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WEARY IN WELL DOING: A DESCRIPTIVE STUDY OF BURNOUT IN TEACHERS WORKING IN CHRISTIAN SCHOOLS

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By

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DEDICATION

"Nobody starts from nowhere, and seldom alone."—Whittaker Chambers

This journey has been many things—challenging, exhausting, and enlightening are just some of the descriptors which come to mind—but the one thing it has not been is solitary. All along the way, the Lord has provided every resource I have needed and sustained me when I did not think it was possible to continue. I have also been blessed by the unfailing support of my family, friends, and colleagues. The journey through this degree program has truly been a team effort.

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ABSTRACT

The purpose of this study was to examine how burnout is experienced by teachers working in Christian schools. Exploring how teachers working in Christian schools experience burnout, as well as which teacher characteristics are the best predictors of burnout, may assist Christian school leaders in creating "flame retardant" organizations. This quantitative study utilized a survey research method. Teachers in 25 Christian schools located in Central Florida were invited to complete a survey on job-related attitudes which included the 22 items of the *Maslach Burnout Inventory—Educator Survey*. Personal and professional teacher characteristics were found to be statistically significant predictors of burnout in teachers working in Christian schools. Emotional exhaustion was found to be the most robust predictor of the probability of a teacher's perception of being burned out. Additionally, perceived administrative support was found to be a statistically significant predictor of the probability of burnout in the population studied. Implications of the study include strategies for preventing burnout in teachers working in Christian schools.

Key Words: burnout; Christian schools; teacher characteristics; emotional exhaustion; depersonalization; personal accomplishment; administrative support; teacher autonomy

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I. INTRODUCTION

Teachers in the contemporary field of education regularly face an overwhelming number of professional demands. Tasks such as writing lesson plans, providing student feedback, cultivating positive rapport with students, maintaining certification, and communicating with parents are only a fraction of the professional tasks completed by teachers every day. For teachers working in Christian schools, however, the expectations are even higher. These teachers must not only attend to the intellectual development of their students but also their spiritual growth. As the cumulative strain of these responsibilities builds, a psychological phenomenon emerges: burnout (Maslach, Schaufeli, & Leiter, 2001; Steinhardt, Smith Jaggars, Faulk, & Gloria, 2011).

Teachers suffering from burnout experience "a persistent and negative work-related state of mind that is characterised [sic] by exhaustion, a sense of diminished effectiveness, declining motivation, and the development of dysfunctional work attitudes" (van Tonder & Williams, 2009, p. 204). Recent research concerning teacher burnout has suggested that burnout is less a reflection on the individual but more a reflection on the work environment's influence on self-efficacy, job satisfaction, and work engagement (Friedman, 1991; Maslach et al., 2001; Mojsa-Kaja, Golonka, & Marek, 2015; Steinhardt et al., 2011; van Tonder & Williams, 2009). This dissertation presents a descriptive study of burnout as experienced by teachers working in Christian schools. The first chapter of the dissertation presents the background of the study,

its significance, and an overview of the methodology that was used.

Background of the Study

Maslach et al. (2001) defined burnout as a "psychological syndrome in response to chronic interpersonal stressors on the job" (p. 399). Building upon that definition, Steinhardt et al. (2011) added that these chronic stressors are exacerbated by "insufficient recovery" and result in "previously committed teachers disengaging from their work" (p. 420). Overall, researchers agree that burnout occurs across three dimensions: emotional exhaustion, depersonalization, and a low sense of personal accomplishment (Akbaba, 2014; Maslach et al., 2001; Steinhardt et al., 2011). Foley and Murphy (2015) asserted that these dimensions are dynamic and, as such, "influence and feed into each other" (p. 46).

Emotional exhaustion, the first dimension of burnout, manifests when "a teacher is extremely fatigued and feels overextended by work and drained of emotional and physical resources" (Steinhardt et al., 2011, p. 420). This stress-based dimension is considered the central quality of burnout (Brown, 2012; Maslach et al., 2001). Additionally, in their study of burnout in senior teachers, Brouwers and Tomic (2014) found that emotional exhaustion provides the first indicator that a teacher is becoming burned out. Teachers suffering from emotional exhaustion describe themselves as anxious, distressed, frustrated, depleted, and/or hopeless (Akbaba, 2014; Brown, 2012; Randolvić & Stojiljković. 2015). As this dimension of burnout worsens, teachers are less able to meaningfully interact with and care for their students. Over time, emotional exhaustion leads to a breakdown in workplace relationships and results in the next dimension of burnout: depersonalization.

Depersonalization is the interpersonal component of burnout and is described as an "attempt to put distance between oneself and service recipients by actively ignoring the qualities

that make them unique and engaging people" (Maslach et al., 2001, p. 402). This burnout dimension is particularly troubling considering the role positive rapport plays in successful teaching. Teachers experiencing depersonalization are cynical, irritable, detached, and negative (Steinhardt et al., 2011). The cumulative effect of emotional exhaustion leaves burned out teachers unable to connect with or invest in others in a positive manner. Simply put, these individuals are no longer capable of caring about anything other than conserving what little emotional reserve they have remaining (van Tonder & Williams, 2009). As emotional exhaustion and depersonalization interact, the final dimension of burnout appears: a low sense of personal accomplishment.

A low sense of personal accomplishment, the final dimension of burnout, is the direct result of emotional exhaustion and depersonalization. As Maslach et al. (2001) noted, it is "difficult to gain a sense of accomplishment when feeling exhausted or when helping people toward whom one is indifferent" (p. 403). Steinhardt et al. (2011) characterized this dimension as the self-evaluation component of burnout. Teachers experiencing a low sense of personal accomplishment have a "negative self-evaluation" in relation to their job performances (Brouwers & Tomic, 2014, p. 23). This negative self-evaluation leads to feelings of incompetence, victimization, and underachievement (Steinhardt et al., 2011). In short, exhausted, depersonalized teachers no longer believe in their own ability to be effective, and their lack of belief only intensifies their feelings of depletion and cynicism.

As researchers study the phenomenon of burnout, several influential factors have been identified. Commonly identified factors influencing burnout include work overload, age, gender, years of teaching experience, student misbehavior, and interpersonal conflict (Paleksić, Ubović, & Popović, 2015). Van Tonder and Williams (2009), for example, found that the two greatest

contributing factors to burnout were the "behavior and attitudes of learners (the learner profile) and the experienced workload of the educators" (p. 213). Currently, much of the research concerning factors influencing burnout revolves around three main topics: teacher self-efficacy, work engagement, and workplace environment.

As stated earlier, individuals suffering from burnout experience a low sense of personal accomplishment. This diminished sense of personal accomplishment often decreases teachers' sense of self-efficacy. Teacher self-efficacy refers to the "subjective perceptions and beliefs of teachers with regard to their capability to complete their teaching task and to teach their students well" (Yu, Wang, Zhai, Dai, & Yang, 2015, p. 706). Høigaard, Giske, and Sundsli (2012) studied the influence of work engagement and self-efficacy on burnout in novice teachers and found that there is a "significant negative relationship between teacher efficacy...and job burnout" (p. 352). Yu et al. (2015) reached an identical conclusion in their study of the mediating role of self-efficacy on teacher burnout. Lim and Eo (2014) conducted a study considering the role of collective teacher efficacy—the belief of a faculty in their collective ability to influence student outcomes—and found that it has a significant negative correlation with all three dimensions of burnout. These findings indicate that the likelihood of burnout increases as a teacher's—or faculty's—sense of self-efficacy decreases.

Work engagement can also play a substantial role in the development of burnout. Rey, Extremera, and Pena (2012) asserted that work engagement is the "conceptual antithesis of burnout" and is "conceived as a positive work-related state of mind" (p. 119). Like burnout, work engagement includes three dimensions: vigor, dedication, and absorption. Vigor can be characterized by "high energy levels and mental resistance while working" (Bermejo-Toro, Prieto-Ursúa, & Hernández, 2016, p. 482). Dedication is described as "strong involvement in

one's work", "one's sense of enthusiasm and significance", and "pride and inspiration" related to one's work (Rey et al., 2012, pp. 120-121). Absorption, the final dimension of work engagement, refers to "being entirely focused and absorbed in one's work, feeling that time passes quickly while working and having a resistance to disconnect with the present task, due to the high pleasure and concentration experienced" (Bermejo-Toro et al., 2016, p. 482). A research study conducted by Rey et al. (2012) examining the role of gender and grade level taught on burnout and engagement found that burnout and engagement are moderately negatively correlated. Additionally, they found that the actual level of burnout and engagement experienced by teachers may vary depending upon teachers' gender and the grade levels taught (Rey et al., 2012). Similarly, Bermejo-Toro et al. (2016) found that work engagement can modulate burnout and lessen its effects. Collectively, these findings indicate that work engagement can serve as an inoculation against burnout.

In addition to teacher self-efficacy and work engagement, the workplace environment can contribute to teachers' experiences of burnout. Van Tonder and Williams (2009) explained that burnout "appears to be indicative of a substantively dysfunctional work environment and institutional setting" (p. 205). Friedman's (1991) landmark study on school culture aspects of teacher burnout found that high-burnout schools had rigid expectations of teachers and students and were high control environments. In contrast, low-burnout schools had flexible expectations of teachers and students, and teachers were granted a higher degree of autonomy (Friedman, 1991). Friedman (1991) summarized his findings by stating that an "organizational policy by which teachers are treated as dependable professionals leads to a reduced level of burnout" (p. 331). Similarly, Foley and Murphy's (2015) study investigating the role of work environment on burnout posited that "work environment factors were found to play a significant role in

predicting emotional exhaustion even when controlling for the influence of individual-level variables" (p. 52). The role of workplace environment was further emphasized by Randelović and Stojilijković (2015) who found that "the better the work climate and higher the satisfaction of the need for autonomy, the lower is the level of burnout" (p. 835). In all, the findings of these studies suggest that the role of the workplace environment in the development of burnout cannot be ignored.

In summary, teacher burnout is a psychological phenomenon characterized by emotional exhaustion, depersonalization, and a low sense of personal accomplishment (Akbaba, 2014; Oakes, Lane, Jenkins, & Booker, 2013). As the field of burnout research has expanded, several factors have been found to contribute to the development of burnout. For example, work overload, age, gender, years of teaching experience, student misbehavior, and interpersonal conflict have all been identified as contributing factors to the development of burnout (Paleksić et al., 2015). Recently, much of the research concerning burnout has clustered around three main constructs: teacher self-efficacy, work engagement, and workplace environment. Each of these constructs has demonstrated noteworthy influence over the development of burnout—the more efficacious and engaged the teacher and the healthier the work environment, the less risk of burnout (Friedman, 1991; Høigaard et al., 2012; Lim & Eo, 2014; Rey et al., 2012). While burnout as a field of research has developed over the last 50 or so years, it is imperative to note that it is, by no means, a new phenomenon.

Problem Statement

Expectations from administrators, students, and parents can be very different for teachers working in Christian schools. In van Tonder and Williams' (2009) study, work overload was identified as a major source of stress and, eventually, burnout. As Christian schools typically

have fewer staff members than other schools of comparable size, teachers working in Christian schools frequently are required to take on more duties and after-school responsibilities than their public or prep school peers. This lack of resources and other characteristics of the Christian school setting can lead to an environment in which "individuals become cynical in relation to their work and suffer from decreased professional efficacy" (Mojsa-Kaja et al., 2015, p. 103). Given the unique subculture of teachers working in Christian schools, research is needed to more fully explore how burnout is experienced by this population. Therefore, the purpose of this non-experimental, descriptive study was to examine how burnout is experienced by teachers working in Christian schools.

Significance

Though there are numerous studies of burnout in the public school setting, no literature is available concerning burnout as experienced by K-12 teachers working in Christian schools. This unique subset of educators faces nearly all the challenges experienced by their public school colleagues—and usually for far less compensation and recognition (National Center of Education Statistics, 2013). Additionally, teachers working in Christian schools must attend not only to the intellectual development of their students but also to their spiritual growth. Van der Walt and Zecha (2004) characterized the purpose of Christian schools, saying that "the chief task of the school is the cultivation of distinctively Christian ways of thinking about reality" (p. 179). Therefore, teachers are charged with being "professional educators as well as spiritual mentors assisting their students in the development of a biblical worldview" (Finn, Swezey, & Warren, 2010, p. 10). Exploring how teachers working in Christian schools experience burnout, as well as which teacher characteristics are the best predictors of burnout, will assist Christian school

leaders in creating "flame-retardant" organizations and understanding how to best support their faculties.

Overview of Methodology

This study is descriptive, nonexperimental survey research. A purposive sample of 65 teachers was drawn from 25 Christian schools in the greater Central Florida area. The independent variables derived from the demographic data collected in this research were classified as personal characteristics (age, gender, ethnicity, and marital status) and professional characteristics (school enrollment, total student load, grade level taught, and average class size). The dependent variables included the three domains of burnout (emotional exhaustion, depersonalization, and sense of personal accomplishment) as measured by the *Maslach Burnout Inventory—Educator Survey* (MBI—ES) as well as perceived administrative support and perceived teacher autonomy as reported by the participants.

