

# **PSYCHOMETRIC PROPERTIES OF THE BURNOUT INVENTORY**

By

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## CONCEPT DECLARATION

I, Telsa Ria Karodia, declare that “Psychometric Properties of the Burnout Inventory” is my own work. All the resources I used for this study are sited and referred to in the reference list by means of a comprehensive referencing system.

I declare that the content of this thesis has never been used for any qualification at any tertiary institute.

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## **ABSTRACT**

The objective of this study was to assess the psychometric properties of the Burnout Inventor for employees in a selected organization in South Africa. A purposive, non-probability sample was used ( $N = 365$ ). The Burnout Inventory and a biographical questionnaire were administered. Exploratory factor analysis with target rotations confirmed the construct equivalence of the questionnaire. Two internally consistent factors, namely, Organisation and Work-context were extracted.

## **OPSOMMING**

Die doelstelling van hierdie studie was om die psigometriese eienskappe van die Burnout Inventory vir werknemers in n geselekteerde organisasie in Suid-Afrika te bepaal. 'n Doelgerigte nie-waarskynlikheidsteekproef is gebruik ( $N = 365$ ). Die Burnout Inventory en biografiese vraelys is afgeneem. Verkennende Faktoranalise met teikenrotasies het die konstrukekwivalensie van die vraelys bevestig. Twee interne konsekwente faktore, organisasie en werkskonteks is onttrek.

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## **CHAPTER ONE:**

## **INTRODUCTION**

Burnout refers to exhaustion of the body and the mind because of continued work stress. People with burnout have overextended themselves for too long and had gradually developed an emptiness. Burnout results because of a difference between the needs of a person and the work situation. The individual feels that despite giving a lot to the job, no appreciation is received. The individual has worked for a long time in a job that was not enjoyed, or he or she had experienced a lack of challenge in his or her job.

A person could develop burnout because he or she sets high standards (both for the self and others), finds it difficult to say no, does not manage time properly, or does not invest sufficiently in his or her private life. Burnout is often suffered by the hardworking individuals. It is also possible that the person does not fit the situation (job and/or organisation) in terms of values. For example, the organisation might want to innovate, but the individual wants stability (Rothman, Mostert and Colff, 2006:1).

Research has shown one burnout inventory used extensively, namely the Maslach Burnout Inventory (MBI) (Innstrand, Epnes & Mykeltun, 2004 & Huang, Chuang & Lin, 2003). The MBI has been developed for exclusive use in the human services. This instrument is not applicable to occupations outside the human services. The Maslach Burnout Inventory-General Survey (MBI-GS) was developed to meet the need of assessing burnout for non-human workers, (Huang, Chuang & Lin, 2003). The MBI-GS comprises three more generic dimensions – exhaustion, cynicism and reduced professional efficacy – that parallel those of the original scale.

Demerouti, Bakker, Nachreiner and Ebbinghaus (2002:424), due to the substantive psychometric inadequacies of the MBI, i.e. the one-directional

formulation of the items in each subscale, used the Oldenburg Burnout Inventory (OLBI), which overcomes this problem. The OLBI measures feelings of exhaustion and disengagement from work, applicable to virtually any occupation, and includes both negatively and positively worded items for each dimension. The OLBI is an alternative measure of burnout that can be used among occupations within and outside human services professions with consistent central elements of the burnout construct. It is primarily based in theoretical work of Cherniss (1980) and Hall (1976).

The Burnout Measure, abbreviated as the BM (Pines, Aronson & Kafry, 1981), has hardly been investigated (Shirom & Ezrachi, 2003). BM's items were hypothesized to reside in three separate regions of that space, labeled anxiety, depression, and wornout, with wornout representing a combination of physical and emotional exhaustion. In the construction of the BM, burnout is defined as a syndrome of symptoms that include helplessness, hopelessness, entrapment, decreased enthusiasm, irritability, emotional and physical fatigue, and a sense of lowered self-esteem.

The BM was applied to employment relationships (Pines, Aronson & Kafry, 1981), organizational careers (Pines & Aronson, 1988), marital relationships (Pines, 1988) and the aftermath of political conflicts (Pines, 1994), (Shirom & Ezrachi, 2003).

The Burnout inventory has hardly been investigated. This study focuses on the Psychometric Properties of the Burnout Inventory in the South African context.

### **1.1. PROBLEM STATEMENT**

The purpose of this study is to determine whether an instrument designed to measure the potential for burnout, has psychometric properties, i.e. Reliability



and Validity, when the said instrument is applied within the South African context.

## **1.2. THE CONCEPT OF BURNOUT**

According to Dworkin, Saha and Hill (2003:108), the concept of burnout originated in the writings of the psychologist Freudenberger (1974). He first coined the term burnout to characterize a malady experienced by human service professionals who appear to 'wear out,' or reach a stage where they no longer able to perform their tasks effectively, and sometimes even to care about their clients. Farber (1983:1) states, Freudenberger took a word that was used 1960's to refer to the effects of Chronic drug abuse ("burned out" on drugs) and used it to characterize the psychological state of certain volunteers who worked with him. Within a few months of working with him, these volunteers would appear more tired, depressed and apathetic than their clients for whom they were working.

Even before Freudenberger, Graham Green (1961), wrote a novel about "a burnt-out case." While the book was popular, it didn't make burnout a household name. It was Freudenberger, Christina Maslach and Ayala Pines who popularized the concept (Farber, 1983: 2)

### **Definitions**

According to Pines and Aronson (1988:9-10), a general definition of burnout refers to the progressive loss of meaning, enthusiasm, energy, idealism and goal orientated behaviour experienced by persons in the helping professions. Burnout is syndrome of physical, emotional and mental exhaustion reactions. These conditions result from insufficient training to client overload, from too many hours to too little pay.

Pines and Aronson (1981) note that burnout is characterised by physical depletion, by feelings of helplessness and hopelessness, by emotional drain, and by the development of negative self concept and negative attitudes

towards work, life, and other people....[It is a] sense of distress, discontent, and failure in the quest for ideals. Freudenberger and Richelson (1980) describe burnout as a state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward. They note that the seeds of burnout are contained in the assumption that the real world will be in harmony with [one's idealistic] dreams. (Farber, 1983:3)

According to Schaufeli and Enzmann (quoted by Le Blanc, de Jonge and Schaufeli, 2000:155) burnout can be defined as a persistent, negative, work-related state of mind in normal individuals that is primarily characterised by exhaustion, which is accompanied by distress, a sense of reduced effectiveness, decreased motivation, and the development of dysfunctional attitudes and behaviours at work. This psychological condition develops gradually but may remain unnoticed for a long time for the individual involved. It results from a misfit between intentions and reality at work. Often, burnout is self-perpetuating because of inadequate coping strategies that are associated with the syndrome.

Temporary fatigue or strain may be early signs of burnout, but it is not the same as burnout (Cherniss, 1980:20).

Often, burnout seems to be intertwined with stress. According to Schaufeli & Buunk, (1996), as stated by Innstrand, Esnes & Mykletun (2004:119) burnout is different from job stress in several ways:

- It refers more to a breakdown in adaptation as a result of prolonged stress
- It is characterized by a multidimensional symptomatology, particular specific attitudes
- It seems partly to be the result of a high initial level of motivation

### 1.3. THE BURNOUT INVENTORY

In the Burnout Inventory, as stated by Warley WR several factors make up the three factors i.e. Work-context factors, Organisational factors, and Alienation factors (Warley, 1992).

#### Work Context Factors

The work-context factors linked to burnout were used in the construction of the Burnout Inventory and are based on those identified by Hackman and Oldham(1974,1975) Hill (1975), Miller and Carey (1979), Vaugh (1975) and Warley (1983) (Warley, 1992).

1. *Boredom*: The degree to which an employee feels that his or her work is monotonous, uninteresting, and dull;
2. *Upward Communication*: The degree to which an employee's position requires direct communication with individuals in higher positions;
3. *Decision Influence*: The degree to which an employee's position provides substantial opportunity for independent decisions and control in areas of personal responsibility;
4. *Growth opportunities*: The degree to which an employee's position provides opportunities for personal growth and development in work related skills and/ or knowledge;
5. *Personal Control*: The degree to which an employee's position allows him or her to function autonomously;
6. *Salary*: The degree to which the salary an employee receives is appropriate compensation for the work required in the position;
7. *Task Identity*: The degree to which an employee's position requires the completion of a whole and identifiable piece of work;
8. *Task Responsibility*: The degree to which an employee's position demands personal accountability and responsibility for the tasks performed by the employee;

9. *Task Significance*: The degree to which an employee's position had a substantial impact on the lives and work of others;
10. *Skill Variety*: The degree to which an employee's position requires a variety of different activities and involves the use of many different skills and talents;
11. *Specialized Skills*: The degree to which an employee's position requires a highly complex level of skill or expertise in a specialized area;
12. *Supervisor Support*: The degree to which an employee's immediate supervisor supports the employee's work efforts; and
13. *Work Load*: The degree to which an employee perceives his or her workload to be heavy, light, or satisfactory.

#### Organisational Factors

According to Miner, Branch, Steiner, Peters and Waterman and Stonich (as stated by Warley, 1992), leadership effectiveness, planning, clarity of policies and procedures and organisational philosophy or mission is organisational factors that influence employees work. The absence of these factors may contribute to employee burnout (Warley, 1992).

1. *Leadership Effectiveness*: The degree to which an employee perceives the organizational leadership as effective in terms of getting work done and inspiring excellence;
2. *Planning*: The degree to which an employee perceives that planning is an integral part of organizational processes;
3. *Clarity of Policies and Procedures*: The degree to which an employee perceives that organizational policies and procedures are clearly articulated and meaningful; and
4. *Organizational Philosophy/Mission*: The degree to which an employee perceives the organization's philosophy/mission as guiding people's work throughout the organization

### Alienation Factors

The Alienation factors developed for the inventory is based on Seeman's writings on worker alienation (1959, 1973), (Warley, 1992).

1. *Meaninglessness*: An employee's expectancy that his or her future will not be good in a current position or profession;
2. *Cultural estrangement*: An employee's assignment of low reward value to goals that are typically highly valued by the organization;
3. *Powerlessness*: An employee's expectancy that his or her own behavior will not determine the outcomes or reinforcements that he or she seeks;
4. *Social Isolation*: An employee's sense of exclusion or rejection;
5. *Work-Activity Estrangement*: The degree to which the activities and tasks of an employee's position no longer bring the employee enjoyment or satisfaction; and
6. *Worker Alienation*: The degree to which an employee disassociates from a work identity to which he or she claims membership by virtue of practice, certification, or employment.

### **1.4. PREVIOUS RESEARCH ON BURNOUT**

Burnout research has increasingly covered employees in other occupations; teacher burnout (Dworking, Saha and Hill, 2003), Burnout amongst ministers (Steyn, 1991), and burnout in helping professions (Pines and Aronson, 1988).

Maslach (2005:13) defines burnout as a psychological syndrome comprising of three factors, namely: exhaustion, cynicism and negative self-evaluation. According to Maslach (stated by Micklevitz, 2001), emotional exhaustion refers to employees feeling ever worked, cynicism refers to employees who show no personal concern for their client and negative self-evaluation refers to employees who show no feeling about their accomplishments on the job. Karger (1981) criticized the burnout literature for "privatizing" the nature of the problem to the human services sector. He argues that the burnout components of exhaustion and depersonalisation in particular have a high

similarity with the well-known phenomenon of industrial alienation (as stated by Demerouti, Bakker, Nachreiner & Schaufeli (2001).

Gil-Monte (2002:1) looked at the factorial validity of the Maslach Burnout Inventory – General Survey (MBI-GS) Spanish Version. The results show a valid and reliable questionnaire. A second study of the Factorial validity of the Maslach Burnout Inventory among Spanish professionals was also researched (Gil-Monte, 2005:1). The results show that the MBI-HSS offers factorial validity and its scales present internal consistency to evaluate the quality of working life for Spanish Professionals.

In South Africa, the Maslach Burnout Inventory - General Survey was used in a study within the Police Services (Storm & Rothman, 2003). Results show that job demands, lack of resources and coping strategies predicted exhaustion. High job demands, lack of resources and coping were associated with higher exhaustion, and high active coping and low demands, avoidance and seeking emotional support were associated with higher cynicism.

The study on Burnout, Stress and Health of Employees on non-standard work schedules: a study of Canadian Workers resulted in showing a significantly higher overall burnout, emotional exhaustion, job stress and health problems, then fixed day shift employees (Jamal, 2004).

Leiter and Maslach (1988) (as described by Maru, no date), note that emotional exhaustion refers to feelings of being emotionally overextended and drained by one's contact with other people.

Taris, Le Blanc, Schaufeli & Schreurs (2005:239-240) looked at the possible causal relationship between the dimensions of the Maslach Burnout Inventory. The three dimensions being, (1) emotional exhaustion, (2) depersonalization and (3) reduced personal accomplishment. The best known model (one of three), proposed for the causal relationship has been the Leiter and Maslach (1988) model. It draws on the idea that burnout occurs in response to chronic job stress. High job demands trigger emotional exhaustion, resulting in

workers withdrawing themselves psychologically from the people they work with, in an attempt to cope with the stressors.

The study found that none of the three methods could be preferred. Not only due to methodological limitations or lack of empirical support, but Taris, Blanc, Schaufeli & Schreurs (2005:240) also believe there are conceptual reasons for not accepting the models.

According to Cordes and Dougherty (1993), there are several determinants that contribute to emotional exhaustion. These are:

- High expectations - Some employees place high, unrealistic expectations on themselves and the organisations they work in. This causes emotional exhaustion for the employee when he/she tries to achieve these expectations.
- Work overload – This situation forces employees to spend more time on their work than they can or should be.
- Role conflict – At times, organisations place conflicting demands on employees. This causes frustration, leaving employees emotionally exhausted.
- Interpersonal interactions – Frequent/constant interpersonal interaction at work can be more taxing on individuals leaving them exhausted.
- High Involvement – Employees who place a high importance on their jobs are found to be more emotionally exhausted.

The next factor of burnout, namely cynicism, refers to an individual's detachment from work and usually takes place after emotional exhaustion. In the human services, for example, this would entail employees treating people like objects instead of people. Cynicism is a coping mechanism that is viewed as not only acceptable but also professional.

