

Task 3: Put the verbs in the appropriate columns

Focuses on Stresses Suggests Assumes Recognises Supports
Holds the view Reiterates Challenges Takes for granted
Maintains that Points out Proposes Rejects Acknowledges
Disputes Account for Shows Concludes

Making a point	Drawing attention to	Positioning	Omitting	Admission

(Monash University, 2009)

Task4: Synthesizing the literature

Other notable effects include loss of self-esteem (Smith, 2001), a loss of appetite (Bill, 2000; Bridge, 2001) and a tendency to procrastinate (Brown, 2000).

According to Heems (1999) migration is an on-going process which takes a number of years to complete. Shift (1998) argues that there are distinct phases that the migrant must complete. Crow (2001) prefers the notion of cycles and attaches greater importance to each person's unique experience. For the purpose of this study migration is considered as

Exclusivists argued that children with severe disabilities are better off having learning situations tailored to their specific learning needs (Wiley, 2000; Wood, 2001). However, Zing (2005) pointed out that satisfying emotional needs is in fact a far greater predictor of a successful educational outcome. In line with this thought, Briar (2005) explains the role of peer responsibility.

In order to study stress in teachers, a clear understanding of what is meant by the term 'stress' is needed... The word stress has become a word commonly used in a variety of settings, with different meanings attached to the situation in which it is used. Selye (1956), one of the pioneers in the field...

There are, however, three general perspectives which have been identified. One is that stress is the result of something outside of the individual, i.e., external factors are the cause of stress; the second is that stress is internal, it is what goes on inside the individual as they interpret or react to what is going on around them (Gold & Roth, 1993); and the third major perspective is the transactional view of Lazarus and colleagues which focuses on the cognitive processes and emotional reactions of individuals to stress in their environment (Lazarus, 1978)

Correlates of Burnout

Correlates of burnout can be grouped into three major categories: individual (or personal), job, and organisational...

Individual Level Correlates

Demographic variables (such as gender and age) represent examples of variables studied at the individual level. Gender has been frequently investigated as a correlate of burnout, although findings for this variable are varied. Although there are some studies showing that burnout occurs more often among women than among men (Maslach & Jackson, 1998b; Bussing & Perrar, 1991; Poulin & Walter, 1993a), the opposite is also found (Price & Spence, 1994; Van Horn et al., 1997)...

Age is the most consistent factor related to burnout (Mor & Laliberte, 1984; Birch et al., 1986; Poulin & Walter, 1993a)...

Organisational climate has also been seen to contribute to the development of burnout and has received attention from researchers. O'Driscoll and Schubert (1988) found that the lack of communication between organisational levels and influence processes used by managers were strongly related to burnout among social workers, while participation in decision making was associated with reduced levels of burnout. Schultz et al. (1995) also observed that in organisations possessing a 'clan' culture, characterised by teamwork, participation and autonomy, employees displayed less burnout because they functioned in favourable work conditions.

Another important organisational variable that has consistently been linked with burnout reduction is social support... Two studies that link social support with burnout reduction...