K-12 teachers working in 25 Christian schools in the greater Central Florida area were invited to complete an online survey including the 22 items of the *Maslach Burnout Inventory—Educator Survey* (MBI-ES). Maslach, Jackson, and Leiter (1996) advised MBI-ES administrators to present the survey as a "survey of job-related attitudes" so as to avoid sensitization to burnout (p. 7). The researcher avoided this sensitization by embedding the 22 items of the MBI-ES into an online survey of teacher demographics and job-related attitudes. The MBI-ES has been used in many studies of teacher burnout and is considered the gold standard instrument for assessing burnout (Foley & Murphy, 2015; Friedman, 1991; Ho, 2016; Lim & Eo, 2014; Oakes et al., 2013). Additionally, the MBI-ES has demonstrated reliability and validity for each of the three sub-scales (Maslach et al., 1996). The emotional exhaustion sub-scale demonstrates the highest degree of reliability with a Cronbach's alpha of .90 (Maslach et

al., 1996). The depersonalization and personal accomplishment sub-scales have alphas of .79 and .71, respectively (Maslach et al., 1996). Moreover, Maslach et al. (1996) stated that high burnout scores as measured by the MBI-ES are "correlated with the expressed intention to leave one's job within a year" (p. 14).

Participants were asked to respond to demographic questions as well as the embedded MBI-ES items. The MBI-ES items asked participants to rate the frequency with which they identified with the experience described in the prompt. This portion of the online survey used a six-point Likert scale ranging from Never (0) to Every Day (6). Maslach et al. (1996) prescribed the following interpretation of scores:

> A high degree of burnout is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales and in low scores on the Personal Accomplishment subscale. An average degree of burnout is reflected in average scores on the three subscales. A low degree of burnout is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales and in high scores on the Personal Accomplishment subscale. (p. 5)

To aid in interpretation, Maslach et al. (1996) included demographic norms for the MBI-ES in the inventory's manual.

Research Questions and Hypotheses

In order for the researcher to address the stated research problem, the following research questions and hypotheses were posed:

1. What is the extent of the frequency with which participants identify with the experiences described in the 22 survey items of the *Maslach Burnout Inventory—Educator Survey?*

2. Which teacher characteristics are statistically significant predictors of burnout in teachers working in Christian schools?

H_0^1: Personal teacher characteristics are not a statistically significant predictor of burnout in teachers working in Christian schools.

H_A^1: Personal teacher characteristics are a statistically significant predictor of burnout in teachers working in Christian schools.

H_0^2: Professional teacher characteristics are not a statistically significant predictor of burnout in teachers working in Christian schools.

H_A^2: Professional teacher characteristics are a statistically significant predictor of burnout in teachers working in Christian schools.

3. Which of the three domains (emotional exhaustion, depersonalization, and low sense of personal accomplishment) is the most robust predictor of a teacher's perception of being burned out?

H_0^3: Emotional exhaustion is not a statistically significant predictor of a teacher's perception of being burned out.

H_A^3: Emotional exhaustion is a statistically significant predictor of a teacher's perception of being burned out.

H_0^4: Depersonalization is not a statistically significant predictor of a teacher's perception of being burned out.

H_A^4: Depersonalization is a statistically significant predictor of a teacher's perception of being burned out.

H_0^5: A low sense of personal accomplishment is not a statistically significant predictor of a teacher's perception of being burned out.

H_A^5: A low sense of personal accomplishment is a statistically significant predictor of a teacher's perception of being burned out.

4. Does perceived administrative support act as a statistically significant predictor of the probability of teacher burnout?

H_0^6: Perceived administrative support is not a statistically significant predictor of the probability of teacher burnout.

H_A^6: Perceived administrative support is a statistically significant predictor of the probability of teacher burnout.

5. Does perceived teacher autonomy act as a statistically significant predictor of the probability of teacher burnout?

H_0^7: Perceived teacher autonomy is not a statistically significant predictor of the probability of teacher burnout.

H_A^7: Perceived teacher autonomy is a statistically significant predictor of the probability of teacher burnout.

Analysis

Preliminary Analyses

Prior to addressing the stated research questions in the study, preliminary data analyses were conducted. Specifically, the internal stability of participant response (reliability) was calculated using Cronbach's Alpha. Additionally, missing data analyses were undertaken using both Expectancy Maximization (EM) and Multiple Imputations (MI) to assess the extent and randomness of missing data in participant responses. Little's MCAR statistic represented the primary means by which randomness of missing data was evaluated.

Data Analysis by Research Question

The research questions were addressed through a combination of both descriptive and inferential statistical techniques. The following represented how the research questions were addressed analytically:

Research question 1: What is the extent of the frequency with which participants identify with the experiences described in the 22 survey items of the *Maslach Burnout Inventory—Educator Survey?* Both frequency counts and percentages were used to address the study's first question. Moreover, measures of central tendency and variability were applied for comparative purposes. The statistical significance of finding in the study's first question was assessed using the Chi Square Goodness of Fit Test (GOF). The alpha level of $p < .05$ was employed as the threshold for evaluating the statistical significance of finding in the first question of the study.

Research question 2: Which teacher characteristics are statistically significant predictors of burnout in teachers working in Christian schools? The predictive ability of teacher characteristics was evaluated using linear multiple regression. Predictive model fitness was represented through the interpretation of the model's ANOVA value, with the statistical significance threshold set at $p < .05$. Tolerance values were utilized to assess the levels of variable and possible multicollinearity issues present in the combination of independent predictor variables. Tolerance values of .1 or less were considered the threshold for rejection of respective variable consideration in the predictive model. The Adjusted R^2 value was utilized as the means of effect size interpretation. An alpha level of $p < .05$ was used as the threshold for evaluating the statistical significance of finding.

Research question 3: Which of the three domains (emotional exhaustion, depersonalization, and low sense of personal accomplishment) is the most robust predictor of a teacher's perception of being burned out? The predictive ability of survey instrument "domains" was evaluated using linear multiple regression. Predictive model fitness was represented through the interpretation of the model's ANOVA value, with the statistical significance threshold set at $p < .05$. Tolerance values were utilized to assess the levels of variable and possible multicollinearity issues present in the combination of independent predictor variables. Tolerance values of .1 or less were considered the threshold for rejection of respective variable consideration in the predictive model. The Adjusted R^2 value was utilized as the means of effect size interpretation.

Research question 4: Does perceived administrative support act as a statistically significant predictor of the probability of teacher burnout? The predictive ability of perceived administrator support was evaluated using simple linear regression. The Adjusted R^2 value was utilized to evaluate the predictive effect of the independent predictor variables on this question. An ANOVA value threshold of $p < .05$ was used to evaluate the fitness of the predictive model. Durbin-Watson values of 1.0 to 3.0 were used to fulfill the assumption of independence of error. A predictive slope value (f) of $p < .05$ represented the threshold for the statistical significance of the prediction.

Research question 5: Does perceived teacher autonomy act as a statistically significant predictor of the probability of teacher burnout? The predictive ability of perceived teacher autonomy was evaluated using simple linear regression. The Adjusted R^2 value was utilized to evaluate the predictive effect of the independent predictor variables on this question. An ANOVA value threshold of $p < .05$ was used to evaluate the fitness of the

predictive model. Durbin-Watson values of 1.0 to 3.0 were used to fulfill the assumption of independence of error. A predictive slope value (f) of $p < .05$ represented the threshold for the statistical significance of the prediction.

Limitations

While this study provided added insight into how burnout is experienced by teachers working in Christian schools, there were limitations to the study. The sample for this study was purposive in nature and drawn from 25 schools in the greater Central Florida area. Additionally, this study was a study of perceptions. Due to these two limitations, the perceptions of the teachers participating in the study may not be representative of all teachers working in Christian schools.

Definition of Key Terms

Burnout

Teacher burnout is characterized as the consequence of "prolonged exposure to emotional and interpersonal stressors on the job, often accompanied by insufficient recovery, resulting in previously committed teachers disengaging from their work" (Steinhardt et al., 2011, p. 420). Adding to this description, Akbaba (2014) described burned out teachers as exhausted individuals who have developed negative attitudes toward their work. Researchers agree that burnout occurs across three domains: emotional exhaustion, depersonalization, and (low) personal accomplishment (Akbaba, 2014; Brouwers & Tomic, 2014; Maslach et al., 2001; Steinhardt et al., 2011). The experience of teacher burnout can be summarized as a "chronic, multidimensional, negative disposition toward teaching and working in a school" (Aloe, Amo, & Shanahan, 2014, p. 104).

Emotional Exhaustion

Emotional exhaustion is considered the hallmark feature of burnout (Maslach et al., 2001). This domain of burnout can be characterized as feelings of work overload (Okonkwo, 2013), emotional depletion (Aloe et al., 2014), and general fatigue (Akbaba, 2014). Steinhardt et al. (2011) contributed to this characterization by describing emotional exhaustion as the "stress component" of burnout which "occurs when a teacher is extremely fatigued and feels overextended by work and drained of emotional and physical resources" (p. 420). Teachers exhibiting emotional exhaustion are likely to be found saying "I'm just too tired to do this anymore."

Depersonalization

Depersonalization is widely thought to be the result of long-term emotional exhaustion (Brouwers & Tomic, 2014). If emotional exhaustion is the "stress component" of burnout, then depersonalization can be considered the "interpersonal component" of burnout (Steinhardt et al., 2011, p. 420). This domain of burnout is characterized as a "dehumanized and impersonal view of others" (Basim, Begenīrbaş, & Yalçin, 2013, p. 1489). Maslach et al. (2001) expanded this characterization by stating that depersonalization is "an attempt to put distance between oneself and service recipients by actively ignoring the qualities that make them unique and engaging people" (p. 402). Teachers experiencing depersonalization are likely to say that they no longer care about what happens to their students.

Low Sense of Personal Accomplishment

A low sense of personal accomplishment is the third and final domain of burnout. This domain is described as the "self-evaluation component" (Steinhardt et al., 2011, p. 420) of burnout and is characterized by feelings of cynicism, irritability, and negativity. Maslach et al.

(2001) considered a low sense of personal accomplishment to be the natural consequence of emotional exhaustion and depersonalization as "it is difficult to gain a sense of accomplishment when feeling exhausted or when helping people to whom one is indifferent" (p. 403). Teachers experiencing a low sense of personal accomplishment have a diminished view of their personal efficacy and are likely to question their abilities or callings as teachers.

In the following chapter, a review of the literature regarding teacher burnout will be presented. The phenomenon of burnout will be defined and its three dimensions explained. Additionally, research exploring the causal models of burnout and key factors in the development of burnout will be discussed.

II. REVIEW OF LITERATURE

Today's teachers regularly face an overwhelming number of professional demands. Tasks such as writing lesson plans, providing student feedback, cultivating positive rapport with students, maintaining certification, and communicating with parents are only a fraction of the professional tasks completed by teachers on a daily basis (Aloe et al., 2014; Betoret, 2006). As the cumulative strain of these responsibilities builds, a psychological phenomenon emerges: burnout (Maslach et al., 2001; Steinhardt et al., 2011). Teachers suffering from burnout experience "a persistent and negative work-related state of mind that is characterised [sic] by exhaustion, a sense of diminished effectiveness, declining motivation and the development of dysfunctional work attitudes" (van Tonder & Williams, 2009, p. 204). Recent research on the subject of teacher burnout has suggested that burnout is less a reflection on the individual and more a reflection on the work environment's influence on self-efficacy, job satisfaction, and work engagement (Friedman, 1991; Maslach et al., 2001; Mojsa-Kaja et al., 2015; Steinhardt et al., 2011; van Tonder & Williams, 2009).

Defining Burnout

Maslach et al. (2001) defined burnout as a "psychological syndrome in response to chronic interpersonal stressors on the job" (p. 399). Building upon that definition, Steinhardt et al. (2011) added that these chronic stressors are exacerbated by "insufficient recovery" and result

in "previously committed teachers disengaging from their work" (p. 420). Overall, researchers agreed that burnout occurs across three dimensions: emotional exhaustion, depersonalization, and a low sense of personal accomplishment (Akbaba, 2014; Maslach et al., 2001; Steinhardt et al., 2011). Foley and Murphy (2015) asserted that these dimensions are dynamic and, as such, "influence and feed into each other" (p. 46).

Emotional Exhaustion

Emotional exhaustion, the first dimension of burnout, manifests when "a teacher is extremely fatigued and feels overextended by work and drained of emotional and physical resources" (Steinhardt et al., 2011, p. 420). This stress-based dimension is considered to be the central quality of burnout (Brown, 2012; Maslach et al., 2001). Additionally, in their study of burnout in senior teachers, Brouwers and Tomic (2014) found that emotional exhaustion provided the first indicator that a teacher is becoming burned out. Teachers suffering from emotional exhaustion described themselves as anxious, distressed, frustrated, depleted, and/or hopeless (Akbaba, 2014; Brown, 2012; Randolvić & Stojiljković. 2015). As this dimension of burnout worsens, teachers were less able to meaningfully interact with and care for their students. Over time, emotional exhaustion led to a breakdown in workplace relationships and resulted in the next dimension of burnout: depersonalization.

Depersonalization

Depersonalization is the interpersonal component of burnout and is described as an "attempt to put distance between oneself and service recipients by actively ignoring the qualities that make them unique and engaging people" (Maslach et al., 2001, p. 402). This burnout dimension is particularly troubling considering the role positive rapport plays in successful teaching. Teachers experiencing depersonalization were cynical, irritable, detached, and negative

(Steinhardt et al., 2011). The cumulative effect of emotional exhaustion left burned out teachers unable to connect with or invest in others in a positive manner. Simply put, these individuals were no longer capable of caring about anything other than conserving what little emotional reserve they had remaining (van Tonder & Williams, 2009). As emotional exhaustion and depersonalization interact, the final dimension of burnout appears: a low sense of personal accomplishment.

