characters that have affected our life at some point in past or might do that in future. During therapy then, people are consciously endorsed to bring to memory these characters and evaluate these figures from their life and in doing so, their identity gains new values and novel interpretations. Their contribution to shaping our personality is invaluable: family members reminding us of our long-forgotten moments of glory; neighbours witnessing our hidden strengths; friends joining us in our quests for what we cherish the most; deceased relatives bringing forth our compassionate side, or community pointing at faces we were afraid to reveal. Through White's (2007) lenses, people's life is associated with a membership in a club, but where only those memberships that contribute to our values and ideals are supported.

In narrative therapy, social aspect of a person is not considered only as an internal recollection of relationships, but it is an intentional inclusion of others who have had an effect on that individual's life. The recollection works on the principle of association, because "*identity is founded upon an "association of life*" rather than on a core itself" (White, 2007:129). For instance, we might remember our relatives

because we associate them with pleasant times we had during childhood; we might think of a friend with whom we shared same feelings of humiliation; there might be a neighbour who helped us in overcoming our sense of desolation. These recollections document our life and make it real, a palpable thing that we can hold on to. Through their help we realize that there were, and still are elements within us on which we can build a sort of life that we want. Our relations with other people add substance to our identity bringing in into higher levels of awareness about our own strengths (White, 2007). The effect of these characters on our life works both ways and as a consequence our behaviour also influences their identity shaping. The intentional inclusions of these characters during a course of therapy is selective, making it a responsibility of a narrative therapist to select based on motives that are positive, humane and eventually beneficial to people that seek therapy.

At times when people are not capable to associate their life with other people, a therapist initiates inclusions of an audience to participate as a witness during a therapy (White, 2007). Acknowledging the effect of social interaction, people thus, are not left in isolation to reconstruct their identity, but rather join in a cooperative effort with other people. Reflecting the essence of community, the audience provides for "*an essential ingredient in therapy*" (Beels, 2009:371), for their ability to break the impasse. The results are always present in form of coming back from a mind blockage, mentally fishing out events from our unconsciousness, or relating to parts of our character that we were oblivious of.

Using with wide variety of disorders including trauma, depression, bulimia and anorexia, White found audience to be especially beneficial with people who had lost their sense of agency and self-worth. He noticed that on many occasions these people, who had a bad conviction about their worth, regained their individual inner strength by hearing audience's retellings on how they positively influenced the audience and brought good to them. This revelation is completely the opposite from people's stories of themselves, under the influence of the problem, as worthless and irrelevant (White, 2007)

Use of audience is a rather novel topic in therapeutic conversation, where a standard procedure gives no place to third persons in a therapeutic session (White,

2007). However, White and Epston (1990) found that including an audience in a session can have a profound impact on the success of a therapy. Benefits of this can be collected to three sorts:

- the same-minded people create a sense of solidarity with person's current state,
- their supporting presence eases off person's sense of seclusion, and
- they offer a pool of resources for different avenues that are available to people in their quest to free themselves from the problem.

Witnessing significant benefits of such an approach, White and Epston (1990, 2007) regularly engaged audiences in their sessions, with members ranging from close and distinct family members, friends and colleagues, other significant people, but also people who have been in similar situations. Selection of these "*outside witnesses*" is done based on their "*supportive [response] of preferred developments in [people's] lives*" (White, 2007:179). Their objective perception and careful observation during sessions further facilitates the therapeutic process offering thoughtful insight into conversations between the therapist and people. Following each other's interviews with the therapist, both audience and people practice giving comments and retelling by offering real and tangible discernment into mutual identity shaping. Retellings presented herein establish a greater validity to stories being told making them more real and authentic. The interrelation between the two players in this process reveals a tight and complex relationship of mutual influencing which in turn strengthens the veracity of their stories.

2.3.2 Narrative Therapy Toolbox

Throughout therapy there are tools which help forward therapy to its success. Both White and Epston use narrative therapy strategies to help people deal with stories that generate problems. For instance, Epston (2008) uses metaphor and Ericksonian Indirect suggestion to propose alternatives for shifting self-blame, including associations, referential shifts, and presuppositions. These tactics help in times when we feel that unpredictability seems to accompany the forthright belief in human innate strength to heal itself. These strategies give way to a sudden change

in course of action putting clients off charge and giving ways to their steering inner voices. Epston (2008) relies on these techniques in tackling several psychological issues that seem to have come to a dead end. One of these psychological issues is the theme of respect. In narrative therapy respect towards the individual is shown in many different ways. One of those ways is by allowing them to decide when they wish to ask for help, like when Epston (2008) wished for them to phone him and make an appointment on their own. Another way is offering help only when they have decided that they need one. There is a shift in significance of issues being treated, from the question of how the problem occurred to how to clear it off.

2.3.3 Narrative Therapy Structure

In general, narrative therapists follow several defined stages in order to reach the desired outcomes during their therapy. These clearly delineated stages form a firm foundation of every therapy, although stages are not always pursued linearly. The change in following some stages and leaving out others is often determined by the individual nature of both the therapist and people that come to the therapy. These four distinct stages include: externalizing conversations, unique outcomes, alternative storylines and ceremonies.

2.3.3.1 Externalizing conversations

Sequences in narrative therapy begin with a technique known as externalizing conversations (White, 2007). It is seen as a process of exposing the problem, seeing it as an object rather than part of someone's personality. Different avenues are undertaken by the therapist to assist people in exposing their problem, whether it is a disorder, an illness or a distress people complain about. During this stage, the individual knowledge of people is prized more than clinical diagnosis, so it is not the technical term which is defined but the practical implication of the problem in real life. In order to reach this personal elevation, the problem is examined, questioned and scrutinized, sketching gradually its idiosyncratic facet for the respective person. Narrative therapists believe that the externalizing stage has the potential to question negative conclusions about one's character at a personal level,

and to bring union to family members ravaged by the problem at a social level (White, 2007).

At a psychological level, a problem which is not us is the other, and combating others is much easier than coming against oneself. Rather than engage in self-destruction, people come against the problem and refuse to be dominated by it (Beels, 2009). Personified in this way, the problem assumes all the accompanying characteristics naturally ascribed to a human being, with its hidden desires and motives, dominant strategies and tactics. Thus, externalizing conversations aim at denuding the problem of this hidden plan, a plan which is always against what the person holds the most precious (White, 2007). This enables the individual to come up with an action plan to counterattack tactics of the problem. The versatility of externalization as a revelation process is displayed not only in dealing with problems but also in exposing personal strengths and agencies of people (White, 2007). This focus on a positive aspect of personal assets is conducted on timely and appropriate basis as seen by the therapist's profound ability for signposting the therapy.

The empowering position of people is further emphasized through the use of "*statement of position maps*" (White, 2007:38). This four-category inquiry map is a guideline for externalizing conversations developed with an aim of assisting therapists in their respective narrative therapies. It, especially, guards therapists from falling into the trap of expert-knows-best attitude and imposing their own beliefs about people's relationships with problems.

The first category an "*experience-near definition of the problem*" aims at defining the problem which is as specific as possible to the person, because according to White (2007:40) every single person experiences the clinically-described problem in a different way, particular to that person, and so there is never one type of anorexia, never one type of ADHD, or bulimia, but their characteristics differ according to how people experience these. Consequently, clinical terms are replaced with person-specific terms in form of metaphors, which best depict people's hardships with their problem. The second stage "*mapping the effects of the problem*" (White, 2007:43) encourages people to investigate into the influence of the problem in their life and in relationships they value. It challenges the internalized truths people have

about themselves being under the effect of a problem for so long. It is in the third stage "*evaluating the effects of the problem's activities*" (White, 2007:44) that the person will continue analyzing further effects of the problem's activities, and come up with a personal evaluation about it, rather than have the usual third person's evaluation on it. This unordinary twist of roles in assessing the problem's impact on our life raises the self-awareness about individual responsibility in tackling the problem. The last category in externalizing conversations, "*justifying the evaluation*" (White, 2007:48), continues defying social norms, at least those in psychotherapy, because of its use of the notorious *why*. Without prejudice, these questions investigate into people's reasons for taking a certain position towards the problem, reasons for having certain values in life, and reasons for putting, or not putting up with the ways of the problem (White, 2007). Although justifying evaluation is the most difficult stage to overcome because of people's ignorance, or uncertainty about the answer, it is also the most illuminating moment for them, in that they can realize their inner qualities which were concealed under the scope of problem, and can identify their most cherished values and beliefs.

2.3.3.2 Unique Outcomes

It is at this crucial moment in therapy that people realize there might have been moments in their lives that they had forgotten about, hadn't seen them before, didn't think they were important, or simply they were under the spell of a problem. This is a recalling moment in their life which is usually followed by profound moments of shock and astonishment, mostly for missing such an important detail from their life. Narrative therapists refer to these moments as "*unique outcomes*" (White, 2007:61). Their uniqueness lies in their ability to herald a new, more preferred life story, the existence of which was doubtful at the beginning. These outcomes then, are results of those contrary-to-usual experiences which went into oblivion due to their stigmata as trivial and unimportant. These results always run contrary to dominant problem-related themes in people's lives, questioning their very consistency. White (2007) believed that this marks the beginnings of a re-authoring stage, where people not only become aware of alternative stories in their life, but they set out on a journey of rewriting their subordinate stories anew.

In order to assist narrative therapists, he constructed a map of re-authoring conversations following on the principle of literary writing of Jerome Bruner. Bruner saw the successful narrative in a unified interrelation of landscape of action and landscape of consciousness; the former representing events and actions in a plot, and the latter covering the inner world of characters (as cited in White, 2007). White transferred this dual framework into therapy to deepen the holistic approach to people's identity construction, and substituted landscape of consciousness for landscape of identity to connote the accountability a therapist engaging in an ethical conduct and discourse in the course of therapy. Actually, landscape of action questions assist people in searching over their memory for past, present and future events and circumstances which are contradictory to their present problem stories, whereas landscape of identity questions investigate into people's internal values and understandings which do not follow the problem-based assumptions about themselves. Where the former is fixed, stable and unconscious, the latter is flexible, mobile and conscious. The two landscapes complement each other through a reciprocal relationship, where identity conclusions are reached by characterizing actions, and where action inferences are founded on defining expressions of identity. Thanks to these landscapes and probing questions from a narrative therapist, people gradually assemble sustaining subordinate stories, which serve as a foundation for constructing future lives far from the effects of the problem.

2.3.3.3 Alternative Storylines

Constructed upon a scaffold of landscape of action and landscape of identity questions, re-authoring conversations bring about unique outcomes, a person's ray of dissent from an ordinary perception of the problem. Yet, in order to reinforce this deviation from standard thinking and introduce a more stable foundation for permanent change in approaching the problem, White (2007) suggests to recollect consciously particular events, actions, and other figures from past, present or possible future using re-membering conversations in narrative therapy. Uniting our memories from past, present and future life we gather ingredients to construct a new story, and alternative storyline of our new problem-free life.

Re-membering conversations invite mental recollection of relationships, or characters from our life chronology which can support the feeble examples of unique outcomes. Guided by their internal understanding people usually refer to absolute explanations or human nature in order to explain their newly found knowledge. However, unless these loose expressions are grounded on solid foundation of more tangible proof, indefinable sensations of new knowledge will soon die away under the mass of the problem (White, 2007). A move from the absolute into the concrete representation of events and inclusion of relationships relevant to our new realizations about our identity strengthens the change in our identity. The questions posed at this stage search for concrete indication of links between action and identity, such as verifying experiences, witnessing people, acknowledging stories, or particular understandings. Recollections brought forth through these questions are conscious and cognitive, elaborate and empirical. White (2007) believes that these re-membering moments oppose the Western idea of isolating individuals in a self-sustaining existence, excluding social ties with other people. He further sees this isolation as a source of many psychological problems people find themselves in.

2.3.3.4 Ceremonies

Recollected memories are construction materials with which we reconstruct our new life. The stability of our construction will depend on quantity of memories, rich description and relevant relationships that we can add to our new storyline. White named this retelling practice in narrative therapy "*definitional ceremonies*" (2007:165) based on an idea that people's stories become more real if they are retold by other people. So, retellings reinforce and add validity to our new identity revealed in stories we tell. However, the structure of audience plays an important part in these supportive retellings, for these are people who either know us, or relate to a state we are facing through their own experience. When talking about ceremonial conversations, White (2007) draws an outline of these ceremonies in three steps: with a person telling the story, audience retelling the person's story, and the person retelling about the audience's retelling. Further he stresses the importance of questions that the therapist employs in prompting a beneficial

response from the audience. The most productive responses are not sympathy, judgment, or interpretations of stories they hear, but *"those that re-present what people give value to in a way that is highly resonant to these people"* (White, 2007:188). Therefore, audience retells not the whole story, but only parts and specific expressions that *strike a chord within them*, including words, images and metaphors evoked by these expressions, and what they personally feel about this.

White mapped these conversations producing *"the four categories of inquiry"* (2007:190) where a same pattern of conversation is used with audience and with people's retellings. The four categories, which White names as particularities of expression, reflecting images, resonance, and transport, depict explicitness in response. Responses initiated from these conversations focus on giving exact expressions or words that on audience. This specific inquiring tactic facilitated by a narrative therapist elicits reflections from audience which are highly specific in nature. Audience's retellings through active listening depict a real interest for a person's story, employing metaphors to add substance to what these images might say about person's values and identity. The same process is followed with people's retellings of what audience retold about them. Throughout this stage a stress is put on *"embodied"* (White, 2007:191) contributions that involved parties make on each other's lives as a result of their retellings, joining into a collective and reassuring impression that there is a magical connection between their stories. Through these emotionally charged retellings, or what he refers to as *"katharsis'*, White (2007:194) strongly believes in the ability of both people and audience to experience mental translocation into times and places in their lives of which they were oblivious before.

However, White (2007) adds that it is not only mental transfer within their concept of identity that creates this sense of collective co-healing, but it is *acknowledgment* of a transfer which adds power to these retellings. We hear other people's real and sincere recognition about our contribution to their life, which often we are not accustomed to (White, 2007). A conscious process of recognizing and acknowledging our capability to help others or affect lives of others serves as a powerful tool on reconstructing a stabile future of our new life. Another aspect of ceremonies is a social implication that it bears to people, which is a symbol of

ending or beginning an event (White, 2007). Consequently, narrative therapists use ceremonies to bring the therapy to an end, without inflicting additional separation stress to people who come to the therapy.

2.4 BURNOUT THROUGH NARRATIVE THERAPY LENSES

The present study comes forth as a result of poor education outcome (MASHT, 2011) and articulation of teachers' unheard voice on their endangered psychological and physical well-being (Belcastro, 1982; Rudow, 1999). Casual observation of teachers revealed their general dissatisfaction with learning outcomes, classroom discipline, inappropriate material and unhelpful administration. Yet, behind these visible disillusionments, the more understated emotions could be discerned with the most frequent feelings of disrespect and helplessness (Mazur, & Lynch, 1989; Byrne, 1999; Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005; Chen, Wu, & Wei, 2012; Zhong, & Ling, 2014).

A general survey on the literature on professional burnout, with a special emphasize on teacher burnout presented in this work, identifies perception as a single wide-ranging reason for this syndrome manifested in three distinguishable forms:

- Self-perception,
- Job-perception, and
- Learner-perception.

