THE DIFFERENCES OF YEARS OF TEACHING EXPERIENCE ON TEACHER BURNOUT, JOB SATISFACTION, LIFE SATISFACTION AND INTENTION TO QUIT THE PROFESSION

[1]SUKRITTA PREECHAWONG, [2]ANUSIT ANMANATRAKUL, [3]PICHET PINIT, [4]RAVINDER KOUL

[1]Learning Innovation and Technology King Mongkut's University of Technology Thonburi Thailand
[2,3]Mechanical Engineering Department King Mongkut's University of Technology Thonburi Thailand
[4]Curriculum and Instruction Department Pennsylvania State University, United States
E-mail: [1]sukritta.p@mail.kmutt.ac.th, [2]anusit.anm@kmutt.ac.th, [3]pichet.pin@kmutt.ac.th, [4]rxk141@psu.edu

Abstract - The purpose of this study is to investigate the differences of a group of teaching experience in Thai vocational teachers with six variables: emotional exhaustion, depersonalization, personal accomplishment, job satisfaction, life satisfaction, and intention to quit the profession. The data was collected from 510 vocational teachers in five areas: north, northeast, south, east and metropolitan. Sample criteria selection was the stratified random sampling technique. One-way analysis of variance was used to explore the differences between the years of teaching experience group. The results showed that there were three variables: emotional exhaustion, life satisfaction and intention to quit the profession had differences among groups of years of teaching experience.

Keywords - Teaching Experience, Burnout, Job Satisfaction, Life Satisfaction, Intention to Quit the Profession

I. INTRODUCTION

Huberman (1993) said that teachers have three primary life cycles: 1) Novice, 2) Mid-career, and 3) Late-career. Each stage of a teacher's work experience has a different level of awareness—novice teachers concern about surviving: they might not be sure about their teaching competence. Mid-career teachers are stable: they feel confident about their professional knowledge and skills and settle into a comfortable and predictable teaching pattern. For late-career teachers are in state serenity: they approach retirement, some older teachers start focusing on their lives beyond the classroom. However, the teacher's work directly affects the students even their life stages are. In addition, the teaching profession is a career that faces many pressures, such as administrators, parents, or student behaviour. These may result in stressful situations for teachers, dissatisfaction with work, and quitting the profession. As Klassan and Chiu (2010) indicated that teachers with high teaching stress had low job satisfaction. Teachers who felt pressured and stressed due to a problem at work and dwelling on the issue when at home lower their life satisfaction (Erdamar and Demirel,2016)

Previous studies found that administrative climate was associated with early career teachers burnout (Perrone et al.,2019). Hogam and White (2021) reported that burnout of early career teachers increased by challenging student behaviour, isolation, low engagement with professional networks, and being overloaded with responsibilities. Furthermore, Pillay et al., 2005 found teachers felt depersonalization, and it affects perceiving of teaching competence in mid-career teachers in Australia. On the other hand, the study in Hong Kong found that teaching experience negatively correlated with teacher burnout. More experience of teachers is less prone to burnout because they might have better strategies and resources for managing their work stress (Tsang,2018).

Thai Vocational Teachers context

Vocational teachers in Thailand are the focus group as they are the leading force in producing a workforce for the country. Office of the Vocational Education Commission supervised 416 institutions all over the country for creating and developing the professional workforce of the vocational certificate, diploma in technical education and Bachelor's degree in various fields of technology and operation. Most of the problems currently faced by Vocational Education are teacher shortage, perceived as less prestigious than higher education and skilled labour shortage. Vocational teachers, who are critical mechanisms in driving education, must be continuously maintained and developed. Of course, teachers at different work experiences have different perceptions of the challenges of working life. From the previous study, we have not discovered that these factors have been studied in vocational teachers. This research paper aimed to study the differences between the years of teaching experience as emotional exhaustion, depersonalization, personal accomplishment, job satisfaction, life satisfaction and intention to quit the profession. These things are rarely studied and analyzed as they should. Therefore, this study should be helpful for vocational education. The study would enable to development of teachers' professions, such as different interventions according to their problems or needs. In addition, teachers in each experience need a variety of forms of support. Therefore, the purpose of this study was to compare the differences between groups of vocational teachers in Thailand

and how they differed in each variable led to the following research questions:

1) What are the differences between the years of teaching experience as emotional exhaustion, depersonalization, personal accomplishment, job satisfaction, life satisfaction, and intention to quit the profession?

