



Are Students Burned out Before Starting Their Teachers Career?



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Petra Buchwald² & Nicola Schorn¹
¹Heinrich-Heine-University Duesseldorf, Germany
²Bergische University Wuppertal, Germany



Background

Conservation of Resources Theory (COR theory; Hobfoll, 1998)

Multiaxial Coping Model (Hobfoll, 1998; Hobfoll & Buchwald, 2004)

> Burnout is a continuous process, caused by the permanent and gradual loss of resources. The development of burnout can be seen as a cycle of resource losses which obtains its dynamic from a combination of work-related stressors and inadequate strategies of coping with them.

Theory of Burnout (Maslach, Jackson & Leiter, 1997)

> Burnout is a psychological syndrome of emotional exhaustion (EE), depersonalisation (D) and reduced personal accomplishment (RPA).

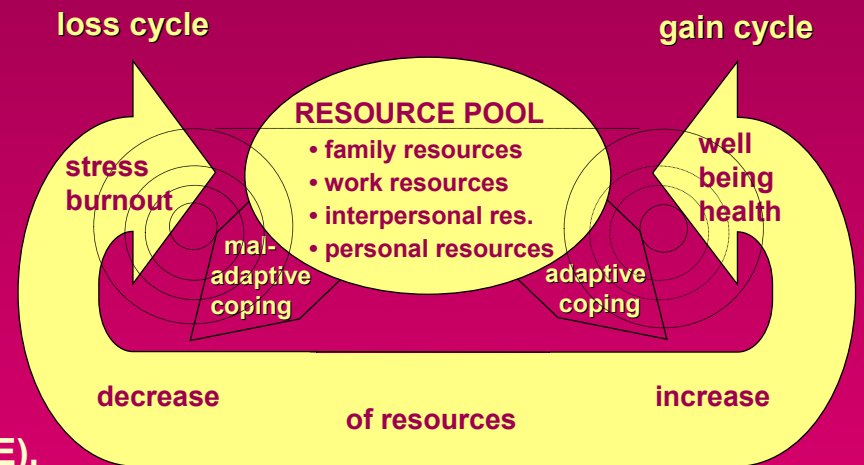


Fig. 1: Resource loss and gain at the work place (Hobfoll & Buchwald, 2004)

Research Questions

Are student teachers burned out?

Do the levels of burnout correlate with coping strategies and motivation?

Method

Questionnaires

- Strategic Approach to Coping Scale (SBI)
- Maslach Burnout Inventory (MBI)
- Work- and Health-Related Behavior and Experience Questionnaire (AVEM)

Samples

N = 75 student teachers
86.7 % females 13.3% males
Mean age 22.16 years (± 3 years)
19 to 37 years

Results

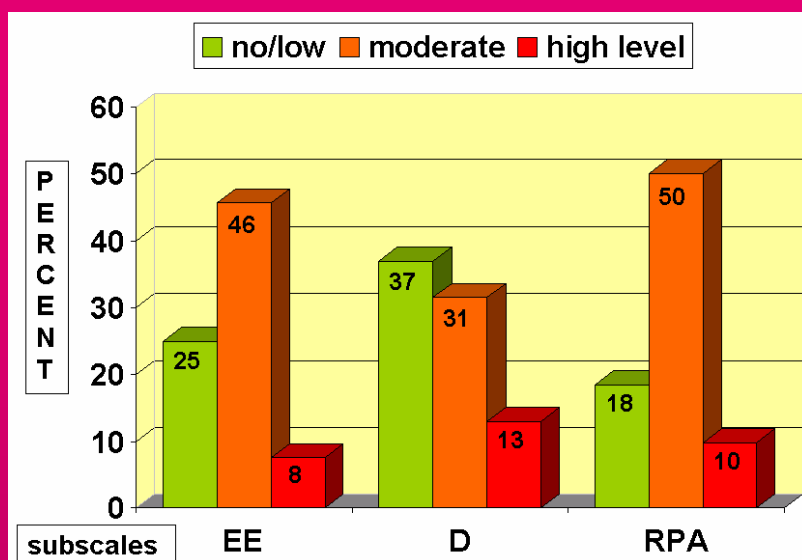


Fig. 2: Levels of burnout

Conclusion

Results showed remarkable levels of burnout at this early stage of professional life.