Low Sense of Personal Accomplishment

A low sense of personal accomplishment, the final dimension of burnout, is the direct result of emotional exhaustion and depersonalization. As Maslach et al. (2001) noted, it is "difficult to gain a sense of accomplishment when feeling exhausted or when helping people toward whom one is indifferent" (p. 403). Steinhardt et al. (2011) characterized this dimension as the self-evaluation component of burnout. Teachers experiencing a low sense of personal accomplishment had a "negative self-evaluation" in relation to their job performances (Brouwers & Tomic, 2014, p. 23). This negative self-evaluation led to feelings of incompetence, victimization, and underachievement (Steinhardt et al., 2011). In short, exhausted, depersonalized teachers no longer believed in their own ability to be effective, and their lack of belief only intensified their feelings of depletion and cynicism.

Consequences of Burnout

The effects of burnout reach far beyond the workplace environment. Pas, Bradshaw, and Hershfeldt (2012) explained in their study of teacher- and school-level predictors of burnout and efficacy that "teachers who experience high levels of burnout are at increased risk of experiencing both physical and mental health problems" (p. 130). Additionally, several studies have observed an association between increased burnout levels and increased health-related

problems (Akbaba, 2014; Foley & Murphy, 2015; Friedman, 1991; Gonzalez & Bernard, 2006; Koruklu, Feyzioğlu, Özenoğlu-Kiremit, & Aladağ, 2012; Mojsa-Kaja et al., 2015; Papastylianou, Kaila, & Polychronopoulos, 2009; Williams & Dikes, 2015). According to van Tonder and Williams (2009), the consequences of burnout can manifest in three distinct domains: the affective domain, the cognitive domain, and the physical domain.

The Affective Domain

Perhaps the most easily observed consequences of burnout are seen within the affective, or emotional, domain. Friedman (1991) reported that burned out teachers were likely to exhibit "generally intense reactions of anger, anxiety, restlessness, depression, tiredness, boredom, cynicism, guilt feelings, psychosomatic symptoms, and in extreme cases, nervous breakdown" (p. 325). Similarly, Gonzalez and Bernard (2006) found that burned out individuals were often quick to anger, irritable, frustrated, and suspicious toward others. The emotional volatility alluded to by Friedman (1991) and Gonzalez and Bernard (2006) may be the influencing factor behind Foley and Murphy's (2015) observation that teachers "experiencing elevated levels of burnout have been found to be less sympathetic towards their students" (p. 47). Notably, several studies have found a link between clinical depression, anxiety disorders, and burnout, suggesting that, while burnout is rooted within the workplace environment, it is a phenomenon with potentially devastating mental health consequences (Friedman, 1991; Koruklu et al., 2012; Papastylianou et al., 2009; Williams & Dikes, 2015).

The Cognitive Domain

Closely tied to the affective domain, the cognitive domain can also be affected by burnout. Van Tonder and Williams (2009) found that individuals experiencing burnout frequently demonstrated "impaired cognitive skills such as memory and attention" and a "loss of

concentration" (p. 205). Koruklu et al. (2012) also observed that burned out individuals had "problems with focusing" (p. 1823). The effects of burnout on the cognitive domain can also have organizational consequences. Gonzalez and Bernard (2006) explained in their study of burnout among faculty in Seventh-Day Adventist colleges and universities that "burnout victims block change and progress because change requires adaptation, and they are just too tired for yet another adaptation" (p. 14). As a result, burnout's effect upon the individual's emotional and cognitive states may lead to feelings of "being stuck" as the individual may not have the emotional strength or cognitive ability to make changes that might resolve the burnout condition.

The Physical Domain

In addition to the affective and cognitive domains, burnout can have a substantial impact on an individual's physical health. Gonzalez and Bernard (2006) found that "burnout manifests itself in physical symptoms such as lingering colds, suffering from headaches and gastrointestinal disturbances, sleeplessness, and shortness of breath" as well as "cardiovascular changes and immunosuppression" (p. 14). Similarly, van Tonder and Williams (2009) reported that the physical results of burnout can include "low energy and chronic fatigue, insomnia, recurrent flu spells and colds, infections, digestive problems, dizziness, nausea, allergies, skin problems, breathing difficulties, stiffness and muscle aches, [and] back pains and headaches" (p. 205). Mojsa-Kaja et al. (2015) confirmed that "physical illness is more common among subjects with burnout and the prevalence of disease increases with the severity of this syndrome" (p. 103). Alarmingly, several studies have found that increased levels of burnout were associated with the development of unhealthy coping mechanisms such as substance abuse, eating disorders, and risk-taking behaviors (Akbaba, 2014; van Tonder & Williams, 2009; Williams & Dikes, 2015).

Causal Models

Since burnout's emergence as a phenomenon of interest, researchers have sought to understand how it develops. Researchers agreed that emotional exhaustion was the earliest warning sign for burnout, with Maslach et al. (2001) leading researchers in the field of burnout, confirming in their discussion of causal models of burnout that "the research on burnout has established the sequential link from exhaustion to cynicism" with a low sense of personal accomplishment emerging later in the process (p. 405). Several causal models frequently appeared in the literature concerning burnout. However, this literature review will focus on the following four models: the passion-based model, the mismatch model, the transactional model of stress and coping, and the job demands-resources model (Fernet, Guay, Senécal, & Austin, 2012; Fernet, Lavigne, Vallerand, & Austin, 2014; Foley & Murphy, 2015; Maslach et al., 2001; Mojsa-Kaja et al., 2015).

The Passion-Based Model

The passion-based model of burnout development is best summarized with the following adage: "You have to have been on fire in order to burn out" (Maslach et al., 2001, p. 405). This model considered burnout to be a motivation-based phenomenon and maintained that only the highly motivated are at risk for job burnout. In their study of the role of job autonomy and passion in predicting burnout in novice teachers, Fernet et al. (2014) described passion as occurring in two main types: harmonious or obsessive. Harmonious passion was characterized as a "strong psychological investment in a passionate activity that has been autonomously internalized within the identity" (Fernet et al., 2014, p. 272). Teachers experiencing harmonious passion, then, identified with their work in a positive manner and were likely to assert that teaching was not just their occupation—it is who they are as individuals.

In contrast, obsessive passion was conflict-driven, prompted problems with work-life balance, and resulted in psychological rigidity (Carbonneau, Vallerand, Fernet, & Guay, 2008; Fernet et al., 2014). Teachers experiencing obsessive passion were likely to be known as "workaholics" while also viewing their work as interfering with their personal lives. A study conducted by Carbonneau et al. (2008) found that "increases in harmonious passion were shown to predict increases in job satisfaction and decreases in burnout symptoms over time, and increases in obsessive passion were shown to be unrelated to such outcomes" (p. 983). Fernet et al.'s (2014) findings supported the motivational premise for burnout and confirmed the findings of Carbonneau et al. (2008) by noting that "the type of passion, either harmonious or obsessive, that fires up novice professionals [has] a differential effect on burnout" (p. 286). Therefore, in the passion-based model of burnout, a teacher's passion for their work can either be harmonious and sustain their career or be all-consuming and lead to the end of their career.

The Mismatch Model

In the mismatch model, burnout develops as the "process of establishing a psychological contract leaves critical issues unresolved, or when the working relationship changes to something a worker finds unacceptable" (Maslach et al., 2001, p. 413). Mismatch can occur in any of the following six worklife areas: workload, control, reward, community, fairness, and values. Mojsa-Kaja et al.'s (2015) study of worklife areas and personality traits as predictors of relationships with work found that "burned-out and engaged teachers can be distinguished on the basis of the degree of alignment between worklife areas and their preferences" (p. 113). In a similar vein, Pietarinen, Pyhältö, Soini, and Salmela-Aro (2013) asserted that "teacher burnout is affected by the complex dynamic between the teacher and his or her working environment rather than a single personal or environmental attribute" (p. 63) suggesting that a series of mismatches

can result in burned-out individuals. Essentially, teachers who reported a mismatch between their individual worklife preferences and the worklife realities of their organizations were most likely to experience burnout (Mojsa-Kaja et al., 2015). This causal model of burnout has substantial implications for hiring practices. School leaders need to ensure that potential job candidates are not only qualified teachers but that they are also a good fit for the organization. In terms of burnout, the mismatch model demonstrated that "fitting in" at an organization is less of a social imperative and more of a requirement for ongoing mental and organizational health.

The Transactional Model of Stress and Coping

The transactional model holds that "stressful experiences are construed as transactions between the environment and the individual", and stress "results when teachers appraise the environmental demands as threatening and feel they do not have the coping resources available to meet those demands" (Steinhardt et al., 2011, p. 412). Teachers whose burnout developed in this manner felt as though their work was taking more out of them than it was depositing—their emotional bank account was in the red. Interestingly, though, Foley and Murphy's (2015) study of the role of individual differences, work environment, and coping factors in burnout found that teachers' coping strategies were not a significant predictor of their emotional exhaustion. Rather, neuroticism and work environment were the most significant predictors of emotional exhaustion in their study's teachers (Foley & Murphy, 2015). In all, the transactional model holds that burnout results when work depletes individuals more than it fulfills them.

The Job Demands-Resources Model

Perhaps the most prevalent causal model for burnout in the literature, the job demands-resources model posits that burnout develops when work-related demands outstrip available work-related resources (Fernet et al., 2012). Prieto, Soria, Martínez, and Schaufeli (2008)

characterize job demands as "physical, psychological, social or organizational aspects of work that require a physical and/or psychological effort (cognitive or emotional), and are associated with certain physiological and/or psychological costs" (p. 354). Tuxford and Bradley (2014) further clarify Prieto et al.'s (2008) characterization of psychological effort by stating that emotional job demands have three components: "exposure to emotionally demanding situations, requirements to engage in emotional labor, and expectations to nurture and maintain positive interpersonal relationships with others" (p. 1006). Examples of job demands can include emotional labor such as managing parent interactions and students' behavior as well as organizational concerns such as adapting to changing policies and work overload (Fernet et al., 2012; Feuerhahn, Bellingrath, & Kudielka, 2013). Conversely, job resources can be described as "social, psychological, physical and organizational aspects that reduce...demands and costs" (Prieto et al., 2008, p. 354) and are "functional in the attainment of job goals and stimulate personal growth and development" (Prieto et al., 2008, p. 355). Examples of job resources include administrative support, autonomy, and compensation (Arvidsson, Häkansson, Karlson, Björk, & Persson, 2016; Fernet et al., 2012). This causal model for burnout is supported by Arvidsson et al.'s (2016) research which found that "increasing levels of burnout were associated with increasing levels of job demands, emotional demands, and demands of hiding emotions as well as decreasing levels of job control, job support, leadership, and self-efficacy" (p. 6). In short, the job demands-resources causal model holds that burnout will occur when job-related demands outweigh available job-related resources.

Factors Influencing Burnout

As researchers study the phenomenon of burnout, influential factors have been and continue to be identified. Commonly identified factors influencing burnout include demographic

characteristics, such as age and gender, as well as work-related experiences, such as overload, student misbehavior and interpersonal conflict (Paleksić et al., 2015). Interestingly, age and gender have been found to be inconsistent predictors of burnout. Studies conducted by van Tonder and Williams (2009), Maslach et al. (2001), and Paleksić et al. (2015), found that gender was not a statistically significant predictor of burnout, while studies by Koruklu et al. (2012), Friedman (1991), and Arvidsson et al. (2016) found that gender was a statistically significant predictor of burnout. Regarding age as a predictor of burnout, Chang (2009) explains that "findings regarding age as a predictor of burnout are not very consistent across the literature" (p. 200). Similar variance occurs in the literature discussing work-related factors influencing burnout. Van Tonder and Williams (2009), for example, found that the two greatest contributing factors to burnout were the "behavior and attitudes of learners (the learner profile) and the experienced workload of the educators" (p. 213). Meanwhile, Fernet et al. (2012) shared that the "work environment has been considered the main determinant of burnout" (p. 514). Currently, much of the research concerning factors influencing burnout revolves around three main topics: teacher self-efficacy, work engagement, and workplace environment.

Burnout and Teacher Self-Efficacy

As stated earlier, individuals suffering from burnout experience a low sense of personal accomplishment. This diminished sense of personal accomplishment often decreases teachers' sense of self-efficacy. Teacher self-efficacy refers to the "subjective perceptions and beliefs of teachers with regard to their capability to complete their teaching task and to teach their students well" (Yu et al., 2015, p. 706). Khani and Mirzaee (2015) described teacher self-efficacy as occurring across three domains: student engagement, instructional strategies, and classroom management. In their study of self-efficacy, Aloe et al. (2014) clarified the classroom

management dimension of self-efficacy by defining classroom management self-efficacy as the "extent to which a teacher feels competent in organizing a classroom, maintaining order, and gaining the participation and attention of all students" (p. 105). Further developing the definition of teacher self-efficacy, Pas et al. (2012) explained that an "important aspect of teacher efficacy is the belief that one has the ability to successfully teach children who are at risk for school failure because of their behavior, family background, or other external risk factors" (p. 130). Fernet et al. (2012) underscored the importance of teacher self-efficacy by suggesting that "burnout may be precipitated by demanding aspects of the job that weaken employee...self-efficacy" (p. 516). As such, a strong sense of teacher self-efficacy can mitigate the risk of developing burnout.

