THE ASSOCIATION BETWEEN BURNOUT AND DEMOGRAPHIC CHARACTERISTICS OF EDUCATORS LIVING IN BOARDING SCHOOLS

by

MARK BLEW

(u26224586)

Submitted in partial fulfilment of the requirements for the degree

MASTER OF EDUCATION (Leadership)

in the

DEPARTMENT OF EDUCATION MANAGEMENT AND POLICY STUDIES

at the

UNIVERSITY OF PRETORIA

SUPERVISOR: MR A. DU PLESSIS

CO-SUPERVISOR: DR S. ADEYEMO

MARCH 2018

DECLARATION

I, Mark Blew, hereby declare that the dissertation, entitled: **The Association Between Burnout and Demographic Characteristics of Educators Living in Boarding Schools**, is my original work and that all sources that were consulted and quoted have been acknowledged in the list of references.

<table>
<tr><td>Mr Mark Blew</td><td>Date</td></tr>
<tr><td>(26224586)</td><td></td></tr>
</table>

RESEARCH ETHICS COMMITTEE CLEARANCE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: EM 16/11/04
DEGREE AND PROJECT	M.Ed
	The association between burnout and demographic characteristics of educators living in boarding schools
INVESTIGATOR	Mr Mark Blew
DEPARTMENT	Education Management and Policy Studies
APPROVAL TO COMMENCE STUDY	16 May 2017
DATE OF CLEARANCE CERTIFICATE	06 March 2018

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

CC

Ms Bronwynne Swarts
Mr Andre du Plessis
Dr Samuel Adeyemo

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:
- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

DEDICATION

This dissertation is dedicated to the Lord Jesus Christ who has given me the encouragement and strength to pursue my dreams.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the following people who supported me during my journey in completing this study:

- My wife, Gemma, for her undying support and patience.
- My children, Rebekah and Fletcher, for allowing Papa the space and time to complete this research.
- My supervisors, Mr Andre du Plessis and Dr Kole Adeyemo, for their knowledge, understanding and expertise in helping me put this work together.
- Mrs Jordaan for her excellent data analysis skills.
- My language editor, Professor Walter Greyvenstein, for the excellent and meticulous work in editing my dissertation.

ABSTRACT

Many countries around the globe are suffering the effects of high teacher burnout. This is of concern as it leads to a greater teacher attrition rate which has a negative impact on the quality of education in South Africa.

The purpose of this study was to assess the relationship between the biographical characteristics, such as age, gender and position, of boarding educators and burnout at secondary boarding schools in Gauteng Province. Using Christine Maslach's theoretical framework on burnout, this study sought to investigate how the three components of burnout, namely: emotional exhaustion, depersonalisation and personal achievement correlate with the above-mentioned biographical characteristics of boarding school educators by making use of an exploratory, correlational research design.

Boarding educators at boarding schools in four major educational districts in Gauteng Province were purposively selected and requested to complete the Maslach Burnout Inventory which is a survey designed to measure burnout. The results from the analysed data indicated that two areas, where a significant difference was seen, were in the type of school in which the boarding educator worked (independent vs public sector) as well as the ages of the boarding educators. Boarding educators from independent schools had a significantly higher level of emotional exhaustion in comparison with their public school counterparts and boarding educators between the ages of 30 and 39 years scored significantly higher levels of emotional exhaustion.

KEY WORDS

Boarding educators, burnout, Maslach Burnout Inventory, emotional exhaustion, depersonalisation, personal achievement.

LANGUAGE EDITOR'S DECLARATION

DECLARATION OF EDITING

25 March 2018

TO WHOM IT MAY CONCERN

This is to confirm that I have language edited and proof-read the dissertation by Mr **Mark Blew,** entitled:

THE ASSOCIATION BETWEEN BURNOUT AND DEMOGRAPHIC CHARACTERISTICS OF EDUCATORS LIVING IN BOARDING SCHOOLS

The language editing/proof-reading process included the checking of spelling, punctuation, syntax and expression. An attempt was made to simplify complex sentences and, where necessary, combine short sentences to clarify meaning. Attention was given to the use of various language elements, such as prepositions, consistency in language usage and formatting as well as capital letters and punctuation.

Prof. Walter Greyvenstein (D Litt et Phil; TTHD; LTCL)

44 Second Street

Linden

Johannesburg 2195

Tel. No. +27 11 782 6174

E-mail: wgreyven@lantic.net

ACRONYMS

GDP – Gross Domestic Product

BE – Boarding Establishment

DBE – Department of Basic Education

HOD – Head of Department

RSA – Republic of South Africa

MBI – Maslach Burnout Inventory

LIST OF TABLES

LIST OF FIGURES

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Background

The delivery of quality of education in South Africa is in desperate need of attention. Low pass rates, news reports of improper teacher practice and professionalism and a lack of focus on teaching and learning have all raised questions about the effectiveness of teaching within the country. Economically, South Africa has invested heavily in the education of its people since 1994. In the fiscal year of 2017/2018 the government committed itself to spending R216.7 billion on basic education (Budget Review, 2017). This was 13.89% of all government expenditure; globally, it was one of the highest percentages of Gross Domestic Product (GDP) spent on education. A major portion of these funds went directly into paying the salaries of teachers employed by the state. Despite this zealous willingness to invest large financial resources in the delivery of education over the last twenty years, no significant improvement in the quality of teaching has been noted to justify this increased spending.

The Organisation for Economic Co-operation and Development (OECD) commissioned a report on how well schools perform; South Africa was ranked at 75th out of the 76 countries researched. According to the United Nations Development Report, South Africa's education is ranked 118th in the world (http://hdr.undp.org/en/content/education-index). These statistics and the reality of a poorly educated majority population - compounded by vast unemployment and a poorly skilled labour force, significantly highlight the need for improved teaching in classrooms across the country.

Global rankings, as listed above, all place pressure on governments worldwide to improve the level of education in their respective countries. Teachers feel the effects of increased demands from government, governing bodies and management teams to play their part in providing a better education. However, with increasing demands come more pressure and many teachers feel the strain of heavier workloads; more responsibility; and greater demands to produce results of the highest standard. All of this creates higher levels of stress for many educators across the country which may, if careful attention is not paid, result in burnout.

1.2 Problem Statement

Many countries are suffering the effects of high teacher burnout (Evers, Browers & Tomic, 2002). This is of great concern as it leads to higher teacher attrition rates which impact negatively on countries in many different ways. Burnout can lead to teacher attrition which is currently an important global educational challenge (Van Houtte & Van Maele, 2015).

Research into the burnout phenomenon has developed mainly from service professions, such as social work, teaching and nursing (Van Houtte & Van Maele, 2015). Recent studies have shown that burnout may be experienced within any profession, but it is more frequent in occupations that have strong social connections, particularly teaching, which has been shown to be one of the most stressful occupations (Cooper & Travers, 1996; De Heus & Diekstra, 1999; Kyriacou 2001). This suggests that boarding educators, who carry a heavy burden of responsibility, could be particularly susceptible to the symptoms of burnout if they are not properly managed.

Increasing workloads and greater stress levels have resulted in the development of a number of symptoms which were first classified as burnout by Herbert Freudenberger in the 1970s (Freudenberger, 1974). The concept was then further explored by Maslach and Jackson who divided the symptoms into three main areas, namely: depersonalisation, reduced personal accomplishment and emotional exhaustion (Jackson & Maslach, 1971).

Burnout is an integral element in understanding job-related stress and it is an important indicator of employee turnover (Van Houtte & Van Maele, 2015). In a labour market that struggles to offer sufficient training in relevant skills, such as the educational sector, it is important that teacher attrition rates remain low. Within a school environment high labour turnover can have negative consequences in the quest to produce top class service delivery.

Teachers are not just role-models in the classroom and on the sports field, but they are also role-models outside the school; they have a specific role in creating successful relationships with pupils, parents and members of school staff. There are often conflict situations in these relationships that teachers are expected to resolve. All of this requires great emotional-mental competence from the teachers which can lead to high levels of emotional pressure and exhaustion.

Intellectually, teachers who suffer burnout struggle with conflicts related to their roles and may be uncertain as to what their rights, duties and job responsibilities are (Zhilla, 2014). This can be extremely dangerous for all educators, particularly those who are employed to work and reside in boarding houses as their roles and duties are not just limited to the classroom and the school day, but rather to a duty of care for 24 hours a day.

With many teachers suffering the pressures of expansive workloads and greater job demands, principals and management teams should engage in developing management strategies that can effectively maintain a positive workforce in their schools to ensure the highest level of service delivery and quality education.

One of the first steps taken in pursuing this research that could help in the development of these strategies was to determine whether there are significant biographical characteristics in boarding educators and the level of burnout they experience. Boarding educators take on extensive additional responsibilities which, if not managed appropriately, will negatively affect the children in their care. This was the starting point for research that, it was hoped, would better equip those who are responsible for staff members' welfare to pinpoint biographical characteristics associated with burnout and from which strategies could be developed.

Boarding educators have the potential to experience greater burnout due to their additional workload and responsibilities in comparison with non-boarding educators. Research on burnout in education has received a significant amount of attention in recent years but minimal research has been conducted that is specifically related to boarder educators and the effects of burnout.

1.3 Rationale

This researcher has spent all of his working career teaching at schools which offer boarding facilities for learners. For the major part of these years, he has been a boarding housemaster who has enjoyed the challenges that come with living and working in a boarding establishment. However, there have been many times when the added responsibility of caring for boys in the evenings has burdened his workload to such an extent that his other service delivery has been compromised. This has come about particularly after events, such as late night hospital visits that lasted into early hours of the morning; dealing with the boys' urgent personal issues, including depression and suicide attempts - all of which were physically and emotionally draining.

Currently, no consideration is given to workload which should be taken into account and the researcher has witnessed a number of enthusiastic and talented young boarding educators leave the boarding house because of the pressures they experienced.

This situation negatively affects the level of care given to the learners in the boarding house as it is often true that they have built up strong interpersonal relationships with these 'surrogate' parents. Continual staffing changes and high turnover lead to a lack of consistent values and actions, which can confuse and disorientate learners.

1.4 The Purpose of the Study

The aim of this study was to determine whether or not there is a significant correlation between the biographical characteristics of boarding educators and the level of burnout experienced by them. Through their participation in the research and when completed, it was expected that principals and management teams would have a better understanding of how age, gender and position may impact on the levels of burnout experienced by boarding educators in boarding houses and give them a greater insight into the management of this difficult syndrome.

1.5 Research Questions

This dissertation which is of limited scope provides answers to the following main research question:

- Is there a significant relationship between biographical characteristics and the levels of burnout experienced by boarding educators in secondary schools in Gauteng Province?

The following sub-questions were formulated in order to support the main research question:

- What are the biographic characteristics of boarding educators in terms of age, gender and position?
- How do exhaustion, cynicism and disappointment contribute to the levels of burnout experienced by boarding educators in secondary schools in Gauteng Province?
- What are the relationship between the biographical characteristics and burnout?

1.6 Theoretical Framework

This research used Maslach's theoretical framework which is based on an understanding that there are three components of burnout, namely: emotional exhaustion, depersonalisation and personal achievement. The framework was useful for the research in three ways: Firstly, it assisted the researcher in his research design as it allowed him to focus his questions around the three dimensions of burnout to ensure that a sufficient depth of data was achieved on all aspects of burnout. Secondly, the data analysis was enhanced in terms of having three strong themes – provided in the research instrument - around which to analyse all data. Finally, this theory was helpful in drawing conclusions from the research.

The theory was used in the formulation of the Maslach Burnout Inventory – a survey developed around a theoretical framework to measure burnout in the service industry. The research instrument was used to gather and analyse data to answer the above-mentioned research question. A biographical questionnaire was used to gather data on the biographical characteristics of boarding educators within the six education districts studied.

A further explanation of the three dimensions of burnout is explained in Figure 1.1, below. A more detailed discussion of Maslach's Theory and the Maslach Burnout Inventory is provided in Chapter 2.

Emotional Exhaustion
- Seen as a core dimension of burnout.
- Individual feels worn out, drained of energy.
- The greater the level of emotional exhaustion, the greater the risk of burnout.

Depersonalisation
- The development of negative, cyncial feelings and attitudes towards one's work environment.
- The greater the level of depersonalisation, the greater the risk of burnout.

Personal Achievement
- Individuals feel dissatisfied with achievements in the work place.
- The lower the level of personal achievement, the greater the risk of burnout.

Figure 1.1: Maslach's Theoretical Framework on Burnout

1.7 Research Scope

As the study is a dissertation of limited scope, the researcher focused primarily on determining the levels of burnout experienced by boarding educators across the three components of burnout: emotional exhaustion, depersonalisation and personal achievement. Identifying the biographical characteristics of participating boarding educators according to gender, age, work experience and type of school, was the primary focus. Once these two elements of the study were determined, the researcher went on to identify any significant correlation between the two variables to understand the research problem more effectively.

1.8 Research Approach

A quantitative approach is best utilised when a further understanding is required of the relationship between two or more variables (Creswell, 2013). In this study a quantitative approach enabled the researcher to examine the relationship between the biographical characteristics of boarding educators and the levels of burnout experienced by them. The results provided numerical data that could then be analysed statistically to determine the correlation between the variables and assisted the researcher in making predictions (Creswell, 2013).

An exploratory, correlational design was selected for this study to determine the degree to which two or more variables co-vary, i.e., where changes in one variable result in changes in another one (Creswell, 2012).

1.9 Method of Data Collection

According to Gauteng Department of Education statistics, the population of boarding educators in Gauteng is a limited 223 individuals. Invitations to participate in this research were sent to the entire population and all those who responded were used in the study's sample to obtain credible, generalizable data. The research made use of sampling fractions to ensure that different strata within the population were represented in the sample group. The participants for this dissertation were boarding educators from secondary boarding schools within Gauteng Province.

The participants each received the questionnaire *via* internet/email. This online form of data collection is efficient in terms of cost and time as it allows for the immediate dispatch and receipt of documents and the retrieval of data once the participant has completed the questionnaire. Participants receiving electronic questionnaires prefer short, tick type answers rather than long, open-ended questions which require detailed

responses. The Maslach Burnout Inventory is well suited to this as it is easy to complete the questionnaire by requiring participants to just tick boxes. This questionnaire lowered transport costs and due to the digital nature of the process made storage easier. Potentially, it lead to an increased response rate due to the ease at which the participant could complete the questionnaire and return it (Vanderstoep & Johnson, 2008). All of the participating schools have active internet and email facilities; if the boarding educators did not have access to these facilities it may have proved to be a potential barrier to their responses. It also reduced any chance of bias in response.

1.10 Outline of the Study

This dissertation of limited scope contains the following chapters:

- Chapter 1 provides the rationale for the study; presents the problem statement; identifies key research questions; and sets out the research methodology.

- Chapter 2 contains an extensive literature review on the topic of burnout amongst educators. A discussion on the various definitions of burnout provides a platform from which the causes and consequences of burnout within an education context are addressed before there is an exploration of research conducted on burnout both internationally and nationally. The literature review also examines various instruments used to measure burnout.

- Chapter 3 describes the research paradigm, design and methodology used in this study. In addition, the strategies employed in the sampling, data collection and data analysis stages of the study are explained, followed by a discussion of the ethical issues that needed to be considered. The chapter concludes with a discussion of the reliability and validity features of the study.

- Chapter 4 discusses the results of the data analysis in terms of of the research questions of this study.

- Chapter 5 presents a summary of the findings as well as a discussion on the significance of the study. Recommendations are made and suggestions are presented for further research.

1.11 Conclusion

This chapter has given the background and rationale for the study and the problem statement, research questions and methodology have been discussed. The following chapter, Chapter 2, reviews the relevant available literature on burnout and boarding educators.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Educators are faced with the difficult task of meeting the academic and the social and emotional needs of a diverse variety of learners (Abenavoli, Jennings, Greenberg, Harris, & Katz, 2013). Given the psychological resources that this requires, educators frequently find themselves in a particularly emotionally demanding profession (Roeser, Skinner, Beers, & Jennings, 2012). In the United States of America (US), approximately fifty-one per cent of educators maintained that they experience excessive stress levels every daily (MetLife, 2013) and almost forty per cent exit the profession within five years of teaching (Ingersoll, 2002). It is estimated that over one third of teachers in the US are considered to be suffering from symptoms of stress (Boyle, Borg, Falzon & Baglioni, 1995).

Jackson and Rothmann (2006) are of the opinion that South African teachers suffer a similar trend when compared to their colleagues in the US. There are many factors for this; however, the South African cultural context can be seen as a further factor contributing to stress levels as growing changes in education and culture, as well as educators having to deal with the burden of extensive changes in both their professional and personal lives, play a major role in creating additional stress in the already demanding profession of teaching and education. South African teachers have had to deal with far-reaching changes in their schools - brought about, mainly, by political reform since the end of Apartheid in 1994. Mestry (1999) states that this can be seen in population increases; the cultural, religious and ethnic diversity in school populations; personal challenges, such as rises in the cost of living, heightened crime rates and its effects on the conduct of learners; and service conditions and new rules and regulations issued by the Department of Basic Education. Amendments to the curriculum, performance appraisal systems and demands of teacher unions all contribute to an ever shifting and, therefore, somewhat unpredictable landscape for those in the education profession.

Teachers have increasingly become targets of strong criticism by the media and general public due to modifications in education policies; recent children's rights measures; and legislation developments. This has also led to an increase in cases of burnout and general dissatisfaction among educators across the globe (Tye & O'Brien, 2002). Due to the negative effect of the continuous and mounting number of expectations that are placed upon teachers to attain better results and the pressure on educators to target greater educational goals, research focusing on the experience of

teachers in correlation with their work situations has become imperative (George, Louw & Badenhorst, 2008).

Today, educators are also burdened with heavier workloads than in the past which has resulted in increased stress and strain. When stresses are not acknowledged and effectively handled in an appropriate manner, it may lead to burnout (Maslach & Pines, 1978).

Teacher burnout is a broad concept comprised of a variety of different aspects (Lens & Neves de Jesus, 1999), such as stress, dissatisfaction within professional service, teacher attrition, low professional involvement and absenteeism. Rudow (1999) notes that the terms "burnout" and "stress" can be used synonymously as burnout results from continuously experiencing stress whilst Bottiana, Bradshaw and Mendelson confirm that burnout is a construct closely related to stress (2014). Initially, in academic circles it was presumed that burnout was a reaction to continuing emotional and interpersonal stress in the work-place (Etzion 1984; Maslach *et al.,* 2001) but now studies have shown that burnout is an accumulative process that gradually diminishes energy levels and motivation over a period of time (Kant *et al.,* 2004; Leiter & Maslach, 2006).

Burnout has been identified as a genuine concern in terms of workplace productivity and satisfaction, particularly for employees who frequently interact interpersonally with people (Van Dierendonck, Schaufeli & Buunk, 1993). Most social service professionals spend vast amounts of time working intensely and intimately with other people, often leading to strong emotional feelings and this can be very stressful for staff members in the service industry (Maslach & Pines, 1978). Initially, the issue of burnout was assumed to be associated mainly with human services industries, such as health care, education and social work, where members of staff are expected to function in roles that demand high levels of interpersonal interaction. However, this issue has now been extended to encompass and affect other occupations and professional groups (Schaufeli, Salanova, Gonzalez-Roma & Bakker, 2002). Similarly, Lens and Neves de Jesus (1999) believe that not only teachers, but also many other service professionals who work in close relationship with other individuals or organisations, experience burnout. However, there may be heightened burnout in the teaching profession, as shown in the research by Kyriacou (1987) and Punch and Tuetteman (1990) whose studies reveal that burnout has the potential to become a more prevalent issue in the occupation of teaching than in many other careers with comparable academic and

personal demands. The assumption that burnout is limited to those in the human-services sector has been disproved and researchers have developed the first conceptualizations of this psychological phenomenon to make it applicable to those in many other professions (Bakker *et al.,* 2014).

However, as reported by a study conducted by Lens and Schops (1991), it cannot be taken for granted that just being in a service profession will result in burnout. These researchers report that of 718 educators across primary and secondary sectors in Flanders, only 5% indicated that their job was a permanent source of stress; 42% said they were frequently stressed on the job. Of these educators, 41% indicated that feelings linked to being stressed seldom occurred and 12% said they had never experienced stress at all.

The concept of burnout has evolved along with an expansion in the expectations of those working in the human service industries. The contemporary workplace environment is, potentially, more demanding for professionals in the human service industry as they are faced with a battle to establish a significant social status because of the way their roles are viewed and credited by society as well as the stress that possible retrenchment or replacement engenders (Vandenberghe & Huberman, 1999). Frequently, educators are expected to achieve better results with depleting assets; they receive little praise or acknowledgement from society or satisfactory remuneration for the roles they are expected to fulfil; and psychologically they run the risk of experiencing more emotional exhaustion and a sense of alienation in their work lives (Vandenberghe & Huberman, 1999).

2.2 Defining Burnout

Burnout was first explored in the 1970s when Herbert Freudenberger observed what he called "a crisis of overextended and disillusioned human service workers." Initial research on this term began when he observed the emotional depletion and loss of motivation experienced by aid workers in New York. It seemed that these volunteers worked with impressive dedication and genuine enthusiasm which lasted for several months before symptoms of emotional depletion and loss of motivation began to appear (Längle, 2003). As a result of his findings, Freudenberger (1974) proposed that the term burnout was "a state of mental and physical exhaustion caused by one's professional life." He noted that it was caused by, and accumulated through, "the extinction of motivation or incentive, especially where one's devotion to a cause or

relationship fails to produce the desired results." As explained further by Bakker, Demerouti and Sanz-Vergel (2014), workers who 'burn out' in their professions suffer from diminished energy and lose their commitment to their roles in the work force.