The above perceptions are in reciprocal interrelation and can follow any possible causation as a trigger that sets the stage for the later burnout. Their reciprocal causation is illustrated below using figure of infinity, wherein the self-perception lies at the heart of it as shown in Figure 1.
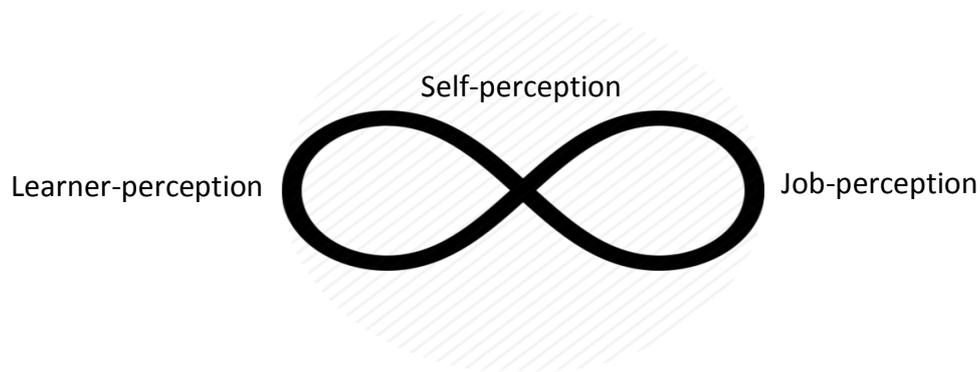
Figure 1. Relationships between self-perception, learner-perception, and job-perception

Perceptions teachers have about themselves, their learners and respective profession depicts the individual's idealism, having high expectations about their job (Van Horn, Schaufeli, Greenglass, & Burke, 1997), being more qualified, and being dedicated (Schaufeli, Leiter, & Maslach, 2009). Advocating the effectiveness of narrative approach in managing teacher burnout, this part is structured according to the more generalized coping skills. Being that most of causes and coping strategies correspond with each other, this part will follow the same pattern. The need for extended research was proposed by researchers towards finding a relation between measures that teachers may use in managing emotions that cause burnout, i.e. identify coping strategies that are harmful to them such as avoidance and suppression (Chang, 2013). The present study aims at addressing this need by offering teachers possibilities and effective coping strategies in managing their disturbing emotions in situations charged with energy with a specific focus on a place where it occurs, i.e. at the classroom. The need was put forth to better prepare teachers in identifying reasons behind student misbehaviour (Chang, 2013).

Burnout is a state of perceptions and assumptions, since self-reported it is subject to individual's point of view on their present or proximal moods. Consequently, our convictions are generally based on information that we accumulate from our social contacts. One such conviction is the historical attribution to role of sexes, which has found its way into research findings of Maslach and Jackson (1985). According to this view, females were seen as experiencing higher emotional exhaustion and

corresponding lower personal accomplishment, while men experienced higher depersonalization aspect of job burnout. The discourses about what roles are attributed to women and what roles men can do developed over time and are rooted in every aspect of our life. Out predetermined ideas on gender roles can easily influence even research results if these are not taken into account (Maslach, & Jackson, 1985). Narrative therapy works on this aspect of historical thought that aims at contextualizing and then externalizing them.

Countless descriptions of burnout, inconsistent causes, and ever-changing symptoms depict a unique ambiguous psychological condition. The reason as to why this state eludes researchers is because it functions on the basis of subjectivity. Causes and symptoms change from person to person. As such it calls for a treatment which should be specific to the individual that suffers from it. A treatment that considers the holistic aspect of the sufferer might be found within narrative therapy. Restoring the belief in things that we value is a shared aim of both narrative therapy and burnout prevention. The primary symptom of burnout may be the loss of one's beliefs in our values, which might be an offspring of social values as prophesied by narrative therapy. If left untreated burnout can draw the individual into the vicious circle of depression and disappointment (Schaufeli, & Enzmann, 1998). Since ancient time people are accustomed to using metaphors in their lives to express the inexpressible. The narrative therapy has incorporated these metaphors in its therapy coming as a rescue to individuals in conveying their specific problems. The very same denomination of a metaphor has been used to describe the phenomenon of burnout (Schaufeli, & Enzmann, 1998). Burnout described as a metaphor in the individual's life becomes the very problem that plagues hard-working and determined individuals. Burnout research is heavily based on quantitative studies where data are generalized and often prove inconsistent across different models of burnout. Empirical information clarifying specific aspects of this psychological syndrome brings the need for a qualitative analysis (Burke, & Greenglass, 1993) which focuses on specific burnout causes as opposed to general convictions.

Another point to consider is the relation of burnout to stress (Eisenstat, & Felner, 1984; Schaufeli, & Enzmann, 1998; Rudow, 1999; Korczak, Wastian, & Schneider,

2012; Gil-Monte, 2012). If anxiety is a psychological fear and stress is a prolonged anxiety, we might deduce that stress is a prolonged psychological fear. Plainly, stress becomes another word for fear. Yet, our commonwealth has persuaded us to call fear by its modern denomination, in order to keep our psychology away from the real danger of our stressful lives; away from asking fundamental questions such as What is the main reason I feel burned out? Is it because of work stress, emotional exhaustion, or lack of recognition? This places burnout on the opposite side of satisfaction (Fernet, Guay, Senécal, & Austin, 2012). Our inner questioning follows up with inquiries into our dissatisfaction at work including questions such as does it include emotional dissatisfaction or psychological dissatisfaction, and whether these two are interchangeable. Probing into teacher's inner world and posing the right straightforward questions of what teachers want and don't want, what goals teachers have, what constitutes their idea of success, might help us identify and then remove the cause that brings to burnout.

The success of an institution of education is dependent on the morale and effectiveness of its teaching personnel. Thus ensuring the well-being of teachers should be the prime concern of the responsible state departments. The prospect of professional development in teaching may reduce burnout (Yu, 2005). The relation of development reflects the idea of change within an individual. It might make room for a wishful thinking that their unfavourable situation could change into something better. But this idea works both ways, the favourable positions might waste all the possibilities and new alterations prove themselves needed. Change as such adds flavour to human life by allowing fresh ideas into the monotony of mundane status quo. As regards the professional aspect of altering, Dunford, Boss, Shipp, Angermeier, and Boss, (2012) argue that burnout develops in accordance to the change in work environment, in a curvilinear way with burnout increasing following the first entry into a job but, decreasing after the freshmen employees adjust to their job requirements and demands. This group of authors also found that the similar curving burnout is measured in employees that experience great change within organization (Dunford, Boss, Shipp, Angermeier, & Boss, 2012).

The aim of this study is assist teachers in teaching. It is not based on descriptive method because it uses empirical research based on a grounded theory method. The

grounded theory also known as constant comparative method begins completely opposite other research methods. It goes from bottom to top, collects data and then analyzing them based on data comes up with a theory, or a hypothesis. The option of looking for another job is really not an option in Kosova, where teaching is seen as only one of few professions left in the country that has some stability. It is the goal of the study to keep those best teachers that face burnout because of this.

The specific aspect of teachers in Kosova are limited possibilities for a job, which leaves them incapable for the prospect of leaving their job if they cannot handle the job demands or other stressors emerging from teaching environment. Consequently, the individuals that are caught in burnout because of impossibility for turnover continue to experience burnout (Dunford, Boss, Shipp, Angermeier, & Boss, 2012).

Another direction of studies proposed by Montero-Marin et al. (2009) is investigation of the positive attitude towards burnout. This takes research back to the studies of importance of perception.

Chang (2013) researched how teachers' emotional responses are triggered by their mental experiences in classrooms. Chang (2013) found out that the attitude of teachers toward student misbehaviour relates strongly to the depletion of their emotional resources, and how these prompt burnout. Advocating inclusion of cognitive interpretation of classroom situations in the studies on burnout, Chang (2013) aimed at unravelling the very genesis of burnout syndrome in teachers. The findings therein identified anger and frustration as the most frequent antecedents of teacher burnout (Chang, 2013).

2.4.1 Adjusting the Perception

The view on life and our existence may be the key to less burnout. Back in 1980s for instance, Doohan (1982) looking at burnout in clerical staff, concurred on the significance that our perception of world affects burnout. Subsequent studies presented the similar findings on teacher burnout. For instance research conducted by Huston (1989) found a scientific correlation between burnout and teachers' perception of their personal accomplishments. Teachers who saw themselves as having results mainly in the form of student achievement, and had higher opinion

about themselves were less likely to have burnout (De Caroli, & Sagone, 2012). Apart from self-perception, sensitivity toward student misbehaviour is regarded significant likewise, especially taking into consideration the cultural background of student action (Chang, 2013). Additionally, the nature of teaching also adds to the feeling of poor job satisfaction, since a lack of change in teaching career can add additional stress on teachers who do not see a future that might bring change (Boles, Dean, Ricks, Short, & Wang, 2000). The attempt at counter-attacking burnout from within the individual based on the narrative approach is not new. Researchers like Fernet, Guay, Senécal, and Austin (2012) propose change in perception of teachers toward school as an intra-individual change in motivation. Bauer, Stamm, Virnich, Wissing, Müller, Wirsching, and Schaarschmidt (2006) call for increasing teacher self-confidence through trainings.

2.4.2 Long-desired respect

Through narrative therapy's belief on the powerful knowledge of the client, teachers can find other avenues in themselves for a solution that fits them best. Most of times, a problem teachers are facing might be only the particular perception point that they have adopted. Shifting the perception opens up new possibilities to find solutions to a specific situation.

The area of diminished respect towards the individual is a crucial point in teacher burnout. Student interaction with each other and with school facilities has seen as equally important in determining teacher burnout. Consequently, increased awareness for the rights of others, and careful and conscientious conduct with school property displayed by students predicts higher teacher sense of achievement and lower emotional exhaustion. The desire for respect has seen to be of two types: student-related and administrator-related. Students' conduct issues increase teacher burnout especially in high schools suggesting that age of learners can affect levels of burnout (Burke, & Greenglass, 1989a). The similar perceptions were observed by Fernet and his colleagues (2012) classifying these into interpersonal factors namely student behaviour and principal leadership. Byrne (1991) suggested society expectation from teachers to be the initiator of burnout. The sense of self-

accomplishment is explained within similar lines whereby work that demonstrates how we can dispatch a skill in a shortest time possible, increases level of work-satisfaction (Byrne, 1991).

These findings echo results of previous studies on the impact of student attitude to teacher burnout. Burke and Greenglass (1989a) research showed that in comparison to secondary school teachers, primary school teachers had lower levels of burnout despite having higher workload and being longer in the profession. Consequently, secondary school teachers become more distressed with longer working hours at schools (Burke, & Greenglass, 1989a). Controversially, some studies showed negative correlation of burnout with smaller number of learners in a class (Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005).

Superior-related factor in terms of administrative support plays an important role in teacher burnout. Studies of Fernet, Guay, Senécal, and Austin (2012) revealed the influential function of school principals in determining the level of burnout in teaching personnel. The need for respect and fairness sought by employees in danger of burnout is acknowledged as a preventive measure (Chen, Wu, & Wei, 2012).

The innate need for recognition is seen as directly linked to burnout. Burnout teachers need to be praised more for their efforts at work (Huston, 1989). Loonstra, Brouwers, and Tomic (2009) on the contrary believe that striving for recognition and dependence on the acceptance from others limits their acceptance of self by fostering external motivations instead of internal ones. Raising the confidence of the self can prevent burnout. A confident person acknowledges its limitations while making the most of its possibilities (Loonstra, Brouwers, & Tomic, 2009). The common argues about workload and family problems are positioned quite below the respect issues. The quantity of work performed reflects equivocal results also whereas some studies show positive correlation between workload and burnout (Maslach, & Jackson, 1984).

2.4.3 Social Expectations

The idea of suffering from burnout is perceived as poor-teacher performance by driving teachers to try and avoid such conditions and pose a more successful and relaxed view of their job. An in-depth analysis of burnout effect reveals situations where people at most risk to burnout constantly try to meet expectations and find solutions at work (Maslach, & Jackson, 1981). The constant strain in delivering and fulfilling tasks without taking into consideration a humane view on employees develops into stress and then burnout. This renders consideration suffers under meeting up expectations, or "*cultural specifications*" as Zimmerman and Dickerson (1996:6) identify them through a discriminating process of comparison. According to them comparison is a terrible tool that forces people in striving constantly to adjust themselves according to social standards.

Another point to consider is in what relation burnout stands with monotony at work and lack of excitement, and if they are the same. The monotony of work can be linked to being immune to certain aspects of their job like people in social care jobs and other people-related jobs that burnout is most closely associated with. The cynical attitude that such people develop as described by Maslach and Jackson (1981) appear as a by-product of exhaustion or developing resistance or immunity towards clients, which under normal circumstances would rise to other responses.

2.4.4 Ailment of Devoted Hard-workers

When describing the syndrome three decades ago, Freudenberger (1975) identified the dedicated and the most hardworking people as being at the highest risk from developing burnout. These are the hardworking individuals who strive for perfection that are most prone to burnout (Doohan, 1982). Subsequent studies gave similar findings of the socially recognized model teachers as the most prone to burnout saying "*a burning [teacher] can burnout*" (Rudow, 1999:55). Far from saying that dedication is not valued, the researching experts agree that teachers have the right for psychosocial support in exploiting their teaching possibilities to the fullest. The assistance in identifying possible stressors and skills in managing problems (Yu, 2005) may come in hand to the last thread of compassion left in society of the

future. Montero-Marin, Garcia-Campayo, Mera, and Del Hoyo (2009) when proposing individual treatment point out the importance of identifying the source of dissatisfaction. Narrative therapy introduced a novelty to the traditional roles of therapist. It began by clearing away terms such as doctor-patient, therapist-client because it believed that they carry along power and expectations which deters the curing flow of the therapy (Shapiro, & Ross, 2002). Therefore therapist is not seen as advice giver and solution finder, but instead as one who acknowledges people as being experts in overcoming their own problems (Epston, 2008).

2.4.5 Isolation or socialization

One of the understated effects of burnout is isolation, the intense feeling of being alone and facing problems on your own (Doohan, 1982). These researchers find the usual aspect of isolation since as a negative feature of our present situation. Isolation at its worst leaves the individual at dangers waters, at dead-end roads, and vicious circles which can easily break an individual's belief in values that they usually assign to under normal everyday situations.

However, not all isolation manifests within similar lines. On the far end of isolation, a sense of privacy or having more time for oneself seems to render burnout less effective. This is a significant issue for females, in particular. Consistently high emotional level of women teachers puts higher burden on them than on their male colleagues due to their historical role as care providers to their family, alongside to students at work (Maslach, & Jackson, 1985). This leaves them with little almost no time to care about themselves. Byrne (1991) mentions the additional feature of female teachers to feel more emotionally close to their learners than male teachers. However, it is not only female teachers that suffer from lack of quality time for self-caring, the similar is observed in male clergy (Doohan, 1982) and male physicians (Maslach, & Jackson, 1981). These researchers observed the importance of leisure as a quality time spent in isolation but also in choice of their personal preference (Woods, 1999). For instance, teachers might also benefit from being engaged in another activity, or a hobby of their choice besides teaching, which would protect them from the monotony of daily teaching and also burnout.

