

**VARIABLES IN RELATION TO TEACHER BURNOUT IN
ISRAELI
JUNIOR HIGH SCHOOLS**

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At the University of Leicester

By

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Abstract

In 1968 it was decided to establish junior high schools. The main goal was to reduce ethnic gaps by integrating the different groups in the classes. Forming heterogeneous home classes was considered as the main tool to encourage social integration among students from different social classes and to upgrade the level of achievements of all the students.

Teachers need to deal with the social, cultural and educational diversities of the students whenever they try to improve their students' achievements. The unique characteristics of junior high school students that are typical to adolescence and the many students in the classes make it difficult for any teacher to perform at their best.

For this study, two tools were selected for eliciting data, a semi-structured interview and a questionnaire. Participants were teachers from 10 junior high schools in north of Israel, including both sectors Arab and Jews. Both research tools obtained details directly from subjects.

This study focuses on what happens in classroom and the inter-relationships between the teacher and his/her students as one of reasons for teacher burnout.

According to the results of this research, the dominant factors that are responsible for the phenomenon of burnout in teachers are discipline problems and class environment. On the other hand the interviewees indicated another dominant factor overcrowded heterogeneous classes. It was found that young teachers experience more burnout than their seniors.

In addition, in contrast to another research hypothesis, that teachers in the Arab sector are less burnt-out than teachers in the Jewish sector, the opposite was found in this research, Arab teachers feel more burnt-out due to cultural differences.

Teaching as a profession does contribute to burnout. However, there are means and possibilities within schools that can be used to minimize burnout.

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Chapter I: Introduction

For several years, particular attention has been paid to the phenomenon of burnout at work, especially teacher burn out. Teachers in Israel complain about being weary of their teaching and their daily contact with their students, especially in times of crisis. Increasing violence and disciplinary problems in schools create manifold tensions. Many teachers who complain about this phenomenon are either in their first year of teaching or have achieved many years of seniority.

During recent years the headteachers' and teachers' awareness of problems of stress and burnout as a result of teaching has increased. Hence, many researchers in Israel see the need to examine the problem, locate it, and suggest solutions for improvement.

Research literature offers various definitions to the term "professional burnout". Burnout is not the result of a certain dramatic incident, but rather the result of accumulated pressures the individual is exposed to in his/her work. The term "burnout" defines a mental situation mainly, but sometimes it has also clear physical implications. The worker feels that his/her strength is weakening through the impact of effort and tension, particularly while working with other people.

A burnout worker is a person who feels tired or frustrated after being extremely devoted to a task, a way of life, a person on a group of people. Sometimes, burnout individuals lose interest in and have little feelings towards those they serve and take care of. All the different definitions regarding the term "burnout" as identified in the literature, stress the fact that burnout is the result of continuous stress and frustration that one feels while working with people. It is possible to place "stress" and "burnout"

as a sequence in such a way that "stress" and "pressure" will be at one end, and "burnout" on the other end. This phenomenon is especially prominent with professionals who work mainly with other people and help them, such as physicians, psychologists, social –workers and teachers.

This research will focus on emotional burnout in teachers. The characteristics that cause this burnout will be examined along with the means to identify them. In order to do so, this research examines the phenomenon of burnout in teachers who teach in junior high schools, since it was considered by the author of this research that junior high schools have, in addition to the common characteristics of all schools, unique characteristics which increase the phenomenon of burnout. These unique characteristics of junior high schools can be identified as follows:

- Students' pattern of behavior that contribute to teachers' burnout. ✕
- Main characteristics of adolescence and its impact on teachers' burnout.
- Specific difficulties in junior high schools structure (forming heterogeneous home classes).
- Class climate and its effect on teachers' burnout.

In this context the main focus for this research is: Class environment and discipline problems as the main causes ^{of} ~~to~~ burnout in teachers who teach in junior high schools. ✕
The goal of the research: Checking the level of burnout in teachers who teach in junior high schools, and locating the dominant causes for it.

The thesis will discuss various elements of psychological burnout like physical fatigue, mental fatigue and emotional fatigue. Burnout is a phenomenon that is too complicated to measure accurately. Different researches used different methods. Milstein, Golazewski & Duquette (1984) used the physiological side- effects of the

phenomenon: high blood pressure and quicker pulse and others, ^wWhile other researches, ^x
Maslach & Jackson (1981), used reports of the subjects themselves in order to measure
burnout ⁽Cherniss, 1982: Edelwich & Brodsky, 1980: Pines, 1984) ^pPoint out various ^x
variables, which are related to work environment and important to the research of this
phenomenon of burnout and they are represented in four dimensions: psychological
dimension, structural dimension, social dimension and organizational dimension.

In order to understand these four dimensions it is important to investigate the
nature of Israeli junior high schools. In 1968, junior high schools were established in
Israel together with the extension of the education system. The main goal was to reduce
ethnic gaps by integrating the different groups in the classes, because Israel attempted to
achieve a comprehensive and equal educational system.

The reform's recommendations and their implementations were one way Israeli
society tried to direct and guide students from the peripheries toward the center of its
society. Forming heterogeneous home classes was considered as the main tool to
encourage social integration among students from different social classes and to
upgrade the level of achievement of all students.

Institutionalization of junior high schools and forming heterogeneous home
classes have created a great difficulty for teachers, because they must deal with the
social, cultural, and educational diversities of the students whenever they try to improve
their students' achievements. Teaching in heterogeneous classes teachers are expected
to cope with various didactic needs, to handle a class of forty students and dealing with
students' classification which is, in some cases, decided by parents and other influential
groups.

While planning this reform in the educational system and establishing junior high schools, insufficient attention was paid to its effect on the students as individuals and the pressures that both teachers and students may face in heterogeneous classes.

Ayelet Golan, (1993) has examined two of the pressures that are related to teacher – pupil relationships: discipline problems and heterogeneous population in the class. It was found that the more crowded and heterogeneous the class, the more problematic are human relations in that class, which in turn, increases the various demands which are the teacher's responsibility.

The hypothesis of this research is that the main factors for burnout in teachers that teach in junior high schools are influenced by the inter – relationships between the teacher and his or her pupils. Therefore, this research will focus on what happens in the class, since discipline has, apparently, a major impact on burnout. Friedman, (1986) points out that the interaction between the teachers and their pupils is the cause that most influences the emotional burnout of the teacher. This thesis will examine in depth the effect of discipline on teachers' burnout and the behavioral patterns of the pupils that contribute to pressure on the teacher.

Another factor that will be discussed in depth in this study is class climate. The hypothesis of this research is that the class climate is another cause, which has an effect on teachers burnout. Bar-El (1993) claims: that the processes, which happen in the class, have an important effect on the nature of learning. In other words the class climate, mutual expectations, norms, leadership, and pattern of communicating, all affect the interactions among the students and between them and their teacher.

Bar-El (1993) has pointed out other factors that may have an impact on class climate and they are as follow: Age, sex, socio-economic class, learning achievements,

class size, place and learning method. Schmak & Schmak (1978) point out that positive climate is the one when the students try their best to achieve common targets by both students and teachers.

The unique characteristics of junior high students that are typical to adolescence and the many students in the classes make it difficult for any teacher to perform at his or her best. Students' populations in junior high schools are students who are going through the stage of adolescence and associated with developmental changes. These changes are categorized as follows; social, sexual, physical, emotional and cognitive changes. According to Rosman M. (1989) all these changes are accompanied by demands and expectations of society to behave ~~accordingly~~^{appropriately}, develop independence, formulate new relations with adults and friends of both sexes, earn money and acquire a profession.

Freud states that teacher understanding of the developmental stage of adolescence may hinder adolescents challenging and protesting against adults; ^Etherefore^X the writer ^X is investigating here unique characteristics. If they are not dealt with wisely, it may^X be that these factors increase teacher burnout. Teachers need to support and help adolescents to overcome their difficulties and go through this stage normally. By doing this teachers may feel less threatened and stressed. Examining this leads into a further goal of the research: Checking the level of burnout in teachers who teach in junior high schools, and locating the dominant causes for it. This study will present recommendations to cope with the phenomenon of burnout, so as to expose teachers and headteachers to different techniques that deal with burnout. Different intervention programs and stress therapy that may ease burnout in teachers can express these techniques. Improving teachers' self-image is another channel that teachers need to work on in order to ease teachers burnout.

Teachers need to cope with psychological, structural, social and organizational dimensions that are related to work environment in order to ease their burnout.

Finally, this study will present recommendations to cope with teachers burnout by handling discipline problems by changing the teachers' attitudes regarding the curriculum, the student, and his or her type of teaching. Another channel regarding discipline problems is that teachers need to handle discipline problems by handling the system (the character and the nature of the organization).

1.1. Research hypotheses

A number of variables which are connected to the phenomenon of teachers burnout will be discussed in the literature review and will be closely examined in the methodology chapter.

The following are the research questions and issues:

- A positive correlation will be found between burnout and discipline.
- The level of burnout in female teachers will be higher than in male teachers.
- The level of burnout in teachers who also have other positions than teaching will be lower than teachers who only teach.
- A positive correlation will be found between age and level of burnout.
- A positive correlation will be found between burnout and seniority in teaching.
- A positive correlation will be found between level of burnout and teachers' level of education.
- A negative correlation will be found between class climate and teacher burnout.
- A negative correlation will be found between level of satisfaction at work and level of burnout.
- The level of burnout in Jewish teachers is higher than their Arab counterpart.

1.2. Research tools

This research will be based on a questionnaire to be completed by the subjects and consists of two parts:

The first part checks the independent variables in the research that are the subject's socio-demographic variables: sex, age, education, seniority in teaching, and position in the school. This part of the questionnaire will be required in order to examine the difference between the dependent variable of the research – burnout – and the different types of teachers, as claimed in the research hypotheses.

The second part of the questionnaire is a Likart questionnaire, where there are 35 items, which describe typical feelings and thoughts teachers, have about their work. The subject has to give his or her answer on a seven categories' scale where he or she has to indicate the frequency in which he or she feels what is described in the item. The questionnaire is based on a previous questionnaire that was used on the basis of previous valid and reliable questionnaire developed in Israel (in Szold Institute in Jerusalem), which dealt with teachers' burnout and also with the help of specialists in this field. The questionnaire focuses on the phenomenon of burnout, and will be distributed among a sample of teachers in five different junior high schools in the north of the country. Three of the schools are from the Jewish sector and the other two from the Arab sector. The second tool that will be used in this research is a semi- structured interview, where 10 teachers of different positions will be interviewed. ~~Five subject~~ ^{matter} teachers and five teachers of different positions. All teachers are from the same schools where the questionnaire surveys will be undertaken. The following chapter will cover the literature review of the variables that will be examined in this dissertation.

Chapter II: Literature Survey

2.1. Burnout at work

2.1.1. Definition of mental burnout

The subject of burnout in a workplace has been investigated systematically since 1974. Burnout is usually defined as "a feeling of physical and mental weariness and negative attitudes of the person towards himself, his/her work and his/life" (Pines & Kafri 1980). Burnout is involved with loss of mental energy and decrease in functioning as a result of continual daily pressures. The concept of burnout is connected with concepts such as: lack of satisfaction, frustration, alienation and depression. Burnout process is a process of slow gnawing in the mental sources of the individual.

Freudenberger, (1980) who researched the problem of burnout in employees, who took care of people, emphasized the feeling of disappointment and the loss of meaning of those objectives the employee wanted to achieve. He especially mentioned as a group in a risk of burnout those idealistic people with extremely high expectations that are not always realistic. Cherniss, (1982) defined burnout as one of the reactions toward struggle against pressures. In his opinion, when a person fails to struggle actively against pressure, the symptoms of burnout appear. Edelwich & Brodsky, (1980) see burnout as a process of disappointment of and disillusionment from idealism. There is a transit from idealistic enthusiasm through frustration to a state of total apathy.

2.1.2. The elements of psychological burnout

1. **Physical fatigue:** Many times, problems of burnout at workplace cause physical fatigue. There are changes in eating habits, which result either in fattening or in losing weight. Those people suffer, many times, from colds and injuries both at home and outside. In spite of the fact that they are often tired, too many hours spent in bed do not make them feel refreshed. They still experience feelings of fatigue and heaviness.
2. **Mental fatigue:** Its characteristics are: depression, helplessness, hopelessness and a feeling of being in a trap. Extreme burnout is typical to those individuals who feel so depressed and dejected that they are fed-up with life in general, even when they are not in their workplace. This phenomenon can be especially noticed in people who work with other people, like social workers. At a certain point they do not have any patience to listen any more to other people's problems.
3. **Emotional fatigue:** Its characteristics include increased negative attitudes workers feel toward themselves, their jobs and their life. The interest in their work and the emotional wealth they felt before decline, and as a result, their self-esteem is affected. The person feels inferior to his/her peers and does not feel he/she belongs anymore to his/her workplace. In addition, these people start to develop negative attitudes towards their colleagues. Instead of respecting and appreciating them, they see them all as a source of trouble (Pines, 1984).

2.1.3. The measurement of the phenomenon of burnout

The phenomenon of mental burnout is complicated, and therefore difficult to measure accurately. Different researches adopted various approaches. One group of researchers measured burnout according to the physiological side effects of the phenomenon: higher blood pressure and quicker pulse, intensified perspiration, disquiet, and so forth (Milstein, Golaszewski & Duquette, 1984). Another group of researchers measured burnout according to the reports of the subjects themselves (Maslach & Jackson, 1981; Schwab, 1981; Farber, 1984) " X

These two methods have already been tested before, in order to measure phenomena related to anxiety and mental pressure. The measurement of the physiological incidents is considered more objective and "real", especially in measuring the mental pressure, but then the subject must be under a constant observation, and also the physical measurement of the physiological phenomena that he/she experiences. The measurement, according to personal reports which the author of this research has used here, is relatively more convenient (Pines, 1984), and is involved only in filling the report by the subject himself/herself. However, this method is considered very subjective, and further measures will be taken to cover subjectively, notably by interviews and objective review.

2.1.4. Main variables and findings in research on burnout

Research, dealing with the phenomenon of burnout have been carried out with people who work in welfare, counseling, providing services or assisting other people. The researchers focused on the heavy mental load the person who gives the service feels, a load that causes a gradual burnout. Freudenberger did the first research on that subject in 1974. He made clinical observations on workers in rehabilitation institutes

and found certain typical symptoms in these people. The symptoms usually started a year after the beginning of the work and included: dissatisfaction, a feeling of physical and mental weariness, and negative attitudes of how the person feels towards himself/herself and his/her work.

Pines & Kafri, (1980) found that the causes which influenced the appearance of burnout were: lack of appreciation, lack of success, lack of self-esteem, lack of meaning in work or in life in general, and contradictory or exaggerated demands. All these causes make the person feel that he/she cannot function well and at there is not a way to satisfy these contradictory demands of his/her supervisors, customers or colleagues. This feeling of frustration is, therefore, a major factor that accelerates the process of mental burnout. Pines, (1984) claimed that culture has strong impact on burnout. He found that the degree of burnout in Israeli managers is lesser than in their American peers.

Pines & Aronson, (1981) pointed out that the ability of people who suffer burnout pressures at work to confront their difficulties is better in those cases when they have a good socially supportive environment. In institutions where the staff members backed each other in time of mental pressure, the workers showed less alienation towards their patients. Less burnout was also found in those people who learned or share with others their problems and feelings.

In a research about women undertaken by Pines & Kafri in 1978, they noted that women get more social support than men do. This support helps to eliminate burnout. Pines (1984) found that the person's willingness to accept mental support and empathy and share his/her feelings can be a way to prevent burnout and handle it, if it does show up. Chisson, (1986) found that when a person had experienced a gap between his/her expectations and reality in the past, he felt tension and dissatisfaction and showed only a

little involvement in his/her work. This finding supports the finding of Maslach & Pines, (1979) who indicated that the gap between the worker's high expectations and reality is a cause for a greater burnout.

Freudenberger, (1974) indicated that there is a significant importance to the way the person perceives his/her life after working hours. The more the person involves himself/herself in other activities and has richer life outside the world of his/her workplace, the less the process of burnout troubles him. Maslach & Pines, (1979) and Diamant, (1986) noticed that activities after work, like vacations and hobbies, compensate for the pressures at work and help to minimize burnout.

Diamant, (1986) found that burnout increases with the number of years the person spends at his/her workplace, and that burnout results in less motivation and satisfaction at work. Reviewing different researches (Pines & Aronson, 1981; Cherniss, 1982; Edelwich & Brodsky, 1980; Pines, 1984) shows that there are various variables, especially in work environment, which are significant for the research of this phenomenon of burnout. The variables represent different dimensions:

1. Psychological dimension
2. Structural dimension
3. Social dimension
4. Organizational dimension

A Psychological dimension of the work environment

This dimension includes intellectual and mental characteristics, and the intellectual level includes variables such as independence (autonomy), diversity and workload.

Autonomy - The degree of autonomy, at work determines the feeling of power that a person exercises. This feeling protects him/her from pressures and prevents burnout. Many researches indicate that autonomy is connected with enjoyment at work, but is also connected to burnout.

Diversity - Diversity at a workplace increases both the interest the individual shows at work, and the feeling of being challenged. Diversity has been identified by industrial psychologists as a key concept for satisfaction at work, and is a consistent factor in enabling workers to avoid burnout.

Workload - Workload can be both objective and subjective. An objective workload is defined as the amount of the real work one must accomplish in a certain amount of time. A subjective workload is the person's own feeling that he has too much or too hard work to accomplish. A certain framework can create two kinds of workload: a quantitative workload, which means the individual has too many things to accomplish in a certain amount of time, and a qualitative workload which means the projects one must accomplish are too difficult for him/her.

Ayala Maslach Pines found in the research she undertook, that both the quantitative and the qualitative workloads cause burnout. The more the workload, the higher is the probability of the individual's burnout. The mental level includes variables like meaningfulness, self-expression and development. Lack of meaningfulness and a

feeling of purposelessness are two of the main reasons not to enjoy one's job, not to work well and to change jobs frequently. The author found in her research that lack of meaning at work resulted in lack of self-confidence, depression and hopelessness. Even when the work was difficult there was a clear connection between the feeling of meaningfulness one felt and his or her burnout. There was less burnout when the difficult work was meaningful. Different work environments can increase or decrease the meaningfulness the individual experiences.

Carl Rogers and other humanistic psychologists who developed the theories of personality thought that there must be a human drive for self-expression, growing and development. (Rogers, 1969). A. Maslow (1954), pointed out that the drive people feel to express their human potential is a central tendency in personality and is a priority in people's human needs. It is reported that in a type of work where people have possibilities to make progress, to develop, to learn and to express themselves the employees express less burnout. ✕

Structural dimension of the work environment

Recently, more and more evidence suggests that quality of life has a major influence on people's physical and mental health. It was found that a pleasant atmosphere within a workplace is correlated with low burnout, and that environmental pressures, on the contrary, for example, noise and unsuitable building, cause high levels of burnout. Work environment can be a source for different pressures. Structural dimension means that pressure and burnout stem from lack of harmony between the individual's needs and the quality of his/her framework. The degree of the pressure and

its long-term results are influenced by factors, like the importance the person attributes to this lack of harmony and the person's ability to change it.

The structure of work environment can influence the person directly or indirectly. Directly - the structure can either encourage the worker to, or discourage him/her from achieving his/her goals at work. Indirectly - the structure helps to create a positive social contact. If people do not have feeling of belonging to the structure, they may be tempted to damage it or withdraw from it.

Crowding has impact on the amount of burnout. People share among themselves one space that is supposed to suit each one of them for various needs. The more people occupy the same space, the more difficult it is for them to manage. Peter Blatchford et al (2003) claim that in large classes pupils are being less able to get a teacher's attention and turn their attention to their classmates which may be a distracting influence and not productive. Researchers show that there is a clear correlation between structural environment and levels of burnout. When the workplace was pleasant and satisfied the workers' needs, preferences and personal taste, they reported lower degrees of burnout.

Social dimension of the work environment

The social dimension of work environment includes all the people who have direct contact with the individual during his working hours. A social framework usually consists of the people who get the worker's service, colleagues, managers and supervisors. Each one of these people might have demands of, or be in position to give rewards to the employee. The proportion between the demands and the rewards has a major importance in any burnout process.

The service receivers can in many ways influence the physical and the mental condition of the service givers and their general feelings. The number of problems, their severity and the relationship between the givers and the receivers of the service is very significant. The quality of the treatment in most professions that deal with people depends on the number of people who get the service. The more people needing treatment the more mental and intellectual load on the worker who serves these people. When the worker tries not to compromise, even when the number of the patients increases, he/she becomes frustrated more quickly.

The severity of the problems and their complications might also cause conflicting stress, especially when there is a direct and continual contact between the workers and the people who need help. The relationships between these two groups affect the general atmosphere at that workplace, and in doing so they either increase or decrease the pressures on the workers.

Colleagues: The social atmosphere consists of various factors as: work relationship, cooperation, expressions of encouragement and support, satisfaction and challenge. Bad relationships at work might cause physical pains, insomnia and anxieties. Relationships, which are based on trust among the workers, are important, especially when the work is difficult because of other reasons. It was found in different investigations that good relationships at work lessen the degree of burnout. It was also found that when there is cooperation among workers there is less burnout. Encouragement and support are very important to colleagues. Support can be mental or practical, and it always protects the individual from pressure and may prevent burnout. Research showed that challenge, when it is part of a general supportive plan, is also a protective means against burnout. Griffith et al. (1999), who conducted a survey of primary and secondary school teachers in London, indicated that social support could

affect the teacher's perception of stress. Collegial support can be one important factor to be adapted by teachers as a coping strategy to encounter stress. Rolf.D and Ulrich.W (2001) found that teachers with better adaptive coping strategies their burnout level was less than teachers with coping strategies based on ignoring or avoiding problematic situations.

Managers and supervisors: The relationships between the individual and his/her bosses are an important dimension in work environment. When these relationships are bad, they create a psychological pressure, which in turn, lessens the feelings of satisfaction and content the person feels towards himself and his work. Clearly this situation may lead to burnout.

Management can contribute to the general atmosphere at work in various ways: feedback, rewards, support and challenge. Feedback means: giving the worker direct information from an external resource concerning the results of his/her work. Teachers who are supported by their headteacher feel more secure and make more attempts to cope actively with stressors than teachers who were working with less supportive headteacher Rolf.D and Ulrich.W (2001). It seems, that a person would prefer any reaction - even a negative one - to no reaction at all. Therefore, no reaction from the management is identified as a pressure point. Research suggests that the amount of information workers got about their success at work affected the degree of their burnout. The more information - the less burnout. In some of the research undertaken by Ayala Maslach-Pines, (1984) and with Kafri, (1980) it was found that lack of rewards have connections to burnout. Fewer rewards cause more burnout. Teachers who left their workplace indicated the lack of support from the management and the supervisors as one of the major factors for their being burnt-out.

Organizational dimension of the work environment

The organizational dimension of the work environment and its influence on performance, moral, mood and content is the focus of most of the material that industrial and organizational psychology deals with. The variables, which are connected with burnout, include bureaucratic characteristics and the status of the individual in the system.

The bureaucratic characteristics that are connected to burnout are paperwork, red tape and communication problems. In different researches all these elements were found to have a direct connection with burnout. Laws, regulations and political influences carry out, the administrative influences in a certain framework many times. All these elements cause burnout, especially when they are illogical and arbitrary. In addition, when the individual faces conflicts between tasks, that means when he/she faces contradictory demands, the frustration causes burnout. When he/she does not have enough information about his/her position at work, the goals of the project he/she works on, his/her peers' expectations and the responsibility that is expected of him/her, he/she will feel less satisfaction, more stress, helplessness and less self confidence. These factors are identified in research by Ayala Maslach Pines in her research, (1984).

2.2. Mental Burnout in Teachers

Recently, mental burnout and pressures on teachers have become increasingly interesting subjects from both public and professional viewpoints. Burnout, as a phenomenon, has been discussed in relation to teachers and teaching more than any other professional field (The National Council of Education, 1979; Landsman, 1978). The overt phenomena of burnout in teachers is usually strong reactions of anger, anxiety, disquiet, depression, weariness, boredom, cynicism, guilt feelings, psychosomatic reactions, and in extreme cases, even nervous breakdown. Crises in families may be accelerated by teacher's suffering burnout.

At the professional level, a significant decline in performance and teaching, long absences because of illness and early retirement can be noticed. Exhausted teachers might completely neglect their assignments, be too tough and strict with their pupils or expect too little from them. They may show low tolerance to frustrating situations in class, feel tired physically and mentally, and show less commitment to teaching and to their pupils' affairs (Farber & Miller, 1981; Maslach, 1977; Cherniss, 1982).

Bloch. (1977) describes the work environment of many teachers as a "battle-field". He claims that the teachers who are most susceptible to burnout are obsessive, idealistic and devoted, and are not used to hostility and violence. Teacher burnout, like burnout in other professional areas, can be explained in different ways, since there are different environments in which problems arise. For example, the National Council of Education in the USA, (1979) connected teachers' burnout with problematic pupils and discipline problems. Similarly, many teachers attribute their dissatisfaction to the intellectual attitudes of their pupils (Johnson, 1979).

According to Hentoff, (1979) and other researchers, the springboard is the teachers' qualifications. They claim that the teachers and not the students fail. It is clear that the springboard of the observer affects his understanding the phenomenon of burnout, thus the main question is, to identify teachers as "good" or "bad", or if to expose the characteristics of schools which have "bad" effect on the teacher.

The main reasons for teacher burnout still needs research and study. Generally, factors which are connected to work itself have been mentioned, and also the factors which are related to personality. Personality traits that have been mentioned as contributing to the "syndrome of the burnt-out teacher" and are: sentimentalism, a tendency to idealism, devotion and compulsiveness (Bloch, 1977). The factors, which related to work itself and to the environment of the school are, in contrast, diverse and more emphasized by experts in this field. Usually, these factors include: discipline problems in the class, pupils' apathy, crowded classes, lack of ancillary staff and equipment, too much paperwork, too many exams, inadequate salary, no possibilities of promotion, involuntary transfer to other workplaces, parents' indifference, lack of administrative support, contrasting outlooks of teachers' positions at work, ambiguity concerning the definition of teachers' position, and a severe public criticism on the teacher and his/her work (Farber, 1982; McGguire, 1979).

The causes for teacher burnout are not the same in all countries and cultures, and vary across time and place. Farber, (1982) for example, found that the main resources of satisfaction for teachers are first, the feeling that "the pupils understand them" and that they "succeed in giving the pupils the feeling that they are worthy persons, understand things and are capable". Secondly, "the feeling of having good contact with colleagues during a workday". Thirdly, "the feeling that they have time for friends, family and activities outside school". Farber pp.321-338.

In contrast to other findings, where it has been stated that discipline problems and transfer from one school to another because of manpower needs (and not because of personal request) have been causes for tension and burnout, Farber, (1982) found that too much paperwork, unnecessary and unsuccessful meetings with parents and headteachers, and lack of possibility for advancement, are the current reasons for stress and burnout. Farber & Sakharov, (1983) claim that burnout is not only a psychological reaction of teachers to their job or conditions at work, but also the teachers' experiencing social problem stemming from lack of mission, belonging and being part of the community. This approach of seeing teaching as an isolated profession has been supported by a few researches that found that teachers really do feel isolated. Supers, (1970) and Holland, (1973) say that in comparison to other professional groups, teachers are very sociable and appreciate opportunities for interactions with colleagues. But in spite of their chances to experience these kinds of contact with colleagues, many teachers choose to react to insensitivity and criticism from headteachers and the public by isolating themselves. Therefore, satisfaction occurs at a narrow and reduced level. The school and the public are not resources for satisfaction, but only the students and specific friends at work.

The feeling of loneliness and lack of support causes the teachers to think "they have nowhere to go and no one to talk to". They feel that they have not been appreciated enough and that, sometimes, when they need support in situations of pressure, they have no place to go. In this case, burnout is a direct result of the feeling that the person is expected to be a "superman" (Cunningham, 1982 pp.219-244.) It can be said, that burnout is a subjective feeling and according to this feeling, "there is no importance to hard work and efforts since the compensation - in terms of appreciation, satisfaction and success - will never come".

In research conducted by the National Council of Education in the USA in 1979, it was found that about third of the teachers reported that, if they could have started their life again, they would have not chosen teaching. Only half of the teachers reported that they meant to continue teaching until their retirement. In the same year, it was found that only 59% of all the teachers were successful in teaching more than four years. It was also found that many of the teachers (40% in New-York and about 60% in Chicago) reported that they suffered from physical illnesses (high blood pressure, heart and blood vessel diseases) and from mental diseases (tension, anxiety, depression). Their physicians said that these ailments were a direct result of their work

Researchers dealing with teacher burnout have discussed different points of view concerning the phenomenon and its resources. For example, one of the aspects that were researched (Maslach & Pines, 1979) was the way teachers perceive their professional training e.g., acquiring qualifications, attitudes and expectations and the connection between this kind of training and burnout. It was found, that almost half of the teachers were satisfied with their training, and the other half thought that their training had not been sufficient or had been inadequate. The main complaint was not aimed at the academic training itself, but at the fact that they had not been prepared for the demanding social work, the involvement required in teaching and the gap between theory and what really happened in daily life.

In other research the common and meaningful sources of satisfaction for teachers were examined. Farber, (1982) found some of these resources: experiences that make the teacher sensitive to his pupils' needs and a feeling of being involved; experiences of commitment, efficiency and success in working with pupils; good contacts with other teachers and the possibility to spend time and energy in other places, like family, friends and variety of activities.

Feelings of burnout have strong relation to the feeling of having no commitment to work and having no satisfaction from working with students. Farber, (1984) Schwab & Iwanicki, (1982) also found that the way the teachers perceived their work did not change because of sex, family status, education, experience in other jobs, years of teaching, average number of pupils in a class, and the number of teachers in the school. But there was a difference between certain sub-groups in terms of age, grade and size of school. Burnout was higher in young teachers who taught in junior high schools and in schools with many pupils.

Various research report on different findings concerning the sources of pressure and the main causes of burnout teachers. In some of them it was found that discipline and behavior problems were the first cause for burnout (Sakharov & Farber, 1983; McGuire, 1979; Reed, 1979). Lack of administrative support and unsuitable principals were also a cause for burnout (Sakharov & Farber, 1983). Only a third of the teachers who took part in the research said the management in their school was involved personally in their affairs.

Another group of researchers found that teachers complained particularly about paperwork, fruitless meetings and lack of opportunities to make progress in their profession (Farber, 1982). Many of the teachers claimed that political or financial consideration came before relevant considerations of choosing the right staff. Fibkins, (1980) also reported that "managerial tension" and lack of organizational support were significant sources of pressure. Another frequent complaint referred to the little involvement shown by parents, the fact they do not support the teachers, and the public criticism of their work (Sakharov & Farber, 1983).

There were cases where the teachers' perception of their work was connected to the specific environment where they lived or worked, and to their personal status (Farber, 1982). It was found that bachelors (as a group) were more burnt-out than male, married teachers, and that high-school teachers were more burnt-out than teachers in elementary schools. As a group, male teachers reported less commitment to teaching than women did. Teachers of middle class pupils reported they have more interactions with their colleagues than teachers who taught pupils of lower socio-economic class. Reed, (1979) also found that often the reason for burnout was working in lower socio-economic districts.

Indeed, it was found that personal and professional support among teachers is an important factor that indicates the way teachers perceive their work, and also a factor which eases both pressure and burnout (Maslach & Pines, 1979; Sakharov & Farber, 1983).

Teachers indicated that supportive and creative colleagues who stood up for their opinions were a perfect model for imitation when trying to overcome disappointments and daily pressures. Some pointed out that the only reason they did stay at school was their good friends' cooperation and inspiration.

Diamant and Lachman, (1980) examined the connection between school characteristics (social support and intrinsic rewards), the style of the teachers' functioning and the inclination to quit teaching, and the level of their burnout. They questioned 239 teachers of the technological education who taught in 32 schools. Part of the teachers taught technological subjects and some of them taught the humanities. No differences in burnout were found between the two groups (means: 2.75 and 2.87 in a scale of 7). No difference was found between male and female teachers and between

teachers with various years of experience. The assumption that the social characteristics (social support and backing of the staff) are more related to burnout than the administrative characteristics and the intrinsic rewards were not conclusively proved. Regarding the teachers who taught technological subjects, this relation was proved to be more plausible. It was also noted that burnt-out teachers frequently quit their jobs.

The results of research by (Farber, 1982) show that burnout does lessen teachers' motivation to continue teaching. It also reduces the basic satisfaction, which is typical to relations between teacher and student. Farber concluded from his recent works that about 20%-25% of the teachers are susceptible to burnout, and that 10%-15% have already been burnt out. In his opinion, these teachers are 34-44 years old, teach in junior high school and feel isolated both in their professional and personal life. On the other hand many teachers who suffer burnout may want to quit but for various reasons they remain in their position. Hughes.R (2001) researched in his study why burnout teachers stay in their position involuntarily? Teacher decision to stay can be limited by the availability of acceptable alternative employment and geographic immobility. Moreover, newly recruited teachers, working in low-pay career cannot leave since they have to repay student loans. Other teachers are unable to leave since they are waiting to 'retire'. Teacher's stay in their position involuntarily would mean potentially a decline in performance and shifts in attitudes that may cause a reduced personal responsibility for outcomes, emotional detachment, work alienation and reduced work goals and this may contribute to teachers' burnout. (Burke and Greenlass, 1989, 1995a, 1995b, 1996)

The following chapter will discuss the relationship between teacher's satisfaction in the work place and his or her level of burnout.

2.3. Satisfaction in the work place and its impact on teachers burnout

Satisfaction in the work place is not an objectively quantitative trait, but rather a personal feeling. The individual feels satisfaction or dissatisfaction and expresses these feelings in various ways. Since satisfaction in the work place is not a behavioral trait, it is highly difficult to measure it (Miskel & Ogawa, 1988). A person's perceptions and set of assumptions are the basis for the definition of satisfaction in the work place.

Satisfaction in the work place is thus a verbal expression of the way an individual feels. The early definition of Hofok from 1935 focuses on a combination of psychological, physiological and environmental conditions that if they exist, a person reports that he\she is satisfied. Hoy and Miskel (1982) define satisfaction in the work place by the way an individual rates his\her job, either positively or negatively. Here also the focus is on the individual's set of assumptions a self-report regarding satisfaction. In both definitions the individual is asked, "Are you satisfied in your work place?" An answer to this question provides a clear indication regarding the extent of satisfaction in the work place, however since this is a single question the reliability of the answer is limited. This problem induced many researchers to search for other means to measure satisfaction in the work place without limiting themselves to the single answer scenario (Miskel & Ogawa, 1988).

Searching for new means to measure satisfaction meant searching for new parameters that will testify, either directly or indirectly, about the extent of satisfaction. These researchers focus on a number of parameters that effect satisfaction. Among these parameters researchers examined organizational variables, personal motivation and

various demographic characteristics. Examining these parameters will complement the already existing measure of self-report.

To the organizational climate an important role in the extent of satisfaction in the work place. Coughlam (1971) found that compared to open schools, in closed (conventional) schools the interpersonal ties are weaker and the autonomy awarded each individual is lower. This has to do with satisfaction, since when the individual is given greater autonomy and freedom, and when the organizational cooperation increases, the satisfaction reported by workers will be higher. In such schools workers report on higher self esteem and self respect, two variables that closely affect the extent of satisfaction in the work place. Teachers in open schools report on more cooperation between the teachers and the management and on horizontal interpersonal relations between coworkers. In contrast, closed environment schools are characterized by bureaucratic, hierarchical, longitudinal interpersonal relations, and less staff satisfaction.

As a rule it seems that there is a strong correlation between the extent of cooperation between the staff and satisfaction in the work place (Miskel et al, 1979). Chem and Goldring (1992) found that teachers that were involved in the decision-making process and are integrated in various managerial tasks in school indicate high levels of satisfaction in the work place. Teachers' participation in the decision making process and in the managerial tasks effects their self esteem, increases the motivation to work, and thus increases also the level of satisfaction from the work place.

Another variable that was found to be strongly correlated with satisfaction is organizational bureaucracy. Teachers who suffer a lot of organizational bureaucracy, role hierarchy, and centralization report very low levels of satisfaction). Organizational bureaucracy that is also characterized by close supervision, and a high degree of

environmental pressures (from parents or the community) will also lead to reports of dissatisfaction.

The leadership of the school headteacher is interesting and important, mainly because it affects the group, as well as the individual inside it. Different aspects of the leader's personality have been studied in relation to the groups they are in charge of. An agreement between the values and issues preferred by the leader and those of the group will ease the difficulty of the group to accept the leader. More so, different aspects of the leader's behavior lead to different results regarding the degree of satisfaction among the group, as well as the quality of work it produces.

Studies that have been conducted during the 20's and 30's regarding job satisfaction (Houser, 1927; Kornhauser & Sharp, 1932; Bergen, 1939) showed that the degree of a worker's job satisfaction is positively correlated to holding positive views regarding his/her superiors. Nagle (1953) found that the superior's accessibility is connected to the group's output. In Weschler and Shepherd's (1955) study regarding groups in formal organizations, they found that status gaps (distance between leader and subordinates) are connected to a scarcity in communications problems, while working very close to each other lead to more communications problems. More so, Julian (1966) found that satisfaction from work is high when the psychological distance between management and subordinates is short; the group tends to become more consolidated as the distance between the group and its superiors widens. Therefore, it seems that the psychological distance between management and subordinates is positively correlated to the organization's efficiency.

These studies show that subordinates feel better under a leader with good interpersonal skills, than under a leader with good technical skills. In any case, the

degree of satisfaction changes not only as a result of different leadership styles, but also as a result of the organization's size and structure. Groups react differently to different leaders. For instance, groups tend to follow a leader who is secure and influential, even if the direction he\she is taking is risky. In reaction to a goal-oriented leader, the group will be less consolidated when conditions work in favor of the leader, and more consolidated when the conditions turn against their leader. Thus groups tend to change according to the perceived difficulties that are expressed by the leader.