Studies have shown that the burnout concept is comprised of four main perspectives (Byrne, 1999). Of primary importance is the clinical perspective of Freudenberger, as mentioned above, who said that burnout represents a physical state of exhaustion caused by focusing on the needs of others before considering one's own. Then there is the social-psychological perspective where the theorists Maslach and Jackson recognise three main areas of burnout: emotional exhaustion, depersonalisation and reduced personal accomplishment (Leiter & Maslach, 2004). Chemiss (1997) offers an organisational perspective on burnout whilst Terry (1997) specifically describes the characteristics of teacher burnout.

Since Freudenberger's initial studies there have been numerous other studies on the burnout syndrome, led most notably by Christine Maslach and Michael Leiter. In 1978 Maslach and Pines identified burnout as a syndrome of both physical and emotional exhaustion which leads to an increasingly negative perception of self, a negative attitude towards the job and a loss of concern and feeling for clients. A few years later Maslach (1982) further developed her definition of burnout by describing it as a disorder characterised by emotional exhaustion, depersonalisation and diminished views of personal accomplishment which is prevalent in industries where there is close interaction between people, particularly when those needing attention bring individual issues to those in their service. The three aspects mentioned by Maslach need further clarification.

Firstly, a significant part of the burnout phenomenon is an amplified feeling of emotional exhaustion; workers lose their ability to give of themselves extensively as they find their emotional resources depleted (Maslach & Jackson, 1981). Emotional exhaustion is the central element of burnout that is defined as feelings of being emotionally sapped by one's profession (Schaufeli, Leiter, & Maslach, 2009). It can be further described as a position in which an individual feels worn out, lacks energy and feels debilitated and constantly chronically fatigued (Leiter & Maslach, 2016).

The second aspect of burnout is depersonalisation which denotes feelings of cynicism and negativity towards those receiving care from the employee, resulting in the objectification of people in their care as they treat them in an impersonal manner

(Maslach & Jackson, 1986). Negative responses to clients, customers or learners may be influenced by the levels of emotional exhaustion felt by an individual and, therefore, these first two aspects of burnout - emotional exhaustion and depersonalisation - may appear to be linked. The cynical and negative views of others can cause workers to become desensitized to the issues that recipients of their services face (Ryan, 1971); high levels of this phenomenon observed in human service professionals related to this critical approach in their interaction with clients have been recorded extensively. Individuals who are cynical doubt the value of their job and what they contribute towards it. Carver, Scheier and Weintraub (1989) explain that people experience extensive emotional exhaustion and depersonalisation when they mentally disengage from the situations in which they find themselves. Cynicism can be seen as a negative or a disproportionately disconnected reaction to work tasks and/or towards the persons with whom workers interrelate while executing their roles (Maslach *et al.,* 2001). Feelings of detachment are linked to inappropriate attitudes, a lack of healthy concern, annoyance and irritability in the workplace and a complete lack of positive idealism (Leiter & Maslach, 2016).

Schaufeli (2003) maintains that depersonalisation is the specific interpersonal dimension of burnout, compared to cynicism which is less specific. The findings of current research which involves South African teachers identify cynicism and depersonalisation as "sub-dimensions of a super-order factor in burnout" called 'mental disengagement' (Jackson & Rothmann, 2005).

The third and final aspect which is considered part of the burnout syndrome is reduced feelings of personal accomplishment where individuals have a tendency to evaluate themselves in a negative manner, particularly with regard to their clients, customers or learners (Maslach & Jackson, 1981). Individuals express dissatisfaction with regard to themselves and what they are able to achieve in the workplace. Maslach, Jackson and Leiter (1996) describe this as individuals who doubt their own capacity to perform. Individuals doubt their own abilities and competencies to carry out tasks effectively and view any work accomplishments in a negative light. They assume a sense of professional inefficacy which, in turn, leads to reduced productivity; low morale; and difficulty in coping in their work and home environments (Leiter & Maslach, 2016). Leiter and Maslach (2016) go further to explain that those suffering from burnout are not just affected by the fatigue caused by current work expectations or demands. The emotional link they may have initially had with their job or vocation has been broken

and this impacts negatively on their sense of self-worth or self-image. The inefficacy and cynicism attributes of burnout include both workers' disillusionment with work and they are a problem in their attitude to personal job-based efficiency and ability.

There has been a shift to combining and simplifying the three aspects of burnout in the singular concept of 'exhaustion'. Exhaustion may be considered the core and most important component of burnout; it is, therefore, an appropriate representation of the entire burnout concept (Leiter & Maslach, 2016).

Schaufeli and Enzmann (1998) add that burnout can be explained as a continued, destructive, occupational thought constructs displayed in typical persons that are mainly acknowledged through the term exhaustion - usually linked to feelings of stress and anxiety; a perception of lowered efficiency in the workplace; reduced incentive; and a decrease in functional approaches and conducts in the professional environment (Schaufeli & Enzmann, 1998).

According to Zhilla (2014), burnout in the teaching profession is seen as a condition which is the consequence of practitioners experiencing sustained levels of emotional strain and it is reflected in attitudinal, somatic and mental exhaustion. Burnout can happen when excessive tiredness replaces a feeling of being energised; cynicism replaces feelings of hope; and ineffectiveness replaces effectiveness (Chang, 2009).

2.3 Causes of Burnout

Studies indicate that many factors can cause burnout. Enzmann and Schaufeli (1998) group these antecedents into two categories: individual and situational causes or factors (Bakker *et al.,* 2014).

Individual factors relate to biographic and demographic factors, including age, sex, marital status and lack of education; they also include job-related attitudes and personality characteristics. They reference specific individuals' characteristics which appear to be generally constant throughout extended periods across a multitude of situations. Although current research suggests that the taxing elements of professional environments are greater potential indicators of burnout than the nature or personality traits of employees, it is important that researchers still take note of personal temperament or character traits of those researched to develop accurate findings (Pick & Leiter, 1991). There have been a number of studies which have highlighted the possibility that personal temperament and character traits have a noteworthy influence

in the potential of suffering from high levels of burnout. In Schaufeli and Enzmann's (1998) research on the topic more than 100 burnout studies encompassed one or two constructs drawn from an extensive list of lower-level personality variables. Some cases of the variables linked to personalities were: motivation to achieve; toughness; Type A behaviour; locus of control; and self-esteem.

Research studies by Bakker and Costa (2014) suggest that specific aspects, including perfectionism and neuroticism, play an important role in the development of burnout in individuals because such characteristics manifest themselves in disabling individuals to manage increased job demands effectively. Bakker and Costa add that where singular influences are evaluated, personality variables and socio-economic status appear to create a tendency of suffering from higher levels of burnout.

Another category of causes for burnout relate to situational factors which can be divided into quantitative and qualitative factors (Demerouti, Bakker, Nachreiner, and Schaufeli, 2001). Quantitative factors, such as increased time pressures, are considered to be a major cause of burnout; qualitative factors refer to conflict within an individual's job roles which may arise as a result of an increase in the demands of a job - possibly amplified by a factor, such as a lack of resources - or organisational and occupational characteristics, such as a conflict of values within the workplace (Demerouti *et al.*, 2001).

Job resources are considered to be the social, mental and physical or administrative features of an occupation that contribute to worker attainment in achieving targets, reducing workload and its expenses and encouraging individual development *via* significant success in the professional environment (Bakker & Demerouti, 2007). There is a constant negative correlation between job resources and burnout; fewer job resources result in higher levels of burnout, particularly in terms of cynicism (Demerouti *et al.,* 2001).

Weber and Jaekel-Reinhard (2000) explain that it has been shown that when employees lack opportunities to develop within their work environment; or if they do not receive accurate and positive responses to their efforts in the work place; and are not able to work in areas in which they take an interest or upon assignments involving variation, greater degrees of cynicism are reported which contribute to higher levels of burnout (Weber & Jaekel-Reinhard, 2000).

Alarcon (2011) determined that role uncertainty, role clashes, role tension, stressful events, capacity and work stress are key attributes of professional situations that have the potential to increase levels of burnout. These findings were the results attained by using between 37 and 86 diverse examples from multiple professions that were not restricted to human service industries.

A meta-analysis undertaken by Lee and Ashforth (1996) discovered that expectations of specific roles within professions were greater influencers of levels of burnout than job resources. Job demands are components of specific professions that need continual emotional, somatic or mental exertion (Demerouti *et al.,* 2001). From this, it is not surprising to discover that job demands correlate with psychological cost, such as extensive fatigue, and physiological cost, including increased blood pressure, heightened hormonal activity and an increased heart rate. Individuals who are exposed to increasing job demands show signs of becoming habitually exhausted and begin to disassociate emotionally with their work environment. In the context of previously mentioned definitions, they have high potential factors that would most probably lead to burnout (Bakker *et al.,* 2000).

According to Lee and Ashforth (1996), certain job requirements act as predictors of two components of burnout: exhaustion and depersonalisation. Of the requirements, the most significant contributors to aspects of burnout are stressful roles and events, heightened workload, pressure within the workplace, confusion caused by role ambiguity and conflict within an individual's job role. This research was limited to human services providers, such as educators, counsellors, police officers, social workers and nurses; the data also included managers and supervisors within these professions.

Causes of teacher burnout can be attributed to the above mentioned factors. Lens and Neves de Jesus (1999) provide teacher specific causes of burnout. The first is a lack of learner discipline within schools. Learners who are disruptive in class; who are poorly mannered; and who detract attention from the core aspect of a teacher's job, create a stressful environment for teachers to manage which, in turn, adds to teachers' overall levels of burnout. Van der Linde (1999) believes that the most important factor contributing to teacher burnout appears to be linked to pupils who are careless and who have disciplinary problems. It seems stressful for teachers to cope with underachieving learners, particularly in teaching those who do not have the required academic abilities and skill sets to access the curriculum their parents or guardians

have selected. It is stressful for educators when they are expected to raise learners' achievements to the required levels expected by their parents or guardians. The final cause highlighted by Lens and Neves de Jesus is related to the personal background of each learner. Teachers find it highly stressful to deal with the emotional and psychological problems that learners who come from broken homes have. The problems may be related to the children having divorced or single parents or other relational, emotional or physical problems being experienced in the home.

It is important to point out that the above causes of teacher burnout are amplified in the context of a boarding school environment, where boarding educators who *in loco parentis* deal with these learners on a constant basis, both day and night.

2.4 Consequences of Burnout

The consequences of burnout are always negative (Lens & Neves de Jesus, 1999:192) and can span an individual's home and work environments (Burke & Greenglass, 2001). Studies indicate that persons most susceptible burnout are those who show signs of chronic fatigue and convey negative, cynical attitudes towards their workplace. They may feel the consequences in their personal capacity in terms of their health and family relationships and they may also struggle with impaired job performance in the workplace (Bakker, Demerouti, & Sanz-Vergel, 2014).

Maslach and Schaufeli's (2001) research reveals that there are three key consequences to burnout, as experienced by those suffering from the phenomenon. The burnout affects individuals' health, their emotional capacity and impacts negatively on their performance at work.

2.4.1 Physical Effects of Burnout

Physical symptoms, such as acute exhaustion; lowered levels of immunity; rapid weight fluctuation; an inability to sleep; and an increased use of sedatives to assist with rest followed by stimulants to fight the effects of chronic fatigue (Obrenović, 2014), can all be experienced by those suffering from burnout. The consistently high stress levels experienced by those suffering from burnout may lead to many negative health conditions - in particular, mental disorders. Ahola (2007) maintains that studies have shown that burnout has implications for the physical health of individuals and the prevalence of disease increases as higher levels of burnout are experienced. The study was conducted in Finland where a national representation of over 3000

employees was sampled. Ahola (2007) testifies to observing amplified occurrences of depressive and anxiety syndromes and of alcohol dependency in both male and female employees who suffered burnout symptoms. Ahola (2007) concludes that burnout also increases the chances of the occurrence of cardiovascular diseases.

Similarly, Hakanen and Schaufeli (2012) discovered a clear correlation between burnout and symptoms of depression and dissatisfaction with life. Their research was a 'three-wave, seven-year prospective study' that sampled data from 2000 dentists. Peterson, Demerouti, Bergström, Samuelsson, Åsberg and Nygren (2008) confirm this finding by suggesting that high levels of burnout are commonly accompanied by the following somatic and psychosomatic ailments: anxiety, depression, sleep disturbance, memory impairment and neck pain (Peterson *et al.*, 2008).

Kim, Ji, and Kao (2011) report on the physical consequences of burnout related to social workers; in a study that took place over a period of three years they discovered that workers with greater preliminary levels of burnout demonstrated higher degrees of somatic dysfunction, including disruption of sleep and respiratory and gastrointestinal infection. As a result of these health issues, over a one year period it was observed that greater degrees of burnout had a direct impact on a decline in general physical well-being amongst workers who were formerly apparently in good physical shape (Armon, Melamed, Shirom and Shapira, 2010). The psychological phenomenon of burnout is also considered to have an influence on infection; for example, the common cold and Type 2 diabetes (Mohren, Swaen, Kant, Van Amelsvoort, Borm and Galama, 2003).

A ten-year study by Ahola, Väänänen, Koskinen, Kouvonen and Shirom (2010) established that burnout and, in particular, work-related chronic fatigue could potentially impact life expectancy in a negative way.

2.4.2 Emotional Effects of Burnout

The second area, emotional effects of burnout, incorporates emotional symptoms, such as lack of ambition and drive, anxiety, boredom, deep sadness and depression. Emotional exhaustion is identified as the key element in burnout and is commonly seen as the most obvious manifestation in someone experiencing burnout (Chang, 2009).

The consistently high stress levels associated with burnout can lead to an impairment of an individual's mental condition. A common trait of professions that interact frequently in interpersonal relationships is that the demands of service required from employees require disproportionate levels of emotional interaction (Dorman, 2003). Therefore, an increase in mental difficulties among employees is correspondingly apparent (Maslach & Jackson, 1982). Koeske and Koeske (1989) are of the opinion that this phenomenon is linked to physical exhaustion and a lack of physical health; domestic and spousal conflict; and an amplified reliance upon, or a tendency to, substance abuse – both of which would further impair individuals' abilities to maintain a healthy emotional balance in their lives.

Ahola's study (2007) confirms that burnout was connected to the greater occurrence of depressive and anxiety disorders and employees of both genders showed signs of alcohol abuse. Similarly, in their year-long research among medical residents Hillhouse, Adler and Walters (2000) found that work-related exhaustion, particularly that which stemmed from interaction with patients in their care, forecast temperament disruption.

2.4.3 Negative Impact of Burnout on Work Performance

The third area which is negatively affected by the effects of burnout is the workplace. Bakker and Costa (2014) report on this aspect stating that individuals suffering from high levels of burnout also experience excessive tiredness and, as a result, distance themselves both emotionally and cognitively from their work activities. For boarding educators, living and working within the same environment, this effect could be compounded due to the difficulty of separating their home and work life, based on proximity and the consistent overlap between the two areas. The personal lives of boarding staff members are frequently disrupted by important issues that occur in a boarding house situation due to unforeseen or uncontrollable circumstances, such as hospital runs or extended duties as a result of the illness or the unavailability of colleagues. The problems associated with burnout could easily be transferred between one environment and the next, even if the cause for burnout was primarily from one of the two settings.

As well as the individual and emotional consequences of burnout discussed above, significant costs may be sustained by a school in terms of increased teacher turnover and absenteeism; deteriorating performance; and early retirement taking place as a

result of the burnout syndrome (Burke, Greenglass & Schwarzer, 1996). Burnout has been shown to disturb the effective integration and interaction of educators with their students which erodes the core function and purpose of any educator which is to deliver quality teaching and learning. Bottiani, Bradshaw and Mendelson (2014) indicate that burnout could elicit unconscious cognitive biases among staff, which in turn could negatively influence staff interactions with students. Studies also show that employees suffering from burnout are unable to perform to the same standards at work which may be caused by an inability to concentrate and to memorise; forgetfulness; high sensitivity; and interrelationship conflict. This further erodes the confidence of those suffering from burnout as they begin to doubt in their own abilities and this often compounds a cynical attitude towards their work. Hakanen, Bakker and Schaufeli (2006) maintain that teachers who suffer from burnout display decreased engagement at work and show poor levels of commitment to their workplace.

Many studies have focused on combatting burnout by implementing a variety of strategies linked to the cause of the burnout. Maslach and Pines (1978) indicate that shortening the work hours of service individuals and allowing a greater separation between work and home life are effective tools to overcome prolonged periods of stress. However, in the case of boarding educators, both these strategies would be difficult to execute, based on the nature and situation in which boarding educators find themselves.

Burnout affects employee achievement in a counteractive way and increases levels of absenteeism because of its negative impact on health (Bakker & Costa, 2014). Schaufeli (2009) gives evidence of a correlation between absenteeism and burnout in a longitudinal study. The study reveals that burnout could anticipate the length of absenteeism rather than the number of individual absences an employee may incur. That said, increased levels of burnout certainly lead to higher levels of annual days of absence from the work place due to illness (Borritz, Rugulies, Bjorner, Villadsen, Mikkelsen and Kristensen, 2006) and, therefore, it is not surprising that the syndrome of burnout leads to an increased risk of medically certified periods of absence of more than three days (Toppinen-Tanner, Ojajärvi, Väänaänen, Kalimo and Jäppinen, 2005). In terms of components of burnout, the exhaustion element was identified as a clear indicator for long-term sickness (90 plus days) throughout the 44 months of a Swedish study involving more than 6,000 county council area workers (Peterson *et al.,* 2011).

What is of great concern, particularly in the case of boarding educators, is that burnout has the potential to decrease the quality of care or service given by employees (Maslach & Jackson, 1981). When the quality of care is related to safeguarding young adults and children, no shortcuts should be taken; there should be no deterioration in the care given by employees as the consequences of bad performance in the duty of care expected from educators in this role could have dire consequences, both physically and emotionally, for minors in their care. As employees with burnout are unable to function at expected performance levels (Bakker & Costa, 2014), it is important for the welfare of those attending boarding school that burnout among boarding house staff members is minimal and that it is monitored effectively to ensure the safeguarding of those in their care.

Wright and Bonett (1997) are amongst the primary set of researchers who found empirical evidence for the connection between work performance and burnout by testing the association of the three elements of burnout and professional performance over a three-year study. They discovered that emotional exhaustion impacts directly on work performance, in comparison with depersonalization and individual achievement which displayed insignificant relations. Bakker and Heuven (2006) conducted two studies involving police officers and nurses in which they analysed the correlation between "in-role performance" and burnout as identified by exhaustion and cynicism. They discovered that the relationship between in-role performance and burnout was noteworthy and negative in both sample groups.

Individuals suffering from burnout may be negatively affected by one, two or all three areas mentioned above. In an extensive study by Peterson in 2008 who sampled over 3 500 health-care workers based in Sweden, it was discovered that employees suffering from burnout syndrome were easily differentiated from non-burnout employees by using the following health indicators: self-perceived health, depression and anxiety. This research shows that there is an escalation in heightened symptoms in these health indicators in the flowing order: 'non-burned out' employees experienced the lowest symptoms, followed by 'disengaged' employees. Those employees with high levels of exhaustion were categorised as 'burned-out' as the highest sufferers of the symptoms of the researched health indicators. The results suggest that the exhaustion element of burnout may be most detrimental to the health of sufferers.

It may, therefore, be concluded that the effects of burnout are vast and can have devastating effects on the individuals suffering from burnout and the people around

them. Burnout can be defined as an amalgamation of prolonged exhaustion and negative outlook regarding one's profession which culminates in detrimental results in terms of operatives' health and efficiency (Bakker & Costa, 2014).

2.5 Burnout Internationally

Many studies have been conducted on the topic of burnout amongst service professionals and educators, in particular. Research conducted in Poland by Mojsa-Kaya, Golonka, and Marek (2015) examined the connection between job burnout and motivation among teachers in an attempt to identify character attributes as forecasters of relationships with work. The study was conducted using random sampling in 10 schools in Malopolska Province. The study concluded that the efficacy of teachers is determined by personality factors, while exhaustion and cynicism are shown to be influenced by organisational and individual variables. In particular, people with negative tendencies appear to struggle with stressful events and have a greater probability of developing burnout (Mojsa-Kaya, Golonka and Marek, 2015).

Van Meale and Van Houtte (2015) explored the issue of whether or not trust lowers teacher burnout levels. This quantitative study was carried out in Belgium in 58 elementary schools in Flanders and the findings reveal that trust is a deterrent and, therefore, a diminishing factor for burnout among teaching staff. Teacher's levels of trust in students demonstrated the highest link with burnout, rather than levels of trust placed in peers or managers.

Pietarinen, Soini and Salmela-Aro (2013) studied a sample of 2310 Finnish teachers in relation to the effect of social interaction in schools and burnout. The study concluded that educators teaching in larger schools have a higher chance of exhaustion compared to those working in smaller schools. Many boarding schools in the Gauteng Province are large schools and, therefore, this may be an indication of the levels of burnout experienced in these South African schools. This was identified as an important factor to explore in studying the levels of burnout among South African boarding education staff.

Grayson and Alvarez (2008) researched school climate factors in relation to burnout. They sampled 320 workers from 17 public schools in Ohio and their study shows that emotional exhaustion was the highest contributor to total burnout scores. This was preceded by depersonalisation and then personal accomplishment.

The research by Warner and Hastings (1995) considered the views of the Bureau of Indian Affairs education employees regarding professionally caused stress in both day and boarding educational facilities in Arizona and New Mexico in the US. Fifty-two responses were from day schools and ninety-three responses were from boarding schools. Interestingly, those employed in a day school role tested higher mean perceptions of stress levels than those employed in boarding schools.

Weisberg (1994) conducted a study with the intention of measuring workers' burnout and their intention to leave their jobs. This is a relevant study due to the importance of consistency amongst educators in a boarding environment as the study, conducted in Israel, found that burnout is strongly related to educators' intention to leave whilst age has a negative correlation with burnout, but not a significant one.

