PRIMARY TEACHER BURNOUT:

THROUGH THE LENSES OF THEORY & EXPERIENCE

By

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Abstract

This mixed method study explores Burnout in New Zealand's primary teachers and introduces the concept of Workplace Spirituality as a possible burnout mediator. Six published self-report scales derived from international findings were used to explore teachers experiences of burnout in relation to attributions, efficacy, emotional intelligence, and use of emotional labour strategies within a New Zealand context. Semi-structed interviews with participating teachers then facilitated phenomenological understanding of these constructs. Findings suggest that Emotional Labour is an unavoidable and fundamentally fatiguing requirement of teaching that requires greater acknowledgement and support. Recommendations urge robust supervision as part of greater investment in social and emotional learning programmes that prioritise supporting and increasing teacher's capacity to care for their own mental and emotional needs. These programmes need to be led by compassionate leaders who recognise the importance of caring for their teachers and who are properly equipped to do so. By exploring spirituality through the lens of connection and meaningful work we are invited to transcend the confines of spirituality- as-religion to a greater awareness of ourselves as humans, which may be the key to understanding what systemic change is required to avoid perpetuating inherently burnout inducing systems.

Key words: burnout, teachers, spirituality, connection, efficacy, emotional intelligence, attributions, emotional labour, New Zealand

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It is unlikely that this part of a thesis is read by anyone other than the one that wrote it, however we all enjoy an opportunity to express gratitude to those who have helped us achieve something incredibly challenging.

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I am happy to let this one slide.

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Chris once said to me "Do you trust us?" and, it is my pleasure to say yes, I do. They believed I could write this and my trust in their belief is a large reason why this document exists.

I wish to especially thank Michael for his compassion and willingness to allow an angry young woman to express herself at the risk of his own ego. In doing so, he provided an opportunity for her to learn how it feels to be truly listened to and thus begin embracing her own perspective as worthy and valid.

Lastly, I wish to thank the teachers, not only those who participating in this study but those in general. As one of those students who would have been considered 'challenging' when at school, I can hand on my heart admit I never saw myself appreciating teachers and the work they do, let alone becoming one or writing to defend them but here we are.

We are so fortunate in New Zealand to have these guardians to our children and in completing this study I have had this knowledge not only affirmed but it has provided me with my own meaning and purpose.

For Nana. My first spiritual teacher.

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Chapter One: Introduction

*"…driving to work, it was 20 k up the motorway, and there was this certain sign that said its 5ks to the turnoff. I can recall looking at that sign every day and going 'here we go…'
I don't know whether I would call it burnout or whether I would call it PTSD or trauma, but I would get to that sign and mentally prepare myself to get through the day…"* (R020220)

The words above are a direct quote from one of the participants in this study of New Zealand teachers whose experience of burnout was comparable to being traumatised. The result of being under extreme stress for a long time, the impact burnout has on an individual's physiological, physical, and mental health is so great, it is formally listed as a health condition requiring treatment in Sweden (Schaufeli, Leiter, & Maslach, 2009).

1.1 Background

Understood as a state of mental, emotional, and physical exhaustion that results from emotionally demanding situations, Burnout is particularly prevalent within person- facing professions such as counselling and social work (Whitehead, Ryba, & O'Driscoll, 2000). Numerous international studies have demonstrated that teaching is a stressful profession linked to diminished relationships with students (Kokkinos, C. M., 2007), lower quality teaching (Maslach & Jackson, 1891) and decreased wellbeing (Folkman, Lazarus, Gruen, & DeLongis, 1986). Internationally, teacher attrition statistics show European countries to be losing approximately 30-40% of student teachers before they even enter the classroom, whilst 30% of Australian teachers leave within their first five years (Wang, Hall, & Rahimi, 2015). New Zealand too is losing passionate, quality teachers. According to New Zealand's largest Education Union, NZEI Te Riu Roa, not only is it harder to recruit teachers in New Zealand, but 81% of principals interviewed in 2019 shared that their teachers still came to school even when sick, knowing there were no relievers available to take their classes (NZEI, 2019). When surveyed, teachers reported lack of work/life balance and burnout from high workload as the highest contributing factors to their departure. (NZEI, 2019)

1.2 Positionality and Personal Interest

As it is the nature of research to justify its existence, the literature of teacher burnout will be presented in due course, however, the true motivation behind this study is ultimately a personal one. As the title suggests, this mixed method study sought to understand burnout through the lenses of research and the voices of those experiencing burnout, not least the researchers own. A beginning teacher, naïvely excited to 'make a difference,' quickly found excitement give way to stress, anxiety, and exhaustion. In Japan, broken pottery is glued back together, the scars of repair delineated in gold, celebrating the damage, and acknowledging the story. They call it *kintsugi.* This thesis is a form of academic kintsugi, the result of that teachers search for understanding.

1.2.1 Reflexivity and an insider perspective

This mixed method study utilises theory to guide selection of quantitative instruments, in addition to the use of poetry as a medium for self-reflexivity and qualitative data interpretation. It is well known that research is never neutral or totally objective, and the perspective of the researcher shapes all aspects of the research – the question, methodology, methods, data and analysis and reporting. The researchers own experience of burnout provided a unique perspective and relevant lived experience on which to draw upon to conceptualise the study, connect with participants and develop deeper insights about the phenomenon of study. During the course of the research reflexivity was constantly engaged in (Malterud, 2001) as beliefs, judgements, experiences and practice were considered and reflected on. These were discussed in supervision but also helped in analysis of the data supporting critical thinking about the implications of the research.

1.3 Outline of Thesis

This thesis commences with a review of the literature and research on burnout with a focus on presenting constructs found to be most common to the teacher burnout landscape and what is known and unknown about burnout.

The terrain of burnout in teaching is well traversed, the phenomenon extensively documented (Iancu, Rusu, Măroiu, Păcurar, & Maricuțoiu, 2018). However, understanding the theory and concepts in the literature is essential to understanding why we might be continuing to perpetuate a problem. Chapter Two discusses concepts of burnout, stress, coping, emotional labour, display rules, self-efficacy, attributions, emotional intelligence, and the potential of spirituality in mitigating the effects of burnout.

Chapter Three then describes and critically discusses the methodological mixed-methods research approach taken to this study of burnout in primary school teachers. Chapter Four describes the research design, methods, instruments, processes of data collection and analysis used, provides justifications for these in addition to detailing strategies used to ensure the study was carried out with sufficient rigour. The results are presented in Chapter Five, and this chapter reports the quantitative data, the relationships between factors and hypotheses as well as the qualitative data that focused on patterns within teacher's accounts of lived experience of burnout. In Chapter Six findings are discussed in relation to relevant research alongside considerations of the strengths and limitations of the present study. It then closes with recommendations for future policy, practice, and research with some final personal reflections.

Chapter Two: Literature Landscape

In this chapter the literature, theory and research on burnout and burnout in teachers is presented and critically discussed. The chapter starts by looking at how stress contributes to burnout, the key components or aspects of burnout and some assessment tools used to measure burnout. It then discusses stress in teachers within the New Zealand context. Models of stress, appraisal and coping are discussed, and the work of teachers is explored in relation to emotional intelligence, emotional labour, display rules, self-efficacy, and attributions. Workplace Spirituality is then introduced as a possible factor that might buffer teachers against workplace burnout.

2.1 Stress

To understand Burnout, we must first understand *Stress* because this is a key contributing factor of burnout. Stress has been defined in numerous ways including, as a stimulus, an external demand or pressure that can arise from interactions with an environment to impact the physical or psychological health of an organism; and/or as a 'response' or 'reaction' to a stimulus (Lazarus & Folkman, 1984)

Theories of stress tend to assume that humans, as organisms, seek to always return to a state of homeostasis, or balance, by either increasing pleasure or decreasing danger or pain (Lazarus & Folkman, 1984). These theories and models typically represent stress as a response-stimulus cycle, where stimulus influences response a circular fashion. A stimulus that evokes psychological distress, emotional upset, physical impairment, or deterioration is then said to be a "stressor" (Lazarus & Folkman, 1984; Hobfoll, 1989).

Selye (1985) proposed that there are three responses people typically have to stressors:

 (i) alarm and mobilisation of hormones for action,

 (ii) resistance and attempts to return the body to homeostasis, and

(iii) exhaustion when demands on the body can no longer be sustained.

Elliot and Eisendorff (1982) suggested stressors could be characterised by formal type:

 (i) acute, time limited stressors (e.g., going to the dentist),

(ii) stressor sequences (subsequently occurring stressors e.g., job loss leading to loss of a home)

(iii) chronic intermittent stressors (e.g., university exams),

 (iv) chronic stressors (e.g., a debilitating illness).

Lazarus and Cohen (1977) outline three different types of stressors that include:

(i)   catastrophic events that impact large numbers of people universally considered stressful (e.g., a pandemic)

(ii)   cataclysmic events in the lives of one or a few individuals (e.g., a master's thesis to be written).

(iii)   and 'daily hassles', little things that occur throughout the day that can "irritate and distress" (e.g., missed bus, spilled coffee) (Lazarus & Folkman, 1984 p.61)

Regardless of how one chooses to characterise stressors, it is important to remember that not all stress is negative and leads to physiological or psychological distress (Folkman, Lazarus, Gruen, & DeLongis, 1986). Whilst the word itself may carry associations of tension and anxiety, a certain level of stress can function as motivation (Eustress), energising people and helping them focus efforts to achieve personal and professional goals (Lazarus & Folkman, 1984; Teigen, 1994). As a term borrowed from the field of physics, 'Stress' suggests that humans, much like metals, can resist moderate pressure from outside forces, up to a certain point. Beyond that point, their resiliency succumbs to the greater pressure (Hobfoll, 1989). It is prolonged high levels of stress that impact performance and motivation, increasing anxiety, errors, and fatigue, eroding engagement, and taxing physical wellbeing. The accumulative result of these is what is known as Burnout (Teigen, 1994; Herman et al, 2018).

2.2 Burnout

Burnout is the result of ongoing stress and an individual's inability to cope effectively or adapt to that stress: *"No matter how suddenly it seems to erupt, Burnout is a chronic condition, something a person has been working toward over a period of weeks, months or even years"* (Freudenberger & Richelson, 1980 p.13). Burnout has also been described by social worker Jerry Edelwich as "*a progressive loss of idealism, energy and purpose experienced by people in the helping professions"* (Freudenberger & Richelson, 1980 p14)". Burnout research originates in the lived experiences of

helping professionals like Edelwich and Freudenberger, who witnessed this phenomena in colleagues, patients and themselves (Lancaster, 2015).

Burnout, like stress, has been conceptualised in many ways. The chosen conceptualisation of burnout for this study is based on the Maslach Burnout Inventory (MBI) which identifies burnout as three separate yet inter-related constructs: Emotional Exhaustion, Depersonalisation and Reduced Personal Accomplishment.

The MBI is presented in **Table 1.** Alongside: (i) the 12-step model of Burnout suggested by Freudenberger and his colleague Gail North (Freudenberger-North Model) ((Freudenberger & North, 1985) and (ii) the 5-step Burnout process developed by Jerry Edelwich (Edelwich & Brodsky, 1980).

Freudenberger-North	Edelwich	Maslach Burnout Inventory
1. A compulsion to prove oneself	1. Enthusiasm, "initial period of high hopes, high energy, and unrealistic expectations." (Fruedenberger & Richelson, 1980, p. 28).	**1. Reduced Personal Accomplishment**
2. Increased work intensity; 3. Neglecting personal needs;		
4.Dismissal of conflict and needs;	2. Stagnation, job loses thrill and fails to fulfil expectations.	**2. Depersonalisation**
5. Distortion of personal of values;		
6 Heightened denial of emerging problems; 7. Social disengagement; 8. Observable behavioural changes;	3. Frustration, individual begins to question their efficacy at work as well as the value of the job itself. 4. Apathy	
9. Depersonalization; 10. Inner emptiness; 11. Depression; 12. Total burnout exhaustion.	5. Intervention "whatever is done in response to or in anticipation of enthusiasm, stagnation, frustration, or apathy." (Fruedenberger & Richelson, 1980p 29)	**3. Emotional Exhaustion**

Table 1. Brief Comparison of Burnout Constructs (Lancaster, 2015)

While each model shown in Table 1 varies in the number of constructs and detail, each contains universal themes that capture the accumulative deterioration of wellbeing and failure to adapt that characterises Burnout. Lancaster (2015) notes that whilst both Edelwich and Freudenberger were able to capture the inter-related complexity of burnout, facilitating phenomenological understanding of its symptoms, this same richness hinders their usefulness as tools for research. Indeed, Lancaster references Freudenbergers own acknowledgements of his model's limitations, its absence of clear delineation between constructs preventing an obstacle to quantitative research (Lancaster, 2015). The MBI on the other hand, designed by Social Psychologist Christina Maslach and her colleagues in the early 1970's, has enjoyed over 35 years as the preferred instrument for burnout measurement and research (Schaufeli, Leiter, & Maslach, 2009). A review of the literature frequently found studies utilising the MBI as their preferred burnout measure with many influencing the instruments selected for this present study,

The three constructs of the MBI, Emotional Exhaustion, Depersonalisation and Reduced Personal Accomplishment can be understood as follows:

Emotional exhaustion

Emotional Exhaustion describes feelings of debilitation, loss of energy and wearing out (Evers et al, 2004). Argued to be the most visibly recognisable symptom (Chang, 2013), some researchers have preferred to explore burnout only via this dimension (Basim, Begenirbaş, & Yalçin, 2013). Yet, Burnout has been described as a *"state of exhaustion in which one is cynical about the value of one's occupation and doubtful of one's capacity to perform"* (Maslach et al, 1996 p.20). Exhaustion may be a core component of burnout, but it is not the only aspect.

Depersonalisation

This aspect of burnout relates to the development of negative, callous, or cynical attitudes towards recipients of services provided by a burnt-out individual (Chang, 2009) noted above. Depersonalisation enables individuals to distance themselves emotionally and cognitively from others, this protecting them from emotional demands and needs of others (stressors). Depersonalisation may involve ignoring the unique qualities that make someone who they are (Shen, et al., 2015). Social Disengagement and Depersonalisation have been described by

Freudenberger as core aspects of burnout, but Edelwich suggest that burnout also involves apathy and frustration. Accordingly, depersonalisation appears represent these states as both a strategy used in an attempt to overcome burnout and, a fundamental part of the syndrome itself (Lancaster, 2015).

Reduced personal accomplishment

People working in caring professions may experience disengagement from their work and experience negative feelings of self-worth (Grandey et al, 2012). These feelings and experiences are captured in another key aspect of burnout - Reduced Personal Accomplishment. Ultimately, people who are exhausted and disconnected tend to experience negative feelings of incompetence, often leading to a heightened tendency to evaluate oneself, work and abilities negatively (Chang, 2009).

Christina Maslach's inventory has been consistently successful at capturing the burnout experiences of individuals in a variety of professions for three decades. The mixed-method approach to this study, detailed in Chapter Four, will explain how the use of interview can provide the opportunity to capture the nuances of the burnout experience that Freudenberger was attempting to provide that the MBI, as survey instrument, cannot.

2.2.1 Teacher Burnout and Stress in New Zealand

Having established that burnout is the result of experiencing prolonged stress and having defined the key aspects of burnout, we turn our attention to considerations of the stressors experienced specifically by teachers.

NZEI Te Riu Roa have been commissioning The Teachers and Principals Hauora- Health and Wellbeing report since 2016. In the most recent iteration, conducted late last year in 2019, the results listed participating teachers' top six stressors as:

1. Sheer quantity of work
2. Lack of time to focus on teaching and learning
3. Student related issues - Behaviour
4. Student related issues – Learning

5. Lack of support dealing with students with additional needs

6. Wait time for support (NZEI, 2019).

Comparatively, the results of a study of teacher stress also commissioned by The NZEI some 40 years earlier listed stressors in order of relative frequency as:

1. Work Overload

2. Expectations of Parents and others

3. Relationships in the classroom

4. Unsupportive parents and difficult children

5. Physical demands of teaching

6. Little individual control over different school events (Dewe, 1986).

Conducted by researcher Phillip Dewe, this report explored perceived causes and consequences of stress amongst 800 of New Zealand's Primary Teachers (1981). Dewe presented participating teachers with several with hypothetical situations to which they responded on a five-point Likert scale from 'Never' to 'Frequently," how often these situations were likely to occur in their own classrooms. They were then asked to indicate their likely emotional experience for each situation on a second set of Likert scales from 'Not at all Anxious' to 'Extremely Anxious' and 'Not at all Tiring' to 'Extremely Tiring'. Dewe found that situations that were indicated to be anxiety- causing were not necessarily the same situations that teachers identified as causing fatigue. Indeed, Dewe found that teachers varied significantly in their responses, even amongst similar stressors which lead him to question whether it was how participants perceived the stressors that influenced anxiety and fatigue rather than the stressors themselves (Dewe, 1981). Similarly, Lazarus and Folkman (1984) suggest that whilst taxonomies of stressors may be useful for implementing stressor- specific solutions, research attention is more effectively directed at how teachers perceive and interpret stressors rather than at individual stressors themselves (Lazarus & Folkman, 1984). Lazarus and Folkman's (1984) transactional model of stress and coping (See Figure 1) shows how important it is to examine how individuals appraise situations and stressors as these shape their response and experience.
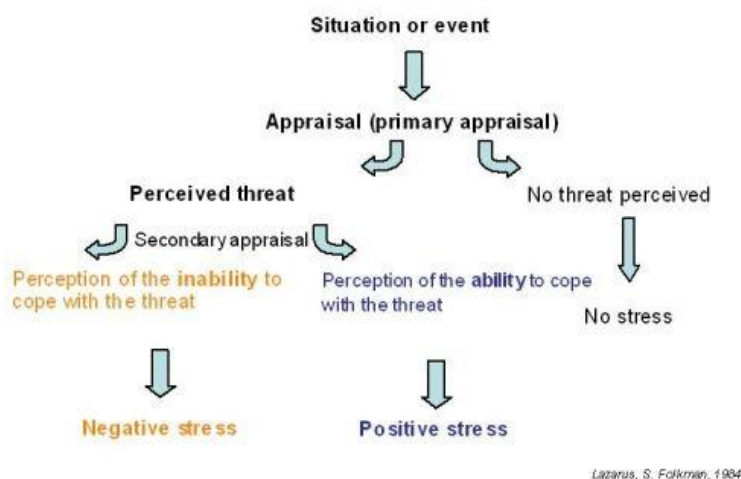
Figure 1. Lazarus & Folkman: Model of Stress, Appraisal and Coping (1984)

2.3 Appraisals

Lazarus and Folkman's (1984) model represents this 'interpretation' as a process of appraisals. **Appraisals** are evaluations about the significance of an event to an individual and theories of appraisal propose that the meaning of a situation or event to the individual influences whether they will experience stress, on not (Lazarus, 1996). The model demonstrates that as a situation or event occurs, an individual undergoes a **Primary appraisal** process to determine whether the event is firstly, relevant. They consider:

(i)   goal relevance: What is at stake here?

(ii)   goal congruence: How much can this screw things up for me? and

(iii)   ego involvement: How bad will this make me look? (Lazarus &Folkman, 1984)

For teachers, these goals could be academic (e.g., Leading instruction; meeting learning needs of differing abilities) and social and emotional in nature (e.g., Managing disruptive behaviour; Motivating students).

Secondary Appraisals

If the event does not appear to be a threat to goal achievement, no stress occurs. If it is interpreted as a threat to the teacher being able to achieve their goal, a secondary appraisal process will then commence. **Secondary Appraisals** include thoughts and considerations around blame,

expectations, and ability beliefs (Lazarus, 1991) and go on to inform what actions might be taken in relation to the stressful event. This thinking, feeling, and doing that people engage in, both during and after a stressful event, is what is commonly referred to as coping (Lazarus & Folkman, 1984; Harms, 2010; Herman et al, 2018).

In relation to exploring teacher's experiences of burnout, the present study will pay particular attention to teacher's primary and secondary appraisals and how they interpret stressors that may lead to burnout.

2.4 Coping

Coping is a key aspect of the process of adjusting to stress and is also influenced by the secondary appraisal process (e.g., what strategies and resources might I used to reduce stress or respond to a threat or demand). Coping has been conceptualised as both a process and an outcome. The term 'not coping' is usually synonymous with failure and ill health, implying that one is only coping if one "succeeds" in mastering a stressful situation i.e., it had the expected or desired outcome. Lazarus and Folkman (1984) caution against confusing coping with outcome, rather *"the concept of coping is defined by the behaviours subsumed under it, not by the success of those behaviours themselves."* (Kahn et al, 1964. p 385). Consequently, Murphy (1974) suggested that coping be conceptualised as existing on a continuum, where behaviours that require thought and physical and/or physiological action occur between unconscious "Primitive Reflexes" and "Complete Automatised Mastery."

Figure 2: Murphy's Continuum of Coping (1974)

Primitive reflexes describe the automatic reflexes of self-protection humans possess, where a fundamental drive to live motivates 'responses' to the stressful situation seemingly unconsciously. A pertinent example of this may be the activation of the Parasympathetic Nervous System (PNS) response colloquially known as the fight/flight response. This automatic response, originating from the amygdala, initiates a series of neurological and physiological actions such as the release of adrenaline and cortisol to speed heart rate and pump blood to extremities in preparation to defend (fight) or escape (flight) (Goleman, 1995).