The last factor of burnout takes place when employees think “that one's accomplishments on the job fall short of one's expectations, leading to negative evaluations of one's performance on the job” (Barnett, Brennan & Gareis, 1999:66).

Lazarus and Launier (1978), as stated by Cherniss (1980:46), suggest answers to why individuals, groups or organisations choose one coping strategy over another in a particular instance. They distinguish four modes of coping:

- Search for information

Situations characterised by high ambiguity or uncertainty tend to favour a reduction in direct action and an increase in information seeking. If this information seeking fails to reduce the ambiguity, the intrapsychic mode may come to be emphasised. For instance, the individual may try to avoid thinking about the situation and the potential harmful consequences.

- Direct action

A severe degree of threat-harm usually will lead to more desperate and primitive modes of coping, such as panic, rage, and confused thinking.

- Inhibition of action

A situation characterised by high conflict will tend to immobilise direct action and lead instead to intrapsychic defense. An example would be a dispatcher in a plant who is encouraged to speed up deliveries by sales personnel at the same time that the delivery people are telling him that they cannot work any faster. A person caught in such a conflict is likely to distort the message received from one or both sides in order to reduce the perceived conflict and stress.

- Intrapsychic Defence

Helplessness also immobilises direct action. If the individual perceives no way of dealing with the situation directly, then intrapsychic modes of coping again will tend to dominate. Thus, characteristics of the situation (as well as many other kinds of factors) will influence the choice of coping strategy.



The way in which a helper chooses to cope with stress on the job also seems critical for the emergence of burnout. Burnout involves a particular way of coping with job-related stress, one that emphasizes withdrawal, detachment, avoidance, lowering of goals, and blaming others. These are intrapsychic modes of coping with stress.

With regards to the Burnout Inventory, no research can be found on it. This could perhaps be the first.

## **1.5. CHAPTER OUTLINE**

In the next two chapters, the core concepts of this study as they were reviewed in different literature sources, will be discussed. As soon as the main concepts were described and arguments were made from different points of view the methodology used in this study will be discussed comprehensively. After the results were given, the relevance of the results as well as the limitations to this study will be discussed. The latter mentioned would give way to relevant recommendations for future research.

## **CHAPTER TWO:**

## **BURNOUT**

### **2.1 CAUSES OF BURNOUT**

Bennet (1991:125) states that causes of stress lies partly within the individual's personality, but mostly within the environment in which the individual exists. At work, common causes of stress include the following:

- ambiguity over which tasks should take priority during the working day,
- unclear self-identities, confusions over individuals roles in management hierarchies,
- perceptions by individuals that they are not competent at their jobs, frustration and the feeling that promotion opportunities have been unfairly blocked,
- feelings of personal inadequacy and insecurity,
- conflicting demands put on people by superiors who impose different, incompatible objectives,
- lack of communication with superiors and colleagues,
- bad personal relationships with fellow employees, customers, suppliers, or other contracts outside the organisation.

As stated by Pines and Aronson (1988:65), Dan Gowler and Karen Legge, who wrote about managerial stress, see it as the product of three factors: uncertainty of outcome, importance of that outcome to the individuals, and the individuals' perception of their ability to influence that outcome. All three uncertainties are clearly related to lack of control and autonomy.

Managers burn out for the same reason that other professionals burn out: their work experience doesn't match their ideal; they can't achieve in their work what they expected to achieve. Failure is the most powerful cause of burnout.

Cherniss (1980:43) defines burnout as a transactional process that begins with Job stress. Stress contributes to strain and efforts by individuals and groups to cope with that strain lead to the emotional detachment and withdrawal commonly associated with burnout. To prevent burnout, 'job stress would be a logical starting point'.

According to Cherniss (1980:29), there is a mounting body of evidence suggesting that job stress and staff burnout in human service programs adversely affect in the helping process and the welfare of clients.

Adverse effects cripple the helping process in at least two ways. First, the job stress that occur in the early stages of the syndrome contribute to a state of tension, irritability, and emotional arousal that interferes with helping behaviour. Second, the decline in motivation and the loss of positive feelings for clients that occur later in the process reduce the helper's effectiveness.

Cherniss (1980:47) further clarifies, burnout will develop as a reaction to a situation in which there is an imbalance between demand and resources. A careful analysis of a helper's work situation should identify different kinds of demands and different kinds of resources for meeting those demands. The demands may be both internal and external.

Farber (1983:5) states, those who work in institutional rather than private settings are often faced with stresses endemic to organisational structures, most notably role ambiguity, role conflict, and role overload (Caplan & Jones, 1975; French & Caplan, 1972; Kahn, 1974; Tosi & Tosi, 1970). Role ambiguity is associated with a lack of clarity regarding a worker's rights, responsibilities, methods, goals, status, or accountability.

According to Gowler and Legge (1975), individuals in organisations are likely to become stressed if, "on the one hand, they feel they must achieve, and on the other, the success criteria which define and evaluate their achievement are ambiguous. Other factors that may lead to role ambiguity include the

increasing complexity of tasks and technology, the rapidity of organisational change, and the interconnectedness of organisational positions.

Role conflict occurs when inconsistent, incompatible, or inappropriate demands are placed upon an individual. Role conflict may occur when an individual's values and ethics conflict with those of his or her supervisor. Office politics, competition for status and promotion, and territorial disputes over roles and responsibilities can precipitate role conflict. Role overload is one of the most common complaints among those who work in organisations. There may be a qualitative aspect of role overload as well, when increasingly complex work requires skills or abilities that are beyond an individual's current level of functioning.

According to Pines and Aronson (1988:84) the following are the classic antecedents of burnout shared by many in human service professions:

1. They perform emotionally taxing work:

Most human service professionals are feeling types and are essentially humanitarian. Their dominant approach is to help people in trouble. They tend to be oriented more toward people than toward things. Social workers, for instance, tend to value themselves most as sympathetic, understanding, unselfish, and helpful to others.

2. They share certain personal characteristics that made them choose human service as a career:

People who enter human service careers have other traits that make them vulnerable to the emotional stresses inherent to their professions. For example, a high degree of empathy can hamper people who choose to work with children and the elderly.

3. They share a "client-centered" orientation:

The third case of burnout is the "client-centered" orientation that characterises human service professions almost exclusively. In client centered orientation, the focus is on the people receiving service. The professionals' role of helping, understanding, and support is defined by the clients' needs. The

professional's presence is justified only as long as they continue to serve. Feelings are legitimate only when expressed by the clients.

Pines and Aronson(1988:101) goes on to identify three causes of burnout in Bureaucratic Organisations:

(i) Overload

John R.D French and Robert D. Caplan distinguish between objective and subjective overload and quantitative and qualitative overload:

- Objective overload is the actual volume of information that individuals are expected to process per unit of time e.g., telephone calls to answer, letters to write, office visits to receive, or patients to examine per day.
- Subjective overload refers to people's feelings that they have too much work to do or it's too hard for them.
- Quantitative overload is when people have more work than they can do during a specific time. Workers have the skill to do the task, they just don't have enough time to do it in.
- Qualitative overload is when the worker does not have the necessary knowledge and skill required to do the task. No matter how much time they have, they don't have the skill to do the job.

The experience of overload can be aggravated by tasks that have high priority for the organization, but low priority for the service recipient.

(ii) Lack of autonomy

Lack of autonomy in bureaucracies is especially apparent in administrative pressures on the individual worker, unnecessary rules, and lack of voice in decisions that affect one's job and life. As stated by Pines and Aronson (1988), Brian Sarata notes that providing most staff with a degree of autonomy in the health service is difficult for two reasons, hence limiting the autonomy of the individual staff member:

- Decisions are made only by professional staff

- Providing good care means that all disciplines should be well coordinated, and treatment plans should be implemented in a consistent manner.

(iii) Lack of rewards

In a Welfare department, employees develop burnout due to positive and negative features in their work. Pay was inadequate, they received little positive feedback from their supervisors, and promotions were not given, for political reasons rather than to acknowledge of special effort or performance.

People who received appreciation, satisfaction and significance from their work were more likely to be content with their salary. Burnout was more highly correlated with poor physical health and lack of self actualization than with salary (Pines and Aronson, 1983:106)

All three are tied to the failure of work to provide a sense of meaning to life. They exist on other work settings as well, but they are especially prevalent in bureaucratic organisations.

Farber (1983:7) states, burnout is often viewed in the context of the relationship between the individual and his or her work environment. The frustration that workers feel with regards to their jobs, suggest that burnout may be a symptom of broader social concerns. Hence, Cherniss (1980) notes three sources of burnout:

- The individual
- The organization
- Societal levels

## 2.2 STAGES OF BURNOUT

According to Sturdevant (quoted by Steyn 1991:44), burnout is progressive, occurring over a period of time. She names five stages :

- (i) the honeymoon phase, when energy level, enthusiasm and job satisfaction levels are high;
- (ii) the disillusionment phase sets in as a person begins to realise that expectations are unrealistic and a person feels that something is wrong but cannot pinpoint it. He tries harder to reach goals, but ends up feeling bored, frustrated and lacking in self confidence;
- (iii) the next stage of burnout is characterised by fatigue, irritability, sleep disturbances, escapism, deterioration in handwriting and decreased productivity;
- (iv) the fourth stage is frustration which is marked by anger, loss of enthusiasm, cynicism, detachment, and physical illness;
- (v) the final stage is despair, which includes a tremendous feeling of failure, pessimism, self-doubt, loneliness, emptiness and physical illness.

Burnout is also described as having three stages (Girdino, 1996)

- Stage 1 – Stress arousal

Stress arousal includes physiological and psychological responses. Some of these include persistent irritability, persistent anxiety, periods of high blood pressure, bruxism (the grinding of teeth during sleep), insomnia, and forgetfulness, heart palpitations, unusual heart arrhythmia, concentration problems, headaches/stomach problems, and acute gastrointestinal symptoms. With the presence of any two of these, you may be experiencing stage 1 stress arousal.

- Stage 2 – Energy Conservation

Energy conservation attempts to compensate for stress. If those strategies fail, consequences might include excessive lateness, procrastination, excessive time off, decreased desire for sex, and persistent tiredness, social withdrawal from friends and family, increases cynicism, resentment, increased

substance use (nicotine, caffeine, alcohol, prescription drugs), and excessive apathy. Again, any two of these symptoms may signal you're in stage 2 of the burnout cycle.

- Stage 3 – Exhaustion

The exhaustion stage is where most people finally get a sense that something may be wrong. The symptoms of this stage include: chronic sadness or depression, chronic stomach or bowel problems, chronic mental fatigue, chronic physical fatigue, chronic headaches or migraines, the desire to “drop out” of society...The desire to get away from family, friends, and even recurrent suicidal ideation. Like the previous stages any two of these symptoms can indicate stage three burnout.

From the above, it can be seen that burnout is progressive and gives one the opportunity to recognise the symptoms and take the necessary steps to prevent it.

According to Farber (1983:14), certain stress reactions are referred to in terms that are quite similar to those used in the description of burnout. Hackman (as stated by Farber 1983) notes four types of strategy for coping with stress:

- Explicit movement against the stressful situation or its agent, such as aggression, attack, or hostility
- Movement away from the source of stress, such as avoidance, withdrawal, resignation, inaction, or escape
- Submission, or collaborative movement toward the source of stress, such as ingratiation or undue cooperation
- Distortion of the situation through traditional psychological mechanisms such as denial, displacement, reaction formation, or intellectualization.

In this context, burnout may be seen as the final step in the progression from active problem solving to submission and distortion, to anger and depletion.

Selye (according to Farber) proposed a stage theory of stress, which he terms “The General Adaptation Syndrome”:



- Stage 1 – Alarm Reaction

The body mobilizes forces to defend itself against stresses

- Stage 2 – Resistance

A person is able to function in what appears to be a normal fashion

- Stage 3 – Exhaustion

The cumulative effects of damaging stress have become too severe to allow for adaptation.

The symptoms noted in this last stage are, again, similar in many respects to the symptoms of burnout. Burnout can be regarded as the final step in the progression of unsuccessful attempts to cope with a variety of negative stress conditions.

### **2.3. WORK-CONTEXT FACTORS**

While a great deal of research has been devoted to identifying the sources of workplace stress and its links to adverse health and organisational outcomes, few studies have focused on interventions which are meant to improve working environments (Kompier & Cooper, 1999, Whatmore et al. 1999). In a review of burnout literature published over the last 15 years, Sondergard et al. (1998) found only 18 intervention studies (Innstrand, Espnes & Mykeltun, 2004:120).

According to Maslach & Leiter, (as stated by Jenkins, 2005; Rothmann, 2003) burnout is not a matter of weakness or poor attitude in individual employees, but is caused by “major mismatches” between the nature of the person doing the job and the nature of the job itself. The greater the mismatch, the greater the potential for burnout. Below are some mismatches their research has revealed:

- Overloaded work schedule: Too little time and too few resources to accomplish the job.

- Lack of control: Reducing costs is primary over needs of clients or employees.
- Insufficient reward: Both internal and external rewards could result in a mismatch
- Breakdown of community: Faster paced work destroys the sense of community among coworkers, which further disrupts our job performance.
- Unfair treatment of workers: If evaluations, promotions, and benefits are not applied fairly, the organization cannot be trusted by the employee.
- Conflict of values: Performing tasks we feel are unethical or which go against our personal values undermines our ability to believe in the worth of the work we do.

According to Schaufeli & Bakker, 2001; Turner, Barling & Zacharatos, (2002) as stated by Rothmann (2003:16), work is often associated with negative feelings and lack of freedom, but also gives energy, enables development, and generates positive feelings, hence generating ambivalent feelings. Below are a few negative feelings:

Overheard on the way to work:

- “I hate my job.”
- “I can’t stand it when I’m left out of things”
- “Nobody appreciates my work”
- “They treat me like a number here”
- “You can’t trust anyone in this outfit”
- “My boss is an idiot”
- “Nobody seems to know what’s going on”
- “People always turn into jerks when they get promoted”
- “Women want you to treat them like women when it suits their purposes and like men when it’s to their advantage”
- “It’s true what they say: A woman has to work twice as hard as a man to get half as far”

Overheard in an intensive seminar for middle managers:

- “Nobody cares about the company; they’re just lazy or they’re all out for themselves”
- “How do you get people to work together?”
- “I know they don’t like me, but I’ve got a job to get done”
- “How do you keep personalities out of it?”
- “Decisions don’t really get made; we sort of just slide into them.”
- “The people at the top never know how the real work gets done; that’s why their decisions are so stupid”
- “Everybody’s confused. Nobody knows what’s going on”
- “There’s so much petty gossip, rumours all the time. Backbiting. It’s endless.”