II. LITERATURE REVIEW

2.1. Years of teaching experience

The idea of a teacher's life phase is the notion that teachers pass through a job cycle that matches their own experience. This concept helps administrators supervise teachers in different ways. Huberman (1993) proposed three main stages in teachers' life cycle. The first is novice teacher: it means teachers in the early stage of teaching experience (1-3 years). At this stage, teachers learn how to teach, navigate teaching, work with colleagues and their students, and develop their self-efficacy. The second stage is a mid-career teacher (4-23 years): the teacher feels stabilization, experimentation, and taking stock. This perception happens because they think to settle in their career, looking for challenges and new approaches in the classroom and contemplating the worth of their past work and their plans for continued work in coming years. The third stage is a late-career teacher (24-40 years): in this stage, they stay in serenity and disengagement. Most teachers in this phase are looking for a retirement approach and begin to distance themselves from their students.

2.2. Teacher burnout and years of teaching experience

Teacher burnout is one of the factors that affect the teaching profession. The turnover rate, especially in early-career teachers, is higher than in other stages (Perrone et al.,2019). This issue was studied in the U.S., that perceptions of an excessive workload and lack of time resources also predicted burnout in teachers. However, the study of Dias et al. (2021) argued that teacher burnout was positively correlated with the number of years of experience but only in regular education teachers. On the contrary, teachers who perceived their ability to deal with the various problems of students and other types of problems effectively are low burnout (Azeem, 2010).

2.3. Job satisfaction and years of teaching experience

Job satisfaction is an essential factor that influences teachers. Various studies found the results of job satisfaction associated with years of teaching experience. For example, Gu, X (2016) reported that the increase of teaching experience showed more dissatisfaction about their heavy workload in public school teachers. On the contrary, The study of Camilli (2004) found that years of teaching experience did not find any significant effects on job satisfaction. Corresponding Topchyan and Woehler (2021) surveyed 238 full-time and substituted teachers in the U.S. found that the number of teaching experiences did not significantly impact job satisfaction.

2.4. Life satisfaction

Life satisfaction is about the positive feelings of one's person towards his life as a whole. For example, work-family conflicts decrease for teachers who felt their life satisfaction increases (Erdamar and Demirel,2016). In addition, the study of Saricam, 2015 showed that a high level of emotional intelligence and hope could increase life satisfaction in Turkey teachers. However, rare studies were found about investigating teacher life satisfaction and the years of teaching experience**.**

2.5. Intention to quit the profession and years of teaching experience

The reasons why teachers leave the profession have many factors. Tippens et al. (2013) reported that teachers were most likely to leave the job because of retirement, family, and commitments to children. Moreover, the study of You and Conley (2015) found that teacher demographics, such as gender, ethnicity and age, influenced a teacher intention to leave in all career stages. Gallant & Riley (2014) said that teachers entered teaching optimistically: confidence stated with confidence to contribute, positive on their work and hope to create a difference in their students. However, when the pre-exit phase of leaving, they feel disillusioned, let down by leadership or veteran colleagues.