On the opposite end of the continuum, Automatised Mastery represents activities we have learned so well as to have essentially become 'second nature.' This might be demonstrated by the ability to change gears when driving or balance when riding a bike. Where they once required attention and effort, the skill has been mastered and become automatic (Lazarus & Folkman, 1984).

In the centre of the continuum Murphy places volitional 'coping efforts,' where the term 'effort' is used purposefully to reinforce that coping, or rather the behaviours that comprise it, require thought and effort to be enacted (Hobfoll, 1989). Lazarus and Folkman (1984) propose that these efforts can be characterised by whether they are directed toward managing or changing a problem that is causing stress (Problem -focused coping) or toward managing an emotional response to the problem itself (Emotion focused coping). Teachers are *"emotionally committed to many different aspects of their jobs [as a] professional necessity"* (Nias, 1996. p 295) and are required to manage their own emotions. They must also help students regulate their own emotions to help them be able to focus attention and connect them with subject matter (Woolfolk Hoy & Dans, 2005). It is unsurprising that research shows that teachers who understand the demands teaching has on their emotions are significantly more likely to employ emotion-focused coping strategies. These strategies, as a reflection of teachers' appraisal processes may explain why some teachers experience burnout inducing levels of stress whilst others do not (Brenner & Bartell, 1894).

2.5 Emotional Labour

In a recent meta-analytic review of teacher emotional labour and burnout, Chinese Education Researcher Hongbin Yin and colleagues demonstrated that expectations for teachers to meet the academic as well as the mental, social, and emotional needs of students has motivated greater attention be paid to researching the emotional aspects of teaching (Yin, Huang, & Chen, 2019). The term *Emotional Labour* is used to describe work with high emotional job demands, or jobs that require employees to manage their emotions as part of their role and is a key concept that helps us understand demands on teachers and what might contribute to primary school teacher burnout. The term was coined by Arlie Hochschild in her inaugural book, The Managed Heart: The commercialisation of Human Feeling (1984 and stems from her work observing Flight Attendants in an era of burgeoning air travel, when "service with a smile!' was the preferred marketing tool of an industry unable to compete on price any longer (Hochschild, 1984).

Hochschild identified two strategies that performing emotional labour required of individuals:

(i) *Surface Acting:* faking an unfelt emotion in order to display one more 'appropriate' and,

(ii) *Deep Acting:* modifying felt emotion in order to display the required or 'appropriate' emotion (Hochschild, 1983).

Researcher Alicia Grandey (2000) later furthered the field of Emotional Labour to include considerations of the physiological implications of these emotion-focused coping strategies when she drew parallels between Hochschilds' Emotional Labour Strategies and the Emotion Regulation strategies explored by James Gross (1998). Where Hochschild viewed Surface and Deep acting through a dramaturgical lens (drawing deeply on the work of method acting progenitor Constantin Stanislavski, a Russian actor and teacher), Gross (1998b) explored the physiological nature of emotion 'modification' within a lab setting. He proposed that Emotional Regulation occurs at one of two points:

(i)   prior to a stressor-event occurring (*Antecedent- focused regulation*) or

(ii)   (ii) at the point of emotion generation itself (*Response- focused regulation*) (Gross, 1998; Grandey, 2000).

Grandey suggested that Gross's Antecedent-focused emotion regulation, with its focus on modifying interpretations of a situation before they occurred, was comparable to Hochschilds description of Deep Acting; Meanwhile, Surface Acting shares similarities with Response-Focused Emotion Regulation, with its emphasis on suppression of real emotion (Gross, 1998; Grandey, 2000).

Emotional Labour research has identified significant relationships between surface acting and the burnout dimension of emotional exhaustion (Yin, Huang & Chen, 2019), whilst Emotion regulation research findings suggest that strategies that modify expressions through faking or supressing felt emotions is linked to stress, depletion (Baumeister et al. 2007; Gross, 1998) and job burnout (Bono &Vey, 2005) even when taking other stressors into account (Grandey et al. 2012). Overall, both emotion labour and emotion regulation researchers suggest that strategies that require emotional suppression strongly influence the accumulative deterioration of burnout.

2.6 Display Rules

Grandey and colleagues (2012) continued to explore the role of Emotion Labour in Burnout manifestation. They investigated emotional labour strategies among health professionals in a metropolitan hospital. They note an intentional selection of healthcare workers for this study as this increased the likelihood of participants experiencing two of the most identified interpersonal stressors related to burnout:

1. Working in a job that requires performing Emotion Regulation and,

2. Being the target of another's negative emotions ("Interpersonal Stressors").

Teachers could also be said to work in environments that require them to perform emotional regulation and are also often the target of student (and colleagues) negative emotions. Much like health care professionals, teachers cannot respond to student, parent or colleague anger or frustration with similar emotions, *"they must supress and fake"* (Grandey et al, 2012 p.8). This inevitable emotional labour undertaken by teachers occurs according to *"normative beliefs or emotional display rules held about the teaching profession"* (Yin, 2015 p. 790). *Display rules* or, normative tendencies, are societally formed expectations about emotional displays and behaviour (Hochschild, 1983) and encompass not only what feelings are considered 'appropriate' for a situation but also how feelings are shown or 'performed' (Lazarus &Folkman, 1984).

Griffith and Scarantino (2008) contend that emotions are a function of social context and are scaffolded by the environment they are a part of (Perry & Ball, 2007), they suggest display rules are learned from people and situations around us. Sutton (2004) proposes that for teachers, normative tendencies are most likely learned from mentor teachers, initial teacher training, colleagues and perhaps even, depictions of teachers in popular media such as movies and books. She goes further, suggesting that the degree to which a teacher internalises display rules about teachers and teaching could determine how much meeting those display rules may become part of an idealised teacher self-image. This implies that if that image were threatened a teacher may experience stress and/or burnout.

These thoughts about display rules and internalised norms echo those of burnout theorist Jerry Edelwich who also emphasised the importance of acknowledging self-expectations in burnout manifestation (Edelwich & Brodsky, 1980). He recommended that individuals may have

expectations about their performance in a job that, whilst technically reasonable, may not be able to be met by their current reality (Lancaster, 2015) If a teachers ability to meet normative expectations is thwarted at some point the result might be stress -inducing, whereby *"…in so far as the basic value in question is positive self-evaluation, a history of circumstances in which individuals come to experience themselves as possessing highly disvalued attributes and performing disvalued behaviours will evoke highly distressful self- resenting feelings"* *(Kaplan, 1983 p 211).* Researchers Herman, Hickman-Rosa and Reinke (2013) demonstrated that teachers self-efficacy perceptions (the way they see themselves and their abilities) directly influenced their behaviour in the classroom. Results demonstrated that teacher self-confidence influenced their abilities to manage classroom behaviour, deliver effective lessons and maintain effective relationships with students (Herman, Hickman-Rosa, & Reinke, 2018).

2.7 Self-Efficacy

Self-concept, or how we see and feel about ourselves, frequently determines thoughts and behaviours including how we appraise events to begin with (Weiner,1986). *Self-Efficacy*, one's belief about whether one can achieve a goal, is not a measure of actual ability but rather, an individual's personal judgements about whether they can implement necessary actions to achieve a task (Bandura, 1977). Since not all teachers are going to experience burnout in their careers, it has been suggested that self-efficacy plays a role in determining how teachers respond to stress, challenges, and the demands of their emotional labour.

When considering self-efficacy for a teacher, we may need to go beyond *"an individual teachers' beliefs in their own ability to plan, organise and carry out activities required to attain given educational goal"* (Skaalvik &Skaalvik, 2010. p.1059). Indeed, teacher self-efficacy has been assessed and measured using several tools. One of these, The Teacher Self- Efficacy scale originally complied by Megan Tschannen-Moran and Anita Woolfolk- Hoy (2001), provides useful sub-constructs for understanding teacher self-efficacy beyond simple evaluations about how they feel about themselves. It identifies a number of efficacy types including pedagogical, behavioural and relational efficacy where Pedagogical Efficacy refers to a teacher's confidence in their capacity to teach a range of learning abilities and adapt to individual student needs; Behavioural Efficacy, refers to a teacher's ability to manage the behaviour and emotions of their classroom to facilitate

an environment conducive to learning; Relational Efficacy, refers to a teacher's ability to adapt and relate to colleagues and curriculum (Tschannen-Moran & Woolfolk Hoy, 2001). Results from studies that have utilised this instrument to explore relationships between teacher efficacy and burnout suggest that teachers who report feeling strong pedagogical efficacy and, to a lesser extent Behavioural efficacy, experience less Emotional Exhaustion and less reduction in personal accomplishment perceptions (Wang, Hall &Rahimi 2015). This suggests there is a relationship between efficacy and burnout which the current study intends to clarify further.

2.8 Attributions

As the previous theoretical models shared have highlighted, appraisals are an important component in understanding individuals' responses to stress, their coping and experience of burnout. So too are their attributions regarding the effectiveness of their coping strategies and efforts. Teachers who experience stress from unsuccessful teaching experiences in the classroom may seek to understand their experiences. The term Causal Searching is used to describe the congitive process undertaken to attempt to understand why things happen (Weiner, 1986) and is part of Weiner's (1981) theory of Attributions that suggests the possibility of predicting the potential impact an event might have on self-evaluation, efficacy, and future strategy usage.

It does this by considering:

> 1) how much control the individual perceives they have/had over the outcome (Locus of Causality),

> 2) how stable or unstable the cause appeared to be over time (Stability),

> 3) the individual's perceptions of how capable they feel/felt at influencing the stressful event (Personal Controllability) (Weiner, 1981).

Empirical explorations of teacher attributions utilising Wieners attributional theory suggest that teachers who attribute work stress to causes under their own control report less desire to leave the profession, less illness symptoms and lower emotional exhaustion; Whilst those that attribute stressors to external causes outside of their control tend to experience more emotional exhaustion and feel less accomplished dimensions (Wang, Hall & Rahimi, 2015). Further attributional research

also proposes that teachers who believe in their own ability to affect change appear to be more self-regulated individuals who experience less burnout (Yin H. , 2015).

2.9 Emotional Intelligence

Research has shown there is a connection between emotional regulation, emotional intelligence, and burnout (Hen & Sharabi-Nov, 2014). It is suggested that people who are high in emotional intelligence may be able to recognise and manage their emotional responses to stressful situations and adapt more effectively to burnout inducing situations. Emotional intelligence has been defined as the ability to distinguish among emotions and use strategies to regulate them (Barrett et al. 2001). Howard Gardner (1983) originally proposed a theory of Intelligence that identified eight distinct forms of intelligence including social intelligence. Building upon these ideas, the notion of Emotional Intelligence was then proposed by John Mayer and Peter Salovey (1990) to describe *"the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth"* (Salovey & Mayer, 1990 p.189).

Mayer and Salovey compiled a 16-competency model of Emotional Intelligence which includes four 'levels':

(i)   ability to perceive emotions in oneself and others accurately

(ii)   the ability to use emotions to facilitate thinking

(iii)   the ability to understand emotions, emotional language and the signals conveyed by them

(iv)   the ability to manage emotions so as to attain specific goals (Salovey & Mayer, 1990).

Salovey and Mayer's full theoretical framework is presented in **Table 2.**

The competencies listed in Table 2. are read from left to right in a hierarchical fashion, and revel how Mayer and Salovey conceptualised emotional intelligence as abilities best understood, not as a singular measure of intelligence that remains static throughout one's life, but as an evolving pattern of skillsets that can be taught and enhanced (Mayer & Salovey, 1997). They espouse the idea that: *"lapses in emotional skills can be remedied: to a great extent each of these domains represents a body of habit and response that, with the right effort, can be improved upon"* (Goleman, 1995. P. 44). Hypotheses that teachers who lack emotional intelligence might be struggling to cope and manage their emotion work due to lack of emotional intelligence

competencies inspired studies exploring emotional intelligence interventions, such as that of Meirav- Hen and Adi Sharbi- Nov's conducted amongst teachers in Israel. Their results suggest burnout interventions focused on increasing teacher emotional intelligence may be successful in alleviating burnout symptoms of depersonalisation and reduced personal accomplishment (Meirav Hen & Adi Sharabi-Nov, 2014). Furthermore, existing empirical explorations of the relationships between Emotional Intelligence and Emotion Labour strategy usage suggest Emotional Intelligence significantly influences teachers use of deep acting strategies (Yin et al 2013) which, when considering the influence surface acting and suppressive strategies have demonstrated on teacher experiences of emotional exhaustion, may further recommend Emotional Intelligence as an effective Burnout mediator.

(Managing emotions)			
Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth			
Ability to stay open to feelings, both those that are pleasant and unpleasant.	Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility	Ability to reflective monitor emotions in relation to oneself and others such as recognising how clear or typical, influential, or reasonable they are	Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones without repressing or exaggerating information they may convey.
(Understanding emotions)			
Understanding and Analysing Emotions; Employing Emotional Knowledge			
Ability to label emotions and recognise relations among the words and the emotions themselves such as the relation between liking and loving.	Ability to interpret the meanings that emotions convey regarding relationships such as that sadness often accompanies a loss.	Ability to understand complex feelings, simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise.	Ability to recognise likely transitions among emotions such as the transition from anger to satisfaction or from anger to shame.
(Using emotions)			
Emotional Facilitation of Thinking			
Emotions prioritise thinking by directing attention to important information.	Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feeling.	Emotional Mood swings change the individual's perspective from optimistic to pessimistic encouraging consideration of multiple viewpoints.	Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.
(Identifying emotions)			
Perception, Appraisal and Expression of Emotion			
Ability to identify emotion in ones' physical states, feelings, and thoughts.	Ability to identify emotions in other people, designs, artwork etc through language, sound, appearance, and behaviour.	Ability to express emotions accurately, and to express needs related to these feelings.	Ability to discriminate between accurate and inaccurate or honest and dishonest expressions of feeling.

Table 2: Mayer and Salovey's Emotional Intelligence Competencies (1990)

2.10 Workplace Spirituality

The sixth and final construct that is associated with burnout is Workplace Spirituality. The interest in this concept stems more from a personal curiosity but it also has some connections to research and thinking about factors that might protect people from burnout, compassion fatigue and vicarious traumatisation (SAMHSA, 2014). Engaging in spiritual activities that provide meaning and perspective and connection to a spiritual community and spiritual practices (such as meditation) can help people gain a larger perspective on trauma and enhance resilience (SAMHSA, 2014, p.198). Conger (2004) observed that workplaces are increasingly becoming people's primary source of community as people moved away from religion and as neighbourhoods became less connected. For many, he observed, the workplace was the only consistent link to other people and to the human needs for connection and contribution (Ashmos & Duchon, 2000).

Understanding burnout, stress and how people cope needs to consider the cultural context and New Zealand has a unique cultural heritage, one which the New Zealand Curriculum (NZC) attempts to integrate into its values and achievement objectives, particularly within Health and Physical Education. Drawing on the inherently spiritual wisdom of Te Ao Māori, the NZC utilises Te Whare Tapa Whā, a Māori model of health offered by Dr Mason Durie. It depicts the human as possessing four (Wha) walls or sides (Tapa) of health, much like a house (Whare). These 'walls' consist of: Taha Wairua (Spiritual/Emotional Health), Taha Hinengaro (Mental Health) Taha Tinana (Physical Health) and taha whanau (Family/Social Health) (Durie, 1985). The model proposes that if any of these walls were to be unstable or absent, the health of the whole being is compromised. Critics have suggested that defining a Maori concept into a western viewpoint is a shallow and insufficient attempt at being culturally inclusive (Heaton, 2012, p 107) with the fourth dimension of Te Whare Tapa Whā, Taha Wairua (spiritual health), often overlooked or minimised in discussions of wellbeing (McNeill, 2009). The idea that spirituality might be an important factor in mediating burnout is often overlooked perhaps because spirituality is often conflated with religion. Brandt (1996) observed that in studies of 'Workplace Spirituality', organisational managers often confused spirituality with religion, forgetting that it is indeed possible for individuals to bring meaning to work without forcing a particular point of view down anothers throat (Rosner, 2001). Indeed, in constructing their definition of Workplace Spirituality, Ashmos and Duchon (2000) purposefully noted that it was not about religion but rather, a way to perceive the spirit in a secular sense.

Other scholars and practitioners have tried to draw attention to the importance of spirituality and redefine it. For example, shame and vulnerability researcher Dr. Brené Brown offers the following conception of spirituality: *"*

> *(Spirituality is) recognizing and celebrating that we are all inextricably connected to each other by a power greater than all of us, and that our **connection** to that power and to one another is grounded in love and compassion. Practicing **spirituality** brings a sense of perspective, **meaning**, and purpose to our lives." (Brown, B, 2000. p34).*

Workplace Spirituality (WPS) comprises similar subconstructs, that of community, meaning and purpose and the idea of an "inner life" which has emerged in Organisational Psychology and Management research over the last 20 years (Ashmos & Duchon, 2000). Described as informal, personal, and pertaining mainly to individuals (Pawar, 2017) it acknowledges that for many people, work is an opportunity to experience meaning and purpose in their lives as well as a *"a sense of connectedness to one another and their workplace community"* (Ashmos & Duchon, 2000. p.135). When it comes to primary school teachers, workplace spirituality might help explain why some teachers do not experience the negative effects of stress, challenges, and burnout.

2.11 Chapter Summary

In this chapter the role of chronic stress in burnout and how the way one interprets stressors plays a significant role in its manifestation has been discussed. The interpretations one makes about an event is influenced by self-efficacy perceptions, the nature of the role being performed, and the amount of emotional regulation required. The degree of emotional intelligence competencies an individual possesses can influence coping and burnout manifestation however overall, burnout is uniquely influenced by the social context in which the individual participates. The above review of research and literature shows that there is agreement that the key constructs in burnout are Emotional Labour, Efficacy, Attributions and Emotional Intelligence. Additionally, stress and coping theory show that it is important to consider the role of the individually constructed self however, the role spirituality plays in facilitating this, and the relationship that exists between spirituality and burnout, is not yet fully understood.

2.11. Research aim

The aim of the present study is firstly, to explore what roles efficacy, emotional labour, attributions, and emotional intelligence play in the manifestation of Burnout in New Zealand Primary Teachers and to compare the results with those shared in the literature. A secondary aim is to understand what role spirituality might play in mediating burnout. This is done via a mixed-method design described further in Chapters Three and Four. The following research questions will guide the quantitative component of this study.

2.12 Research Question/s

The above aims can be achieved best by finding the answers to the following questions:

Hypothesis one

It is hypothesised that a significant relationship will be demonstrated between teachers Surface Acting and the emotional exhaustion dimension of Burnout.

Hypothesis two

It is expected that a significant relationship will be demonstrated between some or all dimensions of self-efficacy: Pedagogical Efficacy, Behavioural Efficacy and relational Efficacy and the Burnout dimensions of Emotional Exhaustion and Personal Accomplishment.

Hypothesis three

Participants who internally attribute their stressors are expected to demonstrate a significant relationship with the Emotional Exhaustion dimension of Burnout.

Hypothesis four

Teachers attributing work stress to externally located causes will demonstrate a significant relationship between Emotional Exhaustion and the Reduced Personal Accomplishment dimensions of Burnout.

Hypothesis five

If emotional intelligence focused interventions have demonstrated success in burnout mediation, then it is expected that there will be a correlation between some or all dimensions of Emotional Intelligence and the Deep acting dimension of Emotional Labour.

Hypothesis six

It is also hypothesised that there will be some form of mediating relationship found between all or some Burnout dimensions and all or some of the Emotional Intelligence dimensions.

Hypothesis seven

It is hypothesised that the Workplace spirituality dimensions of Meaning and Purpose and Community will demonstrate a significant mediating relationship with all or some Burnout dimensions.

2.13 Conclusion

There is currently a paucity of New Zealand based research directed at understanding burnout in teachers via the constructs of emotional labour, emotional intelligence, efficacy, and attributions. Even fewer qualitative studies exist focused on exploring teacher's phenomenological experiences of burnout. This mixed method study aims to contribute to the literature by exploring both constructs and lived- experiences to better understand burnout within New Zealand's primary teachers. The notion of Workplace Spirituality is also introduced and its potential as a burnout mediator is investigated. The use of multiple sources of data to facilitate these aims, questions and understandings is explained in more detail in the following chapter.

Chapter Three: Research Methodology

Approaching a study with an eye to validity requires a researcher to select a method that most effectively meets their purposes. This chapter outlines and discusses the methodology chosen to guide the research and examines the rationale, strengths, and weaknesses for using a mixed methods approach to studying burnout in New Zealand primary school teachers.

The purpose of this study is to explore commonly identified constructs from international burnout literature within a New Zealand context. It is also to understand burnout as a complex phenomenon. It can be easy to forget that statistical data comprises the accumulated responses of a group of humans. Numbers, whilst useful, can often become abstract, making it easy to ignore the experiences of the individuals they serve to represent. A mixed method approach where concurrently gathered quantitative and qualitative data (Interviews) are afforded equal weighting in a final integrated analysis lends itself to a study of this kind by providing an opportunity to obtain differing yet complementary data on the same topic (Johnson & Schoonenboom, 2017).

