

## **Assessment of Occupational Burnout Experiences and Job Satisfaction among Secondary School Teachers of Hawassa City**

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**Abstract** The main purpose of this study was to assess occupational burnout experiences and job satisfaction among secondary school teachers. The study sample was 210 randomly selected secondary school teachers. Maslach Burnout Inventory was used to measure dimensions of teachers' burnout. The scale consisted of three subscales: emotional exhaustion, depersonalization and personal accomplishments. Additionally, the Minnesota Satisfaction Questionnaires were used to measure job satisfaction of teachers. Independent sample t-test, one-way ANOVA, Pearson's product moment correlation coefficient and multiple linear regression analysis were used to analyze the data. The result of the analysis revealed that general secondary school teachers were at high level of burnout in terms of emotional exhaustion, depersonalization and personal accomplishment. Age, educational status and the grade level in which teachers teach showed a significant effect on burnout of teachers' in the three burnout dimensions. On the other hand, sex, marital status, monthly salary, service year, and workload did not show a significance difference in all burnout dimensions. In this study, job satisfaction showed a positive correlation with personal accomplishment and negative correlation with emotional exhaustion and depersonalization. The study also found that burnout dimensions (emotional exhaustion and personal accomplishments) are major predictors of teachers' job satisfaction.

**Keywords:** Burnout, Emotional Exhaustion, Depersonalization, Personal Accomplishment, Job Satisfaction.

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### **I. INTRODUCTION**

Burnout is a state of emotional exhaustion primarily caused by stress that leads to negative attitudes and behaviors. It is characterized by depletion of energies, disillusionment, doubts, depersonalization and frustration leading to loss of purpose, ideas, and energy. A person with burnout may feel alienated, apathetic, and exhausted (Maslach, Schaufeli, & Leiter, 2001). These authors added that burnout as a syndrome of exhaustion, cynicism, and reduces professional efficacy (Maslach et al., 2001). The first dimension of burnout, which is called exhaustion refers to feelings of strain, particularly chronic fatigue resulting from overtaxing work. The second dimension, cynicism refers to an indifferent or a distant attitude towards work in general and the people with whom one works, losing one's interest in work and feeling for work has lost its meaning.

Lack of professional efficacy refers to reduced feelings of competence, successful achievement, and accomplishment both in one's job and the organization. Occupational burnout is a condition in which employees experience depletion of mental resources, indifferent or cynical toward people at job, and feel underachieving in their jobs (Maslach, Schaufeli & Marek, 1993). Thus, occupation related burnout is considered as the most harmful emotional and physical reaction which resulted from the interaction between workers and working environment where the demands of the job go beyond the worker's ability and resources which make them to experience burnout (Tzeng, 2002). Previous studies have associated occupational burnout with health challenges for employees with serious implication(s) on their job satisfaction and commitment (Maslach & Leiter, 1997).

Burnout has mainly been associated with the helping professions, such as education, health, and social services (Maslach et al., 2001). As far as teaching is concerned, it has been characterized as a profession very susceptible to burnout. Burned out human service professionals, including teachers have had and perhaps are still having a hard time (Tomic & Brouwers, 2004). Furthermore, burnout is not an illness that happens purely within the brains or body; it is an illness related to the usual contextual interactions and when needs are not met, but the situation continues, 'emotional depletion' or 'emotional exhaustion' is the generally accepted psychological consequence (Blankert, 2014).

Like burnout, job satisfaction is a well-known variable in organizational behavior studies. It is defined as being satisfied of various job elements (Raju & Srivastava, 1994). Work is very important in peoples' life, as it occupies a lot of their time and is a source of financial stability, but it is also a source of great deal of stress. Therefore, the job should be attractive and must give the employee some degree of satisfaction. Reduced levels

of satisfaction may be reflective of counter-productive employee behavior and a reason for employee absenteeism, and turnover intentions in extreme cases (Dinham & Scott, 2000).

In many educational contexts of Ethiopia, teachers increasingly leave the profession after a few years in service (Centre for British Teachers [CBT], 2008:69). A study conducted by Moutma (2006), revealed that in one of the regional state of Ethiopia, Oromia region, in secondary schools the average rate of teacher turnover was 17% in the years 2001-2004. There are different factors that cause voluntary teaching staff turnover like; inadequate salary, lack of teacher mobility, inadequate induction program, poor working conditions, inappropriate recruitment and promotion policies, weak administrative support and poor communication (Kathryn, 2008).

