
ABSTRACT

A longitudinal study of the burnout process among elementary and junior high school teachers in Japan

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The purpose of this research was to examine the teacher burnout process using longitudinal data. Questionnaires were administered to elementary and junior high school teachers in east Japan three times at intervals a year. The models of causal relations among three dimensions of burnout were examined by structural equation modeling (SEM), using the data of 372 elementary school teachers and 189 junior high school teachers. As a result of this analysis, the suitable model was different according to the type of school, gender, and work years. The process of burnout predicts that emotional exhaustion influences depersonalization, while depersonalization reduces personal accomplishment. Decline of personal accomplishment influences depersonalization, while depersonalization causes emotional exhaustion. These relationships were most consistent with the data. On the basis of these findings, the models by Leiter & Maslach (1988) and Van Dierendonck et al. (2001) were adopted as the teacher burnout process.

Key Words: teacher, process of burnout, longitudinal study, synchronous effects model
