Burnout: A Study of Private Vocational Teachers in Pattaya, Thailand

■ **Panatda Konpoothorn**

Abstract: The purposes of this research were to investigate the burnout factors of the private vocational teachers in four vocational schools in Pattaya and to describe the effects of burnout of those private vocational teachers . This study applied multiple research design approaches. It was divided into 2 stages. The first stage used questionnaires to collect the data. The sample size was 128 teachers. The SPSS program was used to analyze the data, followed by in–depth interviews with long-serving participants in the schools that had a high rate of burnout. The researcher investigated seven interviewees regarding their experience, opinions, knowledge, feelings and ideas regarding burnout issues. The findings from in-depth-interviews were divided into seven categories: (1) Inspiration to be a teacher, (2) Feelings about work, (3) Social Environment, (4) Student issues, (5) Perceptions of the workplace, (6) Student family issues, and (7) Activities to reduce burnout. There were three implications of this study: the firstimplication was for the local Pattaya government, the second was for the HR educational field, and the third was for teachers who work at private vocational schools in Pattaya.

Key words: Burnout, Private vocational teacher

Introduction

One of the top five most stressful careers in the world is teacher (Lewis, 2009). In a single hour, teachers can play many different roles: nurse, babysitter, counselor, administrator, parental doormat, paper pusher, and maybe, if they are lucky, an educator. If teachers have different emotions, different roles and other factors that make them feel burned out, stressed and have job dissatisfaction, what will happen with their students? Burnout is a common problem for all levels of workers and is the result of organizational variables, interpersonal and emotional interactions at work (Mitani & Shiraka, 2006, Lerkiatbundit, 2001 cited in Sakulkoo, 2007). Burnout can be defined as a long-term reaction to occupational stress. Job stress has emerged as a major psychosocial influence on physical and mental health, associated with burnout (Mitani & Shiraka, 2006). Stress can be best summarized as an extended physiological state beyond the normal resting state or homeostasis (Selye, 1973; Barton, 1997, cited in Edwards, 1996). When stressful situations happen for a long time, another feeling that people have is called burnout, which is an emotion that happens after stress, similar to "chronic

stress" (Scott, 2009). But burnout is an overload of anxiety, and the victim cannot hold on anymore. In the organization, stress factors which can lead to anxiety and frustration are also stressors and may include: work overload or underload, role uncertainty and role conflict, responsibility for others, isolation, job dissatisfaction and job insecurity (Elenkov& George, 2007).

The burnout reaction to stress affects job performance. For example, there was great concern for the Thai teachers with serious problems in the three southern provinces of Yala, Pattanee, and Narathevat, where Thai teachers had stressful lives and experienced burnout, as their careers made them targets of terrorist activity (Sakulkoo, 2007). Indeed, education in Thailand is provided mainly by the Thai government through the Ministry of Education from pre-school to senior high school. Formal education consists of at least twelve years of basic education, and higher education. The Thai government, due to the incompatibility between limited budgets and the rapid growth of needs in developing the country, has encouraged private investors to participate at all levels of education (World Bank, 1998). Because of the higher cost of

investment in vocational education compared with other levels of education, private investors play an important role in helping Thailand develop vocational instruction. Pornnimit (2003) concluded that the history of private education in Thailand might help explain the situation that private vocational schools have been dealing with.

Pattaya nowadays has many social problems, such as a high divorce rate, teenage drug abuse and prostitution (Innadda, 2002). So the teachers in the Pattaya area need to deal with all the students' problems and also that their problems come from many factors, such as financial problems, family relationships, life changes, co-workers, management or subordinate relations. Pattaya is a big city in Thailand, located on the Gulf of Thailand. The city had 170,760 registered inhabitants in 2007and 300,000 non-registered residents who had moved from other parts of Thailand**.** Pattaya is divided into four areas: (1) Central Pattaya, (2) North Pattaya**,** (3) South Pattaya and (4) Jomtien Beach. The cabaret places start from North Pattaya and extend to Jomtien Beach. In addition to Pattaya's bars there are clothing stores and department stores. The Pattaya Police Department is located in Central Pattaya. There are 11 primary and secondary schools around Pattaya. So, Pattaya provides education for the children around there until secondary schools, even though there many cabaret places. As mentioned above, the researcher in this study investigated the phenonmenon of burnout in private vocational teachers in the Pattaya area. There were two purposes of this study: (1) To investigate the burnout factors of private vocational teachers in Pattaya, and (2) To describe the effects of burnout of private vocational teachers in Pattaya.