Still, may the ecological fallacy serve as reminder that whilst we can analyse data about a group, in this case teachers, we cannot generalise findings to all Primary Teachers in New Zealand.
As the idea of display rules described in chapter two describes, individuals are invariably influenced by the social environments in which they are a part of. As such, the personal motivations of this study would always direct where attention was placed. Rather than fight this inevitable bias, the researchers lived experience is purposefully used as a lens through which to analyse the data. Their emotional response to the interviews and is incorporated into the qualitative analysis via reflective poetry. Each qualitative theme commences with a poem written by the researcher after meditating on the participant quotes and stories that shape each theme.

 It is also important to reiterate that experiences are also interpreted through other social lenses, such as that of being a young pakeha woman. This explains the exclusion of certain demographic data. Purposefully limited to geographical location, length of time teaching and year groups taught in the years commencing 2019 and/or 2020, it was felt that collecting Sex and Ethnicity data would create a shallow nod to topics worthy of far deeper exploration. For example, researcher Jennifer

Nias notes that teaching typically has a disproportionately high number of females in the profession and urges conversations around the role of patriarchy in encouraging women to work in roles that require them to supress their own needs for the benefit of others (Nias, 1997). Further, scholars far more qualified than the author of this study, speak to the role colonisation plays in the way Black Brown and Indigenous people of colour experience teaching and learning in New Zealand. These conversations require others to be sitting at the table to engage in meaningful dialogue thus, this study purposefully chose not to includes data purely for data's sake.

3.3 Chapter Summary

In this chapter the use of a mixed method research design has been outlined and discussed as the most appropriate methodology for the aims of this study. Whilst utilising a mixed method study increases opportunities for triangulation, ultimately no study about humans can be fully generalisable and the importance of acknowledging the multiple lenses that a researcher views and interprets research through is noted. The following chapter discusses the research methods used to collect and analyse the data for the study and ethical considerations.

Chapter Four: Research Methods and Procedure

Chapter four outlines the data to be collected, participants, selection criteria and recruitment as well as the sample. The methods of data collection, analysis and strategies used to enhance the validity, reliability, credibility, and trustworthiness of the study are considered, alongside any ethical implications.

4.1 Participants

Participants were primary school teachers working in Aotearoa/New Zealand. Participants had to meet the following selection criteria to participate in an online questionnaire:

1. Be working as a primary school teacher and working with children between the five and 13 years of age at primary or intermediate schools which are both private or public. These include special character schools (i.e., Montessori, Kura Kaupapa, Rudolf Steiner).

2. Registered with the Teaching Council of Aotearoa New Zealand and have a current practising certificate (provisional or full).

3. Contracted to and currently teach in a primary school classroom for 10 hours or more including teaching syndicate or team leaders but excluding principals and administrators who relief teach, and

4. Hold one of the following recognised teaching qualifications:
   - Bachelor of Education (Teaching)
   - Bachelor of Teaching (Primary or Māori Medium)
   - Bachelor of Teaching and Learning (Primary).
   - Graduate Diploma in Teaching (Primary)
   - Graduate Diploma in Teaching and Learning (Primary)
   - Master of Teaching (Primary)
   - Master of Teaching and Learning (Primary)
   - Postgraduate Diploma of Teaching and Learning in Māori Medium.

Participants who met the above criteria were also invited to take part in the second part of the study – the individual semi-structured interviews.

4.2 Recruitment

An information sheet describing the aims of the study, self-selection criteria and survey link were shared via email sent to all school administration email addresses available on the Ministry of Education school list as at 10/01/2020; Social media on a post shared in the New Zealand Teachers (Primary) Facebook page.

At the conclusion of the quantitative questionnaire participants were asked whether they would be willing to be interviewed. If yes, they were asked to provide a preferred email address to which they were sent an invitation to book a time for an interview via software youcanbookme. The software sent automated email confirming their appointment time, interview guidelines and a purposefully generated zoom link prior to interview and, through the youcanbookme software, were able to cancel their interview at any time without having to contact the researcher directly.

4.3 Sample

Survey Sample

The Maslach Burnout Inventory- Educators Survey (MBI-ES), is a commercially licensed instrument at a cost of $2.50USD per survey. Due to this the cost responses to the full six- instrument questionnaire was capped at 200. Once this number had been reached a second survey comprising the remaining five instruments was made available at the same questionnaire link sent via email and social media.

Whilst 200 responses were reached within 72 hours, the questionnaire remained open for another four days (One week in total).

The final number of received questionnaires comprised 379. Once all unfinished or incomplete survey were removed the final sample comprised responses from 257 primary school teachers collected during the two weeks prior to schools recommencing for the 2020 school year.

Region

The regions of New Zealand were represented as follows: Auckland (67), Bay of Plenty (13), Canterbury (34). Gisborne (4), Hawkes Bay (14), Manawatu- Wanganui (17) Marlborough (2), Nelson (5) Otago (11) Southland (2) Taranaki (4), Tasman (4), Waikato (23), Wellington (46) and the West coast (2). Northland was not represented.

Teaching Experience

Teaching experience spanned 40 years with 23% having taught for five years or less, 20% between six and 10 years, 17% for 11-15 years, 15% for 21-30 years and 7% had been teaching for 31 years or more. Two were in their first year of teaching, nine had taught for more than 40 years and the longest represented teaching experience was 49 years.

Interview Sample

A total of 15 interviews averaging one hour were conducted via zoom over the course of one month from the end of January 2020 till the beginning of March 2020.

After transcription and consent forms were returned the final number of transcripts able to be utilised was nine.

All interview participants identified as female and the length of teaching experience, age groups taught and the location they represented are as follows:

Unique Id	Location	Teaching Experience	Year Group taught in 2020
B0100220	Auckland	1.5 Years	New Entrant
R020220	Wellington	8 Years	Year 1/2
SD030220	Dunedin	27 years	Year 0-2
S040220	Taumaranui	7 Years	Year 0-4
T070220	Auckland	23 years	Year 5/6
N120220	Waikato	18 years (12 years primary, 6 years ECE)	Year 4/5/6
M040320	Auckland	12 Years	Specialist Teacher all ages
SJ020220	Hawkes Bay	17 Years	Year 3/4
R300120	Auckland	12 Years	Year 1/2

Table: Interview Participant Demographic details

4.4 Data Collection

Questionnaire data

The questionnaire was created on online survey platform Qualtrics and comprised a battery of six questionnaires and demographic data to a total of 125 questions.

5.4.1 Instrumentation

Questionnaire measures included published self-report scales that assessed teachers Burnout, Self-Efficacy, use of Emotional Labour Strategies, Emotional Intelligence, and Spirituality, in addition to a measure of causal attributions.

5.4.1.1. Maslach Burnout Inventory – Educator Survey (MBI-ES)

Teachers' burnout was captured via 22 self-report Items measured on three subscales mirroring the three burnout dimensions of emotional exhaustion, depersonalisation and reduced personal accomplishment. Participants answered each question on a Likert scale from (0) Never to (6) Every day.

5.4.1.2 Teachers Sense of Efficacy Scale (TSES)

12 items answered on a six- point Likert Scale from (1) 'Strongly agree' to (6) 'Strongly disagree' that will evaluate teacher self-efficacy perceptions in relation to Student Engagement, Instructional Strategies and Classroom Management (Tschannen-Moran & Woolfolk Hoy, 2001).

5.4.1.3 Causal Dimensions Scale (CDS-II)

Causal attributions of stress were captured via an adapted version of the modified Causal Dimensions Scale (CDS-II) initially developed by McAuley, Duncan and Russell (1992. Originally comprising two parts commencing with an open-ended question where participants indicate what they believe the reasons for their burnout are. Part two then involved completion of 12 self-report items clarifying the reason they reported in respect to the elements of Wieners attribution theory: Locus of Causality, Stability and whether it is personally controllable (Weiner, 1985). To maintain consistency with the rest of the questionnaire (with exception of the MBI-ES) the instrument was amended. Where previously respondents were required to respond to items on a continuum, each item was given its inverse question and participants were required to respond on a six-point Likert scale from (1) Strongly Agree to (6) Strongly Disagree. This transformed the instrument from 12

self-report items to 24 items. *(See Appendix 6.3 and 6.4 for original instrument and amended instruments.)*

5.4.1.4 Reactions to Teaching Situations (RTS)

Designed by Australian Researchers Chris Perry and Ian Ball specifically for exploring emotional intelligence in a teaching context, participants are provided with ten situations common to the daily life of a teacher (Perry & Ball, 2008). Each situation is accompanied by four responses relating to Mayer and Salovey's four dimensions of Emotional Intelligence: "Identifying Emotions," "Using Emotions," "Understanding Emotions" and "Managing Emotions." Participants responded to each possible response on a six-point Likert scale from (1) 'Strongly agree' to (6) 'Strongly disagree.'

5.4.1.5 The Teacher Emotional Labour Strategy Scale (TELSS)

Teachers' usage of Surface acting and Deep acting strategies was captured on A 13-item scale adapted by Hongbiao Yin (2012) with participants responding on a six-point Likert scale from (1) 'Strongly Agree' to (6) 'Strongly Disagree'.

5.4.1.6 Ashmos & Duchons Spirituality Scale (SIS)

Teachers' spirituality was captured via an amended 13-item scale composed by Ashmos & Duchon (2000). The two items relating to the dimension of inner life were removed leaving the remaining 11 items to capture participant experiences of 'Meaning and purpose' and 'Community'. Once more participants responded to on a six-point Likert Scale from (1) 'Strongly Agree' to 'Strongly Disagree.'

Individual interviews

The individual interviews conducted followed an interview guide (see Appendix 4), averaged an hour, and covered the following areas:

- **Burn Out Symptoms:** What did they experience most strongly and can they say more about them.
- **Attributions:** to what they attributed their work stress and burnout to
- **Emotional Labour:** How they balanced professionalism with authenticity at work
- **Emotional Intelligence:** their perceptions of the role of Emotional Intelligence in the classroom

- **Spirituality:** their interpretations of spirituality and their thoughts about its role in the classroom.

The interviews were used to elicit accounts of lived experience, to get perceptions and deep and rich narratives that help explain how teachers experience burnout and thus interviews were preferable to focus groups by the privacy they afforded. Privacy provides the opportunity to probe individual teachers to share more personal insights into their experiences of burnout. The flexibility and interactivity of a semi-structured interview ensured questions were able to be rearranged quickly to meet the flow of each individual interview, without missing any key elements or constructs (Adams, 2015).

4.5 Data Analysis

4.5.1 Quantitative

Quantitative data was analysed utilising Statistical Software package SPSS. A factor analysis using maximum likelihood estimation and direct oblimin rotation was conducted for each instrument. Oblimin rotation was used because it allows the factors to be correlated, and there are theoretical reasons to think that dimensions of each of the instruments used here would be correlated. Factor loadings less than 0.3 were suppressed.

Maslach Burnout Inventory- Educator Survey (MBI-ES)

Figure 3 shows the scree plot for the factor analysis of the Maslach burnout inventory. There were three Eigenvalues greater than one, and the point of inflection also suggests a three-factor solution. An analysis forcing the extraction of three factors showed a stable and interpretable structure. The three factors identified were named Emotional Exhaustion, Reduced Personal Accomplishment and Depersonalisation as per the instrument constructs. The loadings of each item on its associated dimension are shown in Table 3.
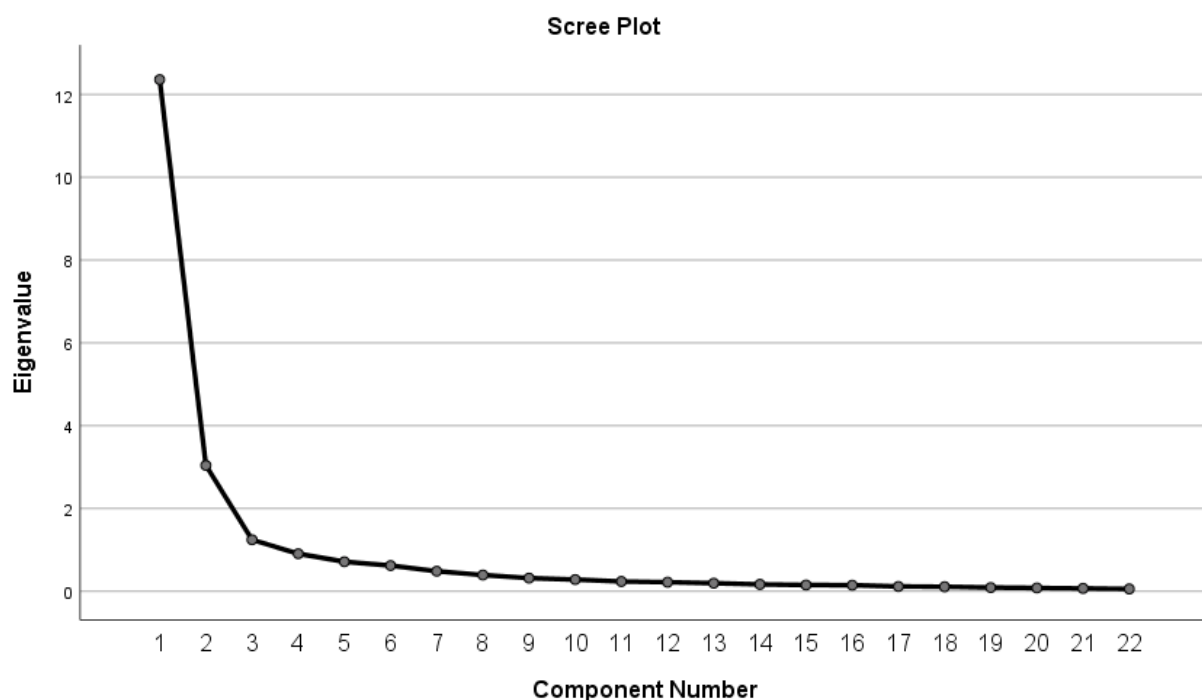
Figure 3: Scree Plot for the factor analysis of the Maslach Burnout Inventory – Educator Survey

Items	Factor		
	1	2	3
I feel like I'm at the end of my rope.	0.943		
I feel burned out from my work.	0.889		
Working with people directly puts too much stress on me.	0.822		
I feel I'm working too hard on my job.	0.784		
I feel emotionally drained from my work.	0.759		
I feel frustrated by my job.	0.746		
Working with people all day is really a strain for me.	0.714		
I worry that this job is hardening me emotionally.	0.656		
I've become more callous toward people since I took this job.	0.591		0.44
I feel students blame me for some of their problems.	0.312		
I feel very energetic.		-0.923	
I have accomplished many worthwhile things in this job.		-0.892	
I feel exhilarated after working closely with my students.		-0.887	
I can easily create a relaxed atmosphere with my students.		-0.843	
I feel I'm positively influencing other people's lives through my work.		-0.832	
I deal very effectively with the problems of my students.		-0.824	
In my work, I deal with emotional problems very calmly.		-0.824	
I feel I treat some students as if they were impersonal objects.			0.844
I don't really care what happens to some students.			0.765

Table 3: Factor loadings for a three-factor analysis of the MBI using maximum likelihood estimation and direct oblimin rotation. Factor loadings less than 0.3 are omitted.

Causal Dimensions Scale II (CDS-II)

The scree plot for the factor analysis of the Causal Dimensions scale is shown in figure 4. Two eigenvalues were significantly greater than one with two more slightly above the point of inflection which suggested a four- factor solution. Forcing the extraction of four factors, the loadings of each associated dimension are presented in table 4. These dimensions were labelled as External Locus of Causality/ External Controllability, Internal Locus of Control, Stability, and Internal Controllability.
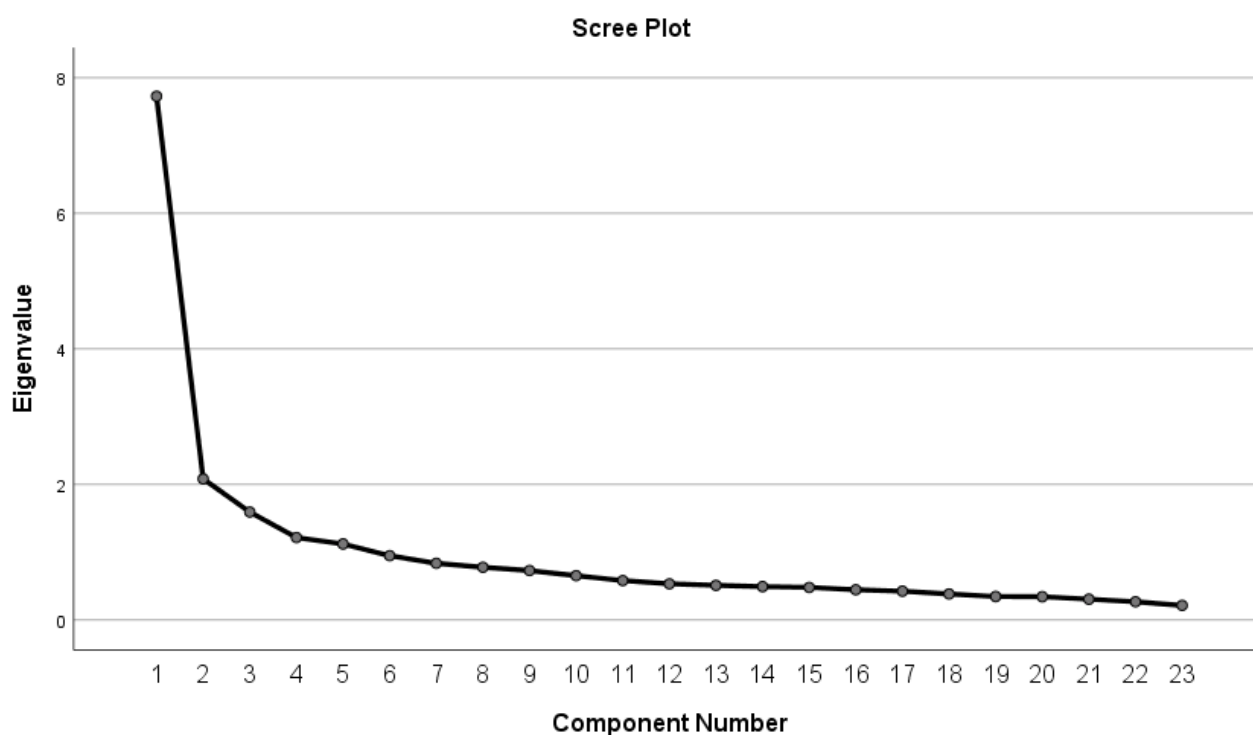
Figure 4: Scree Plot for the factor analysis of the Causal Dimensions Scale

Items	Factor			
	1	2	3	4
The causes of my work-related stress are under the power of other people	0.739			
Other people have control over the causes of my work-related stress	0.685			
Other people can regulate the causes of my work-related stress	0.638			
The causes of my work-related stress are not under the power of other people	-0.621			
The causes of my work-related stress are outside of me	0.519			
The causes of my work-related stress are something about others	0.474			
Others have no control over the causes of my work-related stress	-0.46			
The causes of my work-related stress are something about me		0.791		
The causes of my work-related stress are inside of me		0.502		
The causes of my work-related stress reflect aspects of myself		0.466		
The causes of my work-related stress don't change over time			-0.794	
The causes of my work-related stress are unchangeable			-0.711	
The causes of my work-related stress are permanent			-0.497	
The causes of my work -related stress are manageable by me				0.736
I cannot regulate the causes of my work-related stress				-0.735
I can regulate the causes of my work-related stress				0.711
The causes of my work-related stress are not manageable by me				-0.58

Table 4: Factor loadings for a four-factor analysis of the CDS-II using maximum likelihood estimation and direct oblimin rotation. Factor loadings less than 0.3 are omitted.