Even though there are numerous studies conducted regarding burnout of teachers in Europe, the US, Australia, parts of Africa and Asia, there are no exclusive research conducted on occupational burnout of teachers in Ethiopia; rather researches are focused on other variables like; job satisfaction, organizational commitment, turnover and others beyond burnout (Teferi, Bekalu & Abebe, 2016; Gedefaw, 2012; Tewodaje, 2014).

The aim of this study was to assess occupational burnout experiences and job satisfaction among secondary school teachers in Hawassa City Administration specifically, by investigating the following research questions. What is the level of occupational burnout experience among secondary school teachers? Is there a difference between socio demographic variables of teachers' in terms of occupational burnout? Is there a relationship between job satisfaction and occupational burnout of teachers? and what are the major predictors of job satisfaction of teachers?

## **II. LITERATURE REVIEW**

Burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind. A key aspect of the burnout syndrome is increased feelings of emotional exhaustion. As their emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level (Maslach & Jackson, 1981). It was also stated that burnout is associated with negative health outcomes for human services workers such as psychological distress, somatic complaints, and alcohol and drug abuse. For organizations, burnout can be costly leading to increased employee tardiness, absenteeism, turnover, decreased performance, and difficulty in recruiting and retaining staff (Parker, Kulik 1995).

Baker and Costa, (2014) divided the causes of burnout in to two categories: situational factors and individual (personality) factors. Situational factors include job demands and (lack of) job resources. Job demands are aspects of the job that require sustained effort. Therefore, job demands are associated with physiological and psychological costs, such as an increased heart rate and fatigue. Such symptoms may set the ground for the experience of burnout, because job demands lead employees to feel exhausted and to psychologically distance themselves from work (Baker & Costa, 2014). Role ambiguity, role conflict, role stress, stressful events, workload, and work pressure are among the most important job demands that cause burnout (Alarcon, 2011).

Personality (individual factors) influences the way people perceive their work environment, and therefore how they deal with job demands and resources. Strain may arise, for example, when the work environment is not aligned with individual personality, leading to frustration of individual needs. For example, when an introverted technician becomes a leader, he will need to enact behaviors he is not used to for example give presentations for larger groups of co-workers. This misfit between personality and job demands may result in serious stress reactions, particularly when employees are often exposed to demands that do not fit with their skills and preferences (Baker & Costa, 2014). Alarcon, Eschleman, and Bowling, (2009) found that four of the Big Five factors of personality; emotional stability, extraversion, conscientiousness, and agreeableness were consistently negatively related to each of the three dimensions (Emotional exhaustion, depersonalization, and personal accomplishment) of burnout. Further, individuals high in self-efficacy, optimism, and self-esteem were better able to deal with job demands most likely because they believe they have control over their work environment, and, therefore, are more likely to proactively solve problems and seek resources when facing job demands.

Studies both within and outside the domain of teaching have investigated job satisfaction as a predictor of occupational burnout (Griffin et al, 2010; Roy & Avdija, 2012; Schaufeli & Peeters, 2000; and Sharma, Verma & Malhotra, 2010). Furthermore, Phaik and Kanesan, (2016) found that there is a negative significant correlation relationship between burnout and job satisfaction indicating that lower the level of burnout, it would increase a higher job satisfaction among teachers and vice versa.

### III. METHOD

In this study, quantitative research design was employed and the data was gathered using a cross-sectional approach.

#### 3.1 Participants

The data for the present study was collected from 210 (Male=150, Female=60) secondary school teachers working in Hawassa city in the academic year of 2017/18. The samples were identified randomly.

#### 3.2 Instruments

Burnout was measured using questionnaires adapted from the Maslach Burnout Inventory Educators Survey (MBI-ES, 1997). The Maslach Burnout Inventory-Educators Survey (MBI-ES) consists of 22 statements of feelings related to work and involves three independent aspects of burnout: emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (PA). The Likert type of Maslach Burnout Inventory has seven point scales scored based on frequency of the feeling that ranges from 0 (never) to 6 (everyday). Each aspect of the burnout syndrome was measured and scored separately. Each subscale of the instrument scores as low, normal and high. The original reliability coefficients for the sub scale were the following: .90 for Emotional exhaustion, .79 for Depersonalization and .71 for Personal accomplishment.