Research Questions

The two research questions of this study were:

1. What factors caused the burnout of private vocational teachers?

2. How does burnout affect private vocational teachers in Pattaya schools**?**

Literature Review

The purpose of this section is to review some theories and research related to this study.

What is Burnout?

Burnout is a term which is frequently used to describe the emotional and physical exhaustion experienced by people as a direct result of excessive study or work-related stress. Burnout can cause significant physical, emotional, psychological, and spiritual damage to people (Lulla, 2009).

Christina Maslach (1995) called Hans Selye the founding father who popularized the concept of stress and burnout. According to Selye, exposure to a stressor leads to general adaptation consisting of three phases: 1. Alarm, 2. Resistance, and 3. Exhaustion. In the final phase, after prolonged exposure to stress, the physiological resources are depleted, and irreversible damage is caused to the organism. Referring to Selye's adaptation syndrome, burnout is a latent process of psychological erosion resulting from prolonged exposure to job stress. Typically, the exhaustion phase is reached before the individual consciously has noticed both preliminary phases (Etzion, 1987, cited in Maslach, 1995)**.**

Therefore, with respect to time, identifiation of people who are burned out implies that both concepts can only be discriminated retrospectively, when the adaptation has beeen successfully performed or when a breakdown in adaptation has occurred. To put it in another way, stress and burnout cannot be distinguished on the basis of the process. From this viewpoint, it is remarkable that burnout has been studied predominantly as a state and not as a process that develops over time.

The Maslach Burnout Model consists of three aspects of burnout developed by Maslach and Jackson in 1981 (Humborstad & Humborstad, 2006). This model is three-dimensional and burnout was identified by the symptoms of emotional exhaustion, depersonalization, and lack of personal accomplishment. Belmote (2008) concluded that burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. It occurs when people feel overwhelmed and are unable to meet constant demands. As the stress continues, they begin to lose the interest or motivation that led them to take on a certain role in the first place.
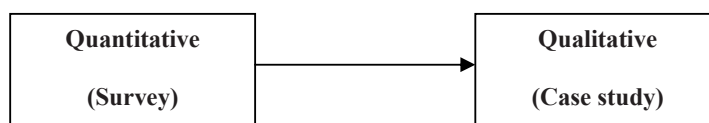
In short, burnout reduces productivity and saps energy, leaving people feeling increasingly helpless, hopeless, cynical, and resentful.

Research Design.

This research was divided into two stages: (1) Quantitative (survey) and (2) Qualitative (case study). The first stage uses survey designs (Cresswell, 2003) and the survey designs are a part of quantitative reseach. Survey designs are procedures in quantitative research in which a survey is given to a small group of people to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of populaton. And the second stage is case study design (Hancock &Algozzine, 2006). Case study research designs or approaches

can be based on their function, characteristics, or disciplinary perspective. One's selection of a research design is determined by how well it allows full investigation of a particular research question. Employed by researchers in the fields of psychology, sociology, education, medicine, law, political science, government,and business, case study designs are often related to the desciplinary background from which they are derived (Merriam, 2001 cited in Hancock & Algozzine, 2006). Case study research may be grounded in ethnographic, historical, psychological, or sociological orientation.

Figure 1. Overview of research design

| Quantitative (Survey) | → | Qualitative (Case study) |

This research is divided in to be two stages, as shown in Figure 1. The first stage was quantitative research and used a questionnaire to survey for the results of burnout for the four private vocational schools in Pattaya which had a high burnout rate. The second stage was a case study which used in-depth interviews of long-serving teachers at the four schools.

Data Collection & Analysis

In the first phase, the researcher used questionnaires to collect data. The questionnaires were distributed to four private vocational schools in the Pattaya area. The expected return rate was 127 copies, according to Krejcie & Morgan's table. The questionnaire was administered by the researcher or sent by mail to vocational teachers at private schools. The questionnaire was based on Maslach's burnout inventory. However, it was modified and adjusted to fit the situation of vocational teachers. It was also translated into Thai. The scale was divided into 7 sub-scales.

After the results of the first phase, the researcher focused on a vocational school in Pattaya that had a high rate of burnout. The researcher used in-depth interviews by following a semi-structured interview and document review to collect the data. Creswell (2007, p.?) stated that "qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem". In addition to qualitative research there are five methods which are ethnography, grounded theory, case study, phenomenology and narrative research strategy. Creswell (2003) maintained that in qualitative research, the investigator is one of the instruments. The investigator's conceptualization, background, and psychological and emotional responses to the study contributed to the final outcome of the study. Thus, to assure the credibility of the study, the investigator will keep detailed reflexive notes throughout the study.