Still, when isolation becomes too destructive and un-progressive, oscillation towards socialization, as the opposite of isolation, might bring the needed relief. Especially, inclusion of family members, friends, relatives, or even acquaintances that comprises the social network can help in lessening the sense of separation and feelings of entrapment within our problem (White, 2007). However, balancing family and work seems to have an additional burden which surmounts to burnout. Other researchers have observed similar effects of misbalance between work demands and family strains on one end and insufficient coping resources on the other as leading directly to burnout (Braunstein-Bercovitz, 2013). The social networking within working environment and the inter-colleague relations should also be considered (Burke, & Greenglass, 1989c; Brownhill, Wilhelm, & Watson, 2006). Controversy exists here as well when looking at positive aspects of relations between colleagues (Nenadović, Janković, Katanić, Đokić-Pješčić, Malešević, Radulović, Nenadović, & Grbić, 2013). For instance some researchers found that a more positive view of colleagues decreases the depersonalization dimension in burnout (Burke, & Greenglass, 1989c).

While the above points encompass some of basic ailments of burned out teachers, they also provide a theoretical background of narrative approach in identifying and then removing the problem, which is the root cause of burnout state.

CHAPTER III
METHODOLOGY

3.1 RESEARCH DESIGN

Research has been carried out through a correlated survey method. It is based on descriptive method. This method is especially suitable for research in psychology because variables that are being tested cannot be controlled by the researcher, such as personality characters or demographic properties. Because this method is used to measure the relationship of two or more variables and it does not aim at presenting causative relationship between variables, but only the descriptive presence of patterns of relationships between variable, it proved to be appropriate for use in this dissertation, hoping to have an overall layout of relationships between different variables and then predicting the reasons therein. In this context, the research is accomplished in two stages. First, the current situation is presented in its present form. Disengagement and exhaustion levels are designated in relation to job burnout levels of teachers teaching in primary and lower secondary schools in Kosova. Second, demographic characteristics of teachers' gender, age, place of birth, years of service, type of service, socioeconomic level, marital status and birth order are tested to find out if they present a factor for disengagement and exhaustion of job burnout.

3.2 RESEARCH PROCEDURE

The following research procedure has been used to determine the levels of job burnout on teachers working in primary and lower secondary schools in Kosova.

Research has been carried out in several administrative steps. First a written permission was obtained from the author of OLBI instrument, Ms. Evangelia Demerouti, to administer the burnout inventory. The form was translated to Albanian language and reviewed by Prizren University academics. Then a written confirmation letter from Prizren University, containing information about the author, purpose of research and an attached sample form of OLBI inventory, was addressed to the Municipal Directorate for Education for research approval and assistance in carrying out surveys. Afterwards, survey forms were delivered to primary schools in hand by the author wherein participants were briefed verbally and in written about the purpose of measurement and what the survey hopes to achieve. Participants were also briefed on the content of the inventory indicating that the statements refer to their feelings and attitudes during teaching, focusing on the last month of their work. Instructions on how to fill in the questionnaire were pointed out to the participants, as well as showing that these instructions are also written on the questionnaire itself. When needed, further assistance was given personally by the author of the research. This form of survey administration ensured more than 68% response rate by the participants. On the second stage the job burnout level of each individual teacher is determined using scores from Oldenburg Burnout Inventory measurement.

3.3 RESEARCH GROUP

Research in its first stage using the Oldenburg Burnout Inventory was carried out on 531 teachers through sampling method from 17468 teachers teaching in primary and lower secondary schools in Kosova during 2013- 2014 academic year. According to general number designation in order to determine a sample population we took into consideration Gay's (1996) table developed to designate a sample group based on a general number of population.

N	S	N	S	N	S	N	S
1000	278	1800	317	3500	346	10000	370
1100	285	1900	320	4000	351	15000	375
1200	291	2000	322	4500	354	20000	377
1300	297	2200	327	5000	357	30000	379
1400	302	2400	331	6000	361	40000	380
1500	306	2600	335	7000	364	50000	381
1600	310	2800	338	8000	367	75000	382
1700	313	3000	341	9000	368	100000	384

Table 1. Sample group designation (Gay, 1996:125)

According to the above table a sample of 531 individuals was observed to be an adequate sample.

A careful examination of findings related to a research sample population, shows that from the total of participants, 379 are female (%71,4), 152 are male (%28,6). Out of these 59 participants belong to 26-30 age group (%11,1), 52 participants to 31-35 age group (%9,8), 53 participants to 36-40 age group (%10), 63 participants to 41-45 age group (%11,9), 98 participants to 46-50 age group (%18,5), 72 participants to 51-55 age group (%13,6), 73 participants to 56-60 age group (%13,7) and 61 participants to 60 age group and above (%11,5). From these 337 participants (%63,5) are born in Prizren, 194 participants (%36,5) are born elsewhere. There are 104 participants (19,6%) teaching in Abdyl Frashëri school, 57 participants (10,7%) teaching in Motrat Qiriazi school, 33 participants (6,2%) teaching in Mustafa Bakiu school, 10 participants (1,9%) teaching in Nazim Kokollari school, 15 participants (2,8%) teaching in Xhevat Berisha school, 48 participants (9,0%) teaching in Emin Duraku school, 44 participants (8,3%)

teaching in Fadil Hisari school, 24 participants (4,5%) teaching in Fatmir Berisha school, 40 participants (7,5%) teaching in Ibrahim Fehmiu school, 86 participants (16,2%) teaching in Lekë Dukagjini school, 21 participants (4,0%) teaching in Lidhja e Prizrenit school, and 49 participants (9,2%) teaching in Mati Logoreci school.

From these, 49 (9,2%) participants have 1-5 years of service in teaching, 72 (13,6%) participants have 6-10 years of service in teaching, 67 (12,6%) participants have 11-15 years of service in teaching, 59 (11,1%) participants have 16-20 years of service in teaching, and 284 (53,5%) participants have over 21+ years of service in teaching.

According to type of service, 237 (44,6%) participants are primary education teachers, and 294 (55,4%) participants are subject-focused teachers. 54 (10,2%) participants have low socioeconomic level, 397 (74,8%) participants have moderate socioeconomic level, and 80 (15,1%) participants have high socioeconomic level. Out of these 467 (87,9%) participants are married, and 64 (12,1%) participants are single. According to birth order, 155 (29,2%) participants are the first-born child in family, 259 (48,8%) participants are the middle child in family, 107 (20,2%) participants are the last child in family, and 10 (1,9%) participants are the only child in family.

3.4 DATA COLLECTION

During the research procedure two types of instruments were used for collecting data. The first one is a personal information form developed by the author of dissertation, and the second one is the Oldenburg Burnout Inventory for measuring burnout.

3.4.1 Personal Information Form

The personal information form has been prepared by the author and it comprises of nine questions about personal information of participants including gender, age,

place of birth, workplace, years of service, type of service, perceived socioeconomic level, marital status and birth order.

3.4.2 Oldenburg Burnout Inventory (OLBI)

The second instrument that was utilized in order to measure burnout levels of teachers is the Oldenburg Burnout Inventory, also known as OLBI. Oldenburg Burnout Inventory (OLBI) was developed in 1998 by Demerouti, Bakker, Nachreiner and Schaufeli as an alternative measurement (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) to Maslach's MBI. The joint undertaking of Dutch and German authors of OLBI tried to surmount drawbacks of previous instruments and opted for dualism in burnout. In fact, Demerouti and her colleagues (2001) argued that burnout is not limited to human services only but can be observed in other professions also. The grounds of their argument lie on a JD-R model, a Job Demands-Resources model which suggests that employees who face high demands in their jobs but have run out of available coping resources will develop burnout (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). After observing that the MBI instrument has a wording issue, namely grouping the same worded items in specific dimensions, this group of researchers in their two-factor model of exhaustion and disengagement used positive and negative worded items interchangeably (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Two dimensions of OLBI exhaustion and disengagement encompass wider burnout symptoms, because the dimension of exhaustion is not limited only to emotional fatigue but covers also cognitive, physical, and mental weariness.

Oldenburg Burnout Inventory instrument comprises of sixteen statements which are divided into eight items in disengagement dimension and eight items in exhaustion. For both dimensions, four items are phrased negatively, and four items are phrased positively. Disengagement items include statements "I always find new and interesting aspects in my work", "It happens more and more often that I talk about my work in a negative way", "Lately, I tend to think less at work and do my job almost mechanically", "I find my work to be a positive challenge", "Over time, one can become disconnected from this type of work", "Sometimes I feel sickened by

my work tasks", "This is the only type of work I can imagine myself doing", and "I feel more and more engaged in my work". While statements that belong to exhaustion include: "There are days when I feel tired before I arrive at work", "After work, I tend to need more time than in the past in order to relax and feel better", "I can tolerate the pressure of my work very well", "During my work, I often feel emotionally drained", "After working, I have enough energy for my leisure activities", "After my work, I usually feel worn out and weary", "Usually, I can manage the amount of my work well", and "When I work, I usually feel energized". The answer categories are 1 = strongly agree, 2 = agree, 3 = disagree and 4= strongly disagree. Items marked with an R have to be reversed before the average scores for each sub-scale are calculated. This means the following recoding (1=4, 2=3, 3=2, 4=1) is used. In this way higher scores indicate higher exhaustion and disengagement. This dual model of burnout with exhaustion and withdrawal is accredited as the reliable method for testing job burnout (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). The reliability coefficients for OLBI is given below in Table 2.

_____

Sub-dimensions	Coefficients
Exhaustion	,71
Disengagement	,73
Total	,83

_____

Table 2. Reliability coefficients for Job Burnout Instrument

3.6 DATA ANALYSIS

Data are analyzed using statistical methods that are generally used in quantitative research of the sort where data are collected using surveys and questionnaires.

Specific methods used in this dissertation paper include independent sample t-test, frequency and percentage method, analysis of variance (ANOVA) and Scheffe Test. Methods and their relevant justification is illustrated below in Table 3.

Methods of data analysis	Justification
Independent samples t-test	A parametric method which is used to compare the significance of differences between averages taken from two independent sample groups (Köklü, Büyüköztürk, Bökeoğlu, 2007; Büyüköztürk, 2010). It is used to contrast pre-test and post-test average scores of experimental and control group (Balcı, 2007).
Frequency and percentages:	Disengagement and exhaustion levels of participants related to burnout levels is categorized as low, moderate and high. Frequency and percentages are calculated according to this category.
Analysis of variance (ANOVA)	Variance analysis is used in order to compare means of more than two groups.
Scheffe Test:	Is used to compare significance of differences between group mean scores.

Table 3. Statistical methods used in this research and their justification.

CHAPTER IV
FINDINGS

4.1 FINDINGS RELATED TO EXHAUSTION LEVELS OF TEACHERS

Exhaustion level frequencies and percentages related to participants' job burnout are illustrated below in Table 4.

Exhaustion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	37	7,0	7,0	7,0
	Moderate	451	84,9	84,9	91,9
	High	43	8,1	8,1	100,0
	Total	531	100,0	100,0	

Table 4. Exhaustion levels of teachers in frequencies and percentages
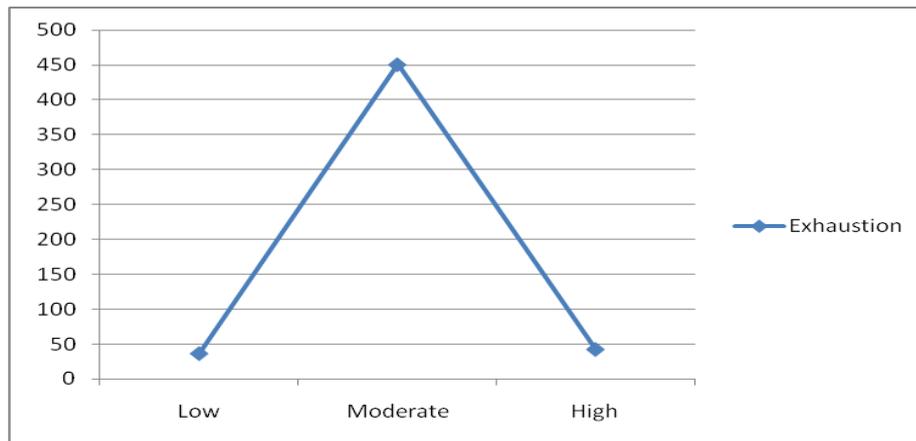
Figure 2. Exhaustion levels of teachers

Burnout levels of teachers working in Kosova are analyzed in terms of disengagement and exhaustion levels. Findings show that 7 % of teachers have low levels of exhaustion, 84.9 % moderate and 8.1 % have high levels of exhaustion. These results can be seen in Figure 2.

4.2 FINDINGS RELATED TO DISENGAGEMENT LEVELS OF TEACHERS

Disengagement level frequencies and percentages related to participants' job burnout is illustrated below in Table 5.

					Cumulative
Disengagement					
		Frequency	Percent	Valid Percent	Percent
Valid	Low	56	10,5	10,5	10,5
	Moderate	442	83,2	83,2	93,8
	High	33	6,2	6,3	100,0
	Total	531	100,0	100,0	

Table 5. Disengagement levels of teachers in frequencies and percentages
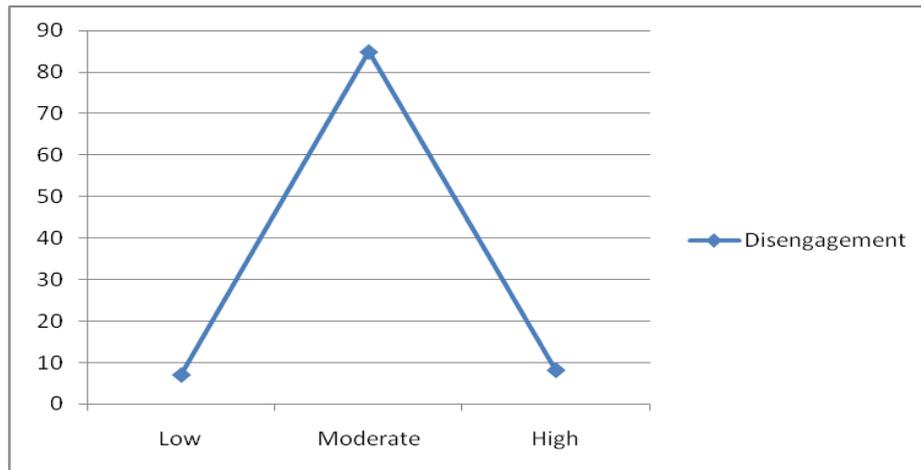
Figure 3. Disengagement levels of teachers

Burnout levels of teachers working in Kosova, Prizren area are analyzed in terms of disengagement and exhaustion levels. Findings show that 10.5 % of teachers have low levels of disengagement, 83.2 % have moderate and 6.3 % have high levels of disengagement. These results can be seen above in Figure 3.

4.3 FINDINGS ACCORDING TO GENDER VARIABLE

Table 6 below lays out mean scores, standard deviation, t-values and significance levels of participants' exhaustion and disengagement according to gender variable.