Why do people have such problems in organisations? Is it because they are lazy? Greedy? Brought up wrong? Corrupted by capitalism? Seduced by communism? Deluded by cynical union officials? Perhaps, but that’s not the whole story. The simple fact is that man is not an office ape. Human nature is not suited to life in large organisations. This fact underlies any other reasons people may have for being dissatisfied. People aren’t made to be bosses or subordinates. They aren’t made to live in formal hierarchies, where authority comes with position rather than merit. Nor are people made to be cogs in someone else’s machine ( Bernhard & Glants, 1992:1)

The road to burnout is paved with good intentions. It is a condition that occurs when a susceptible person encounters a situation of overload (Elliot & Smit, 1983:144). This results in emotional exhaustion, depersonalisation and a reduced sense of one’s self and one’s accomplishments: a state of fatigue or frustration brought about by good intentions. It happens when people try to reach unrealistic goals and end up depleting their energy. The type of person most prone to burnout generally has high expectations of what can be done. As time passes and he does not meet all the goals, he or she loses enthusiasm. The individual then tries even harder, instead of facing reality. This leads to feelings of alienation, cynicism, impatience, negativism and of not being appreciated. Eventually there may be feelings of detachment to the

point that the individual will begin to reset the work involved and the people who are part of it (Gehmeyr, 1993)

Boredom, upward communication, decision influence, growth opportunities, personal control, salary, task identity, task responsibility, task significance, skill variety, specialised skill, supervisor support and workload are work-context factors used in the construction of the Burnout inventory identified by Hackman and Oldham (1974,1975), Hill (1975), Miller and Carey (1979), Vaugh (1975) and Warley (1983) (Warley, 1992).

Supervision in the human services also is intended to serve and support the worker in a way that would seem odd in a business or industrial setting. Supervision serves a “professional development” function as well as an administrative control function. All line staff, especially newer ones, look to their supervisors for support, advice, learning, and professional growth. At its best, supervision becomes a mentor relationship.

There is a strong expectation that subordinates will learn and grow professionally from their supervisors and supervisors will help the worker to understand and manage his or her own emotional response to the work. Hence, the supervisory relationship has a major impact on stress, strain and burnout in the job.

According to Hall and Schneider a high degree of support from supervisors does not reduce the subordinate’s autonomy, thus helping prevent burnout. (Cherniss, 1980)

According to Cherniss (1980), there are several kinds of support that staff need from their supervisors:

- Technical assistance
- Helping work through feelings generated by process
- Listening sympathetically
- Information modeling and feedback

Burnout of human service workers, especially nurses, has been a major concern in the field of occupational health. Nurses have considerable job stress because they have long working hours, a wide range of tasks, and complicated relationships with patients, their families, doctors and other medical co-workers.

Studies indicate that personal factors (authoritative or perfectible tendency, self esteem, purpose in life, work commitment, and satisfaction with supports) and environmental factors (conflicting role, supportive network, high work pressure, excessive workload, work schedule and poor human resources) contribute to burnout (Shimuzu, Mizoue, Kubota, Mishima, Nagata, 2003).

#### **2.4. ORGANISATIONAL FACTORS**

According to Miner, Branch, Steiner, Peters and Waterman and Stonich, leadership effectiveness, planning, clarity of policies and procedures and organisational philosophy or mission are organisational factors that influence employees work. The absence of these factors may contribute to employee burnout (Warley, 1992).

According to Huang, Chuang & Lin (2003), employees reporting higher levels of burnout are more likely to intend to quit their jobs. On the other hand, there is not much research regarding the association of perception of politics with burnout. Burnout can represent a particular type of stress, because it has been studied primarily as a pattern of responses resulting from a variety of stressors. If so, burnout might be related to perceptions of politics, since politics can be seen as a work-related stressor. It has been suggested that if an employee perceives a higher level of organisational politics, he or she will report a corresponding higher level of job anxiety.

Should an individual realise that a person or a certain group of people in the organisation gains reward via personal influence instead of hard work or good competence, he/she may feel uncomfortable and perceive this environment to be political. The perceptions of politics will be much higher when the person feels unlikely to obtain a good evaluation or promotion even after working

quite hard. After this perception has lasted for a certain time period, the individual may feel burned out. With adverse reactions to a perception of politics, an individual is likely to be emotionally exhausted and may be indifferent to his or her job, since rewards are perceived to be significantly related to political behaviour rather than good performance.

Being burned out with the job, an individual will probably look for alternate employment elsewhere. It is likely that the levels of perceived politics are high enough to lead to burnout followed by the arousal of turnover intentions.

## **2.5 ALIENATION FACTORS**

The concept of alienation is one of the most important and fruitful legacies of Hegel's social philosophy. It is strange that Hegel's own account's widely rejected, not least by writers in those traditions which have taken up and developed the concept in the most influential ways: Marxism and existentialism.

In the Marxist literature, alienation is often taken to be a concept which describes and criticizes the social and economic conditions of capitalism. In existentialist writings, by contrast, the concept is used primarily to refer to a psychological, perhaps even spiritual, kind of malaise, which is pervasive in modern society but not specific to it. Rather it is symptomatic of the human condition as such (Sean Sayers, 2003)

According to Sayers (2003), by "alienation", Hegel refers to the process by which 'finite Spirit', the human self, 'doubles' itself, externalizes itself, and then confronts its own other being as something separate, distinct and opposed to it. Self conscious spirit evolves through a series of different historical and social forms. Subjectivity, individuality, and freedom develop through a process in which the self is alienated from itself and then comes to recognize itself in its alienation, so that, at the end of the process, the self eventually comes to be at home with itself.

Marxist account of alienation draws explicitly on Hegel's work. He uses the term to refer to a situation in which our own activities and products appear to take on an independent existence and to be hostile powers working against us (Sean Sayers, 2003).

According to Islam, Marx saw alienation as estrangement and as being foreign (entfremdung) to one's self. He viewed it as the separation of man from his product, from his self, society and nature. For him it is the debasement of personality and dehumanization of man:

- Alienation from one's product

The products do not belong to the worker, but to the capitalists, who do not produce the products but dispose of them for profit. Marx concluded that the more workers put into the products of their labour, the more they lose (Steyn, 1991:57). The product becomes alien to him. He has a feeling of misery rather than well-being (Islam).

- Alienation from labour

Labour is the activity through which production is carried out, hence offering man the opportunity for self-realisation (Islam). However, work loses its meaning when the worker does not have any say in the product itself. Long hours and repetition does not require imagination or creativity. Human being become machines and the fact that machines have taken over many jobs would most probably not have surprised Marx (Steyn, 1991:57).

- Alienation from society

In a capitalist society, human labour is transformed into commodity in yet another and a more direct way. The worker has to sell his labour in return for wages. But, for Marx wage is also the product of alienation and in itself alienating (Islam). Marx did not believe that capitalism could unite people

because they are forced to compete and social contacts did not provide close friendships. Capitalism alienates the individual not only from the world in which he lives but also from other humans. Because of this he becomes estranged in his social relations (Steyn, 1991:58).

- Alienation from self

According to Steyn, (1991) the phenomenon that concerns Marx most is the dehumanisation of the person. Man's loss of independence, his impoverishment, his estrangement from other persons, and his involvement in labour that is devoid of originality, spontaneity and creativity are aspects of his estrangement from his true nature. This depersonalisation of the individual leads to the experience of alienation (Steyn, 1991:58).

Seeman identified meaninglessness, cultural estrangement, powerlessness, social isolation, work-activity estrangement and worker alienation in his writings on worker alienation (Warley, Pheiffer files).

Dean Dwight (1961) quotes Melvin Seeman's article "On the Meaning of Alienation": There are, it seems to me five basic ways in which the concept of alienation has been used. ... Powerlessness ... the expectancy or probability held by the individual that his own behaviour cannot determine the occurrence of the outcomes, or reinforcements, he seeks. ... Meaninglessness ... the individual is unclear as to what he ought to believe. ... Normlessness ... [denoting] a situation in which the social norms regulating individual conduct have broken down or are no longer effect as rules for behaviour. ... Isolation ... [wherein] the alienation ... assign low reward value to goals or beliefs that are typically highly valued in the given society. ... [and] Self-estrangement ... [meaning that the] notion of the loss of intrinsically meaningful satisfactions ... [and] the degree of dependence of the given behaviour upon anticipated future rewards.

According to Steyn (1991:63) meaninglessness is experienced when a person does not understand the part he plays within the organisational structure.



Israel says, (stated by Steyn, 1991) work becomes meaningless when the individual works only with a part of a product and does not understand the final function thereof, the individual responsibility of the worker is restricted and when the worker gets drowned in his daily routine.

“Culturally isolated individuals assign a low reward value to goals or beliefs that are typically highly valued by others in society or in the group” Steyn, 1991). Individuals oppose socially accepted roles so strongly that they isolate themselves.

Powerlessness is the perception that the individual has no part in the decision-making process. Powerlessness leads to feelings of alienation.

A person is said to be normless when he is no longer regulated by the social norms regulating individual conduct. Steyn (1991:65) uses the example of western society’s emphasis on wealth, power and prestige, but they failed to establish the rules for achieving it. Hence, the rule is often “anything goes”.

Alienation makes workers feel powerless to change things and as a result helps the bosses to perpetuate the idea that the way things are is natural and unchangeable.

## **CHAPTER THREE :**      **METHOD OF INVESTIGATION**

### **3.1 INTRODUCTION**

The investigation method of this study will be discussed in this chapter. The research approach, research design, sample used , the rationale behind the data collection procedures and the techniques or procedures used to analyse the data will be identified.

### **3.2 RESEARCH APPROACH**

The aim of this study is to determine the psychometric properties of an instrument designed to measure burnout. Since quantitative research is a research approach that involves taking a concept, construct, or idea, then developing a measure to observe it empirically. According to Neuman, (1997: 132), the process begins with concepts and ends with specific, concrete indicators. Thus, it appears best suited to conduct this study.

The primary research question aimed at being answered is:  
Does the Burnout Inventory have Psychometric Properties?

According to Warley, W.R (1992), no reliability or validity data are available on the Burnout Inventory, but it does have face validity.

As stated by Neuman (1997:145) reliability is necessary for validity and is easier to achieve than validity. Although reliability is necessary in order to have a valid measure of a concept, it does not guarantee that a measure will be valid. A measure can produce the same result over and over, but what it measures may not match the definition of the construct.

### **3.3 RESEARCH DESIGN**

Survey research is the design selected to conduct this study. Survey research is the method of gathering data from respondents thought to be

representative of some population, using an instrument composed of closed structure or open-ended items (Garson, 2005). Surveys produce quantitative information about the social world (Neuman, 1997:228), hence it is warranted in this study.

According to Neuman (1997:251), surveys produce information about the social world. There are advantages and disadvantages of using survey research:

Advantages:

- it is one of the cheapest
- can be used by single researcher
- can be sent to wide geographical area
- respondents can complete the questionnaire when its convenient
- offers anonymity
- avoids interview bias

Disadvantages:

- low response rate
- a researcher cannot control the conditions under which the mail questionnaire is completed
- researchers cannot observe respondents reactions to questions
- limited 'kind' of questions a researcher can use.

### **3.4 SAMPLING STRATEGY**

Neuman (1997:204) names four kinds of non-probability sampling techniques:

- Haphazard – anyone convenient is selected
- Quota – anyone in predetermined groups selected
- Purposive – anyone in hard-to-find target population is selected
- Snowball – people connected to one another selected

A non-probability sampling strategy, specifically purposive sampling was used, as this study focuses on employees within a specific organisation in South Africa.

A sample of 365 respondents was selected from the population of the financial institution. Access to the sample was gained through the Human Resources Consultants in the financial institution. There were nine HR consultants and each of them were given 50 questionnaires to hand out in their respective areas. One criteria was that the employees had to be permanent.

The biographical information of the respondents is set out in Table 1 of the article. Of the 46 percent male and 54 percent female participants to the survey, the sample was made up of 34.5 percent Black, 17.5 percent Coloured, 18.4 percent Indian and 29.6 percent White.

In terms of age, 18.4 percent represented the 18-25 age group, 35.9 percent represented the 26-35 age group, 29 percent represented the 36-45 age group, 13.4 percent represented the 45-55 age group, and 3.3 percent represented the 56 and above age group.

In terms of Language, 32.6 percent indicated English, 35.9 percent indicated Afrikaans and 31.5 percent indicated one of the nine African languages as their first language.

With regards to the qualification category, 41.4 percent had matriculated while 58.6 percent had a tertiary qualification.

In terms of nature of positions, 36.7 percent were in clerical positions, 17.3 percent were in consultant positions, 21.9 percent were in specialist positions, 13.4 percent were in supervisory positions and 10.7 percent were in managerial positions.

{Place Table 1 here}

### **3.5 DATA COLLECTION PROCEDURES**

The data was collected in the form of questionnaires. The questionnaire is attached in the annexure. It was delivered by hand to employees by the Human Resources Consultants.

Each questionnaire had a self-scoring sheet attached to it. Incumbents were encouraged to complete the scoring sheet. Once the Burnout Inventory was scored, there was also an Interpretation sheet attached. They were encouraged to keep for their own information.

The dimension Burnout is measured in the questionnaire by a series of questions. These questions tap information about 3 constructs of burnout:

1. Organisation
2. Work-context
3. Alienation

The questionnaire comprises of 73 items. The first six items request biographical information, i.e. Gender, age, home language, qualification, race and nature of position of incumbent. The remaining of the 73 items are divided into the three constructs, namely, organisation, work-context, and alienation.

Respondents were asked to rate their agreement with each of the 73 items using a six-point scale rating from strongly disagree to strongly agree. The scale comprises of (1) Strongly Disagree, (2) Disagree, (3) Moderately Disagree, (4) Moderately Agree, (5) Agree, (6) Strongly Agree.