In another study the researchers examined the influence of two managerial styles on the degree of workers' satisfaction (Heintz & Preston, 1948; Kipnis, 1958). It was found that participative leadership practices were much more effective in bolstering satisfaction among workers than directive leadership practices. More so, Aspegren (1964) found that participative leadership yields better outputs and a higher degree of satisfaction, than directive or "Laissez faire" (non-interventional) styles of leadership. A correlation was also found (Fast, 1964) between teachers' satisfaction and the way they perceived their principal and his\her work. It seems that satisfaction is more closely connected to consideration than to structure. The most effective managers were found to possess good skills in both directions, they are also considerate and exhibit good interpersonal relations. However they are also goal oriented and consider the organization's best interests. Although the different studies, conducted from the 1930s onward (Hoppock, 1935, Likert, 1961) have all proved workers' satisfaction rises under a more interpersonal oriented management. However, they did not prove that this heightened satisfaction also had a positive effect on outputs.

In 1976 Kunz conducted a study that examined the influence of leadership styles on teachers' zone of acceptance among elementary school teachers in NJ. For this study a new instrument was designed, the Professional Zone of Acceptance Inventory (PZAI).

The results of this study show clearly that the widest zone of acceptance exhibited was by teachers in schools where the headteacher was described as both consideration and structure conscious.

More so, it seems that teachers do not place more importance on considerate practices, and see structure as equally important. This study marked a new approach towards education management theory.

All of these studies clearly show that the professional zone of acceptance, that is the degree of satisfaction from working under a certain management, is affected by the management style. These realizations gave rise to the assumption that effective managerial behavior is based upon the agreement between the perceived social behavior and job expectation. This is due to the fact that satisfaction is "the degree of agreement between the official job expectations and personal needs". In this sense satisfaction is the degree of agreement between the job and the individual. If the agreement is high satisfaction will also be high, and vice versa. A study that examined managers' job satisfaction, conducted by Schmidt (1976), has found that if personal needs are not fulfilled, dissatisfaction will result. One method of examining teachers' satisfaction is to examine the degree to which they are allowed to participate in the school's decision-making process. From data collected by Findley (1968) it was found that elementary school teachers regard being part of the decision making process as vital to their satisfaction. According to Findley's approach there are three states of participation in the decision making process: neglect (almost no participation allowed), balanced (a balanced degree of participation is allowed), and saturated (too much participation is allowed). Another approach claims that a higher degree of satisfaction is dependent upon the degree of success the organization achieves. Yet another approach found that higher levels of satisfaction are connected to a higher degree of trust in the organization.

It also seems that there is a negative correlation between the degree of satisfaction and the degree of conflicts and tensions at work.

James Blasko and Joseph Aluto (1972) have also tried to examine variables that may have an effect of levels of satisfaction (satisfaction = the wish to keep working at a certain place despite the temptation to leave). According to their finding there is a direct correlation between personal satisfaction of an individual and his\her status in the decision making process. Teachers that were classified as "neglected" from the process, exhibited high levels of dissatisfaction. In contrast, teachers exhibiting high levels of satisfaction were also the ones that were cooperated more into the decision making process. The latter group also felt less work-related stress and less professional aggressiveness. The results indicate that, in order for schools to raise the degree of their teachers' satisfaction, they must create a better, more egalitarian decision making climate.

Bergestein's study (1972) regarding the correlation between teachers' participation in the decision making process and school atmosphere and outputs, has also reached the conclusion that the more teachers believe they are more allowed to participate in making school related decisions, the more they will report on an open school atmosphere, and on higher and better outputs.

It therefore seems that the degree of teachers' satisfaction is one of the wheels that power the school. The teaching staff's satisfaction from their work can provide a primary indication regarding the success of the school in realizing its educational goals. The following study continues with this line of reasoning, but also maintains that teachers' satisfaction is also dependent upon the degree of the satisfaction from the headteacher. This correlation will be examined in the following chapters.

2.3.1. The correlation between teachers' job satisfaction and their perceptions regarding the school's headteacher

In Lipham's study (1974) regarding job satisfaction, it was found that when a supervisor, which can influence the headteacher, takes the side of the employee, and the later feels satisfied. When a non-influential supervisor takes the same stance, the subordinates fail to be satisfied. The subordinates' satisfaction rose as the supervisor got closer to them and provided them with better job conditions that matched their expectations.

In Lipham's study a questionnaire titled "what do I expect from the headteacher?" was circulated among 455 schools in California. In the questioner the teachers were asked to grade the headteacher according to the following criteria:

1. Encourages teachers through positive reinforcements.
2. Exemplifies teachers that take initiative.
3. Does not enforce his\her opinion.
4. Makes sure the rules are kept.
5. Gives constructive criticism.
6. Bring teachers up-to-date regarding professional news.
7. Functions as a pedagogic counselor to the teachers.
8. Takes the crew into consideration when making decisions.
9. Shows interest in the students' advancement and achievements.
10. Encourages learning.
11. Interested in the opinions of the teachers.
12. Makes an attempt to take teachers' requests into consideration.

The study revealed that the teachers' expectation of the headteacher were different from the expectations of the headteacher him\herself regarding the fulfillment his\her tasks. However, as the description of the headteacher was closer to the ideal of "what I expect from the headteacher", the degree of teachers' satisfaction became higher.

Studies have also found that the complexities of the headteacher's role create a number of conflicts between him\herself and the teachers. These conflicts can be divided into several categories:

1. The pressures of managerial positions.
2. A disagreement among the subordinates regarding what is expected of the headteacher.
3. Inter-group frictions.
4. A gap between the perceived and the real image of the headteacher, as described by the teachers.

In his study regarding "educational staff's positions regarding the elementary school principle in Israel" Goldstein (1972), attempted to find the positions of different educational workers regarding the position, the authority, and the skills of the school headteacher. It has been found that the majority of teachers tend to regard the headteacher as the head of the teaching staff that is bound by outside authority, but nevertheless identifies with his fellow workers. On the question "whether a headteacher that cannot find a common language with his/her coworkers should be replaced?" 91% answered that they agree, while 40% answered that they strongly agree.

Outside of the studies that were mentioned above there are no other findings to testify regarding the essence of the correlation between teachers' satisfaction and their perceptions regarding the headteacher. The following study, therefore, will fill this gap

on the basis, already confirmed by the studies mentioned, that the school's atmosphere is a primary factor in determining the positions of its workers. Parental constructive intervention is connected strongly to the school's atmosphere and thus can lead to a better teachers' satisfaction, which in turn cause teachers feel less burnout in their work place. The following chapter will discuss the importance of parental involvement as well as other external environmental factors that may ease teachers' burnout.

2.3.2. Parents' involvement

Litwak and Meyer (1974) bring forward three types of reactions by the school to parents' intervention:

- The closed-door approach - there is no two-way communication and the interconnection is minimal.
- The open door approach - there is complete cooperation out of an understanding that the school must implement a policy that acknowledges the fact that educational activity takes place in the home as well.
- The balanced approach - the school maintains a balance between the "open" and "closed" approaches.

There are a few reasons why schools adopt the closed-door approach. Smilansky (1981) acknowledges the psychological need of teachers to shut off and to maintain their professionalism, to maintain their "power" and not to share it with outside forces. He is also aware to the power maintaining need, but finds good reasons for choosing such a tactic: "A child that is educated by two separate education systems - the school as opposed to the home and family - develops in a better and healthier manner".

Belha Noy (1984) finds yet other reasons for this approach and puts forward rational as well as irrational considerations for a school is closed-door approach. Lately more and more voices are calling for the involvement of parents in the educational process and for the assimilation of the school in the social, cultural, and spiritual climate of the community it serves. This sort of assimilation is only possible if there are close relations between the school and the parents and community. Indeed, lately, parents have become a major power base affecting the school (Alboim-Dror, 1985; Kamanda, 1985; Friedman, 1986; Goldring, 1988).

As part of the demand to assimilate the school in the social\cultural climate, pressure groups have risen from among the weaker populations. Alboim-Dror points out that these groups are acting for the improvement of the educational conditions, for social advancement, and for the right of all sectors of society to take part in the educational\social decision-making processes, the manner, style, depth, and efficiency of parents' involvement, are all dependent, among other things, upon the socioeconomic status of the parents (Alboim-Dror, 1985; Goldring, 1989, 1990; Marien, 1991). Parents belonging to the middle class will usually exhibit more involvement in school matters than parents from the lower class. While these middle class parents are more effective using personal connections and knowledge as a manner of involvement, the feeling of neglect, common to lower class parents, leads them to involvement patterns based more upon exerting direct pressures (Alboim-Dror, 1985). Parents belonging to the higher class will get involved as resource suppliers, while lower class parents will be more involved in disciplinary matters, such as interruptions in class, not preparing homework, etc'. As a rule the higher the social status of the parents the more they are involved in school matters (Goldring, 1989, 1990).

The school headteacher is a major factor in the degree of parents' involvement. In his\her actions and method of management he\she has the power to either block, encourage, or balance the degree of parents' involvement. Headteachers in schools where the students' parents come from a high social status will not be able to ignore their involvement, and thus will look for ways to get them involved in well-defined areas, especially as resource suppliers (Hallinger, 1986).

2.3.3. Additional environmental factors

Pines. A (2002), claimed that there are different elements that have the ability to influence the organization and are included in the definition of environment that thus includes a wide array of components and these can be as follow: the administrative insensitivity, bureaucratic incompetence, lack of participation in organizational decision-making, lack of organizational support and excessive paperwork

The school supervisor is another such component. The role of the supervisor is first and foremost to act as a mediator. He\she stands between the official authorities and the schools' headteachers, and between the central decision makers and the ones that implement these decisions (Pinter & Ogawa, 1981). The majority of the supervision task has to do with socio-cultural issues that pertain to the community and the society at large. These issues must be embedded in the supervisor's philosophy. He\she has the power to change the course of the school, using a large array of instruments in order to direct the school towards the educational course he\she sees fit. These instruments include conversations, meetings, tours, and continuous visits in the school (Pinter & Ogawa, 1981; Hallinger & Murphy, 1986).

Other environmental factors also affect the way the school headteacher functions, however they are situated the outer circles and their connection to the organization is weak. Among these factors it is worthwhile mentioning the local authorities, professional unions, universities and colleges, different educational organizations, placement agencies, tax payers, etc' (Hoy & Miskel, 1987). These environmental factors can have a direct or an indirect, strong or weak affect. The school headteacher must know all of these factors and take them into consideration if he\she intends to run a school that is open and attentive to the needs and wants of the community it serves and society at large.

The following chapter will deal specifically with Israeli teachers burnout and highlighting those unique variables that cause teachers burnout in Israeli schools in general.

2.4. The phenomenon of burnout in Israeli teachers

In his research, Aryeh Shirom (1987) ~~Teacher Burnout Year Book (Hebrew)~~ ^{book} focused especially on the phenomenon of burnout in Israeli teachers. He tried to give a general picture of this topic, including the information that had been gathered in this field, so as to understand the phenomenon systematically.

Until today, the tendency had been to define burnout as a syndrome that indicated a certain deviation from a "normal" behavior. The definition refers to the same symptoms which connect the concept "burnout" when taking care of people. There are number of theoretical assumptions that most researchers in this field agree upon:

- a. Burnout is caused because of exposure to continual pressures.

- b. Usually, there is a mutual influence between the exposure to the clients' demands and certain characteristics in the process of socialization. These characteristics cause the worker to have higher expectations regarding his own capacity to improve the clients' situation than the influence he has indeed in reality.
- c. Burnout phenomenon is typical to that group of workers who were not able to decrease their pressures by active interventions.

From these assumptions comes the conceptual distinction between pressure and burnout. Pressure is defined as a situation or an event where the individual sees a demand as something beyond his capabilities. Burnout is a certain reaction to pressure. Maslach & Pines, (1979) and Ezrachi & Shirom, (1986) see burnout as weariness. According to Maslach, the concept "burnout" consists of three basic elements:

- a. Mental weariness, which is defined in terms as: weariness, fatigue, lack of energy and feelings of overload and too much work.
- b. Depersonalization, which is expressed in impersonal cynical behavior and in apathy towards clients and patients.
- c. Lack of feeling of personal achievements and feelings of failure at work.

Pines, (1984); Pines & Aronson, (1981) see burnout as a syndrome or a group of symptoms that appear together and are typical to a certain reaction of pressure. The main element in their definition is related to physical weariness (lack of energy and chronic fatigue) and to mental weariness. According to Ezrachi & Shirom, (1986) the term "burnout" includes feelings of weariness, continual and chronic fatigue, feelings of "being empty" physically, mentally and intellectually.

Researchers who investigated the phenomenon of burnout made a distinction between the process of burnout, and the situation of burnout as a reflection of the

amount of burnout of a given time. They developed a theoretical model of the process of burnout, which consists stages of burnout. Ezrachi, (1986) assumes that in the first stage of the burnout process the weariness syndrome doesn't necessarily include dysfunctional behavior of the individual from the organizational point of view. The opposite: there is a tendency to try harder and to tackle actively the feeling of burnout. The transit from this stage to a more advanced stage of burnout happens when the positive characteristics of the position at work - that thanks to them the individual has survived until that point - are not obvious anymore, because of continual and successive failures to overcome the pressures. This stage is identified with feelings of depression, helplessness and hopelessness.

Edelwich and Brodsky, (1980) called this stage "the stage of apathy". Later on in the process of burnout, feelings of low achievement, and a cynical and estranged approach might develop towards the people the individual has connections with at his workplace. This is the depersonalization stage and the unsatisfactory feelings that Maslach, (1982) identified.

Blase, (1982) concluded from his research that a distinction must be made between the process of burnout and the result of the situation of burnout. According to Blase, (1982) during the process of burnout a gradual and progressive gnawing of the teachers' resources of struggling appears. They use these resources in order to tackle the continual pressures of their work. This process of gnawing happens both because the teacher does not tackle the pressures effectively and because he/she does not find satisfaction for his/her basic needs at work.

The research of Schwab & Iwanicki, (1982) assumes that the process of burnout in teachers happens in the course of three years. The first stage is the stage of emotional

weariness. The teacher feels that he/she cannot give of himself/herself as he/she used to do. The symptoms of this stage are feelings of emotional fatigue and also physical weariness. The second stage is the stage of depersonalization. The teacher is no longer able to develop personal relations with his pupils and to keep a supportive and calm atmosphere in the class. Therefore, his/her ability to teach effectively decreases and more discipline problems arise. The third stage is the most severe one for the teacher. In this stage he/she perceives himself/herself as a person with no achievements at work. He/She feels frustrated, thinks that he/she does not contribute anything to the class, and that he/she doesn't achieve the goals of his teaching.

Recently, Israeli researchers demonstrated distinct interest in understanding the phenomenon of burnout in Israeli teachers. This interest is probably connected with an increasing awareness of the negative effects the burnt-out teacher has on his/her organizational environment. Among these negative effects one can notice that the teachers who do care and who are involved in their work have more work to do (Maslach, 1982); that the teaching quality of the burnt-out teachers is deteriorating (Ezrachi, 1987); and that the phenomenon of burnout is somewhat contagious (Cherniss, 1980).

The term burnout includes every negative emotional variable. A prominent expression of burnout is physical, conscious and emotional disconnection between the teachers and his/her student, which might cause seclusion, alienation, anger and negative attitude towards the student. Another result of burnout is a general decline in motivation at work, which causes unwillingness to improve and to perfect things at work, and even a real refusal toward any improvement or change that is offered by other people in the system. The negative feelings that are related to burnout are many:

fatalism, aggression and anger that are aimed at the people around, despair, pessimism, apathy, frustration, and other negative feelings.

An experimental research about the results of the phenomenon of burnout in Israeli teachers is limited. A significant connection between the degree of burnout and the tendency to quit the teaching profession was found in a research undertaken by Diamant & Lachman, (1982).

Organizational factors, such as a lack of clear procedures and awkward organizational structure, affected teachers' burnout and their decision to quit their jobs at school. In a research done by Shirom, (1986) on about 1000 high school teachers, a similar connection was found between the degree of burnout and the tendency to quit teaching after one to five years. Referring to these investigations it may be clear that quitting teaching voluntarily is also a consequence of severe symptoms of burnout. Data of the Ministry of Education and Culture (Bar, 1985) show that the yearly average of teachers who changed their jobs in junior-high school in the years 1982-84 was 21.1%, in comparison to 16.6% in elementary schools. Pines, (1984) assumes the process that causes burnout is related to the mutual influence between the professional person's goals at his workplace and the organizational and professional conditions there. Freudenberg, (1980) thinks that pressures of burden at work, constant shortage of organizational resources, constant exposure of the teacher to the negative sides of life limit the teacher's capability to gain any real sense of achievement.

2.4.1. To what extent is the Israeli teacher burnt-out?

In research, undertaken in 1985 by Dr. I. Friedmen and A. Lotan from Henrietta Szold Institute on the initiative of the Ministry of Education, the researchers tried to locate the causes for psychological burnout and to measure its intensity. According to this research, about 16% of the 1600 teachers who participated in the sample defined themselves as psychological burnt-out teachers. About 2% declared that they were extremely burnt-out. Since there is no direct comparison, in terms of a country, there is no way to decide if this is high or a low rate. The only criterion to compare with is the situation in the USA, where the phenomenon was measured in a similar method to the one applied in Israel. It was found in 1982, that about 22% of the teachers in the urban districts suffered from burnout in teaching. The lower level of the Israeli teachers' burnout as compared to the American counterparts, despite more stressful work conditions, budget cuts, demanding parents, excessive paperwork and excessive testing, poor salary, long working hours with large classes and the worse physical conditions at school (most Israeli schools are not air-conditioned despite the unbearable summer heat), is interpreted as the existential perspective to teacher burnout. The Israeli teacher feels that his/her contribution as an educator is greater, explaining to students the special significance of being an Israeli, and integrating personal, social and national values and ideals with the teaching knowledge (Pines .A 2002.) Hence, it might be assumed that the Israeli teacher feels less burnout than his American peer.

In spite of this encouraging comparison, researchers think that the phenomenon of burnt-out teachers in Israel is a problem, and therefore must be addressed. About 27% of the teachers report that they are exhausted and 14% say that teaching is a stressful effort. About 7% feel already very tired in the morning because of the day ahead of them. About 25% of all the teachers think that they don't fulfill themselves, and about

19% say that teaching doesn't enable them to progress in life. Ninety nine percent of the teachers complain about stress because of teaching, and about 11% become impatient due to this type of work. Pines.A & Kafri. D (1980)

2.4.2. Causes for teachers burnout

Reviewing literature on the subject of teachers' burnout shows that the main causes for their burnout stem from personal causes, and causes that are related to work itself. The individual's traits that contribute to the "syndrome of the burnt-out teacher" are: sentimentalism, tendency to idealism, devotion and obsession (Bloch, 1977).

In contrast, the causes that are related to work and school environment include: discipline problems in class, students' apathy, crowded classes, lack of aid staff and equipment, too much bureaucracy, too many exams, inadequate salary, no opportunity to get promotion, relocating in a new place without the employee's consent, apathy and no cooperation of parents, lack of support and backing of the management, contradictions in job's perception, ambiguity concerning job's definition, and severe public criticism toward the teacher and his/her work (McGuire, 1979; Farber, 1982).

In contrast to findings in other research, which claim that discipline problems and relocating of the teacher in another school, in spite of his objection, are the reasons for tension and burnout. Farber, (1982) found that too much red tape, bad communication between the teacher and the headteacher, and lack of opportunity to be promoted were the reasons for stress and burnout in the beginning of the eighties.

Sakharov & Farber, (1983) claim that burnout is not only a psychological reaction of teachers toward their job or work conditions, but rather teachers' experiencing social

problems that result from the fact that they lack any feeling of belonging and mission. Supers, (1970) and Holland, (1973) say that in comparison with other professional groups, teachers are very sociable and appreciate opportunities for interaction with colleagues.

In the face of criticism by headteachers and the public, many teachers tend to withdraw and shut themselves up. This loneliness and lack of support cause them to feel that there is no one to talk to. Their work is not appreciated and when they need help they have no place to go. In this case burnout is a direct result of the teachers' belief that they are expected to behave as "supermen" (Cunningham, 1982). Burnout is the result of a subjective feeling, which says that hard work and effort have no importance.

The research of Maslach and Pines, (1977) examined how teachers perceive their professional training and the connection between training and burnout. Almost half of the subjects were satisfied with their training, while half of the teachers thought it was not enough and even bad.

Farber, (1982) found that burnout is related to the teacher's attitude that he/she does not feel committed to his/her teaching, and is dissatisfied to work with his/her students. Farber, (1983) found that the way the teachers perceive their work had no relation to sex, family status, level of education, seniority or average number of students in a class. But there were differences when relating to teachers' age, the grade they teach and the school size. There was more burnout among the young teachers who taught junior high and worked in large schools.

Various research reports on different findings concerning pressure's resources and main burnout causes. Part of them found that discipline problems and students' behavior were the main cause for teachers' burnout (McGguire, 1979; Friedman & Lotan, 1985;

Reed, 1979; Farber, 1973). Lack of management's support and principals who did not suit managerial positions at school were additional causes.

Other researchers indicated that teachers complain in particular about too much red tape, unfruitful meetings and lack of promotions in their workplace (Farber, 1982). He found in his researches that teachers' perception regarding their job changed according to the specific surrounding they lived in or worked at, and their personal status. Thus, for example, single male teachers felt more burnt-out than married males, and high school teachers were more burnt-out than elementary school teachers. Males reported about less commitment to teaching than female teachers. Teachers of middle class students had more interactions with their colleagues than those who worked with lower class students. Reed, (1979) found that often teachers indicated the fact they worked in poor areas as a reason for burnout.

Reviewing research undertaken on this topic helps to classify the variables which cause burnout into three main groups.

- a. Background variables of burnt-out teachers.
- b. Personality variables of burnout-teachers.
- c. Job and environmental variables and their relation to burnout

a. Background variables of burnt-out teachers

A number of researchers examined the relations between personal background variables and burnt-out teachers. The main background variables are: sex, age, seniority, personal status, number of children at home, level of education, grade, total number of students the teacher teaches, school size and its location.

According to Friedman & Lotan, (1985) the following data about teachers' burnout concerning their background variables was gathered:

1. Male teachers feel more burnt-out than female teachers.
2. The more they work in teaching, the more the teachers feel burnt-out and have negative attitude towards teaching. This feeling of burnout is consistent up to twenty years of work (at the age of 45, more or less). Then, among the senior teachers burnout is lower. The researches' assumption regarding this phenomenon was either early retiring of burnt-out teachers, or that those senior and experienced teachers learnt to cope successfully with burning out causes.
3. The higher the teacher's education is, the higher is his burnout.
4. The more students the teacher has, the higher is his burnout.
5. The less interactions the teacher has with full classes, the milder is his/her feeling of frustration.
6. Home teachers and subject matter teachers feel they work harder in teaching, in comparison to other people who have functions in the school.
7. Teachers feel that teaching becomes a more strenuous effort, as the level of the grade they teach is higher.
8. The more children the teacher has at home, the more burnt-out he feels. It can be assumed that problems with baby-sitter, sicknesses, taking care of the children,

etc., are a burden for the teacher who does not finish his workday when he/she leaves school.

9. No differences were found in the questionnaires, concerning burnout or background variables of the burnt-out teachers, between teachers who work in religious schools or secular ones.

The profile of the "burnt-out teacher" according to Friedman & Lotan, (1985) is of a forty years old or more ("preference" to males), seniority of 15-24 years, a parent to more than one child, academic education, teaches one or more subjects in the lower grades of junior high, teaches many students, and does not participate often in in-service courses or activities.

b. Personality variables of burnt-out teachers

Personal traits, which contribute to the syndrome of burnt-out teachers, are: sentimentalism, tendency to idealism, devotion, obsession and aversion toward violence (Bloch, 1977). McIntyre, (1984) found that teachers with external locus of control expressed more feelings of burnout than teachers with internal locus of control.

c. Job and environmental variables and their relation to burnout.

Possible causes for pressure and burnout which are related to job variables are: promotion; salary; training; equipment and resources; discipline problems and specific pedagogical functions; relations and interactions with various factors around the teacher like: students, colleagues, headteacher, parents and public.

Possible causes for pressure and burnout which relate to organizational environment are: conflict-function; ambiguity-function; over demands; feedback; overwork; time pressure; organizational atmosphere.

The research of Schwab & Iwanicki, (1982) examined the concept organizational pressure at school, and found that in those schools where the level of conflict-function and function-ambiguity was high, the teachers reported on strong and frequent feeling of fatigue, and negative attitudes towards students. This is to say, that these variables had significantly contributed to an explanation of different burnout among teachers.

Another variable that is connected with the researched organizational aspect is workload and time pressure (Blase, 1986). This research shows that teachers who participated in the research complained about load as a result of over demands, time pressure and difficulties to manage time, due to various constraints.

Teachers also complained about other causes of pressure: large classes; lack of involvement in decisions' making and procedures' determining; lack of positive feedback; few external rewards; not enough instruction and counseling; inefficient supervision; relocation from one school to another without the teacher's consent.

The following functional variables were found related to various levels of burnout: lack of opportunities to be promoted; low wages; insufficient training; administrative tasks like paper work; different organizational assignments; lack of or limited equipment and resources.

The general complaint in research done by Pratt, (1978) was the teachers' inability to cope with teaching problems. Pedagogical assignments, as inculcation of knowledge, preparing lessons, students' evaluation, parents-teachers meetings, in-services - all these were described as stressful events.

In a research done by Lortie, (1975) School Teacher teachers indicated that the causes for their stress were the few occasions of interactions with their colleagues, the little support from them, and also the prolonged time they spent in the classes.

The teacher's relation with his environment, especially with his students was found, in many researches, as a prominent factor for pressure. Blase, (1986); Farber & Miller, (1981, pp.235-244) found that interaction with the students was the most stressful factor responsible for burnout. Students' apathy, discipline problems, low achievements, and absence were mentioned, and teachers noted that their students' behaviors that violate class or school norms take much time and disturb teaching process. This happens often, and it is hard to control these negative behaviors, change them or put an end to them. Coping with these problems are unpleasant duties and cause the teachers much anger. Cichon & Koff, (1980) speak in their research about violence and discipline problems as two of the main causes for teachers' pressure.

2.5. The Effect of Discipline Problems on Teacher Burnout

2.5.1. Definition of the term discipline

Smilansky & Bar-Lev, (1983) define the term discipline according to educational and psychological approaches. Educators according to their outlook and approach perceive this term differently. Below are some definitions for this term:

- a.** Discipline - A complete freedom where the only restriction is society's right to prevent the individual from harming other people. This definition stems from the approach which puts the individual at the center. A person is allowed to act (according to his free will and thus he will develop internal self discipline that will guide him how to behave. No external cause is allowed to define the individual's behavior since only the person knows what is good for him/her.
- b.** Discipline - The individual's total obedience to norms is determined by society in order to achieve its objectives. This definition is based on the approach that puts society in the center. The individual must obey society's demands since this is the only way to attain general social targets that are beyond the individual's needs.
- c.** Discipline - The appropriate discipline is determined according to what society thinks is good for the child. This definition reflects the approach that puts the individual in the center without allowing him full autonomy. According to this approach, the teacher who represents society decides which are the norms the child must obey, but these norms suit the child's needs and not the adults' needs.

These three educational approaches are the result of philosophical theories that explain the individual's status versus society. They show how the child is perceived and how it is decided what is good for him/her.

The term discipline can be understood differently according to the psychological approaches and the way they define the individual ideal functions:

a. **The didactic approach** claims that a discipline problem is basically a fault in the lesson's planning that means, that if the lesson is well planned, the students will show interest and there will not be any discipline problems. Thus, one cannot speak of discipline or lack of discipline in the class but rather of good or bad planning and of a teacher's performance. Discipline and didactic are, therefore, the same.

b. **The individual approach** sees discipline problem as a behavioral problem of the individual. The focus is on the problematic students. There are three theoretical possibilities to examine the individual: the behavioral outlook, the self-actualization outlook, and the psycho -dynamic outlook.

1) Discipline according to the behavioral outlook of Skinner.(1968)

This outlook claims that the individual level of functioning is to be examined according to its correlation with social norms. A child who is a good student, behaves well at home and is friendly has the behavioral pattern of ideal functioning and is mentally healthy. Therefore, desired discipline means a child's behavior accords with society's norms.

2) Discipline according to the self-actualization outlook of Rogers.(1969)

This outlook explains mental health and ideal functioning, and defines them according to criteria of satisfaction and the individual's feeling that he/she has no regrets about himself/herself and his/her deeds. Hence, positive discipline means the child behaves in such a way he/she feels both pleased and satisfied.

3) Discipline according to the psychodynamic outlook (Freud. 1937)

This outlook defines mental health and successful functioning according to the level of balance between the individual's needs and the accepted social norms. The mentally healthy child will be aware of the conflict between these two

factors and will be able to find balance, in spite of the need to wait with the satisfaction of his immediate needs. Thus, optimal discipline means a situation where the child understands his motives about a certain behavior in relation to social norms, and is able to improve his/her behavior after deviating from the accepted norm.

- c. **The social approach** explains that the individual can not define a certain behavior as disciplined or not, only the "judging audience" can do it. This assertion is based on the belief that referring to the term burnout depends on the way one looks at the relationships between the teacher and the students, and the students among themselves. The teacher defines to himself/herself and/or to his/her students the rules for desired and accepted behavior. At the same time, the students have their own definition about accepted patterns of behavior. In any given moment, everyone as discipline problems understands certain behaviors, whilst other behaviors are understood as unaccepted by the teacher alone, or by him/her together with part of the students.

In summary, it can be said that the term discipline and the definition of certain behaviors as discipline problems depend on the teacher's point of view regarding this phenomenon. Some see discipline as one characteristic of didactic planning; some see it as a problem of an individual student; some see discipline as a part of social agreements in class.

2.5.2. Students' patterns of behavior that contribute to teachers' burnout

Based on different findings, it becomes clear that there is a connection between pupils' behavior and their teachers' burnout. This connection indicates that the interactions between the teacher and his/her pupils are a major source of pressure on the teacher. Dr. I. Friedman, (1995, pp.281-293) tries to find out the behavioral patterns and the acts that are related to teachers' burnout (out of the total typical patterns of pupils' behavior). According to his findings, it is possible to draw a profile of pupils' behavior which may be responsible for their teachers' burnout.

- 1.** Antagonism towards school and its values. Pupils do not listen to the teacher and to each other, and do not show interest and readiness to learn or to be in school.
- 2.** Contempt towards the teacher's authority. Pupils speak impolitely to their teacher and react angrily; they do not respond to him/her and do not pay attention to his/her instructions.
- 3.** Impatience towards pupils with different potential.
- 4.** Apathy and lack of involvement in class' affairs and school's assignments.
- 5.** Student's demands for the exclusive personal attention of their teacher.

Inattentiveness, lack of concentration and response, and contempt towards the teacher's authority - all these are critical to burnout. Research dealing with the effect of pupils' behavior on the burnt-out teacher indicated that discipline problems do add to burnout. From more advanced research studies about discipline it can be inferred that these discipline problems might explain, better than any other variables (environmental and administrative), the phenomenon of teachers burnout. This prominent behavior which most influences teachers burnout according to Friedman - lack of concentration and inattentiveness - is a very disturbing factor when the teacher tries to exercise his/her professional potential. This is a constant frustration for him/her, and also the fact pupils

do not respect the teacher's authority. This disrespect shows that the pupils do not appreciate the teacher's special status and his/her authority as the leader of the class.

The behavioral patterns of the pupils which were mentioned above stress the uniqueness of teaching and the way teachers perceive their work. Teachers did not speak about low achievements, problems of material comprehension or the teacher's potential to teach. Apparently, teachers believe they have the competence to teach if they get the chance to concentrate on teaching. Ayelet Golan, (1993) examined two of the pressures related to teacher-pupil relationships: discipline problems and heterogeneous population in the class. Discipline problems as a main source of pressures on teachers have been cited by Caspari, (1978) and Sutcliffe, (1977). The element of discipline problems as a major factor of pressures on teachers was indicated by 65% of the teachers, in a research done by Humphrey & Humphrey, (1981). Ayelet Golan reinforces the assumption that there is a strong positive correlation between discipline and overload, and burnout. In his book "Dissatisfaction in Teaching", (1995) the author, Mordechai Arieli, discusses the phenomenon of dissatisfaction which exists in the interaction between teachers and pupils, and results, sometimes, in crisis. A continual experiencing of this phenomenon affects teacher's tendency to burnout. Arieli also claims that teachers' capability and efficiency to handle conflicts with the children are rather low. They also tend to renounce the fact that having conflicts among humans, such as between teachers and their pupils, is normal and can be expected.

Students' behavior was measured according to eight categories of behavior: relation, enthusiasm, concern, intelligence, inattentiveness, disrespect, and rudeness, over demanding. His main conclusion was that the didactic aspect is not a source for burnout. Three patterns of behavior produce an important cause for teacher's burnout: inattentiveness, over demanding, and over enthusiasm. Teachers reported that lack of

attention to them; unprepared homework, talking, shouting and chatter are factors which cause teachers more burnout than anything else.

The interaction between the teachers and their pupils is the cause that most influences the emotional burnout of the teacher, as noted (Friedman, 1986). Researchers think that the reason for this emotional burnout is the fact that the teacher cannot handle the behavioral aspects of teaching (human relations, inability to overcome abnormal relationship in the class), and also because of the teacher's high self-image which, sometime, is not realistic.

Researchers think that the relationships between the teacher and the student in Israel have great importance. The more crowded and heterogeneous is the class, the more problematic are human relations in that class, and as a result they increase the load on the teacher as a leader of the class. The teacher is supposed to pay attention to each pupil and to be able to share his/her time and resources among more pupils.

In crowded classes there are more varying demands which are within the teacher's responsibility. He/She must take care of the relationships between the children (keeping the social unity in the class); he/she must maintain good relations with his pupils (attention and warmth); and he/she has to keep up with the intellectual demands of his profession which are strenuous, anyhow.

Regarding the findings of the research mentioned above, it seems that treating the social aspect of the teacher's work might help to increase his/her endurance under situations of pressure. When training the teacher, it needs to be taken into consideration that in addition to the regular skills he/she is taught, it would be wise to teach him/her skills concerning interpersonal relations. This will enable him/her to control more skillfully the psycho-social aspects in his/her class and to overcome the problems which

arise daily. In doing so he/she will significantly reduce the danger of being professionally burnt-out.

2.6. The Effect Class Climate has on Teacher Burnout

2.6.1. Class climate as a system

Learning doesn't occur in a vacuum, but rather in a frame of a social group called a "class", which includes a teacher and students. A class is the most significant social unit in education system and without relating to it, it isn't possible to understand the behavior of the student and the teacher. The processes occurring in the class have an important effect on the nature of learning, which means, on the atmosphere in class (class climate), its expectations and its norms, the level of its unity, the quality of its leadership, its patterns of communicating, and the interactions which happen all the time in the class. A class is a social group which operates as a system. A system is an organization which has been operated for a long duration, and where interaction and mutual dependence among its components has been taken place (Sheren, 1976).

In a class, as in any other human system, people who work together in order to achieve common goals have to depend on each other. As a result each individual in the system influences the rest. A class is an open system, since it is open to environmental influences and is a sub-system of a bigger system - school - which in turn is a sub-system of another big system. The main goals of the class, for which it was established, relate to learning and teaching and also to emotional and social aspects. Mutual expectation, norms, leadership and patterns of communicating which dictates the behavior of each student and teacher are formulated during class development and influence its unity, which is measured according to gravity powers of the students toward each other and toward the class as a body. However, unity has its own effect on

formulating expectations, norms, communication pattern and styles of leadership, and they all affect the interactions among the students, and between them and their teacher. All these factors determine class climate or its specific "personality" (Bar-El, 1993).

2.6.2. Class climate

A class, as any other group, has its own "personality" which is called class climate. It affects each student's learning and each teacher's teaching as well. The interaction among the students, and between them and the teacher is what creates any class "personality", which is more than the components of the whole class.

Class climate is a very general term since it includes many factors; some being related to the individual and some to the group. In the past, definitions that were proposed for this term related mainly to objective characteristics of a class, as it was possible to observe them. Today, most definitions speak of psycho-social processes that occur between the teacher and the students and among themselves, as they are perceived by each one of them. The assumption, therefore, is that class climate is a conceptual - subjective concept. Another assumption says that class climate influences the entire standpoints and patterns of behavior of each student and teacher.

Research in this field started in 1936 when Lewin acknowledged the fact that both atmosphere and interaction between it and the individual's characteristics affect the individual's behavior. Following him, other researchers who examined class climate, as Anderson & Brewer, (1945) and with others, (1949) claimed that the teacher as the leader of the class is the one who determines, more than any one else, class climate. Later on, researchers spoke not only about teacher's characteristics, but also about his relationship with his students and the relations among themselves. Schmak & Schmak, (1978) developed this outlook and defined class climate as "group processes which take

place in class in form of interaction between the teacher and his students, and the students among themselves". They described the following processes: norms, expectations, leadership, friendship's patterns, communication and unity.

Moos has developed a scale for social climate, (Moos & Tricket, 1974) which includes three types of psycho-social variables:

a. **Variables concerning inter-personal relations** this group includes those variables that describe relations among group members according to the following criteria:

1. Involvement: The degree of interest students has in class activities, and the degree of their active participation in class discussions.
2. Belonging: The degree of friendship students feel toward each other, and the degree of their active participation in class discussions.
3. Teacher's support: The degree of help, interest and friendliness a teacher gives and shows toward his or her students.

b. **Variable concerning self-development and degree of purposefulness.** This group includes those variables which describe the means to achieve those group goals that influence the student's individual development. The variables are divided according to the following criteria:

1. Undertaking: The degree of which class activities focus on achieving specific learning objectives.
2. Competition: The degree of emphasis which is given to educational competition among students.

c. **Variables concerning system's maintenance and its change.** This group includes those variables that describe the system's organizing and its flexibility according to the following criteria:

1. Order and organizing: The degree of emphasis on keeping an order, and the degree in which class activities are well organized.
2. Rules clarity: The degree of clarity and the understanding of the rules and procedures of behavior in class.
3. Teacher supervision: The degree of which the teachers determine the students' behavior in class.
4. Renewal: The degree of the teacher's encouragement of his students regarding new ideas, and the degree of the teacher's range of activities.