Teacher Self-Efficacy Scale (TSES)

Figure 5 shows the scree plot for the factor analysis of the Teacher Self Efficacy Scale which suggested a three-factor solution with three Eigenvalues greater than one above the point of inflection. As demonstrated by Table 5, forcing the extraction of three factors showed a stable and interpretable structure and the associated dimensions were named Pedagogical Efficacy, Behaviour Management Efficacy and Relational Efficacy.
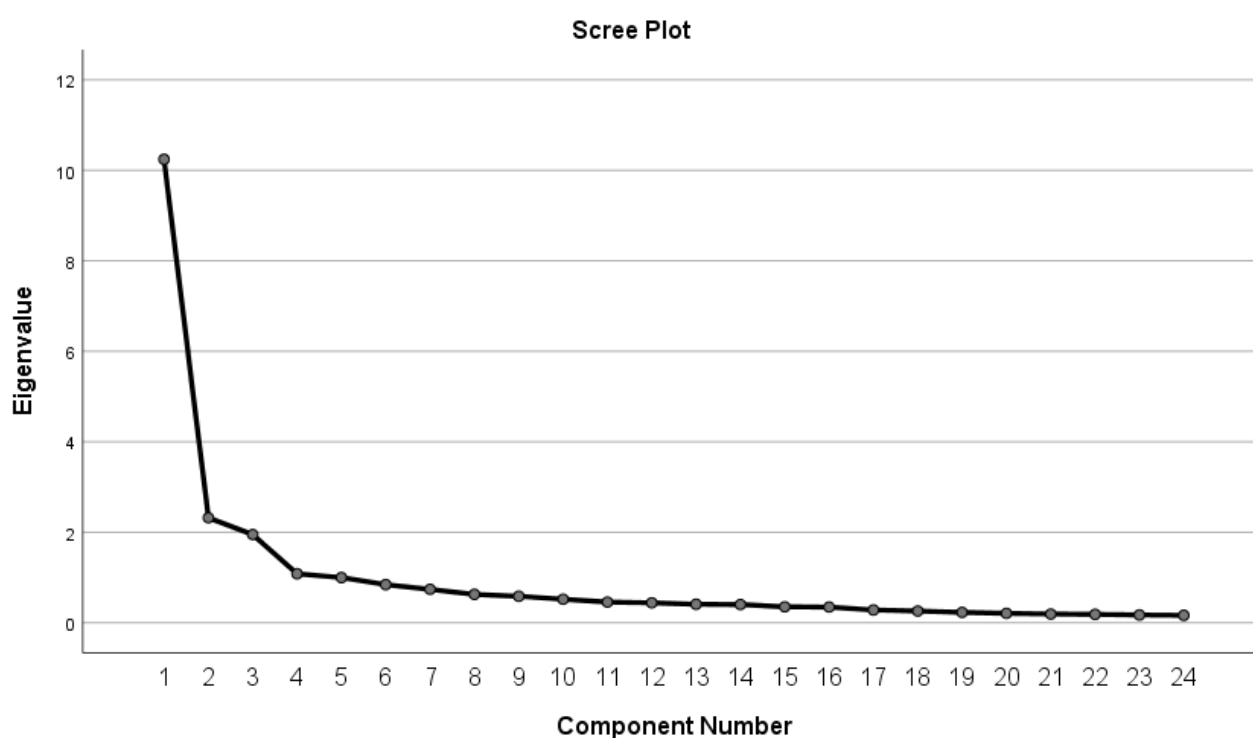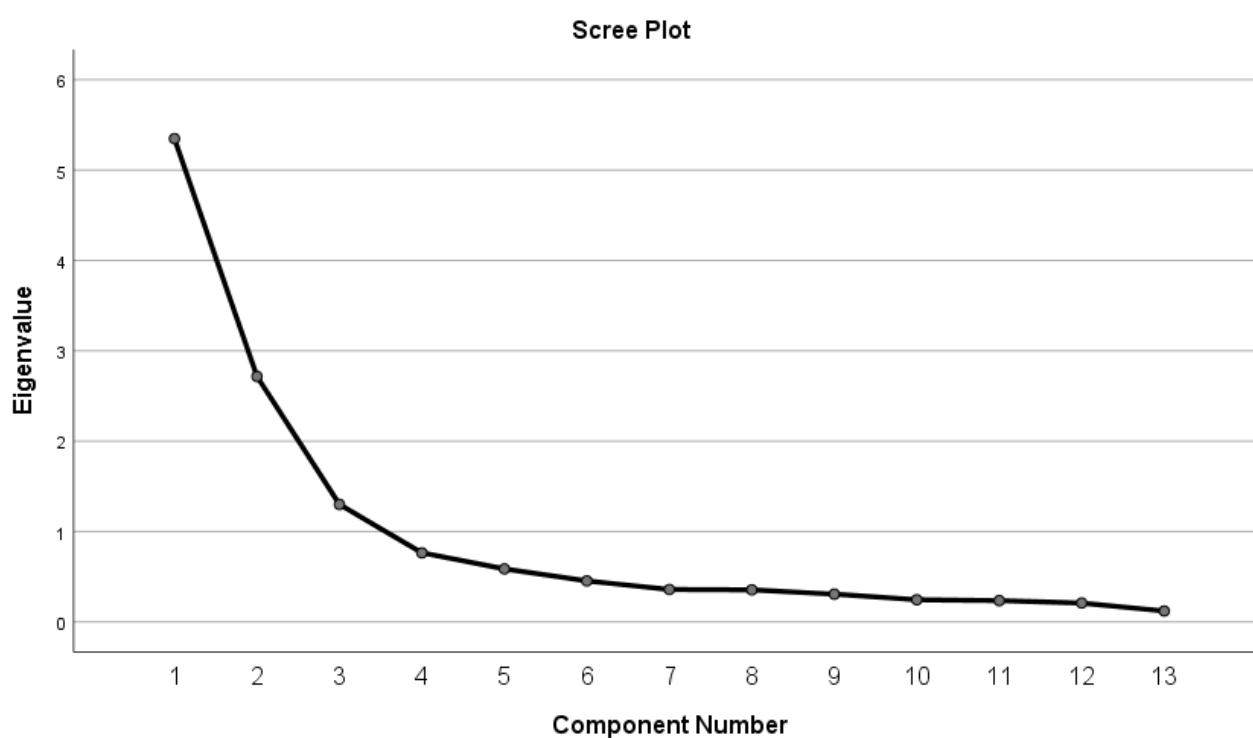

Figure 5: Scree Plot for the factor analysis of the Teacher Self-Efficacy Scale

Items	Factor		
	1	2	3
I can answer students' questions so that they understand difficult problems.	0.837		
I can explain central themes in my subjects so that even low achieving students can understand.	0.819		
I can organise schoolwork to adapt instruction and assignments to individual needs.	0.773		
I can explain subject matter so that most students understand the basic principles.	0.771		
I provide good guidance and instruction to all students regardless of their level of ability.	0.763		
I can provide realistic challenge for all students even in mixed ability classes.	0.71		
I can organise classroom work so that low- and high-ability students all work with tasks that are adapted to their abilities.	0.677		
I can get students with behavioural problems to follow classroom rules.		0.905	
I can control even the most aggressive students.		0.9	
I can get all students to behave politely and respectfully to the teachers.		0.802	
I can maintain discipline in any school class or group of students.		0.743	
I can get all students in class to work hard.		0.615	
I can motivate students who show low interest in schoolwork.		0.568	
I can teach well even if am told to use instructional methods that would not be my choice.			0.736
I can co-operate well with most parents.			0.712
I can successfully use any instructional method that the school decides to use.			0.694
I find adequate solutions to conflicts of interest with other teachers.			0.69
I can collaborate constructively with parents of students with behavioural problems.			0.634

Table 5: Factor loadings for a three-factor analysis of the TSES using maximum likelihood estimation and direct oblimin rotation. Factor loadings less than 0.3 are omitted.

Teacher Emotional Labour Strategy Scale (TELSS)

Figure 6 shows the scree plot for the factor analysis of the Teacher Emotional Labour Strategy Scale. There were three Eigenvalues greater than one, and the point of inflection also suggests a three-factor solution. An analysis forcing the extraction of three factors however was not as stable and interpretable a structure as forcing a two-factor solution. The loadings of each item on its associated dimension are shown in Table 6 and were identified as Surface Acting and Deep Acting.

Figure 6: Scree Plot for the factor analysis of the Teacher Emotional Labour Strategy Scale

Items	Factor	
	1	2
I fake the emotion I show when dealing with students or their parents	0.883	
I put on a mask in order to display the emotions I need for the job	0.868	
I put on an act in order to deal with students or their parents in an appropriate way	0.867	
I just pretend to have the emotions I need to display for my job	0.821	
I show feelings to students or their parents that are different from what I feel inside	0.762	
I put on a show or performance when interacting with students or their parents	0.693	
The emotions I express to students or their parents are genuine	-0.681	
The emotions I show students, or their parents come naturally	-0.652	
The emotions I show students, or their parents match what I spontaneously feel	-0.644	
I make an effort to actually feel the emotions that I need to display towards students or their parents		0.872
I work hard to feel the emotions that I need to show to students or their parents		0.784
I work at developing the feelings inside of me that I need to show the students or their parents		0.754
I try to actually experience the emotions that I must show to students or their parents		0.737

Table 6: Factor loadings for a two-factor analysis of the TELSS using maximum likelihood estimation and direct oblimin rotation. Factor loadings less than 0.3 are omitted.

Reactions to Teaching Situations (RTS)

Figure 7 shows the scree plot for the factor analysis of the Reactions to Teaching Situations. There were four possibly five Eigenvalues greater than one above the point of inflection suggesting either a four- or five-factor solution. An analysis forcing the extraction of both four and five factors showed a more stable and interpretable structure when forcing four-factors and the four factors identified were named Positive Emotional Response, Negative Emotional Reaction, Emotional Insight and Emotional Reflection. The loadings of each item on its associated dimension are shown in Table 7.
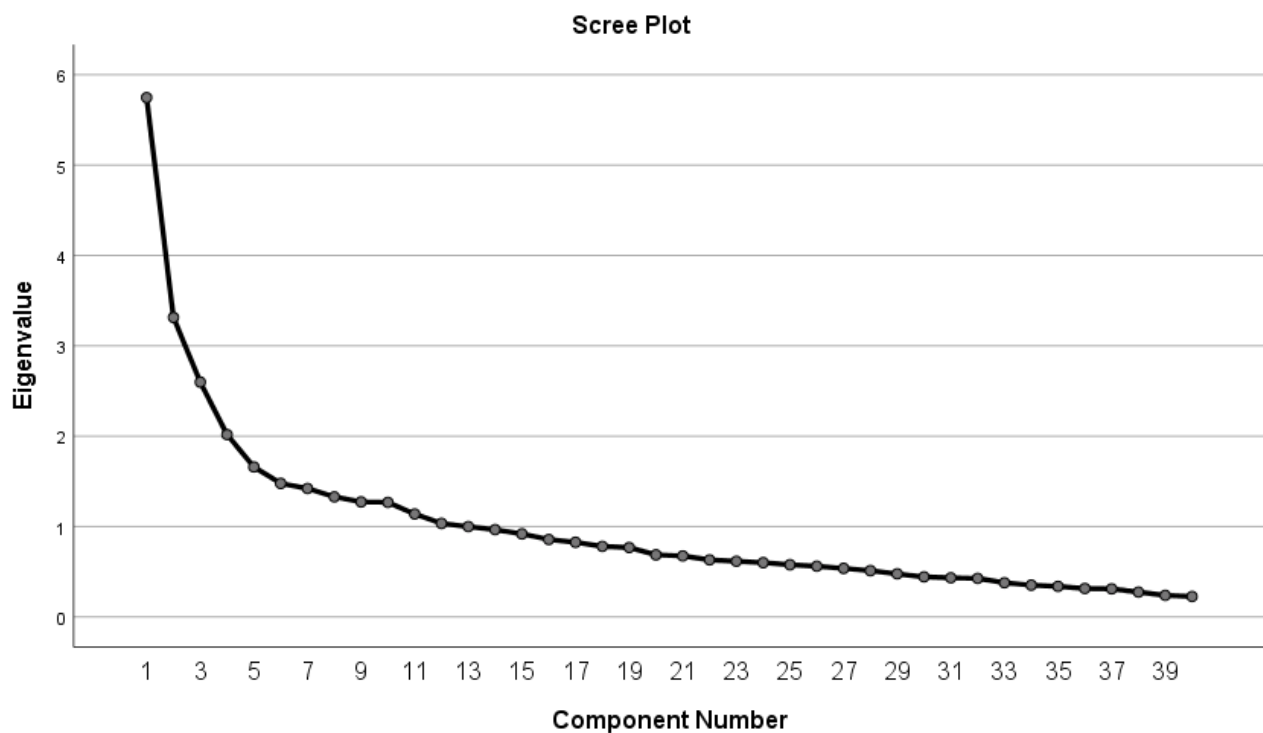
Figure 7: Scree Plot for the factor analysis of the Reactions to Teaching Situations
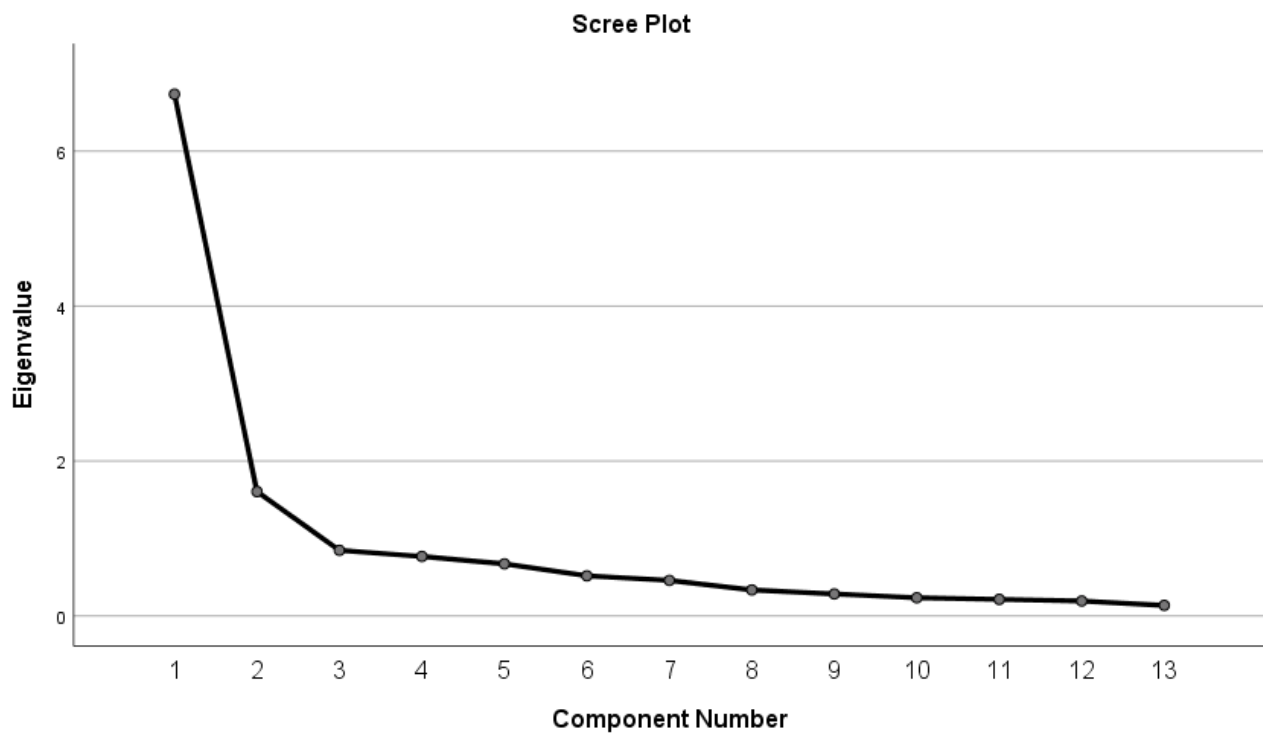
Items	Factor			
	1	2	3	4
I would be happy that they understood my contribution.	0.718			
I would be pleased and realise that such valuing can lead to growing as a person.	0.686			
I would be proud and want to use this in my performance review.	0.665			
I would feel reassured that the effort I had put in had paid off.	0.657			
I would know that my pleasure is often linked to feedback from others.	0.654			
I would realise that being recognised is often linked with feelings of satisfaction.	0.608			
I would not be afraid to show my feelings of joy.	0.555			
I would praise their contributions to these ideas and offer to help provide additional input into their practice.	0.399			
I would feel like a real failure.		0.762		
My feeling of embarrassment would lead me to think about what I'd done in similar situations.		0.708		
I would feel trapped in such a situation.		0.609		
I would feel insulted.		0.551		
I would feel upset that I had not been included.		0.449		
I would remember that things like this tend to upset me.		0.439		
I would be angry, but it would be best to accept this and get on with the job.		0.365		
I would feel concerned but it would be appropriate to ignore the behaviour at first.		0.348		
Momentarily I would want to engage in a heated debate with the co-ordinator.		0.336		
I would consider that any emotion I feel will soon pass.			0.602	
I would remember my hurt response and include all the staff in my next Christmas function.			0.598	
I would feel hurt but would make more of an effort to join the social interaction in the staff room.			0.559	
I would remember that my initial reaction may soon change into another feeling.			0.544	

I would understand that it is normal to feel sensitive about such incidents.			0.522	
I would understand that strong emotions are often triggered by these types of events.			0.506	
I would hold back my reaction and it would trigger the need to talk about harassment in a subsequent lesson.			0.485	
I would realise that my feelings will affect what I do next.			0.366	
I would feel pleased knowing that I have strategies that work to help students.				0.595
I would think about what might have made the parent so angry so that I can start to deal with the situation.				0.547
I would consider my feelings as a reflection of the part I played.				0.538
I would wonder about how to make best use of this situation.				0.528
I would focus on the co-ordinators concerns to see if there was any justification in the comment.				0.523
I would think the parent is confused about my teaching methods.				0.504
I would introduce another way of doing this in the future.				0.386

Table 7: Factor loadings for a four-factor analysis of the RTS using maximum likelihood estimation and direct oblimin rotation. Factor loadings less than 0.3 are omitted.

Spirituality Scale (SIS)

The scree plot for the factor analysis of Spirituality scale is shown in figure 8. Two eigenvalues significantly greater than one above the point of inflection suggested a two- factor solution. Forcing the extraction of two- factors and the loadings of each associated dimension are presented in table 8 and are labelled Community and Meaningful work.

Figure 8: Scree Plot for the factor analysis of the Spirituality Scale

Items	Factor	
	1	2
This school encourages the creation of a sense of community.	0.93	
My school cares about all the employees.	0.883	
My school engenders a sense of community.	0.877	
I feel all members of my school are connected with the mission of our school.	0.863	
I am energised by my school environment.	0.842	
Who I am is not valued in my school.	-0.831	
I feel part of a community in when I am at school.	0.778	
My Schools environment does not give meaning to my life.	-0.629	
Nothing is truly meaningful to me at school.	-0.613	
I feel hopeful about life.	0.454	
I believe others experience joy as a result of my work at school.		0.938
My work at school creates a meaningful work experience for others.		0.896

Table 8: Factor loadings for a two-factor analysis of the SIS using maximum likelihood estimation and direct oblimin rotation. Factor loadings less than 0.3 are omitted.

Following the factor analyses, the items loading on each dimension was calibrated using a single parameter graded response model (see Samejima, 1969). Prior to calibration, items with loadings with valances opposite to the predominant valances for that factor were reverse coded (e.g., a negatively-loading item when other loadings for the same factor were positive). Relationships between the calibrated variables were explored in subsequent correlational analysis.

4.5.2 Qualitative

Qualitative data consisted of the teacher's descriptions of lived experience of burnout and accounts of their own experiences and, of poetic reflective insights from the researcher. The initial analysis of transcripts of their interviews was informed by thematic analysis (Braun & Clarke, 2006)using the original six quantitative constructs to facilitate coding.

Transcription was provided by transcription software Otter.ai. Once the zoom interview had been transcribed by the software, familiarisation with the data commenced with listening to the interviews whilst making corrections to the transcriptions. This was done multiple times before transcripts were sent to participants for checking. Generation of initial codes (and placing into categories) was done firstly via notes made directly onto printed participant transcripts before being entered into an excel spreadsheet (See Appendix 7). Searching for themes was then continued with participants verbatim quotes being matched to constructs and their sub-constructs in the Excel document. Additional thematic ideas emerged as required. This was done multiple times until the researcher was satisfied with initial codes which were then reviewed via quotation banks (see Appendix 7). The quotation banks then supported further themes within each construct and/or sub-construct as the theme review continued.

In accordance with the parallel mixed method design of this study quantitative data analysis was then conducted, and teacher quotes were used to support understanding relationships demonstrated by the quantitative results (Johnson & Schoonenboom, 2017). This supported the final definition and naming of themes prior to the self-as-instrument component of analysis where the researcher sat with each theme in meditation to compose a reflective poem articulating their own experience.

4.6 Reliability, Validity, Verification and Quality Assurance Method

When considering mixed method designs, the triangulation design was the most suited to providing a tool at least as complex and multifaceted as burnout is (Tracey, 2010). The opportunity for requisite variety offered by a parallel mixed design increased the likelihood of providing an integrated analysis of the many aspects of burnout in teaching. In much the same way qualitative rigour can be demonstrated through abundant theoretical constructs, such as those demonstrated in the literature review, it can also be demonstrated by self-reflexivity and thick description.

Self-Reflexivity

The researcher makes no secret of their personal motivations for conducting this study and, in selecting a mixed method study provides opportunities for triangulation and multivocality in the hopes of mediating this personal influence. The use of self-as-instrument attempts to also use personal experiences as a means of *"illuminate(ing) the readers understanding"* (Krizek, 2003. P149) whilst at the same time, offering depth to the quantitative and qualitive aspects provided by the participants. The use of poetry serves as a tool to increase member reflection opportunities and transparency of the researchers challenges to separate personal motivations from analysis. Further self-reflexivity is demonstrated via journaling (see Appendix 7) and through regular meetings with supervisors.

Member Checking

Transcriptions were read through and edits made to any transcription errors. Transcripts were re-read and edited whilst listening to verbal recording for further correction before sending to participants for member checking. Member checking (Tracey, 2010) was used to increase the credibility of the study. Participants were sent a copy of transcript to check for accuracy and then analysis was conducted once they had made any changes.