2.6 Burnout in the South African Context

Due to the effects of implementing Curriculum 2005 and Outcomes Based Education (OBE), a heightened number of incidences of burnout have been documented and are identified in education managers and educators in South Africa (Motseke, 2000).

While various studies on the causes and consequences of burnout have been conducted, none have directed their focus on the impact that biographical characteristics may play in determining burnout amongst boarding educators. In the South African context no evidence of research has been found on this topic and, therefore, this study fills the gap in the literature concerning research dealing with understanding this problem in the education sector.

One of the more recent studies conducted by Van Tonder and Williams (2009) used a mix-methods research design to sample 59 secondary school educators in Gauteng Province to determine possible reasons for burnout. The study indicates that an excessive workload and negative learner profile are the most commonly given reasons for possible burnout. This study includes boarding educators suffering the effects of burnout due to their heavy, around the clock, workloads. However, the low sample size of the research is a limitation to the generalizability of the study.

Another study by Van Wyk (2006) attempted to identify biographical characteristics that negatively correlate with work wellness. The study was conducted in the Goldfields area of the Free State Province and showed that female employees are more likely to feel drained from their occupation than their male counterparts. This correlates with

the research findings of Antoniou, Ploumpi and Ntalla (2013), discussed previously. It may also indicate that further attention needs to be paid by the management of schools to female boarding educators who suffer from heavy workloads. However, the study also indicated that the reason behind the low levels of work wellness of female staff members was due to the fact that many of them were married and that they attempted to cope with managing their families and their workloads while at the same time being engaged in full-time employment. This may indicate that single boarding educators may potentially suffer from lower levels of burnout compared to married boarding educators.

A similar study conducted by Jackson and Rothman (2005) examined the prevalence of burnout among educators of differing demographics and school types in the North West Province. They discovered that educators within the age range of 45-50 years experienced reduced levels of exhaustion and cynicism due to their profession compared to educators between 18 and 27 years of age.

Vigar-Ellis (2013) examined the criteria used by parents or guardians choosing schools for their children. This study was conducted in Pietermaritzburg, sampling 169 'old' boys, parents and current learners of one specific boarding school. Her study revealed that the most important criteria used by parents when determining their choice of schooling for their children was, firstly, access to a safe environment and, secondly, the competence of the boarding establishment's staff members. This suggests the importance of this present study in ensuring that burnout levels of boarding staff are accurately measured and known to ensure that members of staff do not suffer from emotional exhaustion and depersonalisation. This is necessary to make sure that boarding educators provide a high quality level of care in their boarding houses.

2.7 Burnout and Biographical Characteristics

Just as burnout is not experienced in the same way by all sufferers, so those in the same profession may not necessarily experience the same levels of burnout - even when situated in the same environment or workplace as other workers; in fact, some may not suffer from any level of burnout at all. All individuals experience their own levels of stress and factors which enhance it. This is confirmed by Albertson and Kagan (1987) who state that stress is not experienced uniformly by employees but rather that it fluctuates from person to person, depending on people's perceptions of the phenomenon. Research has shown that individual personality characteristics, such as

a Type A personality and locus of control, play important roles in the levels of stress experienced by workers in their jobs (Cooper, Kirkcaldy & Brown, 1994). Studies related to stress and biographical differences, such as gender and position, have not always been successful at identifying trends and similarities between the two variables - as particularly indicated by Martocchio and O'Leary (1989). Their meta-analysis investigating the association between gender and work-related stress found that males and females showed no noteworthy variance in the levels of stress recorded within their profession. Therefore, it may be concluded that there is no distinction in stress among biographically segregated groups of employees in an educational profession, but that in a large school system it is highly unlikely that such homogeneity should exist. Laughlin (1984) states that smaller studies have indicated that there may be significant relationships between biographical characteristics and occupational stress and that completed research revealing the opposite had questionable underlying theories. This is confirmed by Worrall and May (1998) who are of the opinion that much of the earlier research into educator stress lacks theoretical emphasis.

Key biographical characteristics and their connection to burnout need to be further analysed in order to arrive at some level of measurable clarity between these conflicting opinions.

2.7.1 Burnout and Work Experience

A study undertaken within the medical services profession indicates that the longer staff members worked in their field, the less they enjoyed interacting with their clients. It was also found that the lower their enjoyment of their clients, the less successful they felt in dealing with them. As a consequence of this, over time their attitudes became more custodial rather than humanitarian (Maslach & Pines, 1978). Lens and Neves de Jesus (1999) point out that in an educational context many schools employ young and inexperienced teachers and allocate the most difficult of classes to them to teach (Lens & Neves de Jesus, 1999) which could lead to higher levels of stress than those experienced by their older, more practiced colleagues as difficult learners pose a substantial challenge to inexperienced teachers. A study conducted in South Africa by Jackson and Rothmann (2006) shows that high school teachers with minimum qualifications who had just started their professional careers are at greatest risk of experiencing high levels of stress as they manage their way in their new careers. These findings were substantiated by the fact that new educators who experienced high levels of stress left the profession soon after commencing service. When compared with more

experienced educators, new educators showed higher stress levels and, therefore, could be considered to be at greater risk to experiencing burnout.

According to a study conducted by Antoniou (2013), educators with more than fifteen years of work experience showed lower levels of professional burnout than their colleagues with less than ten years of experience. This is an important indicator for schools with boarding educators as many of this types of educators are young and have just embarked on their teaching careers.

2.7.2 Burnout and Age

The relationship that exists between level of burnout and age may be similar to that experienced during work experience. In early research published by Maslach and Jackson (1981), evidence of a significant relationship between age and burnout emerged. It was found that younger people scored higher than older people in terms of the depersonalisation component of burnout, with a consistent decrease of score as the age scale increased. The same research showed that younger employees recorded higher levels on the emotional exhaustion component and, therefore, one may conclude that burnout is more likely to happen within the first few years of a career.

In contrast to the above conclusion, Lens and Neves de Jesus (1999) discovered that younger teachers in the age range of twenty-three to thirty-five were generally less stressed and more satisfied than teachers between the ages of thirty-six and forty-five and forty-six to sixty-five. They concluded that older teachers consistently experience higher levels of stress than those of their younger colleagues. Further research regarding the correlation between age and burnout levels needs to be conducted to draw a more concrete conclusion on this facet of burnout.

2.7.3 Burnout and Gender

Research by Maslach and Jackson (1981) shows that females scored higher than males in the emotional exhaustion component, both in terms of frequency and intensity; however, males scored higher than females in the depersonalisation component, both in frequency and intensity. In terms of the study that was conducted, some relevant facts need to be considered when analysing these trends. In the professions of doctors, policemen and policewomen and psychiatrists, professionals were largely male while nurses, social workers and counsellors were mainly female. Therefore, it was possible that differences in gender in the sample used for this study may actually mirror

differences in occupation and further research would be needed to clarify these facts more substantially (Maslach & Jackson, 1981).

Lens and Neves de Jesus (1999) found that female teachers are significantly less stressed and more satisfied than male teachers (1999:98). In research conducted by Jackson and Rothmann in 2006, T-tests were used to determine whether or not noteworthy variances occurred between work-related stress, commitment and poor health in males and females; no noteworthy gender variances could be established.

A study undertaken to measure the level of burnout experienced by female educators in the North West Province by the aforementioned authors indicated that 29% experienced a high degree of burnout on the emotional exhaustion sub-scale, 26% on the depersonalisation sub-scale and 16% on the lack of personal accomplishment sub-scale. For each sub-scale of the Maslach Burnout Inventory approximately half of the educators participating in the research experienced moderate to high levels of burnout, making it a pressing issue and an area of importance for academic research if there is to be an increase in attainment and satisfaction in levels of education across South Africa.

2.7.4 Burnout and Status

With regards to job status and burnout, staff members who felt that they had the opportunity to make an input with their views on organisation's procedures and who felt free to express themselves within their professional environment had a more positive self-perception and view their patients, learners or clients more positively (Maslach & Pines, 1978). This would have a negative effect on levels of burnout and would create a more satisfied and potentially more productive work force.

2.7.5 Burnout and Other Biographical Factors

There are a number of other biographical characteristics which have been analysed in terms of their relationship with burnout.

Marital status and burnout was researched by Maslach and Jackson (1981) and it was discovered that there was a significant relationship between whether an individual was married or not and their experience of emotional exhaustion. People who were divorced or single scored higher on the burnout scale for frequency and intensity than their peers who were married.

A South African study undertaken by Van der Linde, Van der Westhuizen and Wissing (1999) explored the impact of language and burnout in schools. The research showed that educators at Afrikaans-medium schools suffered from higher levels of burnout in comparison with their Tswana-speaking counterparts. A possible reason for this is the impact of challenges that Afrikaans-speaking educators have had to face in the recent dramatically changed political and educational environments (Van der Linde *et al.,* 1999).

Maslach (2008) also identified trends between burnout and the level of an individual's education. Individuals with undergraduate and postgraduate tertiary education showed higher levels of emotional exhaustion in contrast with those who had not completed a degree. However, the opposite was discovered in terms of depersonalisation; those with undergraduate and postgraduate degrees showed lower levels on this burnout dimension than those who did not complete a university degree.

2.8 Theoretical Framework and Models Used to Measure Burnout

The frameworks and models used to measure burnout include Maslach's Theoretical Framework, the Maslach Burnout Inventory as well as others.

2.8.1 Maslach's Theoretical Framework on Burnout

Maslach' theory of burnout has three main elements: emotional exhaustion, depersonalisation and personal achievement (see Figure 1.1). Emotional exhaustion is considered to be the core element of burnout. An individual suffering from burnout feels worn out and drained of all energy (Schaufeli, Leiter & Maslach, 2009).

The second element, depersonalisation, is characterised by the development of negative, cynical feelings and attitudes towards one's work environment (Maslach & Jackson, 1986). The higher the level of depersonalisation is, the greater the risk of burnout. Personal achievement, the third element, refers to individuals' feelings of dissatisfied with their achievements in the work place (Leiter & Maslach, 2016). The lower the perceived sense of personal achievement is, the greater the risk of burnout.

2.8.2 Maslach Burnout Inventory

A number of models have been developed to measure burnout as well as its prediction and its effects. Mostly, these models have been developed based on an original survey designed by Christine Maslach (1981) called the Maslach Burnout Inventory.

The development of the Maslach Burnout Inventory (MBI) by Maslach and Jackson in 1981 began a systematic empirical inquiry into employee burnout. This framework conceptualises job burnout as a psycho-somatic disorder in response to severe emotional relational stressors in occupations (Van Heale & Van Houtte, 2015). It makes use of a multidimensional, three-component approach which focuses on comprising emotional exhaustion, depersonalisation and reduced personal accomplishment.

The Maslach Burnout Inventory – General Survey (MBI-GS) was adapted from the original MBI for use outside the human services (Schaufeli & Enzmann, 1998). It comprises three sub-scales representing the three key dimensions of burnout: Exhaustion (Ex), Cynicism (Cy) and Professional Efficacy (PE). The Exhaustion items of the MBI-GS are non-specific as they refer to fatigue and can be related to a variety of professions. Cynicism reveals indifference or a detached attitude towards one's occupation, generally. Professional Efficacy includes both social and non-social undertakings in the workplace. A person is not categorised, as "burnt out" or "not burnt out", but rather located on a scale from "more" to "less" burnt out (Pienaar & Van Wyk, 2006:542).

In the Maslach Burnout Inventory – General Survey, Schaufeli, Bakker and Salanova (1996) substituted the depersonalization dimension with cynicism which encompasses a general detached attitude towards one's occupation and not, necessarily, towards interpersonal relationships. Furthermore, the researchers substituted the idea of diminished personal achievement with reduced professional efficacy, exploring social and non-social features of work-related undertakings.

The three dimensions of the MBI-GS are equivalent to those of the original MBI in that they are more general and do not refer to interpersonal relationships. An example of this is that the first dimension, exhaustion, is ascertained using ideas that relate to fatigue but do not directly mention other people as the foundation of one's exhaustion. The items that identify cynicism reveal general indifference or a distant attitude towards work and not, necessarily, with other people. Finally, professional efficacy has a broader focus compared to the parallel MBI-scale, encompassing both social and non-social aspects of work-related accomplishments (Schaufeli *et al.,* 2002).

Michael Leiter and Christine Maslach developed another model in 2004 by which to measure burnout. This is known as the Six Areas of Worklife that measure predictors of burnout. This model focuses on the six crucial areas of occupational experience that

encompass the main relations with burnout: workload, control, reward, community, fairness and values (Mojsa-Kaja, Golonka & Marek, 2015).

Other researchers and academics have established different methods of assessing burnout, most notably the Oldenburg Burnout Inventory (OLBI; Demerouti *et al.,* 2003; Demerouti *et al.*, 2010) and the Shirom-Melamed Burnout Measure (SMBM; Shirom & Melamed, 2006). The OLBI emphasises measuring areas of exhaustion and disengagement whereas the SMBM measures areas of physical fatigue and cognitive weariness (Bakker, Demerouti & Sanz-Vergel, 2014).

2.9 Burnout and Job Satisfaction

A final important aspect to consider when measuring burnout is that of job satisfaction. The findings of those researchers who have explored teacher burnout (George, Louw & Badenhorst, 2008) and job satisfaction reveal that there are significant connections between these psychological phenomena. Numerous studies on burnout and job satisfaction, including the effects of these upon the occupation of teaching, seem to agree. This connection has been confirmed by researchers like Borg and Riding (1991), Carr (1993) and Decker and Borgen (1993) who have observed a connection between burnout and job satisfaction. Research has shown that the absence of job satisfaction can lead to high levels of teacher absenteeism, aggressive behaviour towards learners and colleagues, increasing teacher attrition rates and psychological withdrawal from work (Mwamwenda, 1995).

A study conducted in urban schools in Namibia by George, Louw and Badenhorst (2008) revealed that there was a substantial relationship between Namibian secondary-school teachers' perceptions of job satisfaction and burnout. The negative correlation between emotional exhaustion (reduction or wearing down of emotional resources) and the three job satisfaction scores confirmed that increased levels of emotional exhaustion acknowledged by the teachers correlated with lower levels of job satisfaction - in respect of all three components. This pattern emerged consistently in relation to depersonalization (feelings of emotional detachment or estrangement) and job satisfaction. On the other hand, the positive correlation between the personal achievement and job satisfaction scores indicated that educators who acknowledged higher levels of personal accomplishment showed an inclination towards experiencing higher levels of job satisfaction (Decker & Borgen, 1993).

It may be concluded that educators experiencing high levels of job satisfaction may be protected from exposing themselves to burnout.

2.10 Conclusion

Burnout amongst educators is an ever present reality that has been studied extensively across the globe (Van der Linde, Van der Westhuizen & Wissing, 1999) and particularly in countries, like South Africa, Australia, Canada and the United Kingdom. It is an ever-present phenomenon which has been shown to have an extensively negative impact on schools, communities and individuals who suffer from the syndrome.

Embedded in the concept of burnout are three crucial dimensions, specifically emotional exhaustion, depersonalisation and reduced feelings of personal accomplishment. These three elements have been measured extensively using various tools and methods and for which the MBI has been developed.

Currently, there are very few studies that focus on measuring the level of burnout experienced by boarding educators. This study has attempted to fill that gap in the research conducted on burnout, both in South Africa and worldwide.

It is imperative that school management teams and governing bodies address the issue of burnout in their schools through their aware of its symptoms and consequences. Schools should also be more informed and aware of who is more prone to experiencing the negative impact of burnout to enable them to develop effective preventative strategies. This would be wisely done to ensure that no educators suffer from this debilitating phenomenon; as a consequence there should improve the satisfaction and quality of educational establishments.

The consequences of ignoring indicators of burnout and factors that may contribute to this situation are great as an emotionally exhausted workforce that is prone to feelings and actions of depersonalisation is highly unlikely to yield well-educated learners that South African and international boarding schools endeavour to produce. Reduced feelings of personal accomplishment felt by educators are highly likely to influence the level of quality care and education received by those under their professional instruction and guidance. As a nation that is looking for stability in all areas of societal construction, the quality of education experienced by the next generation is pivotal in developing a healthy and productive future for our nation. In order to not only protect but also further the positive develop our educational workforce in boarding schools,

this research into levels of burnout is important. Until a realistic indicator of burnout levels in South African boarding education is established, it will not be possible to rectify key stress factors or potential causes of burn out or, indeed, to establish whether or not the burnout phenomenon is a significant issue that may or may not need to be rectified in South African boarding education.

For purposes of clarity and the potential development and improvement of South African and international boarding education establishments, this research study is deemed to be both necessary and long overdue.

In the next chapter, Chapter 3, the research approach and methodology used in this study is described and discussed. A discussion of the ethical issues that the researcher had to consider is also included.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the research paradigm, design and methodology used for this study. In addition, the strategies employed in the sampling, data collection and data analysis stages of the study are explained, followed by a discussion of the ethical issues that needed to be considered. The chapter concludes with a discription of the reliability and validity features of the study.

3.2 Research Paradigm

A paradigm can be described as the worldview or set of beliefs of a researcher in his/her approach to a study (Morgan, 2007). This study was based on a positivist paradigm where objective, observable facts are the basis of science (Jansen, 2007). The objectivity of the research process is a key focus (Creswell, 2008). The positivist paradigm primarily uses a quantitative methodology employing experimental methods, including experimental or treatment and control groups and administration of pre- and

post-tests to measure gain scores. The researcher is external to the research site and is the controller of the research process (Taylor & Medina, 2013).

The positivist paradigm is a common one which is most frequently used across universities worldwide. It is seen as a scientific paradigm which aims to investigate, research and test hypotheses and theories (Taylor & Medina, 2013).

The ontological approach which was followed is one in which reality does exist and can be predicted. As a realist this researcher believes that social reality can be understood from an external point of view. Current empirical research suggests that many service professions suffer from high levels of burnout. Recent studies have shown that burnout can be experienced within any profession but that it is more frequent in occupations that have strong social connections, particularly teaching which has been shown to be one of the most stressful occupations (Kyriacou, 2001). For this reason it may be assumed that boarding educators are at risk of suffering from this phenomenon and, therefore, it is important that there should be a better understanding of this global issue in boarding schools. By making use of the proposed research instruments, the researcher is confident that objective research will be possible from which reliable conclusions may be drawn based on factual, empirical data. There is a separation between the researcher and the reality that allows for unbiased, objective research which this study focused on. It is believed that objective reality exists and this study was, thus, based on this epistemological approach.

3.3 Research methodology

A quantitative approach is best utilised when a deeper understanding is required regarding the relationship between two or more variables (Creswell, 2013). In this study a quantitative approach enabled the researcher to examine the relationship between the biographical characteristics of boarding educators and the levels of burnout experienced by them. The results provided numerical data that could be statistically analysed to determine the correlation between the variables and assisted in making predictions (Creswell, 2013).

Quantitative research requires the investigator to identify a research problem based on identifiable trends in the field or the necessity to explain the reason something has occurred. Quantitative research has the following broad characteristics:

- Numeric data is collected from a large number of people using instruments with pre-set questions and responses.

- A research problem is described by means of a depiction of trends or a need for an explanation of the relationship among key variables, such as burnout and biographical characteristics of boarding educators.

- A significant role for the literature is provided by proposing the research questions to be asked and justifying the research problem and creating a need for the course in terms of a purpose statement and research questions for the study.

- Purpose statements, research questions and hypotheses are created that are: narrow, observable, specific and measurable.

- Trends are analysed, groups or relating variables are compared using statistical analysis and results are interpreted by way of comparison between them and preceding forecasts and previously accomplished research.

An exploratory, correlational design was selected for this study to determine the extent to which two or more variables co-vary, i.e., where changes in a specific variable reflect changes in another (Creswell, 2012).

3.4 Research Design

In correlational research the objective is to relate variables not to influence the independent variable - as might be done in an experimental situation. Although it may lack the rigor of an experiment, it is useful in relating variables or calculating outcomes (Creswell, 2002). Correlational designs afford opportunities to expound on relationships among variables. In this study the aim was to determine the correlation between the biographical characteristics of boarding educators and levels of burnout. An investigator may use the correlation statistical test to measure and define the strength of the relationship (the degree of association) between multiple variables using correlational research designs (Creswell, 2002).

Creswell highlights the following common characteristics of explanatory correlational studies:

- Investigators correlate two or more variables.
- Researchers collect data at one point in time.
- Investigators analyse all participants as a single group.

- Researchers obtain at least two scores for each individual in the group.
- Researchers draw conclusions from the statistical test results.

This research design was chosen to assist this researcher in generating quantitative information that could be used to describe and explore the research problem (Maree, 2007). Correlational designs provide the researcher with a capacity to clarify the relationship between variables and to measure the degree of association that exists with two or more variables (Creswell, 2002). In this study the key relationship is between levels of burnout experienced by boarding educators based on age, gender, work experience and status within the boarding establishments.

In addition, small samples could be selected from larger populations in ways that allow for generalisations of the population. It is not always possible to complete research on an entire population due to time and costing constraints - which this design accommodated. There are many boarding educators across secondary schools in South Africa but it was only feasible to research a sample of this population in Gauteng.

This research design allowed the researcher to study the relationship between the variables without any manipulation taking place (Schulmann in Punch, 2009) and for greater reliability and validity of data. Another benefit of this design was the quick data collection turnaround time (Creswell, 2007).

3.5 Sampling

A population is a collective grouping of people who display the same characteristics (Creswell, 2008). In this study the population (N=233) of boarding educators were identified and provided with an online questionnaire to complete. According to the statistics made available by the Gauteng Department of Education, the population of boarding educators in Gauteng proved to be rather limited; because of this, purposive sampling techniques were used to invite the participation of those in the educational districts with the majority of boarding educators, namely: Gauteng North, Gauteng West, Johannesburg East, Johannesburg South, Sedibeng East and Tshwane South. These six districts were chosen based on the number of their boarding schools and boarding educators. All respondents to this invitation were used in the sample in order to gain credible, generalizable data.