The Minnesota Satisfaction Questionnaire (MSQ) developed by (Weiss, Dawis, England, & Lofquist, 1967) was adapted to gather data about the job satisfaction of teachers. The original MSQ consists of 20 items and uses a 5-point Likert type response format that ranges from 0 (not satisfied) to 5 (extremely satisfied). But for this study one single item ("The presence of adequate teaching resources") was added from the original scale. MSQ has a high reliability coefficient ranging from 0.87 to 0.92 in previous studies.

#### 3.3 Procedures

Self-completed questionnaires were administered to the participants during their presence in the school premises. Participants were informed that their participation was completely voluntary and the individual responses would be held in strict confidence and will be used only for academic purposes.

#### 3.4 Data analysis

This research employed both descriptive and inferential statistics. Descriptive statistics was used to compute different variables which include the frequency, percentage, standard deviation, mean, maximum and minimum of variables. Besides, inferential statistics were also used to test the difference and association between variables such as independent t-test, one-way ANOVA, Pearson's product moment and Multiple linear regression. One-way ANOVA was used to identify statistically significant difference between some socio-demographic variables (age, marital status, educational qualification, and grade level teachers teach) and occupational burnout. Independent sample t-test also used to see the statistically significant difference between male and female respondents. Pearson's correlation coefficient was used to identify whether there was a statistically significant relationship between job satisfaction of teachers and occupational burnout or not. Finally, multiple linear regression analysis was employed to see if burnout predicts job satisfaction of teachers.

### IV. RESULTS

#### 4.1 Demographic Variable of the respondents

Among 210 participants 150 (71.4 %) were males and 60 (28.6 %) were females. Among respondents, 94 (44.8%) were between ages 20-30, 85 (40.5%) were between 31-40 and the rest 31 (14.8%) were above age 40. In terms of marital status, 104 (49.5%), 41.9%, 88 (7.1%), and 15 (1.4%) of respondents were single, married, divorced and widowhood respectively. In terms of educational background 166 (79%) of respondents were first degree holders 16.2% were Master degree holders and the rest 10 (4.8%) were Diploma holders. Based on monthly salary, 107 (51%) of respondents earn 3001-5000 Ethiopian Birr (Birr), 72 (34.3%) earn more than 5000 Birr, and the rest 31 (14.8%) of respondents earn 2000-3000 Birr.

Among respondents 116 (55.2%) had a service year from 5-15 years, 49 (23.3) had a service year of above 15 years, and the rest 45 (21.4) had service year of less than 5 years. In terms of weekly work load, 166 (79%) of teachers teach 10-20 period/week, 24 (11.4%) of respondents teach less than 10 periods/week, and the rest 20 (9.5%) teach more than 20 periods. Among respondents 119 (56.7%) teach students from grade 9-10, 70 (33.3%) teach students from grade 11-12, and 21 (10%) of respondents teach students from grade 9-12.

To reveal secondary school teachers' burnout levels, the means and standard deviations of three subscales of burnout questionnaire, emotional exhaustion, depersonalization and personal accomplishment were calculated. The mean scores for emotional exhaustion, depersonalization and personal accomplishment were found to be 27.45 (sd = 10.93), 13.90 (sd = 7.32), and 28.32 (sd = 11.21) respectively. Hence, based on the cut-off points of Maslach Burnout Inventory (Maslach, et al., 1996), it can be indicated that the participants were at

high level of burnout in terms of emotional exhaustion (63.8%), depersonalization (63.8%) and personal accomplishment (60%) as indicated in table 2.