Hancock and Algozzine (2006) concluded that historical designs focus on events or programs as they change over time; psychological designs are used to study human behavior in detail ; and sociological desing are used for case and social relationships. Intrinsic designs focus on a particlar individuals, events, situations, programs, or activities. An instumental design is used to better understand a theory or problem. A collective design is used to understand a theory or problem by combining information from smaller cases when the design is identified, and the next step is gathering information using interviews, observations, and documents.

Findings & Discussion

A total of 150 questionnaires were distributed to four private vocational schools in the Pattaya area.

Table 1. Frequencies and percentages of subjects in each school

Schools (code)	N	Percentage
001	24	18.75
002	49	38.28
003	30	23.44
004	25	19.53
Total	128	100 percent

Table 1 shows that of the 128 subjects who completed the questionnaire (an 85% response rate), there were 24 questionnaires (19%) from the first school, 49 questionnaires (38%) from the second school, 30 questionnaires (23%) from the third school, and 25 questionnaires (20 %) from the fourth school.

Table 2. The total score of emotional exhaustion, depersonalization and personal accomplishment in four private vocational schools in the Pattaya area

Variable	School No.001		School No.002		School No.003		School No.004	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Emotional Exhaustion	3.03	1.18	2.45	.97	2.77	1.09	2.72	1.20
Depersonalization	2.73	1.13	1.77	.60	1.65	.57	2.30	1.04
Personal accomplishment	3.73	1.19	4.07	1.06	3.92	1.22	3.81	.84
Total	3.21	.93	2.76	.48	2.78	.74	3.18	.74

Table 2 shows the total score of emotional exhaustion, depersonalization and personal accomplishment in private vocational schools in the Pattaya area: for emotional exhaustion the school that has the highest rate is school No.001 (Mean= 3.03, SD=1.18) and the lowest score is school No.002. (Mean =2.45, SD = .97) The second variable is depersonalization and the highest score is school No. 001(mean = 4.80, SD=2.73) and the lowest is school No. 002 (Mean .60, SD= 1.77). Personal accomplishment has the highest score in school No. 001 (Mean= 4.27, SD = 1.21) and the lowest score is school No. 002.

Case study (In-depth interview)

The quantitative findings showed that school No. 001 had the highest rates of emotional exhaustion, depersonalization and personal accomplishment for a private vocational school in the Pattaya area. In school No.001 there were 25 teachers, 10 staff and 429 students. Pattaya is a special administrative city, which has a high economic potential because of tourism and other industries. So the management of this school hoped that the school will produce better quality of students to work in this area. The location of school No.001 is between North Pattaya and Central Pattaya.

Table 3 Information of Participants

Participants	Gender	Age	Period of employment	Education	Response subject
P1	Male	27	4 months	Bachelor's degree	4
P2	Male	33	2 years and a half	Master's degree	-
P3	Female	25	4 months	Bachelor's degree	1
P4	Female	28	9 months	Bachelor's degree	5
P5	Female	36	Almost 2 years	Bachelor's degree	2
P6	Female	27	1 years and a half	Bachelor's degree	4
P7	Male	25	1 years and a half	Bachelor's degree	2
P8	Male	50	1 years and a half	Bachelor's degree	7

Table 3 shows the background information of the participants, the researcher interviewed four male and four female teachers whose ages were between 25-50 years old. The period of their employment in school No.001 ranged from 4 months – 2 and one half years. Most of them had graduated Bachelor's degree and for subjects to respond 1-7 depended on the subject.

The interview responses were initially open coded and then developed as concepts and categories. A composite table of categories of meaning which emerged from the interviews appears below as Table 3. There were 7 categories of meaning shared by 8 participants from the school No 001.

Table 4 Coding Categories

Coding Categories
Inspiration to be a teacher
Feelings toward work
Social Environment
Student issues
Perception of the workplace
Student family issues
Activities to reduce burnout

Research Question #1: *"What factors caused the burnout of private vocational teachers?"*

Quantitative (Survey Strategy)

This study measured teacher burnout among four private vocational schools in Pattaya by a combination of: (1) Demographic data to describe the subjects by using mean, standard deviation, frequency distribution and percentage; and (2) The mean, standard deviation, frequency distribution and percentage for total MBI scores and three sub-scale scores were calculated to choose private vocational teachers in the Pattaya area who are willing to participant in this research. School No 001 has a high rate of burnout in emotional exhaustion, depersonalization and personal accomplishment. The demographic effects of burnout were gender, age, and status, period of employment, work experience, subject responses and income. The results of the survey show a high rate of burnout in school No. 001. Therefore, the researchers were confident to make in depth interviews at school No.001 by selecting participants as teachers in schools to answer the research problems.