The above criteria described by Moos are widely accepted whenever class climate is examined.

2.6.3. Factors that affect class climate

A great deal of research has been done to identify factors which affect class climate. The following are key findings:

- a. **Age** - Researchers imply that the way a student sees his/her class climate is getting more and more negative as he/she grows up. In lower classes the climate is seen as encouraging participation, involvement and enthusiasm. In upper classes, there is more stress on didactic achievements, formality, competition, order and unity, and the students are less satisfied with the teacher, the curriculum and the social relationship.
- b. **Gender** - Researchers show that girls incline to show more positive attitudes toward their class and school, in contrast to boys.
- c. **Socio-economic class** - Researchers around the world demonstrate that students who belong to high socio-economic class see school as less competitive, their teachers' attitude toward them as more positive and school as less difficult, in comparison to students who belong to the middle class. In Israel, the opposite was

found: Students who come from a lower class show more positive attitude toward their class climate. Since it is their only and last chance to improve their life condition, they do so by forming positive interaction between them and their teacher and among themselves. Therefore, more positive attitude towards class climate can be seen among this population of students.

- d. **Learning achievements** - In those classes where learning achievements are higher, class climate is perceived more positively.
- e. **Class size** - Students in small classes perceive class climate as more positive.
- f. **Place** - In a research done in Israel, (Sharon & Ya'akobi, 1978) it was found that high school students in kibbutzim see their class climate as more positive than their peers in the city, in most criteria which represent positive relations in class.
- g. **Learning method** - Those students who learn by exploring and by joint learning, consider the climate in their class as more positive than those students who learn according to the traditional frontal method.

These factors might determine whether a class climate will be positive or negative. A positive climate is characterized by high values in each of the following criteria: involvement, belonging, teacher's support, undertaking and competition, order and organizing, clear rules, teacher's supervision and renewal.

In the opinion of Schmak & Schmak, (1978) "positive climate means that the students expect each one of them to do his/her best intellectually and help their classmates; all students have high potential influence on each other and on the teacher; there is strong attachment to the group as a body and to classmates as individuals; supporting norms regarding the performance of learning goals together with stress on individual difference; open communication characterized by dialogue; processes of mutual work and developing as a group also belong to learning".

This type of class has a strong motivation for both students and teachers to actualize common targets. They also experience positive self-evaluation, comfortable feeling of security, and high degree of involvement in academics learning, general pleasant feeling, and strong inclination the student feels toward his classmates, classroom and school.

2.6.4. Interactions and their impact on teacher burnout

There are various interactions in any class, of which the teacher and the students initiate some, and some are reactions to student behavior. They are influenced by different causes; class climate, norms and expectations in the class, the degree of its unity, its patterns of communication, and the type of leadership in the class. Most interactions, at least in a frontal class, are between teacher and student, while the teacher initiates most of them. His/Her goal is to achieve didactic and socio-emotional objectives. Part of the interactions in any given class is between the students themselves.

- a. **Interactions between teacher and students:** This type of interaction is determined by teacher's and student's behavior which are both influenced by various components of class climate, but also by the way each of them perceives the teacher's and the student's function in the class. The subjective perception the teacher and the student have regarding the character and the function of each one affects their mutual expectations, which in turn affect their behavior and the interactions between them.

A survey undertaken in Israel, (Friedman & Corngold, 1993) examined interactions from the point of view of students in junior high school. Analysis of the results

showed four aspects of teacher behavior which have connection to students' feelings.

1. *Connection, humanity and intimacy*: Students want the teacher to show them warm and intimate attitude, guide them and help them to solve their personal problems.
2. *Trust and respect*: Students are very sensitive about their teachers' trust and respect towards them. They want their teachers to respect them.
3. *Atmosphere in lessons*: Students respect those teachers whose lessons are pleasant and who use humor while teaching.
4. *Discipline and punishments*: The most common reaction to undesired behavior is punishing. Students understand that punishments are inevitable, but they strongly resist, those punishments, which seem to them unjustified, or those which are not argued. A collective punishment is also perceived as unjustified, and expresses the teacher's inability to find the real guilty (like being banned from a school trip or party).

Three main subjects which are connected to students' behaviors and which cause the teachers to feel tense and burnt-out were located in this survey.

1. *Negative behavior toward the teacher*: interruptions, argumentativeness for the sake of it, disobedience and ignoring him/her.
2. *Negative behaviors connected to learning*: failure in tests, undone homework and absence from school, in order to stay at home and study for a test.
3. *Criticizing the teacher and embarrassing him*: pointing out the teacher's mistake or criticizing either his/her opinion or his/her way of teaching.

- b. **Interactions between students**: Many things that happen in class are the students' affairs only, and they can be either social or learning interactions. They are

affected by various factors of class climate. Peter Blatchford et al, (2003) found out in their research that class size has an influence in peer relation, the results of their research confirmed that pupils in large classes are more social and less aggressive towards each other and show more tendency for a more peer-related contracts .It might be assumed and expected that in large classes pupils tend to be inattentiveness, and relations between peers may suffer, however there is a little of understanding of classroom process, including social interaction among pupils and their behavioral factors(Grissmer, 1999)

1. Class composition

Class composition is an anticipatory factor which influences students' interaction, their learning achievements, feelings and class climate.

Many researchers claim that social-learning environment is determined according to the mental composition of the class, since this composition reflects also its qualities in a social environment. Research suggests that homogeneous classes with low social-learning environment tend to lower the achievements of weak and mediocre students, while homogeneous classes with high social-learning environment increase the achievements of strong students. Where there is a combination of high and low levels, weak students benefit more than strong students.

In integrated junior high schools students from different communities, therefore, different learning potentials, meet. In home classes they learn most subjects, while some subjects are learnt in groupings, according to their learning level. Those who learn in good groupings are mostly Ashkenazi, while those in low groupings are mainly Sepharadi (Schwarzwald & Friedel, 1984).

Research dealing with the connection between this composition and students' interactions in integrated junior high came to contradictory conclusions. Levin and Chen, (1977) found almost balanced relation between Ashkenazi and Sepharadi communities. In contrast, Amir, Rich & Ben-Ari, (1978) found that in junior high schools there was learning separation which in turn causes communal segregation.

2. Cooperation versus competitiveness

Cooperation among students is a central interaction, and is considered as a learning tool and a goal in itself. Competition is one of any class climate's components, and happens in a situation where there are few resources which everyone wants for himself. Cooperation and competitiveness are affected by the didactic method used in the class. In classes where frontal learning is the method, most of the learning is based on competitiveness, since many students have hard time to obtain the few resources (teacher's attention, friends' attention, good grades, etc.).

In contrast, in those classes where work is done in groups, there are more resources for less students and thus cooperation increases. Cooperation is influenced not only by the students' level of development and method of didactic, but also by the teacher's attitude, the norms in the class, the degree of its unity, the communication in the class, and its leadership.

3. Social relationship

In addition to class composition and cooperation, social relationship also affects interaction in class. Friendship develops naturally between children, usually on a gender basis. There is a theory, which says that their friends influence children: a friend who is a good student and "a good boy" has positive influence, whilst a friend who is a bad

student and "a bad boy" has bad influence. Therefore, many parents tend to interfere in their children's choice of friends.

Research results show that student adaptation to school is affected by their friends' characterizations and by the characterizations of their friendship with them (Berndt & Keefe, 1995). The nature of the friendship also influences the students' adaptation to school, though its influence is more moderate.

In Bernat & Keefe's research, (1995) it was found that positive friendship which is characterized by intimacy and mutual support has positive effect on the degree of the student's involvement in his/her school activities. In contrast, children whose friendship has negative characteristics show increases in their destructive behaviors. The various concepts concerning pupils' behavior and social relations in class are complex. In a class where teachers would be less monitoring and controlling behavior along with other distractions, pupils will engage in more social interactions with each other (Peter Blatchford et al 2003).

The teacher can influence to a great extent the nature of the interaction in his or her class. He/She should examine together with his/her students the mutual perceptions of teacher and student's function. A gap between the perceptions might increase their frustration which contributes to the teacher burnout. He/She also should stress his/her human-intimate relations' roles and not only his didactic roles. Respecting and trusting one's students are necessary to build positive human connection. Looking from above on the student, discriminating him and hurting his feelings will lead to reactions of anger and lack of cooperation from the students, and this will affect the teacher burnout.

The teacher should implement in his class those didactic methods which encourage cooperation and intimate connection in a supporting atmosphere. This means,

that he/she should expose the students to social or learning experiences that build social relationships. To do so he/she should be well prepared for the lesson, since an unprepared lesson that is not suitable for specific class composition results in lack of interest. These may lead to competitiveness and tension in class, making it difficult for the teacher to obtain his /her objectives and also quickens his/her burnout. In order to implement all the needed methods and obtain a supporting atmosphere for both teachers and students so they can function in their best this is greatly connected to the school size.

School size and its impact on teacher's burnout

Schools are complex institutions graded according to levels. There are a few types of schools: elementary, middle school, secondary, and higher. Schools are usually also different from one another in physical size. In the large schools the headteacher spends most of his/her time on administrative matters and the pedagogic-professional relations with the teaching body is almost nonexistent. The size of the school seems to be an important factor on inner school atmosphere, and the extent of teachers and students' cooperation. Friedman (1989) points out that as the organizational unit becomes larger the extent of satisfaction from the interpersonal relations, the relations between staff and management and between employee and direct supervisor, as well as inter-staff relations, diminishes. It is therefore plausible to assume that the size of the school will have an effect on the tendency of the headteacher to let parents and teachers participate in school matters. The elementary school being usually a neighborhood school is typically small. The interaction between the staff and the headteacher is continuous and intensive, and the extent of cooperation is tighter than in secondary schools. Secondary and high schools are usually larger than elementary schools. At this level the

interpersonal relations are less tight and it is much harder to maintain a state of cooperation.

The size of the school as an influential variable

A big school is one that has many classes at each level and contains several hundreds of students, as opposed to a small school where only about 100-200 students are enrolled. A number of researchers have examined the effects of an organization's size on the workers' burnout. Talacchi (1960) has found that as the organizational unit becomes larger, the degree of satisfaction regarding interpersonal relations, worker-management relations, and worker-direct supervisor relations will become lower and has a negative effect on workers' efficiency.

Several other studies dealt with the size of an organization. A study by Mills and Terrien (1955) has revealed that the bigger the organization the more inner management it requires, leading more bureaucracy and formalization. These two variables were found to have an effect on the degree of teacher satisfaction.

No studies were found that examined the correlation between the size of the school and teachers' perceptions regarding the headteacher.

The following study intends to add expand on this issue and to examine whether such a correlation exists.

Inner school difficulties

Many individuals and parties operate inside of the school: the management, the managerial team, the teaching body, and the student body. Each of these factions is

grounded in its own inner world, social origins, cultural load, skills, and aspirations. Each is familiar with the set of formal rules, role hierarchy, and power structure. Out of this situation interpersonal and inter group interactions begin to take shape. These interactions lead to certain situations and behaviors (Silverman, 1970). In the center of this process stands the principal that has to deal with the many problems arising from the complex interactions between the inner school factions.

And indeed, 24% of the headteacher's time is spent dealing with students, especially regarding matters of discipline. An additional 20% of his\her time is spent meeting with parents or teachers, while about 7% are spent strolling around inspecting the school grounds (Martin, 1981). More than 50% of his\her time is spent dealing with inner school problems mainly teachers and students' problems and problems arising from the interaction between these two factions.

The models that examined the effects of management on the teaching outcomes (Pinter, 1982) point out that the interconnection between the headteacher and the teaching staff is problematic and has many meanings that contrast in many cases: a teacher demands complete autonomy in the classroom and academic freedom, but at the same time demands complete backup in matters of discipline and protocol, relations with fellow teachers, and relations with parents and the community. Examples for such conflicts are numerous (Firestone & Wilson, 1985).

The relations between the headteacher and the teaching staff are the basis for the models of Halphin and Croft (1963). The two models put emphasis on teachers and headteacher's behavior and on the interaction between these two factions as the main generator of inner-school atmosphere, from open environment schools that allows for a constructive climate, to a closed environment schools that are characterized by teachers' alienation and organizational inflexibility on part of the headteacher.

Another group of researchers focused directly on the interrelations between teachers and students inside the classroom. The most significant observation is that this type of interrelations is based mainly on emotionality (Bidwell, 1965). Bidwell emphasizes that relations based on closeness, affection, and warmth are central to teaching. These type of relations make the teachers' job in class harder. In doing their job teachers face a major dilemma: The teacher has to maintain discipline in the classroom, the students must obey official authority, however, at the same time, the teacher must use unofficial and non bureaucratic measures in order to encourage the students to study and to reach achievements. The teacher is simultaneously an emotional and a disciplinary agent. This situation creates a conflict and a state of insecurity that is inherent in the role of the teacher (Wilson, 1962).

Since educational goals and outputs are non-conclusive, school headteachers find it difficult to present the teachers staff and the students with a clear and non-conflicting set of goals (Bidwell, 1965). Despite the fact that the headteacher spends as much as 50% of his\her time to deal with matters that have to do with either teachers or students, and despite his\her theoretical ability to influence, it seems that the headteacher is incapable of performing "miracles". The ability of the headteacher to influence is dependent upon the numerous continuous daily interactions. Some of these are meaningful and some are less meaningful (Firestone & Wilson, 1985).

It seems that among the many that come in the school's gates, teachers, students, parents, there is a great degree of variance and a wide range of factors affecting the behavior of these factions. It is extremely difficult to predict their behavior that is affected by different interrelated variables that are difficult to entangle and isolate. This is the essence of the difficulties facing the headteacher. His\her conduct cannot be organized and prearranged, and in most cases immediate answers must be given to

immediate questions and demands. Among other things, this is the reason that headteachers usually perform many, diverse, and sometimes-conflicting actions. This is also the reason that the headteacher changes his\her manner of conduct every few minutes, spending relatively little time on long term planning.

The external environment

Today it is customary to see the school as an open system that must adopt environmental changes and adjust itself to external conditions. The environment affects the inner structure of the organization and the processes that are connected with it. Major changes in the realms of society, economics, politics, and technology have a major effect on the school (Hoy & Miskel, 1987). However, what is this environment? And what does referring to "the environment" mean? Hoy and Miskel bring forward three definitions to the term "environment in the organizational context:

- Richard Daft's definition: "the organization's environment is comprised of all the elements that exist outside the organization's boundaries, which have the ability to effect some or all of the organization's components".
- Scott's definition: "the organization's environment is comprised of "all the rest", from all that does not belong to the organization".
- Zaltman, Danks, and Holback's definition: "the organization's environment is comprised of all the physical and social factors outside of the organization's boundaries, which are taken into account by the decision makers inside the organization".

Be the definition as it may be, it is clear that the environment must include a number of components: the students' parents, the community, the local authorities, and the central authorities - mainly the Ministry of Education. Among these components

special attention must be awarded to the power bases that effect education in general and the school in particular. The central role of the government and the governmental budgets, the development of private education, and the assimilation of education in the general social\cultural\spiritual climate, all give the different factions involved a lot of influence and the power to intervene (Kamanda, 1985).

One way to understand the main obstacles that teachers face in junior high schools in Israel is to study the structure of these schools and their impact on teachers' burnout. The following section will highlight the main difficulties that teachers in junior high schools face as a result of its structure.

2.7. Junior High Schools in Israel

2.7.1. The structure of education in Israel 1948-1968

Even before the establishment of the State of Israel, many Jews immigrated to Israel from different countries. They brought with them their cultures and ways of thinking, which were different in each group. Society saw in the educational system a major means to bridge social and cultural gaps (Svirsky, 1990).

A compulsory education law was enacted in 1949, and with it an equal and homogeneous education to all children in the country (Amir&Blass, 1985). During the fifties and the sixties, the educational system tried to apply the principle of equal education. Equality was exercised in the administrative system and in the learning programs of those days, but the gaps among the different ethnic communities in Israel were still prominent. Schools were mostly homogeneous since children in the elementary school came from the same neighborhood, which meant the same ethnic community and the same socio-economic class. Through the years the learning gaps between the Ashkenazi (European and Anglo-Saxon) Jews and the Sepharadi (African and Asian) Jews became significant. Considerable percentages of Sepharadi pupils did not continue schooling after finishing elementary school (Svirsky, 1990).

In the sixties, special attention was paid to the pedagogical aspect, and special budgets were set aside for schools with pupils from lower socio-economic class. Great efforts were made to encourage and foster the children from the disadvantaged classes. But it was found that the gaps in achievements between the cultural and the ethnic groups were not reduced. The Ministry of Education saw an immediate need to improve the situation of the educational system, and in 1968 a parliamentary

committee which was headed by the minister Rimlat was appointed, in order to check the educational system in Israel.

2.7.2. The establishment of junior high schools in Israel and the reform in education -goals and operation

In 1968, it was decided to establish junior high schools in Israel together with a reform in the educational system. The Rimlat committee made this decision. Professor Y. Kashti, E. Manor, M. Yusifun & M. Hanik, (1989) surveyed the reform's objectives and their operation.

The reform objectives: The main objectives were defined in five principles:

- a. Getting the most out of the student's learning.
- b. Striving to minimize the educational ethnic gap.
- c. Developing and advancing the educational system so as to adapt it to the needs of the changing society.
- d. Adapting the curriculum to students' qualifications and preferences.
- e. Giving formal guidance to the student concerning his studies in high school.

The main recommendation of the committee was to change the structure of the educational system and to create a new one: a junior high school. According to this new arrangement, grades one to six would be included in elementary school which would serve the neighborhood's children; junior high school would include grades seven to nine, and its population would come from heterogeneous ethnic communities; high school would include grades ten to twelve with preference to comprehensive schools which would open their gates to all students of junior high schools (Rimlat, 1968).

1.7.3. Difficulties in implementing the reform

a. Equality and Excellence

The recommendations concerning the reform in Israel and their operation were one of the ways in which Israeli society tried to direct peripheral groups toward the social center. The state of Israel, which two decades before was in the process of economic and social change, needed a comprehensive educational system. The idea of excellence came from the inspiration to foster the specific ability of the student. The meaning of this idea was to put effort in order to get the most out of the individual potential of the gifted children and the low achievers, while emphasizing achievements.

The contradiction which was observed during the realization of the objectives concerning equality and excellence in junior high tested the existence and function of the heterogeneous class.

Roberts, (1973) claimed that in spite of the fact that an educational system can be planned, its performance depends on unexpected social and economical changes, which affect indirectly or directly the educational system. Junior high's problems were even more complicated. The objectives of its establishment didn't necessarily support each other. Maybe this is the reason why junior high focused on realizing traditional goals and organizational changes. In addition, the super objectives needed the approval and support of the political, economical and ideological-social system - but they were not enough.

Marsden, (1969) claims that the high school pressure to focus on didactic achievements gives additional legitimization to the process which is already found in junior high. Thus, junior high school in Israel, as is the situation in Britain, does not try to cope with selectivity, for instance, but only to improve it. It does not stop the policy

of competitive tests and academic emphasis, but rather makes them more accessible. It also does not adapt itself to the student's competence, but rather enables the high potential student to get the most out of the system and from himself/herself. The conclusion is that the structural change embodied in junior high doesn't bring along with it the actualization of the goals the designers of this policy had in mind, but instead creates problems.

b. Ambiguity in the definition of integration

Klein & Eshel, (1980) found ambiguity in the definition of the goals that led to the establishment of junior high. In their opinion, there is no distinction between objectives which require integration -which itself focuses on integration of different social groups in the same classroom - and those objectives, which led to the educational reform, which requires reorganization of the educational system. The ambiguity is being expressed by the fact that the Ministry of Education allows headteachers to have in their schools homogeneous classes in junior high.

c. Difficulties in implementing the change process

The change's process introduced in Israel was based on rational strategy (Benne, 1976), which says that people do change when the change seems to be desired and worthwhile. The Ministry of Education's policy didn't take in account ways to cope with objections that could have been arisen during the implementation of the reform and the integration in education.

The reform created high expectations for a change, but the "investment" in those who were about to execute this change was not enough. The gap between the desired and the available led to the fact that the idea of integration was only partially actualized.

2.7.4. Specific difficulties in junior high schools

There are few specific problems in junior high schools that make it hard for the teachers to function well. The author of this research suggests these specific difficulties as the cause for teachers' feeling of burnout.

a. Difficulties in heterogeneous classes

Heterogeneous homeroom classes are considered as the main means to advance social integration among students from various socio-economic classes, and upgrade the students' level of achievements. In a heterogeneous class the teacher is expected to cope with three main problems:

First, teachers are expected to cope with various didactic needs, since the difference between the students is big. There are teachers who doubt the possibility of advancing all the students in a heterogeneous class, and there are those who do not know how to do it. The teacher's inability to handle the two ends creates an immediate problem in the class.

Secondly, teachers are expected to handle a class of forty students, and this number makes it hard on them to answer their students' specific needs, and prevent them from planning their teaching according to each student's competence and traits. Hence, the teacher is forced to put too much energy into managing large groups of students.

Third, junior high schools operate homogeneous frames of teaching (grouping), and also classes for gifted children for various goals. Sometimes, it turns out that students' classification is not always the result of didactic needs or students' needs, but many times is the result of pressures put by parents and other influential groups. Since

the curriculum in the low groupings is very different from that of the higher grouping, there is a small chance of students moving from a low grouping to a high one.

This differentiation does not, in fact, support the low achievers, but rather perpetuates the existent situation. Thus, the progress of the weak group is hindered, and the regression of the low grouping's students increases, due to the fact that their teachers cannot answer their specific needs and increase the level of their achievements.

b. The effect of the reform and the institutionalization of junior high schools on teachers

The reform's principles maintain that junior high teacher should be expert in his/her discipline, should have either B.A. degree or a senior teaching certificate of specialization in a certain discipline. That was decided in order to insure high level of teaching. But the academization of teaching, the specialization of knowledge and the expectation for achievement - all these make things difficult for the teacher who looks for interaction with his/her students.

The many classes the teacher teaches and the quick changes from class to class, in addition to the pressure related to material output cause serious burnout. The teacher's involvement and activity in the class is restricted only to didactic issues. This fact increases the headteachers' and the teachers' tendency to stick to authority and regulations so as to ensure control on students' behavior (Harel, 1992). It was also found that in quite a few cases teachers expressed the idea that integration had been failing. In such a situation the load on homeroom teachers is huge. The teacher is supposed to take care of individual and class issues, to solve discipline problems, to develop the student's feeling of belonging to his/her class and school, and so on. Some home teachers succeed in doing all this, but many more do not know how to do it.

c. The effect of the reform in junior high schools on the students as an individual

While planning the reform in the educational system and establishing junior high schools, no attention was given to the assumption that adolescence is an autonomous stage of development, and that adolescents have their needs and culture. This stage, in addition to advancing the cognitive aspect requires, help to formulate identity and solve conflicts in the family and in society.

In spite of heavy pressures, the adolescent feels, this stage is also characterized, in a way, by social moratorium. Apparently, students in junior high need individual attention and caring of their various problems. When they feel disappointed they feel alienated towards their teachers, and this in turn creates tension and forceful competition between the student and the teacher. This situation leads to discipline problems that affect negatively the atmosphere in both the class and the school.

d. The effect the school size has on the climate in the class

The size of junior high school is one of the important variables which determines any school climate, and this affects the class climate. Halsall, (1973) notes that in a small school the child gets personal treatment, takes part in social and cultural activities and develops leadership. A large school, on the contrary, has variety of programs and services, and also efficient maintenance. He concluded, that the optimal size for junior high school is between 400 to 1000 students.

In Israel, there are many junior high schools with more than a thousand students, and in these over-populated schools it is possible to observe negative symptoms which are the result of the school size: difficulties of organization and difficulties of students'

and teachers' role. This situation leads to an atmosphere of alienation that both the teachers and the students feel toward the system.

The following chapter will deal with the Arab education system in the Arab schools in general and in the Arab villages in specifically.

2.8. Arab education system in Israel

2.8.1. The Structure of Arab Education in Israel

This research includes Arab junior high schools in the north; therefore there is a need to discuss some main points in the Arab education system. Israel is a Jewish, Zionist and a Democratic state with an Arab minority. This minority comprises about 18% of Israel's population (Statistical Yearbook, 1990). The Arab minority in Israel speaks a different language, and comes from a different ethnic, religious and national background than the Jewish majority. According to estimates by the year 2000 there are in Israel more than a million Arab citizens.

One way to understand the education in the Arab sector is to understand the Arab culture and the way it looks upon education. That is because the way society approaches education determines, to a large extent, not only the way the current generations look upon the education they are rewarded, but also the way educators and headteachers look upon the educational tasks before them.

The Arabs in Israel reside in three main areas: The Galilee, the central region of Israel and the Negev. The majority of Arabs, around 80%, live in separate settlements, while the minority, about 20%, lives in mixed (Arab-Jewish) settlements. (Central Bureau of Statistics, 1989)

Generally, Arab society in Israel is a traditional-agrarian one, which is based on the extended family (Hamula) structure. This system regulates, controls, and instructs the behavior of its individual members, as well as the familial relationships. In the past the patterns of behavior, set by this system, were clear, well defined, and had well known boundaries. Tradition and Hamula determined the way people lived and their set

of beliefs. Since 1948 this traditional-agrarian society went through many social, familial, and educational changes. The well-defined and set code of conduct, gradually gave way to a new set of transient, open, and some times surprising norms.

1. Agriculture ceased to be the main source of income and was replaced by daily jobs outside of the settlements.
2. This economic transition led to an everyday contact with the modern Jewish Urban society. A dynamic society with a vastly different way of life than that of the traditional Arab society, which like any other modern and western society had a lot of room for personal initiative and responsibility.

Going to work outside of the village, weakened the existing ways of life and social systems. In fact, the economic transition led to changes in the social, cultural and educational spheres of life. The status of the extended family as the basis of society was weakened and with it the patriarchic order. The individual became more autonomous and less dependent on the security awarded by the excepted ways of life. In a gradual process the extended family structure began to breakdown, while the modernization, and westernization processes gained momentum (Mari 1978)

These changes have led the Arab Schools in Israel to have a double function, first, as an educational tool and as means for upholding the cultural and traditional legacy secondly, as means of assimilating social and political change.

The influence of the urban Jewish society, the exposure to western ideas, technological novelties, and the mass media all play a role in the educational and social changes taking place in the Arab villages (Mari, 1978). As a result of this, the attitudes of the leaders of the Arab population in Israel towards education have also changed. During the 1960's and 1970's the local authorities did nothing in order to nurture education and\or take part in funding it. Today the situation is very different. Since the

beginning of the 1980's the local Arab authorities look upon the educational system as being of the utmost importance. The increased national sentiment among the Arab population in Israel has also increased the awareness to the importance of education as both a central asset and a major problem of the Israeli Arab minority. The direct election method at the local level that was adopted by Israel in 1978, put into power a new generation of Arab mayors. These young, educated, and politically aware people began gradually to replace the traditional leadership. Some of these were former teachers who identified education as their major concern.

This tendency is also apparent in the involvement of the public in the renovation of old schools. The education survey conducted in 1989 reveals that nearly 25% of school rooms that were handed over to Arab schools during the 5 years before the survey, were built using special budgets allocated by the local Arab authorities, or through the help of parents organizations or other NGO's that voluntarily rose to the challenge. In addition, the attitude of the parents themselves towards educating their children has undergone major changes. As of late parents show a growing interest in education; the number of parents' boards in Arab settlements is on the rise, and parents are more involved than ever in improving the learning conditions in their towns and villages (Tzartzur 1985.)

The younger generations in the Arab villages are more exposed than ever to the process of modernization and its effects. Their level of education exceeds that of the older generations, their contacts with the Jewish society are more intensive and prolonged, they are more influenced by the mass media, and their perception regarding the role of the school and education in general is much wider than that of their parents. In their eyes one of the major roles of school is to bring about social and cultural change.

Today there is a growing awareness in Arab society that one of the things differentiating a modern society from a backward one is the level of education. For that reason the school has become one of the focal points in the lives of the younger generations. The teacher and the headteacher have become role models for those seeking to be educated and modern. In the eyes of the young generation the role of the school is to develop and to crystallize a new cultural identity, and the headteacher is looked upon for guidance (Mari, 1974).

2.8.2. Education and modernization in the Arab village

The connection between the formal education system and the processes of modernization is a controversial issue. Some researchers see in education a marginal factor in social change processes and even as a factor that can delay change due to the conservative tendency of formal education, a tendency that is manifested in the upholding of the traditional values, and the existing social and economic order.

An opposite approach claims that education is a critical factor in changing developing societies. This approach claims that education advances the modernization processes on individual and social levels. According to this approach formal education contributes to the expansion of individual skills and to the changing of approaches among intellectuals. In the modern school students gain experience with modern procedures and laws, and they learn to comply with modern authorities whose legitimacy drawn from the traditional familial or religious affiliation, but rather on competition and achievement (Inkeles & Smith, 1974).

In the Arab traditional society the accessibility to the education system was limited only to the most wealthy and influential families (Mari, 1974). With the

establishment of Israel, the passing of the mandatory education law, and the improvement in the overall quality of life in the Arab sector, more and more socioeconomic strata found their place in the education system, as students or teachers. Simultaneously the ideals of high achievements and competition gained ground. This was especially manifested in the growing aspiration of Arab parents to allow their children to gain higher education (Mari, 1974).

These processes are important because education was a catalyst in the rise of a new leadership and a new societal order. After the establishment of Israel, the Arab population was virtually leaderless, and education became an instrument for advancement on the social ladder. Education replaced control over land as the main mean of social mobility. The school is one of the only institutions in the Arab society where modern norms of behavior are truly exercised. The relationships between the different parties operating in the school, headteacher-teachers-students, are democratic to an extent not found in any other institution in the Arab Israeli society.

The character of the school is affected by the fact that about 40% of Arab university graduates end up as teachers (Al-Haj, 1991). The second aspect of the Arab school was until recently the "silence culture" teachers have mastered over the years as an answer to the strict supervision mechanism imposed over them. Silence was a means of adapting to the ambivalent situation Arab educators found themselves in, if because of the ambiguous educational goals set by the Jewish Israeli authorities, or because they were looked upon by the greater Arab society as agents of the state (Mari, 1974). During the last years the political supervision has relaxed and teachers in the Arab sector enjoy a greater degree of freedom. In addition, their legitimacy inside the Arab society has risen due to their high level of education.

Out of the above one must ask the whether these changes are enough to transform the Arab teachers into educational leaders that will lead the development of the entire Arab society in the future. This question is likely to occupy the minds of those dealing with Arab education as long as the authority of the Arab teachers is unclear. Are the teachers allowed to deal with the question of the goals of education? What are those goals? Is the goal of education to strengthen the bond to the land and to agriculture, or is it to advance the ideals of the working class? Should education instill modern and secular ideas or stick with the traditional ones? These, and many other questions, are dealt with by the entire Israeli society, Jewish and Arabic alike. However, since the supervision system imposed on the Arab teachers is predominantly Jewish, the problem of the extent of personal freedom that should be given to the Arab teacher is part of the bigger cultural autonomy question.

On the one hand, the Arab society expects from the educated teachers to exhibit modern values and conduct, at the same time they are expected to withhold the traditional-Arab values. This expectation contradiction makes the job of the Arab teacher all the more difficult. Mari writes: "It is strange that these teachers were left to their own in the midst of this tangle of double standards and contradictions without any attempt to instruct them and to help them untangle the problems" (Mari, 1974).

It is thus possible to look upon the Arab school as a crossroads where the values of the traditional society intersect with the modernization process.

As a result of these social and economic changes the family has also went through a shift. The nuclear family gradually replaces the roles that in the past were preformed by the extended family (Rozenfeld, 1981; Ginat, 1976). One of the manifestations of this shift of responsibility from the extended family structure (Hamula) to the nuclear family unit is increased equality between the sexes. Women do not anymore have to

contend with their husbands' entire families, but with their husbands alone. The difficult economic circumstances have increased the need for women to find work outside of the house. This has aggravated the problem of childcare, which was in the past the responsibility of the extended family. Today many men have to partake in caring for their children, a thing unheard of in the past. Many young couples have tried to design new criteria for a division of work and responsibility. The situation where many men leave the village to work has led to a situation where in many cases women find themselves with new responsibilities such as, doing the shopping (a traditional male domain) and educating the children into adulthood. These new responsibilities caused women to become more active in the in-family decision making process (Al-Haj, 1987). The importance of women's education has risen, and is manifested by the growing number of girls in school. While during 1948-1949 only 19% of school children were female, in 1977 they amounted to 44% of all students. In 1988 938 females out of every 1000 went to school, as opposed to 963 boys out of every 1000 (Al-Haj, 1991, p. 49).

Another important factor in the tendency towards equality is the decrease in fertility among Arab women. Although birth rates in the Arab sector are still high from the end of the 1960's and onward they are constantly dropping. Fertility among the Arab population at the beginning of the 60's was 8.17 births for every 1000 people, in 1988 the figure dropped to 4.68% for every 1000 (Al-Haj, *ibid*, p. 7). This drop has a noticeable effect on the education and social change among the Arab sector in Israel. As a result more teachers were trained and introduced into the system. This subject will be addressed in the following section.

2.8.3. Gender roles

Gender describes social roles. Gender roles, as opposed to sexual identity, define the way a person sees him\herself. In this sense while sex is a given, gender is a choice (Ozga, 1993). To male or female has meanings beyond sex, there are cultural and social meanings as well. Gender as a perception claims that in order to understand man and women it is necessary to examine the relations between them and how they are affected by them (Biklen 1993.)

The research lacks and even ignores the aspects of gender, and gender relations (Adler, Laney, Packer, 1993). Friedman (1982) correlates gender to stereotyping, and claims that "the difference in the perception of the sexes begins at an early age, intensifies as we grow old, until a net of images and expectations regarding what is feminine and what is masculine evolves - these are the sexual stereotypes" (p.16).

The different socializing processes that men and women are going through shape their personalities and world perceptions. The expectations from women are vastly different from what is expected of men. Women are expected to be compassionate, warm, caring, helpful, responsible, etc', traits belonging to the social sphere. Men, on the other hand, are expected to be concise, rational, strong, etc', traits belonging to the political and economic spheres. The stereotypic education encourages every sex to develop the expected traits: among men ambitions related to the outside realm, among women compassion and love related to the interpersonal realm. Men must define themselves through separation and boundaries, while women seek to define themselves through relations with others. Since the main expectation from a woman is her commitment to family life, while among men the family realm and the professional realm usually complement each other, among women the one usually comes at the expense of the other (Estler, 1975; Friedman, 1996). Gender related stereotypical

expectations supply the change in the formation of inequality between men and women (Izraeli, Friedman, Shrift, 1982). The fact that men and women are different from each other is not the problem, the problem is in the way these differences are defined and stigmatized.

Today, however, as a result of cultural and social changes that the Arab society is going through, the younger generations demand a more egalitarian and democratic approach towards education.

Because parents in the Arab society are constantly in a state of cultural conflict (tradition vs. modernization) their involvement in the education of their children in a function of their positions towards education, positions that are quite often opposed to the manner Arab schools are managed (Mari, 1974).

The school acts a role model. The headteacher being an educated and enlightened person is expected to be a major catalyst for cultural and social change. The headteacher has a role in the development and amalgamation of culture in the Arab society (Mari, 1974).

The Arab society is comprised out of Hamula (extended family) groups. This formation is usually one of the major causes of inter-school tensions between groups of parents. The Hamula affiliation of its headteacher and the majority of its teaching staff usually identify the school. Parents that have no Hamula representation, or parents whose Hamula affiliation Differs from that of the headteacher, are usually bitter and tend to create tensions.

Lately Arab parents are showing growing concern about their children's education. The number of parents' boards is increasing and they are taking steps to improve the learning conditions in their villages (Al-Haj, 1991). Due to the Hamula

structure of the Arab village communal tensions tend to find their way into the school there they have a grave effect on inter-school relations and atmosphere. Inter- Hamula competition effects the relations between teachers and management, as well as between teachers and students. The role of the school and the headteacher is to strengthen egalitarianism and democracy in the Arab education, regardless of the social status or Hamula affiliation of the parents (Mari, 1974).

2.8.4. Teachers in Arab villages

Two processes that occur simultaneously among the Israeli Arab population contradict each other. On the one hand, the extended family structure is gradually losing ground, its place taken by new social structures where the emphasis is on the individual and the Hamula. On the other hand, each Hamula has the opportunity to act independently in order to strengthen its position in the village, something achieved by a variety of ways. One of these ways is through the school since the headteacher and the teachers represent different Hamula groups.

Up until the establishment of the state of Israel the reality was that only children born to the wealthy elite families had the privilege of attending secondary schools. It was therefore only natural that the headteacher and teachers in the village were drawn from the higher social strata, and represented the strongest Hamula groups in the village. This meant that the headteacher and teachers were part of the village leadership. Their belonging to the educated elites and to the ruling Hamula group put them naturally in a leadership position. During the Mandate period this situation somewhat disappeared since the teachers were usually sent from the city to the villages. Such teachers were not a part of the village Hamula system, and were not involved in the social-familial intrigues of the village. Their job was only to teach (Mari, 1974).

Today, however, the teachers are from the village and represent the Hamula groups in it. Usually all of the Hamula groups are represented in the school. This is done consciously out of educational considerations of the ministry of education, and as a result of the growing awareness towards education in the Arab village, which means that not only the ruling Hamula groups want to be represented.

Being the representatives of the Hamula groups, it is only natural that the teachers will be involved in every thing that is going on in the village for the good and the worst. Usually each teacher identifies with his/her Hamula, and so does the headteacher. As a result when there is tension between Hamula groups in the village, the teachers are also involved bringing the tension into the school (Mari, 1974; Tzartzur, 1985; Al-Haj, 1991). During these situations teachers form groups based on Hamula affiliation. These groups exert pressures in and out of the school. This phenomenon explains the tensions and misunderstandings that sometimes occur in the school amongst the teachers themselves and between them and the headteacher. This Hamula affiliation also creates sometimes inter village tensions. There are cases where the village school is considered the property of a certain Hamula, usually when a large proportion of the teachers and the headteacher belong to the same Hamula. This situation is different in schools where the composition of the teaching body is professional and not personal. Such teachers usually come from outside the village and are not involved in inter village intrigues, they are more educated than native teachers, they are more aware of the importance of advancing the school's achievements, and they are more able to cooperate with the principal and among themselves.