4.7 Ethical Implications and Considerations

As a requirement, ethical approval was sought and provided by the appropriate ethical committee prior to any data collection commencing (#28030) (See Appendix 1 for approval letter). Teachers were required to indicate willingness to participate after reading guidelines prior to commencing questionnaire. For those who consented to interview, further guidelines prior to interviews being conducted were provided via email and verbally at commencement of interview.

Lastly, participants were sent a copy of their transcript and only once signed consent was received, did transcript analysis commence.

Risk Management

All survey participants were able to access the online survey via private link and were not required to share any personal details, unless consenting to interview. Willing participants were sent an email interview invitation. Non- responsive email addresses were deleted, and no repeat email invitations were sent. Interview participants were assigned a unique code for all paperwork and correspondence with transcripts were edited to remove any identifiable factors including names of towns and schools. All recording and transcripts were held on one password protected computer accessible only by the researcher.

Prior to commencing interviews participants were reminded that they were able to withdraw at any time during the interview and were not obligated to answer questions they did not feel comfortable answering. They were also asked to consent to their interview being recorded and received a copy of their transcript post interview.

Recordings were input into a password accessed online transcription service. Edited transcripts were sent to participants with a consent form to complete and return if willing to share their experience.

Chapter Five: Results

In this chapter results of the mixed method study and the analysis of the quantitative survey and qualitative interviews are presented and described. This chapter commences with a diagram that presents all quantitative relationships identified before each hypothesis is reported alongside its own illustrative diagram. Qualitative themes then follow, preceded by their accompanying reflective poem.

5.1 Quantitative

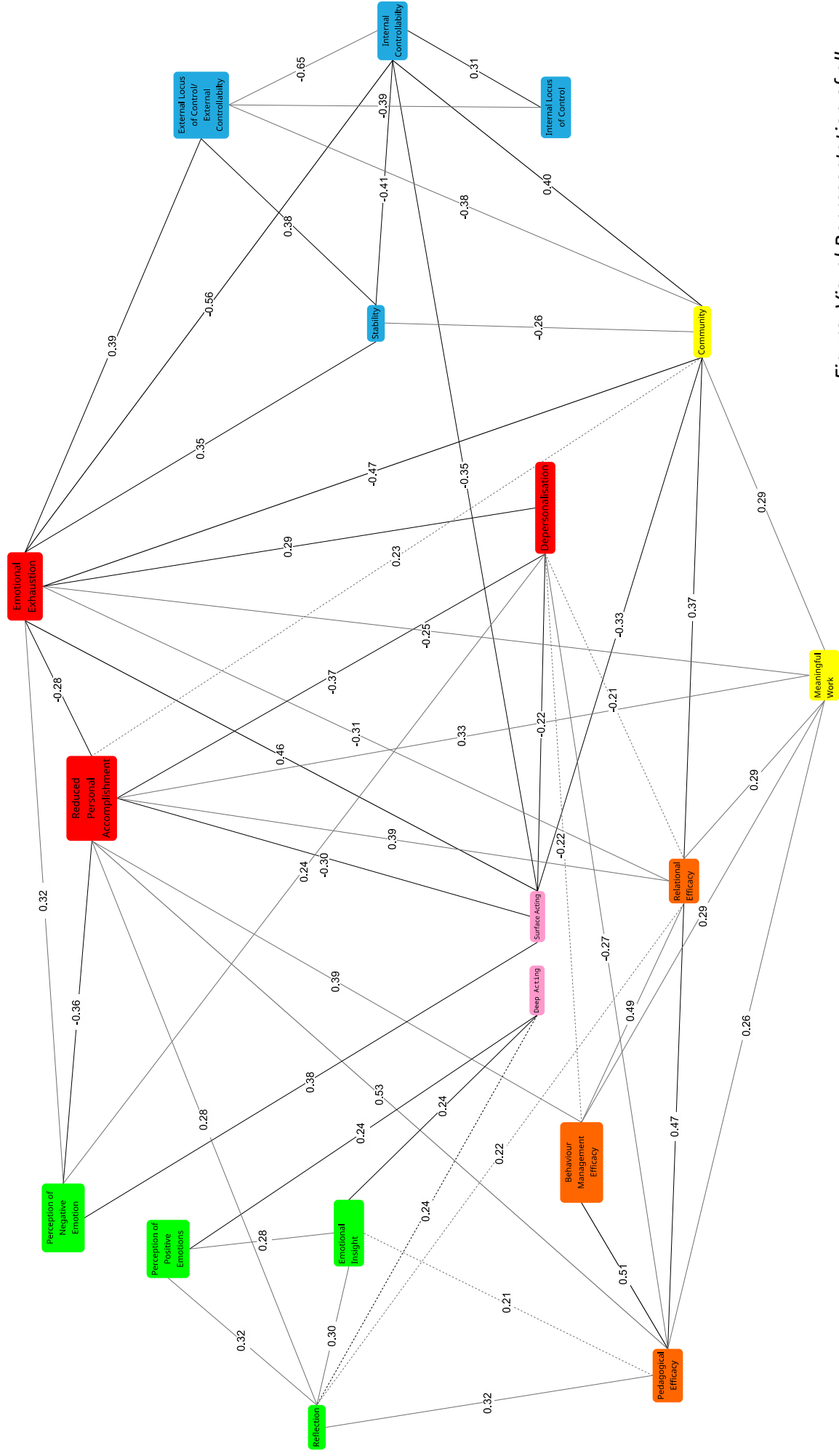Analysis of the data showed that all hypotheses were all or partially supported except for hypothesis six.

Figure: Visual Representation of all statistical relationships

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. External LOC/ Controllability	1	-0.39	0.38	-0.65	0.39			0.17			0.13	-0.38		0.13	0.18			-0.13
2. Internal LOC	-0.39	1		0.31		-0.18			0.20							-0.14		
3. Stability	0.38		1	-0.41	0.35	-0.15	0.15					-0.26	-0.16					
4. Internal Controllability	-0.65	0.31	-0.41	1	-0.56	0.16	-0.15					0.40		-0.35				0.14
5. Emotional Exhaustion	0.39		0.35	-0.56	1	-0.28	0.29	0.32				-0.47	-0.25	0.46		-0.14	-0.19	-0.31
6. Personal Accomplishment		-0.18	-0.15	0.16	-0.28	1	-0.37		-0.36	0.19	0.28	0.23	0.33	-0.30	0.19	0.53	0.39	0.39
7. Depersonalisation			0.15	-0.15	0.29	-0.37	1		0.24	-0.14		-0.19	0.26			-0.27	-0.22	-0.21
8. Percieving Positive Emotion	0.17				0.32			1	0.14	0.28	0.32	0.15			0.24	0.16		0.13
9. Percieving Negative Emotion		0.20				-0.36	0.24	0.14	1	0.15		-0.15		0.38		-0.24	-0.23	-0.22
10. Emotion Insight						0.19	-0.14	0.28	0.15	1	0.30	0.20	0.21		0.24	0.21	0.21	0.21
11. Reflection	0.13					0.28		0.32		0.30	1	0.13	0.23	-0.15	0.24	0.32	0.22	0.22
12. Community	-0.38		-0.26	0.40	-0.47	0.23	-0.19	0.15	-0.15	0.20	0.13	1	0.29	-0.33		0.25	0.17	0.37
13. Meaningful work			-0.16		-0.25	0.33	0.26			0.21	0.23	0.29	1	-0.04		0.26	0.29	0.29
14. Surface Acting	0.13			-0.35	0.46	-0.30			0.38		-0.15	-0.33	-0.04	1		-0.16	-0.23	-0.28
15. Deep Acting	0.18					0.19		0.24		0.24	0.24				1			
16. Pedagogical Efficacy		-0.14			-0.14	0.53	-0.27	0.16	-0.24	0.21	0.32	0.25	0.26	-0.16		1	0.51	0.47
17. Behaviour Management Efficacy					-0.19	0.39	-0.22		-0.23	0.21	0.22	0.17	0.29	-0.23		0.51	1	0.49
18. Relational Efficacy	-0.13			0.14	-0.31	0.39	-0.21	0.13	-0.22	0.21	0.22	0.37	0.29	-0.28		0.47	0.49	1

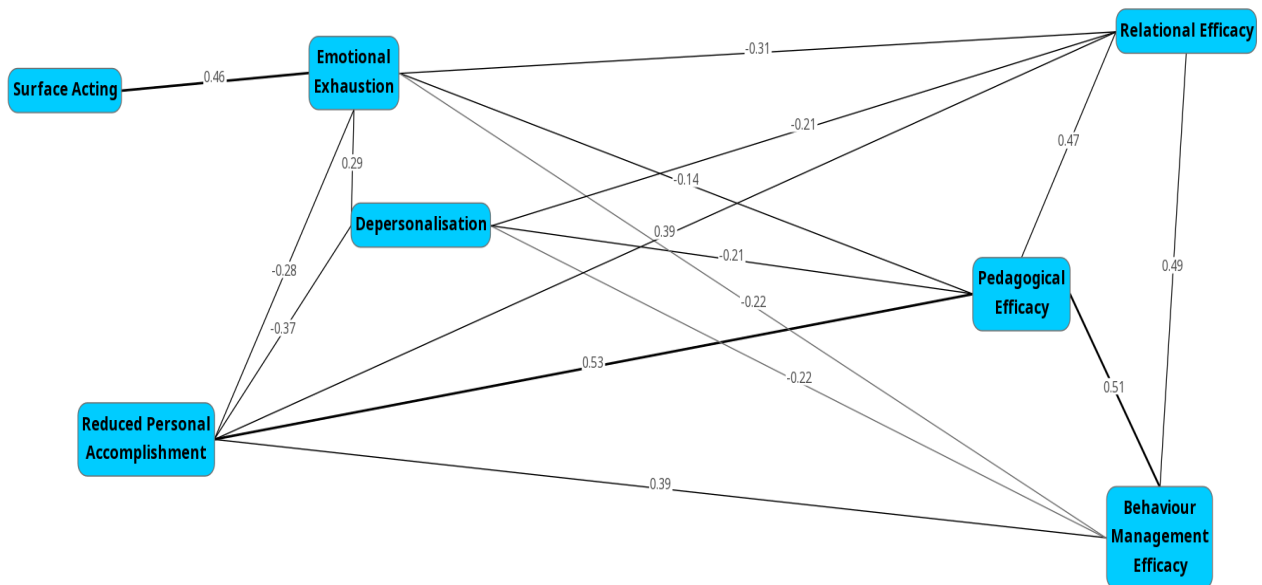*Figure: Visual Representation of all statistical relationships*

Figure 13: visual representation of hypothesis one and two results

Hypothesis one

It was hypothesised that Surface acting would be positively correlated with Burnout Dimensions of Emotional Exhaustion. This was supported with a strong significant relationship demonstrated between Surface Acting and the Emotional Exhaustion dimension of Burnout r=.46. A slightly weaker inverse relationship was also demonstrated between Surface Acting and the Reduced Personal Accomplishment dimension of Burnout r=-.30. A further weaker correlation was demonstrated between Surface acting and the dimension of Depersonalisation r= .26.

Hypothesis two

It was hypothesised that teachers' self-efficacy would be related to Burnout where high self-efficacy would be related to reduced experiences of personal accomplishment burnout dimensions. This was supported, although, significant correlations between the three self-efficacy constructs and three burnout constructs, were still relatively weak. This was the case for the correlations between the Depersonalisation construct of Burnout and all three constructs of Self Efficacy; all r < .30; and for the Emotional Exhaustion aspect of Burnout and the Pedagogical and Behaviour Management aspects of Self Efficacy. The correlation between Emotional Exhaustion and the Adaptability/

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Relational aspect of Self Efficacy was somewhat stronger; r = -.31; than those between Emotional Exhaustion and the other Self Efficacy sub-constructs; r < .20 for both.

The strongest correlations between Burnout and Self-Efficacy constructs were found for Reduced Personal Accomplishment, which was moderately correlated with all three Burnout sub-constructs: Pedagogical Efficacy, r = .53; Behaviour Management Efficacy, r = .39; and Adaptability/ Relational Efficacy, r = .39.
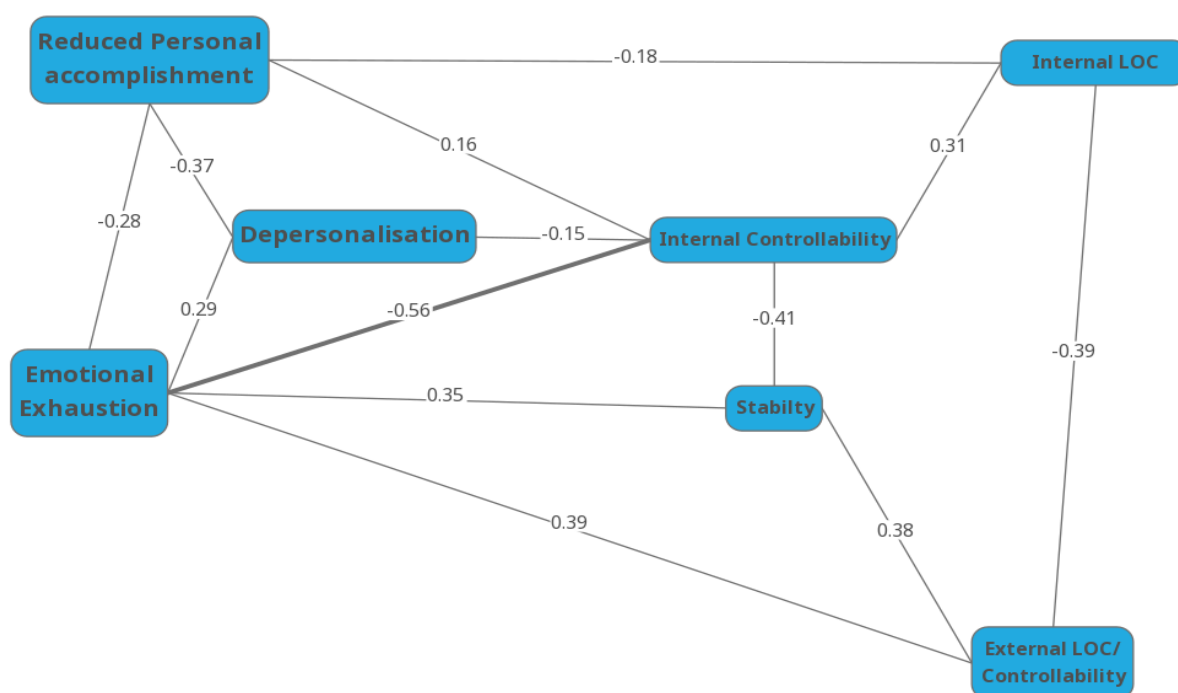

Figure 14: visual representation of hypothesis three and four results

Hypothesis three

The hypothesis that Internally located Attributions would be related to experiences of the Emotional Exhaustion burnout dimensions supported with an inverse significant correlation was demonstrated between Internal Controllability and Emotional Exhaustion r=-.56.

Hypothesis four

It was further hypothesised that Externally Located Attributions would be positively correlated with the Emotional Exhaustion and Personal Accomplishment Dimensions of Burnout. This was somewhat supported, with a moderate significant relationship demonstrated between Externally Located attributions and Emotional Exhaustion r=.39.

Emotional Exhaustion also demonstrated relationships between Stability r= 0.35 and Internal Controllability r=-.56. External Locus of Control/ External Controllability was significantly negatively correlated with Internal Controllability r= -.65 with weaker correlations demonstrated with Stability r=.38 whilst Internal Controllability demonstrated a moderate significant correlation with Stability r=-.41 and a slightly weaker one with Internal Locus of Control r=.31. No other significant correlations were demonstrated between any other Burnout or Attributional constructs.
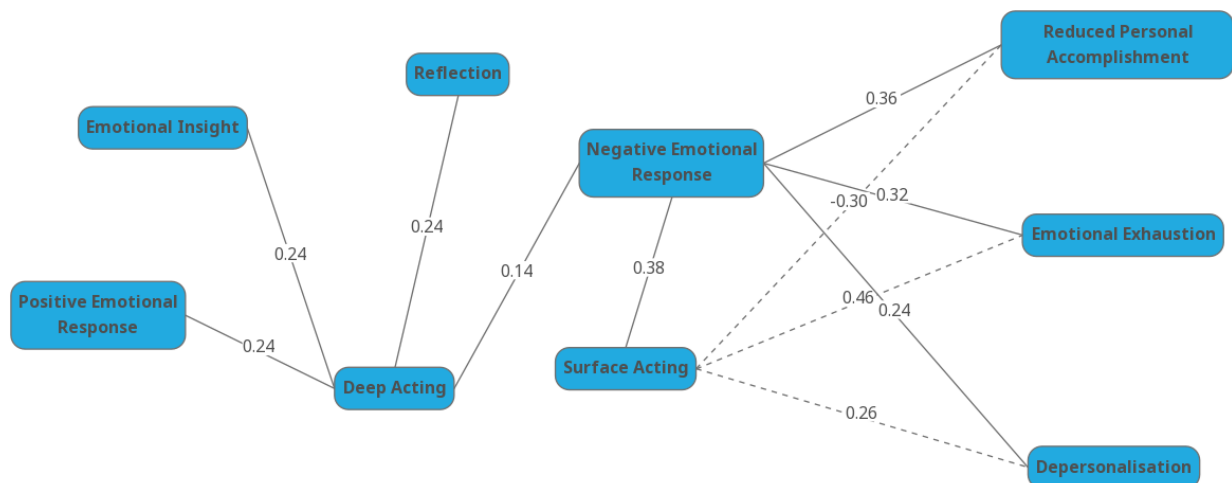

Figure 15: visual representation of hypothesis five and six results
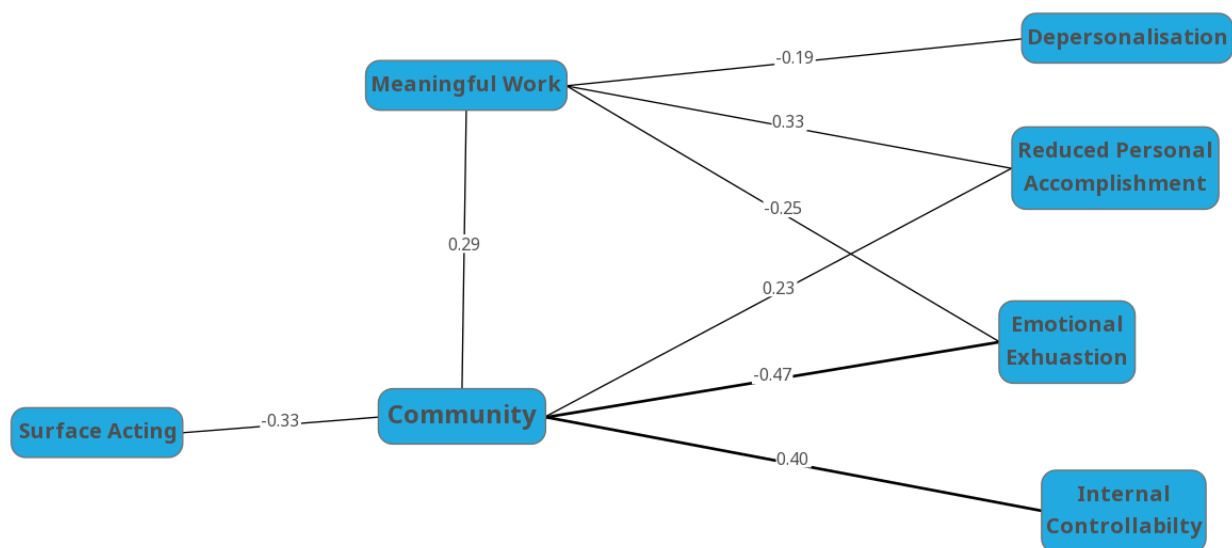
Hypothesis five

It was hypothesised that Emotional Intelligence would be related to Deep Acting where significant relationships would be demonstrated between all four dimensions of emotional intelligence and the Deep Acting dimension of Emotional Labour. This was supported, if weakly, with Deep acting demonstrating correlations with Emotional Insight r= .25, Emotional Reflection r=.24, and Positive Emotional Responses r=.24 and Negative Emotional responses r=.14. The dimension of Negative Emotion Response was the only Emotional Intelligence dimension demonstrating a significant correlation with the Surface Acting dimension of emotional labour r=.38. Moderately significant correlations were demonstrated between sub-constructs of Emotional Insight and Reflection r=.30; Emotional Insight and Positive Emotional responses r=0.28 and Between Reflection and Positive Emotional Responses r=0.32.

Hypothesis six

There were no significant correlations demonstrated directly between Burnout Dimensions and Emotional Intelligence Dimensions.

Hypothesis seven

A relationship was hypothesised between the community and meaning and purpose constructs of Workplace Spirituality and any/all Burnout Constructs. The Community dimension of Workplace Spirituality demonstrated a significant positive relationship with the Emotional Exhaustion Dimension of Burnout r=.46. A slightly less significant relationship was also demonstrated between Community and the Internal Control dimension of Attributions. It also demonstrated a weak significant relation with sub-construct meaningful work r=.29. There were no other significant relationships demonstrated with any other burnout dimensions. Community additionally showed a moderate significant inverse relationship between the Surface Acting Dimension of Emotional Labour r=-.33.