**Table 1:** Cut-off point for Burnout Scores

Dimensions	Low	Medium	High
EE	<15	16-24	>24
DP	<4	4-8	>8
PA	>40	34-39	<34

Source: Maslach Burnout Inventory (Maslach, et al., 1996)

**Table 2:** Frequency, Percentage, Mean and SD Indicating Level of Occupational Burnout

Dimensions of burnout	Scores based on cut-off points			Mean	Sd
	Low	Moderate	High		
	n (%)	n (%)	n (%)		
EE	36(17.1)	40(19.0)	134(63.8)	27.45	10.93
DP	49(23.3)	27(12.9)	134(63.8)	13.90	7.32
PA	46(21.9)	38(18.1)	126(60.0)	28.32	11.21

EE = emotional exhaustion, DP = depersonalization and PA = personal accomplishment

An independent sample t-test was conducted to see if there is difference between male and female teachers in terms of their burnout experiences. The result shows that there is no statistically significant difference between male and female teachers in all the three burnout dimensions  $t(208) = 0.11, p = 0.913$ ;  $t(208) = -0.631, p = 0.529$  and  $t(208) = 0.819, p = 0.414$  in EE, DP and PA respectively. This implies that there is no significant difference between males and females in all sub scales of burnout as indicated in table 3.

**Table 3:** Independent Sample t-test to shows gender difference on Burnout

Scales	Sex	n	Mean	Df	t	P
EE	Male	150	27.5	208	.11	.913
	Female	60	27.3			
	Total	150	27.45			
DP	Male	150	13.69	208	-.63	.529
	Female	60	14.00			
	Total	150	13.89			
PA	Male	150	28.72	208	.81	.414
	Female	60	27.31			
	Total	150	28.31			

One-way ANOVA was conducted to see if there is a statistically significant difference among different age groups of respondents on means score of burnout. Accordingly, the result revealed that there was statistically significant difference at ( $\alpha = .05$ ) among respondents age on their emotional exhaustion score  $F(2,207) = 6.842, p = 0.01$ ; and on depersonalization score  $F(2,207) = 6.563, p = .002$ . But no statically significance difference was observed at ( $\alpha = .05$ ) among different age groups of respondents on mean score of PA  $F(2,207) = 1.756, p = .175$ . Tukey test shows that respondents whose age group is above 40 have low level of burnout in emotional exhaustion and depersonalization.

In this study, there was no statistically significant difference among groups of teachers based on their Marital status at ( $\alpha = .05$ ) on the score of emotional exhaustion,  $F(3,206) = 1.23, p = .297$ ; depersonalization score  $F(3,206) = .92, p = .430$ ; and personal accomplishment  $F(3,206) = 1.19, p = .313$ .

Educational status had statistically significant difference among respondents on their emotional exhaustion score  $F(2,207) = 4.816, p = .009$ ; and depersonalization score  $F(2,207) = 4.872, p = .009$ . But no statically significance difference was observed at ( $\alpha = .05$ ) among different educational status of respondents on mean score of personal accomplishment  $F(2,207) = .911, p = .404$ . Post hoc analysis was done to identify where exactly the difference lies. The results of Tukey test shows that Master degree holder teachers have higher burnout level in emotional exhaustion and depersonalization. This means educational status was a relevant factor for teachers' burnout.

Grade level in which teachers teach had a statistically significant difference in emotional exhaustion  $F(2,207) = 7.02, p = .001$  and depersonalization  $F(2,207) = 8.66, p = .000$ . But no statistically significant

difference was observed among respondents grade level they teach with their personal accomplishment score  $F(2,207) = .60, p = .550$ . Post hoc analysis was done to identify where exactly the difference lies. The results of Tukey test shows that group of teachers who teach from grade 9-10 had low mean score which means they experience low burnout compared to other groups in emotional exhaustion and depersonalization. This means grade level teachers teach is one contributing factor for teachers' burnout, since teachers who teach different grade level experience burnout differently. This may be due to the fact that students from lower grade level obey teachers more than students in the upper grade level.

Pearson's product moment (table 4) shows that teachers job satisfaction has positive and statistically significant relationship with personal accomplishment ( $r = 0.408, p < 0.001$ ). Contrarily, teachers job satisfaction has negative and statistically significant correlation with emotional exhaustion ( $r = -.368, p < 0.001$ ) and depersonalization ( $r = -0.375, p < 0.001$ ). This means when personal accomplishment of teachers increase, job satisfaction of teachers also increases and vice versa. On the other hand when emotional exhaustion and depersonalization increase, job satisfaction of teachers decrease and vice-versa.