Notably, several studies have found that teacher self-efficacy is significantly negatively correlated with burnout (Brown, 2012; Fernet et al., 2012; Høigaard et al., 2012; Hultell, Melin, & Gustavsson, 2013; Khani & Mirzaee, 2015). Relating teacher self-efficacy to the job demands-resources model, Brouwers, Tomic, and Boluijt (2011) submitted that "whereas job demands, job control, and social support are job-related characteristics as perceived by the respondent himself, self-efficacy beliefs may reveal how effectively a teacher copes with these job characteristics" (p. 21). These findings support those of Betoret (2006) who found that teachers who were highly self-efficacious and had access to adequate school resources reported less burnout than those who were less self-efficacious and had limited school resources. In addition to influencing overall burnout, teacher self-efficacy can also influence specific domains of burnout. For example, the results of Tuxford and Bradley's (2015) study of Australian teachers showed that teachers with lower self-efficacy experienced a greater degree of emotional exhaustion than teachers with higher self-efficacy. Similarly, in their study of classroom

management self-efficacy and teacher burnout, Aloe et al. (2014) found that teachers who reported a high degree of classroom management self-efficacy experienced a greater degree of personal accomplishment while those who reported lower classroom management self-efficacy experienced higher degrees of emotional exhaustion and depersonalization. Lim and Eo (2014) conducted a study considering the role of collective teacher efficacy—the belief of a faculty in their collective ability to influence student outcomes—and found that it has a significant negative correlation with all three dimensions of burnout. Overall, the literature indicates that the likelihood of burnout increases as a teacher's—or faculty's—sense of self-efficacy decreases.

Burnout and Work Engagement

Work engagement can also play a substantial role in the development of burnout. Rey et al. (2012) asserted that work engagement is the "conceptual antithesis of burnout" and is "conceived as a positive work-related state of mind" (p. 119). Like burnout, work engagement includes three dimensions: vigor, dedication, and absorption. Vigor can be characterized by "high energy levels and mental resistance while working" (Bermejo-Toro et al., 2016, p. 482). Dedication is described as "strong involvement in one's work", "one's sense of enthusiasm and significance", and "pride and inspiration" related to one's work (Rey et al., 2012, pp. 120-121). Absorption, the final dimension of work engagement, refers to "being entirely focused and absorbed in one's work, feeling that time passes quickly while working and having a resistance to disconnect with the present task, due to the high pleasure and concentration experienced" (Bermejo-Toro et al., 2016, p. 482). A research study conducted by Rey et al. (2012) examining the role of gender and grade level taught on burnout and engagement, found that burnout and engagement are moderately negatively correlated. Additionally, they found that the actual level of burnout and engagement experienced by teachers may vary depending upon teachers' gender

and the grade levels taught (Rey et al., 2012). Similarly, Bermejo-Toro et al. (2016) found that work engagement can modulate burnout and lessen its effects. Prieto et al. (2008) undertook a study examining the relationship between the job demands-resources model, burnout, and work engagement and found that "demands positively and significantly correlated with burnout, and negatively correlated with engagement. Resources negatively and significantly correlated with burnout, and positively correlated with engagement" (p. 357). Considered collectively, these findings indicate that work engagement can serve as an inoculation against burnout.

Burnout and Workplace Environment

In addition to teacher self-efficacy and work engagement, the workplace environment can contribute to teachers' experiences of burnout. Van Tonder and Williams (2009) explained that burnout "appears to be indicative of a substantively dysfunctional work environment and institutional setting" (p. 205). This position is supported by Foley and Murphy's (2015) study investigating the role of work environment on burnout which posited that "work environment factors were found to play a significant role in predicting emotional exhaustion even when controlling for the influence of individual-level variables" (p. 52). Similarly, Fernet et al. (2012) explained that "changes in burnout are predicted by changes in teachers' perceptions of school environment and motivational factors" (p. 522), suggesting that teachers' relationship with their workplace environment can influence their feelings of burnout. Moreover, challenges in the areas of role overload, role ambiguity, and role conflict can cultivate a toxic, burnout-prone workplace environment (Papastylianou et al., 2009). Friedman (1991) defined role overload as a "situation in which the individual is assigned more work than he or she can effectively handle" (p. 326). Maslach et al. (2001) described the difference between role conflict and role ambiguity as follows: "Role conflict occurs when conflicting demands at the job have to be met, whereas

role ambiguity occurs when there is a lack of adequate information to do the job well" (p. 407). The workplace environment's influence on teacher burnout can be considered in terms of organizational factors, autonomy, and administrative support.

Organizational factors. The beliefs of a given organization create its culture and, whether directly or indirectly, its overall atmosphere. Therefore, a degree of organizational confidence is necessary for individuals to feel that their work within the organization matters. Çağlar (2011) described organizational confidence as the "state of trust on [sic] the organization and is based upon organizational roles, relations and experiences, and it consists of the organization members' positive expectations of other members' intention and attitudes" (p. 1842). People are more likely to experience burnout when their trust in the organization has been diminished. Perhaps unsurprisingly then, organizational confidence is significantly negatively correlated with burnout (Çağlar, 2011). In a similar vein, İnandi and Büyüközkan (2013) examined the relationship between organizational citizenship behaviors and burnout and found that teacher organizational citizenship behaviors are negatively affected by feelings of burnout. Another potential organizational factor influencing burnout is the emotional labor required by the organization. Timms, Graham, and Caltabiano (2006) explained that "management of one's emotions requires great effort and when this is required in the course of one's job, the organisation [sic] is in essence controlling something quite personal to the individual; their emotions—for a wage" (p. 344). Over time, insufficiently compensated emotional labor can lead employees to experience feelings of burnout and resentment towards the organization. While burnout is largely an individual phenomenon, González-Morales, Peiró, Rodríguez, and Bleiese (2012) highlighted the concept of perceived collective burnout or "the shared perceptions of the employees in the same organization about their colleagues' burnout

symptoms" (p. 46). An organization whose employees consider themselves largely burned out will be less effective than one whose employees consider themselves engaged in their work. González-Morales et al. (2012) further emphasized this point by explaining that "organizations not only have to be healthy, but also need to appear to be healthy. This should be perceived by their employees; even more, these perceptions must be collectively shared to facilitate their influence on positive outcomes" (p. 58). The role of the organization in the development of burnout cannot be dismissed.

Autonomy. The job-related autonomy of the individual has also been found to be an influential factor in the development of burnout (Fernet et al., 2012; Fernet et al. 2014). Job autonomy can be defined as the "extent to which an occupation or activity provides opportunities to make decisions and exercise control over the tasks to be accomplished" (Fernet et al., 2014, p. 516). As applied to the school setting, teacher autonomy refers to the "degree to which a teacher has the desire to make curriculum decisions using his/her personal initiative and intellectual engagement" (Khezerlou, 2012, p. 58). The concept of teacher autonomy can be sub-divided into autonomy over the following areas: curriculum, pedagogy, assessment, professional development, student discipline, and classroom environment (Khezerlou, 2012). Friedman's (1991) landmark study on school culture aspects of teacher burnout found that high-burnout schools had rigid expectations of teachers and students and were high control environments. In contrast, low-burnout schools had flexible expectations of teachers and students, and teachers were granted a higher degree of autonomy (Friedman, 1991). Friedman (1991) summarized his findings by stating that an "organizational policy by which teachers are treated as dependable professionals leads to a reduced level of burnout" (p. 331). Maslach et al. (2001) concurred with this statement: "Burnout is...higher for people who have little participation in decision making.

Similarly, a lack of autonomy is correlated with burnout" (p. 407). Additionally, Ranđelović and Stojilijković (2015) found that "the better the work climate and higher the satisfaction of the need for autonomy, the lower is the level of burnout" (p. 835). Clearly, autonomy plays a substantial role in the development of burnout.

Administrative support. Administrative support can also influence the development of teacher burnout (Pas et al., 2012). Fernet et al. (2012) asserted that "there is considerable evidence that interpersonal support at work, especially from the school principal, plays a major role in alleviating job stress and burnout in teachers" (p. 517). The teachers in Friedman's (1991) school culture study who reported less burnout were those who felt that they did not "have to fear criticism for having noisy classes, for raising problems they [were] confronted with, for initiating and trying out new teaching methods and materials" (p. 331). In other words, teachers whose principals trusted them and supported them in innovation were less likely to burn out as compared to those whose principals adopted a micro-management approach to leadership. Further supporting that idea, Timms et al. (2006) reported that "when teacher perceptions of school administration's ability, benevolence and integrity (trustworthiness) were high, burnout among teachers were low. Conversely when perceptions of school administration trustworthiness were low, teacher burnout was high" (p. 345). Interestingly, Timms et al. (2006) also found that male teachers were more likely to trust school administrators than female teachers and that primary (elementary) grades teachers were more likely to trust school administrators than secondary grades teachers. On the whole, the literature indicates that the degree to which administrators support their teachers directly influences the teachers' likelihood of developing burnout.

Faith Integration

The psychological phenomenon of burnout predates modern psychology. In Isaiah 40:29-31a (New International Version), Isaiah delivered the following message: "He [God] gives strength to the weary and increases the power of the weak. Even youths grow tired and weary, and young men stumble and fall; but those who hope in the Lord will renew their strength". This message of hope and renewal came during a time of turmoil for the people of Israel. After the experience of the fall of Jerusalem and subsequent Babylonian exile, the people of Israel were essentially a burned out nation. Though their trauma was of their own doing, the Lord still came to them with messages of hope and a reminder that their season of pain would end.

However, God's message of reassurance to burned-out people was not limited to the Old Testament. In Romans 12:11 (The Message), the apostle Paul exhorted the Roman church saying, "Don't burn out; keep yourselves fueled and aflame"—perhaps the earliest ever reference to the passion-based model of burnout. Later, in Galatians 6:9 (King James Version), Paul provided similar advice to the Galatian church: "And let us not be weary in well doing; for in due season we shall reap, if we faint not". This allusion to emotional exhaustion and a low sense of personal accomplishment can assure the believer that God cares about burned out people. In Matthew 11:28 (New International Version), Jesus specifically invited burned out people to take their comfort in Him saying, "Come to me, all you who are weary and burdened, and I will give you rest". Time and again, God has invited the emotionally exhausted, depersonalized, and insecure into restoration through fellowship with Him.

Interestingly, though there are numerous references to burnout in the Bible, there is virtually no literature available concerning burnout as it manifests in teachers working in Christian schools, but there is also a paucity of literature relating to Christian schools in general

(Boerema, 2011; Finn et al., 2010; Van der Walt & Zecha, 2004). Several researchers have commented on the lack of research concerning Christian schools, including Boerema (2011) who stated in his article "A Research Agenda for Christian Schools" that "one segment of [the] educational world that has not yet been studied as extensively as the public system is the sector of private schools" (p. 28). Additionally, Metheny, West, Winston, and Wood (2015) referenced a parallel lack of research for Christian higher education, stating that "a gap in the literature exists with respect to faith-based colleges and universities" (p. 145).

This unique subset of educators faces nearly all the challenges experienced by their public school colleagues—and usually for far less compensation and recognition. Finn et al. (2010) reported in their study of the perceived professional development needs of teachers and administrators in Preschool through 12th grade Christian schools that "most teachers in Christian schools can expect to make only 78% of that of public school teachers and this doesn't [sic] include the substantial loss of earnings through retirement and other benefits" (p. 23). Compounding the potential effect of differences in compensation between public and Christian schools, Metheny et al.'s (2015) study of faculty in faith-based institutions found that "because Christian colleges are often smaller and more intimate in size, employees at private Christian institutions often fill more than one role" (p. 145). Given the nature of private Christian institutions at large, it stands to reason that teachers working in K-12 Christian schools are also frequently called upon to fill more than one role. However, the few studies that exist regarding Christian schools, colleges, and universities frequently returned to the theme that teachers working in these institutions choose to do so as a form of ministry. As such, teachers and faculty members in those studies reported a high sense of job satisfaction despite filling more roles for less pay (Finn et al., 2010; LaBarbera & Hetzel, 2014/2015; Metheny et al., 2015).

Additionally, teachers working in Christian schools must attend not only to the intellectual development of their students but also to their spiritual growth. Van der Walt and Zecha (2004) characterized the purpose of Christian schools, saying that "the chief task of the school is the cultivation of distinctively Christian ways of thinking about reality" (p. 179). Building upon that definition, Finn et al. (2010) explained that "the primary mission of Christian education is typically articulated in terms of student discipleship" (p. 9). To fulfill this mission, teachers in Christian schools should "undertake to give their students a Christian perspective, based on God's revelation on all curricular topics" (Van der Walt & Zecha, 2004, p. 179). Therefore, teachers are charged with being "professional educators as well as spiritual mentors assisting their students in the development of a biblical worldview" (Finn et al., 2010, p. 10). The unique professional and spiritual demands involved with teaching at Christian schools could put teachers working in those schools at increased risk for burnout. Future research in the area of teacher burnout should focus on the phenomenon of burnout as it affects teachers working in Christian schools.

Conclusion

Teacher burnout is a psychological phenomenon characterized by emotional exhaustion, depersonalization, and a low sense of personal accomplishment with affective, cognitive, and physical ramifications (Akbaba, 2014; Friedman, 1991; Gonzalez & Bernard, 2006; Koruklu et al., 2012; Oakes et al., 2013; van Tonder & Williams, 2009; Williams & Dikes, 2015). While researchers agreed that burnout initially manifests as emotional exhaustion, several causal models exist to explain the progression of burnout (Brouwers & Tomic, 2014). Among these models are the passion-based model, the mismatch model, the transactional model of stress and coping as well as the job demands-resources model (Fernet et al., 2012, Fernet et al., 2014;

Maslach et al., 2001; Mojsa-Kaja et al., 2015). As the field of burnout research has expanded, several factors have been found to contribute to the development of burnout. For example, work overload, age, gender, years of teaching experience, student misbehavior, and interpersonal conflict have all been identified as contributing factors to the development of burnout (Paleksić et al., 2015).