A sample refers to a smaller group of the population that is representative of the population being researched (Cohen, Manion & Morrison, 2007). The sample must be

appropriate to the focus of the research and the following four factors should be taken into account during the sampling process (Cohen *et al.,* 2007):

1. Sample size
2. Representativeness of the sample to the population
3. Access to the sample
4. Sampling strategy.

In this study the sample size was based on the number of boarding educators who responded positively to the invitation to participate in the research. This sample was illustrative of the population and access to the sample was facilitated by means of online communication which meant that there was no need to travel to each school to conduct the data collection procedure.

3.6 Gaining Access to Schools

An invitation letter to participate in this study was sent to all principals schools that have boarding establishments across Gauteng North, Gauteng West, Johannesburg East, Johannesburg South, Sedibeng East and Tshwane South in Gauteng Province. Principals who agreed to allow their schools to participate in the study were then sent a follow-up email requesting contact details of their boarding educators who not only taught at their schools during the daytime but also performed duties within the respective boarding establishments outside normal work hours. It was essential to ensure those sampled were educators whose jobs had both of these components as this was the basis of the study.

3.7 Data Collection

Each of the identified boarding educators was e-mailed the online questionnaire which contained the appropriate informed consent, disclaimers and the modified version of the Maslach Burnout Inventory for this study's purposes. The Maslach Burnout Inventory is attached as Annexure E. All responses to this online questionnaire were then automatically tabled using Google Forms (see Annexure G). This allowed for the immediate receipt and retrieval of responses the moment the respondents completed the questionnaire. Participants who receive electronic questionnaires prefer short, tick type answers – features of the Maslach Burnout Inventory - rather than long, open-ended questions which require detailed responses. Due to the digital nature of the process, the storage of data was facilitated and transport and delivery costs were kept

to a minimum. In addition, the ease at which the respondents could complete and return the questionnaire may have contributed to a better response rate (Van der Stoep & Johnson, 2008).

A lack of internet access could have been a potential barrier to a high response rate. However, all the participating schools had active internet and e-mail facilities. This online form of data collection also reduced any chance of bias in responses.

3.8 Data Analysis

Assistance was sought from the Statistics Department at the University of Pretoria to capture the raw data on the computer system. This data was then coded and sorted into different categories in order to assist with the analysis of the data. By making use of the SPSS software package and by qualifying the quantitative data, it is likely that themes will be generated from the data.

Descriptive statistics, such as median, mean, mode, percentages and frequencies, was used to describe the demographic characteristics of boarding educators. To test for correlations, non-parametric tests were utilised as the data collected did not show a normal distribution and, therefore, parametric tests, such as Chi Square; Point by Serial; and Pearson Coefficients were not deemed to be effective tests. Kolmogorov-Smirnov, Shapiro-Wilk and Kruskal-Wallis tests were utilised to determine correlational significance between the variables. Tables, figures and box and whisker plots were used to display the data.

Once the data had been analysed, inferences were drawn. This assisted in reaching conclusions about the populations studied and enabled a comparison of results with existing relevant literature on the topic.

3.9 Ethical Considerations

Ethical clearance from the Ethics Committee of the Faculty of Education at the University of Pretoria was applied for and received. All ethical requirements relating to research - as stipulated in the ethical policy of the Faculty of Education, were followed. In addition, prior to the commencement of the research written permission was received from the Gauteng Department of Education for the research to take place.

All the principals of boarding schools across the six districts in the Gauteng Province were contacted requesting permission to undertake this study at their schools. Once

their agreement and consent had been received, a further letter was sent out to all potential respondents who were indicated as 'boarding educators' in the respective schools. All boarding educators willing to be part of this study were then e-mailed the link to the online questionnaire containing the MBI. Attached to this questionnaire was a preface disclaimer containing a paragraph explaining informed consent and the requirements for participating in the study. All respondents were informed that they could withdraw from the research at any point in time. As all responses were to be kept confidential, participants were notified before they completed the survey that their identity and any disclosure of information would be used solely for research purposes - not for open access. Due to the nature of the online questionnaire and the way the data was captured by means of Google Forms, the identities of all respondents were unknown to the researcher. Each respondent submitted a secret code with their online questionnaire which could be used for tracking purposes should a respondent wish to withdraw their data from the study.

Conducting research on burnout needs to be done in a sensitive manner due to the nature of the psychological syndrome being researched. For this reason, support sessions would be offered after the administration of the questionnaire to provide practical assistance for any emotional difficulties suffered by the participants during the research.

3.10 Ensuring Validity and Reliability

A study may be deemed reliable if the individual scores produced from a research instrument are similar or stable when the test is performed repeatedly (Creswell, 2013). A pilot test consisting of ten responses was used to ascertain whether or not the research instrument was reliable. Two of the questions were removed from the pilot test as they produced inconsistent results. Cronbach Alpha coefficients were then calculated on the Maslach Burnout Inventory and these produced scores above 0.8, indicating a reliable instrument.

Validity is the ability to accrue comprehensive evidence to validate the fact that the intended test interpretation corresponds with the proposed purpose of the test (Creswell, 2013). Validity could be achieved by utilising Maslach's Burnout Inventory, a burnout measurement instrument which is easy to administer and to analyse statistically. Professional statistical analysts at the University of Pretoria were consulted to ensure that the data analysed was done accurately.

3.11 Conclusion

This chapter has provided a detail description of the research paradigm, the research design and the research methodology. The chapter also outlined the data analysis procedures that were applied. A brief discussion of how relevant ethical issues were addressed was also included. In the following chapter the results and findings of the statistical analysis are presented.

CHAPTER 4

RESEARCH RESULTS AND FINDINGS

4.1 Introduction

The purpose of this study was to determine whether there is a significant correlation between the biographical characteristics of boarding educators, such as age, gender and position, and the level of burnout they experienced. In this chapter, the results of the data analysis are presented and discussed in the context of the research questions of this study.

Table 4.1 below provides a breakdown of the three components of burnout, namely: exhaustion, depersonalisation and personal achievement, in terms of questions asked and responses provided. A summary result of each section is provided.

MBI Component	Question	No. of Responses	Result

EXHAUSTION	MBI_A1: I feel emotionally drained by my work.	50	Boarding educators within the sample revealed a 'low' level of emotional exhaustion.
	MBI_A2: Working with people all day long requires a great deal of effort.	50	
	MBI_A3: I feel like my work is breaking me down.	50	
	MBI_A4: I feel frustrated by my work.	50	
	MBI_A5: I feel I work too hard at my job.	50	
	MBI_A6: It stresses me too much to work in direct contact with people.	50	
	MBI_A7: I feel like I am at the end of my rope.	50	
DEPERSONALISATION	MBI_B1: I feel I look after certain students/learners impersonally, as if they are objects.	51	Boarding educators within the sample revealed a 'high' level of depersonalisation, indicating that this component was the strongest contributor to the burnout experienced by boarding educators.
	MBI_B2: I feel tired when I get up in the morning and have to face another day at school.	51	
	MBI_B3: I have the impression that my students/learners make me responsible for some of their problems.	51	
	MBI_B4: I am at the end of my patience at the end of my work day.	51	
	MBI_B5: I really don't care about what happens to some of my students/learners.	51	
	MBI_B6: I have become more insensitive to people since I've been working.	51	
	MBI_B7: I'm afraid that this job is making me uncaring.	51	
PERSONAL ACHIEVEMENT	MBI_C1: I accomplish many worthwhile things in this job.	50	Boarding educators within the sample revealed a 'moderate' level of personal achievement.
	MBI_C2: I feel full of energy.	50	
	MBI_C3: I am easily able to understand what my students/learners feel.	50	
	MBI_C4: I look after my students'/learners' problems very effectively.	50	
	MBI_C5: In my work, I handle emotional problems very calmly.	50	
	MBI_C6: Through my work, I feel that I have a positive influence on people.	50	
	MBI_C7: I am easily able to create a relaxed atmosphere with my students/learners.	50	
	MBI_C8: I feel refreshed when I have been close to my students/learners at work.	50	

Table 4.2: Overview of MBI Survey and Results

4.2 Data Analysis

The Gauteng Department of Education indicated that there are two hundred and thirty-three registered boarding educators at thirty-five secondary schools that offer boarding in Gauteng Province. Of the thirty-five schools contacted, only twenty-one agreed to participate in the research. From these twenty-one schools, seventy boarding educators were willing to participate in this study but only fifty-two completed the online questionnaires.

A pilot study consisting of ten responses was conducted to determine the reliability of the biographical questionnaire. All but one of the respondents were unable to answer the question, "If you are a public school, what school quintile according to NSSFF (National Norms & Standards for School Funding) is your school?" As a result, this question as well as the requirement to fill in the respondents e-mail address was withdrawn from the final biographical questionnaire.

The IBM SPSS Statistics Twenty-Four programme was used for the statistical analysis. Initially, Cronbach alpha coefficients were used to determine the internal consistency of the Maslach Burnout Inventory (MBI).

The statistical analysis consisted of basic descriptive statistics which includes frequencies, means, standard deviations and medians. Statistical tests (Kolmogorov-Smirnov and Shapiro-Wilk) were then performed to determine whether the data was normally distributed.

When the data is normally distributed, parametric tests are most commonly used to analyse data (Frost, 2015). For example, the one-way analysis of variance (ANOVA) can be used to ascertain whether statistically substantial variances are present between the means of three or more independent (unrelated) groups. The one-way ANOVA allows a comparative analysis of the means between the groups the researcher is concerned with and concludes how many of these means are statistically significantly different from one another.

However, when the sample size is small and when the data does not have a normal distribution then non-parametric tests can be utilised. A non-parametric test that is a parallel to the ANOVA test is the Kruskal-Wallis test (Statistic Solutions, 2018). Some of the demographic variables, such as gender, had only two categories while others had more than two categories, for example: position in the boarding house and age

range. If all the demographic variables had only two categories, non-parametric Mann-Whitney U tests would have been performed; however, since they did not all have the same number of categories, the "extension" of the Mann-Whitney U tests, namely: Kruskal-Wallis tests, were utilised to make the comparisons.

The Kruskal-Wallis test, sometimes also called the "one-way ANOVA on ranks", consists of a rank-based nonparametric test that enables the user to conclude whether or not there are statistically significant differences between two or more groups of a single independent variable on a continuous or ordinal dependent variable. It is considered the nonparametric alternate to the one-way ANOVA and an addition to the Mann-Whitney U test to enable comparisons between more than two independent groups (Laerd Statistics, 2017). Kruskal-Wallis tests can work for any number of categories in a demographic variable.

Some of the constructs were not normally distributed and, therefore, a non-parametric approach was used as it does not rely on the assumption of normality. Kruskal-Wallis tests were performed to compare the medians of the three sub-scales across the biographical characteristics of boarding educators, such as age, gender and position. In cases where the Kruskal-Wallis tests indicated a significant overall difference across the biographical characteristic, *post hoc* multiple comparisons were performed to indicate between which age groups the differences in medians occurred.

To establish that any noteworthy variances in the medians exist in the statistics gathered, the computed p-value is held up against the significance level to evaluate the null hypothesis. The null hypothesis assumes that all the population medians are equal. Generally, a significance level, denoted as α or alpha of 0.05, is acceptable. A significance level of 0.05 implies a 5% risk of determining that a variance is present when in reality there is actually no difference present.

A box and whisker diagram can also be a useful tool when analysing data. A box and whisker diagram is a graph that presents information from a five-number summary. It is useful for indicating whether a distribution is skewed and whether there are potential unusual observations (outliers) in the data set (Statistics Canada, 2018). Box and whisker diagrams are very useful when two or more data sets are being compared.

Box and whisker diagrams are appropriate for comparisons of distributions as the centre, spread and overall range are instantly made clear. A box and whisker diagram is a way of concisely evaluating a set of data presented on an interval scale. It is often

used in explaining analytical data. This presentation of data is used to indicate the shape of the distribution, its central value and its variability.

Of the seventy online questionnaires that were emailed to possible respondents, fifty-two were completed (74%) and submitted online for analysis (see Figure 4.1). All fifty-two online submissions were used in the statistical analysis of the data.
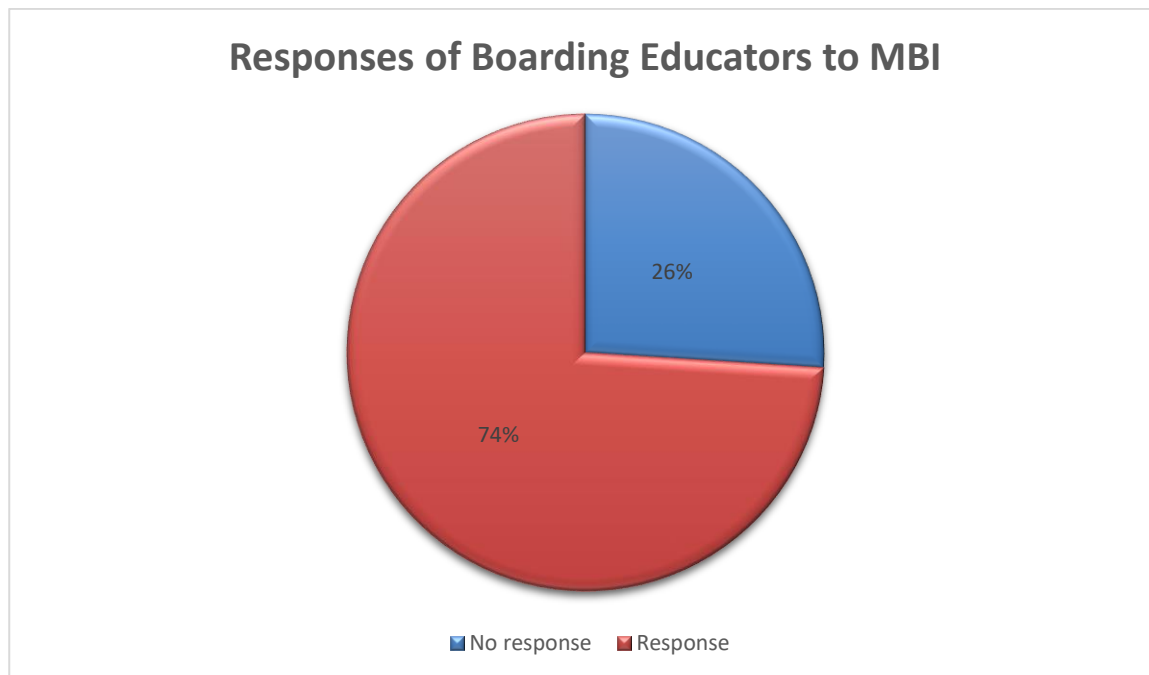
Figure 4.1: Responses to MBI

4.3 Presentation and Discussion of MBI Results

The presentation and discussion of MBI results which follows is given in terms of reliability and levels of burnout across the three components of exhaustion, depersonalisation and personal achievement.

4.3.1 Reliability

The internal consistency of the three sub-scales of the MBI was determined by Cronbach's alpha coefficients (see Table 4.2, below).

Table 4.2: Cronbach Alpha Coefficients for Exhaustion, Depersonalisation and Personal Achievement

Burnout Component	Reliability Statistics	
	Cronbach's Alpha	N of Items
Exhaustion	.929	7

		Depersonalisation	.888	7
		Personal achievement	.883	8

4.3.2 Levels of Burnout Across the Three Components: Exhaustion, Depersonalisation and Personal Achievement

The table shows that the alpha coefficients compared reasonably well with the guideline of 0.70 (Nunnally & Bernstein, 1994). Therefore, it may be concluded that the Maslach Burnout Inventory (MBI) is a reliable measuring instrument for use with the population of this study.The Maslach Burnout Inventory (MBI) used to measure the level of burnout experienced by each boarding educator allocates six levels of responses ranging from 'never' to 'every day' for each question asked. All items are scored on a 7-point frequency scale ranging from 0 to 6 with 0 being allocated for the response of 'never' and 6 being allocated for the response of 'every day'. For the two components of exhaustion and depersonalisation, the higher the score, the higher the prevalence of burnout could be assumed; whilst in the case of personal achievement, the higher the score, the lower the prevalence of burnout was likely to be in the educator.

Table 4.3 contains the descriptive statistics for the three components of burnout: exhaustion, depersonalisation and personal achievement.

Table 4.3: Descriptive Statistics of the Three Components of Burnout

		Exhaustion	Depersonalisation	Personal achievement
		Statistics		
N	Valid	52	52	52
	Missing	0	0	0
Mean		2.1798	1.5838	4.6046
Mode		.57	.57	4.88
Std. Deviation		1.48483	1.20753	.98863
Minimum		.00	.14	1.67
Maximum		6.00	5.29	5.88
	25	1.0000	.7143	4.2500

Percentiles	50	1.8571	1.2143	4.8750
	75	3.1071	2.2857	5.3438

The levels of burnout, as experienced by boarding educators measured across the three components of burnout: exhaustion, depersonalisation and personal achievement, are indicated in Tables 4.4–4.6, respectively.

4.3.2.1 Exhaustion

Emotional exhaustion is the core element of burnout which is described as feelings of being mentally drained by one's profession (Schaufeli, Leiter & Maslach, 2009); it can be further described as a position in which an individual feels worn out, lacks energy and feels debilitated and constantly and chronically fatigued (Leiter & Maslach, 2016).

Table 4.4 indicates the mean response level to each of the questions asked in the exhaustion section of the Maslach Burnout Inventory.

Table 4.4: MBI – Exhaustion

Item Statistics		
	Mean	N
MBI_A1: I feel emotionally drained by my work.	2.70	50
MBI_A2: Working with people all day long requires a great deal of effort.	3.70	50
MBI_A3: I feel like my work is breaking me down.	1.96	50
MBI_A4: I feel frustrated by my work.	2.24	50
MBI_A5: I feel I work too hard at my job.	2.08	50
MBI_A6: It stresses me too much to work in direct contact with people.	1.18	50
MBI_A7: I feel like I am at the end of my rope.	1.22	50

Of the fifty-two responses collated, two needed to be removed due to respondents completing the questionnaire incorrectly.

The mean between 0 and 6 for each statement was computed and is considered as the centre of gravity of the scale which can be used to rank the statements. The

response to the second statement of "Working with people all day long requires a great deal of effort" produced the highest mean level at 3.70 which falls between the responses of 'once per week' to 'a few times per month', whilst the statement "It stresses me too much to work in direct contact with people" scored the lowest mean at 1.18 which indicates 'a few times per year' to 'once a month'.

4.3.2.2 Depersonalisation

Table 4.5 shows the mean response level to each question asked in the depersonalisation section of the Maslach Burnout Inventory.

Table 4.5: MBI – Depersonalisation

Item Statistics		
	Mean	N
MBI_B1: I feel I look after certain students/learners impersonally, as if they are objects.	0.98	51
MBI_B2: I feel tired when I get up in the morning and have to face another day at school.	2.12	51
MBI_B3: I have the impression that my students/learners make me responsible for some of their problems.	2.73	51
MBI_B4: I am at the end of my patience at the end of my work day.	2.37	51
MBI_B5: I really don't care about what happens to some of my students/learners.	0.71	51
MBI_B6: I have become more insensitive to people since I've been working.	1.25	51
MBI_B7: I'm afraid that this job is making me uncaring.	1.08	51

Depersonalisation refers to the development of negative, impersonal and cynical feelings and attitudes within interpersonal relationships where the employee objectifies other parties (Maslach & Jackson, 1986). Almost all of the respondents indicated that they never "feel or look after students/learners impersonally as if they are objects", whilst the statement, "I really don't care what happens to some of my students/learners", received a very similar response.

4.3.2.3 Personal Achievement

The final component considered as part of the burnout syndrome is reduced feelings of personal achievement. All the responses to the eight statements yielded mean scores of between 4 and 5 which suggest that boarding educators regularly feel a sense of personal accomplishment on a weekly to monthly basis.

Table 4.6 reflects the mean response level to each question asked in the personal achievement section of the Maslach Burnout Inventory.

Table 4.6: MBI - Personal Achievement

Item Statistics		
	Mean	N
MBI_C1: I accomplish many worthwhile things in this job.	4.52	50
MBI_C2: I feel full of energy.	4.34	50
MBI_C3: I am easily able to understand what my students/learners feel.	4.86	50
MBI_C4: I look after my students'/learners' problems very effectively.	4.68	50
MBI_C5: In my work, I handle emotional problems very calmly.	4.94	50
MBI_C6: Through my work, I feel that I have a positive influence on people.	4.96	50
MBI_C7: I am easily able to create a relaxed atmosphere with my students/learners.	4.86	50
MBI_C8: I feel refreshed when I have been close to my students/learners at work.	4.02	50

The contribution of exhaustion, depersonalisation and lack of personal achievement to the levels of burnout experienced by boarding educators in secondary schools in Gauteng Province is given in Table 4.7, below.

Table 4.7: Contribution Levels of Exhaustion, Depersonalisation and Personal Achievement

Maslach Burnout Inventory	High level of burnout (mean)	Moderate level of burnout (mean)	Low level of burnout (mean)	Actual Results (mean)
Exhaustion	4.28 and above	4.27 – 2.43	2.42 and below	2.18
Depersonalisation	1.58 and above	1.57 – 0.72	0.71 and below	1.58
Personal Achievement	4.13 or less	4.14 – 4.87	4.88 and above	4.60

From the above table it may be concluded that the exhaustion component of burnout was experienced at predominantly low levels by the boarding educators involved in the study, with a mean response of 2.18. Depersonalisation, on the other hand, proved to be a large contributor to burnout, with boarding educators scoring a mean of 1.58 across question responses. This falls just within the "high levels of burnout" category. Personal Achievement scored a mean of 4.60 per question, which falls within the "moderate levels of burnout" category.