The results showed that the school No.001 had the highest rate of burnout as 24 questionnaires were returned. The average income is 8,001-10,000 baht per month. Some of the demographics indicated some meaning as the average income 8,001-10,000 baht per month. The Maslash burnout inventories (MBI), developed by Maslash&Jackson (1986), were used to measure levels of burnout. The answers to first question relate to depersonalization (DP) which identifies feelings and impersonal responses toward recipients of one's service, care, treatment, or instruction. The item with the highest score in school No.001 is "I feel I treat some of my co-workers, management, and students as impersonal objects" (Mean = 3.58, SD = 1.74) and the total score of depersonalization caused burnout in private vocational teachers (Mean=4.80, SD= 2.73). Teachers in school 001 feel that depersonalization caused their burnout "Once a week".

Personal Accomplishment (PA) with the high score is: I can easily create a relaxed atmosphere with my recipients (Mean=4.54, SD = 2.06). The total score of personal accomplishment in school No.001 is (Mean=3.73 , SD= 1.19) which shows that private vocational teachers in Pattaya area feel burnout with work with people a few times a month.

The quantitative results indicated the factors that caused burnout in private vocational teachers in the Pattaya area. Demographic factors, such as the income of teachers in Pattaya, caused burnout, as seen in the qualitative phase (e.g., the MBI by Maslash & Jackson (1986)), as well as a sense of depersonalization which indicates their feelings toward work, co-workers, management, students, and student's family.

Qualitative (Case Study Strategy)

Four categories of findings are used for answering this research question; they are the social environment, student issues, student-family issues and perceptions of the work place.

Social environment

Pattaya is a big city in Thailand, located on the gulf of Thailand, about 165 Km southeast of Bangkok. The 1980s and 90s were also a boom time for Pattaya with a large number of tourists from many countries coming to Pattaya. The social environment of Pattaya is a harmful and beautiful city and the external factors make teachers who stay in Pattaya perceive the feelings about Pattaya. The perception of the participants in this study is that Pattaya is a harmful city. As **P2** said:

"As you know, Pattaya is a tourist city for both Thais and foreigners…and also an enticement city and the students who grow up in Pattaya or come from other places receive temptation from Pattaya, but some of them can't control themselves while some can, so it depends on the person"

Pattaya has a large number of tourists from European countries, particularly in their winter. A new generation of Russians, Eastern Europeans and Arab nationals began arriving in 1980s until now, and **P6** said that *"Pattaya is a risky city for students. It has a lot of bars and night club*s," While **P4** also said that *"Pattaya is a crowded city with drugs, sex and a lot of night clubs."* And **P5** replied that

 "It makes kids mature faster than their age. The environment that allows children is rough. Do you understand? Children in Pattaya try to compete with money that can have a lot more than others. Find a man who may be better for anything or anyone that will treat him/her better than another. Everything for that race but the race is something that would not compete. Pattaya's the same problem. They brought it on this possibility out whether a crime or drug addiction"

But on the another hand, some participants have a difference attitude about Pattaya as a beautiful city **P3** said "*I thinks that Pattaya is a city with freedom, so, everyone wants to stay in Pattaya and most of them come from up-count*y" and **P1** also expressed that

"*Pattaya is a big busy city that is convenient and has a lot of department stores, for example Tuk com. If your computer has problems you can directly go to repair it easily because the department stores are in the middle of the city. Compared with up-county where it is hard to repair but you need to deal with busy streets, crowds and traffic jams*"

P7 also mentioned "*when I first came here I thought that it was beautiful, good scenery and good people*" **P8** said that "*Overall, Pattaya is a beautiful city and livable, and I'm a Muslim. Pattaya is a city that has a lot of Muslims so I feel like I'm not far from home*" and **P4** said that "*Pattaya has good and bad, and on the good side Pattaya is an economic city and the current income is good*"

According to the schools that participated in this research located between north Pattaya and central Pattaya there are a lot of people and economic area of the city 's administration has grown to cater to the increasing size and demands of Thailand's biggest resort town, which now receives visitors every year both Thai and foreign. So students located in that area will have a lot of temptation such as pubs, bars and shopping malls. However**,** the schools location affects student's behavior because students will be interested in things other than learning.