### **3.6. DATA ANALYSIS PROCEDURES AND TECHNIQUES**

Descriptive statistics were calculated in respect of the Burnout Inventory. These statistics included a descriptive analysis of the biographical data as well as the content items of the instrument.

In addition the reliability and validity of the Burnout Inventory were also determined by the Cronbach's alpha coefficients, as well as exploratory factor analysis. The SAS program was employed to do the necessary analysis.

The descriptive statistics and alpha coefficients of the Burnout Inventory are given in Table 2.

The Mean, standard deviation, skewness and kurtosis reflect how the participants responded to the different scales. It is evident from the Table that the 2 scales are normally distributed with negative skewness. Skewness values are less than 1, hence indicating that the distribution does not differ significantly from a normal distribution.

{Place Table 2 here}

The internal consistencies of the Burnout Inventory is acceptable according to the guideline of 0.7 (Garson, 2005). It is consistent with the finding of a Cronbach alpha of 0.95 for Organisation scale, and 0.9 for Work-context scale.

{Place Table 3 here}

The exploratory factor analysis of the Burnout inventory was evaluated in this study by means of factor analysis. Factor analysis is a statistical technique used to discover which variables in the set form coherent subsets that are relatively independent of one another (Tabachnick & Fidell, 2001:582). Factor analysis examines how underlying construct influences the responses on a number of variables (DeCoster, 1998). It reduces a larger number of variables to a smaller number of factors (Garson, 2005; Tabachnick & Fidell, 2001:582).

One of the purposes of factor analysis is to validate a scale or index by demonstrating that its constituent items, load on the same factor, and to drop proposed scale items which cross-load on more than one factor (Garson, 2005)

Gorsuch (1983:4) states 3 purposes of factor analysis:

- Through factor-analytic techniques, the original set of variables can be reduced to a much smaller set that accounts for most of the reliable variance of the initial variable pool.
- It can be used to search data for possible qualitative and quantitative distinctions, and is particularly useful when the amount of available data exceeds comprehensibility.
- It is used to test hypotheses using factor analysis.

There are two types of Factor analysis: Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA). CFA seeks to determine if the number of factors conform to what is expected by theory (Garson, 2005). CFA is used in the advanced stages of the research process to test a theory about latent processes. Variables are chosen to reveal underlying processes. It is often performed through Structural Equation Modeling (SEM) (Tabachnick & Fidell, 2001:582). The researcher tries to determine if measures created to represent a latent variable really belong together (Garson, 2005).

EFA, on the other hand, seeks to determine the number of factors influencing a measure and the strength of the relationship between each factor and measure (DeCoster, 1998), by grouping together variables that are correlated (Tabachnick & Fidell, 2001:583). EFA is the most common form of factor analysis, and one uses factor loadings to determine the factor structure of the data (Garson, 2005). Usually, performed in the early stages of research, it provides a tool for generating hypotheses about underlying processes (Tabachnick & Fiddel, 2001:584).

According to DeCoster (1998), and Habing (2003) there are several steps in performing EFA:

1. Collect measurements
2. Obtain the correlation matrix

3. Select the number of factors for inclusion
4. Extract you initial set of factors
5. Rotate your factors to a final solution
6. Interpret your factor structure
7. Construct factor scores for further analysis

### Sample Size

The sample size needs to be large enough for the correlation coefficient to be reliable. The sample size also depends on magnitude of population correlations and number of factors. Comrey and Lee, (as stated by Tabachnick & Fidell, 2001:588), give the following guidelines with regard to sample size:

- 50 – very poor
- 100 – poor
- 200 – fair
- 300 – good
- 500 – very good
- 1000 - excellent

As a rule of thumb, it is comforting to have at least 300 cases for factor analysis.

Given that there are no psychometric analysis available on the Burnout inventory, Exploratory Factor analysis will be carried out. EFA seeks to uncover the underlying structure of a relatively large set of variables (Garson, 2005). All 73 items of the Burnout Inventory were input into the program for analysis.

In order for the reliability coefficients to be a true reflection of what was measured, certain items, that were negatively stated, had to be reversed.

{Place Table 4 here}



Kaiser criterion was one of the criteria used when determining the number of factors to be used. The Kaiser rule is to drop all components with eigenvalues less than 1.0 (Garson, 2005).

The scree plot was used to determine the number of factors on the 3 factor and 2 factor solution. The Cattell scree plots the components as the X-axis and the corresponding eigenvalues as the Y-axis. When the curve makes an elbow after the drop of the eigenvalues, Cattell's scree tests says to drop all further components after the one starting the elbow (Garson, 2005). According to Kim & Mueller 1978: 44), Cattell describes, beyond this point as "factorial litter or scree".

The factors were then rotated to a final solution. Rotation is used to improve the interpretability and scientific use of the solution (Tabachnick & Fidell, 2001: 614). Rotation attempts to find a factor solution that is equal to the initial extraction but which has the simplest interpretation (DeCoster, 1998). Rotation causes the factor loadings of each variable to be more clearly differentiated by factor (Garson, 2005).

There are two types of rotation, orthogonal rotation, that produce uncorrelated factors, and oblique rotation that produce correlated factors (DeCoster, 1998). An oblique rotation is more general than an orthogonal rotation in that it does not impose the restriction that factors be uncorrelated (Kim & Mueller, 1978:37). For this study, oblique, more specifically Direct Quartimin rotation for simple loadings was performed.

Based on the loading of the items, certain of the items that didn't load correctly were removed. Common practice uses a minimum cut-off of 0.3 or 0.35 (Garson, 2005). The following is recommended by Hair, Anderson, Tatham & Black (1998:111):

- 0.3 – minimal
- 0.4 – more important
- 0.5 – practically significant.

According to Tabachnick and Fidell (2001: 625) only variables with loadings of 0.32 and above are interpreted. The higher the loading, the purer the measure of the factor. For purposes of this study, a cut-off of 0.3 was used.

{Place table 5 here}

Items that indicated a problematic loading were removed.

{Place table 6 here}

The result was a 53 item Inventory that loaded on 2 factors.

{Place Table 7 here}

Sampling adequacy predicts if data are likely to factor well, based on correlation and partial correlation (Garson, 2005). Kaiser's measure of sampling adequacy is a ratio of the sum of squared correlations to the sum of squared correlations plus sum of squared partial correlations. The value approaches 1 if partial correlations are small. Values of 0.6 and above are required for good FA (Tabachnick & Fiddell, 2001:589 and Garson, 2005)

The factor correlation for the rotated factors are as follows:

- Factor 1 - 1 (Organisation)
- Factor 2 - 0.602 (Work-Context)

A matrix that is factorable should include several sizable correlations. The expected size depends on the sample. Larger sample sizes tend to produce smaller correlations. The correlation should exceed 0.3. Use of factor analysis will not be advised as a correlation of less the 0.3 would mean that there is probably nothing to factor analyze (Tabachnick & Fidell, 2001:589).

The two factors: (1) Organisation and (2) Work - context were specified as being measured by a subset of variables that represents each of them respectively:

Factor 1	:	Organisation	:	Variable 2
				Variable 5R
				Variable 11R
				Variable 12
				Variable 14
				Variable 16
				Variable 22
				Variable 26
				Variable 30
				Variable 34
				Variable 39
				Variable 40
				Variable 43
				Variable 44
				Variable 46
				Variable 48
				Variable 49
				Variable 51
				Variable 53
				Variable 56
				Variable 60R
				Variable 61
				Variable 64
				Variable 65R
				Variable 66
				Variable 67
				Variable 71
				Variable 73
Factor 2	:	Work-Context	:	Variable 1
				Variable 4

Variable 6R  
Variable 7  
Variable 9  
Variable 13R  
Variable 17R  
Variable 18R  
Variable 27R  
Variable 28  
Variable 31R  
Variable 32R  
Variable 33  
Variable 35  
Variable 37R  
Variable 38R

Variable 41R  
Variable 42R  
Variable 52R  
Variable 55R  
Variable 57  
Variable 62  
Variable 68R  
Variable 69  
Variable 72R

Scales were computed with the resulting items (28 regarding Organisation and 23 regarding work-context) to seek the reliability, more specifically, the internal consistency of the Burnout inventory. Reliability is the correlation of an item, scale or instrument with a hypothetical one which truly measures what it is supposed to. Cronbach's alpha is the most common form of internal consistency reliability coefficient (Garson, 2005).

The Carmine's Theta is a parameter ranging from 0 to 1. The fact that its value of 0.9574 is very near to 1 implies that the factor analysis on our data

set was successful, as a large proportion of the variance was explained by very few factors. A similar parameter is Cronbach's alpha, a measure of internal consistency of the variables in a data set (Buhagiar, 2002:31). Theta may be considered a maximized Cronbach's alpha coefficient (Predo, 2003).

According to Garson, a lenient cut-off of 0.6 is common in EFA. Alpha should be at least 0.7 or higher to retain an item in an "adequate" scale. When alpha is 0.7, the standard error of measurement will be over half (0.55) a standard deviation (Garson, 2005)

Analysis of Eigenvalues (larger than 1) indicated that two factors could be extracted. Eigenvalues of 17.11 and 3.52 were extracted. They explained 36,57 percent of the total variance.

{Place Figure 1 here}

Canonical correlation of the two factors were used. A canonical correlation is the correlation of two canonical (latent) variables. The purpose of canonical correlation is to explain the relation of the two sets of variables (Garson, 2005, Tabachnich & Fidell, 2001:177). Canonical correlation is considered a descriptive technique rather than a hypothesis testing procedure. The canonical correlation for the Burnout Inventory is as follows:

- Factor 1 - 0.9839
- Factor 2 - 0.9159

The factors correlate highly (0.98 & 0.91), however, the canonical correlation is the correlation of the independent and dependent canonical variates. It is possible for the canonical variates to correlate highly, yet each variate may not extract significant proportions of variance from their respective batteries of original variables (Garson, 2005).

The First canonical correlation is the one that explains most of the relationship, in this case, organization (Factor 1). As rule of thumb, (Garson,

2005) a dimension will be of interest if its canonical correlation is .30 or higher, corresponding to about 10% of the variance explained.

## **CHAPTER FOUR:     ARTICLE**

### **PSYCHOMETRIC PROPERTIES OF THE BURNOUT INVENTORY**

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#### **ABSTRACT**

The objective of this study was to assess the psychometric properties of the Burnout Inventor for employees in a selected organization in South Africa. A purposive, non-probability sample was used (N = 365). The Burnout Inventory and a biographical questionnaire were administered. Exploratory factor analysis with target rotations confirmed the construct equivalence of the questionnaire. Two internally consistent factors, namely, Organisation and Work-context were extracted.

#### **OPSOMMING**

Die doelstelling van hierdie studie was om die psigometriese eienskappe van die Burnout Inventory vir werknemers in n geselekteerde organisasie in Suid-Afrika te bepaal. 'n Doelgerigte nie-waarskynlikheidsteekproef is gebruik (N =

365). Die Burnout Inventory en biografiese vraelys is afgeneem. Verkennde Faktoranalise met teikenrotasies het die konstrukekwivalensie van die vraelys bevestig. Twee interne konsekwente faktore, organisasie en werkskonteks is onttrek.

#### Definition of Burnout

According to Dworkin, Saha and Hill (2003:108), the concept of burnout originated in the writings of the psychologist Freudenberger (1974). He first coined the term burnout to characterize a malady experienced by human service professionals who appear to 'wear out,' or reach a stage where they no longer are able to perform their tasks effectively, and sometimes even to care about their clients. Farber (1983:1) states, Freudenberger took a word that was used in the 1960's to refer to the effects of Chronic drug abuse ("burned out" on drugs) and used it to characterize the psychological state of certain volunteers who worked with him. Within a few months of working with him, these volunteers would appear more tired, depressed and apathetic than their clients for whom they were working. Even before Freudenberger, Graham Green (1961), wrote a novel about "a burnt-out case." While the book was popular, it didn't make burnout a household name. It was Freudenberger, Christina Maslach and Ayala Pines who popularized the concept (Farber, 1983: 2)

Pines and Aronson (1981) note that burnout is characterised by physical depletion, by feelings of helplessness and hopelessness, by emotional drain, and by the development of negative self concept and negative attitudes towards work, life, and other people....[It is a] sense of distress, discontent, and failure in the quest for ideals. Freudenberger and Richelson (1980) describe burnout as a state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward. They note that the seeds of burnout are contained in the assumption that the real world will be in harmony with [one's idealistic] dreams. (Farber, 1983:3)



Often, burnout seems to be intertwined with stress. According to Shaefeli & Buunk, (1996), as stated by Innstrand, Esnes & Mykletun (2004:119) burnout is different from job stress in several ways:

- It refers more to a breakdown in adaptation as a result of prolonged stress
- It is characterized by a multidimensional symptomatology, particular specific attitudes
- It seems partly to be the result of a high initial level of motivation

Maslach (2005:13) defines burnout as a psychological syndrome comprising of three factors, namely: exhaustion, cynicism and negative self-evaluation. According to Maslach (stated by Micklevitz, 2001), emotional exhaustion refers to employees feeling ever worked, cynicism refers to employees who show no personal concern for their client and negative self-evaluation refers to employees who show no feeling about their accomplishments on the job. Karger (1981) criticized the burnout literature for “privatizing” the nature of the problem to the human services sector. He argues that the burnout components of exhaustion and depersonalisation in particular have a high similarity with the well-known phenomenon of industrial alienation (as stated by Demerouti, Bakker, Nachreiner & Shaufeli (2001).

Burnout research has increasingly covered employees in other occupations; teacher burnout (Dworking,Saha and Hill, 2003), Burnout amongst ministers (Steyn,1991), and burnout in helping professions (Pines and Aronson, 1988).

Gil-Monte (2002:1) looked at the factorial validity of the Maslach Burnout Inventory – General Survey (MBI-GS) Spanish Version. The results show a valid and reliable questionnaire. A second study of the Factorial validity of the Maslach Burnout Inventory among Spanish professionals was also researched (Gil-Monte, 2005:1). “The results show that the MBI-HSS offers factual validity and its scales present internal consistency to evaluate the quality of working life for Spanish Professionals”.