4.4 Presentation and Discussion of Descriptive Data

Table 4.8 is a frequency summary of the responses given for each biographical characteristic analysed.

Table 4.8: Socio-demographic of Selected Participants (n=52)

Variables	Response	Raw Data	Percent (%)
Gender	Male	47	90.38
	Female	5	9.61
Age	20-29	22	42.30
	30-39	18	34.61
	40-49	8	15.38
	50-59	3	5.76
	60+	1	1.92
No. of years' experience as a boarding educator	0-2	16	30.76
	2-5	9	17.30
	5-10	16	30.76
	10+	11	21.15
Position in the boarding house	Main educator in charge	10	19.23
	Deputy educator	26	50
	Junior Housemaster/Housemistress	16	30.76
No. of learners in the boarding house	1-60	9	17.30
	61-90	19	36.53
	91+	24	46.15
Public/Private School	Public	38	74.51
	Private	13	25.49
Do you live in the boarding house?	Yes	49	94.23
	No	3	5.76

In terms of gender, only five of the fifty-two respondents were female. This was largely based on the fact that there are a limited number of boarding school options available for girls in the Gauteng area and one important female boarding school in Pretoria refused permission to be included in the study. This had a major impact on the total number of female respondents and, as a result, further correlational analysis was not feasible with such a low sample size.

From the results of the sample, 92.3% of boarding educators across participating secondary schools in Gauteng Province are under the age of fifty years. This may be due to the nature of the job which requires 'after hours' responsibility and, therefore, does not necessarily suit the needs of a person with a family. Younger educators with more energy and fewer commitments may find it easier to take on the position of a boarding educator. The fact that the accommodation offered with such positions is normally limited and it is fairly small suggests that it is more suitable for younger educators. Forty-two point three per cent (42.3%) of all boarding educators fall within the 20-29 year age category which is the highest percentage of the age ranges. Thirty-four point six two per cent (34.62%) fall within the 30-39 age range whilst 23.07% are over the age of 39.

The trend that boarding educators tend to be young educators is validated; this may be due to the fact that often boarding accommodation for such educators is limited and the role itself entails a high degree of responsibility and energy, which often makes it a role which is only accepted for a few years. In addition, many older educators may not wish to be boarding educators due to their own family responsibilities which tend to increase with age.

In terms of boarder housemaster experience, responses covered the full range of options provided. The majority of boarding educators fall within the 0-2 and 5-10 years' experience (both with 30.76%), while eleven of the fifty-two respondents have over ten years' experience (21.15%). Boarding educators who have been in the position for between 2 and 5 years had the smallest cumulative percentage, with only nine of the fifty-two respondents (17.30%) falling into this category. It may be that many educators start their careers as boarding educators to ascertain whether or not it is a position they would like to fill for a prolonged period of time; the lure of additional remuneration and benefits may also attract less experienced educators.

Of the fifty-two respondents, half of them fill the position of housemaster/housemistress which is second in charge to the head of the boarding house or senior housemaster/housemistress, as it is commonly referred to. Only ten of the respondents hold the highest position in the house, whilst sixteen classified themselves as junior housemasters/housemistresses.

The majority of boarding educators work in boarding houses which hold more than ninety-one learners (46.15%), while only nine are at boarding houses with sixty or less

learners (17.30%). Nineteen of the sampled boarding educators work in boarding houses which hold sixty-one to ninety learners (36.53%).

In terms of types of schools, of the fifty-one credible responses, thirty-eight participants worked at a public school and thirteen worked at an independent school. The majority of the fifty respondents worked at public schools, while the private sector was represented by 25.49% of all respondents. One respondent indicated that he/she worked at both an independent and public school and so it was decided to remove his/her data from the statistical analysis. All but three of the boarding educators lived in the boarding establishment attached to the school where they worked.

4.5 Understanding the Relationship Between Burnout and Biographical Characteristics (Type of School, Age, Experience, Position and No. of Learners in the Boarding House)

4.5.1 Public vs Independent Schools

Independent schools have pointedly higher levels of emotional exhaustion when compared to their public school counterparts. This may be due to a number of factors, such as parental expectations; variances in boarding fees; and differing boarding policies at public and independent schools. There may also be additional expectations placed on independent school boarding educators by their respective management teams in comparison with boarding educators at public schools.

The following table, Table 4.9, is a summary of the correlational significance measured by the Kruskal-Wallis test between the three components of burnout and the type of school (public vs private).

Table 4.9: Kruskal-Wallis Test Summary (Public vs Independent Schools)

Burnout Component	Exhaustion	Depersonalization	Personal Achievement
Total N	51	51	51
Test Statistic	4.095	1.014	0.591
Degrees of Freedom	1	1	1
Asymptotic Significance (two-sided test)	0.043	0.314	0.442

For the exhaustion component, the test indicated an asymptotic significance of 0.043 which is below the significance level of 0.05. This suggests that there is a significant

difference between the median scores of exhaustion and the type of school worked at by a boarding educator with those working in independent schools showing more signs of emotional exhaustion than those at public schools. It indicates that boarding educators employed in the private sector may be at greater risk of feeling worn out and drained by their emotionally taxing work. Feelings of chronic fatigue may impact on their ability to adequately perform their role of boarding educator with the awareness that would be expect and required when supervising, and being responsible for, adolescents.

For the two burnout components of depersonalisation and personal achievement, asymptotic significance of 0.314 and 0.442 indicates that there is no significant difference between the type of school worked at and these two aspects of burnout. The study revealed that both independent and public school boarding educators are at a similar level of risk of cynicism towards their job and a negative attitude. Boarding educators from both school types tend to achieve moderate levels of personal accomplishment within their work roles which has a moderate effect on the levels of burnout they experienced.

The following three figures compare each burnout component with boarding educators working in public and independent (private) schools.

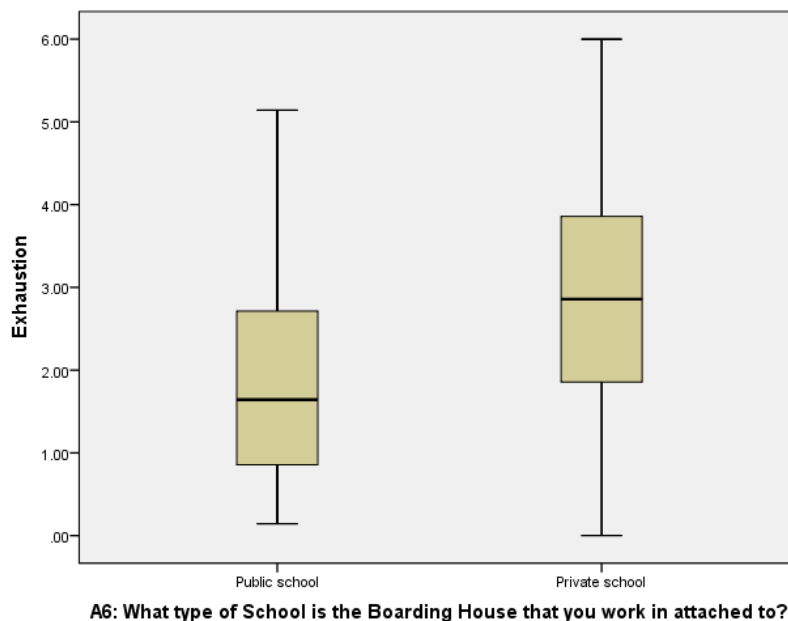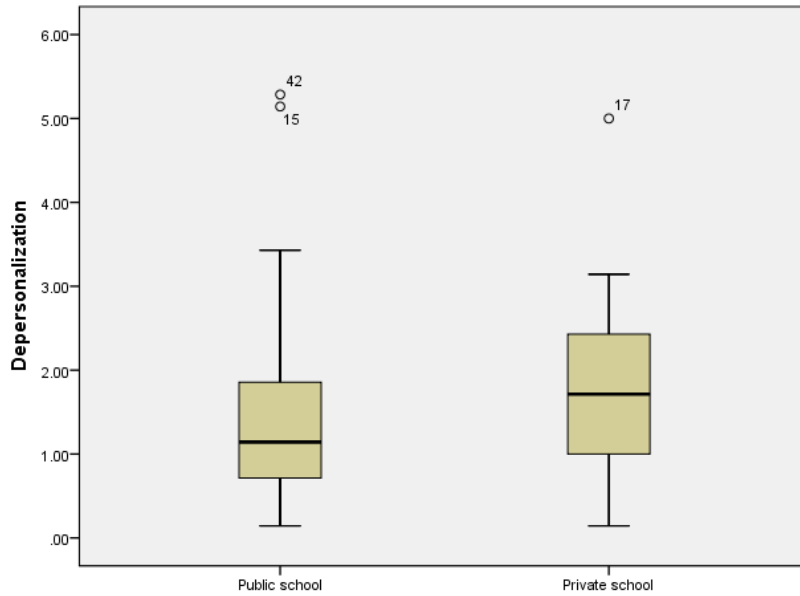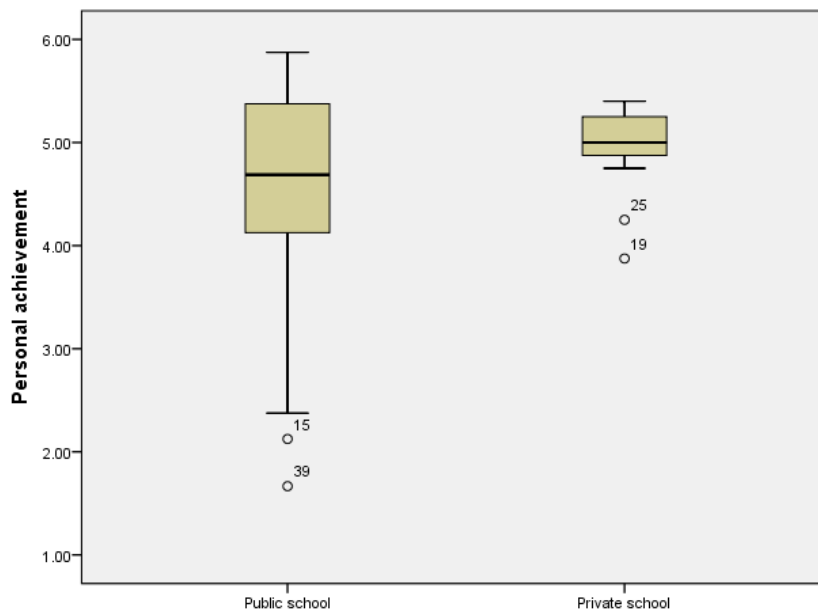*Figure 4.2: Public vs Private school and Exhaustion*

A6: What type of School is the Boarding House that you work in attached to?

51

Figure 4.3: Public vs Private school and Depersonalization

Figure 4.4: Public vs Private school and Personal Achievement

The above box and whisker diagrams show that those working in independent schools tend to experience higher levels of exhaustion and depersonalisation, but similar levels of personal achievement when compared to boarding educators working in public schools.

52

4.5.2 Age

A significant difference existed between the medians of age and levels of burnout experienced by the participants; those within the 30-39 years of age category experienced significantly higher levels of emotional exhaustion than those who were younger and older although as a whole the level of emotional exhaustion contributing to burnout was low for the entire group that was sampled. This evidence disagrees with the research conducted in 1981 by Maslach and Jackson who found that younger people scored higher than older people on the depersonalisation component of burnout with a constant decrease of scores as the age-scale increased. The same research showed that younger people scored higher on the emotional exhaustion component and, therefore, one may conclude that burnout is more likely to occur within the first few years of a person's career. Further research needs to be conducted to determine why the particular age range of 30–39 years yielded higher emotional exhaustion levels.

The Kruskal-Wallis test conducted indicated no significant difference between the burnout components of depersonalisation and personal achievement across the 20-29 and 40 years and older age ranges. However, for the component of exhaustion, an asymptotic significance of 0.041 (see Table 4.10 below) indicated a significant difference at the 5% level, highlighting that boarding educators within the 30–39 years age range suffered higher levels of emotional exhaustion than the two other age ranges tested.

Table 4.10: Kruskal-Wallis Test Summary (Age)

Burnout Component	Exhaustion	Depersonalization	Personal Achievement
Total N	52	52	52
Test Statistic	6.368	1.849	2.266
Degrees of Freedom	2	2	2
Asymptotic Significance (two-sided test)	0.041	0.397	0.322

The following box and whisker diagrams were produced to extend an understanding of the above results. Boarding educators within the age range of 20-29 and 40 years and older showed similar levels of exhaustion in terms of mean, median and interquartile

range. However, it may be noticed that those within the age range of 30-39 years showed a markedly higher level of exhaustion across the descriptive statistic highlighted in the box and whisker diagram in Figure 4.5 below.

Figure 4.5: Age Groups and Exhaustion
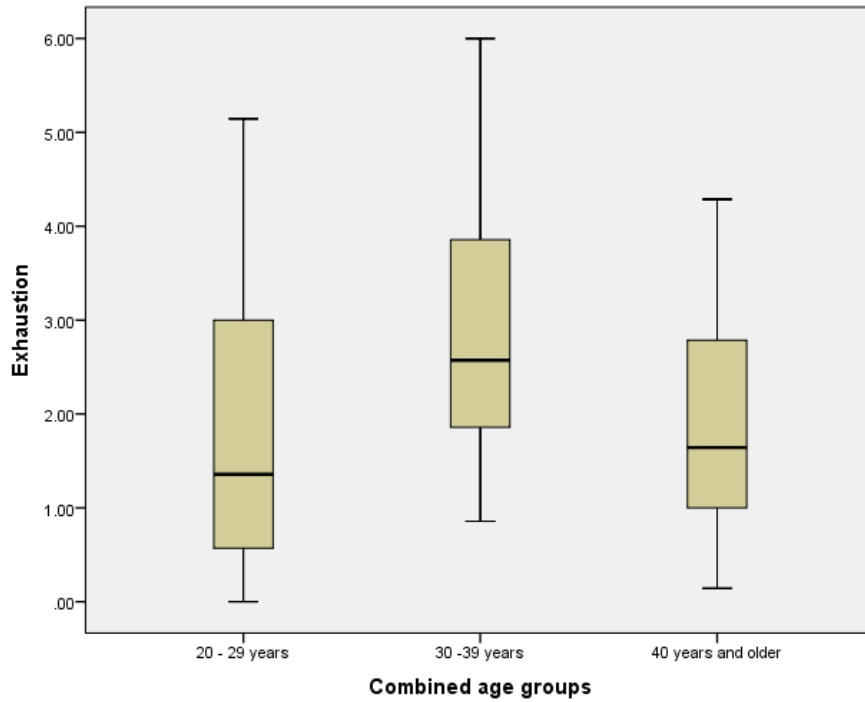
Figures 4.6 and 4.7 are box and whisker diagrams for depersonalisation and personal achievement in comparison with various age groups.

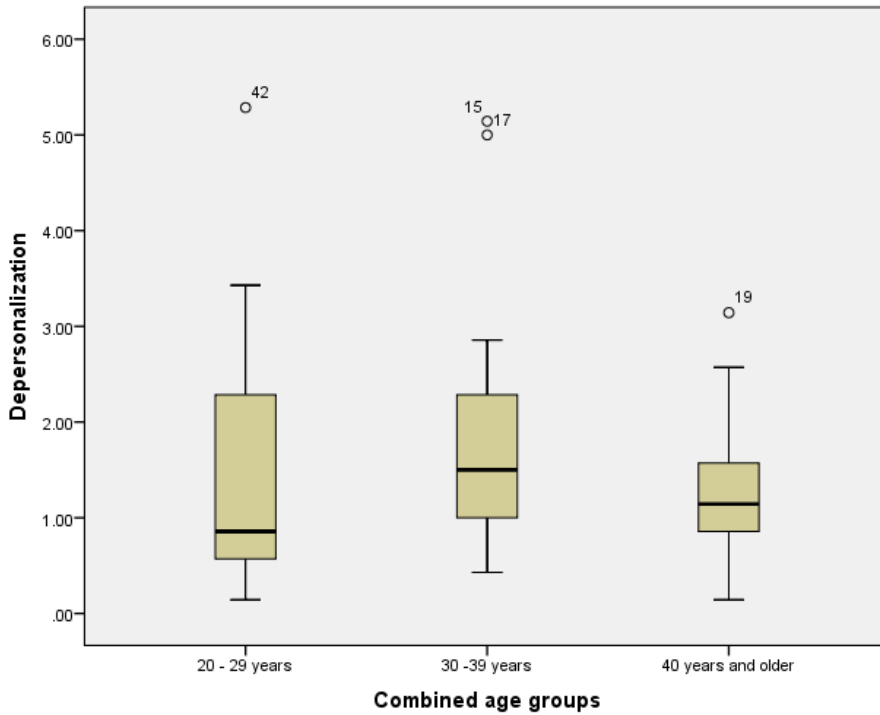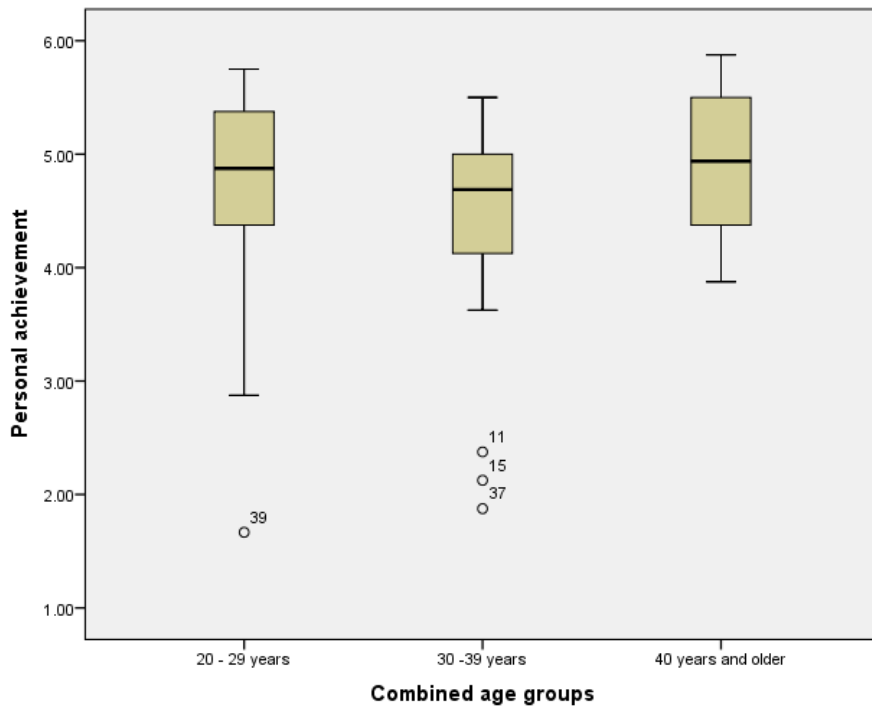Figure 4.6: Age Groups and Depersonalization

Figure 4.7: Personal Achievement and Age Groups

4.5.3 Experience

In terms of work experience, no significant differences were detected when applying the Kruskal-Wallis Test across the three components of burnout which indicates that work experience is not a factor when determining the burnout levels of boarding educators.

Table 4.11: Kruskal-Wallis Test Summary (Number of Years of Boarding Experience)

Burnout Component	Exhaustion	Depersonalization	Personal Achievement
Total N	52	52	52
Test Statistic	6.107	6.476	0.060
Degrees of Freedom	3	3	3
Asymptotic Significance (two-sided test)	0.107	0.091	0.996

This result disagrees with that of a study undertaken within the medical services profession which indicated that the longer staff worked in their occupational field, the less they enjoyed working with their clients and, therefore, tended to experience a heightened degree of depersonalisation. A study conducted by Jackson and Rothmann (2006) in South Africa revealed that new educators showed high stress levels which may be interpreted as being at greater risk of experiencing burnout. According to a study conducted by Antoniou (2013), educators with more than fifteen years of work experience showed lower levels of professional burnout than their colleagues with less than ten years of experience. However, this current study revealed that work experience was not a significant factor in determining the level of burnout experienced by boarding educators.

In Figure 4.8, given below, the box and whisker diagram indicates that those who have been in the position of boarding educator for between two (inclusive) and five (exclusive) years, experience the lowest levels of exhaustion. This may be due to their being familiar with the position and having a good understanding of what the role entails while not, necessarily, holding a senior position within the boarding house and having the added responsibility that comes with that position. Boarding educators with more than five years' experience tend to experience slightly higher levels of exhaustion in comparison. It is possible that this may be due to additional responsibilities within the boarding house allocated to them on the basis of their greater experience.
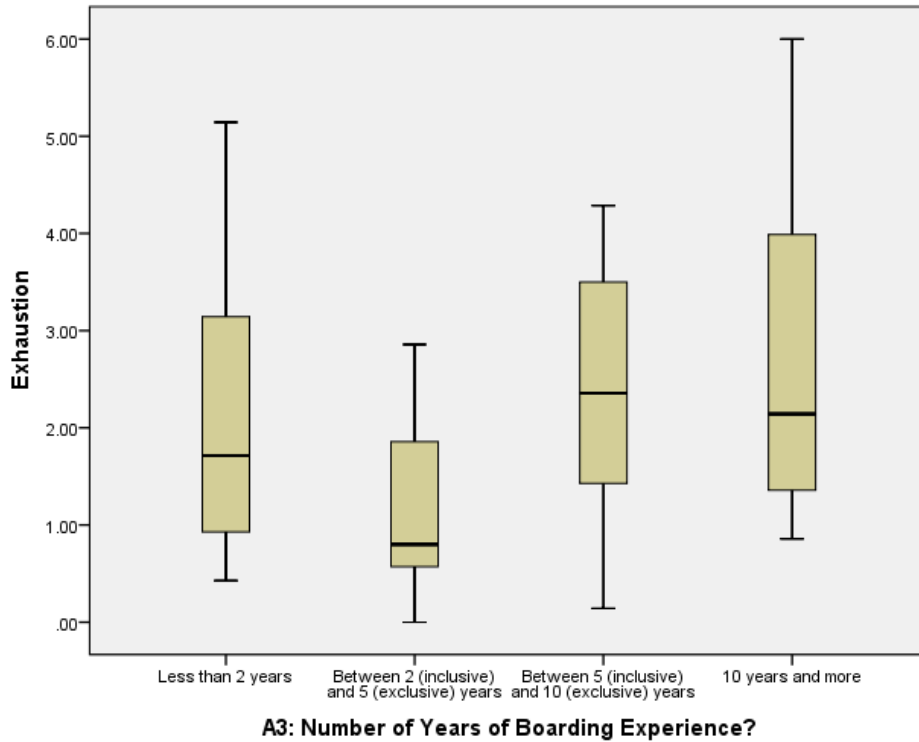
Figure 4.9, below, illustrates the relationship between the number of years of boarding experience and the occurrence of depersonalisation. As was the case with exhaustion, those with between two (inclusive) and five (exclusive) years of boarding experience have the lowest levels of cynicism and negative attitudes towards their role, as indicated by the component of depersonalisation. However, these are not at a significant level and, therefore, it cannot be assumed that any significant relationship exists between depersonalisation and work experience. All other ranges experienced similar levels of depersonalisation.