Figure 16: visual representation of hypothesis seven results

5.1.1 Quantitative Summary

The results show that surface acting does, as hypothesised, negatively influence experiences of emotional exhaustion, whilst perceptions of pedagogical efficacy do significantly influence perceptions of Accomplishment related to Burnout. The results also show significant relationships between Efficacy sub-constructs of Behaviour Management efficacy and Relational efficacy, and their co-construct Pedagogical efficacy. Attributional hypotheses were also supported.

Internally located attributions demonstrated the hypothesised relationship with the burnout dimension of emotional exhaustion; Externally located attributions also significantly influenced the Emotional Exhaustion dimension of burnout, however it did not support the hypothesised relationship with the reduced personal accomplishment dimension.

As predicted, a relationship was demonstrated between deep acting and emotional intelligence however, no mediating relationship was demonstrated, with the results indicating an absence of significant relationships between any emotional intelligence and/or Burnout construct.

Lastly, whilst the meaning and purpose construct of Workplace Spiritualty demonstrated no relationships with other constructs except its co-construct, community. Community demonstrated a significant inverse relationship with the Emotional Exhaustion dimension of burnout, supporting the hypothesis that it warrants further exploration as a burnout mediator.

5.2. Qualitative

Participants described their experiences of burnout and discussed attributions of work stress, perceptions of authenticity and professionalism, emotional intelligence, and spirituality. Analysis of the data led to the construction of seven themes: (1) suffering, (2) disconnection, (3) unrealistic expectations, (4) love (5) connection, (6) self-awareness and (7) spirituality. There were 21 categories that made up these seven themes, representing the most common aspects of participant's experiences. Extracts from participant's interviews are used to demonstrate each of the six themes and categories. These descriptions encapsulate the lived experience of teacher's experiences, what it was like for them, how they coped and/or overcame their burnout.

Themes	Categories
1. Suffering	Worries, panic, anxiety, self-doubt, and exhaustion
2. Disconnection	Being isolated, being childlike, keeping their distance, not listening, fear of judgment, disconnect from the reality of the work
3. Unrealistic expectations	About teaching, to always stay in control, Perfection
4. Love	Love of the job, love of the kids, greater good, meant to be
5. Connection	Authenticity, belonging, supportive environment
6. Self-love	Brokenness, recognising the value of experience, need for self-care
7. Spirituality	A perspective and tool for guiding their actions, important dimension of wellbeing identity

Table 9: Themes and Categories in Primary Teacher's Lived Experiences of Burnout

Self-as Instrument

William Wordsworth once said, *"Poetry is the spontaneous overflow of powerful feelings: It takes it origin from emotion recollected in tranquillity"* (Wordworth & Coleridge, 1989)*. The analysis of these teachers' experiences evoked extremely powerful feelings in the researcher which led to the use of poetry as an insight cultivator (van Manen, 2014) to further develop the analysis and interpretation of the data and the meaning of the teacher's experiences. When analysing the data and 'dwelling with' the participant's descriptions (van Manen, 2014) personal resonance and responses were noted down to develop 'meaningful insights' (van Manen, 2017). Each theme commences with a poem that reflects the researchers personal understanding of each theme and provides insight into their interpretation of the data, the 'what is it like' and the 'how is it experienced.' The themes are then presented alongside their 'evidence' for the theme as verbatim quotes, the 'examples' of lived experience (van Manen, 1997) and explanations of how the reflective poems guide analytic insights.

Rabbit

I make eye contact with my reflected self and raise my arms.

I read somewhere power posing helps confidence.

Fake it till you make it.

Another loud exhale.

My chest is tight.

-

The cold sweat I woke with (again) stings my scalp.

My hair is made of needles.

attempt an inhale and fail.

I am always failing.

-

I am crying again.

"looking for something" in the teachers' cupboard.

little voices calling for me.

Cant. Stop. Crying.

-

They are standing too close.

Get out. Get out now.

I do not realise I have said this out loud until confused faces turn away.

They do not understand.

Neither do I.

-

The voice in my head whispers (again) that I am a terrible teacher.

Sweet sunflower faces turned upward to their sun.

These children deserve better.

You Suck.

-

I am a rabbit fleeing a hunter.

I am pure instinct.

They find me pacing the stairwell.

Run.

5.2.1 Suffering

I wrote the poem 'Rabbit' because what the teachers described resonated deeply with me. 'Rabbit' speaks to the physiological responses to burnout inducing environments, the need constantly be on the run to escape from danger which is incessant and inescapable. Participants talked about suffering from exhaustion, feelings of being overwhelmed, physical ailments, self-doubt and worry. They described the overwhelming physical and physiological experiences of stress they endured:

Coping strategies such as attempting to breathe, grounding techniques proved ultimately fruitless in the face of an unsupportive work environment and constant demands.

> ""Lots of you know trying to do positive things for myself, taking up yoga and things like that but I was probably too far gone by the time I started all that." (SD030220)

Teachers spoke of the incessant feelings of fatigue which are synonymous with the Emotional Exhaustion dimensions of burnout:

> "Just being so tired. I invented a term. I don't drink but I call it a school-over. A school hangover. Like sleeping in till 10 o'clock in the morning on Saturdays and feeling like my head is still spinning." (B010220)

Participants also described how they felt anxiety and trepidation about what their day would throw at them and the stress they would encounter. They struggled to focus on tasks and to get motivated or excited about their work and they were worried about not having enough time to complete all their work:

> "I was so overwhelmed with everything…I'm just completely maxed out, like even trying to think about what I'm excited about is hard... Or even just not being able to put as much effort into preparing like, okay these kids are struggling with reading I should do heaps more phonics stuff with them...which I would love to do but it's like okay...when do I actually prepare that?"" (B010220)

> "I feel like I'm never finished my jobs you know. I'm never caught up." (SJ020220)

For some the suffering was expressed physically, taking a toll on their bodies through decreased immunity and physical ailments:

> "I had lots of colds and things like that going on. just lots of illnesses...and I'm normally a really healthy person." (SJ020220)

Others described somatic and physiological experiences and of a reluctance to go to work, and a growing aversion to the children as well as anxious panic attacks:

> "I started to get a sore stomach and not wanting to go to school, like a kid." (M040320)

> "I would start to feel a bit crowded by the children." (N120220)

> "There were a couple of times in the classroom when I would have a panic attack and go into the bathroom and just stand in the cubicle and ground myself." (N120220)

Participants suffered from self-doubt, questioning their effectiveness and professional skills:

> "I just felt like I was a rubbish teacher". (M040320)

> "If they had a reliever, they would have a better day…it kind of affects you at the core that you don't have that confidence" (B010220)

The teachers explained that they got to the point where their suffering made them question whether they could continue with their job and the effect it was having on their wellbeing:

> "I just felt like I didn't have the strength any longer to keep fighting the battle" (SJ020220)

> I remember saying…is this job killing me? That's how bad it was." (S040220)

The theme of suffering shows that the teachers experienced many of the common symptoms of burnout but also how burnout was experienced and the toll it took on their physical, mental, and emotional wellbeing.

Unfamiliar

They tell me I am brave; their eyes shine with pity.

"It's always hard at the beginning," they say.

Can't ask for help.

I praise his bravery, his eyes shine with pride.

"It is good to ask for help when things feel hard," I say.

I am a hypocrite.

She sits on the bench alone, sniffing and eyes wet.
"They think I'm annoying," she says.
I long to comfort her but her suffering is too familiar.

I sit in the classroom alone, sniffing and eyes wet.

"I am annoying them," I think.

I long for comfort but everyone is too unfamiliar.

5.2.2 Disconnection

A key aspect of the teacher's experience of burnout was their disconnection from others and from support. They often worked alone which is the nature of many single cell classroom, but this often contributed to feelings of isolation and disconnection:

> "I love the autonomy and spontaneity that you can do in a single cell classroom but at the same time, no-one can see you struggle." (R020220)

> I felt alienated… like I was on my own island with my kids."(SD030220)

Teachers also spoke about being disconnected from their roles and power as adults. At times they were unable to regulate themselves which made them feel less like an adult. When overwhelmed they felt like children and in need of support and reacted rather than responded to stressors:

> "sometimes I felt like a five-year-old. I'm meant to be teaching them to manage their emotions but my computers not shutting down and I want to go home!" (B010220)

This is reflected in the poem 'Unfamiliar' by mirrored stanzas of the teacher's experience echoed by that of the children.

Those who experienced stressors such as bullying from other staff members also felt disconnected from power, and reflected on how it must be for the children to be experiencing something similar:

> "I'm an adult and I'm having bulling going on for me. I can only imagine what it's like for a little one."(SD030220)

> "how terrible is it that when we're trying to teach the children to do exactly the opposite and yet, teachers are bullying teachers. that's so bad." (SJ020220)

Indeed, the incidences of bullying for some participants were a direct cause of their burnout and departure from the classroom:

> "I chose to resign at the end of that year because the environment was so toxic. There was nothing more good that was going to come of it. It was only ever going to get worse." (R300120)

Teachers described some of the reasons they kept their distance from others, worked alone and struggled with their work and why they felt they could not ask for help:

> "Not wanting to be a burden on other teachers who are also very overworked and maxed out... People talk about it (being a) really, intense profession...So that whole thing of that, it's not just me who's under pressure, but everyone is under pressure. Everyone is maxed out and busy which means less ways to get support." (B010220)

Participants worried about how asking for help, looking vulnerable might affect the views and judgements of others and their future relationships and opportunities:

> "I'm wondering if I if I should ask (for help) when at the same time I want them to rehire me or I want them to recommend me to other schools. How vulnerable can I be with my colleagues about how much I'm struggling. I'm a professional, what does that mean?" (B010220)

At times it got too much, and they were frustrated by feelings that they weren't in control:

> "If you are not as in control of your own emotions and then actually being more irritable with them so that they kind of frustrate me rather than being more in control of myself" (B010220).

Participants also talked about being disconnected from the reality of teaching and not understanding the nature of the endless work and how they could never do enough:

> I knew teaching would be hard. I didn't realise quite how exponentially hard it would be. And then I hoped that it would get better and more manageable, and I would improve more quickly. " (B010220)

> "I was a little bit naïve that I kind of thought it was just going to get better and that I would eventually do enough" (R300120)

Some tried to reach out to others, to seek support or share their challenges but they found that other teachers and staff were difficult to connect to, did not listen, were not able to see their struggles. In the end they shut down, withdrew, and went on alone:

> "I remember them saying you should have said something sooner, and I felt like saying "I did! you just didn't listen!" or "you didn't take me seriously."" (R020220)

> "I knew if there's anything wrong, if I wanted anything or if I needed help or if I wanted any kind of collaboration, I couldn't get it…nothing I said, didn't matter how polite I was in the end I just closed off…. (SD030220)

Ultimately, feelings of disconnection exacerbated teachers experiences of incompetence and exhaustion in a profession that ultimately relies on relationship to be successful.

> "I needed to take the first step in asking for help but then yes, other people had it within their power to help me make my life better."R020220)

The theme of disconnection shows that teachers who experience burnout are often disconnected from support, resources and power, colleagues and experience disempowerment.

Pretend

Joy draws sadness a circle to stand in

"Don't touch the memories!"

positive thoughts only.

Hopeful honeyed honesty

"Grown-ups get scared just like children"

Feelings trapped in Trunchbull's chokey.

Lonely Ice Queen

"Don't let them in, don't let them see."

The façade is melting. Now they know.

Poppin-esque dreams pop painfully

"Practically Perfect in every way."

But so very far from perfect.

5.2.3 Unrealistic Expectations

Participants described having unrealistic views about teaching that contributed to their experience of burnout. They spoke about having to adjust their conceptions of the nature of teaching in the face of the challenges and stressors of teaching and having to adhere to display rules and pretend to be what their students and others expected them to be like.

The stanzas that comprise the reflective poem called 'Pretend' references the films/books Frozen, Inside out, Matilda and Mary Poppins, using popular culture to allude to societal expectations of behaviour participant teachers described. Commencing with a reference to Disney's 'Inside out', the premise of the film is of animated interpretations of the five key emotions, Joy, Sadness, Anger, Fear and Disgust inside the head of a pre-teen girl, Riley, who has recently moved home and school. The character of Joy is determined to always give Riley a joyful life by repressing sadness. The line "Positive vibes only" speaks to participant perceptions of having to appear joyful all the time. The teachers talked about having to wear a mask, and put on a show:

> "I suppose that's how I perceived all other teachers before I became a teacher. I used to think teachers are always happy it must be such a cool job…that's just the impression they gave… I used to think surely there are days when they're not feeling

happy but they always look happy so that must be what you have to do. Just put on an act." (SJ020220)

The participants acknowledged the necessity of regulating the appropriateness of certain emotional displays out of professional necessity

As the adult in the room, I have to take responsibility for my reactions…It's our job to calm their chaos, not add to it." (R020220)

They also talked about having to maintain a charade. They spoke about feeling unable to discharge their own sadness or challenging emotions for fear of causing hurt or distress.

"It's no good if you've just had the worst day and they come in and find you near tears, that's gonna really upset them. "(M040320)

Participants spoke to needing to maintain a façade to protect the children:

"Keeping the façade up for the children…I was a bit worried …because they're obviously aware I'm not happy, even though I'm putting on an okay face." (SD030220)

They also needed to pretend to protect themselves and their jobs:

"…and I suppose I did not want kids going home and saying you know Mrs (retracted) was unhappy today or you know, causing them alarm and wanting to know what was wrong."(SJ020220)

This is referenced in the second stanza of the poem and the mention of Elsa, the ice queen character from Disney's Frozen. Elsa must conceal and not feel strong emotions for fear of losing control of her magic powers and hurting someone. It is unrealistic for adults to always stay in control of their emotions and as the Miss honey character from Roald Dahls 'Matilda' says in the third stanza of the poem, "grown-ups also get scared." In much the same way Elsa learned to understand her powers and share it with others, adults also need opportunities to share and diffuse their feelings. Unfortunately, this was often not the case.

Perfection, represented by Mary Poppins, the practically perfect in every way nanny with her magic bag who can manage any situation, is used in the final stanza to represent the expectation teachers have of themselves to be perfect and always be able to cope:

"I had it in my mind how the kids should behave. The lines had to be straight. Their books were nice. I always used to get a thrill when people would come into my class and be like oh, they're so nice and quiet." (N120220)

And what they perceived others to be expecting of them:

"I was trying so hard to get things right because I wanted to do a good job…there was so much pressure to do everything perfectly...." (S040220)

There appeared to be a perception that needing help was not something they should admit to:

"I'm a trained teacher, I should have been able to cope with what's in front of me and I couldn't I needed help." (R020220)

"I really was one of those people. I like to work really hard. Everything had to be right, and I just always thought you had to handle the jandal." (N120220)

This impacted how they felt others perceived them and how they felt about themselves.

"I just felt like I was a rubbish teacher. I had no competence anymore because that was the message I was receiving, that I was no good…. that's how they made me feel at that school…I felt really rubbish." (M040320)

Several participants explicitly acknowledged how damaging perfectionist tendencies could be:

"I talk to parents a lot now when I see perfectionism in the children because as one myself and as one from a very early age, I realised how miserable it made me in adulthood and how that impacted my mental health." (R020220)

"My counsellor and I have worked on perfectionism because it's quite an issue for me. I had it in my mind how the kids should behave…, and I think the burnout came from that too because it just got really tiring. I guess I bought into my own legend really." (N120220)

This theme showed that teachers had views of teaching and beliefs about always staying in control, and the need to perform to protect others and themselves that lead them to believe that they must always appear positive and 'perfect'. The accounts resonate with the work of burnout researcher Herbert Freudenberger who stated: *"sometimes [burnout] is brought about by unrealised goals but it is often the result of unrealistic expectations" (Freudenberger, 1890 p51).* He recognised that teachers, whether consciously or unconsciously, have expectations of themselves that influence their emotional regulation behaviours that stem from both inside themselves and from the social environment they live in.

Power

When Rumi Said,
"Look at your eyes"
I did not know he meant
enormous things were
Inside of me.

When Rumi said,
"I'll meet you there"
I did not know he spoke
of a space
Inside of me.

Inside of me
there are multitudes
Walt said that.
I understand now.

With great love
comes great responsibility.
Or was that power?
I think they might be
The same thing.

5.2.4 Love

Participants explained that their experiences of burnout were often counteracted or buffered by the love they had for the children they taught, and their job which they saw as meaningful and of value. Their suffering of burnout was made manageable and bearable because they believed in what they were doing, and that their work made a difference. The reflective poem 'Power' references two poems by Persian Mystic poet Jelaluddin Rumi, used to allude to the profound influence love can have on an individual and the role of love in making what one does, enough.

"I am so small; I can barely be seen.	"Let the beauty we love be what we do.
How can this great love be inside of me?	There are hundreds of ways to kneel and kiss the ground
--	Out beyond ideas of wrong-doing
Look at your eyes, they are small	and right doing there is field.
But they see enormous things.	I'll meet you there."
(Bark & Moyne, 1995 p279)	(Bark & Moyne, 1995. P 36.)

Despite feeling burnout, participants spoke of their love for working with the children and that their job was more than a means of income, it had meaning and purpose:

> "It's meaningful. It's a job where I feel like you're doing something good not just to make money, you're doing it to help."(M040320)

What kept the teacher's going was seeing children learn, be excited or make progress:

> "you know, that feeling you get when a kid gets it and is excited or that overcame a challenge and gone oh well, I can actually do that...." (R020220)

> "I love it. I love my time with the kids. When all that rubbish is put to one side…. I love it when they get something that they didn't before… (M040320)

Their love for their students was what helped them stay authentic and professional even while suffering burnout:

> " I actually question that myself. Sometimes I don't know how I do it. But you know, when the children are sitting in front of me, and they are just so eager and responsive and just so beautiful I just switch off to the outside world and jus focus on them." (SJ020220)

> "I think the kids do it for you. You know, you see them doing something wonderful or they kind of know when you are upset, and they'll come up and give you a hug...so that kept me going" (SD030220)

The reference to the Walt Whitman poem 'Song of Myself,' in the third stanza of the reflective poem,

"Do I contradict myself?
Very well then I contradict myself,
(I am large, I contain multitudes). "

is used to highlight the contradictions that can exist within the teachers' experience. Whilst the challenges of teaching can cause frustration with children, the love the teachers have exists simultaneously with these negative-seeming feelings. While working with students created challenges and was stressful at time the teachers love for them and their work was greater:

> "I love the kids, and even though on some days you want to throttle them, you love them, and you have breakthroughs and that keeps you going when they've learned something." (M040320)

> "I love them…I love my job and I love the kids, even the hard kids. Yes, in fact, sometimes you love them more because they need it more…it is my soul job to be with those kids, no matter how insane they make me." (R020220)

The final stanza in the poem relates to Voltaire's *"With great power comes great responsibility,"* and depicts the love the teachers have for their job and their awareness of the impact they can have because of it:

> "I really firmly believe that teachers have such a, I can't think of the right word…but our roles are really, really important." (S040320)

> "I've got the chance to sort of make a different or impact them and so I need to do that the best way I can."(T070220)

This theme shows that primary teachers while experiencing burnout and stress are able to persist and continue their emotional labour because they see their work as meaningful, having purpose, and a powerful and positive influence in the lives of students. Holding onto and reminding themselves of impact they have on students helps mitigate burnout and contributes to teachers staying in the profession.

Village

Come as you are
And talk to me
Let me make you
A cup of tea

Come, sit down
We'll talk it through
I am always
Here for you

You're not alone
We've got your back
You are not wanting
There is nothing you lack

No-one is perfect
What's important is you
Knowing we value
All that you do

We want you here
Whole or in tatters
Come as you are
Your presence matters.

5.2.5 Connection

The participants described the importance of being connected and a part of a community of practice that valued teachers, provided support and helped them prioritise and manage their wellbeing. Teacher's connections to their colleagues and principals enabled them to access support when they needed it and helped them feel less alone in their suffering.

This rhyming couplet poem takes the form of a hymn. Indeed, the first line "Come as you are" derives from the hymn of the same name carrying the lines:

"**Come as you are**, that's how I want you.

Come as you are, feel quite at home.

 Close to my heart, loved and forgiven;

come as you are, why stand alone"

Participants spoke of the importance of being connected to a caring supportive and non-judgemental community – this enabled them to stave off burnout or, aided their recovery from it:

> "in my school that I'm at now I can be myself... and know they're not going to judge me...they're not going to criticise me or make me feel horrible or crap. That makes all the difference." (S040220)

Teachers described how authentic connections and relationships enabled them to be real about their struggles, remove the facades, barriers or unrealistic expectations that kept them from seeking help:

> "I think it just made our connections more real...a way we look after each other as well, its little things. Like if someone is struggling, we might use our release time to test a couple of kids for them to just take the load off them and that is encouraged...