In South Africa, the Maslach Burnout Inventory - General Survey was used in a study within the Police Services (Storm & Rothman, 2003). Results show that job demands, lack of resources and coping strategies predicted exhaustion. High job demands, lack of resources and coping were associated with higher exhaustion, and high active coping and low demands, avoidance and seeking emotional support were associated with higher cynicism.

Taris, Le Blanc, Schaufeli & Schreurs (2005:239-240) looked at the possible causal relationship between the dimensions of the Maslach Burnout Inventory. The three dimensions being, (1) emotional exhaustion, (2) depersonalization and (3) reduced personal accomplishment. The best known model (one of three), proposed for the causal relationship has been the Leiter and Maslach (1988) model. It draws on the idea that burnout occurs in response to chronic job stress. High job demands trigger emotional exhaustion, resulting in workers withdrawing themselves psychologically from the people they work with, in an attempt to cope with the stressors.

The study found that none of the three methods could be preferred. Not only due to methodological limitations or lack of empirical support, but Taris, Blanc, Schaufeli & Schreurs (2005:240) also believe there are conceptual reasons for not accepting the models.

According to Cordes and Dougherty (1993), there are several determinants that contribute to emotional exhaustion. These are:

- High expectations - Some employees place high, unrealistic expectations on themselves and the organisations they work in. This causes emotional exhaustion for the employee when he/she tries to achieve these expectations.
- Work overload – This situation forces employees to spend more time on their work than they can or should be.
- Role conflict – At times, organisations place conflicting demands on employees. This causes frustration, leaving employees emotionally exhausted.
- Interpersonal interactions – Frequent/constant interpersonal interaction at work can be more taxing on individuals leaving them exhausted.

- High Involvement – Employees who place a high importance on their jobs are found to more emotionally exhausted.

The next factor of burnout, namely cynicism, refers to an individual's detachment from work and usually takes place after emotional exhaustion. In the human services, for example, this would entail employees treating people like objects instead of people. Cynicism is a coping mechanism that is viewed as not only acceptable but also professional.

The last factor of burnout takes place when employees think “that one's accomplishments on the job fall short of one's expectations, leading to negative evaluations of one's performance on the job” (Barnett, Brennan & Gareis, 1999:66).

### The Burnout Inventory

In the Burnout Inventory, as stated by Warley, several factors make up the three factors i.e. Work-context factors, Organisational factors, and Alienation factors (Warley, 1992).

#### *Work Context Factors*

The work-context factors linked to burnout were used in the construction of the Burnout Inventory and are based on those identified by Hackman and Oldham(1974,1975) Hill (1975), Miller and Carey (1979), Vaugh (1975) and Warley (1983) (Warley, 1992):

1. *Boredom*: The degree to which an employee feels that his or her work is monotonous, uninteresting, and dull;
2. *Upward Communication*: The degree to which an employee's position requires direct communication with individuals in higher positions;
3. *Decision Influence*: The degree to which an employee's position provides substantial opportunity for independent decisions and control in areas of personal responsibility;
4. *Growth opportunities*: The degree to which an employee's position provides opportunities for personal growth and development in work related skills and/ or knowledge;

5. *Personal Control*: The degree to which an employee's position allows him or her to function autonomously;
6. *Salary*: The degree to which the salary an employee receives is appropriate compensation for the work required in the position;
7. *Task Identity*: The degree to which an employee's position requires the completion of a whole and identifiable piece of work;
8. *Task Responsibility*: The degree to which an employee's position demands personal accountability and responsibility for the tasks performed by the employee;
9. *Task Significance*: The degree to which an employee's position had a substantial impact on the lives and work of others;
10. *Skill Variety*: The degree to which an employee's position requires a variety of different activities and involves the use of many different skills and talents;
11. *Specialized Skills*: The degree to which an employee's position requires a highly complex level of skill or expertise in a specialized area;
12. *Supervisor Support*: The degree to which an employee's immediate supervisor supports the employee's work efforts; and
13. *Work Load*: The degree to which an employee perceives his or her workload to be heavy, light, or satisfactory.

While a great deal of research has been devoted to identifying the sources of workplace stress and its links to adverse health and organisational outcomes, few studies have focused on interventions which are meant to improve working environments (Kompier & Cooper, 1999, Whatmore et al. 1999). In a review of burnout literature published over the last 15 years, Sondergard et al. (198) found only 18 intervention studies (Innstrand, Espnes & Mykeltun, 2004:120).

### *Organisational Factors*

According to Miner, Branch, Steiner, Peters and Waterman and Stonich (as stated by Warley, 1992), leadership effectiveness, planning, clarity of policies and procedures and organisational philosophy or mission is organisational

factors that influence employees work. The absence of these factors may contribute to employee burnout (Warley, 1992).

1. *Leadership Effectiveness*: The degree to which an employee perceives the organizational leadership as effective in terms of getting work done and inspiring excellence;
2. *Planning*: The degree to which an employee perceives that planning is an integral part of organizational processes;
3. *Clarity of Policies and Procedures*: The degree to which an employee perceives that organizational policies and procedures are clearly articulated and meaningful; and
4. *Organizational Philosophy/Mission*: The degree to which an employee perceives the organization's philosophy/mission as guiding people's work throughout the organization

According to Huang, Chuang & Lin (2003), employees reporting higher levels of burnout are more likely to intend to quit their jobs. On the other hand, there is not much research regarding the association of perception of politics with burnout. Burnout can represent a particular type of stress, because it has been studied primarily as a pattern of responses resulting from a variety of stressors. If so, burnout might be related to perceptions of politics, since politics can be seen as a work-related stressor. It has been suggested that if an employee perceives a higher level of organisational politics, he or she will report a corresponding higher level of job anxiety.

#### *Alienation Factors*

The Alienation factors developed for the inventory is based on Seeman's writings on worker alienation (1959, 1973), (Warley, 1992).

1. *Meaninglessness*: An employee's expectancy that his or her future will not be good in a current position or profession;
2. *Cultural estrangement*: An employee's assignment of low reward value to goals that are typically highly valued by the organization;
3. *Powerlessness*: An employee's expectancy that his or her own behavior will not determine the outcomes or reinforcements that he or she seeks;
4. *Social Isolation*: An employee's sense of exclusion or rejection;

5. *Work-Activity Estrangement*: The degree to which the activities and tasks of an employee's position no longer bring the employee enjoyment or satisfaction; and
6. *Worker Alienation*: The degree to which an employee disassociates from a work identity to which he or she claims membership by virtue of practice, certification, or employment.

Dean Dwight (1961) quotes Melvin Seeman's article "On the Meaning of Alienation": There are, it seems to me five basic ways in which the concept of alienation has been used. ... Powerlessness ... the expectancy or probability held by the individual that his own behaviour cannot determine the occurrence of the outcomes, or reinforcements, he seeks. ... Meaninglessness ... the individual is unclear as to what he ought to believe. ... Normlessness ... [denoting] a situation in which the social norms regulating individual conduct have broken down or are no longer effect as rules for behaviour. ... Isolation ... [wherein] the alienation ... assign low reward value to goals or beliefs that are typically highly valued in the given society. ... [and] Self-estrangement ... [meaning that the] notion of the loss of intrinsically meaningful satisfactions ... [and] the degree of dependence of the given behaviour upon anticipated future rewards.

According to Islam, Marx saw alienation as estrangement and as being foreign (entfremdung) to one's self. He viewed it as the separation of man from his product, from his self, society and nature. For him it is the debasement of personality and dehumanization of man.

- Alienation from one's product

The products do not belong to the worker, but to the capitalists, who do not produce the products but dispose of them for profit. Marx concluded that the more workers put into the products of their labour, the more they lose (Steyn, 1991:57). The product becomes alien to him. He has a feeling of misery rather than well-being (Islam).

- Alienation from labour

Labour is the activity through which production is carried out, hence offering man the opportunity for self-realisation (Islam). However, work loses its meaning when the worker does not have any say in the product itself. Long hours and repetition does not require imagination or creativity. Human being become machines and the fact that machines have taken over many jobs would most probably not have surprised Marx (Steyn, 1991:57).

- Alienation from society

In a capitalist society, human labour is transformed into commodity in yet another and a more direct way. The worker has to sell his labour in return for wages. But, for Marx wage is also the product of alienation and in itself alienating (Islam). Marx did not believe that capitalism could unite people because they are forced to compete and social contacts did not provide close friendships. Capitalism alienates the individual not only from the world in which he lives but also from other humans. Because of this he becomes estranged in his social relations (Steyn, 1991:58).

- Alienation from self

According to Steyn, (1991) the phenomenon that concerns Marx most is the dehumanisation of the person. Man's loss of independence, his impoverishment, his estrangement from other persons, and his involvement in labour that is devoid of originality, spontaneity and creativity are aspects of his estrangement from his true nature. This depersonalisation of the individual leads to the experience of alienation (Steyn, 1991:58).

### Causes of Burnout

Cherniss (1980:43) defines burnout as a transactional process that begins with Job stress. Stress contributes to strain and efforts by individuals and groups to cope with that strain lead to the emotional detachment and

withdrawal commonly associated with burnout. To prevent burnout, 'job stress would be a logical starting point'.

Bennet (1991:125) states that causes of stress lies partly within the individual's personality, but mostly within the environment in which the individual exists. At work, common causes of stress include the following:

- ambiguity over which tasks should take priority during the working day,
- unclear self-identities, confusions over individuals roles in management hierarchies,
- perceptions by individuals that they are not competent at their jobs, frustration and the feeling that promotion opportunities have been unfairly blocked,
- feelings of personal inadequacy and insecurity,
- conflicting demands put on people by superiors who impose different, incompatible objectives,
- lack of communication with superiors and colleagues,
- bad personal relationships with fellow employees, customers, suppliers, or other contracts outside the organisation.

Farber (1983:5) states, those who work in institutional rather than private settings are often faced with stresses endemic to organisational structures, most notably role ambiguity, role conflict, and role overload (Caplan & Jones, 1975; French & Caplan, 1972; Kahn, 1974; Tosi & Tosi, 1970). Role ambiguity is associated with a lack of clarity regarding a worker's rights, responsibilities, methods, goals, status, or accountability. According to Gowler and Legge (1975), individuals in organisations are likely to become stressed if, "on the one hand, they feel they must achieve, and on the other, the success criteria which define and evaluate their achievement are ambiguous. Other factors that may lead to role ambiguity include the increasing complexity of tasks and technology, the rapidity of organisational change, and the interconnectedness of organisational positions. Role conflict occurs when inconsistent, incompatible, or inappropriate demands are placed upon an individual. Role conflict may occur when an individual's values and ethics conflict with those of his or her supervisor. Office politics, competition for status and promotion, and territorial disputes over roles and responsibilities



can precipitate role conflict. Role overload is one of the most common complaints among those who work in organisations. There may be a qualitative aspect of role overload as well, when increasingly complex work requires skills or abilities that are beyond an individual's current level of functioning.

According to Maslach & Leiter, (as stated by Jenkins, 2005; Rothmann, 2003) burnout is not a matter of weakness or poor attitude in individual employees. It is a problem of social environment in the workplace caused by "major mismatches" between the nature of the person doing the job and the nature of the job itself. The greater the mismatch, the greater the potential for burnout.

Below are some mismatches their research has revealed:

- Overloaded work schedule: Too little time and too few resources to accomplish the job.
- Lack of control: Reducing costs is primary over needs of clients or employees.
- Insufficient reward: Both internal and external rewards could result in a mismatch
- Breakdown of community: Faster paced work destroys the sense of community among coworkers, which further disrupts our job performance.
- Unfair treatment of workers: If evaluations, promotions, and benefits are not applied fairly, the organization cannot be trusted by the employee.
- Conflict of values: Performing tasks we feel are unethical or which go against our personal values undermines our ability to believe in the worth of the work we do.

### Stages of Burnout

According to Sturdevant (quoted by Steyn 1991:44), burnout is progressive, occurring over a period of time. She names five stages :

- (vi) the honeymoon phase, when energy level, enthusiasm and job satisfaction levels are high;
- (vii) the disillusionment phase sets in as a person begins to realise that expectations are unrealistic and a person feels that something is wrong but cannot pinpoint it. He tries harder to reach goals, but ends up feeling bored, frustrated and lacking in self confidence;
- (viii) the next stage of brownout is characterised by fatigue, irritability, sleep disturbances, escapism, deterioration in handwriting and decreased productivity;
- (ix) the fourth stage is frustration which is marked by anger, loss of enthusiasm, cynicism, detachment, and physical illness;
- (x) the final stage is despair, which includes a tremendous feeling of failure, pessimism, self-doubt, loneliness, emptiness and physical illness.

#### Aims and Hypotheses

The aim of this study was to determine the construct equivalence, factorial validity and internal consistency of the Burnout Inventory for workers in a selected organization in South Africa.

## METHOD

### *Participants*

A purposive sample of 365 respondents completed the Burnout Inventory. The biographical information of the respondents is set out in Table 1 of the article. Of the 46 percent male and 54 percent female participants to the survey, the sample was made up of 34.5 percent Black, 17.5 percent Coloured, 18.4 percent Indian and 29.6 percent White. In terms of age, 18.4 percent represented the 18-25 age group, 35.9 percent represented the 26-35 age group, 29 percent represented the 36-45 age group, 13.4 percent represented the 45-55 age group, and 3.3 percent represented the 56 and above age group. In terms of Language, 32.6 percent indicated English, 35.9

percent indicated Afrikaans and 31.5 percent indicated one of the nine African languages as their first language. With regards to the qualification category, 41.4 percent had matriculated while 58.6 percent had a tertiary qualification. In terms of nature of positions, 36.7 percent were in clerical positions, 17.3 percent were in consultant positions, 21.9 percent were in specialist positions, 13.4 percent were in supervisory positions and 10.7 percent were in managerial positions.

[Place Table 1 here]

### *Measuring Instrument*

The instrument used was the Burnout Inventory developed by Warley R. The instrument consists of three content areas of Burnout, namely, organisation, work-context and alienation. It comprises of a 73 items. The items are anchored in the form of a 6-point scale ranging from 'strongly agree', to 'strongly disagree'. According to Warley, W.R (1992), no reliability or validity data are available on the Burnout Inventory, but it does have face validity.

### *Data Analysis*

Descriptive statistics were calculated in respect of the Burnout Inventory. These statistics included a descriptive analysis of the biographical data as well as the content items of the instrument.