Scale	Dimensions	Gender	N	Mean	Std. Deviation	df	t	P	F	P
							t-test for Equality of Means		Levene's Test for Equality of Variances	
Job Burnout	Disengagement	Female	379	14,36	4,02	529	-2,02	0	0,001	0,988
		Male	152	15,11	3,36					
	Exhaustion	Female	379	16,39	4,12	529	-0,901	0,4	0,197	0,657
		Male	152	16,74	3,59					

Table 6. Disengagement and exhaustion means according to gender variable

Figure 4. Disengagement and exhaustion levels of participants according to gender variable

Disengagement and exhaustion level means of participants according to gender variable are analyzed in Table 6. According to analysis disengagement level mean in females is ($\bar{x}$ = 14,36) standard deviation (S = 4,02) and mean in males is ($\bar{x}$ = 15,11) and standard deviation (S = 3,36).

While findings on exhaustion level mean in females is ($\bar{x}$ = 16,39) standard deviation (S = 4,12) and mean level in males is ($\bar{x}$ = 16,74) and standard deviation (S = 3,59).

In order to determine if there is a significant difference between these scores a t-test was administered and findings for disengagement ($t_{(529)}$ = -2,02, P>0,05), and for exhaustion ($t_{(529)}$ = -0,901, P>0,05) in terms of gender variable show no significant difference in levels of burnout.

According to findings gender variable does not affect burnout levels in teachers teaching in southern part of Kosova.

4.4 FINDINGS ACCORDING TO AGE VARIABLE.

Findings related to mean scores and standard deviation are laid out in Table 7, and F-test results and significance levels of participants' exhaustion and disengagement according to age variable are laid out in Table 8.

		N	Mean	Std. Deviation
Disengagement	26-30 age	59	13,98	3,05
	31-35 age	52	14,98	3,51
	36-40 age	53	14,20	2,92
	41-46 age	63	14,57	3,19
	46-50 age	98	14,48	3,29
	51-55 age	72	14,37	2,77
	56-60 age	73	14,78	3,78
	61+	61	15,35	7,00
	Total	531	14,58	3,86
Exhaustion	26-30 age	59	16,25	3,01
	31-35 age	52	16,22	3,22
	36-40 age	53	16,36	2,48
	41-45 age	63	16,71	3,23
	46-50 age	98	16,27	3,68
	51-55 age	72	16,20	3,23
	56-60 age	73	16,37	3,07
	61+	61	17,73	7,65
	Total	531	16,50	3,98

Table 7. Disengagement and exhaustion means according to age variable

		Sum of Squares	df	Mean Square	F	Sig.
Disengagement	Between Groups	81,03	7	11,575	,776	,608
	Within Groups	7804,88	523	14,923		
	Total	7885,91	530			
Exhaustion	Between Groups	116,90	7	16,700	1,057	,391
	Within Groups	8266,32	523	15,806		
	Total	8383,22	530			

Table 8. Disengagement and exhaustion F-test findings according to age variable
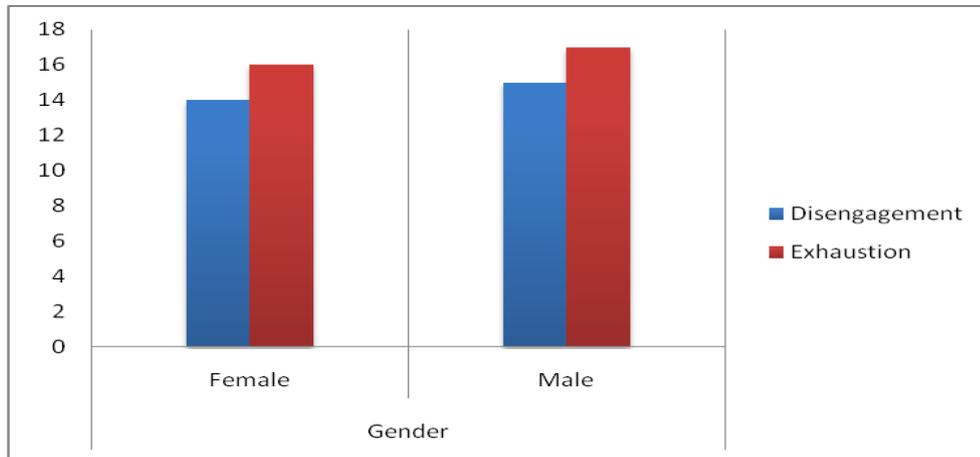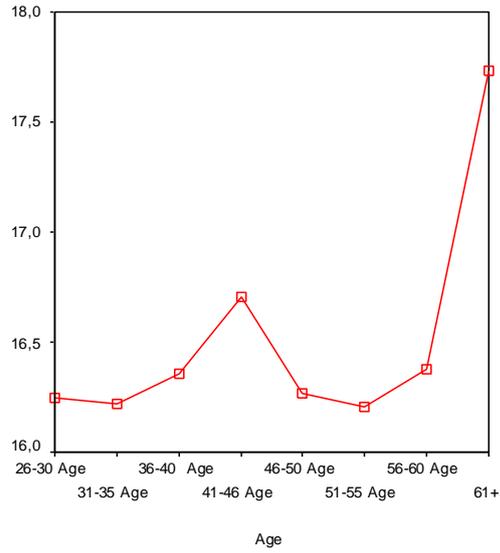
Figure 5. Exhaustion levels of participants according to age variable
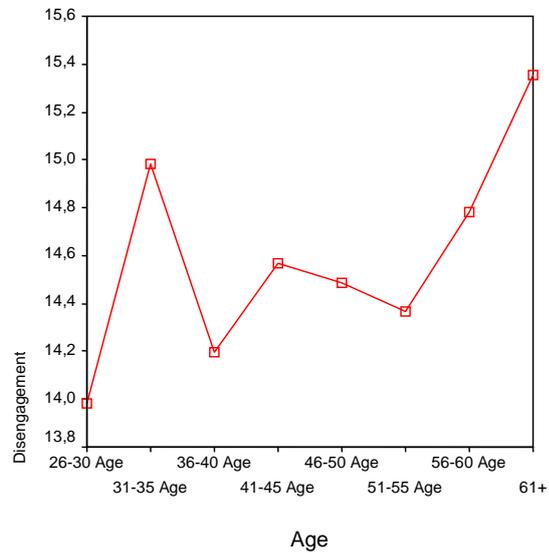
Figure 6. Disengagement levels of participants according to age variable

Disengagement and exhaustion levels of participants according to age variable are analyzed in Table 7. Research findings show findings on exhaustion level mean for

26-30 age group teachers ($\overline{x}$= 16,25) standard deviation (S = 3,01); 31-35 age group teachers ($\overline{x}$= 16,22) standard deviation (S = 3,22); 36-40 age group teachers ($\overline{x}$= 16,36) standard deviation (S = 2,48); 41-45 age group teachers ($\overline{x}$= 16,71) standard deviation (S = 3,23); 46-50 age group teachers ($\overline{x}$= 16,27) standard deviation (S = 3,68); 51-55 age group teachers ($\overline{x}$= 16,20) standard deviation (S = 3,23); 56-60 age group teachers ($\overline{x}$= 16,37) standard deviation (S = 3,07), and exhaustion level mean for 61+ age group teachers ($\overline{x}$= 17,73) and standard deviation (S = 7,65).

While findings for disengagement level mean for 26-30 age group teachers ($\overline{x}$= 13,98) standard deviation (S = 3,05); 31-35 age group teachers ($\overline{x}$= 14,98) standard deviation (S = 3,51); 36-40 age group teachers ($\overline{x}$= 14,20) standard deviation (S = 2,92); 41-45 age group teachers ($\overline{x}$= 14,57) standard deviation (S = 3,19); 46-50 age group teachers ($\overline{x}$= 14,48) standard deviation (S = 3,29); 51-55 age group teachers ($\overline{x}$= 14,37) standard deviation (S = 2,77); 56-60 age group teachers ($\overline{x}$= 14,78) standard deviation (S = 3,78), and disengagement level mean for 61+ age group ($\overline{x}$= 15,35) and standard deviation (S = 7,00).

In order to determine if there is a significant difference between these scores an F-test is administered and findings for disengagement ($F_{(7-523)}$ = ,776, P>0,05), and for exhaustion ($F_{(7-523)}$ = 1,057, P>0,05) in terms of age variable show no significant difference in levels of burnout. Results are illustrated in Table 8.

According to our research findings the age variable is not significant in determining levels of burnout in teachers working in southern Kosova.

4.5 FINDINGS ACCORDING TO PLACE OF BIRTH VARIABLE

Mean scores, standard deviation, t-values and significance of participants' exhaustion and disengagement levels according to place of birth variable are illustrated below in Table 9.

Scale	Dimensions	Place of birth	N	Mean	Std. Deviation	df	t	P	F	P
									Levene's Test for Equality of Variances	
				t-test for Equality of Means						
Job Burnout	Disengagement	Prizren	337	14,47	4,01	529	-0,89	0,376	0,591	0,442
		Other	194	14,77	3,563					
	Exhaustion	Prizren	337	16,55	4,22	529	0,467	0,64	0,818	0,366
		Other	194	16,39	3,51					

Table 9. Disengagement and exhaustion means according to place of birth variable

Figure 7. Disengagement and exhaustion levels of participants according to place of birth variable

Disengagement and exhaustion levels of participants according to place of birth variable are analyzed in Table 9. According to findings on exhaustion level mean of teachers born in Prizren is ($\overline{x}$ = 16,55) standard deviation (S = 4,22) and mean level in teachers born in other places is ($\overline{x}$ = 16,39) and standard deviation (S = 3,51).

While findings on disengagement level mean of teachers born in Prizren is ($\overline{x}$ = 14,47) standard deviation (S = 4,01) and disengagement mean in teachers born in other places is ($\overline{x}$ = 14,77) and standard deviation (S = 3,563).

In order to determine if there is a significant difference between these scores a t-test is administered and findings for disengagement ($t_{(529)}$ = -0,89, P>0,05), and for exhaustion ($t_{(529)}$ = 0,467, P>0,05) in terms of place of birth variable show no significant difference for levels of burnout.

Results of findings show that place of birth variable is not significant in determining levels of burnout in teachers teaching in Prizren area of Kosova.

4.6 FINDINGS ACCORDING TO PLACE OF WORK VARIABLE

Mean scores and standard deviation are laid out in Table 10. While findings of F-test means and significance of participants' exhaustion and disengagement levels according to place of work variable are displayed in Table 11.

		N	Mean	Std. Deviation
Disengagement	AF	104	14,56	3,83
	XHB	15	15,22	3,17
	ED	48	15,11	8,01
	FH	44	13,85	3,12
	FB	24	13,74	2,83
	IF	40	14,84	3,41
	LD	86	14,83	3,29
	LP	21	15,51	3,05
	ML	49	14,53	2,55
	MQ	57	14,31	2,55
	MB	33	14,10	2,79
	NK	10	14,80	1,81
	Total	531	14,58	3,86
Exhaustion	AF	104	16,99	3,31
	XHB	15	16,10	3,03
	ED	48	17,14	8,25
	FH	44	16,43	3,29
	FB	24	15,13	3,17
	IF	40	16,14	3,27
	LD	86	16,23	3,27
	LP	21	17,30	2,98
	ML	49	17,04	2,85
	MQ	57	16,88	3,29
	MB	33	14,62	3,53
	NK	10	15,90	2,81
	Total	531	16,50	3,98

Table 10. Disengagement and exhaustion means according to place of work variable

		Sum of Squares	df	Mean Square	F	Sig.
Disengagement	Between Groups	98,438	11	8,949	,596	,832
	Within Groups	7787,474	519	15,005		
	Total	7885,912	530			
Exhaustion	Between Groups	259,584	11	23,599	1,508	,125
	Within Groups	8123,634	519	15,652		
	Total	8383,218	530			

Table 11. Disengagement and exhaustion F-test findings according to age variable

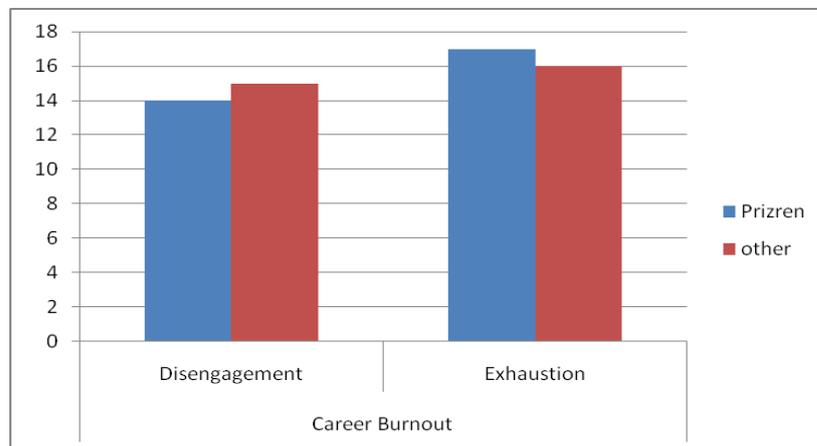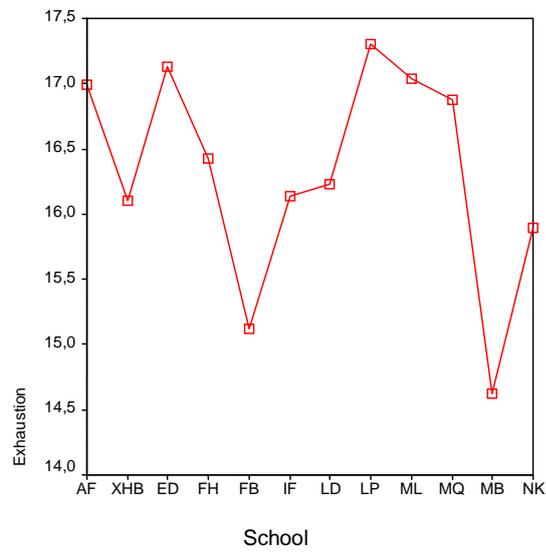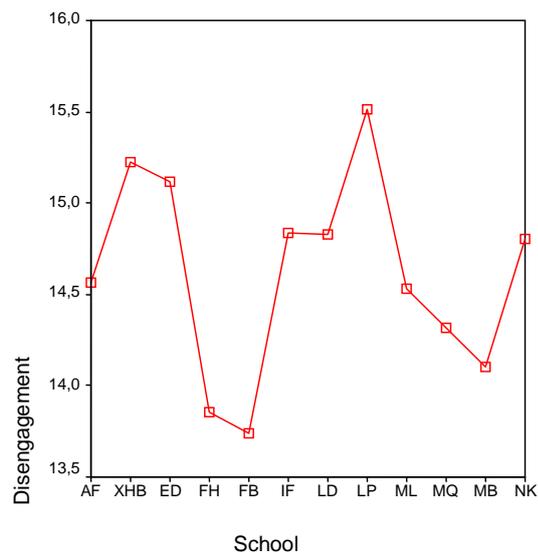Figure 8. Exhaustion levels of participants according to place of work variable

Figure 9. Disengagement levels of participants according to place of work variable

Disengagement and exhaustion levels of participants according to place of work variable are analyzed in Table 10. For the purpose of analysis schools are registered as abbreviations according to the first letters of their names, namely Abdyl Frashëri (AF), Xhevat Berisha (XHB), Emin Duraku (ED), Fadil Hisari (FD), Fatmir Berisha (FB), Ibrahim Fehmiu (IF), Lekë Dukagjini (LD), Lidhja e Prizrenit (LP), Mati Logoreci (ML), Motrat Qiriazi (MQ), Mustafa Bakiu (MB), Nazim Kokollari (NK). Research findings show disengagement level mean for teachers working in AF ($\bar{x}$ = 14,56) standard deviation (S = 3,83); teachers working in XHB ($\bar{x}$ = 15,22) standard deviation (S = 3,17); teachers working in ED ($\bar{x}$ = 15,11) standard deviation (S = 8,01); teachers working in FH ($\bar{x}$ = 13,85) standard deviation (S = 3,12); teachers working in FB ($\bar{x}$ = 13,74) standard deviation (S = 2,83); teachers working in IF ($\bar{x}$ = 14,84) standard deviation (S = 3,41); teachers working in LD ($\bar{x}$ = 14,83) standard deviation (S = 3,29); teachers working in LP ($\bar{x}$ = 15,51) standard deviation (S = 3,05); teachers working in ML ($\bar{x}$ = 14,53) standard deviation (S = 2,55); teachers working in MQ ($\bar{x}$ = 14,31) standard deviation (S = 2,55); teachers working in MB ($\bar{x}$ = 14,10) standard deviation (S = 2,79), and disengagement level mean for teachers working in NK ($\bar{x}$ = 14,80) standard deviation (S = 1,81).