III. METHODS

3.1. Participants

Data was collected from 510 vocational teachers in Thailand from five areas which were north (17.45%), northeast (21.57%), east (13.73%), south (16.08%) and metropolitan (31.18%). To compare teachers' life phases, they were divided into three groups: early-career teachers based on 1-3 years of teaching experience. Mid-career teachers had 4-23 years of teaching experience. Late career teachers had 24-40 years of teaching experience (Huberman,1993). The descriptive data of participants had shown in table 1

Gender	*N*	Percentage
Male	254	49.80
Female	256	50.20
Age		
< 30 years	140	27.45
31-40 years	135	26.47
41-50 years	121	23.73
> 50 years	114	22.35
Teaching Experience		
1-3 years (Early career)	131	25.69
4-23 years (Mid-career)	265	51.96
24-40 years (Late career)	114	22.35

Table1: Demographic profile of respondents (%)

3.1. Procedures and Instruments

The principal investigator (PI) is the first contact by letter to ask permission from administrators and request permission to conduct the study. This number was chosen using stratified random sampling. When administrators within a college agreed to distribute the survey, the author then mailed copies of the survey to teachers in vocational colleges. A total of 1,000 surveys were sent to college. Postage was provided for the return of the questionnaire 510 were returned, accounting for a 51% return rate. Ethics' procedures conformed to those of the university in which the PI was a PhD candidate. The participants were informed of the confidential nature of the aggregated results.

The questionnaire consisted of five parts which are 1) teachers' characteristics such as college, province, gender, years of teaching experience and age. 2) Burnout Inventory in teachers adopted from Maslach et al. (1996) has three components: emotional exhaustion, depersonalization and personal accomplishment; nine items of emotional exhaustion; five items of depersonalization and eight items of personal accomplishment. The item of all questions about teacher burnout has a seven-point Likert scale (0 = Never, 1 = A few times a year or less, 2 = Once a month or less, 3 = A few times a month, 4 = Once a week, 5 = A few times a week, 6 = Every day). 3) Job satisfaction was adopted from Skaalvik and Skaalvik (2011). Four items consist of this construct with a five-point Likert scale (5 = Strongly agree 4 = Agree 3 = Unsure 2 = Disagree 1 = Strongly disagree). 4) life satisfaction was adjusted from Margolis et al. (2018). There are three items with a five-point Likert scale (5 = Strongly agree 4 = Agree 3 = Unsure 2 = Disagree 1 = Strongly disagree). 5) intention to quit profession adopted from Skaalvik and Skaalvik (2011). There are three items with a five-point Likert scale (5 = Strongly agree 4 = Agree 3 = Unsure 2 = Disagree 1 = Strongly disagree). The survey was translated from English version to Thai version validated by three language experts. This survey was sent to three experts to verify the content validity and the index of consistency (IOC). The pilot study of this survey was conducted with a group of vocational teachers (N=30). Cronbach's alpha has shown in table 2 as follow.

Variables	Items	Cronbach's alpha
Emotional exhaustion	9	.93
Depersonalization	5	.88
Personal accomplishment	8	.84
Job satisfaction	4	.81
Life satisfaction	3	.84
Intention to quit	3	.89

Table 2: Cronbach's alpha of variables

3.3. Data analysis

A one-way analysis of variance (ANOVA) was used to compare survey results with teachers' perception of emotional exhaustion, depersonalization, personal accomplishment, job satisfaction, life satisfaction and intention to quit the profession. A Post-Hoc Tukey test was used to compare each variable difference between groups.

IV. RESULTS AND DISCUSSION

4.1. Result of descriptive analysis

From table 3 shows the differences level of perception about emotional exhaustion, personal accomplishment, depersonalization, job satisfaction, life satisfaction and intention to quit the profession between a group of year of teaching experience. The result shows that emotional exhaustion in mid-career teacher(mean = 2.20, SD = 1.53) is slightly higher than early-career teacher(mean 2.06, SD = 1.50) and late-career teacher (mean 1.72, SD = 1.41). Depersonalization in mid-career teacher(mean = 1.28, SD = 1.55)is higher than early-career teacher (mean = 1.22, SD = 1.54) and late-career teacher (mean = 0.91, SD = 1.32). For personal accomplishment, late-career teacher (mean = 5.00, SD = 0.97) is higher than early-career teacher (mean = 4.86, SD = 1.05) and mid-career teacher(mean = 4.96, SD = 1.01). Job satisfaction in late-career teacher (mean = 4.50, SD = 0.52) shows the highest level. The same as life satisfaction in late-career teacher (mean = 4.40, SD = 0.57) shows the highest level as well. For the variable, the intention to quit the profession, early-career teacher (mean = 2.52, SD = 1.17) shows the highest score.