> ...I've always looked at a strong culture in the class around whanau and trying to have an attractive environment that is peaceful, and the kids feel proud of, but my experience has really brought home to me how really, really important that is." (N120220)

Participants also spoke about the role principals and leaders play(ed) in setting a culture and creating a work environment that focused on connection and support:

> "At the end of the day, the support I get from my principal and from my teacher aide is huge. Absolutely huge.... to know that you're doing a good job, you know, like, you're normal and that you're not messing these kids up..." (S040220)

> " I have a really good principal (now) ......(they're) very into respecting mana and making sure that in everything that you do, the respect of the person and their mana is maintained. It doesn't matter if it's a kid or a teacher you have to make sure that that person knows you have their best interests at heart."(R300120)

This theme shows that teachers used and needed their connections with others to mitigate burnout. People who are burnout usually withdraw from others and avoid situations and contexts that might provide them with resources and support. The teachers in this study identified how important their connections were for helping them manage and mitigate burnout.

Worthy

Veins of gold hold

precious porcelain pieces

together.

Never forget you are

worthy of being

filled.

5.2.6 Self-Love

Participants discussed how a lack of self-care contributed to their burnout and, how their need to take better care of themselves became an important consideration in choosing whether to leave the profession. In some cases, teachers got to the point where they felt they could no longer meet unrealistic expectations, that they were broken and, were unable to identify anything positive about themselves and their work.

Participants acknowledged forgetting to take care of their own wellbeing until it was "too late":

> "I think it's a hard thing because as teachers we have our kids' best interests at heart so we probably do more than we should because we want them to succeed, and it doesn't matter until it's too late. It doesn't matter that we are missing out until we get to the point that we're physically or mentally or whatever just can't do it anymore and then we just leave. " (R013020)

> "I do spend a lot of time teaching the children that though I don't think I'm good at actually doing it for myself and that's why I probably find myself in this situation" (SJ020220)

They also spoke about considering leaving the profession because they needed to take some time out to look after themselves, to heal and repair:

> "I did start thinking about maybe I should take a little break or teach early childhood somewhere." (B010220)

Some spoke about how the burnout led them to see <u>themselves</u> as irreparable and their situation as hopeless*:*

> "I love teaching, but it knocked me upside down and I questioned whether I could actually be a teacher again." (SD030220)

Participants recognised that when they were burnt out, they no longer loved themselves and could not see their own value or identify their needs:

> "If you give me any of my kids, I can tell you, I can pinpoint exactly what they are good at without fail.
> But when it comes to myself, I'm just not very good at that...
> ...It's that feeling of just not being good enough for anything or anyone." (S040220)

The final poem, 'Worthy', references the Japanese art of kintsugi explained at the opening of this thesis. It describes a broken cup mended with gold which represents the teacher and their "emotional cup," a common analogy used to describe the need to refill or recharge ones mental, physical, and emotional resources. The use of kintsugi emphasises that, much like the use of gold to knit broken porcelain back together enhances the value of the cup, participants who had overcome burnout described increasing a greater awareness of needing to be kind to themselves:

> "the burnout was quite humbling... I wasn't horrible but I didn't look deeper... I think more about the person now to be honest...my experience has really brought home to me how really, really important that is... I think that's been one of the biggest things lately is I'm just a lot kinder to myself and just very honest. If I'm not you know...if I'm not coping...things don't have to be perfect." (N120220)

In this theme teachers talked about lacking self-love, the ability to engage in self-care and a relentless drive to 'be there' for others and to put their students and the work first. In some cases, the burnout prompted them to rethink their situation, to consider taking time out to heal and showed that teachers sadly sometimes needed to 'break' before they valued themselves over their work:

> "We need an ambulance at the top of the cliff not the bottom. " (R300120)

Wondering

Who

Am I?

The real question

Might be

Why.

5.2.7 Spirituality

Participants described how spiritual beliefs and practices helped them endure suffering, find meaning in their suffering and contributed to their identity and sense of wellbeing. It was often overlooked, in the background but important in helping them cope.

Some participants expressed surprise at the question, "What do you think the role spirituality is in education?" and believed it had no role. This surprise, combined with the original curiosity that inspired inclusion of spirituality as a construct, lie behind the reflective poem "Wondering." A simple one stanza poem that speaks to the questions of motivation, both of human existence broadly, and how spiritualty can provide meaning for its own sake and as fuel to teachers in their roles more specifically.

Those with a practicing faith spoke of its role in guiding their thoughts, values and behaviours including as motivation for self-awareness and taking better care of themselves:

> "I think it has a lot to do with my patience. The fact that I see kids as gifts rather than just people. (R300120)

> "I think it enables me to see every person is valuable…regardless of anything else, just as a person and worthy of my best."(T070220)

> It enables me to give that unconditional love to the children. Even though I'm not perfect at that, I'm working on it." (B010220)

Participants described their faith and/or spirituality as contributing to a sense of identity, perspective, and connection which helped them persist in stressful times:

> "Partly it's an identity thing where it's like okay I know that I am accepted (by god) so if I realised that if I think I'm failing as a teacher, there's a bigger picture…. just kind of being able to sit with frustration and develop your tolerance for it." (B010220)

> I have a lot more tolerance. I think it gives me the ability to see more than just what's being presented...." (R300120)

These participants were conscious that they needed to look after all aspects of their wellbeing, including spiritual needs and saw spirituality as an important factor that might help them through challenging and stressful times as a teacher:

> " I think spirituality is the whole of you. It's looking after ALL of you. It's almost a holistic thing. It's looking after, you know, your educational, your physical needs, your mental needs, all of the needs". (SD030220)

> "I think spirituality is a part of every person like if we think of it in the Maori conception you've got like the house with the four walls and spirituality is an important dimension of every person and how they think." (B010220)

> "Also, in terms of spiritual, you know, being true to yourself, I think it's really important…If you are fake or you're not living according to your values you will end up not being very well…

> I start every day in my classroom with a Karakia and a waiata... and I explain to people it's not religious, it isn't religious thing…To me it feels like the right way to start the day…it's the same reason I play classical music before school. Because it's calming and it centres us...
> I think there is room for spirituality ...acknowledging we all have a soul or a spirit and if we are feeling out of sorts that those little rituals that we do like a karakia in the morning can actually help restore peoples sense of equilibrium." (R020220)

This theme demonstrated that some teachers considered spirituality as an important factor, resource and dimension that helped them cope with stress and challenging times in either overcoming or staving off Burnout.

5.2.8 Qualitative Summary

Qualitative findings spoke to the experience of suffering faced by teachers and the role disconnection and unrealistic expectations played in its manifestation. The deep love that energised teachers was spoken to alongside the importance of connection in supporting them to feel valued and cared for. Those that were successful in holding burnout at bay or in healing from it spoke to the value of self-love and awareness whilst teachers' personal conceptions of spiritualty demonstrated its role as a motivator and perspective provider.

The following chapter discusses some of these key findings and themes in relation to relevant scholarly literature and previous research before considering the strengths and limitations of the study.

Chapter Six: Discussion

"The ability to control impulse is the base of will and character. By the same token the root of altruism lies in empathy, the ability to read emotion in others; Lacking the sense of another's need or despair, there is no caring, and if there are any two stances that our times call for, they are precisely these: self-restraint and compassion." (Goleman, 1995 p 109)

This chapter discusses some of the key findings in relation to relevant theory, research, and previous understanding of burnout. It focuses on the role of surface acting and emotional intelligence in Burnout in addition to the themes of connection and self-awareness identified in participants accounts of burnout. These findings are discussed because they shed new light on the emotional workload of teachers, helping us understand the necessity of all forms of emotional regulation in teaching. The findings draw attention to the importance of teachers own emotional intelligence in relation to their capacity to recognise and care for their own mental and emotional wellbeing and, how this influences their role in the classroom.

The aim of this study was to understand the role that Emotional labour, attributions and efficacy play in the manifestation of burnout amongst New Zealand primary teachers. Furthermore, it was to investigate the role of emotional intelligence and spirituality as mediating factors. The quantitative results confirmed that surface acting does significantly influence teacher's experiences of Emotional Exhaustion, however, they also show that emotional intelligence alone is an insufficient burnout mediator. The community dimension of spirituality demonstrated a significant inverse relationship with Emotional Exhaustion adding weight to its role as a potential mediator.

6.1 The Importance of Teachers Modelling Kindness

This discussion commenced with a Daniel Goleman quote that speaks directly to our current times. With many New Zealanders experiencing increased anxiety around the corona virus pandemic, our own prime minister has made it a national goal to 'be kind.' What does it mean to 'be kind' well, some would say it is a function of empathy and, much like Educational researcher Albert Bandura demonstrated over 40 years ago, empathy is a learnt behaviour often modelled by an influential adult (Bandura, 1986) Kindness then must surely be modelled if we wish to learn to 'be' it.

Dr Brené Brown echoes the sentiments of Emotional Intelligence researchers Mayer and Salovey (1990). Brown argues that there needs to be a curiosity and the willingness to move into conflict and discourse about feeling, emotion and mental states. The ability to discuss these are skills that can be learned. She notes that interview participants who taught her the most about this curiosity described learning to investigate their emotions via a parent or another important adult in their lives. These adults were typically a teacher, coach, or counsellor, who explicitly taught and modelled to people how to explore emotional information (Brown, 2005). The findings of the present study and the responses from participant teachers also show that our teachers are very aware of their role in teaching and modelling emotional curiosity to young people in the classroom. However, the findings on their experiences of burnout also show that it is not their ability to teach it to the children that is lacking but rather, their ability to apply it to themselves. Teachers reported and described struggling to show themselves self-compassion and to take their own needs into account.

6.2 Self-Control and Self-Care

In the theme, self-awareness the idea of "filling up one's cup" Is used. This is a common analogy used to allude to taking care of oneself and refers to the notion of recharging emotional, physical, and mental energy. Not simply a nice image used to justify the kintsugi reference, it also describes the very real need for teachers to replenish the resources that are depleted when enacting emotional regulation strategies.

Researchers Baumeister, Bratslavsky, Muraven and Tice (1998) explored hypotheses that self-control (as a function of emotion regulation) is a finite resource that requires replenishment. In one experiment, some participants were required to resist freshly baked chocolate chip cookies and instead eat radishes, despite being able to see and smell the cookies. A subsequent second task then required them to complete a difficult (unsolvable) puzzle. Findings revealed that those participants who were required to resist temptation prior to participating in the puzzle task demonstrated lesser frustration tolerance and persevered for far shorter than those who had not been asked to resist cookies for radishes. Further experiments involved choosing to or being required to write a speech with views contrary to participants own, before once more attempting to complete an impossible puzzle and, completion of a proof-reading task before being required to decide to continue watching a film. Baumeister and colleagues (1998) findings suggest that initial

acts of self-control impair an individual's future attempts at self-control, and thus self -control must be a finite resource (Baumeister, Bratslavsky, Muraven, & Tice, 1998). These findings are relevant to the current study because they indicate that teacher's emotional regulation may deplete teacher's energetic resources. This was demonstrated by the relationship found in this study between Surface Acting and Emotional Exhaustion (r= .46).

6.3 The inevitability of Emotional Labour

It might be assumed then that reducing teachers use of surface acting by increasing teacher emotional intelligence competencies may be the solution to reducing teacher burnout. There was, however, a marked absence of any mediating relationship between Deep Acting, Emotional Intelligence and Burnout Dimensions in this study. In fact, participants spoke about the necessity of surface acting:

> "… Because children are not good at subtle emotions sometimes you have to heighten that, so they understand what you mean… Sometimes you deliberately make it seem like you're angrier than you are because you want to get your point across, but it is controlled anger because you're not really as angry as they think you are. Its acting." (M040320)

The moderately significant correlation demonstrated between Reduced Personal Accomplishment and Surface acting (-.30) seems to show that teachers actually feel a sense of personal accomplishment from successfully suppressing their emotions. This finding aligns with Hargraves (2000) thoughts that *"teachers are likely to find the Emotional Labour of teaching rewarding as it meets their classroom goals in circumstances that they largely control." (Hargraves, 2000. p 815).* The findings of the current study imply that utilising suppressive strategies are an unavoidable requirement in the role of some primary school teachers whose successful implementation can influence teachers' personal accomplishment perceptions.

6.4 Social Emotional Learning as teacher support

This study found no mediating relationship between emotional intelligence and burnout however, the role of emotional intelligence and social and emotional learning programmes is still worthy of consideration. Of the top three stressors reported by New Zealand primary teachers last year, the second and third greatest stressors were cited as 'insufficient time for teaching and learning' and

'the need to manage behavioural problems' (NZEI, 2019). Participants in the current study described how their need to manage and support behaviour in the classroom lead to diminished time for delivering academic content:

> "Whether you like it or not … they come in after break and quite often before you can teach is deal with whatever happened out there on the playground because they're not going to learn until they've calmed down and they're not going to calm down till you've dealt with it…. You don't have time, but you don't have a choice." (M040320)

This finding was further supported by significant relationships demonstrated between all three constructs of Teacher Efficacy, but most notably between Behaviour Management Efficacy and Pedagogical efficacy ($r = .51$). These results suggest that teachers, and their students, require support to manage their emotions and behaviour if they wish to optimise their academic successes. Much like Goleman (1995) suggested, *"academic intelligence has little to do with emotional life. The brightest among us can founders on the shoals of unbridled passions and unruly impulses; people with high IQ's can be stunningly poor pilots of their private lives" (Goleman, 1995 p33),* Participants spoke to their students' needs for social and emotional learning support over their need for academic support,

> "I don't know if we do enough you know, we're still focused on reading, writing and maths…. I've got kids who are achieving at curriculum standards or above but emotionally they just don't cope with things." (N120220)

Since the researcher's original analysis of wellbeing provision in Primary Teaching (Warnock, 2018) there has been a marked increase in Social and Emotional learning resources made available to educators by the Ministry of Education. This may be in response to the Ministry and teacher's increasing concerns for students mental health post the Corona Virus Pandemic (Tso, 2020). Cruses & Perez-Ordas' (2018) meta-analysis of successful Social and Emotional Learning Programmes showed that the most crucial barrier to effective social and emotional teaching was student motivation. Yet, further studies exploring teacher impact on student motivation (Shen et al., 2015) demonstrated that teachers' emotional states can directly influence student motivation, with teachers who demonstrated high levels of Burnout behaviours negatively impacting student

motivation.

These previous studies also indicate that teachers may struggle to effectively teach social and emotional skills when they themselves are under emotional pressure. The reality that people who need personal support but who are required to give their support to others experience increased psychological distress is supported by prior research (Hobfoll & London, 1986; Riley & Eckenrode, 1986) and the findings of the current study where those teachers who felt disconnected and unsupported speaking to their loss of belief in themselves as an effective teacher and impacting their ability to plan and make decisions.

6.5 Preventing or Mitigating the Effects of Burnout

When considering burnout interventions, MBI progenitor Christina Maslach proposed that one could start by considering how to provide inverse experiences of each Burnout dimension including: (i) increased energy experiences to overcome Emotional Exhaustion; (ii) more opportunities for experiencing self-affirmation to overcome reduced feelings of accomplishment; and (iii) deeper experiences of connection to alleviate the pain of disconnection (Lancaster, 2005). A further model was then proposed by Maslach and her colleague Michael Leiter. Leiter and Maslach's (1999) Work-Life Model identifies six factors to consider when seeking to prevent or mitigate burnout. The remainder of this discussion will focus on discussing these six factors (workload, control, reward, fairness, community, shared values) in relation to teaching.

6.5.1 Work-life Model

Workload

Employers need to recognise that workload is contributing factor in burnout by ensuring balance between resources and time. In both Phillip Dewes (1981) review of teacher stress and, the NZEI's most recent Teacher Wellbeing report (2019), workload is found at the top of the list of teachers' reported stressors. Whilst the elimination of the National Standards is one of many changes on the path to finding interventions that target this persistent stressor (Hipkins, 2017) large academic and pedagogical workloads persist. The results of this study recommend recognising the unavoidable Emotional Labour required of teachers is inherently depleting and asks that more attention be paid

to restoring some balance between teacher time, resources and the social and emotional demands of the classroom.

Control

Burnout is higher in professionals who feel they have little control over their workload and environment (Lancaster, 2015). Control according to Maslach and Leiter (1999) *"entails ensuring that employees have meaningful authority and independence to do their job"* (Lancaster, 2015 p.655). The New Zealand Curriculum is a flexible document offering New Zealand teachers significant creative and pedagogical freedom. However, the neoliberalist shape of our education system, where each school essentially functions as its own business-like entity, means teachers can expect little consistency around how principals lead their schools and, how much control they as an individual teacher may have.

> "I've worked with about 40 schools in that year, and I could see a happy school and an unhappy school... I think the principal is the one that sets the culture, and it trickles down from them..." (M040320)

Teachers in the current study felt that a lack of personal control, poor leadership and ineffective management were connected to their experiences of burnout and that these needed to be addressed. When discussing school leaders, the issue of trust was raised by participants, both the issues raised by its absence

> "It's like they don't trust you I think...they wonder why people leave teaching? Well, I think it is management quite often to be honest.... There is no support for teachers if the management doesn't trust them... (M040320)

and the notable impact when it was present:

> " being in my new school (and) being trusted as a professional and realising it wasn't about me as a teacher..." (R300120)

Leadership

This teachers' thoughts are congruent with findings from Van Houtte and Van Maele (2014). They found trust relationships in schools were important and that principals performed a powerful role in the implementation of a culture of trust and connection. Whilst trust with all colleagues is

valuable, leadership appears to hold the most power to influence both an individual and the collective. When experiences with leadership are poor, burnout is rarely far behind (Van Maele & Van Houtte, 2014). Primary teachers need other staff and colleagues that they can trust. Noted New Zealand Philosopher Annette Baier (1986) describes Trust as not only reliance on others, but also as a *"competence and a willingness to look after, rather than harm, things one cares about which are entrusted to their care" (Baier, 1986 p259).* Oftentimes the meaning and expectations inherent in teaching may cause managers, and team members in general, to forget that the other teachers around them are valuable and entrusted into their care. Managers are supposed to care about their staff, not only the children in their charge. The participants in the current study felt the good caring manager were important for preventing burnout:

> "I'm really lucky that I have a principal that is really focused on us as teachers and as people. But equally, I do know schools that are not…that the child is the most important thing to the detriment of the teacher."(R300120)

And described how they felt management could help them

> "Management should be, what else can we do? Management should be, what can we take away that's not necessary? What can we focus on? How can we support them?" (M040320)

Reward

The next area of Leiter and Maslach's (1999) Work-Life Model to consider is that of Reward which involves ensuring there is ample financial compensation and recognition of employee efforts. One participant spoke directly to not feeling valued as a teacher in a tone of almost calm resignation:

> "I'm used to being in a profession where not everyone is appreciative." (T070220)

Late in 2019, New Zealand teachers chose to take an unpaid day off to protest their current compensation in a series of strikes conducted across the country (Roy, 2019). The pay parity promises made by the current government within the Early Childhood Sector is a boon for educators of our smallest children (NZEI, 2020) however, questions remain around how and when

primary sector educators will receive similar recognition for the valuable and emotional laborious work they do. This also speak to the fifth area of the work life model, Fairness.

Fairness

Fairness, according to Leiter and Maslach (1999) *"involves ensuring distributive, procedural and relational justice occurs" (p 481).* Resourcing, both for managing students with additional needs and, a lack of classroom resources, were listed as a significant teacher stressor in NZEIs most recent Teacher Health and Wellbeing report (2019). Once more the neoliberalist influence of our education system has led to the implementation of solutions like the decile system in an attempt to provide a more equitable approach to resourcing schools. Critics are now considering the role the decile system plays in perpetuating ongoing inequities in schools (Vester, 2018) all whilst teachers are buying their own school supplies due to lack of school resources (Hancock, 2018). The system appears to be unfair, and this adds to the stress of teaching staff who feel the burden to continue providing high quality education as resources appear to grow scarcer.

Community

Both the qualitative and quantitative results of this study have shown that a sense of community is important, helping teachers keep going even when they are under significant stress. This is consistent with Maslach and Leiters (1999) propositions that a *"lively, attentive, responsive community is incompatible with burnout" (p480)*. Teacher's experiences of emotional exhaustion might also be mitigated by their belonging to a community of practice and being part of a profession dedicated to improving outcomes for children. This study found an inverse relationship between Emotional Exhaustion and Community (r=-.47) and, the qualitative theme 'Connection' also shows that teachers might already be recognising their need for experiences of authentic connection and suffering from the lack of it. Belonging to a supportive community has been shown to mitigate the effects of emotional exhaustion. In Grandey and colleagues' (2012) explorations of healthcare workers emotional labour, work units that possessed "Climates of Authenticity," reported less experiences of emotional exhaustion compared to other work units, despite doing the same amount of emotional labour. Climates of Authenticity are described as work unit specific environments where *"behaviours are performed that show persons are valued for their own worth*

and experiences and are accepted despite any difficulties or personal faults" (Cohen & Willis, 1985, p.313).

This study also found a moderate inverse relationship between Surface Acting and Community (r=-.33) which coupled with the qualitative theme of 'unrealistic expectations' suggests teachers may work hard to manage their emotions <u>because</u> they have a strong sense of community, with unrealistic expectations about maintaining standards of teaching and not "burdening" other teachers. Belonging to a community of practice might afford teacher with support but, because of these perceptions, asking for help from one's colleagues might threaten a teachers perceptions of themselves (Efficacy perceptions) and/or how they think others might perceive them.