While analysis findings reveal exhaustion level mean for teachers working in AF ($\bar{x}$ = 16,99) standard deviation (S = 3,31); teachers working in XHB ($\bar{x}$ = 16,10) standard deviation (S = 3,03); teachers working in ED ($\bar{x}$ = 17,14) standard deviation (S = 8,25); teachers working in FH ($\bar{x}$ = 16,43) standard deviation (S = 3,29); teachers working in FB ($\bar{x}$ = 15,13) standard deviation (S = 3,17); teachers working in IF ($\bar{x}$ = 16,14) standard deviation (S = 3,27); teachers working in LD ($\bar{x}$ = 16,23) standard deviation (S = 3,27); teachers working in LP ($\bar{x}$ = 17,30) standard deviation (S = 2,98); teachers working in ML ($\bar{x}$ = 17,04) standard deviation (S = 2,85); teachers working in MQ ($\bar{x}$ = 16,88) standard deviation (S = 3,29); teachers

working in MB ($\bar{x}$ = 14,62) standard deviation (S = 3,53), and disengagement level mean for teachers working in NK ($\bar{x}$ = 15,90) standard deviation (S = 2,81).

In order to determine if there is a significant difference between these scores an F-test is administered and findings for disengagement ($F_{(11-519)}$ = ,596, P>0,05), and for exhaustion ($F_{(11-519)}$ = 1,508, P>0,05) in terms of place of work variable show no significant difference in levels of burnout. Results are presented in Table 11.

According to the findings place of work variable does not affect burnout levels in teachers teaching in southern part of Kosova.

4.7 FINDINGS ACCORDING TO YEARS OF SERVICE VARIABLE

Mean scores and standard deviation for this variable are presented in Table 12. Exhaustion and disengagement level F-test scores and significance of participants' disengagement and exhaustion levels according to years of service variable are given in Table 13.

		N	Mean	Std. Deviation
Disengagement	1-5 year	49	14,8190	2,66676
	6-10 year	72	14,5245	3,39501
	11-15 year	67	14,0271	2,70937
	16-20 year	59	14,1564	3,45054
	21+	284	14,7763	4,41093
	Total	531	14,5827	3,85734
Exhaustion	1-5 year	49	16,4428	2,80454
	6-10 year	72	16,3032	2,99466
	11-15 year	67	16,0283	3,02734
	16-20 year	59	16,2534	3,38499
	21+	284	16,7157	4,62932
	Total	531	16,4965	3,97711

Table 12. Disengagement and exhaustion means according to years of service variable

		Sum of Squares	df	Mean Square	F	Sig.
Disengagement	Between Groups	45,028	4	11,257	,755	,555
	Within Groups	7840,884	526	14,907		
	Total	7885,912	530			
Exhaustion	Between Groups	34,653	4	8,663	,546	,702
	Within Groups	8348,565	526	15,872		
	Total	8383,218	530			

Table 13. Disengagement and exhaustion F-test findings according to years of service variable
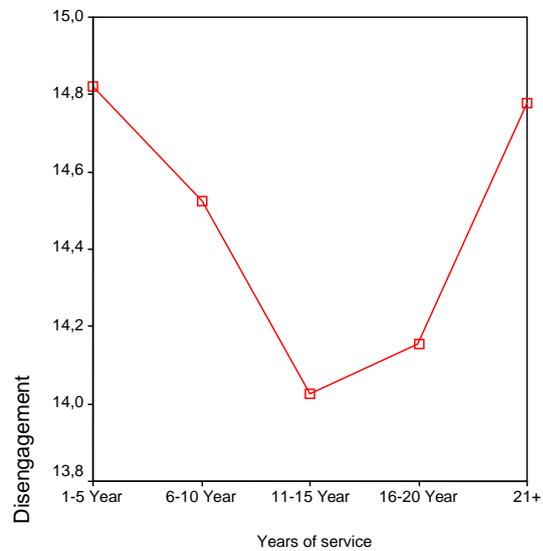
Figure 10. Disengagement levels of participants according to years of service variable

Figure 11. Exhaustion levels of participants according to years of service variable

Disengagement and exhaustion levels of participants according to years of service variable are analyzed in Table 12. Findings reveal disengagement level mean for teachers working 1-5 years ($\bar{x}$ = 14,81) standard deviation (S = 2,66); for teachers working 6-10 years ($\bar{x}$ = 14,52) standard deviation (S = 3,39); for teachers working 11-15 years ($\bar{x}$ = 14,02) standard deviation (S = 2,70); for teachers working 16-20 years ($\bar{x}$ = 14,15) standard deviation (S = 3,45); and teachers with more than 21 years of service ($\bar{x}$ = 14,77) standard deviation (S = 4,41).

While findings show exhaustion level mean for teachers working 1-5 years ($\bar{x}$ = 16,44) standard deviation (S = 2,80); for teachers working 6-10 years ($\bar{x}$ = 16,30) standard deviation (S = 2,99); for teachers working 11-15 years ($\bar{x}$ = 16,02) standard deviation (S = 3,02); for teachers working 16-20 years ($\bar{x}$ = 16,25) standard deviation (S = 3,38); and teachers with more than 21 years of service ($\bar{x}$ = 16,71) standard deviation (S = 4,62).

In order to determine if there is a significant difference between these scores an F-test is administered and findings for disengagement ($F_{(4-526)}$ = ,755, P>0,05), and

for exhaustion ($F_{(4-526)}$ = ,546, P>0,05) in terms of years of service variable show no significant difference in levels of burnout. These findings are given in Table 13.

According to the findings years of service variable does not affect burnout levels in teachers teaching in southern part of Kosova.

4.8 FINDINGS ACCORDING TO TYPE OF SERVICE VARIABLE

Mean scores, standard deviation, t-values and significance levels of participants' disengagement and exhaustion according to type of service variable are laid out in Table 14.

| Scale | Dimensions | Type of service | N | T-test for Equality of Means | | | | | Levene's Test for Equality of Variances | |
				Mean	Std. Deviation	df	t	P	F	P
Job Burnout	Disengagement	Primary	237	14,4	4,51	529	-0,96	0,339	0,92	0,762
		Other	294	14,72	3,23					
	Exhaustion	Primary	237	16,3	4,78	529	-0,99	0,321	0,596	0,44
		Other	294	16,65	3,17					

Table 14. Disengagement and exhaustion means according to type of service variable

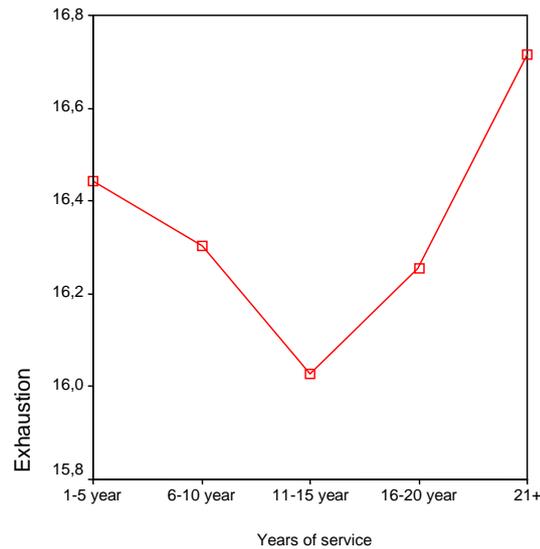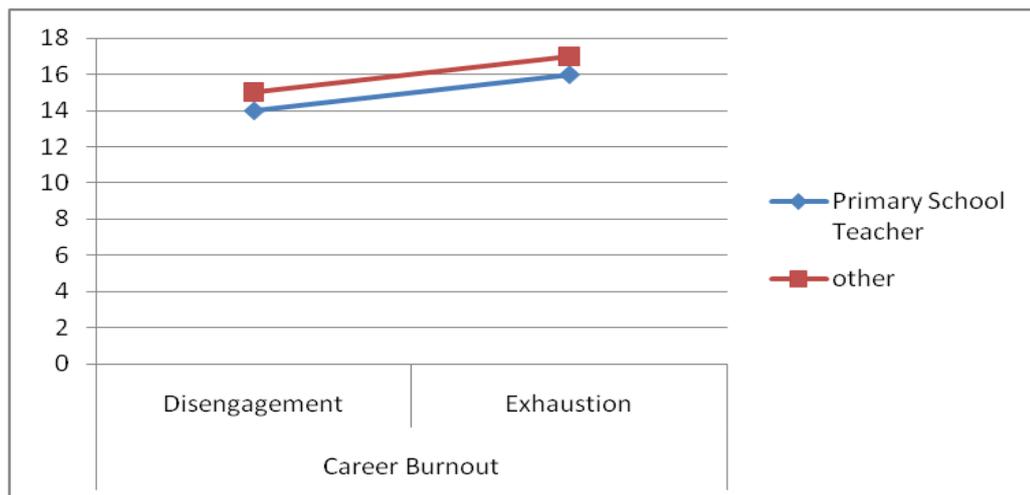Figure 12. Disengagement and exhaustion levels of participants according to type o service variable

Disengagement and exhaustion levels of participants according to type of service variable are analyzed in Table 14. Findings show disengagement level mean for primary education teachers ($\bar{x} = 14,4$) standard deviation ($S = 4,51$) and for subject-focused teachers ($\bar{x} = 14,72$) and standard deviation ($S = 3,23$). While findings reveal exhaustion level mean for primary education teachers ($\bar{x} = 16,3$) standard deviation ($S = 4,78$) and for subject-focused teachers ($\bar{x} = 16,65$) and standard deviation ($S = 3, 17$). In order to determine if there is a significant difference between these scores a t-test is administered and findings for disengagement ($t_{(529)} = -0, 96$, $P>0,05$), and for exhaustion ($t_{(529)} = 0,99$, $P>0,05$) in terms of type of service variable show no significant difference in levels of burnout.

According to research findings type of service variable is insignificant in determining burnout levels in teachers teaching Kosova, Prizren region.

4.9 FINDINGS ACCORDING TO SOCIOECONOMIC LEVEL VARIABLE

Mean scores and standard deviation according to perceived socioeconomic level variable are presented in Table 15. Results on disengagement and exhaustion level F-test scores and significance of participants' disengagement and exhaustion levels for this variable are given in Table 16.

.

		N	Mean	Std. Deviation
Disengagement	Low	54	15,09	3,06
	Moderate	397	14,51	4,14
	High	80	14,61	2,75
	Total	531	14,58	3,86
Exhaustion	Low	54	16,97	3,10
	Moderate	397	16,45	4,22
	High	80	16,43	3,19
	Total	531	16,50	3,98

Table 15. Disengagement and exhaustion means according to perceived socioeconomic level variable

		Sum of Squares	df	Mean Square	F	Sig.
Disengagement	Between Groups	16,335	2	8,168	,548	,578
	Within Groups	7869,577	528	14,905		
	Total	7885,912	530			
Exhaustion	Between Groups	13,481	2	6,741	,425	,654
	Within Groups	8369,737	528	15,852		
	Total	8383,218	530			

Table 16. Disengagement and exhaustion F-test findings according to age variable
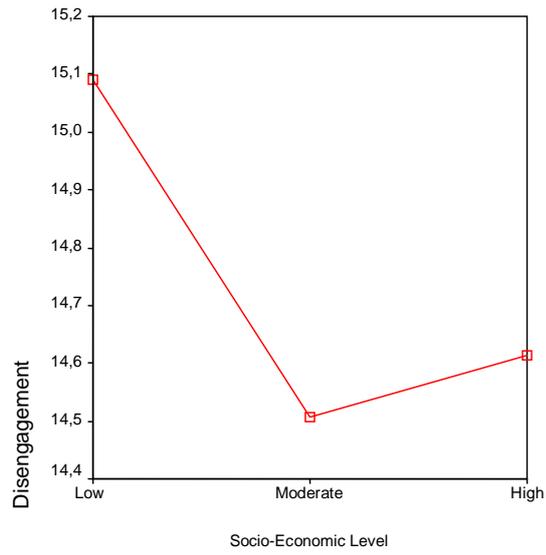
Figure 13. Disengagement level of participants according to perceived
socioeconomic level variable
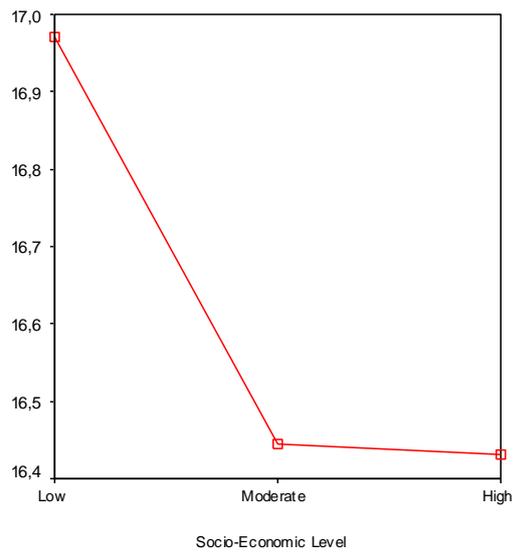
Figure 14. Exhaustion level of participants according to perceived socioeconomic
level variable

Disengagement and exhaustion levels of participants according to perceived socioeconomic level variable are analyzed in Table 15. Findings show disengagement level mean for teachers with low socioeconomic level ($\bar{x}$ = 15,09) standard deviation (S = 3,06), for teachers with moderate socioeconomic level ($\bar{x}$ = 14,51) standard deviation (S = 4,14), and for teachers with high socioeconomic level ($\bar{x}$ = 14,61) and standard deviation (S = 2,75).

While findings reveal exhaustion level mean for teachers with low socioeconomic level ($\bar{x}$ = 16,97) standard deviation (S = 3,10), for teachers with moderate socioeconomic level ($\bar{x}$ = 16,45) standard deviation (S = 4,22), and for teachers with high socioeconomic level ($\bar{x}$ = 16,43) and standard deviation (S = 3,19).

In order to determine if there is a significant difference between these scores an F-test is administered and findings for disengagement ($F_{(2-528)}$ = ,548, P>0,05), and for exhaustion ($F_{(2-528)}$ = ,425, P>0,05) in terms of socioeconomic level variable show no significant difference in levels of burnout. These results are presented in Table 16.