**Table 4.** Relationship between burnout (EE, DP and PA) and job satisfaction

Variables	EE	DP	PA	Job Satisfaction
Job Satisfaction	-.368***	-.375***	.408***	1

**Note:** \* = significant at  $< .5$  and \*\*\* =  $< .01$  probability level

Finally multiple linear regression analysis was done to see the major predictors of job satisfaction. According to the model summary of multiple linear regression analysis, the R-value of the model as per table 5 was 0.526 which shows the degree of relationship between independent and dependent variables. The  $R^2$  value of the regression model was 0.277, indicating that 27.7% of the variance in job satisfaction was accounted by emotional exhaustion, depersonalization, and personal accomplishment. The remaining 72.3% of the variance in job satisfaction was not accounted by emotional exhaustion, depersonalization, and personal accomplishment.

**Table 5:** Summary of Linear regression coefficient to investigate major predictors of job satisfaction

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	.526	.277	.255	12.96780

As results of multiple linear regression analysis in table 6 revealed, emotional exhaustion ( $\beta = -0.215, p < 0.01$ ) and personal accomplishment ( $\beta = 0.334, p < 0.001$ ) have a significant effect on teachers job satisfaction in the study area. This implies that keeping other independent variables constant, job satisfaction will be decreased by 0.215 units for a unit increase in emotional exhaustion. But, for one unit increase in personal accomplishment brings a 0.334 unit increase in job satisfaction.

**Table 6:** Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.553	6.015		10.400	.000
	Emotional exhaustion	-.296	.110	-.215	-2.700	.008
	Depersonalization	-.284	.167	-.138	-1.699	.091
	Personal accomplishment	.447	.084	.334	5.321	.000
	Age	-.414	1.300	-.020	-.319	.750
	Educational level	-1.250	2.180	-.037	-.573	.567
	Grade level teachers teach	-.573	1.466	-.026	-.391	.696

Note: B= regression coefficient (estimate), Std. Error = Standard Error, Dependent Variable = Job Satisfaction

## V. DISCUSSION

The primary aim of this study was to determine the level of occupational burnout of teachers. The finding of the study indicated that the participants were at high level of occupational burnout in terms of emotional exhaustion (63.8%), depersonalization (63.8%) and personal accomplishment (60%). Previous studies (Lorent & Ruiz-Cazado, 2016) found 70% of respondent teachers suffer from high levels of burnout. Plus, to

this the finding of Adekola (2010) in Nigerian teachers supports this study that both female and male teachers experienced high level of burnout.

The second objective of this study was to see if there is a significance difference between socio demographic variables of teachers and occupational burnout. For this purpose, independent t-test and one-way ANOVA was conducted and the result of the study is discussed in comparison with previous literatures.

It is important to consider gender differences in terms of burnout in all the three dimensions in the light of previous research. In this study independent sample t-test result indicated that there was no statistically significant difference between male and female teachers in all the three burnout dimensions: emotional exhaustion, depersonalization and personal accomplishment. This finding is in line with the findings of Meslach, Schaufeli & Leiter, (2001); Koruklu, Feyzioglu, Kiremit&Aladag, (2012) and Goswami, (2013), the demographic variable of sex has no significant relationship with burnout. On the hand Lorent and Ruiz-Cazado (2016) found that, levels of overall burnout and emotional exhaustion are higher in men, but no significant relationship was found between sex and depersonalization and sex and personal accomplishment.

The present study reveals that age was relevant social variable, since teachers aged above 40 experience low level of burnout than younger teachers in emotional exhaustion, and depersonalization; but no significance relationship was found between age and personal accomplishment. Corroborating the findings of several studies (Koruklu, feyzioglu, kiremit&Aladag, 2012; Capel, 2008; Brouwers &Tomic, 2000) supports that younger and relatively new in the profession teachers present higher levels of and burnout. On the other hand a research finding by Koc&Dencerol (2013) is contrary to this finding as age was not related to burnout. The difficulties presented at the beginning of young teachers' career may be related with their adaptation in the profession and they appear not to have long-lasting repercussions (van Dick & Wagner, 2001). This reaction is probably related with the young teachers' difficulty to activate the appropriate coping strategies in order to reduce the occupational stress imposed by the difficulties of their job (Byrne, 1991).