Results of the discriminant analyses showed - according to the COR-theory - that levels of burnout can be predicted by coping strategies:

- > EE : 88 %
- > D : 66 %
- > RPA : 82 %

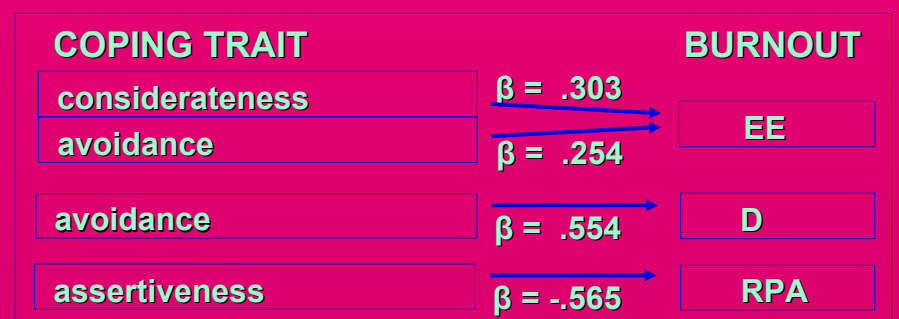


Fig. 3: Model of prediction of burnout by coping (trait)

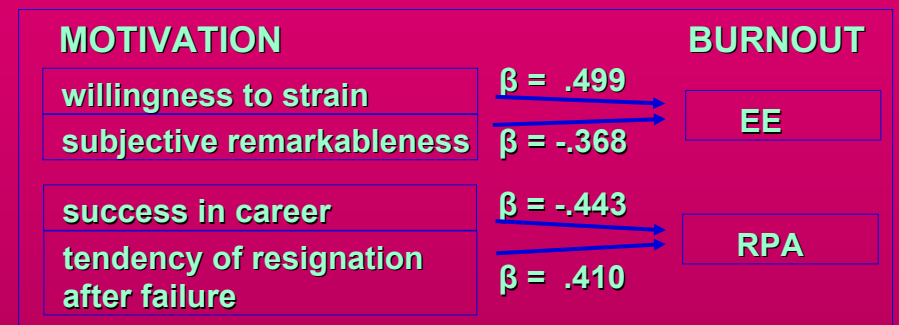


Fig. 4: Model of prediction of burnout by motivation

Regression analyses showed that the three dimensions of burnout are predicted by individual and social coping strategies. Assertiveness might protect people from experiencing reduced personal accomplishment. High willingness to strain oneself and a low subjective remarkableness of study predicted emotional exhaustion. Tendency of resignation after failure promotes a reduced personal accomplishment, whereas experiencing success in career had the opposite effect. Findings may have implications for a resource-based model of burnout (Hobfoll & Buchwald, 2004; Hobfoll & Shirom, 2000) and for intervention programs that enhance successful coping in student teachers, in particular.

EMOTIONAL EXHAUSTION (EE)			
level	MBI; N =	prediction by SBI; N =	explained variance by SBI
no/low	23	19 (83 %)	88 %
moderate	42	31 (74 %)	
high	7	7 (100 %)	
DEPERSONALISATION (D)			
level	MBI; N =	prediction by SBI; N =	explained variance by SBI
no/low	34	27 (79 %)	66 %
moderate	29	23 (79 %)	
high	12	10 (83 %)	
REDUCED PERSONAL ACCOMPLISHMENT (RPA)			
level	MBI; N =	prediction by SBI; N =	explained variance by SBI
no/low	17	14 (82 %)	82 %
moderate	46	35 (76 %)	
high	9	8 (89 %)	

Tab. 1: Classification of the levels of burnout