According to research findings socioeconomic level variable is insignificant in determining burnout levels in teachers teaching Kosova, Prizren region.

4.10 FINDINGS ACCORDING TO MARITAL STATUS VARIABLE

Mean scores, standard deviation, t-values and significance of participants' disengagement and exhaustion levels according to marital status variable are given in Table 17.

Scale	Dimensions	Marital status	N	Mean	Std. Deviation	df	t	P	F	P
							T-test for Equality of Means		Levene's Test for Equality of Variances	
Job Burnout	Disengagement	Married	467	14,649	3,97	529	1,07	0,281	1,36	0,243
		Single	64	14,09	2,79					
	Exhaustion	Married	467	16,54	4,11	529	0,79	0,431	1,44	0,23
		Single	64	16,12	2,79					

Table 17. Disengagement and exhaustion means according to marital status variable

Figure 154. Disengagement and exhaustion level of participants according to marital status variable

Disengagement and exhaustion levels of participants according to marital status variable are analyzed in Table 17. Findings show disengagement level mean for married teachers ($\bar{x}$ = 14,64) standard deviation (S = 3,97) and for single teachers ($\bar{x}$ = 14,09) and standard deviation (S = 2,79).

While findings reveal exhaustion level mean for married teachers ($\bar{x}$ = 16,54) standard deviation (S = 4,11) and for single teachers ($\bar{x}$ = 16,12) and standard deviation (S = 2,79).

In order to determine if there is a significant difference between these scores a t-test is administered and findings for disengagement ($t_{(529)}$ = 1,07, P>0,05), and for exhaustion ($t_{(529)}$ = 0,79, P>0,05) in terms of marital status variable show no significant difference in levels of burnout.

According to research findings marital status variable is insignificant in determining burnout levels in teachers teaching Kosova, Prizren region.

4.11 FINDINGS ACCORDING TO BIRTH ORDER VARIABLE

Mean scores and standard deviation for disengagement and exhaustion levels according to birth order variable are presented in Table 18. While F-test scores and significance levels of participants for the same variable are given in Table 19.

		N	Mean	Std. Deviation
Disengagement	first-born	155	14,28	3,32
	the middle child	259	14,69	4,31
	last child	107	14,76	3,19
	only child	10	14,52	5,64
	Total	531	14,58	3,86
Exhaustion	first-born	155	16,37	3,30
	the middle child	259	16,66	4,51
	last child	107	16,40	3,28
	only child	10	15,20	5,71
	Total	531	16,50	3,98

Table 18. Disengagement and exhaustion means according to birth order variable

		Sum of Squares	df	Mean Square	F	Sig.
Disengagement	Between Groups	20,953	3	6,984	,468	,705
	Within Groups	7864,959	527	14,924		
	Total	7885,912	530			
Exhaustion	Between Groups	27,485	3	9,162	,578	,630
	Within Groups	8355,733	527	15,855		
	Total	8383,218	530			

Table 19. Disengagement and exhaustion F-test findings according to birth order variable
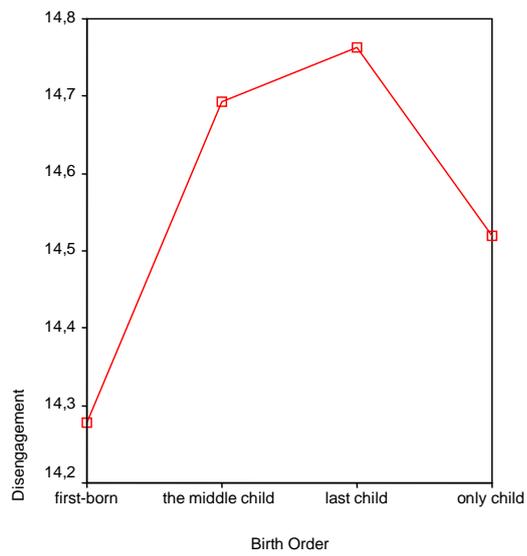
Figure 165. Disengagement level of participants according to birth order variable
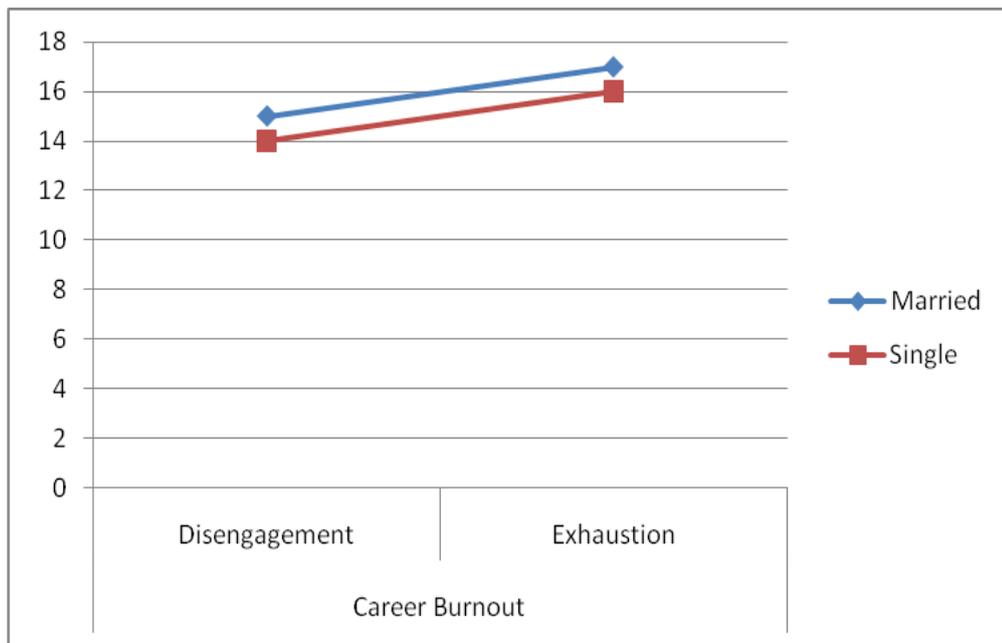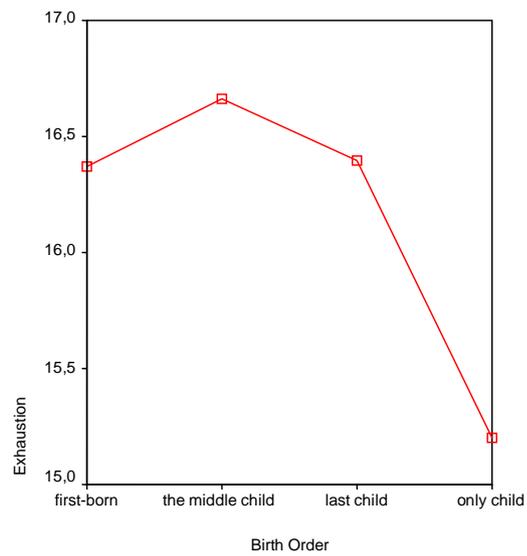

Figure 176. Exhaustion level of participants according to birth order variable

Disengagement and exhaustion levels of participants according to birth order variable are analyzed in Table 18. Findings show disengagement level mean for teachers who are first-born ($\bar{x}$ = 14,28) standard deviation (S = 3,32), for teachers who are a middle child ($\bar{x}$ = 14,69) standard deviation (S = 4,31), for teachers who are a last child in family ($\bar{x}$ = 14,76) and standard deviation (S = 3,19), and for teachers who are an only child in family ($\bar{x}$ = 14,52) and standard deviation (S = 5,64).

While findings reveal exhaustion level mean for teachers who are first-born ($\bar{x}$ = 16,37) standard deviation (S = 3,30), for teachers who are a middle child ($\bar{x}$ = 16,66) standard deviation (S = 4,51), for teachers who are a last child in family ($\bar{x}$ = 16,40) and standard deviation (S = 3,28), and for teachers who are an only child in family ($\bar{x}$ = 15,20) and standard deviation (S = 5,71).

In order to determine if there is a significant difference between these scores an F-test is administered and findings for disengagement ($F_{(3-527)}$ = ,468, P>0,05), and for exhaustion ($F_{(3-527)}$ = ,578, P>0,05) in terms of birth order variable show no significant difference in levels of burnout. These findings are laid out in Table 19.

According to research findings birth order variable is insignificant in determining burnout levels in teachers teaching in southern Kosova, Prizren region.

CHAPTER V
RESULTS AND DISCUSSION

5.1 RESULTS

Amidst scarce research conducted in Kosova, this is the first research of this kind to be undertaken here. We hope that the results presented in this dissertation will give us insight into levels of exhaustion and disengagement of teachers teaching in primary and lower secondary schools in southern part of Kosova.

Findings of this research gave the following results:

1. Teachers teaching in Kosova show moderate levels of disengagement and exhaustion.

2. Female teachers show higher levels of exhaustion, but male teachers show both higher levels of disengagement and exhaustion.

3. Disengagement and exhaustion levels of teachers increase with age.

4. Teachers who are born in Prizren show higher levels of exhaustion as compared to teachers born in places other than Prizren who show higher levels of disengagement.

5. Disengagement and exhaustion levels of teachers change according to the school they work in.

6. Disengagement and exhaustion levels change according to years of service, where especially exhaustion levels correlate to an increase in years of teaching.

7. Disengagement and exhaustion levels of subject-focused teachers are higher as compared to primary education teachers.

8. Teachers with perceived low socioeconomic level show higher levels of disengagement and exhaustion.

9. Married teachers show higher levels of disengagement and exhaustion as compared to single ones.

10. Teachers who are the middle child and last child show higher disengagement and exhaustion levels.

5.2 DISCUSSION

1. Teachers teaching in Kosova show moderate levels of disengagement and exhaustion. This finding is in line with other results from around the world. Although percentages change from country to country, burnout has plagued teachers in the States (Maslach, & Jackson, 1985; Huston, 1989), in Canada (Byrne, 1991), in China (Yu, 2005; Zhong, & Ling, 2014), Cyprus (Ozan, 2009), Spain (Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005), Germany (Bauer, Stamm, Virnich, Wissing, Müller, Wirsching, Schaarschmidt, 2006), Italy (De Caroli, & Sagone, 2012), Serbia (Nenadović, Janković, Katanić, Đokić-Pješčić, Malešević, Radulović, Nenadović, & Grbić, 2013), and Sweden (Hultell, Melin, & Gustavsson, 2013). The staggering 90 % of teachers report moderate to high levels of exhaustion and disengagement.

The causes of teacher burnout in Kosova are to be found on both personal and social level. On personal level teachers have to balance their personal ideals with individual possibilities. Teachers in Kosova showed commitment to their nation and teaching, by attaining their professional identity during perilous pre-war years (Slinn, 2008). Yet after surviving war, exhaustion followed having to fight for daily living in post war Kosova. Although they loved their profession, this left them with little time

for professional development and consequently drove them into challenging situations in classrooms. On social level, teachers personal drives are rarely harmonized with social strive. Social mismatch of these needs and requests are reflected from government officials to school principals, students and parents. Changes in education have given rise to shifts in power relations between students and teachers. Now students' sayings are valued over teacher's one. Thus, teachers find themselves in an unfamiliar situation, unsure on how to proceed with teaching, because student's newly found boorish freedom is taking a toll on discipline issues, which is the most sensitive issue for teachers. On top of this, there is a high level of national corruption present in every aspect of society including education. The overall lingering expression that there is nothing that can be done to change this position has made teachers join in the general apathy of national dissatisfaction. This has hindered them from taking any sort of action in changing their present situation. Moderate levels of burnout identified in teachers in Kosova might have a direct correlation with poor quality of learning process presently highlighted in the country.

2. Female teachers show higher levels of exhaustion but male teachers show higher levels of both exhaustion and disengagement. Findings are along the lines with other studies as regards gender issue (Maslach, & Jackson, 1985; Huston, 1989; Byrne, 1991; Ozan, 2009). Although gender variable makes little difference to burnout levels still, women continue to be associated with dimension of exhaustion, and men with that of disengagement. The reasoning that Maslach and Jackson (1985) give regarding this is a socially-rooted belief that women get more emotionally involved with people as compared to men. The similar belief is held also for women in Kosova. In addition, there are additional stereotyping beliefs associated with Kosovar female believing that they are pillars of a family. They are caring mothers who silently endure life difficulties and try to give the best to their children. This female model is transferred to a female teacher, whom Kosovar society sees as second mother to her school children. Kosovar female teacher is expected to express the same caring attitude towards her students as she

does towards her children. Naturally, she assumes her role wholeheartedly and tries to do her best. Reasonably, displaying more and more sympathetic attention towards dozens and dozens of students is energy consuming and this leaves female teachers more exhausted, but also more satisfied with their work because of the sisterhood environment they share at school (Burke, & Greenglass, 1989c). The present results are in line with findings where male teachers show higher disengagement and exhaustion levels (Burke, & Greenglass, 1989c; Van Horn, Schaufeli, Greenglass, & Burke, 1997; Zhong, & Ling, 2014). Some of possible explanations again might be found in social beliefs about gender affiliation towards certain jobs. Thus, teaching is primarily populated with females (Burke, & Greenglass, 1989c), as evident in our sample group statistics where 71,4 % of primary and lower secondary school teachers are females. However, the gender balance seems to shift towards males in accordance to level of education, i.e. 73,1 % of novice teachers that attend Faculty of Education are females, however there are very few female university professors (MASHT, 2011). Consequently, male teachers in primary and lower secondary schools might encounter difficulties in adjusting to a job originally thought to be a female profession. As a result, male coping resources might come in action in form of dealing more with discipline issues (Burke, & Greenglass, 1989c; Van Horn, Schaufeli, Greenglass, & Burke, 1997) which corresponds to their gender status, triggering thus more student reaction and less learning effectiveness (Huston, 1989). Extra work in managing discipline in the class and low opinion about themselves might be a possible explanation for high levels of burnout in male teachers (De Caroli, & Sagone, 2012).

3. Disengagement and exhaustion levels of teachers increase with age. Although older teachers show increase in levels of exhaustion and disengagement as compared to younger teachers, the age curve is not straightforward. Findings show an increase of exhaustion levels for teachers in their early 40's and after their 60's, while the disengagement curve fluctuates between early 30's, early 40's, and from late 50's above. Such fluctuation is best explained by Huston (1989), who observed that teachers

are susceptible to burnout at any age, predetermined only by actual intensity and time of their disillusionment. Possible causes for such a disappointment of teachers in post-war Kosova should be searched in the country's social policy system concerned with job availability and retirement benefit.