Student Issues

Private education in Thailand might help explain the situation with which private vocational school have been dealing with Pornnimit(2003). Students are one factor that causes teacher burnout and the problem that happen with students affects teachers, likely teachers keep in mind about student issues. First, study issues, like **P5** said,

"*Issues on learning, such as if the child has been abandoned or does not know anything about*

the lesson or they don't know anything that can make they complete it on time. Some of them fail the class also for 2 years. And they want to finish school on time or some of them studied for three years and want to finish at the same time as friends. These are the problems of most children. The children do not have advisors, or someone to give them suggestions about what they need to do something like that when the students almost finish school. Some people are not interns so students are much more problematic then we have to solve this entire problem"

P4 supported that *"I take care of students interns. The school will send students for training in different places in Pattaya city. For example, the students who take languages as a major I have recommended, even I didn't teach them but whatever if the students want to do an internship then I need to give advice before they go to start an internship."*

The Thai government, due to the incompatibility between limited budgets and the rapid growth of a developing the country, has encouraged private investors to participate at all levels of education (The World Bank, 1998). Because of the higher cost of investment in vocational education compared with other levels, private investors play an important role helping Thailand develop vocational instruction. In the 1980s, private schools accounted for over half of the number of students at the corticated level in the entire country.

Drugs and Nightlife

Pattaya is a cabaret city so there are a lot of night clubs, bars and drugs so another researcher studied alcohol use and alcohol expectancies among upper-level secondary school students in Chonburi province and Pattaya city, Thailand (Innadda, 2002). P1 said that

"Children in Pattaya play around and there are many of temptations such as world of games and Pattaya is a tourist destination. So there are many cabaret places and children who grow up in Pattaya are at risk of alcohol or drug abuse because Pattaya is a big city and has a lot of tourists, so it's easy to find drugs more than other places."

The study explored alcohol behavior and alcohol expectancies among students in grades 10-12 in Thailand (Innadda, 2002). Smoking and drug addiction in students also happens as P4 stated *"About drugs, the students who always smoke when I saw themI would remind them that it is*

not good. I am an advisor and I will give them examples about when I worked in a company for them to adapt so that they may have a better future" Some students are addicted to drugs and involved with drugs because of friends as P3 said *"It might be a problem from their families, love problems or other problems. The vocational students are good at studying but they don't want to study in high schools. So I want to take care of them because I heard that all the problems in Pattaya came from the vocational students such as drug addiction, selling drugs so I want to give them some advice and I want them to have other choices."* and P5 concluded that "*Students seemed to be problems. No… how to refer to it? Um… They try to survive. For example, one case, one student she had a boyfriend and her boyfriend sold drugs and this student was a suspect so she doesn't have future. Some of them can survive in Pattaya, some of them can not survive in this society. If we will compare their ages of 15-16, which is the same as high school students so they still can't solve their problems, sometimes they may simply make a bad decision, so their futures will disappear"* also the nightlife influences the school uniform as P2 said "*In the present time, teenagers like to have a nightlife style and some of them wear really short skirts and after they come to school some of them still wear short skirts. Then they create a culture that everyone needs to wear short skirts."*

Student-Family Issues

Another perception of the participants expressed here is that families in Pattaya are faced with family problems such as parents don't have time for their children and give them money and go to work as **P6's** opinion "*Most of the children's parents don't have time for their kids so they just give their kids with money. But the problem is children start to hang out at night with their friends"* and some of them come with their parents from up-country, and stay in Pattaya where there is a lot of temptation which some can control and others cannot. **P2** expressed "*Most students have problems because some follow their parents from different provinces. Parent may not have much money to learn so they need to work at night time or some of them have to work part time job*s." Some of the students want to have a good life so they choose to get married with a foreigner as **P8** said "*Some of them may get married, and some of them have*

mothers that are prostitutes, but we understand that they want to have a better life and it can be" Perceptions of the Workplace

The perceptions in the workplace involves many factors, but this researcher looked at five factors that affect burnout of teachers in private vocational schools in the Pattaya area. The biggest part of school is the management for this researcher found that two of the participants said that management made them burnout. As **P8** said" *Indeed, I appreciate all the time and the chance that management gives me. They let me be a teacher without teaching certification. But the management are not 100 percent good since I have been manager before so I know how to do things better than this. But I can't teach because different people have difference styles. Sometimes he/she is better than me but sometimes I'm better than he/she is. Although I'm a subordinate I know who I am"* Robbins,(2005), said that there are three categories of potential stress: environment, organization and individual. And also **P6** expressed *"I feel that it was probably management or a supervisor. They make me feel burned out. But if I change work or I do not want to work, it means I need to start again and count again so I won't start today. When can I start and I love this career."* Organization factors, there is no shortage of factors within the organization that can cause stress, pressures to avoid errors or complete tasks in a limited time, work overload, a demanding and insensitive boss, and unpleasant coworkers (Robbins,2005). Systems of work are one of the answers that the teachers in vocational perception gave. **P3** expressed,

"I think burnout is because of the system of work. Sometimes we work together but other times we cannot get along. For example, if I plan to do it this way another person might do it a different way. Most of these feelings come for the system of work so if you asked about burnout I think it happened from the system of work. It's not from co-workers."