Recently, much of the research concerning burnout has clustered around three main constructs: teacher self-efficacy, work engagement, and workplace environment. Each of these constructs has demonstrated noteworthy influence over the development of burnout—the more efficacious and engaged the teacher and the healthier the work environment, the less risk of burnout (Friedman, 1991; Høigaard et al., 2012; Lim & Eo, 2014; Rey et al., 2012). While burnout as a field of research has developed over the last 50 or so years, it is imperative to note that it is, by no means, a new phenomenon. Descriptions of the dimensions of burnout, as well as examples of burned out people, can be found throughout Scripture. Perhaps the most important burnout-related concept for teachers to remember is that, ultimately, burnout is not a personal failure. It is the result of long-term stress in an unhealthy work environment.

In Chapter 3, the methods used to study burnout as experienced by teachers working in Christian schools will be delineated. The sample and sample selection process as well as the instrument and procedures used to collect data will be described. A description of the results will follow in Chapter 4.

III. METHODOLOGY

This chapter explains the methodology used in this quantitative, descriptive, nonexperimental survey research study. Descriptive research aims to determine and describe "the way things are" and involves "collecting numerical data to test hypotheses or answer questions about the current subject of study" (Gay, Mills, & Airasian, 2012, p. 625). Similarly, survey research can be defined as a "descriptive quantitative study in which a large number of people are asked questions and their responses tabulated in an effort to identify general patterns or trends in a certain population" (Leedy & Ormrod, 2016, p. 372). The independent variables derived from the demographic data collected in this research were classified as personal characteristics (age, gender, ethnicity, and marital status) and professional characteristics (school enrollment, total student load, grade level taught, and average class size). The dependent variables included the three domains of burnout (emotional exhaustion, depersonalization, and sense of personal accomplishment) as measured by the *Maslach Burnout Inventory—Educator Survey* (MBI—ES) as well as perceived administrative support and perceived teacher autonomy as reported by the participants. The researcher developed an online survey which embedded the 22 items of the MBI—ES into a larger survey collecting information regarding participants' personal and professional characteristics as well as their rating of perceived administrative support and perceived teacher autonomy in their school setting.

Sample Selection

The target population in this study was teachers working in Kindergarten through 12th grade (K-12) Christian schools in the Central Florida area. A total of 25 K-12 Christian schools in the Central Florida area were invited to participate in this study. The invited schools were in the following counties: Putnam County (1), Seminole County (5), Orange County (5), Osceola County (3), Polk County (6), and Hillsborough County (4). One school invited to participate in this study had campuses in both Seminole and Orange counties. Of the 25 schools invited to participate in this study, the researcher had personal knowledge of nine of the schools as well as a gatekeeper who had agreed to "smooth the way" (Leedy & Ormrod, 2016, p. 368) for the researcher and encourage his or her colleagues to participate in the study. Two of the schools invited to participate in this study came to the knowledge of the researcher following introductions facilitated by colleagues. The remaining 14 schools were selected from the Florida Department of Education's (FLDOE) (2017) Directory of Private Schools after meeting the following criteria: being located in an appropriate Central Florida county, teaching Kindergarten through 12th grades, and being listed as a Christian school. The 25 schools invited to participate in this study were located within the greater Orlando and Tampa metropolitan areas, respectively.

A purposive sample of 65 participants was drawn from the 25 K-12 Christian schools invited to participate in this study. Recruitment for this study took place in three phases. In the first phase, the researcher sent an email containing an invitation to participate in this study and the link to the survey directly to 33 teachers and 2 administrators working in the nine schools of which she had personal knowledge. In the second phase, the researcher sent an email containing an invitation to participate in this study and the link to the survey to the 2 school administrators

who came to the knowledge of the researcher following introductions facilitated by colleagues. In the third phase, the researcher sent an email to the 14 school administrators whose contact information she obtained from the FLDOE's (2017) Directory of Private Schools. In addition to the initial invitation email, the teachers who were directly invited to participate and administrators whose schools were invited to participate received two reminder emails regarding the survey prior to the survey's closing. The online survey was open to participants for three weeks.

Instrumentation

Kindergarten through 12th grade teachers working in 25 Christian schools in the Central Florida area were invited to complete an online survey including the 22 items of the *Maslach Burnout Inventory—Educator Survey* (MBI—ES). The survey was hosted and distributed using SoGoSurvey's online survey platform. Maslach et al. (1996) advised MBI—ES administrators to present the survey as a "survey of job-related attitudes" (p. 7) so as to avoid sensitization to burnout. Therefore, in accordance with Maslach et al.'s (1996) recommendation, the researcher avoided this sensitization by embedding the 22 items of the MBI—ES into an online survey of teacher demographics and job-related attitudes. The online survey completed by participants had two main sections: Teacher Demographics and Job-Related Attitudes.

Teacher Demographics

As stated earlier in this chapter, the 22 items of the MBI—ES were embedded into an online survey regarding teacher demographics and job-related attitudes. The demographic questions were divided into the following three sections: Demographic Information, Teaching Experience, and School Demographics. The Demographic Information section consisted of six items and was used to collect data regarding participants' gender, age, marital status,

race/ethnicity, and level of education. The Teaching Experience section consisted of five questions and was used to collect data regarding participants' years of teaching experience, grade level(s) taught, content area(s) taught, and extracurricular activities sponsored. The final question in this section also asked if participants would still choose a career in teaching. The School Demographics section consisted of four questions and was used to collect data regarding the location of participants' schools, the number of students enrolled in participants' schools, the total number of students enrolled in classes taught by the participants, and the participants' average class size.

Job-Related Attitudes

Maslach Burnout Inventory—Educator Survey. The MBI—ES has been used in many studies of teacher burnout and is considered the gold standard instrument for assessing teacher burnout (Foley & Murphy, 2015; Friedman, 1991; Ho, 2016; Lim & Eo, 2014; Oakes et al., 2013). In her study of teacher emotions and teacher burnout, Chang (2013) used a modified version of the MBI—ES to assess the "psychological syndrome of burnout in three dimensions" (p. 805). Shen et al. (2015) also used a modified version of the MBI—ES in their study of the relationship between teacher burnout and student motivation. Stoeber and Rennert (2008) employed the German version of the MBI—ES in their study of the relationship between perfectionism in teachers, stress, coping styles and burnout. Additionally, Brouwer et al. (2011), Khani and Mirzaee (2015), Lim and Eo (2014), and Oakes et al. (2013) utilized the MBI—ES in their respective studies regarding the relationship between burnout and self-efficacy.

The MBI—ES is a 22-item instrument consisting of three distinct sub-scales, each assessing a domain of burnout. Individuals completing the MBI—ES read a series of statements and then, using a Likert-style scale ranging from Never (0) to Every Day (6), rated the frequency

with which they identified with the experience described in each statement. The Emotional Exhaustion sub-scale measures the severity of an individual's emotional exhaustion with statements such as, "I feel emotionally drained from my work" (Maslach, Jackson, & Schwab, 1986). This sub-scale has nine items and demonstrates the highest degree of reliability with a Cronbach's alpha of .90 (Maslach et al., 1996). The Depersonalization sub-scale measures the severity of an individual's depersonalization with statements such as, "I feel I treat some students as if they were impersonal objects" (Maslach et al., 1986). This sub-scale has five items and has an alpha of .79 (Maslach et al., 1996). The Personal Accomplishment sub-scale measures the level of an individual's sense of personal accomplishment with statements such as, "I feel I'm positively influencing other people's lives through my work" (Maslach et al., 1986). This sub-scale has eight items and has an alpha of .71 (Maslach et al., 1996).

It is important to note that the MBI—ES does not yield a composite "burnout score" but rather distinct sub-scale scores that can be used to assess an individual's range of experienced burnout. As such, Maslach et al. (1996) prescribe the following interpretation of scores:

> A high degree of burnout is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales and in low scores on the Personal Accomplishment subscale. An average degree of burnout is reflected in average scores on the three subscales. A low degree of burnout is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales and in high scores on the Personal Accomplishment subscale (p. 5).

To aid interpretation, Maslach et al. (1996) provided MBI—ES administrators with score categorization information, as well as range of experienced burnout classifications in the

Maslach Burnout Inventory Manual. For the purpose of this study, the 22 items of the MBI—ES were embedded within the Job-Related Attitudes section of the online survey.

Additional questions. In addition to the 22 items of the MBI—ES, the Job-Related Attitudes section of the online survey completed by participants also included two items specifically related to the fourth and fifth research questions guiding this study. These items were the final two items in the online survey and immediately followed the MBI—ES items. Participants were directed to respond to the items using a Likert-style scale ranging from Strongly Disagree (1) to Strongly Agree (4).

As the fourth research question guiding this study addressed the role of perceived administrative support as a predictor of teacher burnout, participants were asked to rate their level of agreement with the following statement: My administrator provides me with enough support to do my job effectively. Similarly, the fifth research question guiding this study addressed the role of perceived teacher autonomy as a predictor of burnout. As such, participants were asked to rate their level of agreement with the following statement: My administrator allows me enough professional autonomy to do my job effectively.

Research Questions and Hypotheses

In order for the researcher to address the stated research problem, the following research questions and hypotheses were posed:

1. What is the extent of the frequency with which participants identify with the experiences described in the 22 survey items of the *Maslach Burnout Inventory—Educator Survey*?
2. Which teacher characteristics are statistically significant predictors of burnout in teachers working in Christian schools?

H_0^1: Personal teacher characteristics are not a statistically significant predictor of burnout in teachers working in Christian schools.

H_A^1: Personal teacher characteristics are a statistically significant predictor of burnout in teachers working in Christian schools.

H_0^2: Professional teacher characteristics are not a statistically significant predictor of burnout in teachers working in Christian schools.

H_A^2: Professional teacher characteristics are a statistically significant predictor of burnout in teachers working in Christian schools.

3. Which of the three domains (emotional exhaustion, depersonalization, and low sense of personal accomplishment) is the most robust predictor of a teacher's perception of being burned out?

H_0^3: Emotional exhaustion is not a statistically significant predictor of a teacher's perception of being burned out.

H_A^3: Emotional exhaustion is a statistically significant predictor of a teacher's perception of being burned out.

H_0^4: Depersonalization is not a statistically significant predictor of a teacher's perception of being burned out.

H_A^4: Depersonalization is a statistically significant predictor of a teacher's perception of being burned out.

H_0^5: A low sense of personal accomplishment is not a statistically significant predictor of a teacher's perception of being burned out.

H_A^5: A low sense of personal accomplishment is a statistically significant predictor of a teacher's perception of being burned out.

4. Does perceived administrative support act as a statistically significant predictor of the probability of teacher burnout?

H_0^6: Perceived administrative support is not a statistically significant predictor of the probability of teacher burnout.

H_A^6: Perceived administrative support is a statistically significant predictor of the probability of teacher burnout.

5. Does perceived teacher autonomy act as a statistically significant predictor of the probability of teacher burnout?

H_0^7: Perceived teacher autonomy is not a statistically significant predictor of the probability of teacher burnout.

H_A^7: Perceived teacher autonomy is a statistically significant predictor of the probability of teacher burnout.

Data Analysis

Preliminary Analyses

Prior to addressing the stated research questions in the proposed study, preliminary data analyses were conducted. Specifically, the internal stability of participant response (reliability) was calculated using Cronbach's Alpha. Additionally, missing data analyses were undertaken using both Expectancy Maximization (EM) and Multiple Imputations (MI) to assess the extent and randomness of missing data in participant responses. Little's MCAR statistic represented the primary means by which randomness of missing data was evaluated.

Data Analysis by Research Question and Hypothesis

The research questions were addressed through a combination of both descriptive and inferential statistical techniques. The following represented how the research questions were addressed analytically:

Research question 1: What is the extent of the frequency with which participants identify with the experiences described in the 22 survey items of the *Maslach Burnout Inventory—Educator Survey*? Both frequency counts and percentages were used to address the study's first question. Moreover, measures of central tendency and variability were applied for comparative purposes. The internal consistency of response was addressed using Cronbach's alpha. The statistical significance of finding in the study's first question was assessed using the Chi Square Goodness of Fit Test (GOF). The alpha level of $p < .05$ was employed as the threshold for evaluating the statistical significance of finding in the first question of the study.

Research question 2: Which teacher characteristics are statistically significant predictors of teachers working in Christian schools? The predictive ability of teacher characteristics was evaluated using linear multiple regression. Predictive model fitness was represented through the interpretation of the model's ANOVA value, with the statistical significance threshold set at $p < .05$. Tolerance values were utilized to assess the levels of variable and possible multicollinearity issues present in the combination of independent predictor variables. Tolerance values of .1 or less were considered the threshold for rejection of respective variable consideration in the predictive model. The Adjusted R^2 value was utilized as the means of effect size interpretation. An alpha level of $p < .05$ was used as the threshold for evaluating the statistical significance of finding.

Null hypothesis 1 will be retained if personal teacher characteristics are not a statistically significant predictor of burnout in teachers working in Christian schools. Alternative hypothesis 1 will be accepted if personal teacher characteristics are a statistically significant predictor of burnout in teachers working in Christian schools. Additionally, null hypothesis 2 will be retained if professional teacher characteristics are not found to be a statistically significant predictor of burnout in teachers working in Christian schools. Alternative hypothesis 2 will be accepted if professional teacher characteristics are found to be a statistically significant predictor of burnout in teachers working in Christian schools.