Most of graduates end up teaching because of a limited number of available jobs in the market. In fact, in a country where 39.7 % of its population is unemployed, teaching is seen as one of few professions that can secure a stable contract (MASHT, 2006). According to 2004 statistics, presented in the action plan for employment of youth in Kosova published by Ministry of Education, Science and Technology in 2006, out of 28.7 % of its employed nation, more than 10 % work in education only. However, due to lack of employment opportunities, a teaching job is more a forced-choice option rather than a free-will preference, as one of teachers comment "I love my teaching job although I wanted to study medicine, but it didn't happen". With the exception of a capital city, jobs are scarce in other cities and towns in Kosova. Most available jobs are in private companies under verbal contracts, with minimum pay of 217 Euros/month, without insurance, annual, sick or maternal leave (ibid). Therefore, state-owned jobs are preferred over the private ones due to their written stability, although there isn't much difference in pay (ibid). Teachers thus, are seen as successful due to their secured job, as one of teachers said "*My friends envy me because I have a secure job*"[2]. On the other hand, getting hired in a teaching job is another issue altogether. Due to a limited number, these state-owned jobs entail heavy bribery and corruption. Consequently, many people choose teaching out of necessity (Lens, & De Jesus, 1999; Ozan, 2009) and are contented even to travel to villages, submit to authority whims, or bear up tactless reprehensions only to keep their job. Because teaching was not their first option these teachers are less involved with their teaching and less motivated to implement improvements on their teaching methodology

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[2] This and other comments of teachers are observations and recorded from memory during casual conversations that the author engaged in during the process of monitoring Prishtina University, Faculty of Education second year students in their teaching practice in primary and lower secondary schools in Prizren during academic year 2013/2014.

(Lens, & De Jesus, 1999). Even if they find a better job, they are reluctant to risk, as commented by a teacher "*I was offered to work elsewhere, but I could not risk my job, and anyway I love teaching*". But a general corruption in education system and elsewhere, combined with undisciplined students, disrespectful principles, and constant interventions from parents and society can be exhausting for teachers of both genders. Yet, teachers are contended to stay teaching with a modest pay although it might not be their preferred job, but at least it is secure and thinking about pension isn't a solution, either. Actually, thinking about retirement is an additional disillusionment that awaits teachers in Kosova.

Being caught in the middle of a corrupted educational system and no solid pension system, older teachers close to retirement often keep their teaching at a minimum, and require less from students by lowering their assessment criteria. They are also reluctant to make professional improvements in their teaching and continue to use their established old methods of teaching. There are two possible reasons for such reluctance at this age: first a prospect of going into retirement is unattractive because of poor pension and there is no choice of early retirement, i.e. before the age of 65 which is an official retirement age in Kosova. The general pension system in the country is in major difficulties mostly due to government negligence in implementing current pension laws, as published by policy makers in the country (Loxha, 2012). Covering less than 22% of an average salary, pensions resemble more a social assistance than a decent pension, making this category of country's population as a social cast-off, living on the verge of poverty. Additionally, the current system failed to consider previous employment record by levelling all into one category, irrespective of professional merits and years of service (Loxha, 2012). This resulted in reduced motivation on going along with education reforms after war, and subsequently poor reform outcomes (MASHT, 2011).

4. Teachers who are born in Prizren show higher levels of exhaustion as compared to teachers born in places other than Prizren who show higher levels of disengagement. Teachers born in Prizren and teaching in their

hometown get more involved with students, consequently they are more exhausted but also more engaged with their work, as compared to teachers born elsewhere. One of possible causes is that teaching in bigger cities includes larger classes, unrulier students and heavier work competition. From the aspect of teaching and education there is a considerable difference between towns and villages in Kosova. Compared to towns, teaching in villages is more relaxed and carefree, as per a teacher comment, who teaches in her home-village "*I don't have any problems in my school, I get along well with school principal and students, everybody knows me and I know everybody there*". This is because rural community has higher value for their village teacher. Teachers in villages get more appreciation for their work from all the involved parties in education - students, principals and parents alike. First, there are smaller classes with students, who are more disciplined and more involved with learning. Second, teachers are in good relationship with the school principal, and third parents place their trust completely in teacher's professional ability and competency to educate their children. This innate value for a village teacher is higher especially, if the teacher is from their own rural community, namely, one of them. In this case, the teacher finds teaching less threatening and more inviting because there is a mutual respect and understanding between them and the community they work with.

5. Disengagement and exhaustion levels of teachers change according to the school they work in. The fluctuating curve in this variable shows higher burnout in larger schools with bigger number of students. School principal professionalism is also reflected in this variable wherein principals that take responsibility for proper school management correlate with lower teacher burnout (Fernet, Guay, Senécal, & Austin, 2012). For instance, findings show lower levels of exhaustion for teachers at a school where the principal relieved teachers of the burden of managing complicated discipline issues, as teachers from this school commented "*It is easier for us because we don't have to deal with difficult students*". Teachers felt appreciated and respected, and an equal and fair treatment was given without discrimination of any

sort, which seems to have lowered levels of burnout (Chen, Wu, & Wei, 2012). However, more information is needed in order to determine feasible reasons behind this variable, for instance, quality and number of students, cultural background of students (Chang, 2013), managing skills of principals, and working status of teachers. Other type of information such as changes within school or education procedures (Dunford, Boss, Shipp, Angermeier, & Boss, 2012) might also assist in proper identification of sources that affect teacher dissatisfaction leading to changes in this variable (Montero-Marin, Garcia-Campayo, Mera, & Del Hoyo 2009).

6. Disengagement and exhaustion levels change according to years of service, where especially exhaustion levels correlate to the increase in years of teaching. As with the age variable, years of service prove to predetermine teacher burnout. Our findings are contrary to findings from elsewhere for instance the States, Canada, Sweden and Italy (Maslach, & Jackson, 1981; Hultell, Melin, & Gustavsson, 2013; Byrne, 1991; De Caroli, & Sagone, 2012) where novice teachers are more burned out than senior teachers. However our results are in line with Huston's (1989) research which revealed an explanation that burnout can begin at later stages of teaching also, correlating to their disillusionment. For Kosovar teachers possible reasons for their frustration are to be found in the education system of the country. In fact, an aspect that needs to be taken into consideration when analyzing the variable of service years is that senior teachers with higher levels of exhaustion belong to a group who have taught in parallel education system and have experienced war. They have maintained high spirit throughout two decades, seeing independence as a new beginning for the country and its nation. Freedom, however, failed to restore their professional respect, or sustain economic security.

For years, these teachers had gone accustomed to teaching with old methodology and outdated material. However, rapid changes after war in form of innovative teaching strategies, latest technologies, and new economic requirements found them poorly equipped for this market, with obsolete knowledge and abilities that needed to be refreshed and improved

(MASHT, 2011). Developing professionally alongside managing teaching in after-war Kosova with large classes, poorly disciplined students, unsupportive administration, weakly equipped schools, disrespectful parents and especially, high levels of corruption prove to be a challenge. Teaching under these circumstances and not seeing any improvement, or change for better might be a possible reason for senior teachers to get disillusioned at this stage of their career (Boles, Dean, Ricks, Short, & Wang, 2000). Country's general malversation and degenerated social values additionally aggravate the whole situation. Subsequently, this diminishes teachers' incentive to take moral and ethical action towards professional improvements, which are not accredited by respective authorities, or financially stimulated. Gradually these signs have collected over time in senior teachers that teach more than twenty years, and developed into burnout (Byrne, 1999; Rudow, 1999).

7. Disengagement and exhaustion levels of subject-focused teachers are higher as compared to primary education teachers. These findings echo the significance of grades teachers teach (Burke, & Greenglass, 1989a; Van Horn, Schaufeli, Greenglass, & Burke, 1997; Byrne, 1999). A possible explanation for this is to be found in teacher satisfaction. Primary education teachers who teach young learners get more satisfaction from teaching because children at this age are better learners and more disciplined students than older learners, as observed by Burke and Greenglass (1989a) research which showed that primary school teachers are less burned out despite having more work, or being longer in the profession. As one of primary school teachers, who after working several years with different grades, finally settled down with third-graders commented "*Now I want to work with something that makes me happy*", adding further "*It is their interest for learning and their readiness to take part in activities that gives me great pleasure*". Teachers who see results in their teaching, and have higher self-appreciation are less likely to have burnout (De Caroli, & Sagone, 2012), as evident in series of comments "*success of the children makes me feel good*", "*I feel happy when I hear people talk about my teaching skills*", "*I am encouraged my students*

comments on how quickly time passed", and "*I feel good when students feel good*". However, most of these comments reflect a need for recognition, and show teacher reliance on their learners' mood. Teachers who await constant appreciation from others are limited by external motivations and thus have lower self-confidence which leads to burnout (Loonstra, Brouwers, & Tomic, 2009). Improving their self-perception is what subject-focused teachers might benefit from. These teachers have to teach teenage learners, who are less disciplined, therefore they develop burnout due to lack of satisfaction from teaching, absence of recognition and poor learning outcomes. In fact, student misbehaviour is listed as the most common work stressor (Byrne, 1991), where teacher-student conflicts decrease satisfaction teachers get from their work (Fernet, Guay, Senécal, & Austin, 2012), but increase frustration with students (Gil-Monte, 2012). This creates a snowball effect of action-reaction in the classroom, where teachers become less tolerant of student behaviour (Grayson, & Alvarez, 2008) and also less effective in teaching (Huston, 1989). In a study by Chang (2013) anger and frustration are identified as regular precursors of teacher burnout, as evident in comments such as "*there are times when a single student makes you angry; you say something but something else is done as if on purpose*", "*there are times when learners make us angry*" or, "*I feel very bad when a learner makes me angry, and this continues at home, too*". These teachers are also dissatisfied with their work because of their academic status as they expect more from their job but also more from students (Maslach, & Jackson, 1985; Burke, & Greenglass, 1989a). Thus, their perception about personal accomplishments and limitations might increase levels of exhaustion and disengagement (Huston, 1989) reflected in comments "*with higher grades I feel as if my work is unimportant and whatever I do is not valued*". Actually, teachers' perception and attitude towards student misbehaviour exhausts their emotional resources in coping with burnout (Chang, 2013) visible also in a comment "*there are always bad students, but I know how to deal with them*". As a result, teachers submit to using inappropriate coping strategies such as ignorance to student needs as seen in a comment "*I have learned that I need to pretend I*

did not hear students' comments", or the more usual thoughts about corporal punishment "*now it is more difficult because students are not afraid from anything*", or "*before learners used to be afraid of teachers because they would punish them, but now we cannot spank them and that's why they are not afraid from anything*". A result of such teacher action is lack of respect from students, again reflected in teacher comments "*disrespectful students are encouraged by their disrespectful parents*", or "*I am not respected because of my work*". Consequently, such perceptions and situations increase levels of exhaustion and disengagement.

8. Teachers with perceived low socioeconomic level show higher levels of exhaustion and disengagement. This variable best reflects teachers' poor situation in Kosova, as relates to their both social and economic status (MASHT, 2006) giving a possible explanation for correlation of burnout with low socioeconomic status, which can be reflected in dual identity of Kosovar teachers.

Positive correlation of exhaustion with low socioeconomic situation has its roots in pre-war Kosova, where teachers have long been overworked in trying to subsist by working in other jobs besides teaching. This situation began in 1991 when Serbian authorities who were governing the country then, banished Albanian teachers and closed down Albanian schools. Urged by their need to continue and educate children, Albanian teachers formed a parallel education system throughout Kosova and kept on teaching undercover until 1999 when the war began (Slinn, 2008). For over eight years teachers taught voluntarily, but had to look for an additional paid work in order to support themselves and their families. So, you could easily find physics teachers running computer shops, biology teachers working as taxi-drivers, primary teachers managing a kindergarten, or English teachers working as translators and office assistants. After war and more than a decade and a half in independence, despite several insufficient salary increases, Kosovar government failed to meet up financial needs of teachers, so majority of teachers still have to put up with a second job.

This considerably reduced their capacity to develop professionally due to exhaustion and time lost in other undertakings. More than two decades of academic seclusion left teachers professionally impaired. Later on more energy and more time was needed to replenish their resources and teaching skills as one of teachers commented "*before going to class I spend hours on the internet*". However, despite their earnest desire to improve teaching and offer better education to learners, teachers of post-war Kosova are still unable to keep pace with new trends in their subject-matter, follow constantly changing technology (MASHT, 2006; 2011), and digest the surge of diverse knowledge that students possess. Consequently, feelings of exhaustion, disappointment (Demerouti, Bakker, Nachreiner, & Ebbinghaus, 2002), and low self-efficacy follow amounting to teacher burnout (Fernet, Guay, Senécal, & Austin, 2012; Hultell, Melin, & Gustavsson, 2013).

9. Married teachers show higher levels of disengagement and exhaustion as compared to single ones. The marriage variable results are contrary to outcomes from other countries, such as the States and Germany, (Maslach, & Jackson, 1985; Bauer, Stamm, Virnich, Wissing, Müller, Wirsching, & Schaarschmidt, 2006; Braunstein-Bercovitz, 2013). Although reasons listed by these researchers such as support from partners and a more stable view that married couples have on life which runs contrary to a state of burnout are valid for Kosovar couples too, results obtained from this study show a slightly different story. One of the explanations might be because the socioeconomic situation in the country affects married couples more than singles, where the former with their family and children have more people to feed and cater for. In addition, most of married couples live in a community with in-laws where traditional domestic customs of looking after the house and family have prevailed, leaving little space for couple privacy as a prerequisite for partner support. Although a number of couples that move out from their in-laws is in the increase, still they are outnumbered, and those that decide to move out usually go on rent, which is an additional financial burden on a couples' budget. This constant financial

struggle is a temporal impediment to a prospect of teacher development, which leads to burnout (Yu, 2005). Consequently, inability to balance family and teaching demands with personal coping resources leads to burnout of married teachers (Braunstein-Bercovitz, 2013). In comparison, single teachers seem to benefit from this position, enjoying more liberty in personal development.

However, future studies should focus on additional factors leading to burnout in married teachers, related to their social and economic life not included in this study.

10. Teachers who are the middle child and last child show higher disengagement and exhaustion levels. The variable of birth order reflects personality traits of teachers and their socio-psychological inclinations. Despite having few to none scientific evidence for impact of birth order on personality development, birth order theory continues to appeal to thousands of researchers (Sulloway, 1999). Initially founded by Alfred Adler, the birth order theory advocates personality differences based on our birth order, painting first-borns as more responsible and successful in life, and later-borns as more sympathetic and dependable of others (Sulloway, 1999). According to accustomed patterns of goal attainment, middle-child teachers strive to yield a performance, which is far better than what others are capable of (Carrete, Anseel, & Van Yperen, 2011). These teachers score high on burnout because they put additional efforts in demonstrating their success to others. Accordingly, they tend to be dependent on external encouragement for their work and so they work harder to please others. Being aware of this often disregarded behavioural aspect of personality and affiliation to act in certain behaviour, teachers might be on the lookout for possible strategies that would guard them against professional burnout.

The above findings demonstrate both prevalence and complexity of this syndrome throughout nations. Every aspect of burnout as a psychological phenomenon depicts inconsistency in describing, identifying, preventing or treating it. Therefore,

its nature asks for similar multidimensional and holistic approach in treatment. Although collection of data through self-reported questionnaires calls for caution in coming forth with explanations, still their self-perceptive aspect renders the relevant data valid to an extent. However, deducing generalizations from these findings should remain preliminary and followed up by future research on this topic.

CHAPTER VI

SUGGESTIONS

6.1 GENERAL SUGGESTIONS

Results and discussion presented in previous chapter are of great significance to Kosovar teachers and society. Because there is limited research data available, experts in education face difficulties in searching for possible solutions to challenges that our education system in facing (MASHT, 2011).

Although we should exercise cautiousness when considering findings given hereby dissertation because of limitations mentioned in previous chapters, these results create foundations on which future studies can build new strata of important information and new structures on Kosovar national database. In complying with the above, we proceed with giving some of suggestions that come out as a result of our present research.