In this study, marital status was grouped in to four groups; married, unmarried, divorced and widowhood. The finding shows there is no statistically significant difference between marital statuses of teachers in all the three burnout dimensions. This finding is consistent with the finding of (Lorent& Ruiz-Cazado, 2016).Maslach (1999) pointed out that job factors are more strongly related to burnout syndrome than background characteristics.

Statistically significant difference was observed among respondents educational level with their emotional exhaustion and depersonalization score in this study. But no statically significant difference was found among respondents educational level with personal accomplishment score. Post hoc analysis shows that Master degree holder teachers have higher burnout level in emotional exhaustion and depersonalization. This finding is congruent with the finding of Lorent and Ruiz-Cazado (2016). Probably people with higher education have jobs with greater responsibilities and higher stress (Maslach et al, 2001), or it might be that more highly educated people have higher expectations from their jobs.

Grade level that the teachers teach showed a significance difference in this study. Group of teachers who teach from grade 9-10 have low mean score which means they experience low burnout compared to other groups in emotional exhaustion and depersonalization, but no significant difference was observed on the mean of personal accomplishment scores. Even though previous research was not found which can show the associations between grade level teachers teach and burnout, still there are some research findings that show burnout is more prevalent among secondary school teachers than among primary (Anderson &Iwanicki, 1984, Feitler&Tokar, 1982; Schwab et al., 1986). On the other hand a burnout research finding by Hakanen, Bakker, and Schaufeli, (2006) between lower and upper secondary school teachers did not show any significance difference.

The third objective of this study was to see the relationship between teachers' job satisfaction and occupational burnout. To reveal this, Pearson product moment was done and the result shows that teachers' job satisfaction has positive and statistically significant relationship with personal accomplishment. On the hand, teachers' job satisfaction has negative and statistically significant correlation with emotional exhaustion and depersonalization. This means while teachers personal accomplishment increase, teachers job satisfaction also increase and vice versa and while emotional exhaustion and depersonalization of teachers' increase, job satisfaction decreases, and vice versa. Studies show that burnout relates to job satisfaction negatively (Goswami, 2013). Many other researchers indicate that those employees who suffer burnout are located in lower levels of job satisfaction which cause reduction in their motivation and performance (Croom, 2003;Brewer, & McMahan, 2003).

The last objective of this study was to reveal the major predictors of job satisfaction. Multiple linear regression analysis revealed that, the  $R^2$  value of the regression model was 0.277, indicating that 27.7% of the variance in job satisfaction was accounted by emotional exhaustion, depersonalization, and personal accomplishment. The remaining 72.3% of the variance in job satisfaction was not accounted by emotional exhaustion, depersonalization, and personal accomplishment.

Emotional exhaustion has a significant effect on teachers' job satisfaction in the study area. This implies that keeping other independent variables constant, job satisfaction will be decreased by 0.215 units for a unit increase in emotional exhaustion. But, for one unit increase in personal accomplishment brings a 0.337 unit increase in job satisfaction. This means personal accomplishment is the major predictor of job satisfaction. This finding is in line with the finding of Goswami, (2013).

A research finding by Khamisa, Oldenburg, Peltzer, & Illic, (2015) also support this finding all three subscales are associated with job satisfaction with promotion explaining 4% variance; emotional exhaustion as well as personal accomplishment and satisfaction with supervision are associated explaining 2% variance; All three subscales are associated with satisfaction with operating conditions, co-workers and nature of work explaining 7%, 10% and 10% variance, respectively.

The results of the study have implications for the management of educational institutions as teachers' burnout may have negative consequences for the organization. Job burnout encompasses a wide scope including job satisfaction mitigation, productivity mitigation, organizational commitment decrease, turnover and absenteeism, and morale reduction. Obviously, the negative consequences of job burnout are too costly for teachers, students, schools and for the nation in general.

Based on the results of this study, secondary school teachers in Hawassa are experiencing high level occupational burnout. Therefore, Hawassa city education department and other concerned bodies should take action to decrease the level of burnout among teachers by creating a positive working environment in view of the fact that teachers are the main capital in schools.

Measures should be taken to proactively educate teachers about personal coping resources and stress management techniques. Teacher Education Institutions need to instruct the trainees about the potential for burnout in the profession and should provide pre-service teachers with suggestions and strategies for coping with stress.

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