Research question 3: Which of the three domains (emotional exhaustion, depersonalization, and low sense of personal accomplishment) is the most robust predictor of a teacher's perception of being burned out? The predictive ability of survey instrument "domains" was evaluated using linear multiple regression. Predictive model fitness was represented through the interpretation of the model's ANOVA value, with the statistical significance threshold set at $p < .05$. Tolerance values were utilized to assess the levels of variable and possible multicollinearity issues present in the combination of independent predictor variables. Tolerance values of .1 or less were considered the threshold for rejection of respective variable consideration in the predictive model. The Adjusted R^2 value was utilized as the means of effect size interpretation.

Null hypothesis 3 will be retained if emotional exhaustion is not found to be a statistically significant predictor of burnout in teachers working in Christian schools. Alternative hypothesis 3 will be accepted if emotional exhaustion is found to be a statistically significant predictor of burnout in teachers working in Christian schools. Similarly, null hypothesis 4 will be retained if depersonalization is not found to be a statistically significant predictor of burnout in teachers

working in Christian schools. Alternative hypothesis 4 will be accepted if depersonalization is found to be a statistically significant predictor of burnout in teachers working in Christian schools. Null hypothesis 5 will be retained if a low sense of personal accomplishment is not found to be a statistically significant predictor of burnout in teachers working in Christian schools. Alternative hypothesis 5 will be accepted if a low sense of personal accomplishment is found to be a statistically significant predictor of burnout in teachers working in Christian schools.

Research question 4: Does perceived administrative support act as a statistically significant predictor of the probability of teacher burnout? The predictive ability of perceived administrator support was evaluated using simple linear regression. The Adjusted R^2 value was utilized to evaluate the predictive effect of the independent predictor variables on this question. An ANOVA value threshold of $p < .05$ was used to evaluate the fitness of the predictive model. Durbin-Watson values of 1.0 to 3.0 were used to fulfill the assumption of independence of error. A predictive slope value (f) of $p < .05$ represented the threshold for the statistical significance of the prediction.

Null hypothesis 6 will be retained if perceived administrative support is not found to be a statistically significant predictor of burnout in teachers working in Christian schools. Alternative hypothesis 6 will be accepted if perceived administrative support is found to be a statistically significant predictor of burnout of teachers working in Christian schools.

Research question 5: Does perceived teacher autonomy act as a statistically significant predictor of the probability of teacher burnout? The predictive ability of perceived teacher autonomy was evaluated using simple linear regression. The Adjusted R^2 value was utilized to evaluate the predictive effect of the independent predictor variables on this

question. An ANOVA value threshold of $p < .05$ was used to evaluate the fitness of the predictive model. Durbin-Watson values of 1.0 to 3.0 were used to fulfill the assumption of independence of error. A predictive slope value (f) of $p < .05$ represented the threshold for the statistical significance of the prediction.

Null hypothesis 7 will be retained if perceived teacher autonomy is not found to be a statistically significant predictor of burnout in teachers working in Christian schools. Alternative hypothesis 7 will be accepted if perceived teacher autonomy is found to be a statistically significant predictor of burnout in teachers working in Christian schools.

In the following chapter, the results of the study will be reported. Each research question will be addressed using the data collected and statistical analyses described in the preceding chapter. Additionally, each research hypothesis will be accepted or rejected as indicated by the results of the data analysis.

IV. RESULTS

As stated in Chapter One, the purpose of this nonexperimental, descriptive study was to examine how burnout is experienced by teachers working in Christian schools. Data were collected through the use of an online survey concerning teacher demographics and job-related attitudes. Embedded in the job-related attitudes segment of the online survey were the 22 items of the *Maslach Burnout Inventory—Educator Survey* (MBI—ES) which measured the levels of participants' emotional exhaustion, depersonalization, and sense of personal accomplishment—indicators of an individual's level of experienced burnout. Also included in the job-related attitudes portion of the online survey were two questions regarding participants' perceptions of administrative support and teacher autonomy in their respective workplaces. Each research question and hypothesis delineated in this chapter was addressed through the use of inferential statistics.

Preliminary Analyses

Prior to addressing the stated research questions in this study, preliminary analyses were conducted. Specifically, an evaluation of missing data, as well as an evaluation of the internal consistency of responses (reliability) were conducted with this study's data set. Additionally, an evaluation of essential demographic data was conducted using this study's data set.

Missing Data

This study's data set was completely intact with no missing data points evident in the responses of the 65 participants. Therefore, formal missing data analysis using Expectancy Maximization (EM) and Multiple Imputations (MI) were deemed unnecessary.

Internal Consistency of Participant Responses (Reliability)

The internal consistency of participant response (reliability) to the 22 survey items of the MBI--ES is considered to be high—even approaching very high—and at a statistically significant level. The Cronbach's alpha level achieved in participant responses to the 22 MBI—ES survey items was $a = .79$, $p < .001$.

Essential Demographics

The total sample size of respondents to this study's survey was 65, representing a 14% overall response rate. Of the total participants in the study, nearly nine in ten were female (n = 57; 87.7%). Nearly nine in ten participants reported their ethnicity to be Caucasian (n = 56; 86%). Regarding marital status, nearly nine in ten respondents reported being married (n = 54; 83%). Additionally, over half of the respondents were 41 years of age or older (n = 45; 69%).

Forty-six percent of the respondents reported having completed college (n = 30), and 52% of respondents reported having completed postgraduate work (n = 34). Respondents to the survey were fairly evenly distributed between elementary-level teachers (n = 26; 40%), middle school teachers (n = 32; 49%), and high school teachers (n = 32; 49%). It is important to note that respondents were told to select all grade levels that applied to their teaching placement. Therefore, the total number of teachers will exceed the number of teachers in the sample, and the total percentage of teachers will exceed 100%. The single greatest percentage of participants occupying a range of years of teaching experience was manifest in the 21 to 25 years range

group (n = 13; 20%), closely followed by both the 6 to 10 and 11 to 15 years range groups (each n = 12; each 18.5%). Participants expressing 6 to 15 years professional experience accounted for nearly one-quarter of the participant sample when considering years of professional service.

Regarding study participant school enrollment, approximately one-quarter (24.6%) were employed at schools with enrollments exceeding 1,000 students. One-third (33.84%) of study participants taught at schools with fewer than 300 students enrolled. Nearly 97% of study participants stated that they had a total student load of 199 or fewer students, with the majority possessing 49 or fewer total students. Regarding study participant class size, nearly half (47.7%) of participants stated that they possessed average class sizes of 16 to 20 students. Nearly nine in ten participants (86.2%) possessed average class sizes of 11 to 25 students.

Data Analysis by Research Question

To address the stated research problem in the current investigation, the following research questions and hypotheses were addressed as follows:

Research Question 1: What is the extent of the frequency with which participants identify with the experiences described in the 22 survey items of the *Maslach Burnout Inventory—Educator Survey*?

The internal consistency of participant response (reliability) across all 22 survey items from the *Maslach Burnout Inventory—Educator Survey* is considered high—even approaching very high ($a = .78$). Moreover, the internal consistency of participant response was found to be statistically significant ($p < .001$). The mean score across all 22 items was nearly 4.0 (3.95), indicating that participants reported identifying with the experience described in each statement between a few times a month and once a week. A total of 95% of the study's survey questions

were responded to in a statistically significant fashion ($p < .05$). The following table depicts the descriptive and inferential measures across the responses to the study's 22 MBI—ES items.

Table 1

Descriptive and Inferential Measures of the 22 MBI—ES Items

Question	Mean Score	X^2
1	4.26	19.54***
2	4.54	27.29***
3	3.55	17.60***
4	6.51	56.79***
5	1.60	91.23***
6	2.38	52.92***
7	6.29	37.71***
8	3.11	31.82***
9	6.26	45.83***
10	1.97	47.23***
11	1.75	101.43***
12	5.61	67.57***
13	3.28	19.75***
14	3.91	10.06
15	1.22	130.51***
16	2.08	57.12***
17	6.23	92.02***
18	5.74	63.22***
19	5.92	56.20***
20	2.25	64.34***
21	5.66	37.55***
22	2.80	38.49***

***$p < .001$

Research Question 2: Which teacher characteristics are statistically significant predictors of burnout in teachers working in Christian schools?

Two broad categories of predictors or covariates were identified in the participants' demographic data relating to teacher characteristics: Personal (age group, gender, ethnicity, and marital status) and Professional (school enrollment, total student load, grade level taught, and average class size). Two separate multiple linear regression models were utilized to assess the

predictive abilities in each respective category. The following represents the findings by category of predictor variables:

Table 2

Predicting Burnout by Personal Characteristics

Model	*ß*	*SE*	*Stand ß*	*t*	*Tolerance*
Intercept	4.17	2.65		1.57	
Age Group	-0.58	0.22	-.33	2.67**	.88
Gender	0.27	0.67	.05	0.40	.89
Ethnicity	0.46	0.28	.20	1.64	.95
Marital Status	-1.28	0.60	-.26	2.13*	.93

*$p < .05$ **$p < .01$

Participant age group and marital status represented inverse, statistically significant predictors of teacher burnout. Regarding age group, for every unit of grouping increase, participant burnout levels decreased by .58 units. With regard to participant marital status, moving one full categorical unit upward (single to married) decreased burnout by 1.28 units on the research instrument rating scale. Personal teacher characteristics are a statistically significant predictor of burnout. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

H_0^1: Personal teacher characteristics are not a statistically significant predictor of burnout in teachers working in Christian schools.

H_A^1: Personal teacher characteristics are a statistically significant predictor of burnout in teachers working in Christian schools.

Table 3

Predicting Burnout by Professional Characteristics

Model	*ß*	*SE*	*Stand ß*	*t*	*Tolerance*
Intercept	0.79	1.16		0.69	
School Enrollment	-0.22	0.07	-.43	3.06***	.72
Total Student Load	0.10	0.26	.05	0.39	.78
Grade Level Taught	1.00	0.48	.28	2.07*	.78
Mean Class Size	0.40	0.23	.23	1.76	.82

*$p < .05$ ***$p < .001$

Participant school enrollment and grade level taught represented statistically significant predictors of teacher burnout. Regarding school enrollment, for every unit of grouping increase, participant burnout levels decreased by .22 units on the research instrument's rating scale. With regard to participant grade level taught, moving one full categorical unit upward (elementary to secondary) increased burnout by 1.00 full unit on the research instrument's rating scale. Professional teacher characteristics are a statistically significant predictor of burnout.

H_0^2: Professional teacher characteristics are not a statistically significant predictor of burnout in teachers working in Christian schools.

H_A^2: Professional teacher characteristics are a statistically significant predictor of burnout in teachers working in Christian schools.

Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

Research Question 3: Which of the three domains of burnout (emotional exhaustion, depersonalization, and low sense of personal accomplishment) is the most robust predictor of a teacher's perception of being burned out?

Considering the associative and predictive abilities of the three domains inherent in the study's research instrument, emotional exhaustion (EE) manifested the highest degree of mathematical relationship with the dependent measure (burnout) and represented the most robust and only statistically significant predictor of the dependent measure of burnout. The following represents the associative relationship between domains and the dependent measure burnout:

Table 4

Associative Relationship Between Domains and Burnout

Domain	*r*
Emotional Exhaustion (EE)	.80***
Depersonalization (DP)	.55***
Personal Accomplishment (PA)	-.34***

****p < .001*

The following represents the predictive abilities of the respective domains with regard to the dependent measure of burnout:

Table 5

Predictive Abilities of Domains With Regard to Burnout

Model	*ß*	*SE*	*Stand ß*	*t*	*Tolerance*
Intercept	2.09	0.98		2.13	
EE	0.11	0.01	.69	8.08***	.71
DP	0.06	0.04	.15	1.73	.70
PA	-0.04	0.02	-.13	1.68	.90

***$p < .001$

Regarding which of the three domains of burnout is the most robust predictor of a teacher's perception of being burned out, emotional exhaustion was found to be the most robust predictor of a teacher's perception of being burned out.

H_0^3: Emotional exhaustion is not a statistically significant predictor of a teacher's perception of being burned out.

H_A^3: Emotional exhaustion is a statistically significant predictor of a teacher's perception of being burned out.

Therefore, null hypothesis 4 is rejected, and alternative hypothesis 4 is accepted.

H_0^4: Depersonalization is not a statistically significant predictor of a teacher's perception of being burned out.

H_A^4: Depersonalization is a statistically significant predictor of a teacher's perception of being burned out.

H_0^5: A low sense of personal accomplishment is not a statistically significant predictor of a teacher's perception of being burned out.

H_A^5: A low sense of personal accomplishment is a statistically significant predictor of a teacher's perception of being burned out.

As depersonalization and a low sense of personal accomplishment were not found to be robust predictors of a teacher's perception of being burned out, null hypotheses 4 and 5 are retained.

Research Question 4: Does perceived administrative support act as a statistically significant predictor of the probability of burnout?

Perceived administrative support represents a moderate, statistically significant inverse correlate ($r = .46$; $p < .001$) with teacher burnout. Moreover, perceived administrative support represents a statistically significant predictor of teacher burnout. The following represents the predictive ability of perceived administrative support with regard to teacher burnout:

Table 6

Predictive Ability of Perceived Administrative Support in Regard to Teacher Burnout

Model	*ß*	*SE*	*Stand ß*	*t*
Intercept	5.79	0.69		8.40
Admin Support	-0.81	0.20	-.46	8.08***

***$p < .001$

From the predictive model, for every full unit of increase on the research instrument scale regarding administrative support, a .81 unit of decrease is predicted in participant burnout scale score.