This phenomenon, claims Mari (1974) are usually dependent upon the makeup of the teaching body and the headteacher, the balance of power in school and upon the educational, social, and cultural level of the village itself. Situations of severe tensions

are not perpetual or constant in schools based upon a Hamula balance of power. However, there is a difference between a school with Hamula background and a school whose teaching body arrives from outside of the village.

During the 1950's and 1960's the Arab teacher enjoyed a high status in the villages. The teachers were an educated strata, some the sons and daughters of well to do families, who enjoyed from a secure salary and a high social status. The teachers were considered "white collar" while the workers, the majority in most villages, were the "blue collar". One of the first problems that the Arab education system had to contend with after the establishment of the state of Israel was the shortage of trained teachers. As a result non-trained teachers were introduced into the system. This situation and a continued shortage of teachers, was the reality until the 1970's. Up to that time only 9% of the Arab teachers were qualified and 38% of them didn't even have a high school diploma.

During the last 20 years a major shift has occurred in the education level of the Arab teachers. In the year 1977/8 there was no longer a shortage of trained teachers. The Arab schools were well staffed by Arab graduates from the various academic institutions in Israel (Davar, July 11, 1977). The major change that occurred during the 1970's was the increase in the number of teachers with academic schooling - in 10 years the amount of Arab teachers with academic degrees rose from 4-21% (Al-Haj, 1991). In the academic year 1981-1982 the number of untrained teachers has dropped to 10% and by 1992 to 8%. Today more than 60% of the Arab teachers are senior academics. The amount of teachers holding academic degrees in the Arab sector is 11% in the primary schools, 35% in the middle schools, and 69% in the high schools (Mazaawi, 1994). The headteacher usually is more educated than most of the teaching body.

The teaching profession in the Arab sector has retained its prestige during the years despite the erosion it suffered in the Jewish sector (Adi, 1995). In addition, the teaching profession has remained a major career opportunity for many Arab academics. 38% of the Arab academics are engaged in education, as opposed to only 15% in the Jewish sector (Al-Haj, 1987). This may be due to a lack of equality in job opportunity between the Arab and Jewish sectors in Israel (Arabs have far less job opportunities). The development of education, on the one hand, and the slow expansion of the Arab work force, on the other, made it hard for educated Arabs to find a job. Al-Haj indeed shows that more than 50% of Arab university graduates fail to find a job in their field of expertise, and they end up as teachers in a place where they have never thought of. This phenomenon may explain why some teachers may fail to meet their satisfaction at work since no choice has left for them.

The high educational level of the Arab teachers makes it easier on the headteacher to allow teachers to be part of the decision making process. Usually the educational background of the headteacher and the teaching body is similar, Jewish academic institutions. The two sides put emphasis on the professional aspects of teaching, wishing to advance new approaches, and methods in order to close the educational gap between the Arab and Jewish sectors. In addition, both the headteacher and the teachers are aware that their job in the educational system could lead them to higher positions in different social arenas. As a result of these incentives the headteacher will try to cooperate with the teaching body, and to implement inner democracy. The rationale is that his/her success in the school will be leverage for advancement out side of school.

The headteacher and the teachers in the Arab school are Israeli citizens and public servants; they are therefore requested to identify with the ideals of the state and to instill in their students a degree of good citizenship. However, when the Arab educator is

confronted with questions that contrast with his own ideals or those of his sector, he\she finds him\herself in conflict between the loyalty to Israel - a Zionist Jewish state - and his Arab community. Because of this the Arab educator refrains from dealing with political or policy questions, therefore he\she finds it hard to function as a true educator and to instill political and social values.

In his article "Education and social change among the Arab sector in Israel" Al-Haj (1991) claims that it is necessary to divert the main course of "education for democracy" (the program devised to instill in students the values of the state of Israel) inward, into the democratization of the Arab school itself. This, in his opinion, will eventually have an effect on the democratic orientation of the entire Arab population in Israel. An important part of educating for democracy should be preformed by the headteacher. He/she must act as a role model for the teachers. Teachers' participation in school policy and decision taking process is part of the over all sense of democracy the headteacher can award his\her teachers. Together with this aspiration to create inner democracy' Arab education is still very much based upon obedience to the headteacher. The headteacher is the highest authority in school, and sometimes headteachers use this authority in order to impose their will on teachers.

As opposed to the Jewish sector where women comprise the majority of employees in the educational field, in the Arab sector women comprise only 40% of the teaching body. However, this is a major change in the fabric of the Arab village and its attitude towards education and women. Despite this change, men still enjoy higher social legitimacy and have an educational advantage (Al-Haj, 1987) over women. Men are still the driving force behind the educational system. This reality is also apparent in the Jewish sector but to a lesser degree.

Despite the ban against it by the ministry of education, Arab schools still resort to physical punishment. Headteachers and teachers sometimes hit students with a ruler, slap their cheeks, or publicly reprimand them. Arab parents traditionally resort to physical punishments so children accept this harsh and authoritarian method of education in school as well. The Arab society still affords a great deal of importance to values such as respect. The teachers resort to physical punishments when a student argues, or refuses to comply, a behavior considered as disrespectful. Today there is a growing tendency in Arab schools not to resort any more to physical punishments. This is due to the prohibition imposed by the Ministry of Education, better-educated teachers, and the greater involvement of parents in school matters. The latter helps to solve many problems.

2.8.5. Parental involvement in school matters

The gradual shift of the Arab society in Israel from one that is strongly dependent on collective structures to one that allows a certain degree of autonomy, is a process that is accompanied by a certain sense of loss of identity. This shift is the result of a new political and cultural reality that the Arab individual has to contend with.

The sense of autonomy instilled by the new situation brings about changes in the way people view themselves and the world around them including the school. Up until recently the Arab parents did not show much interest in the education of their children, and some even chose to refrain from sending their children to school all together. In 1961 about 50% of 14-year-old children in Arab villages were illiterate (Tzartzur, 1985). Today the situation is different. School has become a populist institution open to all strata of the Arab society, not only to the rich and influential. Today there is a complete equality in terms of educational opportunities in the schools of the Arab villages in Israel. Another shift in perception can be seen in parents' attitudes towards

education. While in the past only well to do and elite families understood the importance of educating their children while parents from lower social status saw education as a luxury, today parents from all walks of life fully understand the benefits of educating their children. Education has become a means of closing down social gaps between the lower and the higher socioeconomic classes. In an article entitled "School and society in the Arab village in Israel", Mari (1978) claims that this equal educational opportunity advances the over all sense of equality in the Arab village. He further claims that some of the older members of the higher social strata exhibited a negative approach towards equal educational opportunities, since it eroded their status; in contrast the younger generation demonstrating a highly supportive stance. This is due to the younger generation being more exposed to the modernization process, their being more educated, and their approach towards the roles of the school.

The initiative to let the Arab parents take part in the educational process and in the operations of the school came from the ministry of education and culture. The Ministry encouraged Arab school headteachers to invite the parents to the school and to act in order to tighten the ties with them. Since the attempt to make the parents more involved in their children's education and in the school is a novelty in the Arab village, at first the degree of cooperation on behalf of the parents was almost non-existent. Parents failed to see how they were able to contribute. However, during the 1960's the children of young well-educated parents began to go to school. By then the over all level of living in the Arab villages has greatly improved, while equal opportunity in education causing erosion in the boundaries between different social strata. As a result parents began to show a growing interest in school matters. During the 1970's the amount of illiterates in the Arab society decreased by 50%. Parents' boards were established. These boards helped in raising physical resources, they advanced the interest of the school, and

initiated plans for expansion and renovation of the school. However, the extent of parents' involvement is dependent upon the open mindedness of the principal, and on his\her ability to maintain good relations with all of the political camps in the village (Tzartzur, 1985; Ben, 1981).

Tzartzur (1985) claims that there are villages where the parents' board acts as part of the inner political struggles in the village. In such cases different parent groups, representing different Hamula and political groups, are struggling over control of the board. This sometimes causes pressures by the board on the headteacher, and complaints by parents who are not represented that their children are discriminated against. Al-Haj (1994, pp 1-17) adds: " ...Inner community pressures easily penetrate into the school affecting the overall atmosphere in it. The competition between Hamula groups over the local locus of power usually finds its way into the school; there it effects the relations between the teaching body and the management..."

In such cases the headteachers needs the complete support of the teaching body. Cooperation between the headteacher and the teachers can act as a counter force against pressures exerted by parents with a high social and economic status who try to impose their own control over the school. This same cooperation also acts as a tool for persuading still idle parents to show more interest in school matters, while lack of cooperation between both sides, teachers and headteacher, can have a negative impact on both sides which in turn may decrease teachers' satisfaction. The headteacher has to cooperate in the full with the teachers in order to create a feeling of equality in the school that will counter any claims of discrimination that are sometimes directed towards the headteacher and the teachers themselves.

In the Arab sector parents show low involvement in school matters compared to the Jewish society. This is due to several causes that will be explained in more detail in the following section.

Comparing parents' investment both in Arab villages schools and urban Jewish schools

Research that deal with the connection between the school, and the one hand, and the community, family, and parents, on the other (Harpaz, 1982; Noy, 1986; Friedman, 1987,1991; Goldberger, 1991), all contend that this connection has evolved via a process.

During the 1950's, due to the massive immigration waves into Israel, the education system has virtually closed its gates to possible interference by the community or the parents. The majority of schools did not implement the legislature, which allows parents to participate in setting the curriculum. The appearance of a new generation of parents educated in Israel, together with the reduction in schooling hours due to budget cuts, have changed things. Parents felt a need and an ability to intervene in the schooling of their children.

In the Arab sector the situation evolved along different lines. In this sector there were no parents with the means and security to demand a say and to contribute for the success of their children's schools. It is possible to identify several causes for this situation:

1. **Educational gaps** - the relatively low involvement (not necessarily interest) of Arab parents in school matters is due to an asymmetry between the level of education of teachers and parents in the Jewish sector as opposed to that in the Arab sector. According to official statistics (The institute for Arab studies in Givat Haviva, 1985;

Israeli statistical yearbook 1986, no. 30, p. 573) the average educational level in the Arab sector is 8.6 years of schooling. 16% of Arab parents are illiterate. 54.5% of Arab parents did not go beyond the 5th grade. In the education system, on the other hand, we find that during the 70's and 80's there was a sharp increase in the level of education among teachers in the Arab sector. In 1985 76% of primary school teachers were qualified and 10% of them were university graduates (Al-Haj, 1991, p. 56). This process has widened the educational gap between the teachers and the parents. These gaps have probably blocked the access of parents to the school and decreased their involvement in its matters.

In comparison, the illiteracy rate among Jewish parents is virtually nonexistent, and the average educational level is 11.5 years of schooling, 3 years more than the average Arab parent. In addition, the gap in schooling between them and their teachers is much narrower. Statistics of the ministry of culture and education reveal that 17% of primary school teachers in the Jewish sector are university graduates and 76% of them are qualified. This narrower educational gap between parents and teachers allows for a dialogue and cooperation.

2. **Socioeconomic circumstances** - if one takes into account that parents usually wish to be involved in the education of their children, this desire is not enough to actually make this involvement materialize. The reality in which parents live will eventually determine the extent of their involvement. The Arab family still, on the average, has many children. Despite the dramatic decrease in birth rates during the last decade (from 9.90 births for every 1000 in 1965 to 4.9 in 1985), the average amount of people in an Arab household stands on 5.71 as opposed to only 3.35 in an average Jewish home. The Arab family also lives in much more cramped conditions than the Jewish family (3 people per room as opposed to only 1.8). These social

circumstances are further aggravated by severe economic circumstances. In the annual report of the national social services it is stated that 50% of the Arab families live under the poverty line. The Arab supporters are the first to suffer from unemployment. While the general rate of unemployment today is about 10% of the work force, in the Arab sector it reaches the 20% mark. Many families are supported by social security payments. The work conditions are also not favorable in this sector. Most of the Arab workers have to travel far away from home in order to work in the major Jewish settlements, thus spending a vast amount of time on the road. Only 6% of the Arab work force stays to work near home. Arab settlements thus become "bed room settlements" used only for the night. All these socioeconomic realities do not leave parents with either free time or free resources, which they can invest into their children's education or into the school.

3. **Political conditions** - some of the factors that stall the involvement of Arab parents in school matters has to do with the political arena. Historical developments since the establishment of Israel have created a tall barrier between the parents and the school. The majority of the qualified teaching body disappeared as a result of the independence war of Israel, their place taken by non-qualified teachers that were chosen out favorite practices or their loyalty to the state. The shortages were filled by Arabic speaking Jewish teachers (in 1964/5 they comprised 13.5% of the teaching body in the Arab sector). The local communities as representatives of the military governance perceived the Jewish teachers, and then imposed them over the entire Arab population in Israel, thus deepening the apathy of the Arab community towards the school. The headteachers were loyal to the Hamula groups' heads and to the military authorities that interfered not only in the appointment of teachers, but also in the schools' internal affairs (Mari, 1974; Samucha, 1976). This influence

over the educational arena is still evident today, many years after the military governance has been abolished in 1965.

It is thus possible to conclude that despite the process of modernization that the Arab society as a whole and the Arab education system in particular is going through, this is a slow and hesitant process that does not yet encourage cooperation between the school and the community. Therefore, there is an urge for both teachers and headteachers to be fully aware of the changes in the educational field in the Arab sector and aware of the school's needs and to advance the school. The headteacher in Arab villages play a significant role in teacher's satisfaction this will be expanded on in the following section.

2.8.4. The headteacher in the Villages school

The hierarchical relationship between the staff in the Arab school system is apparent on all levels: Education office administrators - supervisors - headteacher-teacher-student. In the past this strict hierarchy limited the initiative exercised by the teacher, who were supposed to be in the centre of the educational process that was geared towards instilling democratic values. This hierarchy has also limited the scope of the headteacher. During the last few years this situation has began to change. This change is due to the state of education and the character of the educational staff in the Arab sector. During the last few years the quality of the teaching staff, as well as that of the supervision has improved greatly and in all levels (Al-Haj, 1991).

The changes in the mentality of the new managerial and teaching staff are due to the modern approaches they are exposed to on a daily basis. The majority of teachers, returning to teach in their native villages, are graduates of modern seminars and universities, where the exposure to modern techniques and approaches is intense. At the

end of their studies they bring back with them these new approaches to their villages. However, despite this fact, for many years the Arab school was a very undemocratic institution. This is due to a basic lack of trust between the teachers and the headteacher. Benne (1976) claims that: "The image of the headteacher in the eyes of the teachers is of someone who serves the policy that is forcibly imposed on him\her by the central supervision apparatus. They are afraid of the supervision and afraid of the supervisor - who in their eyes only follows the orders of the ministry of education - and they stipulate that their headteacher is as afraid of the supervisor as they are . . . the supervision teams and the headteacher do not show any identification with the teaching staff. However, it is still discernable that the teachers are very much dependent, psychologically and otherwise, on their headteacher." (Benne, 1976, pp57-63.)

This situation is gradually changing. Due to his\hers modern education and due to the changes the educational field in the Arab sector has gone through, the headteacher is well aware of the school's needs and what he\she should do in order to advance the school and the students' achievements. The Arab headteacher today is aware of the influence the teachers have over their students and over the school. The headteacher is also aware of the importance of the school as a major educational and cultural focal point in the life of the Arab village. He\she knows they wield a great deal of power due to their education and position. All these realizations lead the headteacher to be more sensitive to the organizational climate in the school (Tzartzur, 1985; Al-Haj, 1994).

Between 1974 and 1976 headteachers from over 30 Arab schools took part in two workshops. These workshops revealed many problems in the Arab educational system in Israel and devised a program for dealing with some of them. Among the many problems that were brought up, headteachers described situations of professional, social and personal distress that lead to a variety of phenomena: illiterate students, lack of

contact with the parents, low self esteem, anarchic behavioral patterns geared towards dealing with stress generating authorities. In order to devise a plan of action, a group of teachers, headteachers, and supervisors were chosen to lead an experimental plan.

The results of this plan were substantial changes in the organizational norms, and the nurturing of a helpful atmosphere. As a result of team work the teachers learned to trust their colleagues and to seek their help. This mutual help became a major behavioral component in the conduct of headteachers and teachers alike. Due to the experiment students' achievements on tests have also improved. Due to the better contact with parents and their participation in school life, the headteacher and the teachers were better aware of their students' problems and sensitivities. Tackling problems and searching for answers as a team, unified the team and broke down barriers of fear and stagnation, replacing these with initiative, self esteem, and mutual respect (Been, 1981).

The headteachers and the teams fought over the right to continue and formulate yearly plans that are characterized by the search for new initiatives and the constant challenge of advancement. In his article Ben (1981) claims that: "The degree of success of a regeneration process is set to a large extent by the willingness of the headteacher to change the managerial patterns, to erect a system of cooperation with the teachers, the parents, the students, and the community, to take on an educational leadership role, and to be able to delegate power..." (Ben, 1981, pp. 174-175.)

It is possible to see that the Arab headteacher, as opposed to his Jewish counterpart, has become more open to change, and is readier to lead the team to solutions that will improve their professional work and personal feeling. The Arab headteacher has learned not to fear for his\her authority or position. He\she strives for the success of his\her School and the improvement of the atmosphere among the

teachers. In contrast, The Jewish headteacher is frightened from the prospect of losing his authority and position; therefore, he\she sees cooperation with the teachers as a threat to his position, and thus refrains from constructing working teams.

Arab teachers and students from the north of Israel took part in a study entitled "The effects of style of managerial leadership" (Shachtman, Zoabi. Katz, 1992) conducted in Haifa University. Using a questionnaire the study examined the correlations between the teachers and the organizational atmosphere in the school, the role of the headteacher, the role of the supervisor, professional burden, extent of autonomy, and appreciation. The main component in this study was the headteacher and his\her approach towards the teaching staff. Questions\items designed to examine this component are for instance:

- Our headteacher is not willing to except the opinion of others.
- I have an opportunity to take part in decisions pertaining to the school.

The results have indicated that an open and democratic managerial style had a positive effect on the atmosphere among the teaching staff, their satisfaction from work, on their self esteem, and finally on their conduct and behavior in class. In addition, it was found that the organizational-educational atmosphere had an effect on the democratic conduct of teachers in class, and that an autonomous managerial style on part of the headteacher promotes a well-balanced organizational atmosphere in school. A managerial approach that allows for teachers to take part in the decision making process, instills in the teacher a sense of equality, of belonging, and of involvement. The feeling of the teachers that they are allowed the opportunity to give their advice without fear, promotes a sense of freedom to evolve and willingness to contribute.

In the study the teachers reported that when good and balanced relations, based on teachers' cooperation, exist between the headteacher and the teachers, than a similar

relationship is also developed amongst the teachers themselves. The teachers develop patterns of mutual communication and help that replaces old rivalries. However, all this is dependent upon the extent of cooperation and trust afforded by the management.

Al-Haj (1991) stipulates that the Arab sector, educationally and otherwise, is greatly influenced by values typical to the Israeli society. Many Arab teachers and headteachers are graduates of Israeli universities and are affected by the open and modern approaches taught in these institutes, which they try to bring back with them to the school. The Arab headteacher is not a pedagogic authority as far as the teachers are concerned since he\she are busy with administrative problems that take much of his\her time. The Arab headteacher is very authoritarian, building a high social status and personal esteem towards his\her position and education, a status that he\she is keen to maintain. This he\she must achieve with the help of the teaching staff that are responsible, to a large degree, for the success of the school. For this reason the Arab headteacher will attempt to use his\her achievements and the success of the school as means of maintaining his\her status and as leverage for advancement in the educational field and maybe in the social\political arena. Since the Arab headteacher is looked at as an authoritarian and busy with administrative problems, the Arab society fail to perceive a female teacher as having the right to occupy this position.

The Arab state schools are of all religions, each school is dominated by the religion of its particular area; Moslems, Christians or Druses. In this stream, teaching is conducted in Arabic. Apart from the formal system; there are a number of private schools for external studies, special studies for bible. One of the main issues that Arab state schools suffer is the large and complex institution, which in turn contributes greatly to both teachers' and headteachers' burnout. Both Arab and Jewish schools share one thing their students' type. Both schools include students who are going through adolescence, which is a very unique stage of human life that conveys its difficulty that carries on in their schools years in junior

high schools. The following chapter will discuss some of the main issues that are related to the unique difficulties that teachers in junior high schools face while teaching adolescents.

2.9. Students' Population in Junior High-Main Characteristics

As a result of the reform in the educational system in Israel, junior high schools were formed for children in seventh, eighth and ninth grades. These students are going through the stage of adolescence. It was assumed by the writer of this research that teachers need to be skilled in order to be able to cope with the social, sexual, physical, emotional and cognitive changes that adolescents go through. This will make teaching less frustrating and any teacher will perform at his or her best and contribute to teachers' feeling less burnout.

2.9.1. Adolescence - definition

Generally speaking, adolescence is considered as transitional period between childhood and adulthood. The beginning of this period correlates with the beginning of sexual adolescence, which means, when body changes occur, at the age of 11-12 with girls, and 12-13 with boys. The end of this period is when a person is considered an adult.

There are four main aspects to the concept "adult":

- a.** Body-sexual aspect - A person is considered adult at the end of his/her sexual maturation, when the sexual organs have completed their maturation.
- b.** Social aspect - An adult is a person whom society considers as being capable of having both social rights and duties.
- c.** Economic aspect - A person is considered adult when he/she acquires professional and economic independence.

- d. Psychological aspect - An adult is a person who has formulated personal identity and is capable of deciding and doing things independently without being dependent emotionally and socially.

2.9.2. Developmental changes during adolescence

Bar-El Z., (1992) reviewed the many developmental changes which characterize this age: physical, sexual, emotional, cognitive and social. Adolescence starts with external and internal physical and sexual changes which have psychological ramification - developing body image and self image, and it ends with social and cultural change, when the adolescent separates from his/her parents and feels his/her unique and independent identity.

Sexual and physical changes

Two kinds of body changes occur to each boy and girl during adolescence:

- a. Changes concerning physical growth.
- b. Changes concerning sexual development.

The cause for these changes is hormonal secretion from the hypothalamus gland which is located in the brain, whose function is to signal the sexual gland to secrete sexual hormones. Following this secretion of hormones into the blood, changes in physical growth and sexual development occur. The sexual hormones' secretion reaches its peak at approximately 10-12 years of age. As a result, very quick physical changes occur and express themselves in gaining height and weight.

There are differences between sexes regarding sexual and physical development - girls usually precede boys. They grow up and reach their maximum height and their sexual development about two years before boys. In both sexes especially hands and legs grow longer, and as a result body proportions change, a fact that causes adolescents

to feel a bit awkward. Some adolescents have acne because of increasing fat in their skin.

At the same time, an increase in muscle mass occurs in both sexes while there is a decrease in fat percentage. This is especially; obvious with boys. Internal changes also occur: the impulse slows down and the lungs function more efficiently. The development of the heart and the lungs is bigger with boys.

While before adolescence, generally speaking, physical development is equal with both sexes, this situation changes later on. It starts with girls, but later on, boys develop more quickly than girls, and at the end of this period, in most cases, males are taller and stronger.

The nutritional changes are expressed by increasing appetite, and the reason for it is changes in metabolism which supplies "raw-material" for quick physical growth. Sexual hormones' secretion is responsible for sexual changes and also for the arising of sexual drives in both sexes, due to the increase of the hormone Androgen. The phenomenon of masturbation is widespread in both sexes since they feel sexual drive on the one hand, but are not allowed to have sex, on the other hand.

Emotional and cognitive changes

Great emotional changes also occur during this period, especially formulating personal identity, acquiring independence, and extreme changes of moods. These changes interweave with each other and are connected to the physical, social and cognitive changes of this stage in life.

According to Erikson, (1963) the main goal of adolescence is formulating personal identity. Adolescents experience crisis or conflict between feeling of having

identity and feeling of blurring identity. A positive solution for the crisis leads to formulation of self-identity and preparing the ground for intimate relations with a partner. A negative solution to this stage results in blurring identity, when the individual has no clear identity of himself/herself, and he/she does not know who he/she is and where he/she is going.

The quick sexual changes demand quick adaptation of one self-identity, especially his sexual one. It is quite hard for the adolescent to understand the many changes his/her body and mind go through. His/Her developed cognitive competencies provide him/her with cognitive tools to find answers, not only about his/her body and sex, but also about his/her personality. He/She goes through a "journey" to know himself, and during this process he/she outlines his/her unique characteristics which make him/her different from others around him/her. He/she chooses a type of life style that suits him/her the best.

Identity comes together with formulating self-identity: the adolescent needs his/her parents less, is able to manage alone and decide by himself/herself in more situations than before. His/Her peer group helps him/her to lessen the dependence on his/her parents.

Adolescents' rebellion against their parents reflects a positive process of mental parting from one's parents and formulating self-identity. This search for personal identity leads teenagers to try new experiences.

Another aspect of emotional changes deals with moods. One day they are happy, the next day they are sad and depressed. They feel torn between their will to be independent and their will to remain dependent on their parents. There are times, when the adolescent wants to be autonomous and an adult who decides for himself/herself and

acts independently. On other occasions he/she looks for support and direction, and basically wants others to decide for him. He/She might feel superior to others, capable, understands things, can do anything, and then the same individual feels helpless, inferior and sensitive to critic. To a certain extent, these changes of moods are the result of hormonal changes and sexual drives. They also occur due to physical changes and the search for personal identity.

Society allows adolescents a period of moratorium, which means time to examine themselves, and it also lessens its demands on them. They have the opportunity to try various roles so they can develop self-identity and acquire independence.

Social changes

Adolescents do not have clear social status, since they are neither children nor adults, and thus their goals, values, norms and behaviors are also not clear to them. They enjoy more freedom than they did in childhood, but it is still not as extensive as adults' freedom. This undefined freedom is a source for tensions and fights with their parents and for violent outbursts, mood changes, anxiety and depression. Lewin, (1947) described this period as an unstable transitional period when adolescents change their membership group. Partially, they still belong to a child group, and partially already to adult group, which means, they do not belong to any group completely. Only with their age group they experience complete group membership. This is the reason why peer-group is so important during adolescence, because this is where adolescents obtain clearer definition. All group members have the same values, objectives, life style and behaviors. They imitate each other and identify with their peer-group, while at the same time feel different from both children and adults. This is their way of achieving clearer self-definition and feeling of belongingness. They get social support from friends in

times they need it, and share their problems with others, so their anxiety lessens. They are encouraged and receive practical advice.

All these interactions help the adolescent to see the resemblance between him/her and his/her peers, but also the different and the uniqueness of his/her personality. He/She gets feedback from his/her friends and compares himself to them. This group membership helps him/her to free himself/herself from his/her parents, and instead of being dependent on them he/she depends now on his/her friends. Peer-group enables adolescents to relieve their energy and aggression which is forbidden in adults' society. In general, one can say that peer-group has important functions in self-definition, having feeling of belongingness, giving emotional support, formulating personal identity, separating from parents and expressing forbidden drive.

2.9.3. Main characteristics of adolescence

Rosman M et al (1989) claims that physical, sexual, emotional, cognitive, and social changes are accompanied by demands and expectations of society to behave accordingly, develop independence, formulate new relations with adults and friends of both sexes, earn money and acquire profession. All this together might create difficulties on the one side, and challenges on the other side. There are adolescents who go through hard time of struggles with authoritative figures, on their way to formulate separate self-identity, and they suffer from extreme changing moods. Many times they are egocentric and focus on themselves.

The adolescent's cognitive competence enables him/her to observe others, and his/her empathy and idealism lead to behaviors that sometimes seem to be contradicting, and thus make it harder on the process of formulating identity. When there are obstacles in the development of identity, he/she might feel confusion, void or depression, and

he/she might try to develop negative identity. The concern about formulating identity and adapting it to social functions is also expressed in one's searching for a suitable learning professional function. They have a hard time to decide what is good for them. Some adolescents often change their minds, and some parents interpret it as lack of stability, are angry and anxious, and try to insist that the adolescent choose his/her direction or the direction which seems to them the best.

The adolescent wants to do things independently, beyond his/her parents' or teachers' control, including forbidden acts which lead to conflicts,- but are necessary as they are a normal stage before formulating self-identity. But since independence demands responsibility, he/she goes back to his/her parents for dependence and help. This exchange of behavior - being mature and not a child, independent and dependent - complicates his/her relations with his/her parents. Since there are no clear-cut borders in our society between a child and an adult, it is hard for parents to know what to expect of their children and how far to guide them. The adolescent himself doesn't know exactly what is right and what is wrong, and therefore he checks the limits to find out.

During adolescence, cognition is developing and adolescents' thinking is in a stage of transition from concrete to abstract -operational thinking (Piaget, 1975). They often move between these two levels of thinking. This lack of formulated thinking leads to dichotomy, when one sticks to a certain opinion and refuses to change it. This stubbornness is coverage for insecure feelings and confusion during the process of formulating one's identity, and might cause the individual to see only one solution to a given problem.

Abstract thinking enables adolescents to make assumptions and formulate ideologies which bring them to criticize their parents and society in general. This

cognitive competence accelerates processes of idealization, philosophizing and sensitivity concerning social justice.

The world of adolescents expands in this period, and side by side with being a member in a group, there are also couples of the same sex. These couples, "best friends", spend many hours together in joint activities and especially "intimate conversations", where one friend acts like a therapist who supports emotionally, listens, reassures, allows to express negative and positive feelings, and gives the feeling of being a real partner. This best friend's behavior helps the adolescent to define his/her identity in more certainty since the good friend, who is similar in thoughts and acts, reflects for him his behavior and its ramifications. Age group is important since adolescents depart from their childish dependence on their parents, but they still haven't found adult membership group. Age group is a mirror and a model: adolescents see themselves, their behaviors and the impact these behaviors have, by looking at friends and by getting feedback about their behaviors. Thus they define themselves. A group provides its members with dependence, and sometimes it is an emotional substitute for family.

2.10. Theories in Developmental Psychology and Their Ramifications on Teacher' work

This chapter reviews theories in developmental psychology which help to understand individual developmental characteristics, especially within adolescents, and also the characteristics' ramifications on teacher's work.

2.10.1. Main disciplines of theories in developmental psychology

The psychological theories that will be reviewed in this chapter relate to individual's development in four main disciplines:

- a. **Physical discipline** - In this discipline the focus is mainly on physical changes a person goes through, changes in his/her body structure, movements, motor skills, and sexual changes in his/her sex organs.
- b. **Cognitive discipline** - Here, the focus is on the development of processes regarding information process which include processes of conception, learning, memorizing, thinking and development of intelligence.
- c. **Social discipline** - The focus is on social development, mainly the individual relations with his/her environment; his/her ability to form connections with others, and the various types of connections he/she forms during his development; the process of his/her being gradually separated from the others, while acquiring his/her own independence.
- d. **Emotional discipline** - The focus is on the changes which relate to the individual's ability to express his/her feelings and postpone, in case he must, the satisfaction of his/her needs to a more suitable place and time; changes which occur in anyone's personality, like independence, initiatives, self-image, and personal identity one is formulating during the years.

This chapter reviews three central theories which help to understand the individual's developmental characteristics:

- a. Freud's theory about personality's development.
- b. Erickson's theory about personality's development.
- c. Piaget's theory about moral and cognitive development.

This review will discuss characteristic behaviors of different ages in each of the above-mentioned discipline and also the changes that occur during the years. A special stress will be given in each theory to those behaviors that help to understand students' development during adolescence.

All three theories hold the view that any person's development consists of stages. Stage means a period in life that is characterized by "new" patterns of behavior which weren't presented at an earlier age. These theories of stages believe in the following basic assumptions:

- a. Every person learns new things in each stage, based on appropriate maturation and he integrates them with what he learnt in the previous stage.
- b. The order of the stages is fixed and one can not miss or skip a stage, though the exact age of each stage's beginning might differ from one individual to another.

2.10.2. Freud's theory about personality's development

Basic assumptions

- a. Freud's main assumption is that the individual's behavior is motivated by his/her drives. Each person is born with two instincts: Eros and Thanatos. Eros, life instinct, includes constructive and advancing drives: sexual drive is the main motivating power, and according to Freud, it pushes the individual not only toward sexual

activities but also directs his/her sexual energy (libido) toward construction, creativity, work, art, friendship, love, etc.

Thanatos, death instinct, pushes man toward destructive behavior. Aggression is the main drive, and it directs the individual to verbal and physical violence toward other individuals and toward himself/herself.

Any infant is motivated by drives, and during his/her development society teaches him/her to restrain them, and to satisfy himself/herself in the right place and time, according to customs and what is accepted in his/her society. The individual becomes a social creature who on the one hand takes into consideration society's norms, but on the other hand his or her main goal is to satisfy his/her drive.

- b.** According to Freud, the personality consists of three structures: id, Ego and superego. The id includes those drives the individual is born with. It directs the person to satisfy his needs on the spot, without taking into account social restrictions.

The Ego develops from the age of one, more or less, and it directs the individual to regulate his/her drives and direct them toward satisfaction, together with taking into consideration reality's limitations.

The superego develops later, age 4-6, and it includes society's norms and values. It directs the person to act according to moral codes.

- c.** Freud distinguished between three levels of conscience: conscience, preconscious and unconscious. The conscience includes contents the person thinks about in a given moment; the preconscious includes contents the individual can bring to conscience; the unconscious includes those contents that were repressed and can be brought to conscience in special method (hypnosis, slip of the tongue, etc.). Specific experiences that are difficult to face up with are, in many cases, suppressed.

- d. Freud assumed that man's development happens in preplanned stages, and each stage has an organ that gives sexual-physical pleasure.
- e. Freud held the view that the first five years are crucial for the development of the individual.
- f. Freud explained two processes that might happen as a reaction to a crisis that results in lack of confidence, anxiety, fixation and regression.

Fixation happens when a person is "stuck" in a specific stage, which means that his/her behavior consists of the same characteristics of the stage where the fixation occurred. In his opinion, the individual cannot step to the next stage of development unless the conflicts of the previous stage were solved.

Regression occurs when a person feels great anxiety he/she has difficulty to face, or when he/she feels insecure. Then he/she regresses to a previous stage because there he/she felt confident. In Freud's opinion, these two processes prevent the normal development of the individual.

Stages of development

a. Oral stage

The mouth brings satisfaction and sexual-physical pleasure. It provides the need for food, but the infant sucks his/her mother's nipples not only to get milk but also for the sake of pleasure. In his first year the baby acts only according to his/her drives, and the principle that guides him/her in this stage is the principle of pleasure and pain.

According to this principle, the individual does what brings him/her pleasure and avoids things that cause him/her pain or dissatisfaction. This behavior is typical of small children, mainly babies, but also of adults who are not mentally mature. Freud believes that satisfying the need for sucking has positive effect on the development of an adult's

personality. A baby who sucked enough will develop to be an optimist who accepts both himself/herself and the others, and will be ready to continue his/her development.

On the contrary, in case the sucking was either not enough or too much, a fixation will happen in this stage. In many aspects the child continues his/her growth and development, but his oral behavior does not stop and he/she continues to exhibit this behavior which is typical of babies in the oral stage: he/she sucks a lot and is busy with oral activities - smoking, chewing gum, nail biting, eating. Freud called this type of person Oral Type, and claimed that oral behavior is accompanied by certain traits, as dependence, passiveness and childishness which represent the passiveness of oral sucking, or alternatively argumentativeness, cynicism and controlling the others, which represent the active-aggressive side of the oral bite.

b. Anal Stage

During the second and third years of life, the erogenous zone is the anus, and when the child starts controlling his/her anus's muscles he enjoys the act of holding and relieving excrement. Parents teach their children to control their bowels' movements, and the child perceives it as "reality's demand" - the first time society demands something of him/her. As a result, part of his personality whose goal is to mediate between his/her drives and environment starts its development. This is the Ego that acts according to the principle of reality. It takes into consideration reality's demands and acts according to them. In this stage, the child is required to know where and when to relieve himself/herself. Parents who are too strict about this subject cause their children to be angry and to develop anal behavior's pattern that characterizes the anal type. This type is extremely organized and clean, stubborn, pedant, possessive, spendthrift or miser, and can not stand uncertainty. According to Freud, the tendency toward cruelty, sadism and destruction stems from the same point.

c. Phallic stage

When the child reaches the age between four and six, he/she gets pleasure from his or her sex organs. Boys and girls enjoy touching their sex organs and masturbate. They pay attention to the differences between the sex organs of the two sexes, and they show curiosity regarding sex and birth. Freud assumed that each child is attracted sexually to the parent of the other sex - the boy is attracted to his/her mother and wants her, and thus sees the father as a competitor he/she has to get rid of. He called this phenomenon the Oedipus complex. These forbidden drives are suppressed by him, and cause him to be afraid of his father who might find out his secret wishes and punish him by castrating him. Freud termed this fear as castration fear.

Normal solution to Oedipus complex comes at the ages between five to seven when the child, instead of competing with him, internalized the norms and values of his father, which are basically those of society. Through his father he learns to behave as society expects of him or her. A girl experiences, according to Freud, Penis jealousy when she discovers the fact that she misses the penis her father and brother have. She feels hostility toward her mother since it is her fault for a girl not to have a penis. She is attracted to her father, wants to be close to him and sees her mother as a competitor that should be kept away. The solution to the Electra complex is the girl's identification with her mother.

Fixation in the phallic stage results in phallic type. Boys feel they must succeed, regardless of the price they pay, and prove their manhood. Women tend to flirt without having any commitments, or they try to prove their superiority to men.

d. Latency period

The years between the ages of six or seven and the beginning of adolescence are considered as the quiet period after the stormy Oedipus stage and before the stormy adolescence stage. The libido -sexual energy — is directed to unsexual activities as intellectual and social activities, and this is because of the temporary absence of erogenous zone. Freud paid little attention to the developmental processes that occur during the latency stage.

e. Genital stage

This is the longest stage which starts in adolescence with the maturation of the reproductive organs and continues until one's death. Again, the erogenous zone is the sex organs. The arising of sex drives happens when the individual is going through that developmental stage, which is characterized by a formulated superego that forbids him, according to society's norms, to satisfy his/her sexual drives. Society does not allow twelve and thirteen year old youngsters to have intercourse and expects of them to wait for a few years. This situation causes strong emotional storm in the youngster's personality. The result is undermining the psychological equilibrium. The Oedipal drives cause anxiety and is suppressed at the moment of their arising, before they reach consciousness.