Figure 4.9: Number of years boarding experience and depersonalization

Figure 4.10 shows that all boarding educators, regardless of the number of years of experience they have, share similar levels of personal achievement within the role.

Figure 4.10: Number of years boarding experience and personal achievement

4.5.4 Position

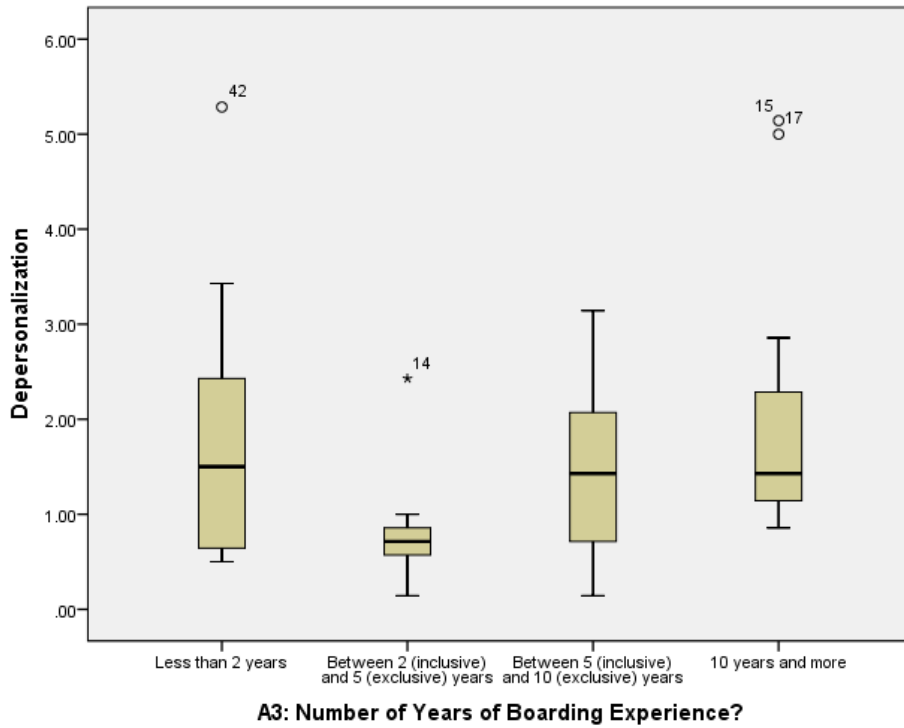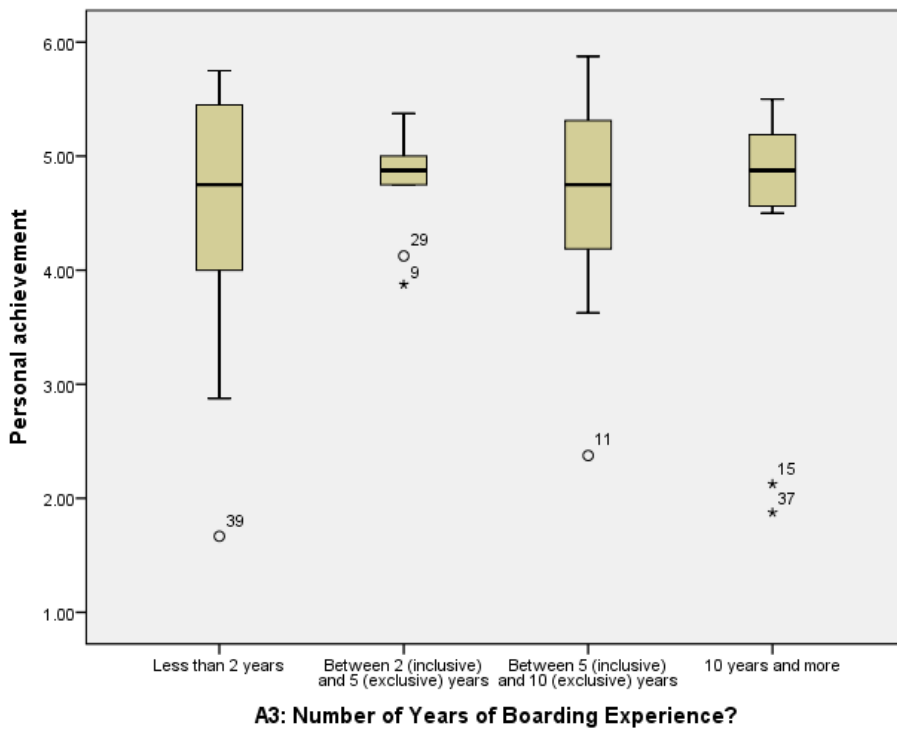The notion of the position or status one holds within a boarding environment and its effect on burnout yielded no significant correlations. The Kruskal-Wallis Test revealed asymptotic significance of 0.997, 0.937 and 0.933 between the position/role held within a boarding house and the level of burnout experienced across all three components of burnout. No significant relationships between the components of burnout and a boarding educator's position within the boarding house were detected.

Table 4.12: Kruskal-Wallis Test Summary (Position within the Boarding House)

Burnout Component	Exhaustion	Depersonalization	Personal Achievement
Total N	52	52	52
Test Statistic	1.108	0.865	0.017
Degrees of Freedom	2	2	2
Asymptotic Significance (two-sided test)	0.997	0.937	0.933

This result is in contrast to that in the research undertaken by Maslach and Pines (1978) who discovered that with regard to occupational standing and burnout, staff members who felt that they had the ability and a platform to express their vision at an institution and in its general policy and were liberated to communicate their personal viewpoint in the workplace, had a heightened view of their own self-worth and that of their patients or clients (Maslach & Pines, 1978). Therefore, they were less prone to experience feelings of depersonalisation and cynicism which negatively impacted on their overall burnout levels.

The box and whisker plots below indicate that there are similar levels of burnout experienced across the three positions which are indicated in this study: Deputy Housemaster/Housemistress, Junior Housemaster/Housemistress - referred to throughout this report as housemaster/mistress) and Senior Housemaster/Housemistress.

Figure 4.11: Position within the boarding house and exhaustion
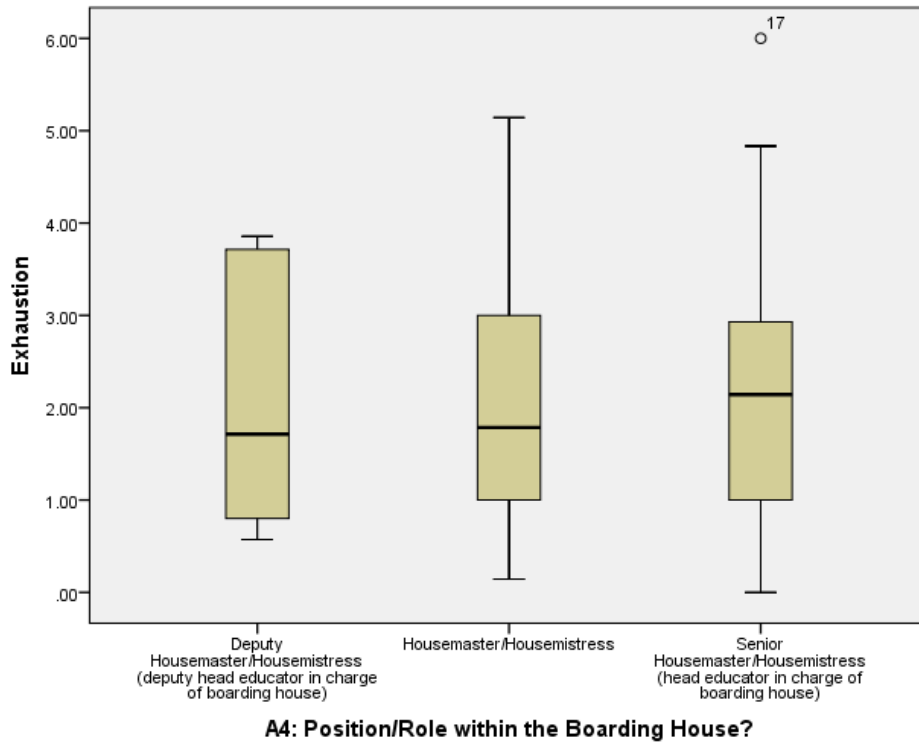
Figure 4.12: Position within the boarding house and depersonalization
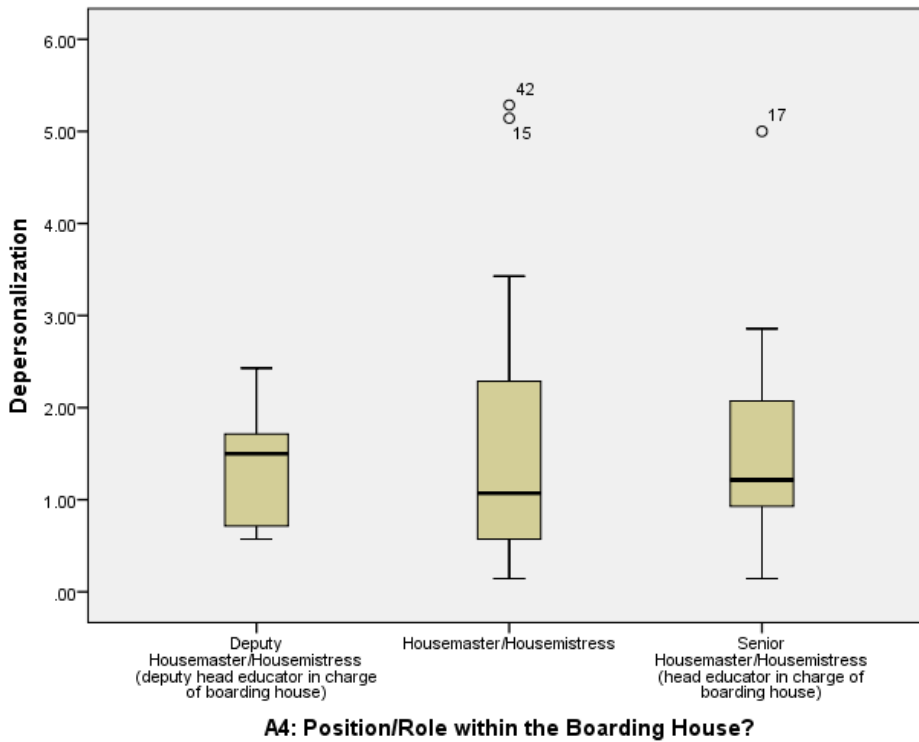
Figure 4.13: Position within the boarding house and personal achievement
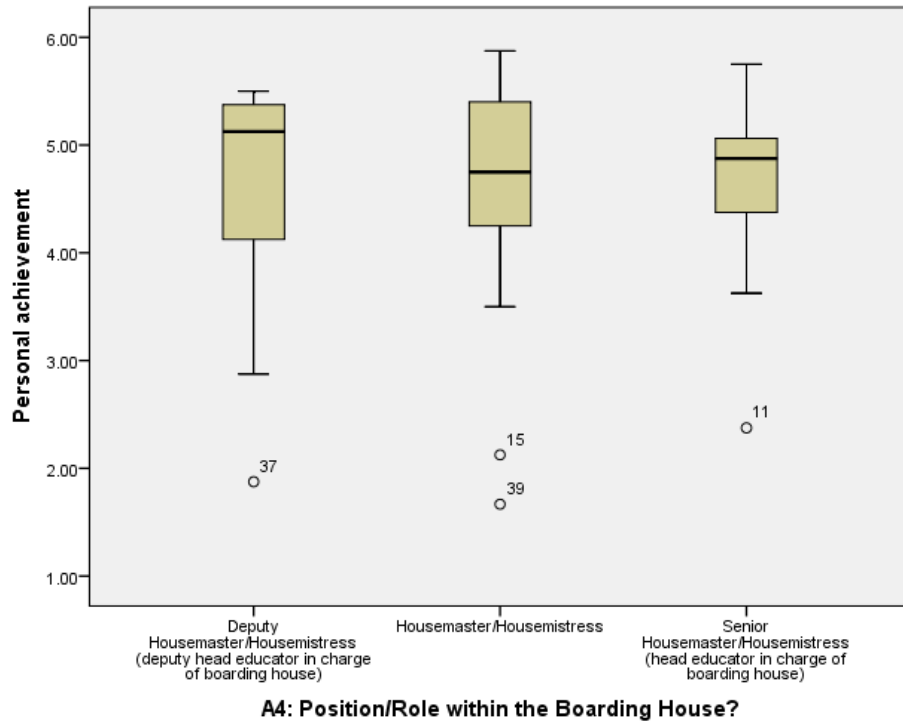
4.5.5 Number of Learners in the Boarding House

The study revealed that no significant difference existed between the levels of burnout experienced by boarding educators and the number of learners within their respective boarding houses. For the interval levels of 1-60, 61-90 and 90 and above the Kruskal-Wallis Test revealed asymptotic significance levels of 0.575, 0.649 and 0.991 between the number of learners in a boarding house and the level of burnout experienced across all three components of burnout.

Table 4.13: Kruskal-Wallis Test Summary (No. of Learners within the Boarding House)

Burnout Component	Exhaustion	Depersonalisation	Personal Achievement
Total N	52	52	52
Test Statistic	0.006	0.130	0.140
Degrees of Freedom	2	2	2
Asymptotic Significance (two-sided test)	.575	0.649	0.991

The box and whisker plots reinforce this result indicating that there are similar levels of burnout experienced across the three categories of learner numbers in the boarding houses as indicated in the study: 1-60 learners, 61-90 learners and more than 90 learners.

Figure 4.14: Number of learners in boarding house and exhaustion
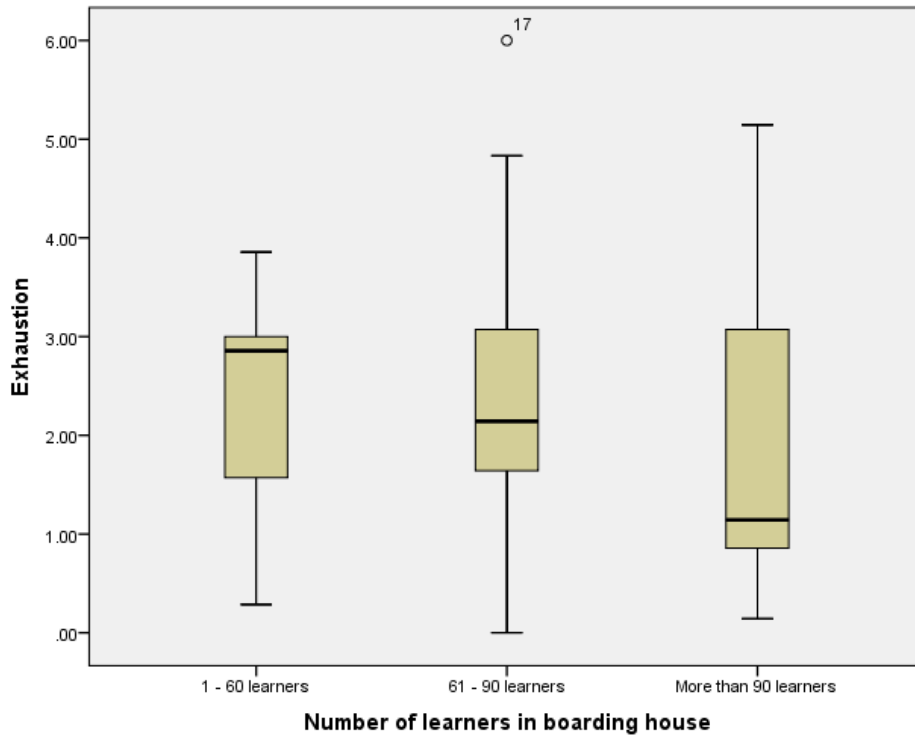
Figure 4.15: Number of learners in boarding house and depersonalization

4.6 Findings and Application to the Literature

The study tested the correlational significance between the socio-demographic characteristics of boarding educators, including type of school, age, gender, position, work experience and number of learners and the three components of burnout, namely: emotional exhaustion, depersonalisation and personal achievement.

The results revealed that in two of the above mentioned socio-demographic characteristics, there were significant relationships between burnout and the socio-demographic characteristics tested. The two characteristics which yielded these significant results were the type of school within which the boarding house operated and the age of the boarding educator.

Independent schools had significantly higher levels of emotional exhaustion when compared to their public school counterparts, albeit from a low base in which the entire group tested revealed low levels of emotional exhaustion which impacted on overall burnout. This may be due to a number of factors, such as parental expectations due to variances in boarding fees where private schools tend to have higher boarding fees in comparison to public schools. Parents of learners in boarding houses of independent schools may expect a higher level of responsibility from the boarding staff who have the children under their care; this places additional stress on boarding educators

leading to emotional exhaustion. A further reason for this result may be due to differing boarding policies at public and independent schools. While many public schools offer boarding privately, i.e., not under the care of the GDE, policies of public and independent schools may be different and lead to different levels of emotional exhaustion experienced by the boarding staff members. There may also be additional expectations on independent school boarding educators from their respective management teams in comparison to boarding educators at public schools. Many independent schools operate within a profit motive and although the educational motive is important, the business element of generating a profit-making facility requires that it is well run by the boarding staff to ensure that it remains full and generates the required fee payments.

A significant difference existed between the medians of age and levels of burnout experienced, with those within the 30-39 years age category experiencing significantly higher levels of emotional exhaustion than those in younger and older categories. This evidence is contrary to findings in the research conducted in 1981 by Maslach and Jackson who found that younger people scored higher than older people on the depersonalisation component of burnout and a constant decrease of scores as the age-scale increased. The same research showed that younger people scored higher on the emotional exhaustion component and, therefore, it could be concluded that burnout is more likely to occur within the first few years of a person's career. Further research needs to be conducted to determine why the particular age range of 30–39 years yielded higher emotional exhaustion levels. It may be that boarding staff within this age range are burdened with additional responsibilities related to their younger families and that the pressures associated with managing their own households as well the children entrusted to their care in the boarding house are high. Younger boarding staff members may not yet have families while older ones may have less family pressure due to the age of their older children.

It may be that boarding educators within the 30-39 years age category need additional support to ensure that they are able to manage their workloads and responsibilities better to offset the impact of burnout. This result should be taken into consideration by school management teams when decisions are made on time-tabling, allocating staff members' responsibilities and formulating workload expectations of those working in boarding houses.

In terms of work experience and associated burnout levels, no significant differences were detected. This result disagrees with that in a study undertaken within the medical services profession which indicated that the longer staff worked in their field, the less they enjoyed working with their clients. The educational context of this study may not be similar to that of the medical services profession, particularly as boarding staff members at secondary schools deal consistently with teenage children for the major part of their time in comparison with those in the medical profession whose clients are of all ages.

A study conducted by Jackson and Rothmann (2006) in South Africa revealed that new educators showed higher stress levels and, therefore, they may be seen as being at a greater risk of experiencing burnout. There may be further reasons for why the current study disagrees with the study of Jackson and Rothman, apart from the issue of boarding versus non-boarding educators. Boarding educators may now be receiving additional training and support to offset the impact of the difficulty of settling into their profession despite escalating pressures and additional workload. According to another study conducted by Antoniou (2013), educators with more than fifteen years' work experience showed lower levels of professional burnout than their colleagues with less than ten years of experience. However, this current study considered the work experience category of 10+ years; therefore, it may not be evident what effect the experience of someone who has been in the job for longer than ten years but shorter than fifteen years has on burnout.

The notion of the position or status one holds within the boarding environment and its effect on burnout yielded no significant correlations. In contrast, Maslach and Pines (1978) discovered that with regard to job status and burnout, staff members who felt that they had an opportunity to input their views into institutions' policies and who felt free to express themselves on the job had a much more positive view of themselves and of their patients or clients (Maslach & Pines, 1978). With most boarding houses only having a handful of full-time boarding staff members, it is surprising to see that this study did not produce the same result as that of Maslach and Pines. With the low number of boarding educators responsible for running boarding houses, the opportunity to make contributions to the boarding houses in terms of revised policies and improved functionality should tend to show that they are less cynical and more motivated to perform their roles well which would offset the effects of burnout.

In the United Kingdom many schools have developed their management system related to boarding educators to ensure that those with significant responsibilities within the boarding houses are given lighter time-tables and fewer extra mural activities to compensate for the heightened level of responsibility associated with managing a boarding house.