Perceived administrative support is a statistically significant predictor of the probability of teacher burnout.

H_0^6: Perceived administrative support is not a statistically significant predictor of the probability of teacher burnout.

H_A^6: Perceived administrative support is a statistically significant predictor of the probability of teacher burnout.

Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

Research Question 5: Does perceived teacher autonomy act as a statistically significant predictor of the probability of teacher burnout?

Perceived teacher autonomy represents a weak, non-statistically significant inverse correlate ($r = .15$; $p = .12$) with teacher burnout. Moreover, perceived teacher autonomy did not present a statistically significant predictor of teacher burnout. The following represents the predictive ability of perceived teacher autonomy with regard to teacher burnout:

Table 7

Predictive Ability of Teacher Autonomy in Regard to Teacher Burnout

Model	*ß*	*SE*	*Stand ß*	*t*
Intercept	4.40	1.11		3.87
Teacher Autonomy	-0.37	0.31	-.15	1.19

Perceived teacher autonomy is not a statistically significant predictor of the probability of teacher burnout.

H_0^7: Perceived teacher autonomy is not a statistically significant predictor of the probability of teacher burnout.

H_A^7: Perceived teacher autonomy is a statistically significant predictor of the probability of teacher burnout.

Therefore, the null hypothesis is retained.

Summary

The study's data set was completely intact with no missing data points evident in the responses of the 65 participants. The internal consistency of participant response (reliability) to the 22 survey items of the research instrument is considered high—even approaching very high—at a statistically significant level. The total sample size of respondents to the study's survey was 65, representing a 14% overall response rate. Of the total participants in the study, nearly 9 in 10 were female, Caucasian, and married. Approximately three-quarters of the participant sample was 41 years of age or older.

Nearly all of the participant sample indicated that they had completed college or even post graduate university work, with the predominance serving in the field of education at the secondary level. The single greatest percentage of participants occupying a range of teaching experience was manifest in the 21 to 25 range group, closely followed by both the 6 to 10 and 11 to 15 range groups. Participants with six to 15 years professional experience accounted for nearly one-quarter of the participant sample when considering years of professional service.

Regarding study participant school enrollment, approximately one-quarter were employed at schools with enrollments exceeding 1000 students. One-third of study participants taught at schools with fewer than 300 students enrolled in their schools of employment and nearly 97% of study participants stated that they had a total student load of 199 or fewer, with the majority possessing 49 or fewer students in total student load. Regarding study participant class size, nearly half of the participants stated that they possessed average class sizes of 16 to 20 students. Nearly 9 in 10 participants had average class sizes of 11-25 students.

The mean score across all 22 questions of the MBI—ES was nearly 4.0. Nearly all of the study's survey questions were responded to in a statistically significant fashion. The internal

consistency of participant response across all 22 survey items that represented the study's research instrument reliability is considered high—even approaching very high—and statistically significant.

Two broad categories of predictors or covariates were identified in the participant demographic data relating to teacher characteristics: Personal (age group, gender, ethnicity, and marital status); and Professional (school enrollment, total student load, grade level taught, and average class size). With regard to personal demographic characteristic, participant age group and marital status represented inverse, statistically significant predictors of teacher burnout. Regarding professional demographic characteristics, participant school enrollment and grade level taught represented statistically significant predictors of teacher burnout.

Considering the associative and predictive abilities of the three domains inherent in the study's research instrument, emotional exhaustion (EE) manifested the highest degree of mathematical relationship with the dependent measure (burnout) and represented the most robust and only statistically significant predictor of burnout amongst the three respective domains inherent in the study's research instrument.

Perceived administrative support represented a moderate, statistically significant inverse correlate with teacher burnout, as well as a statistically significant predictor of teacher burnout. Whereas, perceived teacher autonomy represented a weak, non-statistically significant inverse correlate with teacher burnout and a non-statistically significant predictor of teacher burnout.

The results reported above indicated that there was a high level of agreement in participants' responses across the 22 items of the MBI—ES. Both personal and professional teacher characteristics were found to be statistically significant predictors of burnout for teachers working in Christian schools. Emotional exhaustion was found to be the most robust domain

predictor of a teacher's perception of being burned out. Additionally, perceived administrative support was found to be a statistically significant predictor of the probability of teacher burnout. Perceived teacher autonomy was not found to be a statistically significant predictor of the probability of teacher burnout. A more detailed summary, including a discussion of the findings, is presented in the next chapter.

V. DISCUSSION

As stated in Chapter 1, this study examined how burnout is experienced by teachers working in Christian schools. The intent of the study was to explore how teachers working in Christian schools experience burnout, as well as what personal and professional teacher characteristics are the best predictors of burnout. Additionally, the role of perceived administrative support and the role of perceived teacher autonomy as respective predictors of burnout in teachers working in Christian schools were evaluated. Exploring how teachers working in Christian schools experience burnout, what teacher characteristics are predictors of burnout, and what roles perceived administrator support and perceived teacher autonomy have as predictors of burnout will assist Christian school leaders in creating "flame-retardant" organizations and understanding how to best support their faculties.

Statement of the Problem

Expectations from administrators, students, and parents can be very different for teachers working in Christian schools. In van Tonder and Williams' (2009) study, work overload was identified as a major source of stress and, eventually, burnout. As Christian schools typically have fewer staff members than other schools of comparable size, teachers working in Christian schools frequently are required to take on more duties and after-school responsibilities than their public or prep school peers. This lack of resources and other characteristics of the Christian

school setting can lead to an environment in which "individuals become cynical in relation to their work and suffer from decreased professional efficacy" (Mojsa-Kaja et al., 2015, p. 103). Given the unique subculture of teachers working in Christian schools, research is needed to more fully explore how burnout is experienced by this population. Therefore, the purpose of this non-experimental, descriptive study was to examine how burnout is experienced by teachers working in Christian schools.

Review of the Methodology

This study is descriptive, nonexperimental survey research. A purposive sample of 65 teachers was drawn from 25 Christian schools in the greater Central Florida area. The independent variables derived from the demographic data collected in this research were classified as personal characteristics (age, gender, ethnicity, and marital status) and professional characteristics (school enrollment, total student load, grade level taught, and average class size). The dependent variables included the three domains of burnout (emotional exhaustion, depersonalization, and sense of personal accomplishment) as measured by the *Maslach Burnout Inventory—Educator Survey* (MBI—ES), as well as perceived administrative support and perceived teacher autonomy as reported by the participants.

Prior to addressing the stated research questions in the study, preliminary data analyses were conducted. Specifically, the internal stability of participant response (reliability) was calculated using Cronbach's Alpha. The research questions were addressed through a combination of both descriptive and inferential statistical techniques. The following information represented how the research questions were addressed analytically.

In order to address the study's first question, both frequency counts and percentages were used. Moreover, measures of central tendency and variability were applied for comparative

purposes. The statistical significance of finding in the study's first question was assessed using the Chi Square Goodness of Fit Test (GOF). The alpha level of $p < .05$ was employed as the threshold for evaluating the statistical significance of finding in the first question of the study.

The second research question was evaluated using linear multiple regression. Predictive model fitness was represented through the interpretation of the model's ANOVA value, with the statistical significance threshold set at $p < .05$. Tolerance values were utilized to assess the levels of variable and possible multicollinearity issues present in the combination of independent predictor variables. Tolerance values of .1 or less were considered the threshold for rejection of respective variable consideration in the predictive model. The Adjusted R^2 value was utilized as the means of effect size interpretation. An alpha level of $p < .05$ was used as the threshold for evaluating the statistical significance of finding.

In order to address the third research question, the predictive ability of survey instrument "domains" was evaluated using linear multiple regression. Predictive model fitness was represented through the interpretation of the model's ANOVA value, with the statistical significance threshold set at $p < .05$. Tolerance values were utilized to assess the levels of variable and possible multicollinearity issues present in the combination of independent predictor variables. Tolerance values of .1 or less were considered the threshold for rejection of respective variable consideration in the predictive model. The Adjusted R^2 value was utilized as the means of effect size interpretation.

The fourth research question was addressed using simple linear regression. The Adjusted R^2 value was utilized to evaluate the predictive effect of the independent predictor variables on this question. An ANOVA value threshold of $p < .05$ was used to evaluate the fitness of the predictive model. Durbin-Watson values of 1.0 to 3.0 were used to fulfill the assumption of

independence of error. A predictive slope value (f) of $p < .05$ represented the threshold for the statistical significance of the prediction.

Similarly, the fifth research question was addressed using simple linear regression. The Adjusted R^2 value was utilized to evaluate the predictive effect of the independent predictor variables on this question. An ANOVA value threshold of $p < .05$ was used to evaluate the fitness of the predictive model. Durbin-Watson values of 1.0 to 3.0 were used to fulfill the assumption of independence of error. A predictive slope value (f) of $p < .05$ represented the threshold for the statistical significance of the prediction.

Summary of the Results

Nearly all of the study's *Maslach Burnout Inventory—Educator Survey* questions were responded to in a statistically significant fashion. The internal consistency of participant response across all 22 MBI—ES items is considered to be high and statistically significant. Both personal and professional teacher characteristics were found to be statistically significant predictors of burnout in teachers working in Christian schools. With regard to personal teacher characteristics, participant age group and marital status represented inverse, statistically significant predictors of teacher burnout. With regard to professional teacher characteristics, participant school enrollment and grade level taught represented statistically significant predictors of teacher burnout. Considering the associative and predictive abilities of the three domains inherent in the study's research instrument, emotional exhaustion (EE) manifested the highest degree of mathematical relationship with the dependent measure (burnout) and represented the most robust and only statistically significant predictor of burnout amongst the three respective domains inherent in the study's research instrument. Perceived administrative support represented a moderate, statistically significant inverse correlate with teacher burnout, as

well as a statistically significant predictor of teacher burnout, whereas, perceived teacher autonomy represented a weak, non-statistically significant inverse correlate with teacher burnout and a non-statistically significant predictor of teacher burnout.

Discussion of Results

The study's data set was completely intact with no missing data points evident in the responses of the 65 participants. The internal consistency of participant response (reliability) to the 22 survey items of the research instrument is considered high—even approaching very high—at a statistically significant level ($a = .78$; $p < .001$). The total sample size of respondents to the study's survey was 65, representing a 14% overall response rate. Of the total participants in the study, nearly 9 in 10 were female, Caucasian, and married. Approximately three-quarters of the participant sample was 41 years of age or older.

Nearly all of the participant sample indicated that they had completed college or even post graduate university work, with the predominance serving in the field of education at the secondary level. The single greatest percentage of participants occupying a range of teaching experience was manifest in the 21 to 25 range group, closely followed by both the 6 to 10 and 11 to 15 range groups. Participants with six to 15 years professional experience accounted for nearly one-quarter of the participant sample when considering years of professional service.

Regarding study participant school enrollment, approximately one-quarter were employed at schools with enrollments exceeding 1000 students. One-third of study participants taught at schools with less than 300 students enrolled in their schools of employment and nearly 97% of study participants stated that they had a total student load of 199 or less, with the majority possessing 49 or less students in total student load. Regarding study participant class

size, nearly half of the participants stated that they possessed average class sizes of 16 to 20 students. Nearly 9 in 10 participants had average class sizes of 11-25 students.

The mean score across all 22 questions of the MBI—ES was 3.95, indicating that, on average, participants identified with the experience described in the survey item at least a few times a month. All but one of the study's MBI-ES survey items were responded to in a statistically significant fashion. The internal consistency of participant response across all 22 survey items that represented the study's research instrument is considered high—even approaching very high—and statistically significant ($a = .78$; $p < .001$).

Two broad categories of predictors or covariates were identified in the participant demographic data relating to teacher characteristics: Personal (age group, gender, ethnicity, and marital status); and Professional (school enrollment, total student load, grade level taught, and average class size). With regard to personal demographic characteristic, participant age group and marital status represented inverse, statistically significant predictors of teacher burnout. Regarding professional demographic characteristics, participant school enrollment and grade level taught represented statistically significant predictors of teacher burnout.

Considering the associative and predictive abilities of the three domains inherent in the study's research instrument, emotional exhaustion (EE) manifested the highest degree of mathematical relationship with the dependent measure (burnout) and represented the most robust and only statistically significant predictor of with the dependent measure of teacher burnout amongst the three respective domains inherent in the study's research instrument.

Perceived administrative support represented a moderate, statistically significant inverse correlate with teacher burnout, as well as a statistically significant predictor of teacher burnout,

whereas, perceived teacher autonomy represented a weak, non-statistically significant inverse correlate with teacher burnout and a non-statistically significant predictor of teacher burnout.

Teacher Characteristics

Personal Characteristics. For the purposes of this study, the following personal teacher characteristics were delineated: age group, gender, ethnicity, and marital status. Previous research in the area of teacher burnout has yielded inconclusive results regarding the predictive abilities of such personal teacher characteristics (Arvidsson et al., 2016; Chang, 2009; Friedman, 1991; Koruklu et al., 2012; Paleksić et al., 2015; van Tonder & Williams, 2009). However, this study found that age group and marital status represented inverse, statistically significant predictors of teacher burnout. For participants in this study, it was found that participants in older age groups were more likely to experience a reduced level of burnout. A certain amount of wisdom and maturity accompany the aging experience, and it may be this greater degree of life experience provides individuals with coping mechanisms which can reduce their level of burnout. Alternatively, however, it may be that individuals struggling to cope with the stresses of teaching leave the profession at an earlier age as opposed to individuals with better coping skills. Additionally, married teachers in this study demonstrated lower levels of experienced burnout than did the single teachers participating in this study, suggesting that emotional support at home can lower an individual's experienced range of burnout.