The cost of living in Pattaya is high because it is an expensive city and teachers have a low salary that starts at 7,940 baht per month. P7 said *"Money for my life is so important that sometimes I want to quit my job to find one that has a higher salary."*... P6 expressed that *"Salaries, because teachers are people who must bear everything, and are people who give knowledge and everything to students. We can say teachers are parents but I do not un-*

derstand why teachers get so little money. It is not enough for our daily lives. Although they have a division for floating loan it still is not enough"

Sometimes burnout comes from co-workers, so that the environmental factors influence the design of an organization's structure; they also influence stress levels among employees in that organization. Changes in the business cycle create economic uncertainties. People become increasingly anxious about their job security because of political uncertainties, technological uncertainty, and terrorism (Robbins, 2005). **P4**'s opinion was, *"The factors that make cause burnout come from colleagues. Maybe because I am still young and they are older teachers with older ideas so they think that I can't do whatever they want but I try to adjust but I don't know who likes me or hates me. But I follow my supervisor and I do my best"* While **P8** said, *"The co-workers, for last year and this year are totally different. Last year they were divided into many groups. I don't understand that the school does not have many teachers but they can still be divided into groups. But this year is better that before so I feel happy"*P3 said that *"Fatigue or burnout, most of the time comes from children. The second is from supervisors. But the children rather than supervisors because sometimes they are not listening to teachers"*

In summary, what are factors that cause the private vocational teacher to burnout? Four categories of findings are used to answer this research question; they are the social environment, student issues, students' family issues and perception of the work place. The social environment as Pattaya is a big city, in the 1980s and 90s Pattaya had a large number of tourists from European countries, Russia, Eastern Europe and Arabic countries The cabaret city life of Pattaya has a lot of night clubs, bars and shopping malls. And the schools located in this area are at more risk than other areas because of temptation, so students who stay in this area will be different than other places. Although the social environment and students are not directly affected by teachers but they are related to each other. The social environment in Pattaya has many tourists, a lot of cabaret places, nightlife, drugs and prostitution, so teachers need to be careful of their students so the environment and students issues are the factors that make teachers feel burned out. Presently, burnout happens because of many fac-

tors and some of the problems come from students, so another researcher who studied alcohol abuse among upper-level secondary school students in Chonburi province and Pattaya city, Thailand (Innadda, 2002) showed the rate of alcohol use in Pattaya. Some family problems come from parents who need to work to have money to support their families as Pattaya has a high cost of the living cost. So parents go (to work and leave money for their children and children who are around 15-18 years of age still can't make decisions then hang out with friends and some of them are alcohol abusers and then drug addicts. Some students work at night because they don't have enough money and don't have time to sleep then sleep in the classroom. Some of them want to have a better life then get married with a foreigner and then some of them have a step parent who is a foreigner. The entire family problem has social problems.

Perceptions in the workplace was a factor that causes teacher burnout and there are many factors such as management, system of work, co-workers and students. All of these are factors that make teachers in the private vocational burnout. This state separates into two categories**.** The management system such as work overload, system of organization, salary and mistreatment and another is the co-worker such as separate into groups and old idea thoughts. Robbins, (2005) there are three categories of potential stress: environment, organization and individual. So, P8 supports that "The *real answer is straight as it is not a pattern but it depends on the situation at the time. I think that problem comes from management because management does know how to use the right people in the right jobs. I have heard that some people know how to increase bring the competency of the worker; I don't know how but in this schools some of the management can but it's not all of them. In this school we have many executives but some of them can increase the competency of the worker but if all of them can do that the school would be better than this."* This researcher thinks that management in school No. 001 can't increase the competency of the teachers. So**,** organization factors, there is no shortage of factors within the organization that can cause burnout. Several of the factors that cause stress particularly task and role demands and organizational structure are controlled by management.

Although education is a career that needs to endure, pressure, sometimes faced with stress and burnout and a low salary but for the attitude of the participants as P 1 said "*My inspiration would be my mother. My mother is a teacher, too. And to create good people to the society is like making merit. I feel very proud when see my students are successful."* P8 supports this "*If teachers can transfer knowledge to students, the teachers can call a benefactor to make merit by providing knowledge to students and in the Buddhist belief that the next life will be smart so I hope that will happen to me in the next life."* By an honoring and respectful career everyone in society will give respect to teachers as P2 express "*Previously, I wanted to be a teacher in a primary school in upcountry but I applied for this job and this school employed me so I feel that this job is an honor and people give me respect."* Some of the participants don't have the inspiration to be teachers but when they become teachers the spirit and soul of a teacher will be with the participants as P6 said "*For inspiration, I don't have any but I feel happy when I stay with my students and I want them to gain knowledge from me"* so the participants in school 001 have a good attitude toward this career. But there are still burnouts caused by many factors that affect the participants whether in a direct or an indirect way by living in a city like Pattaya. So**,** community, organization and management should give importance to teachers who sacrifice themselves to take care of students.