	Early career (N = 131)		Mid-career (N = 265)		Late Career (N = 114)	
Variables	*M*	*SD*	*M*	*SD*	*M*	*SD*
Emotional Exhaustion	2.06	1.50	2.20	1.53	1.72	1.41
Personal Accomplishment	4.86	1.05	4.96	1.01	5.00	0.97
Depersonalization	1.22	1.54	1.28	1.55	0.91	1.32
Job satisfaction	4.50	0.50	4.51	0.49	4.50	0.52
Life satisfaction	4.11	0.67	4.24	0.57	4.40	0.57
Intention to quit	2.52	1.17	2.24	1.12	2.13	1.14

Table 3Mean and standard deviation of variables

4.2. Result of the differences between a group of the year of teaching experiences.

One-way ANOVA analysis was used to explore the differences between a group of years of teaching experience. There were classified into three groups which are 1-3 years of experience (early career), 4-23 years of experience (mid-career) and 24-40 years (late-career). Results revealed statistically significant differences between years of teaching experience, $F(2, 507) = 4.17$, $p < .05$ concerning emotional exhaustion, $F(2, 507) = 7.13$, $p < .01$ according to life satisfaction and $F(2, 507) = 3.98$, $p < .05$ according to life satisfaction. Post hoc tests reported statistically significant differences between some groups of teaching experience in three variables: mid-career teachers revealed significantly higher levels of emotional exhaustion than late-career teachers; late-career teachers showed a significantly higher level of

life satisfaction than early and mid-career teachers; early career teachers reported a significantly higher level of intention to quit profession than mid and late-career teachers.

Construct	Variance	*SS*	*df*	*MS*	F-ratio	Sig.
Emotional Exhaustion	Between Groups	18.63	2	9.31	4.17*	0.02
	Within Groups	1,133.27	507	2.24		
	Total	1,151.89	509			
Personal accomplishment	Between Groups	1.23	2	0.62	0.60	0.55
	Within Groups	516.84	507	1.02		
	Total	518.07	509			
Depersonalization	Between Groups	11.09	2	5.54	2.46	0.09
	Within Groups	1,142.91	507	2.25		
	Total	1,153.99	509			
Job satisfaction	Between Groups	0.01	2	0.01	0.02	0.98
	Within Groups	128.24	507	0.25		
	Total	128.25	509			
Life satisfaction	Between Groups	5.12	2	2.56	7.13**	0.00
	Within Groups	181.73	507	0.36		
	Total	186.84	509			
Intention to quit	Between Groups	10.30	2	5.15	3.98*	0.02
	Within Groups	655.54	507	1.29		
	Total	665.84	509			

Table 4 One-way ANOVA of differences in emotional exhaustion, personal accomplishment, depersonalization, job satisfaction, life satisfaction and intention to quit based on years of teaching experience.

4.3. Discussion

Years of teaching experience were classified into three groups which are 1-3 years of experience (early career), 4-23 years of experience (mid-career) and 24-40 years (late-career). The results showed three variables; emotional exhaustion, life satisfaction and intention to quit the profession, which showed a difference among the group of years of teaching experience. These results showed that mid-career teachers are significantly higher than late-career teachers in terms of emotional exhaustion. Our findings were in line with Friedman (1996), who indicated that mid-career teachers (5-19 years) have higher emotional exhaustion than late-career teachers (>20 years). However, as Klusmann et al.,2016 argued, teachers' emotional exhaustion was positively associated with years of teaching experience; the more experienced teachers reported higher levels of emotional exhaustion. Moreover, Gursel et al., 2002 Turkey study said that teachers' length of work experience did not demonstrate a significant difference in emotional exhaustion. The result from this study implied that mid-career teachers felt that they had more assignments as they began to experience more work. Therefore, they might take a responsibility both taking care of students and other workloads beyond teaching.