The number of learners in a boarding house revealed minimal impact on the levels of burnout experienced by staff members entrusted with their care. This may be due to the fact that larger boarding houses tend to have more staff members while smaller boarding houses tend to have fewer, generating a similar boarding educator to learner ratio. Larger boarding houses have the benefit of having more staff members to assist with the responsibility load, ensuring that stress levels are managed well resulting in lower burnout because of more support for staff members.

The issue of gender was problematic as too few responses from females lead to the data analysis process being nullified. It is, therefore, difficult to determine whether there are significant correlational relationships between gender and burnout in this current study; the meta-analysis conducted by Martocchio and O'Leary (1989) when investigating the relationship between gender and work-related stress found that males and females showed no substantial variances in the levels of stress experienced within their professions.

4.7 Conclusion

In this chapter the results and findings of the study were given in tables and figures. The data relating to each of the sections was presented under relevant sections and answers to the main research question as well as the two sub-questions were discussed.

Studies, like that by Martocchio and O'Leary (1989), related to stress and biographical differences, such as gender and position, have not always been successful in identifying trends and similarities between the two variables.

In the next chapter, Chapter 5, the conclusions, strengths, limitations and implications of the study are discussed. Recommendations for future studies are also made.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study set out to determine whether any significant correlation exists between the biographical characteristics of boarding house educators at secondary boarding schools in Gauteng Province and the level of burnout experienced by them. In this final chapter, a summary of the findings is presented as well as a discussion of the significance of the study. Recommendations are made together with suggestions for further research.

The increasing prevalence of burnout and the negative effect that this has on morale in any workplace makes it a psychological phenomenon that requires attention; further focused research on the causes of burnout may prevent its continued rise in the workplace. In addition, it is important to understand the contribution of the three aspects of burnout, namely: emotional exhaustion, depersonalisation and personal achievement, to the overall level of burnout experienced by boarding educators across various biographical characteristics.

It is necessary to try to determine what factors may or may not have an impact on the levels of burnout experienced by a workforce. As we move towards becoming a more globalized community, it is vital that our education system and the quality of our education keep up with international standards; many young South Africans in our educational institutions today need to be equipped to cope in an international workplace environment. It is conclusive that any employee suffering from burnout functions less productively (Burke, Greenglass & Schwarzer, 1996). It is for this reason that the factors leading to burnout should be identified and that strategies should be developed to lower the risk of burnout and stress levels in the workplace, particularly in the area of education.

In addition, it is clear that absences due to stress and stress-related illnesses escalate costs at various companies across the whole of South Africa. This is confirmed by the research conducted by Everley and Fieldman (1991) who state:

> This relentless upward spiral of health benefit costs is taking its toll
> throughout industry. Each year corporations are forced to allocate a large

share of their operating expenses just to provide employee health benefits, resulting in higher consumer prices or lower profits, or both.

With current funds allocated to basic education in South Africa being R792 billion (Malusi Gigaba: Budget Speech, 2018), approximately three quarters is spent on teachers' salaries. Hence, it is in the national interest that our teachers work at an optimum level and that they do not cause more financial strain on the economy by being overwhelmed by stress and burnout; the money allocated to their employment must be used effectively. By identifying specific biographical characteristics that cause high emotional exhaustion, increased depersonalisation and a lack of personal achievement, it may become possible to increase support for boarding educators in these areas. In this way unnecessary expenses may be avoided and the productivity of the workforce of this particular profession may be improved, thereby increasing the standard of education and the pastoral support received by those in South African boarding education.

The suggestion of Van Zyl (2002) in his paper on work stress in South African businesses is that in order to lower the risks of stress in South Africa there is a need to focus efforts on gauging stress within the context of organisations which is precisely what this research set out to do. It was thought that researching the potential correlation of the impact of biographical characteristics on the levels of burnout in a South African workplace environment, such as in a boarding educational context, could help determine whether or not stress levels and abnormally high levels of burnout - in comparison with the international scene - could be impacted by a specific biographical characteristic. Also, understanding how emotional exhaustion, depersonalisation and personal achievement contribute to these burnout levels amongst boarding educators may assist various stakeholders in managing the negative effects of burnout more effectively.

As stated in Chapter 2, an examination of the literature surrounding this phenomenon revealed that whilst there has been a significant amount of research on a variety of service professions internationally and nationally, to the researcher's knowledge no study has specifically targeted boarding educators and this psychological phenomenon. The personal interaction involved in boarding education and the high level of interpersonal relationship required between staff and pupils lends itself to high levels of potential burnout and, therefore, makes it an appropriate area of research.

5.2 Summary of Findings

A summary of the findings is given in terms of the biographical characteristics of boarding educators; burnout levels of boarding educators in secondary schools in Gauteng Province; and the relationship between biographical characteristics of boarding educators and burnout.

5.2.1 Biographical Characteristics of Boarding Educators

Currently, there is a large gender imbalance amongst boarding educators in secondary schools in Gauteng Province, with the majority of respondents in this study being male and only ten per cent being female. According to Sweetman (1998), training frameworks are transmitters of societies and can be utilized to strengthen the norm or advance change. She notes that in countries that have recently undergone significant social reform, such as South Africa, the financial burden on families to educate children often results in difficult decisions being made when having to choose between girls' and boys' education. She also notes that parents of school age children are, generally, more likely to finance the education of a child that is more likely to be employed in the future and employability has typically favoured males in most high-earning work places. As boarding school facilities are an added expense to the educational fees paid by parents, the demand for all-male rather than all-female boarding schools is higher. This could be one of many factors that leads to a much higher number of all-male, rather than all-female boarding school facilities within the Gauteng Province and, therefore, accounts for the gender imbalance in boarding educator staff for this study; typically men would be employed in an all-male boarding house and women in an all-female environment.

In terms of age, most boarding educators from the participating secondary schools in Gauteng are under the age of fifty years, with nearly half of all boarding educators falling within the 20-29 age category - the highest population across the age ranges of the respondents in the study. Just over one in three respondents in this study fall within the 30-39 age range, whilst a minority are over the age of 39. It is worth noting that the living accommodation in many of these institutions is not suitable to house a family, but rather a single person or, perhaps, a couple at a stretch. With this in mind, the majority of those employed would logically be aged between the ages of 20 and 29 years; by the age of 30 years it is a current cultural trend for people to enter into a

marital relationship, to start a family or seek more privacy than that which can be had in a boarding house. Statistics South Africa (2018) indicates that in 2014 the mean age for a man to get married was 34 years of age. This information would be in line with the patterns that the researcher found in this study as a reason for the significant decline of boarding house educators of over 30 years of age which would be the average age for most men to start families of their own.

In terms of experience as a boarding educator, in the majority of participants some had less than two years of experience while others had 5-10 years' experience and eleven of the fifty-two respondents had over ten years' experience. Boarding educators who were in the role for between 2 and 5 years had the lowest cumulative percentage of those contributing to this study. In many boarding education facilities staff members are employed on fixed term contracts which could account for the high number of those with 0-10 years of experience in this role; after ten years most employees in this role are encouraged, or even contractually obligated, to move out of the boarding house institution in which they had been employed. In addition, the emotional and practical demands of the role of a boarding house master do not tend to lend themselves to life-long careers, but rather to a role that teachers pursue for a period of time before taking on other senior management roles in educational institutions.

The majority of boarding educators work in boarding houses that hold more than 91 learners. This is in keeping with the guidelines provided by the Department of Basic Education where high school boarding establishments must allow for at least sixty learners and up to three hundred learners at most. Although the Department of Basic Education stipulates that the educator to learner ratio for primary school learners should be 1:10 for children in Grades R to 3 in a boarding school facility (The National Minimum Uniform Norms and Standards for School Infrastructure, 2009), there is no specific ratio for a secondary education boarding house.

In terms of types of schools researched, the majority were public schools. Of the fifty-one credible respondents only thirteen worked at an independent school. This correlates with the fact that among those contacted to take part in the research, seventeen public schools were represented in the sample as opposed to only four independent schools; this was the natural demographic in the four districts used for the purposes of this research. It is also a pattern that the independent schools have fewer enrolments and, therefore, a more advantageous learner to staff member ratio than

the public schools in the province and, hence, a smaller sample from the independent schools was to be expected.

All but three of the boarding educators taking part in the research lived in the boarding establishment attached to the school where they worked which is to be expected as most boarding duties require a responsible care-giver to act *in loco parentis* over 24 hour periods. Therefore, boarding house staff members are required to reside onsite and be available at all times of the day and night.

5.2.2 Burnout Levels of Boarding Educators in Secondary Schools in Gauteng Province

The responses from the boarding educators involved in the study revealed that of the three components of burnout, depersonalisation was the largest contributor to burnout when compared with emotional exhaustion and personal achievement. This indicates that boarding educators experience feelings of negativity and cynicism towards their workplace and learners more often than emotional exhaustion or lack of personal achievement, as shown by the mean scores calculated from the MBI instrument. The data revealed minimal levels of emotional exhaustion across the response set, while a lack of personal achievement was shown to be at moderate levels.

5.2.3 Relationship between Biographical Characteristics of Boarding Educators and Burnout

When testing the biographical characteristics for correlational significance with burnout, only two aspects indicated a significant difference across the median levels within the option ranges. Boarding educators from independent schools showed a significantly higher level of emotional exhaustion when compared with their public school counterparts. There could be a variety of reasons for this phenomenon and further research needs to be undertaken to clarify the source of the increased levels of emotional exhaustion. The high fees paid by parents at independent school boarding institutions could be a reason for their higher expectations and the demands they place on those working in an independent boarding house environment. In addition, the smaller number of learners in an independent school boarding situation could also lend itself to more contact with adult care-givers rather than peer support, placing more stress on boarding staff in independent schools. While emotional exhaustion was found to be at a significantly higher level for independent school boarding educators, this was

not the case for the other two elements of burnout, namely: personal achievement and depersonalisation.

Boarding educators within the age range of 30-39 showed substantially higher levels of emotional exhaustion in comparison with the age ranges 20-29, 40-49 and 50-59 years. Although more research is necessary to clarify the exact cause of this increased level of emotional exhaustion, it is suggested that the average age for starting a family in South Africa falls within this age bracket. It could be assumed that the pressures and demands placed on those working in a boarding house environment, coupled with the cultural norm of starting a young family at this age, significantly impact on the levels of emotional exhaustion of the respondents. Once again, the components of depersonalisation and personal achievement to burnout were not significantly related to any age category.

All other biographical characteristics, such as position within the house, experience as a boarder educator and size of boarding house in terms of learner numbers, showed no significant differences in burnout levels across the option ranges.

5.3 Limitations of study

The limitations encountered during the research process and over which the researcher had little control are briefly discussed below.

A major limitation of the study which the researcher was unable to predict was the number of schools that declined the invitation to participate in the study, resulting in the very small sample size being generated. This reduced the number of surveys that could be sent out to schools. However, the responses received from fifty-two of the seventy surveys that were sent out, which is a 74.28% response rate, was impressive. According to van Dessel (2013), a response rate of 20% for an electronic survey is considered good. However, the overall limited number of respondents made the generalisability of the data impossible. Although the data collected from the fifty-two respondents was valuable, this small sample size imposed a major limitation on the study.

The study was quantitative in nature and although this form of research can yield objective, statistical data, the depth of the findings may have been limited to the data that was produced. Making use of qualitative methods to develop a richer understanding of the statistical results, through a mixed-methods approach, may have

yielded richer information to understand the psychological phenomenon of burnout at a deeper level.

5.4 Significance of Study

A number of educational authorities may benefit from the results of this study. On a macro level, the Department of Basic Education and Gauteng Department of Education should be aware of the findings of this study as they could benefit from this research by reducing unnecessary costs incurred by the increasing levels of burnout occurring among the professionals that they employ. Furthermore, they could use this research as a platform to develop relevant information to equip schools with preventative measures and training on how to cope and manage stress. This could be targeted, particularly, at those in the biographical categories that have been identified as suffering from the effects of burnout - related primarily to emotional exhaustion - in the boarding educational institutions participating in this study and throughout Gauteng Province.

School governing bodies, senior management teams and any person managing the welfare of boarding educators should be using the information from this research. In supporting their boarding employees, schools - in their decision-making processes - should consider relevant biographical characteristics that this research has identified as a significant influence in burnout levels experienced by boarding educators, such as age. When identifying suitable candidates for employment in boarding establishments, the patterns identified in this study could help reduce future costs and diminish current unnecessary interventions to reduce stress and burnout among boarding education staff between the ages of 30 and 39 years. When considering placing an educator from this age category in a boarding care-giver role, it may be necessary to look at the additional stress factors that this age group appears to incur and to readily offer more support through a pastoral care structure than is necessary with other age groups.

Every boarding educator should be aware of the results of this study and what impact it may have on them. Boarding educators need to have a raised awareness of the causes, symptoms and dangers of burnout. They need to self-reflect on their attitudes towards those in their care and the locale of their employment. It raises accountability for the quality of care that they are delivering and also informs them of the support on offer. In addition, the knowledge that the stress they experience in their role as

boarding educator is a universal phenomenon that allows for some level of relationship development and networking across boarding school establishments. The potential for community support, encouragement and the sharing of best practice to reduce burnout among boarding staff members could benefit the care being given to all of the parties involved in the research.

The Department of Basic Education has a vested interest in the running of such boarding facilities as these establishments could assume an important part in impacting the academic performance of learners housed at these facilities knowing the impact burnout may have on the primary objective of every teacher, namely: teaching and learning. As it may affect a school's academic results, it is important that the Department of Basic Education should understand more about the effect of burnout on its boarding educators and how certain biographical characteristics of the teachers could impact their pass rate objectives. South Africa is looking to compete internationally in terms of its teaching and learning; therefore, preventing high stress and burnout among those delivering education throughout the country is of great importance if the academic results and excellence of our peers is to be achieved.

Although many of the boarding facilities in public schools are privatised and function independently of state regulation and resource provision, there are many schools that do receive financial compensation for their boarding staff members and the Gauteng Department of Education takes a strong interest in the running of these boarding houses. As a result and due to the fact that many boarding staff members are employed by the Gauteng Department of Education, this research should benefit the provincial authority as it plays its part in supporting schools with such facilities both financially and by means of relevant policies.

Furthermore, because the study indicates that boarding staff members from independent schools tend to experience more elevated levels of burnout in comparison with those at government schools, education authorities at different levels should pay careful attention to independent schools and how they manage the workloads of their boarding staff members with an aim to assist in managing emotional exhaustion more successfully.

This explanatory, correlational study has contributed to research on the topic of burnout among boarding educators; it is the first attempt to collect biographical data on boarding educators and test for a significant correlation with levels of burnout

represented by the components of burnout: emotional exhaustion, depersonalisation and personal achievement within Gauteng Province's secondary schools that offer boarding facilities. The study has also contributed to an understanding of the biographical makeup of boarding educators at secondary boarding schools in Gauteng Province in terms of age, gender, work experience and position and number of learners in the boarding house. The results of this study related to the components of burnout and how they are affected by various biographical characteristics that directly impacts on who school governing bodies and the Gauteng Department of Education, depending on who the primary employer is at the school, employ in these vital roles of caring for learners both day and night. Employers need to understand the additional burden the responsibly of boarding educators places on educators who also have a full time teaching and extra-mural programme and how these educators should be managed in order to prevent burnout. Based on the results of this study, this should be done both through recruitment in terms of identifying who best to employ in these positions and in terms of responsible and the appropriate management of boarding staff members who are already boarding educators. The responsibilities of these staff members should be carefully monitored, particularly in terms of teaching load and time-tabling as well as additional responsibilities, such as extra mural activities, administration and any other additional responsibilities.

This study may contribute to improving the level of welfare given to boarding educators as it raises principals' awareness of the issue of burnout and highlights the impact this psychological phenomenon can have on work performance. It may also lead to further consultation amongst human resource managers, governing bodies and school management teams in terms of their outlook when employing future boarding educators as well as managing their workload in schools to ensure burnout is kept at a minimum. This is particularly relevant for those managing independent schools whose boarding educators have been shown to have higher levels of emotional exhaustion in this study. Their interpretation of the study and how they adopt policies to effectively manage burnout will be important if their staff members are to be well-managed and cared for.

Finally, on an individual level it is important that each boarding educator is aware of the responsibility placed on him/her when entering a boarding establishment as a boarding educator. It must be ensured that boarding educators manage their role of

acting *in loco parentis* professionally and that they understand the need to attend to their own welfare to ensure that they do not suffer from the negative effects of burnout.

Boarding educators within the 30-39 year age range should be aware that the results of this research strongly suggest that they may be at greater risk of emotional exhaustion and may, therefore, experience higher levels of burnout. The results of this study may not only assist individuals who are already at risk but also educators who are considering becoming boarding educators; the findings of this study may assist them with their decisions on whether or not to accept such a position when/if it is offered to them.

5.5 Recommendations

Due to the nature of their responsibilities boarding educators are required to manage an extensive workload both at school and in the boarding house where they live. While the physical benefits of being a boarding educator usually include free boarding and lodging and, in some cases, additional remuneration, the emotional and psychological cost of entering the boarding house educational profession can be high. It is, therefore, important that the welfare of boarding educators in a boarding school is managed carefully by those responsible for their employment, such as the Department of Basic Education and school governing bodies. Boarding educators' workloads which include teaching, extra mural activities and other additional responsibilities need to be managed carefully by principals, senior management teams and heads of department to ensure that the boarding educators are able to maintain a balanced and healthy work-life. When the role of boarding house staff member is assumed by a person who is aged between 30 and 39 years, close monitoring and support for stress management should be put place by employers.

As discussed in Chapter 4, a significant correlation between independent school boarding educators and heightened levels of emotional exhaustion exists. It is, therefore, important for principals, senior management teams and governing bodies of independent schools to pay particular attention to managing their boarding staff members to avoid the negative consequences attributed to emotional exhaustion. The expectations of boarding educators from both the parent bodies and the schools themselves should be carefully managed in independent boarding school environments; these schools should develop improved policies to assist with the

management of their boarding educators in order to ensure that they are not overburdening the staff members who perform this important function at their schools.

Further research should be conducted into understanding the contributing factors of the heightened levels of emotional exhaustion. Ideally, meetings should be between the boarding educators in independent schools and those managing them to discuss ways of limiting the levels of burnout experienced by the boarding educators who participated in this study. A study conducted by Pietarinen, Pyhältö, Soini and Salmela-Aro (2013) revealed that the concepts of self- and co-regulation to assess the ways in which teachers approach and deal with problematic situations in their work are key to successful problem solving which is likely to reduce burnout.

5.6 Suggestions for Further Research

Based on the findings of this study, the following suggestions are made for further research.

The study had a very narrow research scope in an attempt to stay within the parameters of a dissertation of limited scope. It may be beneficial in future, therefore, to conduct research which extends to all nine provinces of South Africa. It may also be beneficial to extend the research to include boarding educators at primary boarding schools to understand how the age of younger learners may impact on burnout levels. Further research could also be carried out comparing burnout levels of boarding educators with non-boarding educators from a biographical point of view.

The study findings could be further explored by means of qualitative studies in order to obtain more in-depth information. This could yield further information with regard to age and level of burnout experienced. Further research also needs to be conducted to discover why those falling within the 30-39 years of age category show heightened levels of emotional exhaustion compared to those in the 20-29 and 40-49 age categories.

A mixed-methods study could be useful in exploring the results produced by this approach in order to gain a better understanding why certain boarding educators experience elevated levels of certain components of burnout in comparison with others.

Further research could be carried out to determine why emotional exhaustion is the only element of burnout with significant correlations to the school type and age categories. Understanding why and how depersonalisation and lack of personal achievement as burnout components do not have significant correlations with biographical characteristics would add to the depth of information on this research question.

5.7 Conclusion

The limitations of this study have hindered some potential gathering of relevant information to this study. This was primarily as a result of the personal and sensitive nature of the research taking place. As the research was of limited scope, it may have impacted the ability of the chosen research methods to find some correlations between biographical characteristics of boarding educators within secondary boarding schools in Gauteng Province and the level of burnout they experience.

However, despite these limitations, valuable and noteworthy statistical results were calculated and from these the researcher has been able to provide a deeper understanding of the phenomenon of burnout amongst boarding educators in secondary schools in Gauteng Province. The two areas where a significant difference was observed are in the type of school in which the boarding educator worked (independent vs public sector) as well as the age of the boarding educators. In addition, more intensive quantitative and qualitative research on a broader scale is needed to fully understand burnout among boarding educators; the impact it may have on their professional and personal lives; and the impact it may have on schools with boarding facilities.

LIST OF REFERENCES

Abenavoli, R.M., Jennings, P.A., Greenberg, M.T., Harris, A.R. & Katz, D.A. 2013. The protective effects of mindfulness against burnout among educators. Psychology of Education Review, 37(2), pp. 57-69.

Ahola, K. & Hakanen, J. 2007. Job strain, burnout, and depressive symptoms: A prospective study among dentists. Journal of Affective Disorders, 104(1-3), pp. 103-110.

Ahola, K., Väänänen, A., Koskinen, A., Kouvonen, A. & Shirom, A. 2010. Burnout as a predictor of all-cause mortality among industrial employees: a 10-year prospective register-linkage study. Journal of psychosomatic research, 69(1), pp. 51-57.

Alarcon, G.M. 2011. A meta-analysis of burnout with job demands, resources, and attitudes. Journal of Vocational Behaviour, 79(2), pp. 549-562.

Albertson, L.M. & Kagan, D.M. 1987. Occupational stress among teachers. Journal of Research & Development in Education, 21(1), pp. 69-75.

Antoniou, A.S., Ploumpi, A. & Ntalla, M. 2013. Occupational stress and professional burnout in teachers of primary and secondary education: the role of coping strategies. Psychology, 4(03), p. 349.

Armon, G., Melamed, S., Shirom, A. & Shapira, I. 2010. Elevated burnout predicts the onset of musculoskeletal pain among apparently healthy employees. Journal of occupational health psychology, 15(4), p. 399.