Future studies should focus on tracking and registering additional information such as, personality factors leading to burnout. More research should follow the route of studying social support and coping strategies of individuals (Burke, & Greenglass, 1993). Longitudinal studies should also be used to track changes in the syndrome in relation to stressors at work, such as change in carrier, or additional job roles at workplace. However, future research should incorporate use of qualitative studies on burnout, which addresses the need for a personal approach to cases of burnout.

These studies would provide valuable information on how to detect and help these individuals overcome this burned out state. Below we give our proposition in form of a psychological and counselling group sessions based on core principles of narrative therapy.

6.2 PSYCHOLOGICAL AND COUNSELLING GROUP PROGRAM BASED ON NARRATIVE THERAPY IN MANAGING JOB BURNOUT

Below we present a proposition for a psychological and educational group program for managing job burnout based on narrative therapy. The proposed program includes a total of eight sessions with corresponding goals, target behaviours and procedure.

Session 1 – Getting to know each other and introduce the group awareness

Goal: Ensure group members and group leader get to know each other, introduce group rules and inform members of the group about procedure. Ensure group members gain knowledge about narrative therapy approach.

Target behaviour:

- Introduction.
- Understand group procedure and functioning.
- Understand rules related to group procedure and importance of these rules.
- Understand the importance of participating in group procedure and expressing feelings.
- Provide information to the group members about narrative psychological counselling approach, answer questions related to the topic

Session 2 - Externalizing the problem

Goal: Help group members externalize problems they experience related to "hopelessness"

Target Behaviour:

- Evaluate last week
- Listen to a story of the problem

- Ask questions related to effects of the problem's reasons (what does this problem mean to you? How does it affect your life – your family, school life, relationships with friends? How does this problem affect your relationships with others? What does the problem feed on?, what keeps the problem's hunger away?, who benefits from the problem?, under what circumstances does the problem behaviour become useful?, which people come against the problem?

- Name the problem by group members

- Ask questions which can help externalize problems related to problems named by the group members initiate a group discussion around the theme of *you are not the problem, the problem is the problem*. Questions might be used such as When does this event rule over you? Where there times when you stood up against an didn't allow the problem to win over you? and similar.

- Give away homework – Let group members write letters to their named problems

- Sum up by a volunteering group member

- Ask for feedback.

Session 3 - Externalizing the problem, searching for alternative outcomes

Goal: Continue to help externalize the problems that group members experience in relation to hopelessness, help locate alternative outcomes.

Target Behaviour:

- Evaluate a week's progress with group members and a brief summing-up

- Get thoughts related to a last session (which was the most important topic we talked about last session? What have you learned? Was there anything that made you feel uncomfortable regarding the last session? How was your last week? How was your spirit if compared to previous weeks? Did anything important happen this week that would want us to deal with it? What topics do you want to work on?

- Look at the homework asking possible questions such as Have you done your homework? What have you learned from this homework?

- Continue and focus on problems named by group members
- Continue and externalize the problem by helping group members feel themselves separate from their named problems
- Begin searching for alternative outcomes by making sure that group members are ready to investigate times when they were free of problems, help group members define experience that they prefer to own
- Give homework – Group members can be asked to write about times in their life when they didn't have any problems and how did they feel and what did they do at those times
- Sum up by a volunteering group members
- Ask for feedback

Session 4 - Unique outcomes

Goal: Help group members search unique outcomes in their life by identifying these sparkling memories.

Target Behaviour:

- Evaluate one week progress with group members and a brief summing-up
- Get thoughts related to the last session (which was the most important topic we talked about last session? What have you learned? Was there anything that made you feel uncomfortable in the last session? How did your last week go? How was your spirit compared to previous weeks? Did anything important happen this week that would want us to deal with it? What topics do you want to work on this week?
- Look at the homework (Have you done your homework? What have you learned from this homework?
- Talk about named problems by the group members. (externalizing)
- Ask from group members to recall moments in their life when they thought powerful and successful and ask from each member of the group to share this. (search for unique outcomes – brilliant moments)
- Talk with group members about unique outcomes in the future. (what did you do, what did you accomplish, what will you accomplish? What would you want to happen?)

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- Give homework – Ask group members to write down about unique outcomes in their lives.
- Sum up (by a volunteering group member)
- Ask for feedback.

Session 5 - Begin to develop an alternative storyline

Goal: Focuse on unique outcomes begin to develop a new storyline. Ask questions about behaviours: events, results, time and actions; awareness, meanings, effects, being aware about evaluation topics. Characters, points of view, details…

Target Behaviour:

- Evaluate a one-week progress with group members and a brief summing-up
- Talk about thoughts related to the last session by asking sample questions such as Which was the most important topic we talked about last session? What have you learned? Was there anything that made you feel uncomfortable regarding the last session? How was your last week? How was your spirit compared to previous weeks? Did anything important happen this week that would want us to deal with it? What topics do you want to work on this week?
- Look at the homework by asking questions Have you done your homework? What have you learned from this homework?
- Talk about problems named by the group members with the aim of externalizing them
- Begin to develop a new storyline based on unique outcomes. (Ask questions about behaviours: events, results, time and actions; being aware, meanings, effects, being aware about evaluation topics. Characters, points of view, details …)
- Give homework – You wake one day and you have a very happy life? What kind of life was it? Who was there? Where were you? What were you doing?
- Sum up (by a volunteer group member)
- Ask for feedback.

Session 6 - Focus on a new storyline

Goal: Ask questions about behaviours of group members: events, results, time and actions, about being aware: meanings, effects, evaluations and confirmations.

Target Behaviour:

- Evaluate a one-week progress with group members and a brief summing-up
- Talk about thoughts related to the last session by asking Which was the most important topic we talked about last session? What did you learn? Was there anything that made you feel uncomfortable regarding the last session? How was your last week? How was your spirit if compared to previous weeks? Did anything important happen this week that would want us to deal with it? What topics do you want to work on this week?
- Look at the homework by asking Have you done your homework? What have you learned from this homework?
- Talk about problems named by group members.
  - How do you manage a psychologically bad state?
  - How do you solve external things from yourself that you think are harming to you?
  - For instance, What do you do when you have flu, or when a relationship is harming you?
- Discuss alternative storyline told in the previous session and focus in more detail in this session on characters of the alternative storyline.
- Discuss with group members about topics such as characters, viewpoints, details of alternative storylines
- Give homework asking them to write down alternative storylines
- Sum up by a volunteering group member
- Ask for feedback

Session 7 - Writing down an alternative storyline

Goal: Finalize the last version of alternative storylines of group members

Target Behaviour:

- Evaluate a one-week progress with group members and a brief summing-up

- Discuss thoughts related to the last session by introducing questions such as Which was the most important topic we talked about last session? What did you learn? Was there anything that made you feel uncomfortable regarding the last session? How was your last week? How was your spirit if compared to previous weeks? Did anything important happen this week that would want us to deal with it? What topics do you want to work on this week?

- Look at the homework by asking Have you done your homework? What have you learned from this homework?

- Continue writing up the alternative storyline:

  - Narrative keystones:

  - Who – characters you are the main character. Who are subordinate characters…..

  - What: action – what happens… happened? Most of the times these are everyday actions we do in order to stay alive. What happened?

  - Where:

  - When:

  - Why: motivations and explanations what moves you? And what about ….

  - How: how do you bring everything together how do you go from point a to point b

- Sum up by a volunteering group member

- Ask for feedback

Session 8 - Ending up

Goal: Help group members learn how to use in everyday life knowledge and skills gained from group process and make sure members depart from group with positive feelings.

Target Behaviour:

- Share feelings and thoughts related to the group process and evaluate group progress.
- Share knowledge of what the group can manage to do in future.
- Present letters written to group members by the counsellor.

- A letter content;

- Introduction – Connect group members with previous sessions

  - Expressions – sum up past and present effects of a client's problem.
  - Asking questions to a client, that they thought of after sessions. Questions must be connected to the alternative storyline.
  - Document exceptions or unique outcomes that emerged in the client's narrative.

- End up the group process and take feedback.

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ATTACHMENTS

ATT 1. Oldenburg Burnout Inventory Permission Request Correspondence

Sermin Kazazi

12/17/13

To: E.Demerouti@tue.nl

Dear Ms. Demerouti,

Please find a request asking for a permission to administer Oldenburg Burnout Inventory.

I am a teacher living and working in Prizren /Kosova, doing my PhD in counseling psychology at Sakarya University, Turkey. Focusing on different burnout variables in primary and secondary teachers of Kosova, your inventory will be the first one ever to measure this phenomenon in Kosovar teachers.

The survey will be used as part of PhD thesis and will be referred to accordingly. I would also be grateful for any additional material related to teacher burnout.

I look forward to your positive reply and thank you in advance for your understanding and help.

Sincerely,
Sermin Turtulla, ELT
Prizren University, Kosova

Oldenburg Burnout Inventory

Actions

Demerouti, E. (E.Demerouti@tue.nl)

1/14/14

To: 'Sermin Kazazi'

3 attachments (total 389.3 KB)

Download all as zip

Dear Sermin Turtulla,

Thank you for your interest in our burnout instrument. The OLBI is free of charge for academic purposes.

In the attachment, you can find the OLBI in German and the unstandardized translation in English (checked by an American native speaker). As you will see in the mean time we tried to improve the scale in order to have equal number of positive and negative items.

If you decide to apply it eventually, please let me know whether the instrument has the same structure in your sample as in the German and the Dutch ones. Should you be translating the instrument, I would appreciate a copy of the translation for possible future use by other researchers.

I have also attached two relevant publications as pdf files. If you need anything else, don't hesitate to contact me again. I am looking forward to hearing your results.

Good luck with your study!

Best regards,

Evangelia

****

Evangelia Demerouti, PhD

Eindhoven University of Technology

Dept. Industrial Engineering & Innovation Sciences Human Performance Management Group

P.O.Box 513, 5600 MB Eindhoven, The Netherlands Den Dolech 2, 5612 AZ Eindhoven, The Netherlands Internal address: Paviljoen J.05

T + 31 40 247 5669 / 2493

e.demerouti@tue.nl

ATT 2. Oldenburg Burnout Inventory English Version

Instructions

> The following statements refer to your feelings and attitudes during work. Please indicate to what extent you agree with each of the following statements by selecting the number that corresponds with the statement.

1		2	3	4			
Strongly agree		**Agree**	**Disagree**	**Strongly disagree**			
1	I always find new and interesting aspects in my work	1	2	3	4		
2	There are days when I feel tired before I arrive at work	1	2	3	4		
3	It happens more and more often that I talk about my work in a negative way	1	2	3	4		
4	After work, I tend to need more time than in the past in order to relax and feel better	1	2	3	4		
5	I can tolerate the pressure of my work very well	1	2	3	4		
6	Lately, I tend to think less at work and do my job almost mechanically	1	2	3	4		
7	**I find my work to be a positive challenge**	1	2	3	4		
8	During my work, I often feel emotionally drained	1	2	3	4		
9	Over time, one can become disconnected from this type of work	1	2	3	4		
10	After working, I have enough energy for my leisure	1	2	3	4		

	activities				
11	Sometimes I feel sickened by my work tasks	1	2	3	4
12	After my work, I usually feel worn out and weary	1	2	3	4
13	This is the only type of work that I can imagine myself doing.	1	2	3	4
14	Usually, I can manage the amount of my work well	1	2	3	4
15	**I feel more and more engaged in my work**	1	2	3	4
16	**When I work, I usually feel energized**	1	2	3	4

ATT 3. Oldenburg Burnout Inventory Albanian Version

Udhëzimet

Qëllimi i këtij punimi është që të përcaktohen ndjenjat dhe mendimet e juaja lidhur me rrethanat e përjetuara brenda muajit të fundit në vendin e punës, dhe të shihet se si ndryshojnë këto rrethana sipas disa veçorive demografike. Përgjigjet e dhëna do të përdoren vetëm për vërtetimin e këtij qëllimi. Ju faleminderit për ndihmën dhe interesimin.

Sermin Turtulla

Instituti i shkencave të edukimit të Universitetit të Sakarjas

Punim doktorature

Të dhënat personale

Gjinia   : (   ) Mashkull   (   ) Femër

Mosha : ....(Shkruani ju lutem).

Vendlindja   : ....(Shkruani ju lutem).

Shkolla/Vendi   : ....(Shkruani ju lutem).

Kohëzgjatja në punë   : ....(Shkruani ju lutem).

Drejtimi   : ....(Shkruani ju lutem).

Mendimi për vetveten : ....(Shkruani ju lutem).

Shkalla ekonomiko-shoqërore : ( ) E ulët ( ) Mesatare ( ) E lartë

Gjendja shoqërore : ( ) Martuar ( ) Pamartuar ( ) Shkurorëzuar

Cili fëmijë jeni me rradhë : ( ) Fëmiu i parë ( ) I mesëm ( ) I fundit ( ) Fëmiu i vetëm

1	2	3	4
Pajtohem plotësisht	**Pajtohem**	**Nuk pajtohem**	**Nuk pajtohem aspak**

Ju lutem të jeni të sinqert dhe të rrumbullaksoni përgjigjen më të saktë sipas mendimit tuaj.

1	Gjithmonë gjej aspekte të reja dhe interesante në punën time	1	2	3	4
2	Ka ditë kur ndihem i/e lodhur para se të mbërrij në punë	1	2	3	4
3	Gjithnjë e më shpesh po ndodh që të flas në mënyrë negative për punën time	1	2	3	4
4	Pas orarit të punës, po më duhet më shumë kohë se më herët për t'u çlodhur dhe për t'u ndier më mirë.	1	2	3	4
5	Shumë mirë mund ta përballoj presionin e punës sime	1	2	3	4
6	Së voni, po mendoj më pak për punën që e bëj dhe e kryej punën gati në mënyrë automatike	1	2	3	4
7	Mendoj se puna ime paraqet një sfidë pozitive	1	2	3	4
8	Gjatë orarit të punës, shpesh ndihem emocionalisht i/e shterur	1	2	3	4
9	Me kohë, njeriu mund të ndihet në distancë nga puna që e bënë	1	2	3	4
10	Pas punës, kam energji të mjaftueshme për aktivitetet e tjera	1	2	3	4
11	Ndonjëherë puna më gërditet	1	2	3	4
12	Pas orarit të punës, zakonisht ndihem i/e rraskapitur dhe i/e dërmuar	1	2	3	4
13	Kjo është puna e vetme ku e gjej veten	1	2	3	4
14	Zakonisht, mund t'i dal mbanë mirë me barrën e punës sime	1	2	3	4
15	Gjithnjë e më shumë ndihem më afër me punën time	1	2	3	4
16	Zakonisht jam plot me energji kur punoj	1	2	3	4

Short biography

Sermin Turtulla, born in 1972 she attended primary and secondary school in Prizren. She graduated from Pristina University, Faculty of Philology, Department of English Language and Literature in 1996. After finishing her master degree at the same university in 2007, she continued her professional education and obtained Teacher Trainer Certificate from The International Training Institute in Hastings, UK, and later CertELT certificate from British Council, Turkey. In 2009 she enrolled her PhD studies at Sakarya University where she obtained her PhD degree in 2014. Presently, she is working at Prizren University, Faculty of Philology, Department of English Language and Literature.

E-mail: zser_@hotmail.com