The theory's ramifications on teacher's work

Schmidt, (1981) claims that any child needs a certain minimum of interaction and human treatment, so he/she can develop those biological traits, at least minimally, that characterize his/her sex. But minimal human interaction is not enough to develop the child's entire capacities as an individual. The child depends on others, especially as an infant, and therefore, people around him/her should devote themselves to him/her and take the responsibility of directing his/her development.

In any environment and culture where the child grows up, educational negligence damages his/her psychological development. The relation between the child who is being educated and his/her educator (parent, teacher) is special. The educator is older and acts for the benefit of the child, and also for the immediate and long-term interests of the younger child, who is not capable of knowing what is needed and what is possible. The relation between them is also of a cooperative situation, where the educator can not just enforce direction or pattern on the child, without taking into account the child's nature, his/her drives, purposes and ambitions.

Among the conditions which will profoundly affect the child's development, as a person, and also the materialization of his competencies are those which are connected with his psychological needs. Defining something as a basic psychological need of a child always involves the connecting of a certain behavior and a given situation (concerning a child) with their ramification on the child's development in the short and long term, and with the decision about what is desirable and necessary for a certain child. The teacher should be aware of those psychological needs of his/her students and create the conditions that can satisfy these needs.

It is very important, according to Freud, that the teacher understands the developmental stage of the adolescent in case the psychological equilibrium is shaken. This violation is expressed in challenging parents and protesting against them, and also by having ambivalent feelings toward parents and adults in general. This situation is hard for adolescents, and their teachers should, on the one hand, understand their world, but on the other hand they should limit them. This must be done together with support and help to overcome their difficulties, so they can go through this stage normally. According to Freud, needs which were foiled or suppressed are expressed in a certain behavior, sometimes deviated behavior, which apparently is not connected to, any logical goal.

The baby or the child has certain needs, which though he can't express them still must be satisfied, if one wishes the child's healthy development. This development depends on the right interpretation teachers give to these needs. Teachers do it by answering non-verbal behavioral clues the child gives. The interpretation differs from one teacher to another, and they have to examine the child's basic needs constantly, in the light of the basic educational context in whose frame the child's development happens.

Sexual drives do not disappear, but rather find an outlet in a legitimate love object parental substitute. A boy may fall in love with an adult woman and the girl with an adult man. This process is called displacement and it helps adolescents to detach themselves from their parents. At times, this emotional detachment from parents is accompanied by negative feelings, aversion, hostility and rejection. The ambivalent feelings of hatred and love adolescents feel towards their parents embarrass them and are a burden to them.

Falling in love with an adult is only a temporary stage, and later they are attracted to their age group, a process that continues all their adult life. During the genital stage there is a need for a partner to satisfy sexual pleasure, and adolescents don't stay passive, as it was when they were children, but rather initiate and take responsibility regarding themselves and the other sex. They are expected to have heterosexual love (Bar-El, 1992).

Mussen, Conger & Kagan, (1979) explain that Freud concentrated on the defined conception regarding the objectives of maturity, including the ability to relate to satisfying love relationship with a partner of the opposite sex; creative use of talents, and relative freedom from the struggles and anxiety which cause personal suffering and behavioral symptoms.

2.10.3. Erickson's theory about the development of personality, 1963

Basic assumptions

- a. Erickson assumed that the Ego is a dependent entity.
- b. The assumption is that man's development is not dictated by erogenous zone, but rather by the quality of connections he/she forms with that human environment which is significant for him/her.
- c. Any person is influenced by one significant figure, and the nature of his/her relations with this figure determines how the main personality's trait that is acquired in that stage is formed.
- d. Erickson believed that in any stage a person acquires a certain trait and learns something about him/her and about the world. This learning is decisive and stays quite the same during one's life.
- e. Normal development in a certain stage depends, first of all, on normal development during previous stages.

- f. A serious problem in one stage may cause emotional fixation. The child stays in this stage and behaves according to its characteristics, though physically and intellectually he grows up. A problem in one stage may result in regression to that stage where he/she was a better child.
- g. Erikson held the view that personality's development is a long process that continues all through life.

Stages of development

a. Trust versus mistrust

In the first year of life, the mother is the significant figure. If she is attentive to her baby's needs he/she develops basic trust, which means, viewing the world as a good and safe place, and human beings as creatures he/she can rely on and trust. This basic trust includes also the self: "I also am good and trust myself. This trust is there all one's life. In contrast, when a mother rejects the baby and is not attentive to his/her needs, he/she learns that the world is not a good place to live in and there is not anyone to trust. As a result, a basic mistrust develops and does not leave the individual all his or her life. In the first year, all babies develop a conflict between feelings of trust versus mistrust. The more the baby experiences positive experiences, the more he or she develops basic trust.

b. Autonomy versus shame and doubt

Due to motor-physical development in the second and third years, the child is able to do more things on his/her own. He/She can walk, control his/her movements, understand a language, speak and feel as an autonomous person. He/She learns to trust himself/herself, but when his/her significant environment does not allow him/her to express his/her autonomy, he/she develops shame and doubt about his/her powers. The conflict between shame and autonomy occurs because, sometimes, society allows

autonomy, and, sometimes, restricts it. Sometimes he/she does things alone, and, sometimes, he/she fails to do it. This feeling of autonomy, or shame and doubt the child acquires during the second stage does not leave him/her, according to Erickson, all his/her life.

c. Initiative versus guilt

Between the ages of three and six, a child is able to initiate, and this he/she does with his/her curiosity about objects and events around him/her, and when he/she tries to examine and operate objects. His/Her curiosity is also expressed in the many questions typical to this age. This is the result of his/her developing mental, and his/her conceptual and language capacities.

Family's members are very significant in this stage, and when they encourage the child's initiatives or direct them to common channels, the child develops initiative. He/She is open to his/her environment, is curious and feels confident about his/her acts. But when he/she has too many restrictions, or when he/she is punished because of his/her initiatives, he/she feels guilty. Initiative and guilt are part of any individual's personality during all his/her life.

d. Industry versus inferiority

The child's social circle expands between the ages of six and twelve. School becomes very significant and has a profound impact on his/her emotional and personality development. The school sets the student various tasks: to behave according to its regulations; to perform educational tasks; to get along with friends; to delay satisfaction; to perform successfully various motor tasks. When the child succeeds to fulfill school tasks he/she becomes industrious, what gives him/her the

feeling of self-esteem, and he/she is motivated to keep on. But when he/she fails, he/she feels inferior and stops any attempts to face his/her problems.

e. Identity versus role confusion

During adolescent (12-20), self-identity is formulated. There are many changes –such as physical, mental, social and moral - and they all shake the adolescent's world and lead him/her to examine himself/herself and his/her surrounding. He/She is looking for his/her identity, learns to know himself/herself, to accept himself/herself, and to acquire sexual, social, professional and ego identity. This process is both slow and complex, and in many cases is accompanied by conflicts and crises.

Society allows him/her a moratorium, time to try various roles and situations, in which he/she meets and finds himself/herself. Successes and failures teach him/her about his/her abilities and skills, and how he/she confronts problems. He/She changes his/her opinions according to the feedback he/she gets from his/her peers. Role confusion is what a child feels if he/she does not succeed to formulate identity, and this causes him/her confusion and difficulties to make decisions and form intimate relations with a partner, later on. Peer group has great influence on adolescent's behavior.

f. Intimacy versus isolation

When the young adult is in his/her twentieth, his/her main objective is to form intimate contact with a partner. Intimate relations include love, sex, mutual responsibility and cooperation. To establish intimate contact, each partner should have his or her own identity. Intimacy between couples creates feeling of couple-entity. This connection gratifies the individual warmth, support and

security. If a person lacks the positive characteristics which were supposed to be acquired during previous stages, it is difficult for him/her to form intimacy and thus he/she feels isolated.

g. Fertility versus stagnation

This is the parenthood stage, and in this stage, the developmental objective is creation - to bring children to the world, raise them and contribute to work and society. When the individual succeeds, he/she experiences a feeling of fertility, but if he/she fails, he/she feels stagnant. In this stage, family members - partner and children - are very important.

h. Ego integrity versus despair

When a person gets old, he/she goes through a soul-searching process, and he/she balances his/her deeds, achievements, failures and missing opportunities during the course of his/her life. For the one who is satisfied with the soul-searching he/she has done, it is easier to accept the fact that he/she is near the end of his/her cycle. But lack or loss of ego integration results in despair, frustration and bitterness, and it is hard for the person to accept the end of his/her life cycle, his/her death.

The theory's ramification on teacher's work

Bar-El, (1993) indicates that Erikson has had a great influence on the educational outlook, didactic activities and teaching in general. Erikson stressed the central influence society has on the development of personality. According to him, each student has his/her unique personality that has been developed in different environments, and has also specific needs. In understanding his theory one can see the importance that relevant learning contents have in any development stage. For instance, it is important

to plan for adolescents' contents which deal with career's choice and identity's formulation and this can be implemented in curriculum design that helps the adolescent to experience various options in his/her choice of future career.

Profound understanding of the fifth stage "identity versus role confusion" which characterizes adolescence requires from the teacher more than just mere teaching. He/She must understand the emotional storm the adolescent goes through. He/She is expected to be there when he/she is needed: to talk, support, encourage and counsel. It is his/her duty to help his/her students to formulate their identity, by allowing them to try various roles and choose from many subject matters, and by encouraging the student to initiate and act. He/She also should plan relevant programs for adolescents. Understanding the role of peer group in this stage should motivate teachers to allow more social activities and initiate collaborating learning

2.10.4. Piaget's theory - moral and cognitive development 1968

Basic assumptions

- a. Piaget assumed that thinking develops with age, and with the process of growing, one develops additional concepts which become more complex. One thinks more logically and is able to solve more difficult problems.
- b. According to Piaget, thinking develops as a result of processes of neurological maturation and interaction between the individual and his/her environment. The processes of maturation allow the child to develop in each stage more complex cognitive structures regarding the world, and the contact with stimulations around him/her brings to light the genetic-potential ability he has. These structures are called schemes. Some of them are innate, but most are acquired by interaction with the surrounding. All cognitive activities: conception, memorizing, learning and thinking are done with schemes.

- c. Piaget termed the concepts assimilation and accommodation. During the process of assimilation the individual grasps the stimulation and relates to it according to the world of concepts stored in his memory. Sometimes, he/she may distort it so as to match his/her concepts. In this process the child learns that the existing schemes can be applied in many situations. In the accommodation process the individual changes his scheme so it matches stimulations in reality.
- d. By expanding schemes – applying them in many and various stages (assimilation), and changing them (accommodation) – our resources of knowledge increases. Schemes become more complex, and with them one can assimilate more complex phenomena, which means, to understand them better.
- e. In case of lack of accommodation between stimulation and existing schemes, there is a situation of disequilibria that causes tension. Equilibrium returns by assimilating and accommodating. The ambition to achieve cognitive equilibrium is what motivates the individual to continue his/her cognitive growth.

Stages of development

Piaget used four stages to describe cognitive development and each stage is different in its qualitative and quantitative aspects. In his opinion, the order of the stages is fixed, though the exact ages when the individual moves from one stage to the next depend on the individual (Piaget, 1968).

a. Sensory-motor stage

This stage takes place up to the time when the child starts to talk, at about a year and a half. Intelligence finds expression in sensory and motor abilities. Schemes are therefore only motor. The baby's ability to feel stimulations around him/her and grasp them improves slowly during this stage and thus improves his/her motor reactions.

As a result of interaction with objects around him/her, a process of assimilation and accommodation occurs, in which schemes expand and change. This leads to a transition from passive behavior controlled by reflexes to initiated behavior controlled by the baby's will. The baby also learns to accommodate among various schemes, and to form a more complex scheme. These changes show the development of behavioral intelligence. Toward the end of this stage starts the development of internal representations due to symbolic function, the ability to represent reality with visual, audio and semantic representations. Symbolic function enables the baby to acquire the capacity to understand that any object continues to exist, though one can't sense it in one of the senses. This happens since the object stays in the baby's memory with its various representatives even after its disappearance. Symbolic function enables also the development of speaking, due to words which represent in the baby's memory objects in reality.

b. Preoperational stage

This stage continues from the age of a year and a half up to approximately seven. With the acquiring of the symbolic function the child is basically capable of thinking. Thinking is defined as using internal representations which are the cornerstones of thinking. In this stage thinking is still not logical and the stage consists of two parts:

1. *Preconceptual stage (1.5-4)*: Child's concepts are not formulated yet. He/She acquires words very quickly and can construct sentences, but his/her limited competence to generalize stimulation and distinguish between them doesn't allow him/her to formulate concepts, as adults understand them. His/Her thinking is egocentric, and his/her capacity to understand causality is limited.

2. *Intuitive thinking stage (4-7)*: The child's concepts are more formulated, though his/her thinking is still not logic, because it works intuitively and not logically. Intuitive thinking is done by subjective impression and immediate understanding. Children at this age aren't capable of decentration and irreversibility. Decentration means the ability to relate to two or more dimensions simultaneously. In this stage children relate to only one dimension; while irreversibility means the ability to operate by thinking about a reverse operation to the one which was done in reality. Children in this stage lack the ability of conservation-to grasp stimulation as identical in any aspect. This ability manifests itself at the end of the intuitive thinking stage as a result of processes of neurological maturation and interaction with various stimulation in the environment.

c. Concrete operational stage

This stage corresponds to elementary school, ages seven to twelve. The child thinks logically, he operates logically, uses analogies, induction and deduction. Yet, he/she uses his/her logic only when it concerns concrete stimulation he/she can grasp with this senses. He/She still cannot think logically about abstract-hypothetical ideas.

Gradually, the child is capable of naming since his/her thinking is already reversible and decentrated. Decentration enables the child to classify objects according to a few dimensions, and thus he/she can understand disciplines of knowledge which are constructed on the basis of multi-dimensional classification, like physics. Reversibility enables the child to try various operations in his/her head without really executing them, and then to return to the starting point. Thus he/she can think about various solutions to problems instead of trying them in reality. Mathematics is one subject where it is needed to understand and use reversibility. In this stage the child is not egocentric any

more and he/she relates to other people's points of view. This new attitude helps him/her to solve interpersonal problems in the best way.

d. Formal operation stage

This stage starts between the ages twelve to fifteen and continues throughout one's life. This is the peak of human thinking which is logical and abstract. A person can think of ideas and statements with no connection to their content, but rather to the connection between them. This is called formal thinking. A person acquires the competence of scientific thinking, which means, to think about what is possible, and not only about what is available. Therefore, he/she is able to hypothesize, relate to all possibilities and test them methodically together with controlling variables.

The theory's ramifications on teacher's work

Bar-El, (1993) indicates that Piaget had a great influence on education and teaching. Since his theory stressed the difference between child's and adults' thinking, the teacher should try to leave aside his own patterns of thinking when he explains something to his/her students, and think how his/her students (in the stage they are in that time) grasp the world and think. He/She should remember that children of the same age group are in different cognitive stages, and therefore, he/she has to diagnose the stages and adapt his teaching method accordingly.

When the teacher wants to push the child up on the developmental scale, he/she has to take in account the fact that the condition to absorb learning material is the existence of the right schemes to absorb stimulation in the brain. So, when a teacher plans to teach new material, he/she must check if the suitable schemes are there. Motivation to learn is formed in any age when there is cognitive disequilibrium. When a teacher presents before his students new information which contradicts their world of

concepts, it is a situation of disequilibrium, which in turn motivates the students to do something - to learn - in order to restore equilibrium.

It is the teacher's responsibility to find the equilibrium between assimilation and accommodation on the one hand – to present the material so it fits the cognitive level of his/her students. - but on the other hand, to create a small gap between the old and the new knowledge. This will motivate the students to learn, and will bring with it cognitive growth (accommodation). The teacher is expected to provide stimulation for assimilation and accommodation. According to Piaget, there is significance in interactions with children of the same age, the teacher should adopt the idea of learning together. Piaget believes that work in discussion groups helps to move from egocentric thinking to socio-centric thinking. In his opinion, the teacher's main role is to create condition, in which the child will learn by himself through equal interaction and cooperation with his/her friends. It is true that the child accumulates knowledge by himself, but the teachers should create optimal conditions that will enable him/her to build his/her cognitive constructions by himself.

When students enter the formal operation stage they start to think abstractly. Some are still in the concrete thinking stage, and therefore, at least in junior high, the teacher should help them gradually to develop abstract thinking. During adolescence students are already capable of scientific thinking, or at least, they are in the process of acquiring it. The teacher is supposed to help them to formulate this thinking by giving personal example and by instructing and encouraging its application. Adolescents are ready now to think about hypothetical statements and ideas which have no basis in reality. And thus, cognitive practice is important in these situations. The adolescents' developing ability for reflective thinking stresses the significance of teaching them different strategies of thinking and problem solving.

Erikson's different personality development stages and their relevance to contributing to a better understanding of adolescence.

All three theories in developmental psychology, Freud's theory about personality development, Erikson's different stages of personality development and Piaget's theory regarding moral and cognitive development, are needed by teachers to understand their pupils as individuals with individual developmental characteristics especially during the adolescent stage of development.

Erikson's theory especially has a significant contribution in the educational context, where each stage of development needs to be reconsidered when teaching adolescents. The most important stages that teachers need to be aware of:

Trust versus mistrust- this stage is considered as the first stage of human life, but can be an important one in adolescent's life, especially when interacting with teachers. The teacher needs to be attentive to his/her pupil's needs in order to develop basic trust, which becomes later on as a mutual trust. By obtaining trust the pupil will feel greater security. The more the pupil experiences positive behaviours the more he/she develops a basic trust that gives him/her meaning to his/her life.

Sense of autonomy is another important factor relating to personality development. Teaching and educating adolescents enabling them to express their feelings and emotions allow them to move towards autonomy. By being autonomous the pupil will learn to trust his/her own powers. The more autonomous the pupil becomes better personality he/she may be able to develop. Autonomous pupils need not threaten teachers since this autonomy will help teachers to create better channels of communications with their pupils. Improved classroom relationships may decrease levels of burnout.

When teaching adolescents teachers need to appreciate their pupil's initiatives and encourage them to find new things in their learning material. By selecting appropriate material for teaching, the teacher needs to arouse his/her pupil's curiosity to learn and feel confident about learning. By doing so, the teacher may succeed in developing both pupil personality and confidence concerning the environment around him/her.

There are some issues that teachers face when teaching adolescents relating to getting pupils to behave according the school regulations, to carry out their assignments and to get along with friends. When the teacher succeeds in helping his/her pupils perform these desired tasks, their pupils may achieve better self-esteem and hopefully will be motivated to go on. Knowledge of Erikson's stages of personality development are important to junior teachers, since self-identity is formulated at this stage of life. Later adolescents learn about themselves and examine their surrounding environment. Therefore teachers need to provide their pupils with a healthy psychological environment and not a stressed one. Allowing pupils to try various situations, confront different problems while offering supportive feedback is one way of helping them cope. If the teacher fails to provide this safe 'net' the pupil may develop a personality where he/she fails to make decisions and form close relations with his/her peers. This may lead the pupil to be more aggressive towards his/her teacher and peers, thus causing a teacher continuous stress when dealing with this type of pupils.

The unique characteristics of junior school students that are typical of adolescents makes a teachers' mission an 'impossible mission' in some cases. A teacher needs to be skilled in order to be able to cope with the social, sexual, physical, motional and cognitive changes that adolescents go through. Teachers need to be a positive stimulator in formulating their students' self-identity. If the teacher fails to understand these unique characteristics he/she is more likely to experience burnout.

Chapter III: Research Methodology

3.1. Questionnaire

3.1.1. Background

The topic burnout is a difficult subject to study since it is based on the subjective emotions and very personal thoughts of the subjects to be studied. Friedman (1992) claims that burnout is often denied by people, which make it harder to the researcher to obtain reliable and precise information on the subject during the research. Moreover, Johnson (1994) adds that sometimes people feel threatened when they have to relate and reveal facts that have a direct bearing on their professional career. Exposing self to a stranger (the researcher) may adversely affect the research, because of the possible responses of the research participants from refusal to cooperate, to giving unreliable answers which will distort the results.

3.1.2 Aims

The aim of this research study is to examine the main causes of burnout among teachers, and to see which factor or factors have the greatest effect on teachers, and to find out whether there is a difference between factors that affect specialist teachers and factors that affect teachers of different positions, and if so, what the difference is.

3.1.3. Questionnaire

The research project consists of 35 closed questions and gives the possibility of straightforward analysis. The questions used were based on a questionnaire which were compiled by Szold Institute for research and social science. The Szold Institute is based in Jerusalem and is responsible for producing academic research in the area of educational management, behavior and social science. The effective use of the

questionnaire in the research project is done by ensuring that the questionnaire is clear and comprehensive to desired respondents.

This is done by the use of a pilot questionnaire. The researcher of this project made sure she received the questionnaires back by hand after the end of the long break. Questionnaires are the most common way of obtaining data where the respondent has to answer questions by ticking boxes, writing opinions or putting things in order of importance. A questionnaire is a different research tool from the interview, it is in the hand of the respondent and is completed by him or her, while in the interview the interviewer complete the answers according to information given by the person interviewed (Robson 1993).

In a questionnaire information can be collected from a large number of people, and analysis of responses is simple if the questions are mainly closed. A questionnaire is less time consuming compared to the interview for both interviewer and interviewee. Regarding the time involved in drafting and piloting the questionnaire, the pilot was returned quickly which in enabled the researcher to prepare the final version of the questionnaire in a shorter time.

3.1.4. Pilot survey

In choosing people for piloting, the aim has to get the maximum of useful feedback as readily as possible. The questionnaire was given to a group of teachers (24 teachers). All the participants worked in the north region, from where the sample was selected. The individuals who were chosen were willing to give forthright and sharp criticism and they were not part of the actual research findings. The pilot group was asked to complete the questionnaire and provide feedback on its content. Ben-Yehoshua (1999) claims that a pilot run is critical if questionnaires are to be used as a research

tool. Feedback was given on the time required whether it is considered as a too long questionnaire, clarity of introduction, wording of the questions, organization of the sections, general form and content.

According to Peres (1995) it is necessary to pilot all data gathering means, in order to check how long it takes the respondent to complete the tasks and to check that all questions and instructions are clear and to remove any irrelevant information. In accordance with the received feedback it was found out that all questions were clear and it did not take them long to complete the questionnaire, which was obviously convenient to the participants. Therefore the researcher decided to distribute the questionnaire for a bigger-scale of participants.

3.1.5. Distribution of questionnaire

This research was conducted in comprehensive state schools in north Israel which are similar in their organizational structure, number of students and teachers .Ten headteachers were asked for their permission to conduct the research in their schools .The headteachers of the ten schools responded positively.

Each school was visited separately during the long breaks, and it was well explained to the teachers the research topic and how to fill the questionnaire, and that would be collected immediately, without releasing any details to their headteachers. The questionnaires were distributed at random in the junior high teachers' rooms, and the teachers were asked to hand them back personally to the researcher immediately after filling them. After the breaks the questionnaires were collected. The research project population (teachers) reacted positively, and were keen to complete the questionnaire.

3.1.6. Triangulation, Reliability and validity

In this research study, both quantitative (a questionnaire) and qualitative (interviews) data were used. Semi-structured interviews were used to triangulate. By taking opinions from two main groups of teachers: subject matter teachers and teachers with different positions.

A pilot questionnaire was sent to 24 teachers, in order to check the validity of the questionnaire and check whether the questions asked related to the research. After the pilot questionnaire was returned, it was clear enough after the reliability analysis that was done to the 24 questionnaires that were tested by Kronbach's Alpha, which found that all parts of the questionnaire constituting the variables are highly reliable. Therefore, no changes or adjustments were made to the questions, and 126 questionnaires were sent to the schools that take part in this research project. The number of questions in the questionnaire were 35 It was deliberately using a small number of questions in order to avoid participants of being tired while answering the questions and to receive the information as quickly as possible with no delay.

Cohen and Manion (1994) claim that the best way to avoid inaccuracies in a gathered data, is to use two or more forms of collecting data to the subject studied in order to ensure the collected information. To do so we use triangulation that can be used both in quantitative and qualitative data. Triangulation is used when the researcher needs to compare between gathered data from different sources, in order to check its validity.

Multi methods approach as that adopted by Evans (1983) and Ben-Yehoshua (1999) suggest it could measure and investigate factors related to the research project, such as cultural interests, interpersonal relationships and management style.

Reliability

Bell (1999) defines reliability as a test of procedure, which produces the same results. One way of checking reliability is in scales and tests by repeating the same test after the first, by using the alternate method where similar items are given and results correlated (Ben-Yehoshua, 1999).

In this study the researcher made use of the alternate method where the questionnaire was distributed for the first time and after one month a new questionnaire consisted of a smaller number of questions than in the original format, which included questions related to the main questionnaire was distributed again. The researcher attended schools during the long breaks and distributed the questionnaire to number of participants.

The response for the new questionnaire was similar and comparable to the first one, which means that the original questionnaire was highly reliable.

Reliability and validity are better measured in surveys, but this it is not the case with study research (Bassey 1999), because in surveys it is anonymous and it encourages greater honesty while in the interviews, as Evans (1983) claims, that validity explains whether an item describes what it is meant to describe for it sometimes happen that the same questions have different meanings for different people.

In this study the researcher generated a kind of conversation in which the respondent felt at ease to express their feelings and thoughts honestly and openly, which was the vital 'distinctively human element' in the interview that guaranteed its validity (Kitwood, 1977 p283).

3.1.7. Weaknesses of using the questionnaire

Many researchers have noted that the subject of burnout is wide and multi-faced. This research measured burnout using a self-reporting procedure that is based on individual reports of feelings and emotions of respondents. The physiological and behavioral aspects were neither observed nor measured, and it is possible that such measurements would have changed the results of the survey.

The questionnaire does not observe processes. It is a "freeze frame" of a situation in a given point of time. Goldstein, (1973) observes that it is undesirable to base a study on a single set of measurements since changes do occur over time. Non-experimental studies are not generally thought to have intrinsic validity and reliability (Campbell & Stanley, 1966). Intrinsic validity of this survey is derived from the extent to which the experiment caused a change.

The extrinsic validity is the extent to which it is possible to draw an analogy from the survey to populations or situations other than those studied in the survey. Campbell and Stanley observe that intrinsic validity is of more importance and is a minimal condition for proper research. They divided research agendas into three types: nonexperimental research, experimental-like research, and full experimental research. The nonexperimental type of research is the kind of study in which the cause and effect relationships are the weakest, and therefore its use is not recommended.

This survey is based on the nonexperimental type of research, thus weakening to some extent its intrinsic validity.

3.2. Interview

3.2.1. Introduction

The interview is another tool to be used in this study to gather data, which triangulates with the survey findings.

The interviews are conducted in this study in order to enable teachers of different positions to express their opinions regarding their perception of variables in relation to teachers' burnout and defining the main reasons for it.

The interviews are based on semi-structured interviews, which enabled participants' freedom of response.

10 teachers of different positions were interviewed, five of them subject teachers and others were teachers holding different positions in school. The aim of the interview was to check whether the same variables have the same impact on teachers' burnout for both kind of teachers, and to locate the most prominent one.

In order to avoid " unexpected or unanticipated answers "(Cohen .L &Manion. L. 1994,p.277) generic broad questions were at the beginning of the interview and narrowed down to more specific questions at the end.

The interviews when completed were analyzed with categories based on the most common of these interviews, and that have a link to the subject hypothesis examined in the study; namely :organizational factors, environmental factors and job related factors. These factors are examined in light of teachers' position and to check to what extent these factors influence teachers' burnout to different teachers of different positions. Therefore, questions are based on interviews relating to these variables.

The researcher of this project avoided leading and offensive questions and prepared the topic and questions to be asked in the right order bearing in mind all the related topics to be examined.

Robson (1993), Bell (1999) and Wragg (1994) claim that the main advantage of using the interview is that it is a flexible and adaptable means of gaining information. During the interview with number of teachers, it was clearly evident that a number of teachers were cautious of revealing any feeling of burnout. Those teachers were personally known to the researcher and had to be completely honest regarding their answers.

Since the purpose of the interviews in this research project is to add depth to questionnaire data, the best type of interview to be used is a semi-structured interview, in which the questions are based on the data received from the questionnaire from the sample population (Bush et al, 1993, chapter 2).

Cohen and Manion (2000) note that a semi structured interview means that the sequence and wording of the questions are determined by means of a schedule and the interviewer is able to make any necessary changes. During the interview with a number of teachers it was necessary to elaborate on certain points regarding organizational factors and job related factors.

The interview was planned with a structured base of 10 questions, which is based on an investigation data derived from the questionnaire. The participants were assured of anonymity and the personal details and other information they provided would be used only for the purposes of this research.

3.2.2. Research procedure

The questionnaires were given personally to the teachers to be completed during the long break and returned to the researcher of this project .It took three months to go over all the schools taking part in this research (from March to June).

The interviews, interview subjects were selected on the basis of prior personal acquaintance with the researcher, a fact which made the interviews easier, in terms of consent to participate, the level of openness, and the quality of the communications.

All the participants were interviewed in their homes, during the months of September to November 2003 .The duration of the interview was defined in advance 60 minutes, and the researcher made notes during the interview.

3.2.3. Ethical consideration

Frankfort-Nachmias and Nachmias (1992) say that there is an urge to protect the anonymity of the participants and to keep research data confidential. Since burnout is an extremely sensitive subject, requiring examination of personal feelings it was crucial to hide the identities of those participating in the research, due to the nature of the research and the individual's role. Kimmel (1989) notes that participants in research on sensitive topics will not cooperate if they do not ensure confidentiality in advance. The researcher of this project made sure that the information received is not common knowledge and the researcher was especially careful not to pass on this information.

In addition the questionnaire begins by addressing the teachers personally, with an explanation about the purpose of the research, a promise to preserve anonymity and confidentiality of the data and clear message that the material will be used solely for the purpose of this specific research. Again in the interviews, the subjects were assured of

anonymity .All personal and other details provided would be used only for the purposes of this study.

Another ethical consideration to take into account when doing research is that consent needs to be given by the person who is asked to provide information for the research (Frankfort-Nachmias 1996). All subjects in the interviews agreed and cooperated in this research, there was no problem in receiving their permission. Regarding the questionnaire, the researcher had to receive the headteachers' permission to run the questionnaires in their schools and they all responded positively. The headteachers were introduced to the topic of the research and assured that the results of this research will not be published publicly and they can share the results of the research along with the researcher.

To sum up there are fundamental issues such confidentiality, informed consent, anonymity, and the right to privacy knowledge that should be taken into account as ethical issues in social science research.

3.2.4. Summary of the methodology chapter

In this study, the researcher wishes to find out the reasons causing teacher burnout and to examine the main variables that may cause such phenomenon. The phenomenon of burnout cannot be clearly separated from the reality within which it occurs (the daily work of teachers). It can only be identified by diagnosing its symptoms, which may appear during any period of time and which can only be reported by the teachers themselves. The main goal of this research is to locate the most prominent variable that causes teachers' burnout and finding ways of problem solving within the system. In this study two tools were used to gather information, the use of questionnaire to teachers in different five comprehensive schools as well as interviews with 10 teachers of different

positions. A further purpose of this study is to generalize the findings for all comprehensive state schools in the north and to see it as a contribution to the Ministry of Education in which it can pinpoint the main difficulties that teachers are going through which cause them burnout. The participants were ensured that adequate feedback will be provided at the end of the research and participants will also receive a copy of the final report of the interview before publication. The researcher of this study was able to demonstrate a good relationship between herself and the subjects which was based on truth and openness (Bell, 1991). By doing so participants felt more relieved and ready to cooperate with the researcher and gave them a sense of trust to provide true information throughout the interviews.

Participants in the interview were aware of time consuming; therefore, interviews were conducted in a flexible manner both from the point of view of location and time of day.

The next chapter presents the findings from the questionnaires and the interviews, with an analysis of their significance for the research aims. The variables whose influence on burnout was examined are related to background data of the participants, organizational factors, environmental factors and job related factors.

3.3. Research Tools

For this study, two tools were selected for eliciting data, both of which are suitable for obtaining details directly from subject. A structured questionnaire which consists of 35 questions and is divided into two parts:

First Part: This part consists of questions about background data of the teachers participating in the research, like: gender, age, seniority and level of education.

Second part: This part constitutes of 35 statements referring to different variables that are related to organizational factors, environmental factors and job related factors. The questionnaire was used in order to gather quantitative identical data from the teachers regarding reasons for teachers' burnout. The second tool that was used in this research is semi-structured interviews. And it is based on comprehensive and thorough responses from the participants. 10 teachers of different positions took part in the interview they were chosen from the same schools where the questionnaire was distributed, five of them were subject teachers and five were coordinating teachers in which they were needed to relate to ten open questions regarding their personal details and feelings of their own reasons of burnout. The interview was used in order to compensate for the possibility that participants fail to answer some of the questions in the questionnaire, since burnout is a sensitive subject that may arouse opposition and a refusal to cooperate (Hoinville and Jowel, 1978, part II, p.135).

3.4. Research hypotheses

By reviewing the literature in the previous chapter, I identified a number of variables which are connected to the phenomenon of teachers' burnout. The following are research conjectures:

1. There is a positive relationship between age and burnout.
2. There is a positive relationship between seniority and burnout.
3. There is a positive relationship between level of education and burnout.
4. There is a difference in burnout between male and female teachers.
5. There is a difference in burnout between teachers holding different roles and teachers with no role.
6. There is a negative relationship between discipline and burnout.
7. There is a negative relationship between classroom climate and burnout.
8. There is a negative relationship between satisfaction and burnout.
9. There is a difference in stress levels between Arab and Jewish teachers of the same level and status.

Chapter IV: Research Hypotheses

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7. There is a negative relationship between classroom climate and burnout.
8. There is a negative relationship between satisfaction and burnout.
9. There is a difference in stress levels between Arab and Jewish teachers of the same level and status

Table 1: Items of questionnaire and degree of reliability

Variable	Constituting items	Kronbach's Alpha level of reliability
Burnout	4, 5, 6, 9, 10, 13, 14	0.917
Discipline	22, 26, 28, 30, 31, 32, 33, 34	0.939
Climate	1, 2, 3, 19, 20, 21, 23, 24, 25, 27, 29	0.919
Satisfaction	7, 8, 11, 12, 15, 16, 17, 18, 35	0.923

The level of reliability was tested by Kronbach's Alpha and it was found that all parts of the questionnaire constituting the variables are highly reliable. Each variable was structured by a weighed mean calculation on the basis of teachers' responses on the various items and thus each teacher received a mark indicating the level of the variable

according to his/her report as well as his/her feeling and experience. The points were 1 up to 7, indicating the highest point for the highest level on that variable.

4.1. The Sample

126 teachers from different schools in the Arab and Jewish sector in the North district of Israel participated in this research. The participants were randomly chosen and agreed to take an active part in the research program. The distribution of those participants was as follow:

Table 2: Distribution of teacher in accordance with background data

Percentage	Number	Categories	The variable
58%	73	Male-teachers	Gender
42%	53	Female-teachers	
21.4%	27	Up to-30	Age
39%	49	40 – 30	
21.4%	27	50 – 41	
16%	20	60 – 51	
2.4%	3	Over-60	
12%	15	High School	Education
37.3%	47	Teachers training college	
38%	48	B.A	
12.7%	16	M.A	
21.4%	27	Up to 5	Seniority
13.5%	17	9 – 5	
43%	54	20 – 10	
22.2%	28	Over 20	
39.7%	50	Subject teacher	Position
20.6%	26	Home room teacher	
27%	34	Subject coordinator	
12.7%	16	Class coordinator	
100%	126	Total	

Research Plan: This study is a correlational quantitative field study, based on gathered field information, its elaboration and analysis by statistical tools and conclusions reached to in reference to the assumed hypotheses.

4.2. Testing Conjectures and Analysis

Conjecture 1:

There is a positive relationship between age and burnout.

Since the age variable is a ranking categorical variable and the burnout variable is a sequential quantitative one, the relationship between the two variables was controlled for by a correlation test and the Spearman correlation coefficient.

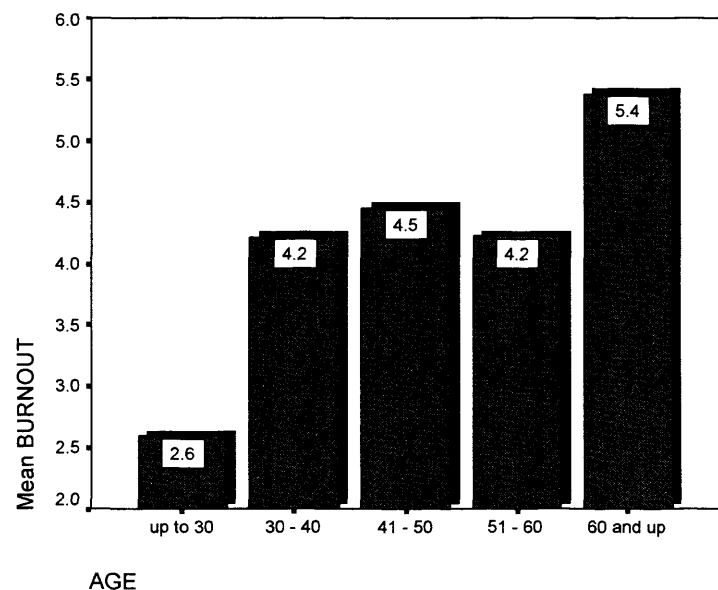
Table 3: Means and standard deviations for the burnout level of teachers in different ages, Spearman correlation value

Coefficient Value spearman	Standard Deviation	Average burnout (7 - 1)	Category	Variable
RS= 0.592*	0.2	2.59	UP TO 30	AGE
	0.89	4.22	40 – 30	
	0.73	4.46	50 – 41	
	0.61	4.22	60 – 51	
	0.08	5.38	OVER 60	
* P < 0.001	1.1	3.95	TOTAL	

After testing the conjecture it was found that the level of burnout among teachers up to 30 years of age equals 2.59 with a standard deviation of 0.2; the level of burnout among teachers 30 to 40 years of age equals 4.22 with standard deviation of 0.89; the average level of burnout among teachers of 41 to 50 years of age equals 4.46 with a standard deviation of 0.73; the mean level of burnout among teachers from 51 to 60 years of age equals 4.22 with a standard deviation 0.61, and the mean level of burnout among teachers over 60 equals 5.38 with a standard deviation of o.08.