In addition the reliability and validity of the Burnout Inventory were also determined by the Cronbach's alpha coefficients, as well as exploratory factor analysis. The SAS program was employed to do the necessary analysis.

The descriptive statistics and alpha coefficients of the Burnout Inventory are given in Table 2.

The Mean, standard deviation, skewness and kurtosis reflect how the participants responded to the different scales. It is evident from the Table that the 2 scales are normally distributed with negative skewness. Skewness

values are less than 1, hence indicating that the distribution does not differ significantly from a normal distribution.

[Place Table 2 here]

The internal consistencies of the Burnout Inventory is acceptable according to the guideline of 0.7 (Garson, 2005). It is consistent with the finding of a Cronbach alpha of 0.95 for Organisation scale, and 0.9 for Work-context scale.

[Place Table 3 here]

The exploratory factor analysis of the Burnout inventory was evaluated in this study by means of factor analysis. Factor analysis is a statistical technique used to discover which variables in the set form coherent subsets that are relatively independent of one another (Tabachnick & Fidell, 2001:582). Factor analysis examines how underlying construct influences the responses on a number of variables (DeCoster, 1998). It reduces a larger number of variables to a smaller number of factors (Garson, 2005; Tabachnick & Fidell, 2001:582). EFA seeks to determine the number of factors influencing a measure and the strength of the relationship between each factor and measure (DeCoster, 1998), by grouping together variables that are correlated (Tabachnick & Fidell, 2001:583). EFA is the most common form of factor analysis, and one uses factor loadings to determine the factor structure of the data (Garson, 2005). Usually, performed in the early stages of research, it provides a tool for generating hypotheses about underlying processes (Tabachnick & Fiddel, 2001:584).

The reliability and validity of the Burnout Inventory were determined by means of Cronbach's alpha coefficients, as well as exploratory analysis. The mean, standard deviation, skewness and kurtosis were determined to describe the data. Exploratory factor analysis with oblique, direct quartimin, rotation was used to determine the construct equivalence of the Burnout Inventory.

## RESULTS

An exploratory factor analysis with a oblique, direct quartimin rotation was carried out on the 73 items of the Burnout Inventory on three factors. Analysis of Eigenvalues and scree plot indicate that two factors could be extracted. The pattern matrix of the Burnout Inventory on three factors was used as input for EFA. The Pattern Matrices are reported in Table 5.

[Place Table 5 here]

Kaiser criterion was one of the criteria used when determining the number of factors to be used. The Kaiser rule is to drop all components with eigenvalues less than 1.0 (Garson, 2005).

The scree plot was used to determine the number of factors on the 3 factor and 2 factor solution. The Catell scree plots the components as the X-axis and the corresponding eigenvalues as the Y-axis. When the curve makes an elbow after the drop of the eigenvalues, Catell's scree tests says to drop all further components after the one starting the elbow (Garson, 2005). According to Kim & Meuller 1978b: 44), Cattell describes, beyond this point as "factorial litter or scree".

Analysis of Eigenvalues (larger than 1) indicated that two factors could be extracted. Eigenvalues of 17.11 and 3.52 were extracted. They explained 36,57 percent of the total variance.

[Place figure 1 here]

Items that indicated a problematic loading were removed.

{Place table 6 here}

The result was a 53 item Inventory that loaded on 2 factors, organization and work-context. Alienation was not identified as a factor on its own.

[Place Table 7 here]

## DISCUSSION

The aim of this study was to assess the psychometric properties of the Burnout Inventory for workers in a selected organization in South Africa.

Exploratory Factor analysis was used to factor analyse the Burnout inventory. The inventory claimed to measure 3 factors, namely, organization, work-context and alienation. After Oblique factor rotation, 20 items were deleted from the original Burnout Inventory, resulting in a 53-item scale. Items 3, 8, 10, 15, 19, 20, 21, 23, 24, 25, 29, 36, 45, 47, 50, 54, 58, 59, 63 and 70 were removed due to problematic loadings. A two factor structure of the Burnout Inventory was confirmed after the removal of the 20 items. The two factors, namely organization and work-context was made up of 28 items and 25 items, respectively.

Farber (1983:6-11) mentions work related factors and social, economic and historical factors as contributors to Burnout. Work related factor comprises role ambiguity, role conflict and role overload. With social, economic and historical factors, suggestion is made that burnout may be a symptom of broader social concerns. Cherniss (as stated by Farber, 1983:7) noted that there are sources of burnout at the individual, organizational and societal level. He continues by asking whether burnout is not just a current word for what used to be “worker alienation”.

In spite of theory acknowledging alienation as a factor, alienation was not confirmed in the revised Burnout Inventory, and items claiming to measure alienation loaded on the two factors. Future research is necessary to further validate the Burnout Inventory, and this results, should be interpreted with caution.

Reliability Analysis confirmed sufficient internal consistency of the subscales. The reliability analysis result's of the instrument, is quite high (0.9571). The

two factors are acceptable with measures of 0.95 for organization and 0.90 for work-context. No reliability or validity tests have previously been done on the Burnout Inventory to compare to.

## LIMITATIONS AND RECOMMENDATIONS

Several limitations and recommendations flows from this study:

- The sample size (365) was big enough for this study, but will have to be much bigger if it is to make comparisons of groups based on race, gender, etc.
- The culture of the organization used is very informal. Policies and procedures are of the minimum and management discretion is often encouraged. The company's people philosophy boasts that "people are inherently good" hence there is no need for a policy. In South Africa, there are not many companies that endorse a culture as this organization. Hence the sample may yield different results if used in a different organization in South Africa.
- From a survey research perspective, the researcher was not present when the respondents completed the questionnaires. Hence, respondents would not have been able to request clarification of the questions from the researcher and this could have had an impact on the results.
- Studies are needed regarding the construct validity and construct equivalence of the Burnout Inventory in other organizations.
- It is recommended that future studies look at the effects of burnout in the long term. This would have an impact on how organizations deal with employees experiencing burnout, and how to prevent future occurrences.
- The validation of the Burnout Inventory, as reported in this article, opens the possibility to further develop the research field of Burnout in South Africa, as suggested in these recommendations.
- The scree plot and Eigenvalues were used to determine the number of factors. According to Kim and Mueller (1978:45) some researchers argue that scree tests are subjective because it is not uncommon to find more than one major break in the root graph and there is no unambiguous rule to use. Hence, there may be more factors, further research is necessary.



**Table 1**

BIOGRAPHICAL INFORMATION OF THE RESPONDENTS				
	Frequency	Percentage	Valid %	Cumulative %
<b>GENDER</b>				
Male	168	46.0	46.0	46.0
Female	197	54.0	54.0	100
<b>Total</b>	365	100	100	
<b>AGE</b>				
18-25	67	18.4	18.4	18.4
26-35	131	35.9	35.9	54.2
36-45	106	29.0	29.0	83.3
45-55	49	13.4	13.4	96.7
56+	12	3.3	3.3	100
<b>Total</b>	365	100	100	
<b>RACE</b>				
Black	126	34.5	34.5	34.5
Coloured	64	17.5	17.5	52.1
Indian	67	18.4	18.4	70.4
White	108	29.6	29.6	100
<b>Total</b>	365	100	100	
<b>HOME LANGUAGE</b>				
English	119	32.6	32.6	32.6
Afrikaans	131	35.9	35.9	68.5
Sepedi	23	6.3	6.3	74.8
Setswana	9	2.5	2.5	77.3
Xhosa	15	4.1	4.1	81.4
Zulu	22	6.0	6.0	87.4
Sesotho	17	4.7	4.7	92.1
Tsonga	3	0.8	0.8	92.9
Ndebele	11	3.0	3.0	95.9
Venda	7	1.9	1.9	97.8
Swazi	8	2.2	2.2	100
<b>Total</b>	365	100	100	
<b>QUALIFICATION</b>				
Grade 12	151	41.4	41.4	41.4
Certificate	65	17.8	17.8	59.2
Diploma	77	21.1	21.1	80.3
Degree	50	13.7	13.7	94.0
Postgraduate	22	6.0	6.0	100
<b>Total</b>	365	100	100	



NATURE OF POSITION				
Clerical	134	36.7	36.7	36.7
Consultant	63	17.3	17.3	54.0
Specialist	80	21.9	21.9	75.9
Supervisory	49	13.4	13.4	89.3
Managerial	39	10.7	10.7	100
Subtotal	365	100	100	
<b>Total</b>	365	100		

**Table 2**

<b>Descriptive Statistics on the Burnout Inventory</b>					
<b>Item</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>	<b>Alpha</b>
Organisation	3.86	0.90	-0.27	-0.18	0.95
Work-Context	4.32	0.75	-0.34	-0.26	0.90
Alpha (All) = 0.96					



**Table 3**

<b>Reliability Analysis : Burnout Inventory</b>		
<b>Question no</b>	<b>Squared Multiple Correlation</b>	<b>Alpha if Item Deleted</b>
Q1	0.66175	0.9561
Q2	0.70207	0.9558
Q4	0.56779	0.9568
Q5	0.61850	0.9566
Q6R	0.52842	0.9569
Q7	0.60236	0.9562
Q9	0.55685	0.9567
Q11R	0.62401	0.9561
Q12	0.67774	0.9556
Q13R	0.69909	0.9559
Q14	0.63887	0.9562
Q16	0.58417	0.9565
Q17R	0.58642	0.9566
Q18R	0.36657	0.9573
Q22	0.65921	0.9560
Q26	0.67851	0.9562
Q27R	0.65519	0.9559
Q28	0.76362	0.9557
Q30	0.66482	0.9557
Q31R	0.61836	0.9563
Q32R	0.41030	0.9574
Q33	0.64143	0.9562
Q34	0.54899	0.9562
Q35	0.73779	0.9560
Q37R	0.48667	0.9566
Q38R	0.50446	0.9568
Q39	0.71203	0.9559
Q40	0.71221	0.9560



Q41R	0.51705	0.9570
Q42R	0.47551	0.9568
Q43	0.73634	0.9556
Q44	0.69538	0.9558
Q46R	0.59075	0.9566
Q48	0.74307	0.9558
Q49	0.73838	0.9558
Q51	0.75012	0.9555
Q52R	0.67645	0.9560
Q53	0.44273	0.9568
Q55R	0.59443	0.9570
Q56	0.67224	0.9555
Q57	0.74988	0.9561
Q60R	0.59438	0.9561
Q61	0.63774	0.9560
Q62	0.50103	0.9571
Q64	0.57425	0.9562
Q65R	0.62751	0.9560
Q66	0.54426	0.9563
Q67	0.58117	0.9562
Q68R	0.52632	0.9565
Q69	0.58355	0.9572
Q71	0.69322	0.9560
Q72R	0.70986	0.9561
Q73	0.69071	0.9559
Alpha for all variable = 0.9571		

**Table 4**

<b>Reversed Items</b>	
Q3	My pay is inadequate for the work I do.
Q6	Communication with key people at work is difficult for me.
Q8	I feel indifferent about my work.
Q10	Even if I did a poor job in my work, I would receive little or no criticism about it.
Q11	Because there is no future in my present position, I will probably seek another position
Q13	The activities and tasks of my work bring me little or no enjoyment or satisfaction
Q17	I cannot make up my mind about whether the goals of my job are important to me
Q18	My work has little or no influence on the lives or work of others.
Q19	I have more work that I can handle effectively.
Q20	My immediate supervisor seldom gives me information about my work performance
Q23	I am leaving my job as soon as possible.
Q25	I feel inadequately compensated for my work.
Q27	I have no power to accomplish my objectives in my current position
Q29	My future is limited in my current position
Q31	I frequently feel that my work does not make any difference to anyone
Q32	The activities and tasks of my work bring me only moderate enjoyment or satisfaction
Q36	I do not have enough work to do.
Q37	My immediate supervisor is antagonistic toward me.
Q38	I no longer want to be associated with my colleagues at work.
Q41	I lack the inner drive to do my work effectively.
Q42	I cannot make my mind up about whether I should leave my job.
Q45	I have insufficient power to accomplish my objectives in my current position
Q46	The organisation's mission is vague.
Q55	Even when given the opportunity, I have little association with my colleagues at work



Q59	My work is part of a process with no identifiable beginning and end
Q60	The leadership of this organization needs much improvement.
Q63	There are few prospects for personal growth and development in my work
Q65	Management makes decisions about my work without seeking my advice
Q68	It is difficult to get my work done, because my supervisor is seldom available for consultation
Q70	I would prefer working for someone else other than my immediate supervisor
Q72	My work is boring.