Research Question #2: *"How does burnout affect private vocational teachers in Pattaya schools?"*

Quantitative (Survey Strategy)

There were 24 questionnaires returned from school No. 001 that answered question two. Demographics do not indicate information for answers but the MBI by Maslash& Jackson that was used to measure in the questionnaire shows that the emotional exhaustion items (EE) assess the feelings of being emotionally overextended and exhausted by one's work. There are nine items which assess emotional exhaustion. The emotional exhaustion score at School No. 001 shows the items with high scores are: First, " I feel I'm working too hard at my job"(Mean=3.50,SD=1.79) so the average of teachers in school No. 001 thought that this job is

too hard for them once a month or less. Second, "Working with people all day is really a train for me" (Mean=3.20, SD =1.53) means that the teachers in school No. 001 feel that once a month or less. Third and fourth, respectively, are "I am burned out from my work" (Mean = 3.08, SD =1.69). "I feel frustrated by my job "Also the total of emotional exhaustion is (Mean = 3.03, SD = 1.18) which means the teachers in school No. 001 feel that once a month or less.These answers indicate that the private vocational teachers in school No. 001 feel emotional exhaustion about their jobs "once a month or less.

Qualitative (Case Study Strategy)

In responding to this research question two categories of findings emerged from in-depth interviewing, there are positive and negative ways that burnout affects private vocational teachers in Pattaya schools

Teachers are human resources in the organization and when asked about their feelings toward work their answers in a positive way were that it is a stable, honorable, respectful and meritable career. **P8** told "….*Second, I think this career is stable, if I am old I still can use my knowledge and still continue this profession*"

Someone said that teaching is an honorable and respectful career and if teachers go everywhere all people will always give them respect**.** P7 mentioned that "I*t is great work and because all of my family, that is, my father my mother and my sister are teachers um… actually teaching is a respectful career for some people but for me…um…I am getting an MBA so I want to work in the business field.*" P 4 added more of her opinion, "*My parents are teachers and I think this is a profession that people respect*" P5 said that "*I feel proud of my job even if I get a low salary (laugh) it must be the spirit of teaching if I did not love this job I would leave.*" P3 shared that "*I feel that...this job is an honor, every time that students give respect by bowing. I feel very good.*" P5 stated, "*Indeed, teaching is an honorable career but I do not really feel that because I do not feel that I 'm a really respectable person*"

A merit career in the belief in religion, that provides knowledge to others as good merit then P8 stated "*I thought this career would make merit, I'm not kidding I really thought that.*" P1 supported that "*It's like to make merit, I feel very proud*

when see my students are successful"

Burnout affects their lives and gets the same answers from them, the participants want to quit but still work as P4 said that "*I want to quit this profession because when I stay in the teachers' room the older teachers bore me. But when I go to the classroom, and I see the students listen to me then I have the confidence to fight in this profession,*" also like P6 said "*I thought to quit. Some days I feel bored then tired. I can explain the feeling but I don't want to work anymore and I want to change.*" P3 mentioned about burnout and still continuing to work *"Some days when I am back from work I feel like not wanting to see students anymore then I feel tried and burned o*ut" and also said "*Because my students cheer me up if I leave them who will teach them after me so I want them to reach their goals"* and P7 mentioned "*Right now I want to continue as a teacher here, but when I finish my master maybe I will change my profession*"

Burnout made participants need to find some activities to reduce burnout, and each person has an activity from the interviews can categorize 2 groups as 1. Self activities are the activities that teachers generate to reduce burnout as P7 replied that "*talking with my friends and maybe going outside and um sometimes playing sports*" and P6 said that "*Exercise and aerobics in the evening*" but P5 had a different opinion "*when I have time off from work I never keep it in my head I leave it there. And I listen to music and talk to friends. It helps to reduce burnout. But I will solve the problem but I just want to leave it for a while… I just want some space for myself and time will help*"

Organized activities are an important thing that can help to reduce teacher burnout. For example, P1 "*Yup, it is a sport day to exercise and show the ability of the students. The fitness activities are fun and healthy for students*" and P3 shared "*Activities. They must be associated with school. they make teachers become closer to students, sometimes with the community and then their parents*" P4 said, "*Sport activities, I have fun with that.*" P5 stated "*They have some activity such as sport day it can help to reduce burnout. And every semester they will take teachers to go to travel up-country. It helps some. It can help to relax for a while"* and P7 supported that, "*yes, the school offers some activities um…let's all of the teachers play games*

together every year go to travel together so it can reduce my feelings of burnout."