Azeem, S.M. & Nazir, N.A. 2008. A study of job burnout among university teachers. Psychology & Developing Societies, 20(1), pp. 51-64.

Bakker, A.B., Demerouti, E. & Sanz-Vergel, A.I. 2014. Burnout and work engagement: The JD–R approach. Annual Review. Organisational Psychology: Behaviour.1 (1), pp. 389-411.

Bakker, A.B. & Costa, P.L. 2014. Chronic job burnout and daily functioning: A theoretical analysis. Burnout Research, 1(3), pp. 112-119.

Bakker, A.B. & Demerouti, E. 2007. The job demands-resources model: State of the art. Journal of managerial psychology, 22(3), pp. 309-328.

Borritz, M., Rugulies, R., Bjorner, J.B., Villadsen, E., Mikkelsen, O.A. & Kristensen, T.S. 2006. Burnout among employees in human service work: design and baseline findings of the PUMA study. Scandinavian journal of public health, 34(1), pp. 49-58.

Bottiani, J.H., Bradshaw, C.P. and Mendelson, T., 2014. Promoting an equitable and supportive school climate in high schools: The role of school organizational health and staff burnout. Journal of school psychology, 52(6), pp.567-582.

Budget Review. 2017. Accessed online 28/02/2018. Available at: http://www.treasury.gov.za/documents/national%20budget/2017/review/FullBR.pdf

Burke, R.J., Greenglass, E.R. & Schwarzer, R. 1996. Predicting teacher burnout over time: Effects of work stress, social support, and self-doubts on burnout and its consequences. Anxiety, Stress, and Coping, 9(3), pp. 261-275.

Burke, R.J. & Greenglass, E.R. 2001. Hospital restructuring, work-family conflict and psychological burnout among nursing staff. Psychology & Health, 16(5), pp. 583-594.

Byrne, B. 1999. Understanding and preventing teacher burnout: A sourcebook of international research and practice, pp 15-37. New York. N.Y. Cambridge University Press.

Carver, C.S., Scheier, M.F. & Weintraub, J.K. 1989. Assessing coping strategies: a theoretically based approach. Journal of personality and social psychology, 56(2), p. 267.

Chang, M.L. 2009. An appraisal perspective of teacher burnout: Examining the emotional work of teachers. Educational Psychology Review, 21(3), pp.193-218.

Cohen, L., Manion, L. & Morrison, K. 2007. Research methods in education. New York: Routledge.

Creswell, J.W. 2002. Educational research: Planning, conducting, and evaluating quantitative. New Jersey: Upper Saddle River.

Creswell, J. W. 2003. Qualitative, Quantitative and Mixed Methods Approaches. Thousand Oaks. Sage Publishing.

Creswell, J.W. 2013. Research design: Qualitative, quantitative, and mixed methods approaches. Thousand Oaks. Sage publications.

Creswell, J.W. & Clark, V.L.P. 2007. Designing and conducting mixed methods research. Thousand Oaks. Sage publications.

Clark, V.L.P. & Creswell, J.W. 2008. The mixed methods reader. Thousand Oaks. Sage publications.

Cooper, C.L., Kirkcaldy, B.D. & Brown, J. 1994. A model of job stress and physical health: The role of individual differences. Personality and Individual Differences, 16(4), pp. 653-655.

Demerouti, E., Bakker, A.B., Nachreiner, F. & Schaufeli, W.B. 2001. The job demands-resources model of burnout. Journal of Applied psychology, 86(3), p. 499.

Dorman, J. 2003. Testing a model for teacher burnout. Australian Journal of Educational & Developmental Psychology, 3, pp. 35-47.

Education Information Standards: Dictionary of Education Concepts and Terms 2010. Published by department of basic education. [ONLINE] Available at:http://www.education.gov.za/LinkClick.aspx?fileticket=%2FSaGt3aV9Mo%3D&tabid=57&mid=1848

Everley, G.S. & Fieldman, R.H. 1991. Occupational health promotion. New York: Wiley.

Evers, W.J., Brouwers, A. & Tomic, W. 2002. Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands. British Journal of Educational Psychology, 72(2), pp. 227-243.

Freudenberger, H. 1974. Staff Burn-Out. Journal of Social Issues, 30(1), pp. 159-165.

Jim Frost. 2015. Choosing Between a Nonparametric Test and a Parametric Test. [ONLINE] Available at: http://blog.minitab.com/blog/adventures-in-statistics-2/choosing-between-a-nonparametric-test-and-a-parametric-test. [Accessed 25 February 2018].

George, E., Louw, D. & Badenhorst, G. 2008. Job satisfaction among urban secondary-school teachers in Namibia. South African Journal of Education, 28(2), pp. 135-154.

Grayson, J.L. & Alvarez, H.K. 2008. School climate factors relating to teacher burnout: A mediator model. Teaching and Teacher Education, 24(5), pp. 1349-1363.

Hakanen, *et al.* (2006). Burnout and work engagement among teachers. Journal of School Psychology, 43(6), pp. 495-513.

Hakanen, J.J. & Schaufeli, W.B. 2012. Do burnout and work engagement predict depressive symptoms and life satisfaction? A three-wave seven-year prospective study. Journal of affective disorders, 141(2), pp. 415-424.

Hastings, J. & Warner, L. 1995. A Research Study to Determine Perceptions of Job-Related Stress by Bureau of Indian Affairs Education Employees. Journal of American Indian Education, 35 (1), 16-29. [Online]. Available: http://eric.ed.gov/?id=EJ522016 [12 February 2016].

Hillhouse, J.J., Adler, C.M. & Walters, D.N. 2000. A simple model of stress, burnout and symptomatology in medical residents: a longitudinal study. Psychology, Health & Medicine, 5(1), pp. 63-73.

Ingersoll, R.M. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. National Association of Secondary School Principals Bulletin, 86, pp. 16–31.

Jackson, L. & Rothmann, S. 2005. An adapted model of burnout for educators in South Africa. South African Journal of Education, Vol. 25(2), pp. 100-108. [Online]. Available: http://www.ajol.info/index.php/saje/article/viewFile/25023/20695 [12 February 2016].

Jackson, L. & Rothmann, S. 2006. Occupational stress, organisational commitment, and ill-health of educators in the North West Province. South African Journal of Education, 26(1), pp. 75-95.

Kim, H., Ji, J. & Kao, D. 2011. Burnout and physical health among social workers: A three-year longitudinal study. Social work, 56(3), pp. 258-268.

Koeske, G.F. & Koeske, R.D. 1989. Construct validity of the Maslach Burnout Inventory: A critical review and reconceptualization. The Journal of Applied Behavioural Science, 25(2), pp. 131-144.

Kyriacou, C. (2001). Teacher stress: Directions for future research. Educational review, 53(1), pp. 27-35.

Laerd Statistics. 2018. Kruskal-Wallis H Test using SPSS Statistics. [ONLINE] Available at: https://statistics.laerd.com/spss-tutorials/kruskal-wallis-h-test-using-spss-statistics.php. [Accessed 5 November 2017].

Laughlin, A. 1984. Teacher stress in an Australian setting: The role of biographical mediators. Educational Studies, 10(1), pp. 7-22.

Leiter, M. P. & Maslach, C. 2004. Areas of worklife: A structured approach to organizational predictors of job burnout. Research in Occupational Stress and Well Being, 35, pp. 91-134. Oxford, UK: JAI Press/Elsevier.

Leiter, M.P. & Maslach, C. 2016. Latent burnout profiles: A new approach to understanding the burnout experience. Burnout Research, 3(4), pp. 89-100.

Lens, W. & De Jesus, S.N. 1999. A Psychosocial Interpretation of Teacher Stress and Burnout. Understanding and preventing teacher burnout: A sourcebook of international research and practice, p. 192. Cambridge University Press.

Locoh, T. & Vallin, J. 1998. Black Africa: the decline of fertility. Population et Societes, (338), pp. 1-3.

Maree, K., 2007. First steps in research. Van Schaik Publishers.

Maslach, C. & Jackson, S. 1981. The measurement of experienced burnout. Journal of Organisational Behaviour, 2(2), pp. 99-113.

Maslach, C. & Leiter, M.P. 2008. Early predictors of job burnout and engagement. Journal of applied psychology, 93(3), p.498.

Mayan, M. J. 2001. An introduction to qualitative methods: a training model for students and professionals. University of Alberta: International Institute for Qualitative Methodology.

McMillan, J.H. & Schumacher, S. 2014. Research in education: Evidence-based inquiry. Pearson Higher Ed.

Mesthrie, R. 1999. The role of principals in the management of stress and burnout. Education practice, 3:19-23

Mohren, D.C., Swaen, G.M., Kant, I., Van Amelsvoort, L.G., Borm, P.J. & Galama, J.M., 2003. Common infections and the role of burnout in a Dutch working population. Journal of Psychosomatic Research, 55(3), pp. 201-208.

Mojsa-Kaja, J., Golonka, K. & Marek, T. 2015. Job burnout and engagement among teachers – Worklife areas and personality traits as predictors of relationships with work. International Journal of Occupational Medicine and Environmental Health, pp. 102-119.

Morgan, D.L. 2007. Paradigms lost and pragmatism regained methodological implications of combining qualitative and quantitative methods. Journal of mixed methods research, 1(1), pp. 48-76.

Motseke, M. J. 2000. OBE-related stress among township school teachers in the Free State Province. Unpublished doctoral thesis, Vista University, Welkom, South Africa.

Nunnally, J. & Bernstein, I. 1994. Psychometric Theory, 3rd edition. New York: McGraw-Hill.

Obrenović, J. 2014. Burnout syndrome , managerial disease and the concept of stress - critical review of the conceptual inventory and Work, personality and society (9-22) , Thematic Proceedings of the VIII Conference Days of Applied Psychology (28-29.09.2012), philosophical faculty, Nis.

Pas, E.T., Bradshaw, C.P., Hershfeldt, P.A. and Leaf, P.J., 2010. A multilevel exploration of the influence of teacher efficacy and burnout on response to student problem behavior and school-based service use. School Psychology Quarterly, 25(1), p.13.

Peterson, U., Demerouti, E., Bergström, G., Samuelsson, M., Åsberg, M. & Nygren, Å. 2008. Burnout and physical and mental health among Swedish healthcare workers. Journal of advanced nursing, 62(1), pp. 84-95.

Pienaar, J. & Van Wyk, D. 2006. Teacher burnout: construct equivalence and the role of union membership. South African journal of education, 26(4), pp. 541-551.

Pietarinen, J., Soini, T. & Salmela-Aro, K., 2013. Validity and Reliability of the Socio-Contextual Teacher Burnout Inventory (STBI). Psychology, 4(01), p. 73.

Pietarinen, J., Pyhältö, K., Soini, T. and Salmela-Aro, K., 2013. Reducing teacher burnout: A socio-contextual approach. Teaching and Teacher Education, 35, pp.62-72.

Pines, A. & Maslach, C. 1978. Characteristics of staff burnout in mental health settings. Psychiatric services, 29(4), pp. 233-237.

Punch, K.F. 2009. Introduction to research methods in education. Sage.

Robinson, M. 2003. Teacher education policy in South Africa: The voice of teacher educators. Journal of Education for teaching, 29(1), pp. 19-34.

Roeser, R.W., Skinner, E., Beers, J. & Jennings, P.A. 2012. Mindfulness training and teachers' professional development: An emerging area of research and practice. Child Development Perspectives, 6, pp. 167–173.

Rudow, B. 1999. Stress and burnout in the teaching profession: European studies, issues, and research perspectives.

Ryan, W. 1971. Blaming the Victim. New York. Pantheon, 13.

Schaufeli, W. & Enzmann, D. 1998. The burnout companion to study and practice: A critical analysis. CRC press.

Schaufeli, W.B. 2003. Past performance and future perspectives of burnout research. SA Journal of Industrial Psychology, 29(4), pp. 1-15.

Schaufeli, W.B., Salanova, M., González-Romá, V. & Bakker, A.B. 2002. The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. Journal of Happiness studies, 3(1), pp. 71-92.

Schaufeli, W.B., Bakker, A.B. & Salanova, M. 2006. The measurement of work engagement with a short questionnaire: A cross-national study. Educational and psychological measurement, 66(4), pp. 701-716.

Slavin, R.E. 2007. Educational research in an age of accountability. Pearson College Division.

Statistics Canada. 2018. Constructing box and whisker plots. [ONLINE] Available at: https://www.statcan.gc.ca/edu/power-pouvoir/ch12/5214889-eng.htm. [Accessed 25 February 2018].

Statistics South Africa. 2018. Stats SA. [ONLINE] Available at: http://www.statssa.gov.za/. [Accessed 25 February 2018].

Statistic Solutions. 2018. Kruskal-Wallis Test. [ONLINE] Available at: http://www.statisticssolutions.com/kruskal-wallis-test/. [Accessed 25 February 2018].

Sweetman, 1998. *Gender and Migration*. United Kingdom: Oxfam.

Taylor, P.C. & Medina, M.N.D. 2013. Educational research paradigms: From positivism to multiparadigmatic. The Journal of Meaning-Centered Education, 1(2), pp. 1-13.

Toppinen-Tanner, S., Ojajärvi, A., Väänaänen, A., Kalimo, R. & Jäppinen, P. 2005. Burnout as a predictor of medically certified sick-leave absences and their diagnosed causes. Behavioral medicine, 31(1), pp. 18-32.

Tye, B.B. & O'brien, L. 2002. Why are experienced teachers leaving the profession?. Phi Delta Kappan, 84(1), pp. 24-32.

Van Maele, D. & Van Houtte, M. 2015. Trust in school: a pathway to inhibit teacher burnout. Journal of Educational Administration, 53(1), pp. 93-115. [Online]. Available: https://biblio.ugent.be/publication/5808166/file/5808185.pdf [13 February 2016].

Vandenberghe, R. & Huberman, A.M. 1999. Understanding and preventing teacher burnout: A sourcebook of international research and practice. Cambridge University Press.

Van der Linde, A.H., Van der Westhuizen, P.C. & Wissing, M.P. 1999. Burnout in female educators. South African Journal of Education, 19(3), pp. 192-197.

VanderStoep, S.W. & Johnson, D.D. 2008. Research methods for everyday life: Blending qualitative and quantitative approaches (Vol. 32). John Wiley & Sons.

Van Dierendonck, D., Schaufeli, W.B. & Buunk, B.P. 1998. The evaluation of an individual burnout intervention program: The role of inequity and social support. Journal of Applied Psychology, 83, pp. 392-407.

Van Tonder, C. & Williams, C. 2009. Exploring the origins of burnout among secondary educators. South African Journal of Industrial Psychology, Vol. 35(1), pp. 1-15. [Online]. Available: http://www.scielo.org.za/scielo.php?pid=S207107632009000100023&script=sci _arttext [12 February 2016].

Van Wyk, D. 2006. Work wellness among secondary school teachers in the Goldfield region of the Free State Province/Debri van Wyk (Doctoral dissertation, North-West University).

Van Zyl, E. 2002. The measurement of work stress within South African companies: a luxury or necessity. SA Journal of Industrial Psychology, 28(3), pp. 26-31. [Online]. Available: http://www.sajip.co.za/index.php/sajip/article/viewFile/69/67 [18 February 2018).

Vigar-Ellis, D. 2013. Boys Boarding School Management: Understanding the choice criteria of parents. South African Journal of Education, Vol. 33(1). [Online]. Available: http://www.scielo.org.za/scielo.php?pid=S025601002013000100007&script=sci _arttext&tlng=pt [13 February 2016].

Weber, A. & Jaekel-Reinhard, A. 2000. Burnout syndrome: a disease of modern societies?. Occupational medicine, 50(7), pp. 512-517.

Weisberg, J. 1994. Measuring workers' burnout and intention to leave. International Journal of Manpower, 15(1), pp. 4-14.

Worrall, N. & May, D. 1989. Towards a person-in-situation model of teacher stress. British Journal of Educational Psychology, 59(2), pp. 174-186.

Zhilla, O. 2014. Different Perspectives on Teacher Burnout. Mediterranean Journal of Social Sciences, Vol. 5, No. 27, pp. 1254-1257. [Online]. Available: http://www.mcser.org/journal/index.php/mjss/article/view/5203 [14 February 2016].

ANNEXURES

ANNEXURE A: GDE RESEARCH APPROVAL LETTER

GAUTENG PROVINCE
Department Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	27 February 2017
Validity of Research Approval:	06 February 2017 – 29 September 2017 2017/04
Name of Researcher:	Blew M.B.B
Address of Researcher:	P O Box 11790
	Hatfield
	Pretoria, 0028
Telephone Number:	012 460 2242 072 952 0759
Email address:	markblew@gmail.com
Research Topic:	The relationship between the biographical characteristics of boarding educators and burnout
Number and type of schools:	Thirty-four Secondary Schools
District/s/HO	Ekurhuleni North , Ekurhuleni South ,Gauteng East, Gauteng North, Gauteng West, Johannesburg East, Johannesburg South, Johannesburg West, Sedibeng East and Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

27/02/2017

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.

5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.

8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.

10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.

13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.

14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 27/02/2017

2

ANNEXURE B: CONSENT LETTER

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

20 October 2016

To: Boarding Educator

Dear Sir/Madam,

INVITATION TO PARTICIPATE IN A RESEARCH STUDY ON THE RELATIONSHIP BETWEEN THE BIOGRAPHICAL CHARACTERISTICS OF BOARDING EDUCATORS AND BURNOUT

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of educational leadership.

The title of my proposed research study is "*The relationship between the biographical characteristics of boarding educators and burnout*". It is, therefore, my great honour and privilege to be able to invite you and your school to become part of this research project.

Kindly afford me this opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the data I require for this research project in the following manner:

a.) Distribute a questionnaire comprising two sections to all boarding educators at your school.
- Section A: A biographical questionnaire
- Section B: Maslach Burnout Inventory which measures various dimensions of burnout.

The aim of this research project is to accumulate a variety of information pertaining to the biographical characteristics of boarding educators in Gauteng and the level of burnout experienced by such boarding educators to determine whether or not there is any significant relationship that may exist between the two variables.

Kindly note that your choice to participate in this research project is entirely voluntary. You will also be allowed to withdraw from the research at any time. Permission for your participation has been secured from the Gauteng Department of Education. Please also be assured that the information obtained during the research study will be treated with the strictest of confidentiality. All participants' identities and responses will not be divulged in any of the research findings or distributed to any other platform. All data will be stored securely by making use of system security programmes. Participants must be aware that online questionnaires do pose a confidentiality risk where data cannot be secured in a participant's home, at work or in cyberspace.

At the end of the research study you will be provided with a copy of the research report containing both the findings and the recommendations pertaining to boarding educators, their biographical characteristics and burnout. At your request I will also be happy to plan and present a workshop at your school on the findings and recommendations contained in the research report.

If you decide to participate in this research study, kindly indicate this by completing the consent form at the end of this letter.

Thanking you.

Yours in the service of education,

Mr Mark Blew   Mr Andrė du Plessis
Student Researcher   Supervisor – MEd Leadership
University of Pretoria   University of Pretoria
markblew@gmail.com   duplessis.andre@up.ac.za
(072) 952 5079   (012) 420 3331

ANNEXURE C: MASLACH BURNOUT INVENTORY

QUESTIONNAIRE: THE RELATIONSHIP BETWEEN THE BIOGRAPHICAL CHARACTERISTICS OF BOARDING EDUCATORS AND BURNOUT

SECTION A – BIOGRAPHICAL QUESTIONNAIRE

The first part of the questionnaire is to identify key biographical characteristics of boarding educators across Gauteng. Please fill in your biographical details below.

1. Gender   M ☐   F ☐

2. Age   20-29 ☐   30-39 ☐   40-49 ☐   50-59 ☐   60+ ☐

3. No. of years' experience as a boarding educator   0-2 ☐   2-5 ☐   5-10 ☐   10+ ☐

4. Position within the boarding house

Main educator in charge of boarding house ☐

Deputy/Second in Charge ☐
Junior Housemaster/Housemistress ☐

5. No. of learners in boarding house   1-30 ☐   31-60 ☐   61-90 ☐   91+ ☐

6. What type of school do you work at?   Public ☐   Private ☐

7. Do you live in the boarding house?   Yes ☐   No ☐

SECTION B – MASLACH BURNOUT INVENTORY

The Maslach Burnout Inventory (MBI) is the most commonly used tool to self-assess whether you might be at risk of burnout. To determine the risk of burnout, the MBI explores three components: exhaustion, depersonalization and personal achievement. Please read each statement below and indicate which time frame accurately represents your response to each statement.

*The term 'work' blow refers to both your duties as a boarding educator in the boarding house and as an educator in the classroom during the normal school day.

SECTION A	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
Statements	0	1	2	3	4	5	6
I feel emotionally drained by my work*.							
Working with people all day long requires a great deal of effort.							
I feel like my work* is breaking me down.							
I feel frustrated by my work*.							
I feel I work too hard at my job.							
It stresses me too much to work* in direct contact with people.							
I feel like I'm at the end of my rope.							

SECTION B	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
Statements	0	1	2	3	4	5	6
I feel I look after certain learners/students impersonally, as if they are objects.							
I feel tired when I get up in the morning and have to face another day at school.							
I have the impression that my learners make me responsible for some of their problems.							
I am at the end of my patience at the end of my school day.							
I really don't care about what happens to some of my learners.							
I have become more insensitive to people since I've been working*.							
I'm afraid that this job is making me uncaring.							

SECTION C	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
Statement	0	1	2	3	4	5	6
I accomplish many worthwhile things in this job.							
I feel full of energy.							

I am easily able to understand what my learners feel.							
I look after my learners problems very effectively.		94					
In my work*, I handle emotional problems very calmly.							
Through my work, I feel that I have a positive influence on people.							
I am easily able to create a relaxed atmosphere with my learners.							
I feel refreshed when I have been close to my learners at school.							