From the data it is clear that as the age of the teacher rises, the burnout level he or she feels and reports about is higher. The relation was found by way of correlation with Spearman correlation coefficient, and it was found that it equals $r_s = 0.592$. This value indicates a positive relationship above the intermediate and was found to be statistically significant (the level of significance lower than 0.001), meaning there is a significant positive relationship between the age of the teacher and the level of burnout. In other words, the conjecture was reaffirmed.

Illustration No. 1: Means of burnout among teachers of different ages



Second Conjecture:

There is a positive relationship between seniority and burnout.

Since the variable of seniority is a ranking categorical variable and the burnout variable is a sequential quantitative one, the relations between the two variables were tested with a correlation test and the Spearman correlation coefficient.

Tables 4: Means and standard deviations for the level of burnout among teachers of different seniority period, Spearman correlation value

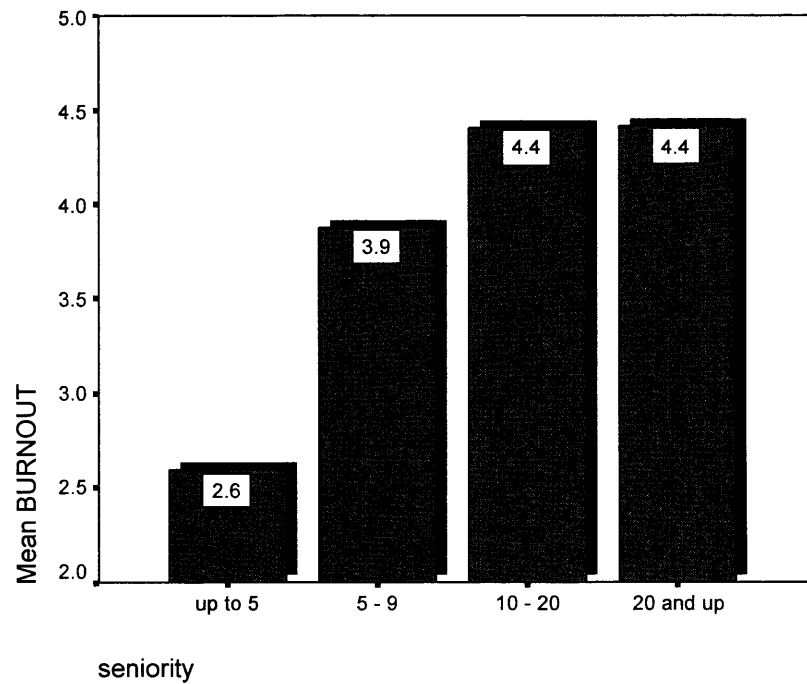
Spearman correlation value	Standard Deviation	Burnout average (7 – 1)	Category	Variable
rs= 0.626*	0.2	2.59	Up to 5	Seniority
	0.88	3.88	9 – 5	
	0.82	4.4	20 – 10	
	0.64	4.41	Over 20	
* P < 0.001	1.01	3.95	Total	

After testing the conjecture it was found that the level of burnout for teachers with 5 years of seniority equals 2.59 with standard deviation of 0.2; the mean level of burnout for teachers with 5-9 years of seniority equals 3.88 with a standard deviation of 0.88; the mean burnout level for teachers with 10-20 years of seniority equals 4.4 with a standard deviation of 0.82 and the mean burnout level for teachers with more than 20 years of seniority equals 4.41 with a standard deviation of 0.64.

In light of the data it is obvious that the level of burnout sensed and reported by the teachers increases as years go by and the years of seniority accumulate. As has been said before, the relationship between these two variables has been tested by correlation with Spearman correlation coefficient, and resulted as equal with $r_s = 0.626$. This result indicates a positive and above intermediate value as well as significant (the level of significance is smaller than 0.001) statistically; i.e., there is a significant and positive

relationship between years of seniority and the level of burnout, meaning that as long as the seniority increases' the level of burnout increases in accordance. Thus the opposite is true and the hypothesis reaffirmed.

Illustration No. 2: averages of burnout among teachers with different seniority



Third Conjecture:

There is a positive relation between education and burnout.

Since the education variable is a ranking categorical variable and the burnout variable is a sequential quantitative one, the relationship between the two variables has been tested by correlation with Spearman correlation coefficient.

Table 5: Means and standard deviations for level of burnout for teachers with a different level of education, Spearman correlation value

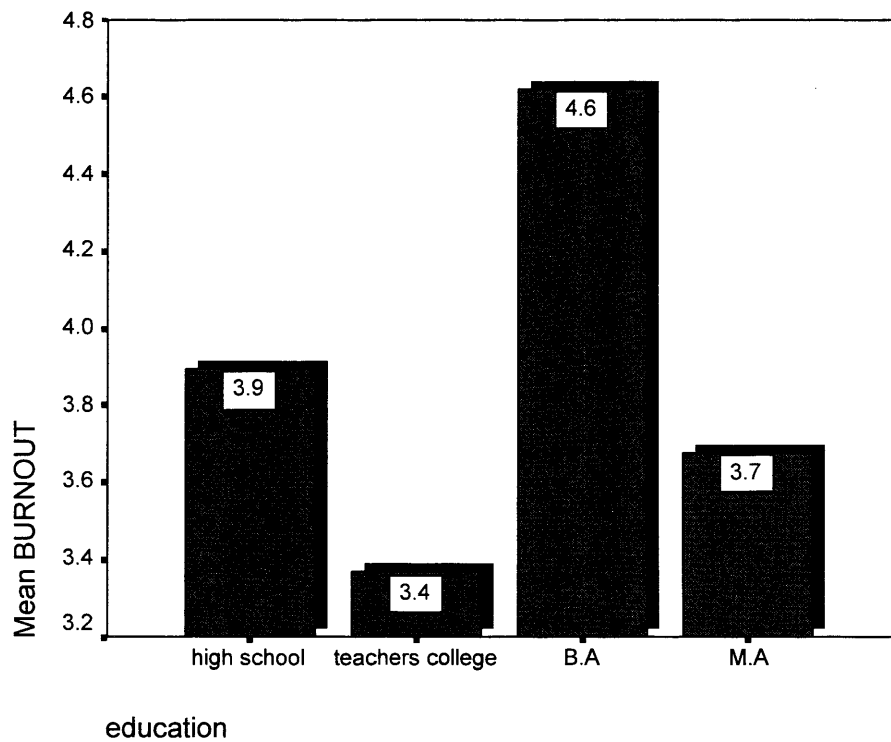
Spearman correlation value	Standard deviation	Burnout average (7 – 1)	category	variable
rs= 0.281*	0.23	3.89	High school	Teachers' degree (education)
	1.11	3.37	College graduate	
	0.72	4.62	B.A	
	0.68	3.68	M.A	
* P < 0.001	1.01	3.95	Total	

After testing the conjecture it has been found that the average level of burnout among teachers with high-school education equals 3.89 with standard deviation of 0.23; the mean level of burnout among graduates of training college for teachers equals 3.37 with a standard deviation of 1.11; the mean level of burnout among teachers graduating university with the B.A. degree equals 4.62 with a standard deviation of 0.72 and the mean level of burnout for teachers graduating with M.A. degree equals 3.68 with a standard deviation of 0.68.

There is a mixed trend between the level of education and the level of burnout. The relationship has been tested by correlation with Spearman coefficient, and although it was found positive and weak it is significant (level of significance smaller than 0.001)

statistically; i.e., the more higher the level of education, the more higher the level of burnout. Thus the conjecture is reaffirmed.

Illustration No. 3: averages of burnout for teachers with a different level of education



Fourth Conjecture:

There is a difference between male-teachers and female-teachers.

Since the gender variable is a qualitative variable consisting of two categories and the burnout variable is a sequential quantitative variable, a t test has been used for two independent samples in order to obtain the difference of burnout level for the gender variable categories (male-teachers, female teachers).

Table 6: Means and standard deviations for level of burnout for teachers with different level of education, Spearman correlation value

Coefficient Value Spearman	Standard deviation	Burnout average (7 – 1)	Category	Variable
T= 7.27*	0.88	4.42	Male-teachers	Gender
	0.81	3.3	Female-teachers	
* P < 0.001	1.01	3.95	Total	

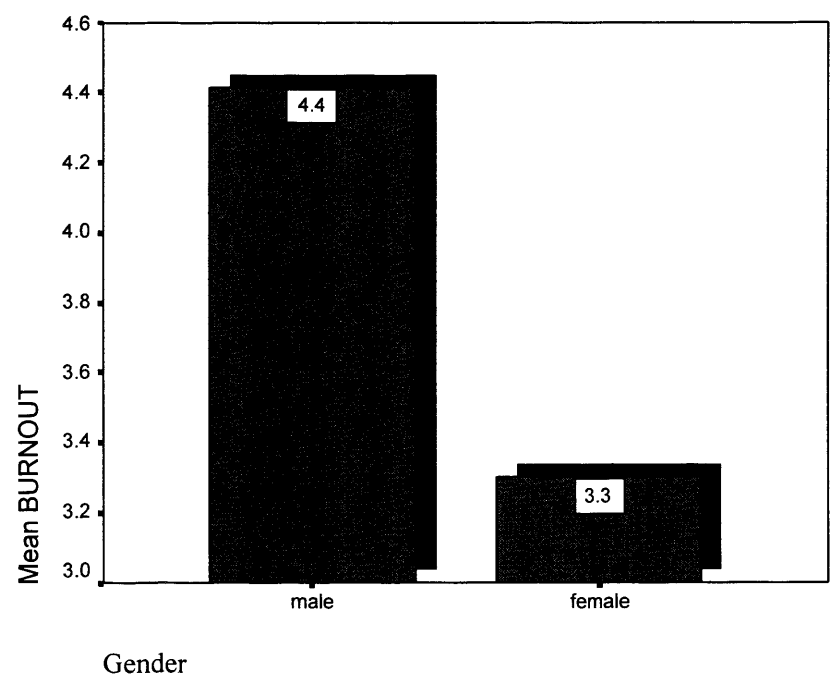
The mean level of burnout for male teachers equals 4.42 with a standard deviation of 0.88, in contrast to a mean that equals 3.3 with a standard deviation of 0.81 for female teachers.

As said before, the difference has been tested by t test for two independent samples and found to be

$t_{(125)} = 7.27$, which expresses a significant difference (level of significance smaller than 0.001).

It seems that male teachers feel and report a significantly higher level of burnout than the level reported by female teachers. Thus the conjecture was reaffirmed.

Illustration No. 4: means of burnout for male and female teachers



Fifth Conjecture:

There is a difference in level of burnout between teachers with a specific role and teachers with no specific role whatsoever.

Since the variable 'role' is a qualitative variable composed of four categories and the burnout variable is a sequential quantitative variable, a one-way variance analysis was done and a f test was used controlling for differences in burnout between the categories of the variable role (a subject teacher with no role, a room teacher, a subject coordinator, a class coordinator).

Table 7: Means and standard deviations for level of burnout among teachers with different roles, Spearman correlation value

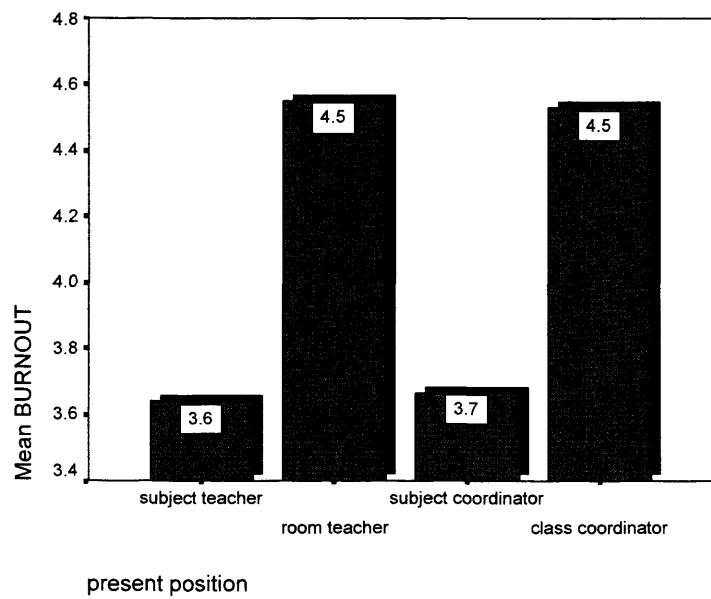
Spearman correlation value	Standard deviation	Burnout average (7 – 1)	Category	Variable
F= 8.55*	1.28	3.64	Role less teacher	Education
	0.64	4.55	Room teacher	
	0.57	3.67	Subject coordinator	
	0.48	4.53	Class coordinator	
* P < 0.001	1.01	3.95	Total	

After the conjectures has been tested it was found that the mean level of burnout for teacher with no role equals 3.64 with a standard deviation of 1.28; the mean level of burnout for room-teachers equals 4.55 with a standard deviation of 0.64; the mean level of burnout for teachers that are subject coordinators equals 3.67 with a standard deviation of 0.57; the mean level of burnout for teachers that are class coordinators equals 4.53 with a standard deviation of 0.48.

The data indicates a high level of burnout for room- teachers and class coordinators and a low level of burnout for teachers with no specific role and for subject

coordinators. The differences in the level of burnout were tested by an f test for variance analysis and was found to be $f_{(2,125)} = 8.55$ and significant.

Illustration No. 5: Means of burnout for teachers with different roles and teachers with no roles



Sixth Conjecture:

There is a negative relationship between discipline and burnout.

Since the discipline variable and burnout variable are both sequential quantitative variables, the relation between the two variables was tested by way of a correlation test and Spearman correlation coordinator was used.

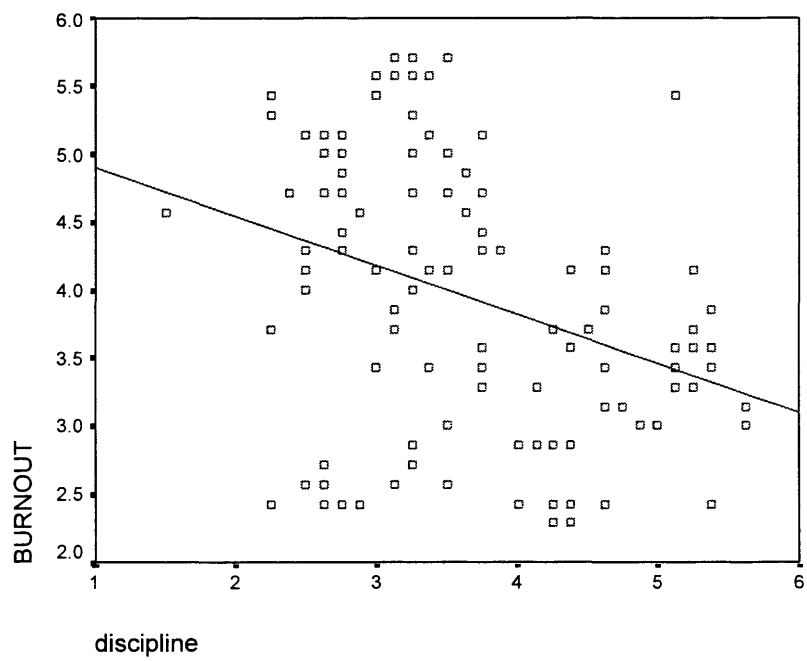
Table 8: Means of level of discipline and burnout for teachers, standard deviation and Pearson coefficient value

Pearson coefficient value	Standard deviation	Average (7 – 1)	Variable
$r = -0.340^*$	0.95	3.66	Level of discipline
	1.01	3.95	Level of burnout

* $p < 0.001$

The mean level of discipline on classrooms equals 3.66 with a standard deviation of 0.95; the mean level of burnout equals 3.95 with a standard deviation of 1.01. The relationship between the two variables has been tested by a correlation test with Pierson Coordinator coefficient and the coefficient value was found as equaling $r = -0.340$, which although is a negative value below the intermediate, is a significant one. That is to say, there is a reversal negative relationship between the level of discipline and the level of burnout, which means: the higher the level of discipline, the lower the level of burnout and vice versa, thus the conjecture is reaffirmed.

Illustration No. 6: the prediction line of level of burnout by level of discipline



The prediction line goes downwards with a negative slope, which indicates a reversal relationship between discipline and burnout. The higher the independent variable (discipline) ascends, the lower the dependent variable (burnout) descends.

Seventh Conjecture:

There are negative relationship between class climate and burnout.

Since the class climate variable and the burnout variable are both sequential quantitative variables, the relationship between the two variables was tested by correlation in which Pearson correlation coefficient was used.

Table 9: Means of level of discipline and burnout for teachers, standard deviation and Pearson coefficient value

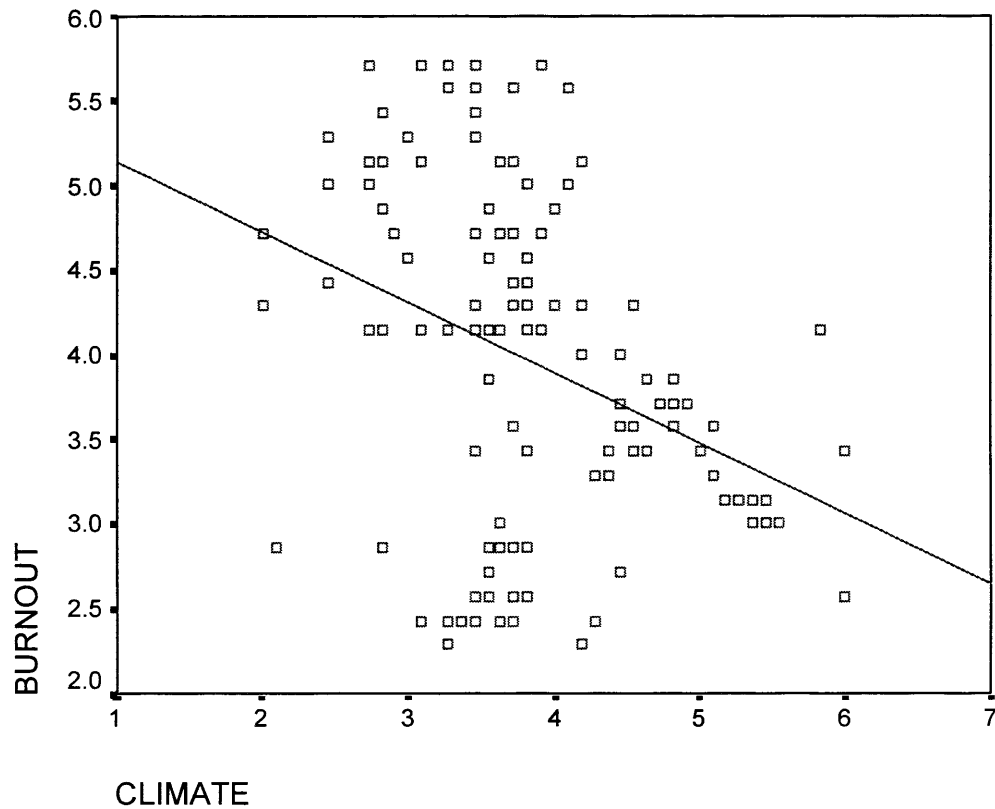
Pearson coefficient value	Standard deviation	Average (7 – 1)	Variable
R = - 0.339*	0.82	3.87	Class climate
	1.01	3.95	Level of burnout

* P < 0.001

The mean class climate equals 3.87 with a standard deviation of 0.82; the mean level of burnout equals 3.95 with a standard deviation of 1.01. The relationship between the two variables was tested by a correlation test using Pearson's correlation coefficient and the coefficient value was found to equal $r = -0.339$, which, although below intermediate negative value, was found to be significant.

This means there is a reversal negative relationship between the classroom climate and burnout, and the more open, positive and supportive this climate is, the lower the burnout and vice versa, thus the conjecture was reaffirmed.

Illustration No. 7: prediction line of level of burnout in accordance with classroom climate



The prediction line goes downwards along a negative slope. This indicates a reversal relationship between classroom climate and burnout: the higher the independent variable (classroom climate) ascends; the lower the dependent variable (burnout) descends.

Eighth Conjecture:

There is a negative relationship between satisfaction and burnout.

Since the satisfaction variable and the burnout variable are both sequential quantitative variables, the relationship between the two variables was tested by correlation and Pearson's correlation coefficient was used.

Table 10: means of level of discipline and burnout for teachers, standard deviations and Pearson's coefficient value

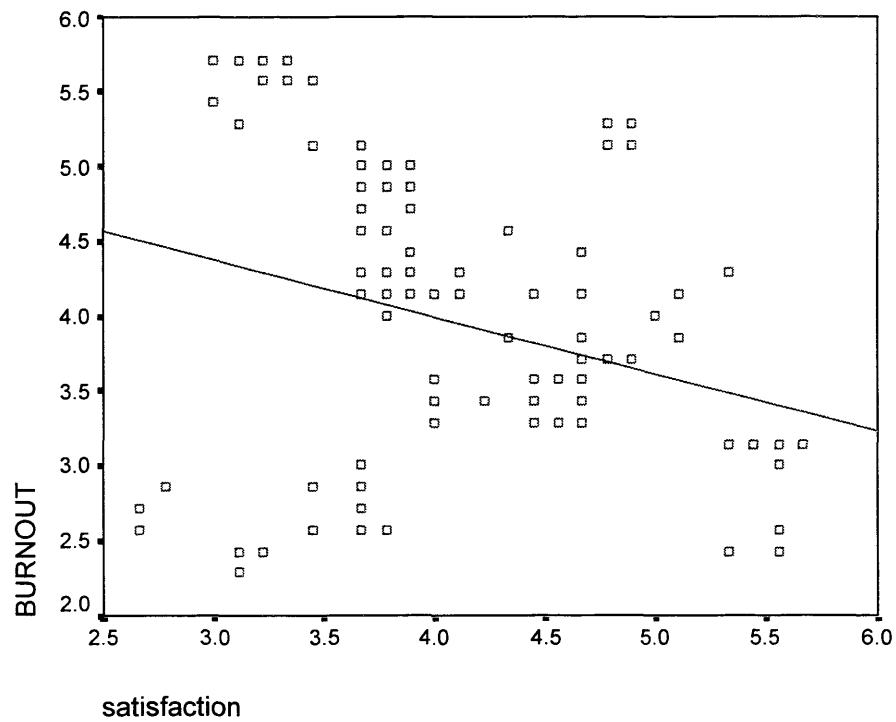
Pearson coefficient value	Standard deviation	Average (7 – 1)	Variable
R = - 0.300*	0.79	4.11	Satisfaction
	1.01	3.95	Level of burnout

*** P < 0.001**

The mean satisfaction equals 4.11 with a standard deviation of 0.79; the mean level of burnout equals 3.95 with a standard deviation of 1.01. The relationship between the variables, as tested by correlation test with Pearson's correlation coefficient, produced a coefficient value that equals $r = -0.300$, which expresses a weak but significant negative value.

This means that there is a reversal negative relationship between satisfaction and burnout, so that the higher the satisfaction the lower the level of burnout and vice versa. Thus the conjecture was reaffirmed.

Illustration No. 8: the prediction line of burnout level measured by satisfaction



The prediction line goes downwards with a negative slope. This indicates a reversal relationship between satisfaction and burnout, so the higher the independent variable (satisfaction) ascends, the lower the dependent variable (burnout) descends.

Ninth Conjecture:

There is a difference in stress levels between Arab and Jewish teachers of the same level and status.

There are other cultural differences and expectations that need to be further considered in order to have a better understanding of the different level of teacher stress in both sectors.

Arab teachers' cultural expectations that cause teachers stress:

- Recruitment. Many Arab teachers practice teaching as a profession because they do not have a better chance of finding a job in many cases that they want to, so they become teachers better than being unemployed.
- Exhaustion. Many Arab teachers are doing multiple jobs in order to sustain their family. In most cases, the Male Arab teacher is considered to be the main wage earner so, in order to live with the expensive life conditions, he finds himself working in some cases, seven days a week for at least 7 teaching hours. This frequently causes him feelings of exhaustion and mental and physical burnout.
- Hamula. the structure of the Arab schools is based on the Hamula structure. In other words the teaching body is coming from different Hamulas. In a case that a certain teacher belongs to the opposite side of the headteacher's Hamula or of the ruling Hamula this may result in endless friction between both opposing sides. This would lead to a tremendous feeling of stress by the

teacher where he/she needs to have a constant fight in order to survive the 'war'.

- Severe Heterogeneity. Arab teachers need to work under unbearable conditions regarding the class composition. They need to cope with large classes at very different stages of cognitive levels. In most cases teachers need to cope with students who are considered to be pupils with special needs and in some cases with students who need a special education who are sharing the same classes with the regular ones. In this case the teacher fails to pass onto these students the materials needed according to their cognitive stage of thinking (because they are not trained to teach special education pupils) As a result students fall behind and often cause many discipline problems. This is a cause of teacher stress leading him/her towards feelings of burnout.
- Cutting hours. Some Arab teachers face stress all year long because they fear, that by the end of the school year, budget cuts may result in their having less hours of teaching in the following year. This issue makes the teacher feel insecure regarding the future. He/she cannot commit himself/herself to financial commitments or to plan any future project for his/her life since his/her future in teaching is not quite clear. This frustrates the teacher and makes him/her uncertain of a job that he/she has chosen. This uncertainty accompanies him/her all year long with a feeling, in some cases, of investing in worthless efforts.
- Temporary Contracts. New teachers are recruited for their first three years in a temporary contract basis in which each year they

are fired by the end of the school year and renew their contract in the following year. This is done on a regular basis for three years. So new teachers do not only have to think of their new teaching experience but also on their future job. This has the potential to increase their level of stress.

- The physical conditions of the school. most of the Arab schools are at very poor physical conditions where both pupils and teachers have to teach and learn under the unbearable hot summer without having any air-conditioning. This makes teaching difficult as pupils fail to concentrate during these hot hours at school. They become inattentive and disruptive during the lessons making the teacher face both a noisy class and the heat. These conditions contribute to teacher exhaustion.
- Under representative ness in teacher unions. Arab teachers are not represented appropriately in teacher unions, therefore their daily problems, either at school with pupils or with head teacher or with the entire system as a whole are not dealt with. This keeps Arab teachers on the margins denying them being treated as part of the Israeli education system.

In contrast, Jewish teachers face different issues contributing to patterns of stress

- Practicing democracy. Jewish teachers are expected to deliver more democratic teaching and establish more open class environments. Students have greater incentives to exercise their democratic rights by forming active student unions. So teachers are under constant threat of

not being democratic enough in both their teaching style and in their inter-personal relationships with their students.

- Achievement. Teachers are experiencing continuous stress from parents and administrators. Teachers are expected to deliver success in terms of pupil. Delivering success entails long working hours at low pay. Many teachers prepare classes and correct papers at home having to come back to school for conferences, meetings and training.
- The army and the national insecurity. Jewish teachers are exposed to national insecurity. His/her son may be serving in the army in a dangerous area. His/her son/daughter or even his/her student may be using the bus exposed to a terrorist bomb. In this context, Arab and Jewish teachers experience stress but in different ways and in contexts depending on different cultural issues. At the same time both; Arab and Jewish teachers experience common situations of stress that differ from one organizational level to another.

Research findings have related burnout to organizational more than to personal variables. Class-size, student teacher and the heterogeneity of the class as the main causes of teaches' stress. However, the level of burnout may differ in different organizational levels in elementary, junior high, and secondary school.

Teachers of elementary school experience different kinds of stress than their counterpart in the junior high. Since elementary schooling depends on local environments all pupils know each other very well and in some cases they may be relatives. So the familiarity issue contributes to better inter-personal relationship between teacher-student and among students. While the case is different in junior schools where students come from different neighborhoods and are integrated in different school which can be unfamiliar in terms of its location, teachers and students

(in some cases a student can be in a class without knowing even one pupil). This contributes to pressures felt by students reflecting in their behavior towards teachers and his/her classmates. The number of students in class at elementary school is smaller than in junior high and the class size in most cases are appropriate to the pupils. The kind of stress that elementary teachers may experience is generated by the need for teachers be in a constant eye contact with their pupils in order not to lose their attentiveness, to keep them on task. In junior schools the types of students are different, teachers need to cope with the emotional, cognitive, sexual and physical changes that accompany students through their adolescence and the high numbers of students in classes, make it more difficult to deal with this unique stage. Therefore the teacher feels that he/she fails to understand their students. Communication channels may not work at their best, causing a gap between students' expectation from teacher (to have better mutual understanding and dialogues) and between the teachers' expectation from students (to be attentive and appreciative to the learning material). Thus, when both teachers and pupils' expectations are not fulfilled this contributes to a state of feeling that the work undertaken is insignificant.

When students move up to secondary school the type of pressure that both teachers and students experience differ. Since students have chosen their field of specialization they feel more committed to the subject that they have chosen to learn and get more interested in the material so they are more focused compared to the junior pupils. However they are pressured with time. They are expected to accomplish assignments in a set time the same time they want to enjoy their time with their friends (weekend outings). Thus they find themselves under pressure and expect their teachers to do miracles in order to help them to finish these 'undoable' tasks. For the teacher anxieties regarding student progress in achieving different tasks is frequent. The teacher may have classes with 35 students who need constant and direct guidance. This is

impossible to accomplish during the allocated hours and during the school day. So the teacher continue his/her working day at home or after school in different meetings with students and put himself/herself under a strenuous amount of personal effort. This effort and time may be worthless in payback (whatever the teacher does no matter how many hours it needs to take he/she gets the same payment –a very low one compared to the work rate).

Achievement is another issue that places both teachers and students under pressure. At the end of secondary schools students are expected to attend their matriculation exams, which are their passports to higher institutions. So students feel very anxious when the time of their exam arrives, as these exams are considered as crucial. Anxiety and fear attend the process of sitting examinations. From the teacher perspective, teachers are just as anxious as their pupils. Exams show how well he/she has taught the material, so it is considered as an additional exam for them. On the other hand, teachers are always pressured with the results of the exam since they are expecting destructive criticism from colleagues. Headteachers and parents in cases where students do not pass are quick to blame teachers. (And in a case they pass he/ she will not receive any positive feedback sine he/she is doing his/her job).

Teachers face different types of stress and burnout in different organizational levels. In order to cope with this phenomenon this study argues that it is important to examine the kinds of stress generated by different ages and stages of schooling. Each level of schooling has differing tensions, and unique characteristics. However, the junior high schools bring together many stress creating factors. High class numbers, adolescence, loss of local catchment areas and the time demands of examinations all contribute to a potentially harmful array of stress inducing factors. As we have suggested, there have much impact on pupils as on teachers; both parties may be engaged in generating stress

likely to cause burnout. This study has attempted to identify ways of reducing stress and thus, reducing the loss of teachers leaving the system because of burnout.

Chapter V: Interview

5.1. Research procedure

Personal background data of interview group

Data Initials	Sex	Age	Seniority	Years as a subject teacher	Years in managerial position	Personal status
1. J.Z	Male	50	30	30	Coordinator and social education-15 years	Married+3
2. J.S	Male	47	28	28	Senior manager-10years	Married+1
3. F.Z	Female	43	22	22	Homeroom teacher-17 years	Married+3
4. S.H	Female	27	5	5	Subject teacher-5 years	Married+3
5. H.D	Female	27	3	3	Subject teacher-3 years	Married+2
6. R.KH	Female	30	7	7	Subject teacher-7	Married+3
7. F.A	Male	47	25	25	Homeroom+senior manager- 25 years	Married+3
8. R.H	Female	28	7	7	Coordinator-one year	Married+2
9. M.H	Female	24	3	3	Subject teacher –3 years	Single
10. A.Z	Female	43	11	11	Subject teacher-11 years	Married+2

10 teachers 7 female teachers and 3 male teachers were interviewed in a semi-structured interview. The teachers interviewed represented a range of age groups and seniority in teaching. For instance, the youngest teacher interviewed was aged 24 and the oldest was aged 50. Seniority in teaching ranged from 3 to 30 years. Nine of the ten

were married with children. Samples of the responses to the interview questions will be quoted in this chapter.

The discussion starts with main reasons for teachers' burnout in the interviewee school. 6 teachers spoke of lack of motivation among the pupils (low level achievement). "The type of pupils (weak pupils)...there is no challenge in teaching weak classes.) 4 teachers related the reason of teachers' burnout to the curriculum." The curriculum is long and inappropriate to the advanced world of technology and if does, the school does not equip teachers with tools for dealing with the new technology which is part of the pupils' world, thus creating a broad gap between the teachers' lack of knowledge and the pupils' knowledge, and leading to a situation where the teacher fails in helping the pupil in all aspects where the technology applies, the teacher feels helpless and has no ability to change the status quo. "Teachers need to be updated and being familiar with the curriculum objectives that need to be followed during the school year." Another teacher claimed "A lengthy curriculum that needs to be taught in a short time, and boring material that can be ignored." One interviewee stated that, "The curriculum is not renewed, which is boring for both the teacher and the pupil, and in this case teaching and learning become more of obligation than a learning process."

4 teachers related the reasons of teachers' burnout to *lack of appreciation of the teachers' effort by the school administration*. "No matter how hard I work my hard work is never appreciated by the headteacher", "I hardly remember any expressed appreciation neither financially or verbally".

These reasons, mentioned in the interviews, can be found in research findings on burnout. Pines & Kafri, (1980) found that lack of appreciation is one of the main reasons which influenced the appearance of burnout. Pines(1984) and Kafri (1980) found that lack of rewards have connections to burnout, in other words lack of support

and appreciation from the management and the supervisors can be as one of the major reasons for teachers being burnt-out.

In question 2 when teachers were asked how would they feel if they were in different position.3 interviewees out of 10 stated that having a different status like being on the administrative team and a decision- maker gives more strength and leads to less burnout, teacher can change the status quo .One teacher claimed "I would feel greater responsibility.... You can contribute more and you feel that your effectiveness at the school is greater.", " I would be less burned out, because I would know I could change things if I were in a decision-making position.".4 interviewees stated that being a class teacher is a feeling of strength and control in the eyes of the pupils and teachers and it improves teacher-pupil relations and brings them closer. " Being a class teacher or a member of the management staff means being in a position of power and authority, which reduces friction between me and the pupils, and then I would feel less burned out.", "The pupils are more open to class teachers than to teachers of individual subjects", " Because I am not a class teacher I don't have the same control over the children as class teacher does" Three interviewees claimed that no status makes any difference, because the headteacher has the final decision. " I am not the one who changes the situation whatever my status, because the headteacher is the one who makes the final decision, "I would feel the same way in my position because the system is structured in a way that causes burnout regardless of position or role", "If my status were different I would feel the same towards the pupils but differently towards the system, because I feel that I am giving far more than I get."

Question 3 referred to the desire of teachers' dropout. The interviewees were asked whether they have thought of changing their career.4 interviewees out of 10 claimed that they have thought of quitting teaching but in a second thought choosing

teaching due to having no option of fitting in other jobs they said " I have no option of fitting in other jobs", " I have always wanted to be a teacher although I feel that it is very tiring work..", "In a few years' time, when I am tired of the routine and want a job with a better salary, I'll change careers, I have other diplomas, but it is hard to work in any other field, and that in itself is depressing. When you can't work in any other framework you're 'buried' in teaching for the rest of your life." When teachers feel that the only way to earn money in life through teaching then teaching becomes a burden rather than a desired occupation.⁵ teachers mentioned to work in education, but not as a teacher but a counselor because it reduces physical and mental stress. " I would very much like to be a counselor, because that reduces classes and frontal presence before the pupils, and I would be able to give more attention to the pupils on an individual basis", "I thought about working as a counselor in the same system, because it brings me closer to the pupils and is a more convenient job from the mental and physical aspects", "I thought to give up half of my job and to be an educational counselor because I was really frustrated with the management and all the staff around."

Two teachers have not thought of quitting teaching, because they have chosen teaching as a profession out of a desire to help others " I like my profession and chose it of my own free will, because I view my work as a teacher as a tool to help others", " I am satisfied with my job because I find myself giving and helping others, and the strong bond between me and the pupils is very satisfying."

Question 4 the interviewee brought up the changes needed to be done in school for better atmosphere among teachers and between teachers and students.⁵ interviewees out of 10 mentioned the mutual understanding and encouragement; dialogue between pupil and teacher. "Pupil-teacher relations need to be changed so the teacher will no longer be the dominator and the pupil dominated", "We need to build an atmosphere

that will enable dialogue and freedom of expression for the pupil", "The pupil is at the center, and not the teacher.", "Positive relations between pupil and teacher, leading to mutual understanding.". According to a survey conducted by Friedman & Krongold, (1993) regarding aspects of teacher behavior which have connection to students' feeling. Trust and respect were one of these aspects that show that students in junior high school are very sensitive and want their teachers to respect and trust them. The second aspect was atmosphere in lessons which shows that students respect those teachers who involve humor in their teaching.4 interviewees stated that there is a need of establishing shared social programs and entertainment for pupils and teachers. "...Social outings at the end of each term or on public holidays.", "There is a need of extra- curricular activities for pupils and teachers irrespective of the learning materials", " A social program shared by pupils and teachers, to bring them close together and enhance mutual understanding in a more open manner."4 interviewees out of 10 claimed that there is a need of inclusion and involvement of parents, and teachers in decision-making. " A parents' committee should be chosen by pupils and parents that will bridge the relationship between teacher-pupil-parent", " There is a need of constructive intervention by parents to draw parents and pupils closer to each other, and parents and teachers closer to each other."