In summary, the researcher first asked the vocational teachers about their attitudes toward teaching, but the attitudes of the participants are positive. So attitudes do not affect teaching careers. The participants want to quit, but they are still working. As P4 said "*I want to quit this profession because when I stay in the teachers' room with the older teachers I feel bored. But when I go to the classroom, and I see the students listen to me then I have the confidence to fight in this profession.*" Also like P6 said "*I thought about quitting. Some days I feel bored then tired. I can explain to feeling but I don't work anymore and I want to change*" and P3 mention about burnout and why still continue work "*Some days when I come back from work I feel like not wanting to see students anymore then I feel tried and burned o*ut" and also said "*Because my students cheer me up if I leave them who will teach them after me, so I want them to reach their goals"* and P7 mentioned "*Right now I want to continue being a teacher here, but when I finish my master maybe I will change jobs*" All of the participants want to quit but they are still working in schools. The activities that came from the teachers themselves or provided by the organization for their employees reduce burnout. This organization provides two of the activities as P5 stated "*They have some activities such as sport's day which can help to reduce burnout. They will take teachers to go travel up-country once every semester. It helps some. It can help us to relax for a while*"

So, teachers who are ready to sacrifice to teach students need to realize that burnout or problems such as burnout are common, and related problems in all levels of workers result from organizational variables, inter-personal and emotional interactions at work (Mitani & Shiraka, 2006, Lerkiatbundit, 2001 cited in Sakulkoo, 2007). Teachers are burned out but still fight for their students by continuing to work. A study about burnout in the Osaka area shows the high morality of teachers That researcher measures the syndrome of teacher burnout quite differently. Important factors for the syndrome were healthy conditions, working overtime at home, regretting teaching experiences, worries about their children, expectation of parents, job satisfaction, the degree of hardship of the work situation, and overtime work spent for tests preparation or evaluation (Lee, 2006). The organization should be concerned about the human resources of the organization Strategies that management might want to consider include improved organizational communication, offering employee sabbaticals, and establishment of corporate wellness programs (Robbins, 2005)

Implications

The purposes of this study were to identify burnout in private vocational teachers in the Pattaya area by using both qualitative and quantitative research. So, in the first part the quantitative research the data showed the frequency of burnout in the teaching profession and this study has important practical implications for teachers and private vocational schools in Pattaya and for the HRD field.

Implication #1: For Teachers and Private Vocational Schools in Pattaya

The findings of the study provide empirical evidence supporting teachers in private vocational schools in the Pattaya area. The study identifies factors that cause burnout in private vocational schools in the Pattaya area and helps to identify, reduce and avoid burnout, as well as to retain their teachers in schools. If teachers continue their profession and students in private vocational schools in Pattaya study in schools in the Pattaya area, then private vocational schools should be aware of aspects of the work environment which result in burnout. In addition, improving the work environment, increasing teachers' salaries and providing activities for retention of employees will lead to more positive attitudes for teachers.

Implication #2: Pattaya Local Government

Pattaya is a cabaret city with a lot of night club but education is also very important to the community. If the schools in Pattaya cannot retain good teachers, the students will leave the schools and move out from Pattaya to go to study in another province. So if Pattaya has good places for education and if the people in the Pattaya area educated, the knowledge will help develop Pattaya.

Implication #3: HRD educational scholars and professionals

The findings of the study should have benefits for HRD in terms of how to retain good teachers, be aware of the risks of burnout, survey and evaluate symptoms of employees in the organization. The results could help reduce burnout in the workplace and build a better atmosphere in the workplace. The study can be practicing for organization behavior. HRD education should provide the opportunities for students to gain knowledge and experience that will be useful in developing a successful career. Increased educational emphasis should be placed on burnout theory.

Conclusion

This study targeted the burnout of private vocational teachers in the Pattaya area. This research was separated into two parts, (1) SPSS analysis and (2) interviews. The findings of this study indicated what causes burnout and shows how burnout affects teachers in vocational schools in Pattaya. So the private vocational schools should be aware of aspects of the work environment which results in burnout. In addition, improving the work environment, increasing teachers' salaries and providing activities for retention of their employees may lead to more positive feelings of teachers

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