Furthermore, life satisfaction in the late-career teacher was higher than early and mid-career teachers significantly. From the results of this study, teachers who have been working for a long time may have the ability to manage life. They have the maturity and emotional stability to handle things in life and work. Lowe et al. (2019) indicated that positive teachers become more positive over time rather than less. It supported Day and Gu (2009) that the career of teachers did not show necessarily linear.

The last variable was found the difference among years of teaching experience is the intention to quit the profession. Even previous studies of Huberman (1993) demonstrated teachers' life phase. However, not much research was done comparing teachers' years of experience and intention to leave the profession in teachers. As the result of this research, early career teachers were mentioned on intention to quit more than other teachers. Clandinin et al., 2015 interviewed 40 teachers who explored that early career teachers considered isolation to be the precise reason they intended to leave. Struyven and Vanthournout (2014) reported that novice teachers were given difficult classes, infested tasks and had to prove themselves continuously to get recognition for their work and favourable evaluations.

Meanwhile, late-career teachers' recognition might sustain a sense of commitment (Konstantinides,2013). It implied that early career teachers experienced challenging times at work at the beginning of the profession. The result emphasized why early career teachers had a significantly higher intention to quit than late and mid-career teachers. However, the difference between prior studies and this study is that this one surveyed from vocational education and range of years of experience is slightly different.

ACKNOWLEDGMENTS

Our thanks to the PetchraPraJomklao Ph.D. Research scholarship, King Mongkut's University of Technology Thonburi, Thailand for funding this research.

REFERENCES

[1] Azeem, S.M. (2010). Personality hardiness, job involvement and job burnout among teachers. International Journal of Vocational and Technical Education, 2(3), pp. 36-40.

[2] Camilli, K.A. (2004). Teacher job satisfaction and teacher burnout as a product of years of experience in teaching. A Thesis. Retrieved from https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2122&context=etd.

[3] Clandinin, D.J.,Schaefer, L., Long, J.S. and Steeves, P.(2015). Teacher Education: A Question of Sustaining Teachers. Preparing Teachers For the 21st Century. 251-262. http://doi:10.1007/978-3-642-36970-4_15,

[4] Day, C. and Gu, Q. (2009). Veteran teachers: commitment, resilience and quality retention. Teachers and Teaching: theory and practice, 15(4), 441-457. http://dx.doi.org/10.1080/13540600903057211

[5] Dias, P.C., Peixoto, R. &Cadime, I. Associations between burnout and personal and professional characteristics: a study of Portuguese teachers. Soc Psychol Educ, 24, 965- 984, https://doi.org/10.1007/s11218-021-09640-z

[6] Erdamar, G. and Demirel, H. (2016). Job and Life Satisfaction of Teachers and the Conflicts They Experience at Work and at Home. Journal of Education and Training Studies Vol. 4, No. 6. http://dx.doi.org/10.11114/jets.v4i6.1502