Pupil involvement and inclusion in decision-making has an important role in their development stages that Erikson defined as the fifth stage ' identity versus role confusion'. In this stage the teacher needs to be a source of support, encouragement and counsel. Teachers need to encourage students to plan relevant programs for adolescents and initiate collaborating learning, in giving the pupil the choice of being in the class he or she wants to study in and choosing the study program so the material will not be structured and will motivate him or her to study.

Question 5 raised the problems in teaching heterogeneous and crowded classes.⁷ interviewees indicated that teaching in heterogeneous classes with a large number of pupils teaching becomes ineffective and more frontal and a lesser variety of teaching methods are applied in these classes. "The class begins to function more frontally, because there is no possibility of using auxiliary tools or of working in groups", "There's chaos in class and the quality of the teaching is not as good", ".... the teacher always has to compromise on the mediocre and this has an effect on the good pupils in class and on the effectiveness of teaching.". The literature has referred to the various demands, which are within the teacher's responsibility and the problematic human relations in crowded and heterogeneous classes. The teacher must keep the social unity in the class, maintaining good relations with his or her pupils and keeping with the intellectual demands of his or her profession when teacher fails to meet these responsibilities he or she are more likely to be exposed to emotional burnout (Friedman 1986.)

5 interviewees noted that when teaching in crowded and heterogeneous classes the teacher is pressured in terms of time and this is oppressive." You can't give all the pupils the same amount of attention in the short time of 45 minutes", "... the teacher feels pressured and the whole time because he or she doesn't have enough time to complete the required material", "The teacher invests a lot of energy to be able to meet the demands of all pupils on all levels, without much success.", "...the teacher sometimes shortens the material because he or she can't fit in all in from the time aspect." Blase (1986) indicated in his research that workload and time pressure is another variable, which is related to the researched organizational aspect. Where the teachers complained about load as a result of over demands, time pressure and difficulties to manage time, due to various constrains like coping with large and

heterogeneous classes. Where teachers complain of inappropriate response for all the different levels in class. "With a large number of pupils it is impossible to assess what was learned in class.", " A large number of pupils in a heterogeneous class makes the teacher's work difficult and puts pressure on him or her, because on the one hand the head teacher demands good results, and on the other the teacher has difficulty in reaching all the pupils, who are on different levels...which is expressed in the poor results of the class."

All teachers agreed that crowded and heterogeneous class affects the teacher's morale when he or she knows that he or she could give more but is denied the possibility.

Question 6 referred to the student- teacher interaction and its influence on the class climate. 6 interviewees claimed that good relations between teacher and pupil help the teacher to overcome discipline problems and increase the level of achievement. "...The teacher's job to bridge the emotional gap , a function that is lacking at home, and this give them security and motivation to like the teacher and take an active interest in the learning materials", "When relations between the pupil and teacher are good the atmosphere is more conducive to learning and teaching." , ".....a teacher who insults the pupil and doesn't treat him or her properly creates discipline problems in class." , "When a pupil likes a teacher he or she will like the subject taught by that teacher." Good teacher-pupil relations raise achievement; because a pupil who likes a teacher likes the subject he or she teaches and takes a greater interest in class, leading to better results in the class and better class climate.

4 interviewees stated that uniform liking and affection without discrimination draws pupils and teacher closer and strengthens the pupils' self confidence. ".... A good attitude must be mutual and include all pupils without discrimination." "A teacher who

encourages and listens to the pupil raises the pupil's motivation to learn, and a teacher.", " Verbal language is very important to the pupil...the teacher must give the pupil the feeling that he or she is not cut off from the teacher's world, in the context of a friendly relationship." , "Verbal esteem can be a very useful tool, not simply giving an assessment or a mark , because it provides the pupil with an incentive to improve in coming exams."

Moos & Tricket (1974) included teacher's support as one of the variables concerning inter-personal relations among group members in class. The degree of support, help, interest and friendliness a teacher gives to his or her students. 3 interviewees related to the teacher as the strong link that connects the pupil's world and the teacher's world " mutual understanding between the teacher and pupil becomes liking.", "... and to be different from his or her parents", " not to be inflexible and indifferent to the pupil's needs". Pupils in junior high school need individual attention and caring of their various problems. Teachers need to be sensitive and supporting and not disappointing towards their students in order to avoid discipline problems that affect negatively the atmosphere in both the class and the school. The teacher's role is to reduce the gap between perceptions of student's and teacher's function in order to decrease teacher's frustration which contributes to the teacher burnout.

In question 7, 5 teachers have claimed that the influence of seniority on burnout is greater than the influence of age. " Seniority exacerbates teacher burnout, especially if the teacher teaches the same class and the same level for many years.", " It becomes routine, which makes the teacher feels tired and burnout." , " Having to contend every day the same teaching staff, the same kind of pupils and the school administration is accompanied by routine, which is accompanied by burnout." , ".....there is never anything new, there are no incentives or compensation by the administration, faculty or

parents to encourage the teacher, and therefore the job is considered more routine and dull and one that offers nothing new.". Four interviewees indicated age as a decisive factor in burnout.. Age has a greater effect due to the older teacher's inability to understand the problems of young pupils." A young teacher can cope with the problems of younger pupils better than an older teacher, as the age gap is big and he or she can not understand the pupil's real problems which are unique to their age (adolescents)."

The teacher's mental and physical fatigue " with age, a teacher feels greater physical and emotional fatigue and feels that the difference in age between him or her and the pupils adds to his or her lack of understanding of the pupils, which in itself causes erosion."

Medical problems that develop with age "....because the teacher is physical tired more quickly than a young teacher and experiences career burnout."

One interviewee claimed that the two factors, age and seniority, have an equal effect. " Both age and seniority have an effect, when teachers get to retirement they do not want to retire because suddenly when they are old, they do not have children to look after, they do not have a family basically they will go home. So they prefer to stay in school...I see a lot of teachers that do not want to retire, they want to continue until they could not do it any more." An important finding was presented in Friedman's research (1987), the longer the period of time in the profession, the higher the rate of burnout. Initiative, seriousness and responsibility give way to routine and boredom. The worker makes more and more effort, with a growing sense of apathy and lack of motivation, and develops physical and mental exhaustion.

Question 8 in the interview referred to factors that influence teachers' burnout, starting with an open question, in which the teachers were asked to list what they

consider the three main factors affecting teachers burnout.5 of the 10 interviewees mentioned that lack of appreciation by the administration as one of the main factors of teachers burnout."...lack of appreciation by parents and the school administration of the teacher's work." , "school administration improper attitude to teachers." , "there is no appropriate appreciation by all parties involved; pupils, faculty and school administration ." , "Appropriate compensation for and appreciation of the teacher.". Most interviewees said the same things in different words. Teachers feel that they have not been appreciated enough and they have a feeling of loneliness and lack of support which causes the teacher to think that "...they have nowhere to go and no one to talk to" Cunningham (1982.pp.219-244).

5 interviewees stated that long and boring curriculum that is not renewed as one of the main factors of teachers' burnout. "The curriculum is not renewed, which is boring for both the teacher and the pupil, and in this case teaching and learning become more of an obligation than a learning process.", "The curriculum is routine ...neither the pupil nor the teacher feels that there is any 'challenge' in the study materials." , " The same material that is repeated year after year." , "School has become a 'factory' for generating marks and the teacher is a contractor for achieving better marks, which leads to the material not being studied in depth." .While 4 interviewees claimed that pupils with low achievements and lacking in motivation is one of the most important factors that influence teachers burnout." When the teacher imparts a lot of material and makes a great effort but the results are negative...", "...lack of motivation and the pupil's social background.", " The pupils' socio-economic background, which leads to a low level of achievement among the pupils.", " The type of pupils- the same pupils every year, on the same level (weak pupils). The teacher feels that there is no challenge in teaching weak classes.", " The type of pupils, their age, maturity, socio-economic background,

and the form of supervision and control over the pupil.", "The teacher invests a lot of energy to be able to meet the demands of all pupils on all levels, without much success.". As it was mentioned in the literature review teachers who taught pupils of lower socio-economic districts are more burnout than teachers of middle class pupils.J.Reed (1979).

3 interviewees related to low salary to teachers burnout. Low salary in relation to the effort invested." The salary does not correspond to the effort that the teacher invests.", " The insufficient salary makes the teacher feel that his or her profession is not valued.", "The salary is not commensurate with the teacher's efforts."

In question 9 of the interviews, 6 teachers graded these three groups in order of contribution to burnout at work as follow: first place, with the strongest effect on teachers burnout, was organizational factors, in second place were job-related factors, while environmental factors were in third place.

This question can be summarized as follow:

1. **Organizational factors:** since the school administration is responsible for building good relations between pupils and teachers and between teachers and teachers. In other words, lack of clear procedure and awkward organizational structure affect teachers burnout." No job definition, and no definition by the school administration of the expectation of the teacher.", "lack of communication between teacher and headteacher (the teacher feels that he or she is acting alone and is responsible for everything that he or she does, without any guidance from above.)", " There are no defined rules (written obligations and commitments for both parties-teachers –administration) in order to prevent clashes between teacher-headmaster", "unprofessional decisions by the

headmaster", "Neither the faculty or the school administration work in coordination and this makes my work harder.", "No teamwork- the teacher's work is completely autonomous, without any interest on the headmaster's part.)

2. **Job-related factors:** excessive demands, vagueness, lack of feedback, lack of promotion prospects, unsatisfactory pay, problems with equipment and resources." The teacher needs the help of tools and auxiliary materials to impart a lesson successfully." "The structure of the system, from the aspect of frontal methods, the number of pupils, lack of auxiliary materials..." "The school does not equip teachers with tools for dealing with the new technology." Excessive demands "The teacher works at more than one job- he or she is a teacher, educator and counselor, and this in itself is tiring.", "Working part-time in two different schools contributes to very great burnout among teachers.". Teachers suffer from lack of teamwork "When there is no teamwork the teacher feels that he or she is on his or her own and there is no one to turn to, which causes burnout", "relations among faculty members-there is no teamwork, no definition of the teacher's roles.". Research shows that the nature of the job is also an important factor in the creation of stress that leads to burnout. Tasks are long, continuous and repetitious.

3. **Environmental factors:** Everything that relates to environmental and physical elements at the school." There is no physical regeneration or renewal of the school, such as a change of the class structure, furniture, blackboards, television, resource room..." Seminars are unsuitable for the field (physical condition)- teachers can not apply methods in small classes with 40 pupils". In other words the physical structure of the class is not built for a crowded heterogeneous class. Demanding parents are influential factor in burnout among teachers. Critical

intervention by the parents. " Teachers feel that they are under constant parental pressure, where there is a lack of cooperation and destructive criticism.", "The parents attitude to teachers, they do not take an interest in the teacher or appreciate his or her hard work for their children.". Teachers would feel safer if parents were in their 'side', they would function as their safe 'net'. In other words, constructive intervention by parents would draw parents and pupils closer to each other, and parents and teachers closer to each other. One interviewee suggested that in order to improve parent –teacher relations "A parents' committee should be chosen by the pupils and parents that will bridge the relationship between teacher-pupil-parent." Friedman (1997) mentions that demanding and disrespectful behavior from parents is a fairly new phenomenon in the Israeli system.

Question 10 was an open question where the interviewees were asked to add and relate to different issues that were not mentioned in the interview regarding teachers burnout, and they have produced the following data:

1. Structured curriculum without the freedom of choice for pupils and teachers

"The structured teaching methods, lack of freedom ...no options in choosing the curriculum", "Nothing is ever new or renewed...frontal methods...", " The students are not given the chance of choosing their study program...the material is fixed and structured...the students are not free to choose whether they want to be in the class or not." All of this makes the school become a factory for generating marks and the teacher is a contractor for achieving better marks, which leads to the materials not being studied in depth and students feel less motivated to learn.

- 2. Appropriate counseling and training for teacher and pupils at school.** Teachers fail to cope with stressful situations and pressures that affect both teachers and pupils. Freedom of expression for pupils and the receipt of appropriate counseling on behalf of school faculty." Appropriate counseling in school, which makes the teacher's work easier, the pupil's learning more efficient and reduces discipline problems in class, thus causing less teacher burnout.", "The appropriate counseling or management staff for the school, through which the pupil could express his or her problems and receive professional counseling.", "Sufficient presence of a counselor at school in order to meet the needs of both pupils and teachers.". Lack of counseling and a listening ear at school where the students feel that there is no one to turn to or talk to and the students' needs are not addressed make the teacher's work more difficult and cause him or her feel burnout.
- 3. The employer's lack of appreciation.** " There are no rewards and incentives and the teacher feel that he or she is investing an effort in vain, causing him or her to feel ineffective and burned-out. "No appropriate appreciation by all parties involved; pupils, faculty and school administration.", "Advancement in the system is financial and not emotional.", " Lack of appreciation and esteem-not proportionate to the effort made.", " There are no incentives or compensation by the administration, faculty or parents to encourage the teacher, and therefore the job is considered more routine and dull and one that offers nothing new."
- 4. Establishing shared social programs and entertainment for pupils and teachers.** "The social atmosphere at school ...lack of social activities during the year for teachers and teachers for pupils and teachers.", " Asocial program shared by pupils and teachers, to bring them closer together and enhance mutual understanding in a more open manner.", "Extra-curricular activities for pupils and teachers,

irrespective of the learning materials.... social outings at the end of each term or on public holidays." All of this improves teacher-pupil relations and brings them closer.

To sum up: Here it is important to quote the words of one of the teachers interviewed who was asked to add another factor contributing to burnout, which was not expressed in the others and the teacher stressed ~~that~~ the teacher's inferior social status and he stated as follow " Today the teacher is less appreciated socially than in the past...and teaching as a profession is not considered the best profession for excellent pupils...most of the pupils who have low or mediocre ability choose teaching as a profession, while the excellent pupils go for the professions, like economy and law." Excellent pupils choose the mentioned subjects to study since they know in advance that they can make more money comparing the years they study alongside with teachers. Salary ^{the} is ^{second} reason of teacher's inferior status since salary does not correspond to the efforts that the teacher invests. Therefore, the teacher is forced to look for other work because one salary is not enough so he or she finds himself or herself working part time in two different schools which contributes to very great burnout among those teachers. However some burnout teachers are the problem and not the solution and they contribute to their own stress that causes them burnout. These teachers have different stress triggers which are linked to their own self-image. One teacher may feel stressed by difficult or excessive demands; another teacher may feel stressed from lack of promotion or pupils' misbehavior. There are different coping strategies that teachers need to recognize and have to discover what strategies work best for them some teachers adapt these strategies others fail .One interviewee said" I feel a strong sense of collegiality", another teacher of the same school said "There isn't a good communication between staff....I prefer to be alone" ,The first teacher may develop a

better coping strategy than the second one, since when there is a social support there is an effective coping of teachers' stress (Kyriacou,2001).

5.2. Summary of finding

According to Friedman and Lotan (1985) teachers who tend to feel burnout are those of the following categories: a forty years old or more and mainly males, a parent to more than one child, teacher who teaches in more than one school or more than one subject, a teacher who teaches in crowded classes. All of these categories were true regarding teachers who have been interviewed. Interviewees mentioned that teaching in small classes creates a more positive climate. Since students are more involved, they have more sense of belonging, more teacher support, order and organizing, clear rules and better teacher's supervision. Interviewees claimed that teaching in over-populated schools might lead to negative symptoms: difficulties of organization and difficulties of students' and teachers' roles. Both teachers and students feel alienation toward the system.

Some interviewees stated that teaching adolescents is not an easy job specially when they are of the same age group but in different cognitive stages, and if the teacher fails to diagnose the stages and adapt his or her teaching method accordingly, he or she might find himself or herself with detachment from what is going on the class. In junior high school teachers need to help students gradually to develop abstract thinking by giving personal example and encouraging its application, since during adolescence students are already capable of scientific thinking or in the process of acquiring it.

Some interviewees stressed the difficulty of teaching heterogeneous classes. Some teachers fail to cope with various didactic needs since the difference between the pupils

is big. Others fail since they could not handle a class of forty students and answer all of the students' specific needs.

The curriculum has a great impact on teachers' burnout as was mentioned by some of the interviewees, they felt that the curriculum in the very low groupings is very different from that of the higher grouping thus the progress of the weak group is hindered and let no chance of weak students moving from a low grouping to a high one.

The main factors that cause teachers burnout according to the interviews were as follow:

- Pressures of time, tight schedules.
- Lack of teamwork.
- Long hours of work (especially working in two or more schools)
- Destructive criticism by parents.
- Conflicts between personal and organizational values.
- Lack of ability to make a difference (the headteacher has the final decision).
- Lack of extra-curricular activities.

Chapter VI: The Discussion

Finding no. 1:

The feeling of burnout, the main variable to be examined in this research, was found to have a strong positive correlation with class discipline, and a strong negative correlation with satisfaction. It was also found that satisfaction; school and class relations were positively correlated to each other. These findings show that types of interactions between the teacher and his or her students is the major source for teacher burnout.

Friedman, (1995) drew a profile of a student's behavior which is responsible for burnout in teachers:

- a. Antagonism toward the school and its values.
- b. Contempt towards the teacher's authority.
- c. Impatience toward students with different potential.
- d. Apathy and lack of involvement regarding class affairs and school assignments.
- e. Demanding the personal and exclusive attention of a teacher.

In addition, the most prominent and impacting behavior on teacher's burnout, according to Friedman, is lack of concentration and inattention. This behavior of the student bothers the teachers very much and causes them to feel constant frustration. Teachers who teach in Israel junior high teach in crowded classes (about 40 students in each class), the classes are heterogeneous in their composition.

The great difference within the students, both from the cognitive aspect and the emotional aspect, and the Ministry of Education's policy to integrate the special education students in regular classes affect significantly the student's ability to concentrate and to be attentive. The student feels he/she is lost in the class, and therefore he/she tries to attract the attention of his/her peers and teacher. Because of the

class composition and its size, the teacher is not always attentive to the students' need, a fact which increases their frustrations. Therefore pupil inattention can find expression in insolence, lack of respect toward the teacher, and overdemanding of his/her attention. This behavior has a strong impact on class climate.

In my opinion, there is a major significance in the connection between the teacher and the student in the Israeli situation. The larger and more heterogeneous the class is, the more problematic the relationships in the class are forced to be. The result is an increasing load the teacher feels as the class leader. He/she cannot give individual attention to each student and cannot divide his/her time and resources among all of them.

The tasks a teacher in a large and heterogeneous class has to undertake are many: He/she has to be concerned about the relationships among the students; he/she has to maintain good relationships with his/her students; he/she has to keep with the intellectual demands of his/her profession which are many and complex.

It seems that handling the social aspect of the teacher's work will help him/her to cope with a stressful situation. It is very important to equip the teacher with those skills which relate to inter-personal relations, so he/she will be able to handle skillfully the psycho-social aspect in his/her class, and also the daily problems. In doing so he/she will lessen the risk of a professional burnout. The research shows that satisfaction, class relation and school relations are correlated positively to each other, and this is very important in order to form pleasant class climate and school relations based on dialogue and mutual understanding. This positive climate is a major tool to cope with the phenomenon of burnout.

Finding no.2

No significant difference was found between males and females in connection with burnout variables. While I had been expecting a significant difference between male and female teachers, no real significant difference was found. Since there are more female teachers in Israel, I assumed that the load a woman experiences due to the fact she works both at home and outside, would necessarily affect their feeling of burnout.

The finding in the research, that there is not a significant difference, might be the result of our modern times, where men and women share more tasks and roles. Gender is apparently a weak variable, and it seems that environmental variables are stronger and more prominent, and therefore affect significantly the level of burnout. This maybe the reason why socio-demographic factors, like gender, become less connected with the level of burnout.

Finding no.3

The level of burnout in teachers who have a coordinating position is higher than in teachers who have no additional position.

This finding refuted the research hypothesis which said that teachers who have position are equipped, due to their position and experience, with tools and skills to cope with those environmental variables which were indicated in this research. These major variables have strong positive correlation with the level of burnout teachers in junior high experience. These teachers who have positions receive extra training which focuses on improving the communication between them and their students, and also focuses on coping with discipline problems. I predicted that these teachers would be more hardened than subject matter teachers with no extra position.

The research findings refuted this hypothesis, and apparently, the load of being a teacher and a coordinator contributed to burnout. The many expectations of the management to carry out all tasks, limited time, and the dispersal of the teacher's energy to several directions, not allowing him/her to focus on one task in depth, cause a teacher who also has a position, to have difficulties in functioning well. In particular too many role responsibilities may interfere with a good relationship between students and teacher. This leads to students' frustration that their teacher is always too busy to give them individual attention. Naturally, this frustration leads to discipline problems which consume much of the teacher's energy. A teacher who has a position feels tense because he/she is so busy, and these feelings indicate a high level of burnout.

In an additional study about environmental variables I wanted to check the difference between teachers who teach in the Arab sector, and those who teach in the Jewish one. I assumed that a difference would be found, and indeed, the research results confirmed the hypothesis that there is a difference, though it is not a significant, regarding discipline and relations in the class.

The meaning of these differences is that in the Arab sector feelings of burnout are higher, the class and school relations are worse, the discipline is less strict, and the teachers' satisfaction is lower. On the face of it, discipline in the Arab sector is more strict, since the teacher is perceived as a more authoritative figure than a teacher in the Jewish sector. This means, that a teacher in the Arab sector copes with discipline problems with more intensity than his/her colleague in the Jewish sector, and therefore he /she is more burnout.

But in contrast to my hypothesis, the finding here indicates on opposite direction. In my opinion, this is the result of subjective differences (regarding discipline) between the two sectors which differ culturally. In the Arab sector, where the

family structure is patriarchy, the teacher is still an authoritative figure. He/she interprets every discipline violation, even the smallest one, as undermining his/her authority as a teacher, and thus the intensity of his/her reaction is higher. He/she feels a gnawing threat to his/her status. For him/her, the discipline problems he/she has to deal with are more severe than the problems of a teacher from the Jewish sector confronts. This feeling causes a great deal of stress and burnout.

In contrast, a teacher in the Jewish sector, who is perceived as democratic and less authoritative in his/her student's eyes, develops immunity against the same discipline problems which he/she sees as easier. His/her interpretation is different in comparison with his/her colleagues from the other sector. Since the interpretation about discipline is subjective and so is the feeling of burnout, it seems that there is a positive correlation between the way a teacher perceives discipline and his/her feelings and experience of burnout.

Findings number 4,5,6

There is no correlation between age, seniority and education, and the level of burnout and it is not a result of them. These findings refuted my hypotheses which said that there is a correlation between level of burnout, and teachers' age, seniority and education. I assumed that younger teachers would report on feelings which indicate more burnout than senior teachers, because young teachers are perceived in the students' eyes as less authoritative. The adolescents try to see if the teacher knows how to set a limit and is decisive. A junior teacher has not still acquired the needed skills to cope with adolescents, in contrast to a senior one.

I also assumed that senior teachers would report lower levels of burnout, because new teachers devote themselves to their work so as to succeed and prove themselves.

Because they still do not have seniority in the new system, they are very motivated, and will invest a lot of energy in preparing a lesson and achieving the didactic objectives- they set out for themselves. But they face objective realities; class size, heterogeneity and difficulties which are their result, and they feel frustrated because they are busy most of the time with finding solutions to these obstacles, a fact that increases their burnout.

More experienced teachers have skills to handle those environmental factors which cause burnout, unlike new teachers who are inexperienced and shares his/her problems less with experienced teachers, so as not to expose his "weakness" which causes the others to appreciate him/her less.

I also assumed that more educated teachers will be more burnout, due to the fact that they see teaching as an opportunity to progress and a means to explore additional alternatives of occupation. This type of teachers develops higher expectations which are not always in line with reality. This gap cause them to feel frustrated and burnout.

The research findings did not find definite correlation between level of burnout and socio-demographic variables: age, seniority and education.

The explanation lies in the fact that in contrast to the socio-demographic variables, there are variables, which were examined in the research and were found to have strong influence on burnout level. These variables which are connected to the teacher's work environment — class discipline, class relations and school relations influence strongly the feeling of satisfaction, or burnout.

To sum up, the research results show that there is not a significant ability to predict level of burnout through the total socio-demographic components which were taken in account (gender, age, education, and seniority). Only position is a variable that

can predict burnout, since it was found that teachers who have achieved a position are more burnt-out.

In contrast, with the help of regression analysis to predict burnout, it can be said that environmental variables enable significant prediction of teachers' burnout. More than that, the teacher's satisfaction at work is the most important and significant in this prediction. Discipline is also an important variable.

These findings can help headteachers to reduce, to a great extent, the level of burnout, since the identification of the four variables (discipline, satisfaction, class relations, school relations) enables them to focus on these variables and handle them. The next chapter deals with detailed methods to minimize level of burnout in Israeli teachers who work in junior high.

Chapter VII: Conclusion

The findings of this research demonstrated that burnout in teachers working in junior high schools as a serious problem. The human factor is critical in achieving positive teaching. Therefore all who work in schools have to consider how to work co-operatively and productively. Teacher goodwill is one of the major factors contributing to success in schooling. Successive research investigations illustrate that teaching as a profession does contribute to burnout. However, there are means and possibilities within schools that can be used to minimize burnout.

The inspiration of this thesis came from the weary and exhausted souls who were my colleagues at work. I wondered what made them feel the way they do? Since my colleagues as well as my students were the centre of my concern, I decided to investigate in depth for the reasons for teacher burnout from one side and from the other side, Why do students contribute to this feeling by the way they behave?

In order to provide answers to these two questions, I needed a thorough investigation of the nature of the student population so I can have a clearer picture of their patterns of behavior. It was clear that students were going through their hardest stage of life, adolescence. Being adolescent is not an easy job especially in the Internet age. Therefore, teachers need to be more ‘ accessible ‘ and sensitive to their students needs. They need to be aware and able to cope with the students’ psychological, emotional, physical and sexual changes. Being aware of these changes may ease the teacher’s role so they can achieve better interactions with students. Adolescents’ needs are the major issue to consider when deciding upon a curriculum. Selected material should be based on students’ interests and suit their level of comprehension (suitable to their level of learning). Choosing appropriate curriculum encourages students to concentrate and be more attentive, which avoids discipline problems.

Being a teacher in heterogeneous and crowded classes is not teaching in the best class setting. However, this is the reality of most Israeli schools where teachers have to struggle with large numbers. One-way to make this 'impossible mission' into a possible one is, to have an 'open channel' in both levels teacher-student and teacher-teacher. This means that the teacher learns to become more open-minded to the students' continual demands and a better listener to students' difficulties in learning. On the other side, ^{is?} the teacher-teacher interaction, where the teacher shares his or her burden and experience (good or bad) in teaching with his or her colleagues. This sense of cooperation among teachers will strengthen the teacher immunity to cope with the stress of the crowded heterogeneous classes. Sustaining a positive climate in class is the key issue in coping with teachers' dissatisfaction and stress, where pleasant school relations based on dialogue and mutual understanding can achieve it.

Another finding identified ^a is the level of burnout in teachers who have coordinating position is higher than in teachers who have no additional responsibilities.

The truth lies behind the scenario of Israeli schools where the coordinator is mainly concerned with excessive job demands from three different groups of people; headteacher, subject teacher and students. Since coordinators' work involves helping and treating people they are likely to be exposed to more stress compared to their colleagues with other types of jobs.

From a teacher perspective, I have experienced a surprising phenomenon where teachers in managerial positions, such as coordinators and senior managers, prefer to avoid thinking or talking about burnout and in some cases dealing with it. They do not want to expose their thoughts, feelings and actions in this respect. It seemed to them as threatening in the sense of revealing facts that have a direct effect on their professional performance, in a very personal way. On the collegial level they fear to show any kind

of weaknesses towards the team they are leading. Therefore, they prefer to hide their feelings and avoid discussing issues regarding their dissatisfaction or stresses that they encounter through their daily work. Overcoming denial is another step teachers need to work on in order to prevent future burnout. This can be achieved in the organizational level, where the headteacher offers frequent sessions to teachers at risk of burnout together with the school counselor. There is a pressing need to achieve a supporting system, which is based on trust among colleagues of different positions. Teachers need to feel secure to discuss their workload, anxieties and the continuous stress present in their workplace.

The gap between experienced teachers and the inexperienced ones is another issue needing attention. This gap is typical in Israeli schools compared to western countries. Teachers live in two separate worlds yet they physically meet in the same physical building everyday. This means that there is a lack of cooperation between these two groups of teachers. On one hand inexperienced teachers work very hard to improve their teaching skills. On the other side experienced teachers look for better promotion in their work. So both groups have different means and ends, which may be incompatible and inefficient. The tension may indeed be a cause of institutional stress. In this respect headteacher needs to reinforce better communication between both groups and demand full cooperation in order to sustain what is best for all. Better communication between experienced and inexperienced teachers is a 'win win' matter where both sides need to get use to. Inexperienced teachers can be assisted by the more experienced in handling crowded heterogeneous classes. Further helpful advice when they are 'stuck' in the middle of their first years of teaching. Experienced teacher can gain new methodology that can work better in his or her classes, as well as being looked up to as a model teacher.

As a matter of fact, most of the teachers who leave teaching are teachers in their early years of teaching. They feel that they cannot deal with the system, nor with the class composition. The reason for this may be because of their lack of support and they feel that there is a huge gap between theory and practice.

It was interesting to learn from this study that work environment factors have a great impact on teacher burnout in Israel. Most of the Israeli schools are located in the city center, where noise can be in some cases unbearable. Very often students fail to concentrate on work undertaken inside the class because of the traffic noise coming from outside. The only way that I can think of in order to prevent such situation is to have special windows that block outside noise, in this way teacher need not to speak up in order to be heard by all of the class, and students will become more focused and concentrated in the teachers' instructions. This is another organizational issue, which needs to be dealt with in order to prevent teacher stress. When there is more noise efforts need to be made by the teachers to attract students' attention. This alone may cause exhaustion in teachers.

Another unique factor is in relation to Arab schools. Under funding contributes to feelings of loneliness, lack of support and insufficient counseling (many Arab schools do not have a counselor). Teachers feel that they have nowhere to go and talk. Hard work and effort are not well appreciated by headteacher and community (parents). Arab teachers constantly complain about lack of parental involvement. The only way parents get involved in what is done at school is, when there is criticism of teachers' work. This makes teachers tense while they perform their work and they are constantly anxious not to fall into a "net". Many Arab teachers claim that they choose teaching since they had no other choice. Therefore, they prefer to work in the education system rather than being unemployed. This creates feeling of having no commitment to work and having

little satisfaction from working with students. Another factor which causes burnout in Arab teachers is vagueness and ambiguity regarding their job's definition. In many cases headteachers take for granted the managerial demands and expectations of a teacher. Teacher very often feels frustrated since he or she is not quite sure of what is expected from him or her, and what is his or her responsibilities. In this way teachers lose their confidence and become more susceptible to burnout.

Providing enough information about a teacher's position and avoiding vagueness contributes to enhanced self-confidence.

Arab teachers need to cope with different student patterns of behavior compared with their Jewish counterpart, because their behavior is a result of different cultural and social dilemmas. Most of the students come from large families with a very low socio-economic background. They often live in very bad conditions where in many cases either the father is a single worker with a low salary or he is unemployed. These poor conditions create different realities regarding Arab students, who tend to form two different groups of students. The first group looks at school as their last chance to 'catch up' in life so they work very hard to overcome their unbearable circumstances and to succeed in school. However, a second group of students see school as a temporary 'shelter' in which they try to forget life and hardships. They express their anger by vandalism and class disturbances. Most of these students need special education and since there is a shortage of special education services in the Arab schools these students study in regular classes and become a teacher's 'nightmare'. Arab teachers need to demonstrate authority in order to prevent these kinds of students from responding to him or her impolitely and to encourage them to pay attention to his or her instructions. The most important thing is to demonstrate patience towards pupils with different levels of potential.

One common feature for both sectors is the low pay that teachers receive. Due to the high standard of living, especially in urban areas, teachers are forced to look for extra jobs in order to be able to withstand pressures. This phenomenon is very prominent among female (bachelors) teachers in the Jewish sector and more with the married male teachers in the Arab sector (since in most cases he is the only supporter of the family). This issue should be discussed openly and publicly, so the Israeli society reconsiders this problem. Teachers need to concentrate on teaching not earning extra. Since teaching is already demanding work both psychologically and mentally, having an extra job to it can lead to a 'mad' life and teachers are more likely to be exposed to stressful situations, which probably may burnout.

All these factors are evident in Israeli society where the environmental, organizational and cultural factors are highlighted in schools; these contribute to stress and burnout in Israeli teachers.

The following chapter is pointing out recommendations that can be useful in reducing teacher burnout.

Chapter VIII: Summary and Recommendation to Cope With the Phenomenon of Teachers' Burnout in Junior High Schools

Frudenberger (1974) identified burnout as a decline in physical and emotional strength due to stressful work situations. The professional literature stresses the fact of burnout among people who are keen to succeed in their job, demand of themselves dedication to others, and increase their efforts until they collapse under the burden and exhaust their reserves of energy. Shirom (1989. pp.25-48) related to burnout as " an emptying out of the individual's energetic, physical and emotional resources". Teachers are more likely be ambitious and enthusiastic to lose their interest in their work and become bored, frustrated and apathetic. However, teachers need constant renewal regarding their teaching in order to cope with the constant changes and feel more motivated to deal with them. The teacher is the central figure of this study, since when teachers are in a state of self-actualization, satisfaction and motivation; everything around them will perform better.

To sum up this thesis, I would like to offer a personal example of when I was kindergarten pupil. We sang every morning to the kindergarten teacher a song of welcome and appreciation of her hard work. The essence of the words of this song meant that, a teacher is like a candle, consuming their own energies and wisdom in order to light the path for others. If the teacher can re-new themselves, this is a tolerable process. However, if they cannot it truly is a case of a 'burnt-out' candle.

The list of recommendations that has been presented in this thesis is a tool for headteachers to cope with the phenomenon of burnout, since they isolate the main factors of burnout, and thus make it easier to handle them specifically.

On the one hand, the handling of the phenomenon can be holistic, but on the other hand, it can be focused according to specific factors, since burnout has different causes and directions. By using the model of Backward Elimination Procedure the main factors were isolated and thus the headteacher can relate only to specific problems.

8.1. General strategies to ease burnout in teachers

Kyriacou, (1987) & Dunham, (1983) distinguished between two main groups of different intervention programs, which focus on stress therapy and burnout prevention in teachers. The distinction was made according to the directness of the intervention.

There are recommendations, which relate to direct treatment of burnout causes. The direct act which is involved with practical treatment of the stress' source can be: reducing the number of pupils in the class, reducing heterogeneity in the classes, and changes in the curriculum in order to increase pupils' motivation.

The recommendations which focus on indirect treatment of burnout causes, using techniques which ease pressure are: there are mental techniques which try to change the teacher's perception about his/her surrounding and its circumstances, as for example looking at things in perspective, trying to see the pleasant or even the funny sides of difficult situations, or using positive imagination. There are also physical techniques, which include relaxation, physical activity, and workshops for healthy and enjoyable life.

A direct treatment of burnout causes is always preferable to easing therapy, because it deals directly with the source of the stress. If this strategy is successful, the stress is reduced and there is no need for additional therapies. It is not always possible to locate the sources of the stress, and even if they are located, it might be difficult to treat them. According to some studies, teachers tend to believe that burnout occurs as a

result of their inefficient coping with stresses, and this is why they see it as a personal problem (Schwab, 1983) and a personal failure (Cedoline, 1982). Techniques, which reduce stress, are more common because it is relatively easier to use them and their effect is usually quick.

The following are the recommendations to treat teachers' burnout according to the aspect of intervention: the individual aspect (teachers) and the organization aspect (school). The first type of intervention might improve the teacher's ability to handle stress and reduce it.

The findings of Milstein and Golaszewskis, (1985) support the idea that interventions in personal level have only partial effect, since they focus especially on expressions of stresses and ignore the need to change the organic sources of stress. Thus, it is important to pay attention to how schools can eliminate pressures their teachers feel: adopting styles, managing tactics, administrative procedures and work conditions- that minimize those stress sources which are under the school responsibility. This can be done by turning an indifferent teacher to an enthusiastic one, or by acquiring parental support.

Shin and Moretz in Farber's book, (1984) also stress the fact that many causes of stress are beyond the employee's control and this fact explains why some strategies of personal coping might be less powerful and have less effect, in comparison to those strategies which involve groups of employees or which are initiated by the organization. It also was found in their study that coping as a group, or initiated coping by the organization, (and in particular recognition and emotional support of people who are at the top of the organization), contribute a great deal to employees' positive attitudes toward their workplace and to their satisfaction. These attitudes stem from the feeling that their workplace does think of them and feels obliged to them.

In addition, it seems that intervention which focuses on aspects of work organization, like institutionalization of information's transferring is more efficient than interventions, which focus on changing personality's characteristics of workers. For example, intervention in order to increase personal invulnerability or change the conception about one's locus of control. Although, when is necessary, it is possible to use techniques to treat burnout according to direct or indirect programs, which include only the personal aspect or only the organizational aspect, the best strategy and the most efficient one to treat stress and burnout is that strategy which integrates the two aspects and deals both with the sources of the stress and its phenomena. There is another distinction between interventions where the goal is to prevent burnout in the future, and interventions which deal with current burnout.

In this paper, a number of theoretical hypotheses that connect stress with burnout have been discussed. If one studies these hypotheses, one can get the impression that burnout is the result of organizational situations as: ambiguity concerning positions, lack of feedback about performance, overload at work, awkward organizational structure, and lack of influence and environmental control. To solve these unhealthy situations, the preventive therapy regarding burnout has been directed toward organizing the work and its environment. Preventive therapy is based on the following ideas:

- a. Skills to cope with real stress can be learnt in a classroom.
- b. Skills will be acquired more efficiently through experience, where one can find opportunity to succeed through practicing.
- c. This inculcation will be more efficient in cases where the situation of teaching will allow systematic exposure of the differences between the expectations the

student has about a specific subject matter and about his/her personal competence, and the real situation in the class as he/she experiences it.

Preventive therapy is more effective and cheaper than intervention therapy, and therefore, it is important to stress the significance of preventive intervention. In addition, when one plans to treat burnout after it has been assimilated, one must be prepared for a long process. Preventive programs should be versatile and should suit various groups of teachers, for example, orientation program for new teachers, in-services and support groups for senior teachers.