Professional Characteristics. The professional teacher characteristics identified for this study were school enrollment, total student load, grade level taught, and average class size. Of these professional teacher characteristics, school enrollment and grade level taught were found to be statistically significant predictors of teacher burnout ($p < .001$ and $p < .05$, respectively). For the participants in this study, the range of experienced burnout decreased as student enrollment

increased. As Christian schools are largely funded through tuition dollars, larger student bodies lead to more tuition dollars entering the school. It may be that larger Christian schools have greater resources, and, as such, teachers working in those schools are less likely to burnout resulting from work overload (Friedman, 1991; Papastylianou et al., 2009). Grade level taught was also found to be a statistically significant predictor of teacher burnout. The results of this study indicated that secondary (grades 6 through 12) teachers were more likely to experience a higher degree of burnout than their elementary (kindergarten through grade 5) peers—a finding which corroborates existing research (Arvidsson et al., 2016). It may be that the teaching responsibilities unique to the secondary grades contribute to these teachers' increased likelihood of experiencing burnout.

Emotional Exhaustion

Emotional exhaustion is considered to be the "central quality of burnout" (Maslach et al., 2001, p. 402) and occurs when a teacher is "extremely fatigued and feels overextended by work and drained of emotional and physical resources" (Steinhardt et al., 2011, p. 420). The nine items of the MBI—ES' emotional exhaustion sub-scale were used to assess the emotional exhaustion of the study's participants. This sub-scale includes items such as "I feel emotionally drained from my work" (Maslach et al., 1986). In this study, 67.7% of participants reported feeling emotionally drained from their work at least a few times a month. Overall, participants in this study reported a mean emotional exhaustion sub-scale score of 20.35, an average score 0.90 lower than the mean emotional exhaustion sub-scale score reported in the MBI—ES' manual. According to the classification of scores recommended by Maslach et al. (1996), the mean emotional exhaustion sub-scale score reported in this study is considered to be within the average range of experienced burnout.

Depersonalization

Depersonalization, the second domain of burnout, can be characterized as "an attempt to put distance between oneself and service recipients by actively ignoring the qualities that make them unique and engaging people" (Maslach et al., 2001, p. 402). The five items of the MBI—ES' depersonalization sub-scale were used to measure the severity of the participants' depersonalization. This sub-scale included items such as "I do feel I treat some students as if they were impersonal objects" (Maslach et al., 1986). In this study, 66.15% of the participants reported never feeling as though they treated students as if they were impersonal objects. The responses to that particular item were further confirmed by the overall mean score of the participants on the depersonalization sub-scale. In this study, participants averaged a depersonalization sub-scale score of 4.33—a full 6.67 points lower than the mean depersonalization score reported in the MBI—ES manual. According to the classification of scores recommended by Maslach et al. (1996), the mean depersonalization sub-scale score reported in this study is considered to be within the low range of experienced burnout.

Personal Accomplishment

Personal accomplishment is the third domain of burnout and is thought to be the "self-evaluation component" (Steinhardt et al., 2011, p. 420). Individuals experiencing a low sense of personal accomplishment may feel incompetent, unproductive, and underachieving (Steinhardt et al., 2011). The eight items of the MBI—ES' personal accomplishment sub-scale were used to assess participants' sense of personal accomplishment using items such as "I feel I'm positively influencing other people's lives through my work" (Maslach et al., 1986). In this study, 58.46% of participants reported feeling that they were positively influencing other people's lives through their work every day. Similarly to the mean depersonalization sub-scale score reported for this

study, the mean personal accomplishment sub-scale score for this study was substantially higher than that of the mean sub-scale score reported in the MBI—ES manual. Whereas the manual's reported personal accomplishment sub-scale mean score is 33.54, the personal accomplishment sub-scale mean score reported in this study is 40.23, nearly seven points higher. According to the classification of scores recommended by Maslach et al. (1996), the mean personal accomplishment sub-scale score reported in this study is considered to be within the low range of experienced burnout.

Administrative Support

The role of administrative support in the development of teacher burnout has been examined in several studies (Fernet et al., 2012; Pas et al., 2012; Timms et al., 2006). Fernet et al.'s (2012) study of the role of perceived school environment and motivational factors in burnout found that there was "considerable evidence that interpersonal support at work, especially from the school principal, plays a major role in alleviating job stress and burnout in teachers" (p. 517). Similarly, in this study, perceived administrative support was found to be a statistically significant predictor of burnout in teachers working in Christian schools. When presented with the item "My administrator provides me with enough support to do my job effectively", 56.92% of participants strongly agreed that they were provided with enough administrative support. Interestingly, eight of the study's participants who reported high levels of emotional exhaustion, two of the participants who reported high levels of depersonalization, and four participants who reported low levels of personal accomplishment also reported disagreeing with the idea that their administrators were providing a sufficient amount of administrative support. Given that participants in this study reported a low overall range of experienced burnout and that the majority of participants felt as though they had enough

administrative support to be effective in their work, it stands to reason that this study confirms the findings of other studies examining the role of administrative support in the development of teacher burnout.

Teacher Autonomy

Teacher autonomy is another construct that has been identified as a factor in the development of burnout (Friedman, 1991; Khezerlou, 2012; Maslach et al., 2001). Ranđelović and Stojiljković (2015) found in their study of work climate, psychological needs, and burnout that the "better the work climate and the higher the satisfaction of the need for autonomy, the lower is the level of burnout" (p. 835). In this study, however, perceived teacher autonomy was not found to be a statistically significant predictor of burnout in teachers working in Christian schools. When presented with the item "My administrator allows me enough professional autonomy to do my job effectively", 63.08% of the participants strongly agreed that their administrators allowed them enough professional autonomy to do their jobs effectively. Much like the findings regarding administrative support, two of the participants who reported high levels of emotional exhaustion and two of the participants who reported low levels of personal accomplishment also disagreed that their administrators allowed them sufficient autonomy to do their jobs effectively. The lack of statistical significance in this study regarding the role of autonomy may be due to the fact that Christian schooling's more independent nature allows for a higher baseline of professional autonomy than is generally permitted in public schools.

Implications for Practice

This study explored the phenomenon of teacher burnout as experienced by teachers working in Christian schools. Given the paucity of research available concerning Christian schools, this study also contributed to the existing research literature concerning Christian

schooling (Boerema, 2011; Metheny et al., 2015). While additional research is needed to form a complete profile of teacher burnout in teachers working in Christian schools, there are implications for practice that can be drawn from this study.

Teacher Characteristics, Administrative Support, and Autonomy

In this study, personal and professional teacher characteristics, as well as administrative support, were found to be statistically significant predictors of burnout in teachers working in Christian schools. The personal characteristics of age group and marital status represented the most robust predictors of burnout among the participants. Older teachers in this study were more likely to experience a lower range of burnout than their younger colleagues. Additionally, married teachers were less likely to experience a higher range of burnout than their unmarried coworkers. Hartwick and Kang (2013) reported in their qualitative study of spiritual practices as a means of coping with stress that the "act of sharing and the strengthening of connections by meeting and praying together are two ways in which social support is strengthened. This enhanced social support is one means by which corporate prayer may ameliorate professional stress" (p. 181). Therefore, school administrators should consider consciously encouraging diverse mentoring relationships that allow older teachers to impart wisdom to younger teachers and married teachers to provide the support and understanding that single teachers may not have in their personal lives. School leaders should also take a leading role in participating in these mentoring relationships so that they are aware of the various needs in their faculty community. In this way, school leaders and faculty members can partner to support one another through prayer and conversation, as well as assist each other in developing effective coping strategies for the challenges of classroom life.

Regarding professional teacher characteristics, school enrollment and grade level taught were found to be the best predictors of teacher burnout in teachers working in Christian schools. Teachers working in schools with larger student bodies were less likely to experience high levels of burnout. Several researchers have indicated that limited job resources can contribute to the development of burnout (Arvidsson et al., 2016; Fernet et al., 2012; González-Morales et al., 2012; Prieto et al., 2008). Considering the literature, this reduction in burnout may be due to the greater availability of resources accessible to larger schools. Grade level taught was also found to be a statistically significant predictor of burnout. Secondary grades teachers were more likely to experience higher levels of burnout than their elementary grades colleagues. To address the needs of both teachers working in smaller schools and those teaching in the secondary grades, school leaders should consider non-resource-based means of supporting teachers and fostering autonomy, such as taking an active interest in the lives of their faculties and inviting teacher input into the decision-making process in addition to increasing available resources (Fernet et al., 2012; Pas et al., 2012).

Emotional Exhaustion

Emotional exhaustion is considered the stress component of the burnout phenomenon (Steinhardt et al., 2011). Teachers in this study reported an average level of experienced burnout according to Maslach et al.'s (1996) classification of scores. However, while in the average range, the mean score reported by teachers in this study was lower than the mean score reported in the MBI—ES manual. This difference may be due to the effect of a well-developed spiritual life on emotional exhaustion. Hartwick and Kang (2013) shared in their work that

> by engaging in spiritual disciplines such as prayer, meditation, and sacred reading, devout teachers may draw deeply from spiritual wells as a way to nurture their inner life, to

ameliorate their professional stress, and ultimately, to better reach and teach students (p. 184).

Similarly, LaBarbera and Hetzel (2014/2015) found that teachers were "statistically more likely to love the ministry of teaching when they prayed more frequently" (p. 25). Regular faculty-led prayer and devotional meetings provide an excellent venue for teachers and administrators to "bear each other burdens and so fulfill the law of Christ" (Galatians 6:2, King James Version). Therefore, school leaders should look for ways to foster a positive spiritual climate for faculty members as well as for students.

Depersonalization

Depersonalization, the interpersonal component of burnout, occurs when individuals begin to feel "cynical, irritable and negative toward others" (Steinhardt et al., 2011, p. 420). Participants in this study exhibited substantially lower levels of depersonalization than the mean levels presented by Maslach et al. (1996). Teachers working in Christian schools are dedicated to the premise of educating the whole student—mind, body, and spirit. Finn et al. (2010) addressed this dedication stating that the "primary mission of Christian education is typically articulated in terms of student discipleship; therefore the spiritual formation of students is paramount, even over academics" (p. 9). As such, teachers are encouraged to view their students as "fearfully and wonderfully made" (Psalm 139:14, New International Version) in the "image of God" (Genesis 1:27, King James Version). Once students are viewed in this manner, it becomes difficult to become cynical and detached from them. School leaders should ensure that school activities allow time for teachers to get to know their students personally and learn about the "qualities that make them unique and engaging people" (Maslach et al., 2001, p. 402).

Personal Accomplishment

Personal accomplishment, the third domain of burnout, is the self-evaluation component of burnout (Steinhardt et al., 2011). Similarly to what occurred regarding depersonalization, participants in this study reported a mean level of personal accomplishment that surpassed the mean norm reported by Maslach et al. (1996). Those who choose to work in Christian learning institutions consider such work to be "as much of a ministry as it is a job or profession" (Metheny et al., 2015, p. 163). This uniquely spiritual perspective on vocation may mean that teachers working in Christian schools view personal accomplishment as more than professional advancement or student learning gains. In Colossians 3:23-24 (New International Version), the apostle Paul provided the following exhortation to Christians:

> Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.

Approaching the work of teaching from this perspective may allow teachers working in Christian schools to experience a higher degree of personal accomplishment as compared to teachers operating from a more secular position. Therefore, school leaders should encourage their faculties to embrace a wider range of personal accomplishments. Additionally, school leaders should look for opportunities to celebrate all faculty members—not just those with the highest test scores or those who attend the most extracurricular activities—for their unique contributions to their school at large as well as to their students.

Future Research

A paucity of research exists regarding Christian schools (Boerema, 2011; Finn et al., 2010; Metheny et al., 2015). Therefore, there is still much to be learned about Christian schools

in general. This study employed a nonexperimental, descriptive, quantitative design to examine the phenomenon of burnout as experienced by teachers working in Christian schools. However, future research in this area should use a qualitative approach. A phenomenological study of teacher burnout as experienced by teachers working in Christian schools will allow the teachers themselves to explain teacher burnout as they personally experience it and render a more accurate portrait of the phenomenon. Such a study could explore the following questions: What makes you feel burned out? What are your experiences when you are burned out? Has teaching in a Christian school affected your personal faith? Do you think teachers working in Christian schools experience unique challenges? Developing a complete model of teacher burnout unique to teachers working in Christian schools, which incorporates both quantitative and qualitative data, could help Christian school leaders maintain psychologically healthier faculties and improve learning outcomes for students in those schools.

Conclusion

For teachers working in Christian schools, professional responsibilities extend beyond simple academic instruction. These teachers are also charged with the spiritual mentorship of their students (Finn et al., 2010; Van der Walt & Zecha, 2004). Though one may assume that the weight of those professional and spiritual responsibilities would result in burnout, the teachers participating in this study actually reported lower levels of emotional exhaustion and depersonalization, as well as a higher sense of personal accomplishment than the sample from which the *Maslach Burnout Inventory—Educator Survey* norms were derived. On the whole, these findings indicate that teachers working in Christian schools live by the philosophy embodied in Paul's encouragement to the church at Galatia: "And let us not be weary in well doing: for in due season we shall reap, if we faint not" (Galatians 6:9, King James Version).

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