[7] Friedman, I.A. (1996). Multiple pathways to burnout: Cognitive and emotional scenarios in teacher burnout. *Anxiety, Stress and Coping*. 9. 245-269.
[8] Gallant, A. and Riley, P. (2014). Early career teacher attrition: new thoughts on an intractable problem, Teacher Development, 18(4), 562-580, http://doi:10.1080/13664530.2014.945129
[9] Gu, X. (2016). Teacher Job Satisfaction In Public Schools: The Relation to the Years of Teaching Experience. A Thesis in Elementary Education and Reading. Retrieved from https://digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1000&context=elmed_theses
[10] Gursel, M., Sunbul, A.M. and Sari, H. (2002). An analysis of burnout and job satisfaction between Turkish headteachers and teachers, European Journal of Psychology of Education. 17, 35–45.
[11] Hogan, J. P., & White, P. J. (2021). A Self-study Exploration of Early Career Teacher Burnout and the Adaptive Strategies of Experienced Teachers, Australian Journal of Teacher Education, 46(5). http://dx.doi.org/10.14221/ajte.2021v46n5.2
[12] Huberman, M.A. (1993) The lives of teachers. New York: Teachers College Press.
[13] Klassan, R. and Chiu, M.M. (2010). Effects on Teachers' Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress, Journal of Educational Psychology, 102(3), 741-756. http://doi:10.1037/a0019237
[14] Klusmann, U., Richter, D. and Lüdtke, O. (2016). Teachers' Emotional Exhaustion Is Negatively Related to Students' Achievement: Evidence From a Large-Scale Assessment Study, Journal of Educational Psychology, 108(8), 1193–1203. http://doi:10.1037/edu0000125.
[15] Konstantinides, K. (2013). Mid-Career Teacher Motivation and Implications for Leadership Practices in Secondary Schools in Cyprus. Retrieved from http://eprints.nottingham.ac.uk/13663/1/EdD_THESIS_KATERINA_KONSTANTINIDES-VLADIMIROU.pdf
[16] Kwok Kuen Tsang (2018) The Structural Causes of Teacher Burnout in Hong Kong, Chinese Education & Society, 51(6), 449-461. http://doi:10.1080/10611932.2018.1570797
[17] Lowe, G., Gray, C., Prout, P., Jefferson, S. and Shaw, T. (2019). Positive veteran teachers: Who are they, and where are they to be found? ? Issues in Educational Research, 29(3), 823-840.
[18] Marlogis, S., Schwitzgebel, E., Ozer, D.J. and Lyubomirsky, S. (2018). A New Measure of Life Satisfaction: The Riverside Life Satisfaction Scale, Journal of Personality Assessment. https://doi.org/10.1080/00223891.2018.1464457.
[19] Maslach, C., Jackson, S.E., & Leiter, M.P. (1996). Maslach burnout inventory manual. (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.
[20] Perrone, F., Player, D., and Youngs, P. (2019). Administrative Climate, Early Career Teacher Burnout, and Turnover. Journal of School Leadership,29(3), 191-209. https://doi.org/10.1177/1052684619836823
[21] Pillay, H., Goddard, R., &Wilss, L. (2005). Well-Being, Burnout and Competence: Implications for Teachers. Australian Journal of Teacher Education, 30(2). http://dx.doi.org/10.14221/ajte.2005v30n2.3
[22] Saricam, H., Celik, I. and Coskun, L. (2015). The Relationship between Emotional Intelligence, Hope and Life Satisfaction in Preschool Preserves Teacher. Educational Research Association The International Journal of Research in Teacher Education .2015, 6(1), 1 -9
[23] Struyven, K. and Vanthournout, G. (2014). Teachers' exit decisions: An investigation into the reasons why newly qualified teachers fail to enter the teaching profession or why those who do enter do not continue teaching. Teaching and Teacher Education, 43, 37–45.http://doi:10.1016/j.tate.2014.06.002.
[24] Skaalvik, E.M., &Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. Teaching and Teacher Education, 27(6), 1029-1038. https://doi:10.1016/j.tate.2011.04.001.
[25] Tippens, A.,Ricketts, J.C., Morgan, A.C., Navarro, M. and Flanders, F.B. (2013). Factors Related to Teachers' Intention to Leave the Classroom Early. Journal of Agricultural Education, 54(4), 58 – 72, http://doi:10.5032/jae.2013.04058
[26] Topchyan, R. and Woehler, C. (2021). Do Teacher Status, Gender, and Years of Teaching Experience Impact Job Satisfaction and Work Engagement?, Education and Urban Society, 53(2), 119–145. https://doi.org/10.1177/0013124520926161.
[27] You, S. and Conley, S. (2015). Workplace predictors of secondary school teachers' intention to leave: An exploration of career stages, Educational Management Administration & Leadership, 43(4), 561–581. http://doi: 10.1177/1741143214535741

★★★