In the context of preventive intervention there is a special significance in the distinction between new and senior teachers, and in the understanding of their different and changing developmental needs. The findings of this research indicate that new teachers experience stronger feelings of emotional exhaustion than senior teachers. It also was found that the main victims of burnout are teachers at the beginning of their work, and therefore, they are considered as a population in a high risk of burnout.

Korshaven, (1991) identified a number of stress factors which are unique to first year teaching, and which contribute to relatively high rates of retirement by new teachers. New teachers face various teaching demands and are also expected to adjust themselves to the social structure of their school, to their new positions and also to get used to less feedback and counseling than what they used to have as students in teachers college.

It was found that new teachers get less interesting teaching tasks, and many times they get extra special tasks, but their work conditions are worse than their seniors, due to the priority of seniority when decisions are made. Korshaven, (1991) noted that retirement in teaching is the result of teachers' decision during their first year of

teaching. Their decision, if to quit their job or to continue, reflects the amount of satisfaction they feel and their commitment to their work.

New teachers frequently do not have basic sources for coping, and that is the reason why the risk of burnout is high on the one hand, and its prevention during the first years is important. Schools which will provide much support, especially by senior teachers, will reduce the stress new teachers experience during early stages of teaching. Advisers, information and feedback will help new teachers to go through the first period of their work in the best way.

Cherniss, (1991) found that senior teachers, in contrast, are very sensitive to continuous and long term stresses which gnaw at important qualities such, as enthusiasm, caring and creativity. This gnawing affects their ability to cope with stresses and associated problems. Developmental changes which are typical for the second phase of life, might also affect senior teachers' functioning, like poor physical condition or thoughts about the approaching retirement. From what is said above it seems that burnout in senior teachers might be different from new teachers' burnout, and coping with it must both satisfied the typical professional needs (like changes of positions and renewal), and react to the developmental changes of the older teachers (preparing them to a partial job or retirement). All this must be done in accordance with the school needs, (for example, inculcation of knowledge and experience, and teachers guidance).

Practical recommendations to cope with teachers' burnout.

Not needed

8.2. Recommendations to reduce teachers' burnout regarding their self-image

Based on research findings by Friedman, it seems that any efforts to reduce burnout in teaching must focus on two parallel and complementary channels. The first channel is reducing teacher pressures, especially regarding the social aspect of their work. The second channel is improving Teachers' self-image, especially as professionals who feel satisfied and proud of their work.

Improving teachers' social capability can be achieved in various ways: Communication skills and interpersonal skills should be taught both during teachers' training and their actual work. Thus, teachers' capability to react correctly to students' behavior in the class will be improved and also the way they will handle problems in the class and outside. The atmosphere in the class will be more pleasant and the teachers will be able to use processes which increase teachers control of the students and the class as a group. It is recommended to operate workshops for communication and assertion, so teachers will have better interaction with their students.

Improving teachers' self image can be done within the school and outside. Activities within the school are mostly under the headteacher's responsibility. He or she can improve the social and organizational climate of the school when they give their teachers a constructive and supportive feedback, and when they personally, or with the help of their staff, give personal and professional support.

Activities outside school relate to the public aspect of teachers' status. These activities are especially important in a period when heavy pressures are imposed on the educational system. These pressures lead, on many occasions, to unrealistic

expectations in regard of what teachers can or cannot attain. As a result, teachers feel they do not receive the benefits and encouragement they are entitled to.

It is recommended to grant teachers benefits even for partially educational successes, especially those teachers who work with students who have different social, educational and cultural background, since this fact makes it harder to teach. Blaming teachers for the poor achievements of their students increases their feelings of burnout.

8.3. Recommendations to cope with teachers burnout in four different dimensions

This chapter of this study presents four different dimensions about work environment which have a prominent role in causing burnout or in preventing it: the psychological, structural, social and organizational dimensions. The following are recommendations to cope with burnout in these four dimensions.

Recommendations to cope with burnout in the psychological dimension of work environment

- The teacher should be independent in his/her work and should be allowed to influence its content and structure.
- Positions and their contents should fit the teacher's needs.
- Teacher's work should be diverse.
- Overload should be prevented and also the opposite, since it imposes routine. It is important to find the balance between demanding jobs and jobs which do not demand enough.
- Restrictions should be imposed on teacher's involvement, particularly in difficult roles. Breaks and holidays should be given together with rotation, (concerning changes at work), and early or partial retirement.
- Forming autonomous work groups and providing clear organizational goals which can be attained in a considerable time. A specific and immediate feedback should be given and also fair benefits.
- Encouraging personality expression and creativity of every employee.
- Forming direct connection between work, learning of one's job, and promoting in different directions. Teachers should be encouraged to participate regularly and frequently in in-services inside and outside their work frame, those that deal with the subject of their work, or with other close or relevant subjects.

Recommendations to cope with burnout in the structural dimension of work environment

- Noise, crowding, stifling air, unsuitable lighting, uncomfortable temperature and other structural pressures should be removed, eliminated or prevented in teachers' work environment.
- Forming comfortable surrounding which encourages teacher's self-actualization. Each teacher should have a private corner of his /her own.
- The individual needs and tastes concerning learning and work environment should be taken into consideration.

Recommendations to cope with burnout in the social dimension of work environment

- The number of the students in the class should be reasonable, so that the teacher will be able to give the optimal service to his/her students.
- Teachers' exposure to weak learning groups or to extreme difficult cases should be restricted.
- Efforts to improve relationship between teachers and students should be made by encouraging humane attitude toward the students.
- Staff meetings should be conducted on a regular basis, so teachers will be able to express their feelings openly, clarify among themselves their mutual objectives at work, decide between changeable issues and unchangeable issues, give and get support, challenge other teachers and be challenged by them, and report about innovations at work.
- Creating atmosphere of cooperation will increase diversity, interest and challenge, will encourage the staff to share decisions with others, especially difficult ones, and

will allow the teachers to divide pressures among themselves according to needs and situations.

- It is important to lead social life at work, like courses, workshops, parties and joint pastimes.
- The school management should stand behind its employees and fight for them when it is needed.
- The management should openly declare its objectives and its expectations of each individual in the system.
- The management should present positive goals and stress their significance and values.
- The management should give its employees an immediate and relevant feedback, together with benefits and awards as a response for the performance of their jobs.
- The management's attitude toward the teachers should be based on balance between personal relations, which means thinking about the individual and professional relations where the organization is the focus. The school management should strive to create a pleasant atmosphere at school, to enable positive interactions among the staff members. This atmosphere will help the teachers to feel they belong to the school and will increase their identification with the organization.
- The management should let the teachers take a part in the processes of making decisions and in various aspects of the school activities.
- The school management should provide various positions so as to enable mobility within the positions.
- The school management should strengthen the connection between the managerial level and the staff by developing formal and informal communication channels.

Recommendations in the organizational dimension of work environment

- The school should adopt the approach which says that the frame should be adjusted to the individual's needs, and not the opposite. This flexibility includes the content and the structure of the work.
- The bureaucratic characteristics of the work should be constantly examined in order to minimize, as much as possible, red tape and paperwork, and simplify administrative procedures. Internal regulations should be few, logical and realistic, and horizontal and vertical communication channels should be opened by encouraging professional contact among the employees, and by distributing feedback to every one in the system.
- In order that the teachers will be able to affect the policy and the decisions of the organization, which concern their work, and will feel a sense of belonging to their workplace, the human and democratic characteristics of the workplace should be given expression.
- Jobs' conflicts and ambiguity about positions should be solved; one should not be advanced too slowly or too quickly; employees should feel secure at their workplace and their position should receive its adequate status.
- Each teacher should get training which includes also treating future pressures, so he or she will be able to cope with them in the future.
- An expert who specializes in burnout should be consulted in case signs of burnout, as low morale, absences, malfunctioning or labor turnover appear. After learning the reasons for the burnout he/she will propose ways to cope with it.

8.4. Recommendations to cope with teachers' burnout by handling discipline problems

Based on this research, it was found that there is an obvious connection between students' behavior and teachers' burnout. The research hypothesis, which says that discipline is the major factor in teachers' burnout in junior high, was verified and it is clear that handling discipline problems will reduce burnout.

a. Recommendations to handle discipline problems by changing teachers' attitudes.

The assumption of the author of this dissertation is that changing teachers' attitudes might minimize discipline problems they face in their classes. To be able to change attitudes means to be aware of the global system of the teaching process in the class. Viewing the global system and analyzing it to factors will enable the teacher to identify those factors which create discipline problems, directly or indirectly.

A class system consists of three main components: curriculum, teacher, and student. Everything that happens in the class is the interaction of those three components to which a fourth one, school atmosphere, is added.

1. Curriculum

The curriculum in general, and selecting various units in a specific subject matter are done according to the didactic reasoning of the program's planners, and the teacher should follow the reasoning and the program's objectives. Being familiar with the program will help the teacher to understand many factors that are connected with the process of learning, which will be undertaken during the school year. The teacher should take into consideration the following points:

- a. *The class uniqueness*: Those who plan the curriculum do not know the specific class, the interests of its students, the way to draw their attention, their abstract competence, ability to concentrate and their intellectual level. These points are significant and the teacher has to think of them when he/she prepares any learning material.
- b. *Actual factors*: While presenting learning subjects to students, it is important to relate also to actual events so as to make the material more interesting to the students.
- c. *Meaningfulness for the learner*: While preparing the curriculum for the entire school year, the teacher has to divide between the material he/she intends to teach during the year - internal material - and papers for vacations or other external material. The material he/she chooses to teach should be meaningful for the student, that means, that it will contribute to the way he/she thinks and acts. The material the student has to work with by himself or herself should be even more appealing, so he/she will not feel frustrated, since after all, meaningful material causes the student to express interest in the material.
- d. *Logical continuity*: The teaching objective is that the student will understand the material and internalize it, and therefore, the teacher should plan the process of absorption and internalization. The new material should be taught in such a way that it would be quickly absorbed and assimilated into the material which is already part of one's memory. The material should be adapted to the students' level and its amount to the time's units. Too much material brings about flooding of information, and the opposite leads to boredom and stagnation. Each learning unit should be organized according to rules which enable its absorption, and the unit's components should be logically connected to each other.

2. The student

The main factors that affect students' behavior are: home-environment; individual life-style; learning habits; attitude towards school, teachers and learning material. Home-environment's factor depends very little on teachers.

Home is very important for the education of the child, who is exposed to parents' patterns of behavior, learns their reactions, internalizes these patterns and uses them at school. It is quite difficult for schools to change these patterns, due to the limited time the child spends there, and also it is doubtful if today's schools present the student an integrated alternative of values, views and behaviors. But still, schools can influence by setting up goals, calling the students' attention to alternative behaviors, and by sublimating an existing behavior. Therefore, teachers and parents should have close interactions.

Any class is a frame with defined objectives about knowledge and education. This frame allows students to feel secure and enables teachers to manage the group correctly and efficiently. Thus, the teacher is obliged to decide on work procedures which will allow an efficient utilization of his/her teaching hours. The more learning habits are defined and familiar to the students, the less discipline problems arise in the class.

Research indicates direct affinity between a student's feelings toward the teacher, and his/her readiness to cope with the learning material the teacher introduces to him/her. This fact means that student's potential learning can reach its maximum only in a supportive atmosphere. The more supportive and accepting the atmosphere is, the more positive reaction the student will show.

Supportive atmosphere starts with the home-teachers' and the subject matter teachers' attitudes toward students, especially weak ones, and continues with the

headteacher's attitude toward his/her staff. Pleasant and accepting atmosphere within the staff affects also the students.

3. The teacher

There is a clear affinity between teacher's personality and his/her ability and readiness to achieve his/her teaching goals. Teachers who are the lecturer's type will succeed in their work. Teachers who are dominating and feel superior to others will also succeed if they are aware of the messages they transmit to their students. Teachers who are indifferent and unconcerned about their job need to find another occupation.

The basic characteristics of successful teachers are: warmth, understanding, friendliness, responsibility, systematic working, ability to stimulate, imagination, involvement in students' affairs, drive to do things, initiative, democracy in relationships. The basic characteristics of unsuccessful teachers are: tendency to withdraw, egocentrism, deservedness, evasion, being boring and not original, and being unorganized. There is no doubt that teachers' personalities have great significance on the process of education and teaching in the class. Therefore it is important that the school management takes the personality's factor into account when it interviews a teacher. In the case where the headteacher locates teachers who are already teaching, but have the characteristics of unsuccessful teachers, he/she should encourage them to retire.

Analyzing the factors mentioned above shows that what happens in the class is the result of a given situation, and the fact if the situation exists or no depends, first of all, on the teachers. A serious attitude of teachers towards all the factors of the system where they work, starting with efficient, stimulating and interesting planning of lesson, and ending with awareness of their personality, might drastically minimize discipline problems they tackle, which in turn brings about the reducing of burnout in teachers.

b. Recommendation to handle discipline problems by handling the system

The system approach assumes that most problems at school are the result of the character and nature of the organization. Thus, when discipline problems arise, they signal a fault in the system which should be corrected. The first stage is to locate those factors in the system which cause the specific problematic behavior. Then, the management has to determine the measures it takes to handle the specific problems, and it also has to make sure they will be implemented.

The following are the recommendations concerning the system:

- Developing attractive facilities in the classroom, so the children can play and enjoy themselves without friction.
- Forming a school council committed to preventing violence at school.
- Forming a community schools forum which will connect various organizations in the community, and decide upon objectives and activities to minimize violence in schools and in the community in general.
- Additional aspects that might reduce frustration and discipline problems involve improving the methods of evaluating students; thinking about the class composition and teachers' placing; intensive handling of transfer from one frame to another, both of students and teachers; and relating to weak and strong aspects of the school system.
- School parliament may increase the sense of the students' responsibility and involvement, and it might pass a school convention and code of behavior for both teachers and students.
- A clear hierarchy in the organization which will deal with the handling of discipline problems should be developed.

- Improving social climate in classes and school should constantly be made together with operating preventive programs and intervenient programs which are connected to preventing discipline problems and coping with them.
- Reducing the number of students in the classes and forming learning groups will strengthen student teacher's ties.
- Developing infrastructures for handling those students' population who have special needs, like learning disabilities and education, have to be taken into consideration.

8.5. Practical recommendations to cope with teachers' burnout in Arab junior High Schools

Proposals for programs and steps for the narrowing of the gaps between the Jewish and the Arab education. Only a bold and far-fetched policy, capable of being implemented in the short and medium range that will start to operate this year and for the next five years, is capable of stopping, or drastically narrowing the gap in resource allocations and educational\social achievements. In order to refrain from hurting other needy populations it is imperative to make sure that this program will not cause the reduction of funds and resources allocated to these populations up to this date. Meaning that the affirmative action in the Arab sector must be funded by new allocations to the Ministry of Education, and not by rerouting allocations from other sources within the Ministry.

The establishment of a unit for the development, policy planning and curriculum planning in the Arab sector

It is advisable that the education system in the Arab sector will enjoy a greater autonomy than exists today that will be lead by an Arab educational-professional leadership. Such autonomy will allow the Arab minority to control the shaping of its national identity and its development especially with regards to passing it on to the new generation, much the same way as such autonomy exists, for example, in the state-religious education system in Israel. For this reason it is necessary to establish a unit for the development, policy planning and curriculum planning for the Arab sector, headed by an Arab educational administrator.

The role of such a unit will be to redesign a curriculum for the Arab sector (from kindergarten to teachers' seminars). Such curriculums will give full expression to the

unique national and cultural character of this sector on the one hand, and its citizen status with equal rights and obligations, on the other hand.

The head of such a unit will be an Arab man or woman that will be a member in the Ministry of Education's board of directors, while the different team members will take part in leading forums of the Ministry according to their expertise. The activity of such a unit will be funded so it can operate intensively and efficiently.

The implementation of a differential standard for students in the education system

The current funding method discriminates against the Arab schools for many reasons. In order to overcome this discrimination (that also exists to a lesser degree in Jewish schools that service weaker populations) it is advisable to implement on all levels a differential standard based upon a different method of funding for students with special needs arising from their socioeconomic background. The differential standard per student method will eliminate the current dependency upon the different "allocation baskets" that divide learning hours in a non-egalitarian manner.

The budget implication of implementing such a program in the elementary level is about a quarter of a billion shekels forwarded mainly to the Arab sector. It is plausible - although not checked yet - that the implication for the secondary level education is about the same.

Principles of the differential standard per student:

1. The allocation will be per student rather than per class. The allocation per student will not be uniform but rather change according to the student's school's socioeconomic background.

2. The extent of heterogeneity and integration of the student population will be considered as another criterion for the allocation of school hours for elementary and middle schools.
3. The transparency principle - the allocation principles will be well known, clear, and readily accessible to every Israeli citizen.

The sum of resources to be allocated:

1. 95% of hours and funds will be allocated according to the above principles.
2. 5% will be allocated as a reward for schools for educational achievements and as adjustments and corrections.

The adoption of a single cultivation index for both sectors

The existence of two cultivation indexes, one for the Jewish population and the other for the Arab population, even in a situation where budget allocations are equal, is still discriminatory, due to the low socioeconomic status of the Arab sector. Therefore, a major step in the direction of narrowing the gaps between the two sectors is to use a single cultivation index, for example, allocating 25% of the budget for weaker populations to the Arab sector (programs for educational security, community clubs and programs for detached youth.)

Equalizing the average class density in the Arab sector to that in the Jewish sector.

Raising the status and the prestige of the Arab language and culture in the education system.

It is important to bestow upon the Jewish students a degree of respect and appreciation of the Arab language, history, and culture. The teaching of these subjects must not be based upon the "know your enemy" idiom, but rather on getting to know a partner and a neighbor. In addition, it is important to give the Arab students the opportunity to express themselves and the feeling that the Jewish majority treats their language and culture with respect. In order to achieve that:

1. It is necessary to give the teaching of the Arab language, history, and culture the same importance in the Jewish sector as allocated towards the learning of Jewish language, history, and culture in the Arab sector. This will oblige a massive training of Arabic teachers, and the introduction of chapters in Arabic language, history, and culture into the national curriculum.
2. It is necessary to publish textbooks, mandatory for every student, also in Arabic (or to make sure there are Arab equivalents).
3. It is necessary to make sure every official publication of the Ministry of Education is published in a bilingual format - Hebrew and Arabic.
4. It is necessary to make sure the signs in institutions where there are Arabs will be bilingual as well - Hebrew and Arabic.

The integration of Arab educators and educational administrators in the general education system.

Arabs in Israel are not a part of the decision making process, in the policy outlining and planning of the Ministry of Education. There is no Arab district manager, no Arab chief manager; Arabs are not represented in the Ministry's board of directors - is it possible that among the Israeli Arabs, that make up 20% of the Israeli population, there are no qualified educational administrators that can become senior members in the policy development teams of the Ministry of Education? The Ministry has given priority to the issue of affirmative action in the Arab sector. A five year plan for that sector has been announced, geared to solve all the grave problems of the Arab education system, but not one Arab educational administrator was found fit to head it. It is necessary to create a situation whereas Arab educators will become empowered over schools and over general educational issues pertaining to the entire system, including responsibility for different educational issues in the Jewish sector (much the same way as there are today Jewish education administrators in charge of schools and educational issues in the Arab sector). Such a situation will help to nurture a sense of equality, on the one hand; and for the integration of the unique contribution of the Arab culture in the Jewish education system, on the other hand.

In order to achieve this goal it is necessary to ensure the integration of as many Arab educators and educational administrators as possible in the education system and in the professional staff of the Ministry of Education. For this it is necessary to employ candidates with equal skills Arabs will be preferred.

8.6. Developing an educational strategy

The establishment of a body for the development of an educational strategy for the Arab sector

The Arab education system is operating out growth and inertia, and not out of strategic planning that is based upon future forecasts and long term planning . Almost the only thing that is done today for the Arab education system is, at most, the blind transference of educational projects from the Jewish education system into the Arab one without examining the applicability of such programs. These initiatives and programs were not created in a natural and organic manner as a solution to unique needs. The "second thing" that is implemented in the field of "strategic planning" is the gathering and analysis of data in the output and input realms, a far from a conclusive method for providing answers to pedagogic, educational, and didactic questions.

It is my opinion that there is a necessity for the establishment of a planning body at the central level, or at the level of the Arab local authorities, that will accompany the policy makers and will serve the decision makers on all levels. The subcommittee for the Arab education system in the pedagogic secretariat, a body announced in 1996 by policy makers, is not capable of gaining the powers and authority needed by the proposed body. This is because this subcommittee, even if it succeeds in its mission, will deal only with ad-hoc pedagogic issues. It is not set, or capable to deal with long term strategic planning based upon an overall educational outlook.

The following proposal calls for the establishment of a thinking and planning body that will work along side the Arab pedagogic secretariat or even as an integral part of this body. The proposed body will set up thinking teams and will conduct applied research on various subjects, especially on issues pertaining to the Arab

education system. At the core of the deliberations of this body strategic level planning issues will occupy the central stage, rather than instrumental achievements, albeit these must not be underestimated. In order for such a body to succeed it is necessary to allocate the necessary funds and to ensure its professional status, so that it will not become another committee or a counseling organ that is terminated as soon as it submits its recommendations.

For the success of such a body a number of fundamental conditions are essential:

- a) The willingness of policy and decision makers to implement the outputs of such an organ.
- b) The existence of a professional Arab staff with the ability to think in terms of cultural strategy.
- c) Assured professional autonomy and the establishment of trust between the proposed body and the relevant public and governmental institutions.
- d) The assured existence of an independent organizational structure, a thing that can assure the implementation of the proposed planning.

Primary questions that must be thought of before, during, and after the establishment of such a body:

1. Defining the philosophy behind the establishment of the proposed body:

- Why does it exist?
- What is it capable of contributing?
- What are the motives of the proposed body's staff?
- What are the issues and questions they must deal with?
- Who does the proposed body must serve, and how?

2. Taking environmental conditions into consideration:
 - What are the factors or the changes that have the power to encourage or inhibit the ongoing work of the proposed body?
3. Estimating the proposed body's advantages and weaknesses:
 - What are the factors that can expand or inhibit the body's future means of action?
4. Goals and aims:
 - What are the operative (qualitative and quantitative) goals and aims that the proposed body aims at implementing in the timetable it set for itself?
5. Means of action:
 - What are the means of action that must be adopted by the proposed body in order to achieve the set goals and aims?
 - What is the ideal organizational structure for the achievements of these goals and aims?

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Chapter X: Appendices

10.1. Appendix no. 1: The interview Schedule

Questions for the interview with teachers on the subject variables effecting teachers burnout in Israeli secondary schools.

Teachers in Israel complain about being weary and burnout of their teaching and their daily contact with their students.

1. In your opinion what are the main reasons for teachers' burnout in your school?
2. If you were in a different position in your school, will you feel the same? Explain.
3. Have you thought of changing your career? Why?
4. In your opinion what changes needed to be done in your school in order to have a better atmosphere among teachers and between teachers and students?
5. To what extent does heterogeneous population and crowded classes have an impact on your teaching?
6. Better teacher – student relationship may contribute to a better class climate. What do you think about that?
7. What has more effect on teachers' burnout – age or seniority?
8. What in your view are the three factors that have the most influence on teachers' burnout? Please explain.
9. Grade the three groups in descending order of influence in teachers' burnout.
 - Job related factors
 - Environmental factors
 - Organizational factors
10. Is there anything else you want to say about this topic, that I haven't asked you?

Thank you very much for your precious time and cooperation.

Martha Sliman

10.2. Appendix No. 2: Full script of interview

Personal background data of the interviewee:

Age: 43

Sex: female

Personal status; married +2

Years as a subject teacher: 11 years

Seniority: 11 years

Years in managerial position: none

Q: Hello. Teachers in Israel complain about being weary and burnout of teaching as a result of their daily contact with their students. This is based on the hypothesis that says that there are various variables that affect teachers' burnout. The following interview is going to relate to these variables and check out which are the most variables that affect teachers' burnout. The first question :In your opinion what are the main reasons for teachers' burnout in your school?

A: I think personally that the schedule working on a comfortable suitable schedule is very important for my family and for my well-being. In other when teachers work in a flexible and comfortable working schedule it will ease their work and feel less tensed. Second, the respect as a teacher, from the headteacher and from students. That is to say the thing that you want to get. I think that you are desired to teach and to get in return some respect and appreciation from the headteacher side as well as the student's side. Finally, the financial issue, the salary, in order to survive you needs money. The respect for salary is an important issue in order to be able to support your family.

Q: And do you think that a teacher is not well paid comparing to his or her invested efforts in teaching?

A: Yes, the money that you get as a teacher is not really much. It's showing really respect for the profession and in return it makes you less willing to really invest.

Q: Are there any reasons that you would like to add regarding teachers burnout?

A: I think it goes on mainly the variables that I meant at this moment.

Q: If you were in a different position in your school, will you feel the same?

A: You mean that if I had a different position in my school, my feeling would be different?

Q: Yes, that's exactly what I mean.

A: I think so. If I had to choose comfortable hours I would be a lot happy at work.

Q: Like being in a position that you can work as a coordinator or as a senior manager?

A: Not at all, I am a kind of person that likes the contact with students. I like to work with students, I do not think that I like administrative position; I like more teaching in a class.

Q: So do you mean that feeling of burnout has nothing to do with the position that a teacher has in his or her school?

A: Personally not really, since I am really happy with I am doing.

Q: Even though that you have more frontal contact with your students and being solely a subject teacher does not bother you at all?

A: No. I think that if I really have to deal with administrative matters and I have to deal with other teachers and with management, I feel I do not like this kind of work. I like an option to go to another profession although I came from a different profession but I choose to teach because I like teaching, I like this relation student teacher, I feel very good in the classroom.

Q: Relating to what you have previously mentioned. Have you thought of changing your career and why?

A: Actually, I have not been a teacher all my life. I graduated as register nurse and I was working in hospitals as a nurse for many years and I quitted for a while. I enjoyed it very much, lately because of my family, because of the teaching hours are less than working as a nurse, because all the vacations, the package that you get with teaching I decided to go back to teach in nursing it is much more convenient and I like it. Lately, I did education counseling and gave up part of my job as a teacher and now I am working half of my job as a counselor and the other half as a

teacher. I really changed a bit of my career but it's still in school and with students. I cannot really say which one I like more because I like both counseling and teaching.

Q: Why did you give up hours of teaching for counseling? Why did you choose this kind of work instead of teaching a full time job?

A: Actually, I went to this because I was really frustrated with the management but it was not like in the teaching itself, it was the students, all the staff around that worn me out. I thought maybe I should give up half of my job and change to something else. Plus, I was 43 and I really wanted a change. To start something else.

Q: Do you regret it?

A: Not at all. I love what I am doing

Q: In your opinion, what changes need to be done in your school in order to obtain a better atmosphere among teachers and between teachers-students?

A: A lot needs to be done. First of all I think this hierarchy of headteacher, management, teachers, sometimes it can be not used smartly and it is used to show power. And this can happen in my school whenever it gets to the administrative hours its just to show power and to give into the system .So I think not all ideals from teachers are taken seriously, they are not encouraged to express their opinions, and when they do they sometimes and other times it is just written down and that's it. Nobody cares about what other teachers feel or think. Maybe it's a great idea, it is good food for thought, however, nobody really in this advantage of all the good staff that all the teachers can suggest.

Q: So you mean that like working as a staff it is something that is really matters.

A: Yes, working as a team and getting a peer feedback. I still remember when I first started working at that school four years ago. I felt lost. I was not even thought what am I supposed to do. It is really burdened me. Am I on the right track? Am I on the wrong track? And this is very hard. When you are at school you should get all your patience, you should get a feedback from your boss, administration. Because he or she is the one who see everybody and supposed to listen and give in return feedback.

Q: The following question relates to what extent does heterogeneous population and crowded classes have an impact on your teaching?

A: I taught 10, 11, 12 graders last year I had 17 students in grade 11 and 35 and something in 10 grade and there was a big difference. The atmosphere was completely different even if I had very hard students in grade 11 I was still able to handle it because I had only 17 students. I was still able to control the students and relate to them personally if they had any difficulty in the material or even if they misbehaved during the lesson. While in the class of 35 students the situation was different sometimes I felt that I lost my student's concentration that caused in many cases to discipline problems by those students (weak students) who could not follow the lesson.

Q: What do you mean by hard students?

A: I had couple of students with a lot of problems and I had to take care of that, to deal with it. So when you have 35 students in class it is kind of hard it is not 17 students. So I think that it has a lot to do and it depends if you are doing something. No matter what you think, if you have a smaller population in the class that will be the benefit of your teaching and a benefit of the students.

Q: You talked about having crowded classes, what about heterogeneous classes, what do you think of classes with students of different level? Is it a better idea to have heterogeneous classes rather than homogeneous ones? What is your opinion?

A: no. I enjoy having heterogeneous class. Since in the class there are different levels and I think it is more complicated if we take the good students and put them in one class and invest them and leave the academically in one class I think we will not benefit them. It is like we isolated certain group of the students and by putting them together it will not get better, we are not expose them to other students. In many cases students learn from each other too so if they are all in that class there are not going to learn a lot from each other. But I think if we have students in different levels I think they will benefit from each other, and it is more human because in society when those good students leave the class or leave school they are going to meet other people who are in a certain aspects could be less fortunated than them. So

it is ethical to have a class with all kind of levels (academic, averaged and weak students in the same class setting).

Q: The teacher-student relations may contribute better class climate. What do you think?

A: I think it is true. I think when students like the teacher they would like the subject he or she teaches and contribute to a good class climate. The student is going to sit and listen and respect the teacher and get more interest in what he or she is doing in class. I believe it is the key success for any good class climate, students-teachers relations. When we say relations we are not always mean problematic students, the relations give the students the kind of a special treatment (that does not say that a special treatment let them do what ever they want to). I think the teacher needs to learn to understand the students because sometimes a certain student behave the way he or she does because of lack of interest and misunderstanding from the teacher's side. Therefore, by having good student-teacher relation this misunderstanding can be overcome and less discipline problems will be caused which in turn contribute a better class climate. One more point needs to be added to this matter is that the teacher need to be very assertive with his or her students as whole (with this students and other students). The students need to feel that there is a uniform liking and affection without discrimination and by doing so teacher will be able to draw pupils and teacher closer and strengthens the pupils' self confidence and will help the teacher to overcome discipline problems and increase the level of achievement.

Q: in your opinion, what has more effect on teacher burnout, age or seniority?

A: If we talk about age I think it depends on the person. There are no rules for that. I think that some people when they teach they get better and others get fed up with it. So I cannot really say which one contribute more to burnout. I think it depends on the person's character.

Q: And what about seniority, teacher's seniority?

A: There is no fixed rule for that as well. I hear more from other people. This is natural when you work as a teacher or anything else for so many years you get to a point when really you want to retire but that is natural for all human being. The opposite I

see a lot of teachers when they get to retirements they do not want to retire because suddenly when they are old, they do not have children to look after, they do not have a family basically they will go home and at home do nothing so they prefer to stay in school and they are working really hard and they have all that experience to get into the system. So I think that in many times teachers that I see in many cases do not want to retire, they want to continue until they could not do it anymore.

Q: Do you see yourself teaching for the following 15 years or something like that? For how long do you see yourself teaching?

A: To be honest with you, I am trying to get into counseling and also I have to do some teaching but for now I still have the power to go on, and the way I am going I think in about ten years I might change or go to something else.

Q: Why would go to something else?

A: Because as I know myself I will not be able to function in my best due to the age differences between me and my students. I may fail to understand them and I will be tired to stand in front of a class for a whole day. For these reasons I would prefer to quit teaching and doing something else.

Q: What in your view are the first three factors that come to your mind that have the most influence for teacher burnout?

A: I think the first thing is the character of the teacher himself or herself. I think some people get tired to do something for more than a certain period of time. Regarding the teacher his or her circumstances at home, how much support he or she has at home, what kind of environment they have at home, if they really happy, that will effect his or her teaching. Secondly, I still think getting what you want, the convenient schedule (working hours), the hours that you want to work, the days that you prefer to work in. the understanding that sometimes you need to do a thing a little bit differently, or sometimes you do not want to come to work and the headteacher needs to understand that you do not come to work because you could not, and if you come to work you would not function or really do that well. Thirdly, I think the money. I know that in other countries education get a big budget in that country so we can see teachers getting a good salary so they will want very much to teach. I did not see it in our system; I see that after going through university for

four years they starting with a salary, which is very low for someone who supports a family. So I think this is a fact that many teachers when they are working they think how they are going to pay their mortgage or how they are going to support their family or they have to work more than one job to support their family or they get enough money to survive. So I think those are the main three factors that come to my mind that can influence teacher burnout.

Q: Now, I am going to give you three factors and I would like you to grade them in descending order of influence in teacher burnout.

1. Job-related factors
2. Environmental factors
3. Organizational factors.

A: O.K. job –related factor, what do you mean?

Q: I mean that everything that has to do with your job, facilities and faculty.

A: you want me to do it the first one that I think is the most important.O.K. The first factor is the organization of factors and then environment of factors and I think the last is job related factors, for me. The organizational factors are the most important since when everything go right form above (the headteacher, senior mangers, coordinators and homeroom teachers) the teacher would feel much safer and can perform in his or her best and can overcome any minor difficulty that he or she faces regarding job related problems or environmental problem. Then the teacher would feel that there is a strong ‘net’ that he or she can rely on in any obstacle he or she faces

Q: The last question is an open question. Is there anything else that you want to say that I have not asked you? Things that have to do with teacher burnout.

A: I think I would really like to add the curriculum issue, which is, not really allows the teacher to be creative, you cannot really add a lot to it. You have to finish certain subject that you can get the student to beget. So I think this is one factor why people get bored and lose interest because they do not feel creative, they feel that they ate choosing the same staff all the time. Of course there are other teachers who take the same staff and add a lot every time but basically I see the organization the all thing very anti-creativity, it is just so traditional, fixed and boring details, telling

you what to do which create a bad teacher and a very cruel minded students who do not see or did not really willing to think or to look at things differently or in an open mind. I would say also that I related to money, about the financial side, what you can do with the money that you get from teaching. I think if the teachers will get more after all they are the one who educate the new generation and they will create and get what they really deserve, then I would think we will see the best people going into education. But the way it is going now it is not really that way. That is all I can think of at the moment.

I appreciate your time devotion to answer my questions and thank you a lot for your cooperation.

10.3. Appendix No. 3: Questionnaire

March 2003

Dear head teacher

Attached is a questionnaire designed to measure burnout among teachers in comprehensive state schools in north of Israel. The questionnaire is part of a research project for PhD in Education Management. I would be grateful if you spend a little time filling in the questionnaire .The time needed to complete the questioner is approximately 20 minutes. The questionnaire is anonymous and will be used for research purposes only.

Thank you for your cooperation,

Martha Sliman

Dear-Hanna High School Teacher.

Part1

Background variables (circle)

1. Gender: a) male b) female

2. Age:

a) Up to 30, b) 30-40

c) 40-50

d) 50-60

e) 60 and up

3. Education

a) High school

b) Teachers' college

c) BA

d) MBA

e) Other _____

4. Seniority

a) Up to 5 years

b) 5-9 years

c) 10-20 years

d) 20 and more

5. Present position at work:

a) Subject matter teacher

b) Room teacher

c) Subject matter coordinator

d) Class coordinator

e) Other _____

Part 2

The sentences below describe typical feelings and thoughts of teachers. You are requested to indicate the frequency in which you have had these feelings or thoughts.

Grade according to this scale:

Never	Very seldom	Seldom	Sometimes	Often	Very often	Always
1	2	3	4	5	6	7

	The Question	Never	Very seldom	Seldom	Sometimes	Often	Very often	Always
1.	Decisions concerning my work and me have been made by the head teacher without consulting me.							
2.	My colleagues have helped me to solve problems concerning my work.							
3.	Teachers at my school have been energetic and have shown enthusiasm about their work.							
4.	I have felt emotionally exhausted because of teaching.							
5.	I've felt very tired in the morning because I've had another day of teaching ahead of me.							
6.	I've felt "dead" at the end of a workday at school.							
7.	I've felt that I've made strenuous efforts in working with children a full day.							
8.	I've felt that teaching gives me a lot of satisfaction.							
9.	I've felt that teaching and working with children have worn me out							
10.	I've felt that I have worked too much in teaching.							
11.	I've felt that teaching enables me to make use of my potential to the maximum.							
12.	I've felt that working close to children has caused me too much tension.							
13.	I've felt really fed-up with teaching and with working with children.							

	The Question	Never	very seldom	Seldom	Sometimes	Often	very often	always
14.	I've considered quitting my teaching position.							
15.	I've felt that teaching has made me an impatient person.							
16.	I've thought that if I could start my professional career again, I would choose teaching.							
17.	I've felt that as a teacher I haven't made progress in my life.							
18.	. I've been a "mother" or a "father" to my pupils on top of being a teacher and a room teacher.							
19.	In my teaching work I've taught my pupils positive and meaningful values.							
20.	Pupils in my class have shown impatience towards each other.							
21.	I've been worried about my personal safety because of pupils' aggression.							
22.	I have been satisfied with me students' achievements.							
23.	I have found a way to teach both the string learners and the weak learners in my class.							
24.	My students have shown their fondness and appreciation towards me.							
25.	One or two pupils in my class have made it hard for me to teach.							
26.	The social relationships among the pupils in my class have not been good.							
27.	Pupils have spoken impolitely to me.							

	The Question	Never	Very seldom	Seldom	Sometimes	Often	Very often	Always
28.	I have been ready to fill other positions at school in addition to teaching.							
29.	I've felt lack of authority to punish pupils in order to do my work well							
30.	I've felt I've had to deal with discipline with no clear instructions.							
31.	I've felt it has been my duty to prevent noise at class - a strenuous task for me							
32.	I've felt I must put a lot of time and effort to teach some of the pupils that haven't been willing to study at all.							
33.	I've felt there have been in my class some problematic pupils who have made it hard for me to teach.							
34.	The need to "stand on guard" in my class for 45 minutes has tired me very much.							
35.	I've been asked to teach in crowded classes where it has been difficult to pay personal attention to each pupil.							