**Table 5**

<b>Pattern Matrix of the Burnout Inventory for 3 factors</b>			
	<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>
Q1	0.144	0.535	-0.165
Q2	0.559	0.184	-0.232
Q3R	0.032	-0.019	-0.091
Q4	0.047	0.387	0.152
Q5	0.368	0.103	0.278
Q6R	0.128	0.300	0.085
Q7	0.152	0.490	0.054
Q8R	0.318	0.431	0.086
Q9	-0.051	0.590	-0.209
Q10R	-0.150	-0.050	0.217
Q11R	0.453	0.190	0.094
Q12	0.582	0.184	-0.060
Q13R	0.032	0.687	0.127
Q14	0.377	0.233	-0.281
Q15	0.220	0.431	-0.357
Q16	0.471	0.082	-0.242
Q17R	0.155	0.337	0.317
Q18R	0.041	0.274	0.323
Q19R	0.285	0.110	0.092
Q20R	0.327	-0.052	0.321
Q21	0.215	0.518	-0.154
Q22	0.734	-0.081	-0.032
Q23R	0.249	0.542	-0.035
Q24	0.264	0.204	0.163
Q25R	0.162	0.141	-0.060
Q26	0.753	-0.146	0.155
Q27R	0.309	0.396	0.251
Q28	-0.019	0.814	-0.202
Q29R	0.373	0.296	0.207
Q30	0.617	0.161	-0.058



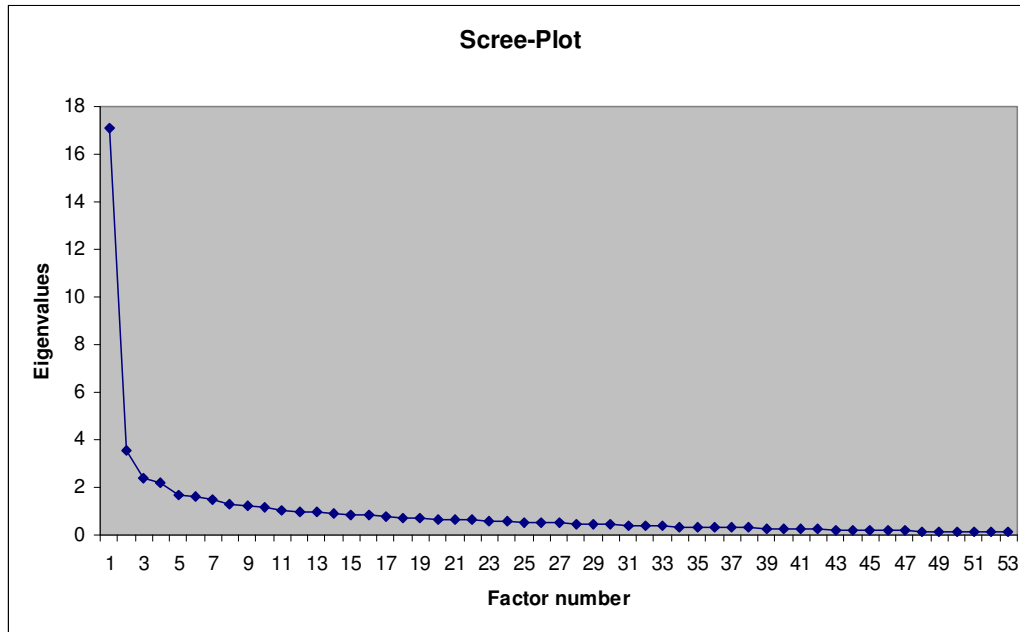


Q31R	0.131	0.460	0.164
Q32R	-0.038	0.382	0.002
Q33	0.075	0.546	-0.034
Q34	0.573	0.013	0.037
Q35	0.077	0.607	-0.017
Q36R	0.066	-0.055	0.324
Q37R	0.196	0.327	0.152
Q38R	0.075	0.389	0.067
Q39	0.773	-0.069	0.088
Q40	0.438	0.271	-0.332
Q41R	-0.028	0.430	0.349
Q42R	-0.090	0.566	0.066
Q43	0.803	-0.001	-0.161
Q44	0.534	0.205	-0.259
Q45R	0.293	0.223	0.115
Q46R	0.450	0.036	0.140
Q47	0.486	0.300	0.045
Q48	0.589	0.219	0.044
Q49	0.676	0.072	-0.230
Q50	0.326	0.539	-0.057
Q51	0.746	0.055	-0.070
Q52	0.053	-0.756	0.078
Q53	0.463	-0.023	0.066
Q54	0.225	0.083	0.469
Q55R	0.604	0.444	0.240
Q56	0.651	0.163	0.043
Q57	-0.044	0.722	-0.072
Q58	0.238	0.449	-0.335
Q59R	-0.024	0.241	0.124
Q60R	0.734	-0.104	0.256
Q61	0.704	-0.027	-0.101
Q62	0.050	0.308	0.375
Q63R	0.103	0.222	0.000



Q64	0.384	0.237	0.028
Q65R	0.439	0.244	-0.118
Q66	0.512	0.109	-0.206
Q67	0.392	0.259	-0.288
Q68R	0.183	0.369	-0.059
Q69	0.120	0.212	0.413
Q70R	0.271	0.390	-0.162
Q71	0.805	-0.146	0.064
Q72R	-0.075	0.774	-0.014
Q73	0.425	0.321	-0.348

**Figure 1 : SCREE PLOT**



**Table 6**

<b>Removed Items</b>	
Q3	My pay is inadequate for the work I do
Q8	I feel indifferent about my work
Q10	Even if I did a poor job in my work, I would receive little or no criticism
Q15	My immediate supervisor is very supportive of my work efforts
Q19	I have more work than I can handle effectively
Q20	My immediate supervisor seldom gives me information about my work
Q21	I feel a high level of self-motivation to do my work
Q23	I am leaving my job as soon as possible
Q24	My work has clear beginnings and endings
Q25	I feel inadequately compensated for my work
Q29	My future is limited in my current position
Q36	I do not have enough work to do
Q45	I have insufficient power to accomplish my objectives in my current position
Q47	I have opportunities for my personal growth and development in my work
Q50	The activities and tasks of my work bring me both enjoyment and satisfaction
Q54	I have a clear sense of being personally accountable for the quality and quantity of work that I do
Q58	Communication between me and my immediate supervisor is good
Q59	My work is part of a process with no identifiable beginning and end
Q63	There are few prospects for personal growth and development in my work
Q70	I would prefer working for someone else other than my immediate supervisor

**Table 7**

<b>Pattern Matrix of the Burnout inventory</b>			
<b>Item</b>		<b>Factor 1</b>	<b>Factor 2</b>
Q1	I have many chances for learning new and interesting things in my work	0.222	0.448
Q2	The policies and procedures of the organisation are well articulated	0.636	0.104
Q4	My work has visible outcomes; I can see how it fits with the whole of the organisation.	0.018	0.452
Q5	Planning contributes directly to the ongoing activities of this organisation.	0.305	0.181
Q7	I have enough power to accomplish my objectives in my current position	0.163	0.477
Q9	I have freedom in scheduling my work	0.031	0.511
Q12	The leadership of this organisation inspires excellence	0.630	0.137
Q14	Management involves me in the decision that influences my work	0.456	0.149
Q16	The planning done in this organisation reflects the input of most employees.	0.539	0.004
Q22	This organisation's policies and procedures are objective and workable	0.755	-0.109
Q26	The organisation's philosophy/mission is clearly reflected in the way work is carried out	0.710	-0.127
Q28	My work is interesting	0.079	0.732
Q30	The leadership of this organisation is competent	0.661	0.102
Q33	I control how my work is performed	0.093	0.544
Q34	The day-to-day activities of this organisation are supported by timely planning	0.566	0.026
Q35	The goals of my job are very important to me	0.097	0.609
Q39	This organisation's policies and procedures are flexible enough to allow attainment of goals	0.762	-0.084

Q40	I have great respect for my immediate supervisor's capabilities	0.547	0.130
Q43	This organisation has a well-articulated philosophy/mission that guides employees in their work	0.861	-0.082
Q44	When management is considering a change in my areas of responsibilities, I am consulted	0.621	0.103
Q48	My future is good in my current position	0.598	0.183
Q49	In this organisation, planning involves most employees.	0.747	-0.022
Q51	The leadership of this organisation is effective	0.792	-0.010
Q53	My work load is about right	0.447	-0.019
Q56	The philosophy of this organisation creates a positive work environment	0.669	0.125
Q57	I am committed to my work	-0.005	0.707
Q61	In this organisation, policies and procedures support individual efforts	0.740	-0.069
Q62	My work has substantial impact on the lives or work of others	-0.041	0.419
Q64	I have a satisfactory level of autonomy in my work	0.388	0.234
Q66	I receive appropriate compensation for the work I do	0.583	0.018
Q67	I receive sufficient feedback from my supervisor about my work performance	0.494	0.130
Q69	When given the opportunity, I actively associate with my colleagues at work	0.012	0.328
Q71	The mission of this organisation is clearly defined	0.790	-0.148
Q73	My supervisor provides me with enough information to do my work	0.550	0.166
QQ6	Communications with key people at work are difficult for me	0.124	0.315
QQ11	Because there is no future in my present position, I will probably seek another position.	0.466	0.159

QQ13	The activities and tasks of my work bring me little or no enjoyment or satisfaction	0.061	0.657
QQ17	I cannot make up my mind about whether the goals of my job are important to me.	0.102	0.405
QQ18	My work has little or no influence on the lives or work of others	-0.028	0.352
QQ27	I have no power to accomplish my objectives in my current position	0.272	0.435
QQ31	I frequently feel that my work does not make any difference to anyone	0.131	0.465
QQ32	The activities and tasks of my work bring me only moderate enjoyment or satisfaction	0.013	0.316
QQ37	My immediate supervisor is antagonistic towards me	0.184	0.314
QQ38	I no longer want to be associated with my colleagues at work	0.075	0.392
QQ41	I lack the inner drive to do my work effectively	-0.104	0.511
QQ42	I cannot make my mind up about whether I should leave my job	-0.089	0.591
QQ46	The organisation's mission is vague	0.424	0.059
QQ52	The goals of my work are no longer important to me	0.004	0.714
QQ55	Even when given the opportunity, I have little association with my colleagues at work	-0.082	0.484
QQ60	The leadership of this organisation needs much improvement	0.666	-0.062
QQ65	Management makes decisions about my work without seeking my advice	0.490	0.168
QQ68	It is difficult to get my work done, because my supervisor is seldom available for consultation	0.220	0.314
QQ72	My work is boring	-0.027	0.745

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## **APPENDIX 1: BURNOUT INVENTORY**

Dear Sir / Madam

I am currently studying towards my Master's degree in Industrial Psychology at the University of Pretoria. One of the requirements of this degree is the undertaking of a supervised research project.

My area of study is broadly on Burnout. More specifically, the purpose of the study is to examine whether the enclosed instrument, which should measure the potential for Burnout, actually does.

Your participation in this study is completely **voluntary**. Confidentiality will be ensured, as you are not required to provide any identifying characteristics on the questionnaire and your name does not appear on the questionnaire at all. All the information will be treated with the strictest of confidence as only general trends rather than individual responses will be reported. Also, no persons in your organisation will have access to your responses. The information will only be used for research purposes.

If you choose to participate in this study, you will be required to complete the enclosed questionnaire. This should take no more than thirty minutes.

As there are no right or wrong answers to the questionnaire, please ensure that you respond honestly and accurately. The ***Burnout Inventory Scoring Sheet*** (p 11-15) can be scored and kept, and only return the completed questionnaire to me (p 1-10). Your cooperation will be greatly appreciated.

Thank you for the time taken to participate in this study.

Yours sincerely

Telsa Ria Karodia



## Biographical Information

### 1. Gender

- Male
- Female

### 2. Age

- 18 – 25
- 26 – 35
- 36 – 45
- 46 – 55
- 56 +

### 3. Home Language

- English
- Afrikaans
- Zulu
- Xhosa
- Ndebele
- Venda
- Swati
- Sesotho
- Sepedi
- Tsonga
- Tswana



## Qualification

- Grade 12
- Certificate
- Diploma
- Degree
- Postgraduate Degree

## Race

- Black
- Coloured
- Indian
- White

## Nature of Position

- Clerical
- Consultant
- Specialist
- Supervisory
- Managerial

### Instructions

For each of the seventy-three statements in this inventory, refer to the following scale and decide which option corresponds to your level agreement with the statement.

Example: I feel I have achieved success in life.

(Circle the most applicable number)

1	2	3	4	5	6
---	---	---	---	---	---

Key: Indicate the extent of your agreement or disagreement with the following statements. Circle the number that denotes your opinion or attitude in each case.

Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

1. I have many chances for learning new and interesting things in my work

1	2	3	4	5	6
---	---	---	---	---	---

2. The policies and procedures of the organisation are well articulated

1	2	3	4	5	6
---	---	---	---	---	---

3. My pay is inadequate for the work I do

1	2	3	4	5	6
---	---	---	---	---	---

4. My work has visible outcomes; I can see how it fits with the whole of the organisation.

1	2	3	4	5	6
---	---	---	---	---	---

5. Planning contributes directly to the ongoing activities of this organisation.

1	2	3	4	5	6
---	---	---	---	---	---

6. Communications with key people at work are difficult for me.

1	2	3	4	5	6
---	---	---	---	---	---

7. I have enough power to accomplish my objectives in my current position.

1	2	3	4	5	6
---	---	---	---	---	---

8. I feel indifferent about my work.

1	2	3	4	5	6
---	---	---	---	---	---

Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

9. I have freedom in scheduling my work.

1	2	3	4	5	6
---	---	---	---	---	---

10. Even if I did a poor job in my work, I would receive little or no criticism about it.

1	2	3	4	5	6
---	---	---	---	---	---

11. Because there is no future in my present position, I will probably seek another position.

1	2	3	4	5	6
---	---	---	---	---	---

12. The leadership of this organisation inspires excellence.

1	2	3	4	5	6
---	---	---	---	---	---

13. The activities and tasks of my work bring me little or no enjoyment or satisfaction.

1	2	3	4	5	6
---	---	---	---	---	---

14. Management involves me in the decision that influences my work.

1	2	3	4	5	6
---	---	---	---	---	---

15. My immediate supervisor is very supportive of my work efforts.

1	2	3	4	5	6
---	---	---	---	---	---

16. The planning done in this organisation reflects the input of most employees.

1	2	3	4	5	6
---	---	---	---	---	---

17. I cannot make up my mind about whether the goals of my job are important to me.

1	2	3	4	5	6
---	---	---	---	---	---

18. My work has little or no influence on the lives or work of others.

1	2	3	4	5	6
---	---	---	---	---	---

19. I have more work than I can handle effectively.

1	2	3	4	5	6
---	---	---	---	---	---

Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

20. My immediate supervisor seldom gives me information about my work performance.

1	2	3	4	5	6
---	---	---	---	---	---

21. I feel a high level of self-motivation to do my work.

1	2	3	4	5	6
---	---	---	---	---	---

22. This organisation's policies and procedures are objective and workable.

1	2	3	4	5	6
---	---	---	---	---	---

23. I am leaving my job as soon as possible.

1	2	3	4	5	6
---	---	---	---	---	---

24. My work has clear beginnings and endings.

1	2	3	4	5	6
---	---	---	---	---	---

25. I feel inadequately compensated for my work.

1	2	3	4	5	6
---	---	---	---	---	---

26. The organisation's philosophy/mission is clearly reflected in the way work is carried out.

1	2	3	4	5	6
---	---	---	---	---	---

27. I have no power to accomplish my objectives in my current position.

1	2	3	4	5	6
---	---	---	---	---	---

28. My work is interesting.

1	2	3	4	5	6
---	---	---	---	---	---

29. My future is limited in my current position.

1	2	3	4	5	6
---	---	---	---	---	---

30. The leadership of this organisation is competent.

1	2	3	4	5	6
---	---	---	---	---	---

31. I frequently feel that my work does not make any difference to anyone.

1	2	3	4	5	6
---	---	---	---	---	---

Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

32. The activities and tasks of my work bring me only moderate enjoyment or satisfaction.

1	2	3	4	5	6
---	---	---	---	---	---

33. I control how my work is performed.

1	2	3	4	5	6
---	---	---	---	---	---

34. The day-to-day activities of this organisation are supported by timely planning.

1	2	3	4	5	6
---	---	---	---	---	---

35. The goals of my job are very important to me.

1	2	3	4	5	6
---	---	---	---	---	---

36. I do not have enough work to do.

1	2	3	4	5	6
---	---	---	---	---	---

37. My immediate supervisor is antagonistic towards me.

1	2	3	4	5	6
---	---	---	---	---	---

38. I no longer want to be associated with my colleagues at work.

1	2	3	4	5	6
---	---	---	---	---	---

39. This organisation's policies and procedures are flexible enough to allow attainment of goals.

1	2	3	4	5	6
---	---	---	---	---	---

40. I have great respect for my immediate supervisor's capabilities.

1	2	3	4	5	6
---	---	---	---	---	---

41. I lack the inner drive to do my work effectively.

1	2	3	4	5	6
---	---	---	---	---	---

42. I cannot make my mind up about whether I should leave my job.

1	2	3	4	5	6
---	---	---	---	---	---

Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

43. This organisation has a well-articulated philosophy/mission that guides employees in their work.

1	2	3	4	5	6
---	---	---	---	---	---

44. When management is considering a change in my areas of responsibilities, I am consulted.

1	2	3	4	5	6
---	---	---	---	---	---

45. I have insufficient power to accomplish my objectives in my current position.

1	2	3	4	5	6
---	---	---	---	---	---

46. The organisation's mission is vague.

1	2	3	4	5	6
---	---	---	---	---	---

47. I have opportunities for my personal growth and development in my work.

1	2	3	4	5	6
---	---	---	---	---	---

48. My future is good in my current position.

1	2	3	4	5	6
---	---	---	---	---	---

49. In this organisation, planning involves most employees.

1	2	3	4	5	6
---	---	---	---	---	---

50. The activities and tasks of my work bring me both enjoyment and satisfaction.

1	2	3	4	5	6
---	---	---	---	---	---

51. The leadership of this organisation is effective.

1	2	3	4	5	6
---	---	---	---	---	---

52. The goals of my work are no longer important to me.

1	2	3	4	5	6
---	---	---	---	---	---

53. My work load is about right.

1	2	3	4	5	6
---	---	---	---	---	---

54. I have a clear sense of being personally accountable for the quality and quantity of work that I do.

1	2	3	4	5	6
---	---	---	---	---	---



Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

55. Even when given the opportunity, I have little association with my colleagues at work.

1	2	3	4	5	6
---	---	---	---	---	---

56. The philosophy of this organisation creates a positive work environment.

1	2	3	4	5	6
---	---	---	---	---	---

57. I am committed to my work.

1	2	3	4	5	6
---	---	---	---	---	---

58. Communication between me and my immediate supervisor is good.

1	2	3	4	5	6
---	---	---	---	---	---

59. My work is part of a process with no identifiable beginning and end.

1	2	3	4	5	6
---	---	---	---	---	---

60. The leadership of this organisation needs much improvement.

1	2	3	4	5	6
---	---	---	---	---	---

61. In this organisation, policies and procedures support individual efforts.

1	2	3	4	5	6
---	---	---	---	---	---

62. My work has substantial impact on the lives or work of others.

1	2	3	4	5	6
---	---	---	---	---	---

63. There are few prospects for personal growth and development in my work.

1	2	3	4	5	6
---	---	---	---	---	---

64. I have a satisfactory level of autonomy in my work.

1	2	3	4	5	6
---	---	---	---	---	---

65. Management makes decisions about my work without seeking my advice.

1	2	3	4	5	6
---	---	---	---	---	---

66. I receive appropriate compensation for the work I do.

1	2	3	4	5	6
---	---	---	---	---	---

67. I receive sufficient feedback from my supervisor about my work performance.

1	2	3	4	5	6
---	---	---	---	---	---



Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

68. It is difficult to get my work done, because my supervisor is seldom available for consultation.

1	2	3	4	5	6
---	---	---	---	---	---

69. When given the opportunity, I actively associate with my colleagues at work.

1	2	3	4	5	6
---	---	---	---	---	---

70. I would prefer working for someone else other than my immediate supervisor.

1	2	3	4	5	6
---	---	---	---	---	---

71. The mission of this organisation is clearly defined.

1	2	3	4	5	6
---	---	---	---	---	---

72. My work is boring.

1	2	3	4	5	6
---	---	---	---	---	---

73. My supervisor provides me with enough information to do my work.

1	2	3	4	5	6
---	---	---	---	---	---

## ***Burnout Inventory Scoring Sheet***

### Instructions

1. The numbers in section A, B, and C below correspond to the item numbers in the Burnout Inventory. In the blanks below, write the numerical values of your responses to the item. Your responses will have different values, depending on the item:

- If the item number shown below is **boldface**, *italic* and underlined, your responses have the following values:

**SD = 6; D = 5; MD = 4; MA = 3; A = 2; SA = 1**

Go through sections A, B and C below and write in the values of your responses for all the items that are in boldface, italic and underlined.

- The responses for the remaining items have the following values:

**SD = 1; D = 2; MD = 3; MA = 4; A = 5; SA = 6**

Go through sections A, B and C again and write the values of your responses for the remaining items.

2. For each of sections A, B, and C, add up all your responses to obtain your *total score*.
3. For each of sections A, B, and C, divide the total score by the number indicated to obtain your *average score*.
4. To arrive at your *overall burnout score*, follow the formula presented in section D.

**A. Perception of Job Content**

1. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 11. \_\_\_\_\_  
13. \_\_\_\_\_ 17. \_\_\_\_\_ 18. \_\_\_\_\_ 19. \_\_\_\_\_ 21. \_\_\_\_\_ 23. \_\_\_\_\_ 24. \_\_\_\_\_  
25. \_\_\_\_\_ 27. \_\_\_\_\_ 28. \_\_\_\_\_ 29. \_\_\_\_\_ 31. \_\_\_\_\_ 32. \_\_\_\_\_ 33. \_\_\_\_\_  
 35. \_\_\_\_\_ 36. \_\_\_\_\_ 38. \_\_\_\_\_ 41. \_\_\_\_\_ 42. \_\_\_\_\_ 45. \_\_\_\_\_ 48. \_\_\_\_\_  
 50. \_\_\_\_\_ 52. \_\_\_\_\_ 53. \_\_\_\_\_ 54. \_\_\_\_\_ 55. \_\_\_\_\_ 57. \_\_\_\_\_ 59. \_\_\_\_\_  
 62. \_\_\_\_\_ 64. \_\_\_\_\_ 66. \_\_\_\_\_ 69. \_\_\_\_\_ 72. \_\_\_\_\_

Total Score \_\_\_\_\_ ÷ 40 = \_\_\_\_\_ Average Score

**B. Perception of the Supervisor**

10. \_\_\_\_\_ 15. \_\_\_\_\_ 20. \_\_\_\_\_ 37. \_\_\_\_\_ 40. \_\_\_\_\_ 58. \_\_\_\_\_ 67. \_\_\_\_\_  
68. \_\_\_\_\_ 70. \_\_\_\_\_ 73. \_\_\_\_\_

Total Score \_\_\_\_\_ ÷ 40 = \_\_\_\_\_ Average Score

**C. Perception of the Organization**

2. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 12. \_\_\_\_\_ 14. \_\_\_\_\_ 16. \_\_\_\_\_ 22. \_\_\_\_\_  
 26. \_\_\_\_\_ 30. \_\_\_\_\_ 34. \_\_\_\_\_ 39. \_\_\_\_\_ 43. \_\_\_\_\_ 44. \_\_\_\_\_ 46. \_\_\_\_\_  
 47. \_\_\_\_\_ 49. \_\_\_\_\_ 51. \_\_\_\_\_ 56. \_\_\_\_\_ 60. \_\_\_\_\_ 61. \_\_\_\_\_ 63. \_\_\_\_\_  
65. \_\_\_\_\_ 71. \_\_\_\_\_



Total Score \_\_\_\_\_  $\div$  40 = \_\_\_\_\_ Average Score

### Overall Burnout

Use the total scores for sections A, B, and C (before division) to calculate your overall burnout score. Add the total score for A to three times the total score for B; then add the score for C and divide the total by 93

(A) \_\_\_\_\_ + (3 x B) \_\_\_\_\_ + (C) \_\_\_\_\_ = \_\_\_\_\_  $\div$  93 = \_\_\_\_\_ **Overall  
Burnout  
Score**

## Burnout Inventory Interpretation Sheet

### Your Average Scores in the Perception Categories

Scores below 3 indicate a high potential for experiencing burnout. If your average scores fall in this range, your work life is unfulfilling for you. Serious attention and action on your part are warranted if you want to experience any level of fulfillment in your work life.

Scores in the 3 – to – 4 range indicate a degree of satisfaction that can be very deceiving. If your average scores are in this range, you are experiencing an ambiguous state that is neither fulfillment nor burnout. Your work life is neither so great that you love it nor so bad that you feel compelled to leave it. You may perceive things as being "OK"; therefore, you may not be motivated to change. However, you might want to consider making some changes to make your work life a more positive experience for you.

Scores approaching 5 or 6 indicate a work life that is exciting and fulfilling. If your average score falls in this range, any "down" times that you experience are infrequent and short lived. Nevertheless, you might want to check back through the inventory to pinpoint specific items that you evaluated at a level that you consider unacceptable; then you can plan action to take to address those items.

The following paragraphs describe the perception categories in which you received scores.

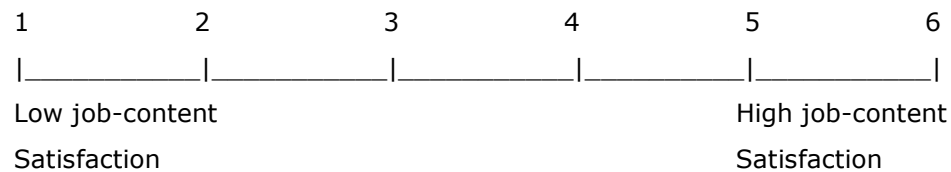
### Perception of Job Content

Your perception of the content of your job is based on three elements:

1. *How you see yourself in your job.* Do you see yourself as a flunky or as an important contributor to your organization's goals and objectives? Or do you have a high-paying job that is dull and uninteresting?
2. *How you feel about the job you do.* Your feelings about your work are closely tied to, but still different from, your image of yourself in your job. For example, you may see yourself as a flunky but still enjoy and feel good about your work.
3. *Whether and how much you enjoy the tasks and activities of your job.* Do you enjoy performing your day-to-day activities at work? Are your tasks the types of things you typically like to do?
4. *Whether and to what degree your job is right for you.* You may perceive your organization as fine, your supervisor as supportive, and your work as enjoyable, but the job is still may not be right for you. Because of surrounding favourable conditions, you may not see a level of

dissatisfaction with your job that could eventually lead to burnout. If your working environment is good and there is a mismatch between you and the job, you will experience boredom or apathy about your job. This means that you have limited fulfillment from what you are doing. An average score of 3 in this category would indicate this condition and would warrant further examination of current feelings about the job. Your feelings about your job content may be complex. For instance, you may enjoy your work but feel that your job does not fit your self-image. Conversely, the content of your job may be unpleasant to you, but you may feel that the job makes a positive difference in people's lives; thus, your work may seem worthwhile to you. However, it is important to realize that work that you perceive as unpleasant or inappropriate in some way may eventually cause you to experience burnout.

Plotting your score with an X on the following continuum will give you a general idea of how you experience the content of your job:



## Perception of Immediate Supervisor

Your relationship with your immediate supervisor is one of the most important relationships, if not the most important, that you have in the organization. Without the support of your supervisor, your workday can be very unpleasant, leading to dissatisfaction and burnout. Good communication is the key to a good relationship with your supervisor. Receiving appropriate feedback and complete information can make even the most difficult job much easier. How you view your relationship and your communication with your supervisor is closely related to the satisfaction you derive from your work.

Plot your score with an X on the following continuum to obtain an idea of how you perceive your relationship with your immediate supervisor:

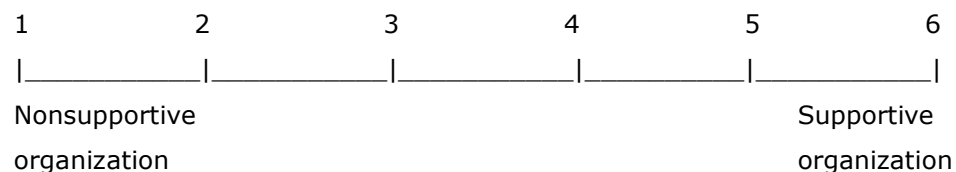


## Perception of the Organization

Every organization has a mission that incorporates its philosophy. The philosophy and mission of the organization create an environment that may or may not be compatible with your personal values, philosophy, and mission. If these two sets of values, philosophy, and mission are incompatible, then you will be uncomfortable in the organizational environment. Unfortunately, not every organization articulates its philosophy and mission clearly; when this is the case, ambiguity about what the organization is trying to accomplish can also lead to burnout.

The organization's philosophy and mission are reflected in its policies and procedures, both written and unwritten. Thus, clear policies and procedures are important in creating a supportive work environment. When you are certain about what the organization expects, you know what management perceives as appropriate or inappropriate. Whether you agree or not, your knowledge of what is expected creates a certain security that ambiguity cannot. Similarly, good, effective leadership gives you direction and clarity in the work and contributes to the likelihood of a clearly articulated philosophy and mission.

Plot your score with an X on the following continuum to illustrate your perception of your organization:



## Overall Burnout Score

Your overall burnout score is an indication of your potential for burning out on the job. You may already be burned out, or you may be headed for burnout sometime in the future. In either case you need to examine inventory items that indicate dissatisfaction or lack of fulfillment (ones that indicate a negative perception that you agreed with and ones that indicate a positive perception that you disagreed with). Examining specific statements in this way will tell you the sources of your potential or existing burnout.

In some cases you may be able to change the situation. In other cases you may be unable to change the situation because the source of your