Shared Values

Shared values are described as being at the heart of employee's relationships with their work, motivating them beyond financial gain or personal recognition (Leiter & Maslach, 1999). Participants spoke powerfully of the meaning and purpose provided by teaching, the motivating love they had for our Tamariki, and the satisfaction they gained when they saw a child succeed. Whilst energising, the results suggest having a job that has both meaning and purpose is not sufficient to replenish the loss of energy caused by the inevitable emotional labour teaching requires. Sharing no significant correlations with any other sub-constructs beyond a weak connection with its co- construct, Community (r=.29), it may actually be possible that the meaning that drives teachers' motivations in some way contributes to their Burnout.

"A talent. A cause. A position in the community. Money. Power. A meteoric career. Whatever. A Burnout experience usually has its roots in the area of a person's life that seemed to hold the most promise." (Freudenberger, 1980 p.12).

Due to their love teachers may ignore their own self-care needs until the inevitable depletion from suppressive strategies takes a toll. Participants seemed to speak directly to this:

> "I think it's a hard thing because as teachers we have our kids' best interests at heart so we probably do more than we should because we want them to succeed, and it doesn't matter until it's too late.
> It doesn't matter that we are missing out until we get to the point that we're

physically or mentally or whatever just can't do it anymore and then we just leave." (R013020)

The theme of Self-Awareness suggests that teachers can prevent burnout or recover from it when they value themselves and their own wellbeing and consciously take care of it. The first of Mayer and Salovey's (1990) emotional intelligence competencies (See Table 2) requires one to be able to recognise one's own emotional needs and respond to them accordingly. These competencies come *before* any competencies that describe responding to and caring for others emotional needs. Thus, teachers <u>would</u> benefit from increased support with implementing social and emotional learning resources, however, these support efforts need to be directed at encouraging and equipping teachers to recognise and care for their own emotional needs, as well as those of their students.

6.6 Spirituality

Participants of this study suggested that practising some form of spirituality increased their willingness to love, care and persevere with the children despite difficulties. Teachers described the importance of developing a more enhanced or perhaps, nuanced, conception of Spirituality that acknowledges the inherent human need for meaning, purpose and connection. Yet these results suggest that on its own, having a meaningful job cannot stave off burnout. It is its existence within spaces where teachers can be fully themselves, authentic and vulnerable that potential mediation opportunities lie. Schools lead by individuals that purposefully cultivate environments of acceptance among passionate individuals committed to their work, aware of their own needs and supported to recognise and meet them, are schools that are bolstering their teachers against burnout.

Lancaster (2015) lamented the futility of implementing interventions to reduce burnout within an inherently burnout inducing system. Whilst implementing Social and Emotional Learning programmes can support the teachers who are suffering now, there is a greater question to be asked about the social and cultural influences that both create and perpetuate burnout. The 'Unrealistic Expectations' participants spoke to are unlikely to be explicitly spoken aloud in a job interview, "You must be perfect at all times"; "You can never cry in front of the children." Instead,

they are ideas that exist within the social fabric of schools and teachers. This requires self-awareness and a willingness to recognise and change.

Freudenberger (1980) emphasised the critical role of self-awareness in preventing burnout: *"since being out of touch with yourself or shutting off large parts of yourself is a primary contributor to burnout…your greatest protection is self-awareness" (P.28).* To become more aware of our thoughts, feelings, and action, of what they mean and how we relate to others, requires us consider our behaviour and how we want to be in the world are all opportunities offered by further considerations of the role spirituality can, and already does, play in education.

6.3 Chapter Summary

This chapter has discussed the findings of this mixed methods study on burnout in primary school teachers working in Aotearoa/NZ in relation to relevant theory and research. It has highlighted the challenges teacher's face in doing emotion work, using emotional intelligence, and delivering quality education within a stressful work environment that is placing increasing demands upon them.

> "I don't think anything prepares you for the emotional impact of the job and that is the thing. I think that it is the hardest part and I think we don't realise it."

What this teacher say might well be true. One cannot ever be fully prepared for what emotional challenges a day in the classroom may bring. However, this does not mean it is not worth trying. Empirical support encourages investment in social and emotional learning interventions; however, these will only be effective if equal attention is paid to increasing teacher opportunities for self-care and -awareness, ensuring teachers are able to recognise and value their own needs. Of course, this still needs to be heard within a culture that can show and receive honest emotional expression. At a macro level, the invitation to consider current social and cultural perspectives of spirualty is a compelling one. There is a need to shift from an emphasis on religion to one of recognition that everyone has a private inner life restored by meaning, purpose and genuine connections. This invites teachers and other professionals who do emotional labour to have more conversations with themselves, and those around them, about how they currently understand spirituality and, what role it might play where there are absences of connection, self-awareness, and self-love or -compassion.

Chapter Seven: Conclusion

7.1 Introduction

This chapter describes the contributions to knowledge offered by this study, critiques of the methodological approach and includes some of my recommendations for further research, healthcare policy and/or practice. It closes with a personal reflection about the study and its findings.

7.2 Contribution to knowledge

This study provided an opportunity to test burnout constructs and instruments not previously examined within the scope of one single study. It also enabled investigation of workplace spiritualty as a potential intervention for burnout mediation. The study and findings have reaffirmed the usefulness of the Maslach Burnout Inventory as a tool for capturing experiences of Burnout quantitatively, whilst the use of mixed method ensured that the phenomenological experience of burnout was not ignored. The qualitative analysis of teacher's accounts of lived experience of burnout showed that teacher's burnout significantly impacts teachers mental, physical, emotional, and spiritual wellbeing and, that the roles of connection and self-love are deeply significant in preventing and healing from burnout.

7.3 Methodological critique of the study

On reflection, the study could have been improved if demographic data of survey participants were collected. This would have enabled the exploration of patterns and differences in burnout between different cultural, ethnic and gender groups. Recommendation six from the Teachers Hauora Report 2019 suggests there is a gender differentiation in pay, school size and workload amongst school leaders, with female school leaders demonstrating higher stress and wellbeing concerns. The collection of this data may have provided some insight into the impact of gender on burnout.

Objectivity in this study would have been a challenge due to its inherently personal motivations. The use of self-reflexivity, being upfront about bias, sharing codes, and checking themes with supervisors, served to ensure rigour and trustworthiness (Tracey, 2010). Further studies would benefit from greater objectivity but also might want to consider the benefits of 'insider' and

ethnographic research approaches to studying burnout. Overall, this study served as a form of catharsis and healing that enabled the researcher to use both an objective/quantitative lens and a subjective/qualitative personal lens that felt both in alignment and appropriate to the subject matter.

7.4 Implications for healthcare policy and/or practice.

In this segment recommendations and possible solutions made in the NZEI's recent report are furthered and elaborated upon. Teachers, much like nurses and social workers, are frontline workers confronted with myriad emotional challenges every day and thus require increased specialised support. The findings of this study show that teachers need an opportunity to speak about their challenges in the classroom in a safe, professional space and therefore it is recommended that teachers are provided with professional supervision by a qualified professional (NZEI, 2020). Furthermore, professional and practice supervision should part of a comprehensive Social and Emotional Learning programme implemented school wide. Ongoing professional training can improve an individual's understanding of how to care for themselves enhancing their experiences of mastery and efficacy at work (SAMHSA, 2014). The researcher recommends that In-service professional learning and development should in-fact be part of a wider social and emotional learning programme that supports teachers to understand the emotional aspects of their job. Such a programme should focus on modelling to teachers how to care for their own needs, as well as their colleagues and their students. This programme should include on-going mentoring and input from teachers and leaders to ensure they always have access to curriculum expertise as well as direct involvement in curriculum development,

7.5 Recommendations for future research

There is a need for further research that utilises qualitative data collection methods to enable teachers and students to further illuminate on their experiences of burnout (Shen, et al., 2015) (Wang, Hall, & Rahimi, 2015). There may be value in building on this study and conducting a second survey using a questionnaire comprising of the same instruments as this study. This would enable a comparison of results from before and after the Corona-Virus Pandemic to see if this event has contributed to teacher burnout. The changes this cataclysmic stressor has wrought on our teachers and their students warrant further exploration.

New Zealand also has an opportunity to utilise the events of 2020 to shape the future of primary classrooms for the better, particularly if the value of Social and Emotional Learning is acknowledged and explored further. The depletive impact of long-term stress on teachers simply by nature of being in the classroom provides a warning call. Educators need to consider what the impact of the long-term stress of living through global, national, and local uncertainty might have on teachers and, therefore their students in addition to those existing stressors. There is also scope for longitudinal research exploring the implementation of SEL programmes in primary classrooms and their impact on stress. Longitudinal studies may help us better understand patterns of burnout over time, risk and protective factors for burnout and the mental, physical, and emotional health of teachers, students, and their communities.

7.6 Personal Conclusion

Whilst priding ourselves on being an innovative and forward-thinking country, until recently it would seem New Zealand has been more concerned with looking outside to shape decision making about education. Considering the global attention we have received in our management of the Covid-19 pandemic, it is clear that we are more than capable of tuning out the noise of global opinion and doing what is best for New Zealand. However, it feels pertinent to note that reactionary, short term approaches to social and emotional learning will not prove sustainably successful. In much the same way attending a workshop can contribute to momentary inspiration before one falls back into habitual patterns, one-off or short-term professional development workshops or wellbeing events for teachers and students are ultimately ineffective endeavours.

This study reinforced for the researcher a sense that there may be a lack of genuine interest in exploring and implementing Social and Emotion Education for teachers and students and, that this may be indicative of a deeper cultural fear of talking about feelings and further, spirit and spirituality.

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Appendices

Appendix 1: Human Ethics Committee (VUW) approval letter

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TO	Sara Louise Warnock
FROM	Associate Professor Judith Loveridge, Convenor, Human Ethics Committee

DATE	7 January 2020
PAGES	1

SUBJECT	**Ethics Approval** **Number:** 28030 Title: Burnout in New Zealand Primary Teachers

Thank you for your application for ethical approval, which has now been considered by the Human Ethics Committee.

Your application has been approved from the above date and this approval is valid for three years. If your data collection is not completed by this date you should apply to the Human Ethics Committee for an extension to this approval.

Best wishes with the research. Kind regards,

[REDACTED}

Judith Loveridge, Convenor, Victoria University of Wellington Human Ethics Committee

Appendix 2: Participant information sheet

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

Burnout in Primary Teaching

INFORMATION SHEET FOR INTERVIEW PARTICIPANTS

You are invited to take part in this research. Please read this information before deciding whether to take part. If you decide to participate, thank you. If you decide not to participate, thank you for considering this request.

Who am I?

My name is Sara Warnock and I am a master's student in Master of Education at Victoria University of Wellington. This research project is work towards my thesis.

What is the aim of the project?

This project will explore Burnout in Primary School Teaching.

Your participation will support this research by sharing your experiences of Burnout in the Primary School Teaching sector. This research has been approved by the Victoria University of Wellington Human Ethics Committee #28030.

How can you help?

You have been invited to participate because you have indicated that you are willing to be interviewed. If you agree to take part, I will interview you via Zoom at a time that suits you. Zoom is free online programme accessible on any computer with a reliable internet connection.

I will ask you questions about Burnout and Teaching referring in part to responses you have made to the survey you completed. The interview will take between 30 minutes and 1 hour. I will audio record the interview with your permission and write it up later. You can choose to not answer any question or stop the interview at any time, without giving a reason. You can withdraw your data

from the study up to 2 weeks after you have reviewed your interview transcript by contacting me. If you withdraw, the information you provided will be destroyed or returned to you.

What will happen to the information you give?

This research is confidential*. This means that the researchers named below will be aware of your identity, but the research data will be combined, and your identity will not be revealed in any reports, presentations, or public documentation.

Only my supervisors and I will read the notes or transcript of the interview. The interview transcripts, summaries and any recordings will be kept securely and destroyed on 31/12/2020.

What will the project produce?

The information from my research will be used in my master's thesis, academic publications, and conferences.

If you accept this invitation, what are your rights as a research participant?

You do not have to accept this invitation if you don't want to. If you do decide to participate, you have the right to:

- choose not to answer any question;

- ask for the recorder to be turned off at any time during the interview;

- withdraw from the study up to 2 weeks after you have reviewed your interview data;

- ask any questions about the study at any time;

- receive a copy of your interview recording;

- receive a copy of your interview transcript;

- read over and comment on a written summary of your interview;

- be able to read any reports of this research by emailing the researcher to request a copy.

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact me

Sara Warnock
Researcher
School of Education
Sara.warnock@vuw.ac.nz

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* Confidentiality will be preserved except where you disclose something that causes me to be concerned about a risk of harm to yourself and/or others.

Dr Michael Johnston

Supervisor

School of Education

04 4639675

Michael.johnston@vuw.ac.nz

Appendix 3: Participant consent form

Burnout in Primary School Teaching

CONSENT TO INTERVIEW

This consent form will be held for a minimum of five years.

Researcher: Sara Warnock, Education, Victoria University of Wellington.

• I have read the Information Sheet and the project has been explained to me. My questions have been answered to my satisfaction. I understand that I can ask further questions at any time.

• I agree to take part in an audio recorded interview.

I understand that:

• I may withdraw from this study up to 2 weeks after I have reviewed my interview transcript, and any information that I have provided will be returned to me or destroyed.

- The identifiable information I have provided will be destroyed on 31/12/2020.

- Any information I provide will be kept confidential to the researcher and the supervisor.

- I understand that the findings may be used for a master's report, academic publications and presented to conferences.

- I understand that the recordings will be kept confidential to the researcher and the supervisors.

- My name will not be used in reports and utmost care will be taken not to disclose any information that would identify me. Yes ☐ No ☐

- I would like a copy of the recording of my interview: Yes ☐ No ☐

- I would like a copy of the transcript of my interview: Yes ☐ No ☐

- I would like to receive a copy of the final report and have added my email address below. Yes ☐ No ☐

Signature of participant: _____

Name of participant: _____

Date: _____

Contact details: _____

Appendix 4: Interview guide

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

Burnout in Primary School Teaching

INDIVIDUAL INTERVIEW GUIDE

The following interview guide provides some idea of what the individual interview questions are likely to focus on, but these may be adapted to reflect data from the findings of the quantitative survey. Participants will be given a copy of the questions to read through and asked to comment on what draws their attention or sparks thought for them.

Q1. **Please describe for me what were the main burn out symptoms you experienced:**

- How did you know you were becoming burnt out?

What did you or others notice in terms of changes in you?

How did it affect your teaching?

Q2. Can you please describe for me what you attributed your experiences of burnout to.

From your perspective who or what was/were the cause/s of your burnout?

Q3. Please describe your experience of managing your burnout.

- What did you think or do that made a difference? How did you cope or adjust to your situation?
- How manageable did you think your burnout was? Did you feel that you or others could improve your situation? Did you think your burnout was permanent or more temporary in nature?

Q4. Please describe for me your experience of Emotional Labour

- What did you do to keep your emotions in check and act professional?

- How did you juggle being authentic and genuine but also acting in a professional way?

Q5. What do you think is the role of emotional intelligence in teaching and managing burnout? *

Do you have any personal experiences where your emotional intelligence has helped you manage different teaching situations that are stressful that you are willing to discuss?

Wrap Up Questions

1. Is there anything else you want to tell me about your experiences of burnout that we haven't discussed?
2. If over the next two weeks you remember something that you would like to add, you can contact me.

General Interview Prompts (to clarify any ambiguous, missing, confusing information)

Prompts to gain further description
- How did that happen? When did that occur?
- You mentioned…can you tell me a little more about this event/experience?
- You talked about…what was your reaction to this?
- Can you tell me more about the events that led up to this?

Probes to clarify meaning
- What did that mean for you?
- What was that like?

Probes to encourage participant introspection and reflection
- What is an example of that?
- Why do you think that happened?
- What were your thoughts at the time?
- Can you tell me more about why this is so significant to you?

Question specific prompts/probe

1. You mentioned…can you tell me a little more about this ….response?
2. You said when you experience…..you feel…can you tell me a little bit more about why you feel this way?
   You mentioned…happened, can you tell me more about the events that led up to this?
3. You mentioned when…happened, how did this event change the way you….?

Appendix 6: Instruments

6.1 Maslach Burnout Inventory – Educators Survey (MBI-ES)

Subject to licensing agreements therefore questions cannot be shared see:

https://www.mindgarden.com/maslach-burnout-inventory-mbi/173-mbi-license-to-reproduce.html

6.2   Teacher Emotional Labour Strategy Scale (TELSS)

1. Explain central themes in your subjects so that even low achieving students can understand
2. Provide good guidance and instruction to all students regardless of their level of ability
3. Answer students' questions so that they understand difficult problems
4. Explain subject matters that most students understand the basic principles
5. Organise schoolwork to adapt instruction and assignments to individual needs
6. Provide realistic challenge for all students even in mixed ability classes
7. Adapt instruction to the needs of low-ability students while you also attend to the needs of other students in class
8. Organise classroom work so that both low- and high-ability students work with tasks that are adapted to their abilities
9. Get all students in class to work hard with their schoolwork
10. Wake the desire to learn even among the lowest-achieving students
11. Get students to do their best even when working with difficult problems
12. Motivate students who show low interest in schoolwork
13. Maintain discipline in any school class or group of students
14. Control even the most aggressive students
15. Get students with behavioural problems to follow classroom rules
16. Get all students to behave politely and respectfully to the teachers
17. Co-operate well with most parents
18. Find adequate solutions to conflicts of interest with other teachers
19. Collaborate constructively with parents of students with behavioural problems
20. Co-operate effectively and constructively with other teachers, for example in teaching teams.
21. Successfully use any instructional method that the school decides to use
22. Manage instruction regardless of how it is organised (group composition, mixed age groups etc.)
23. Manage instruction even if the curriculum is changed
24. Teach well even if you are told to use instructional methods that would not be your choice.

6.3.   Causal Dimensions Scale -II (CDS-II) - Original

Open Question: Please share the reasons for why you feel you are burnt out.

Think about the reason or reasons you have written above. The items below concern your impressions or opinions of this cause or causes of your burnout. Circle one number for each of the following questions:

Is the cause(s) something:

That reflects and aspect of yourself	**9 8 7 6 5 4 3 2 1**	Reflects an aspect of the situation
Manageable by you	**9 8 7 6 5 4 3 2 1**	Not manageable by you
Permanent	**9 8 7 6 5 4 3 2 1**	Temporary
You can regulate	**9 8 7 6 5 4 3 2 1**	You cannot regulate
Over which others have control	**9 8 7 6 5 4 3 2 1**	Over which others have no control
Inside of you	**9 8 7 6 5 4 3 2 1**	Outside of you
Stable over time	**9 8 7 6 5 4 3 2 1**	Variable over time
Under the power of other people	**9 8 7 6 5 4 3 2 1**	Not under the power of other people
Something about you	**9 8 7 6 5 4 3 2 1**	Something about others
Over which you have power	**9 8 7 6 5 4 3 2 1**	Over which you have no power
Unchangeable	**9 8 7 6 5 4 3 2 1**	Changeable
Other people can regulate	**9 8 7 6 5 4 3 2 1**	Other people cannot regulate

6.4   Causal Dimensions Scale-II (CDS-II) Amended

1.   The causes of my work-related stress reflects an aspect of myself
2.   The causes of my work -related stress are manageable by me
3.   The causes of my work-related stress are permanent
4.   I can regulate the causes of my work-related stress
5.   Other people have control over the causes of my work-related stress
6.   The causes of my work-related stress reflect an aspect of the situation
7.   The causes of my work-related stress are not manageable by me
8.   The causes of my work-related stress are temporary
9.   I cannot regulate the causes of my work-related stress
10. Others have no control over the causes of my work-related stress
11. The causes of my work-related stress are inside of me
12. The causes of my work-related stress don't change over time

13. The causes of my work-related stress are under the power of other people

14. The causes of my work-related stress are something about me

15. I have power over the causes of my work-related stress

16. The causes of my work-related stress are unchangeable

17. Other people can regulate the causes of my work-related stress

18. The causes of my work-related stress are outside of me

19. The causes of my work-related stress vary over time

20. The causes of my work-related stress are not under the power of other people

21. The causes of my work-related stress are something about others

22. I have no power over the causes of my work-related stress

23. The causes of my work-related stress are unchangeable

24. The causes of my work-related stress cannot be regulated by other people

6.5   Teacher Self Efficacy Scale (TSES)

1. Explain central themes in your subjects so that even low achieving students can understand
2. Provide good guidance and instruction to all students regardless of their level of ability
3. Answer students' questions so that they understand difficult problems
4. Explain subject matters that most students understand the basic principles
5. Organise schoolwork to adapt instruction and assignments to individual needs
6. Provide realistic challenge for all students even in mixed ability classes
7. Adapt instruction to the needs of low-ability students while you also attend to the needs of other students in class
8. Organise classroom work so that both low- and high-ability students work with tasks that are adapted to their abilities
9. Get all students in class to work hard with their schoolwork
10. Wake the desire to learn even among the lowest-achieving students
11. Get students to do their best even when working with difficult problems
12. Motivate students who show low interest in schoolwork
13. Maintain discipline in any school class or group of students
14. Control even the most aggressive students
15. Get students with behavioural problems to follow classroom rules
16. Get all students to behave politely and respectfully to the teachers
17. Co-operate well with most parents
18. Find adequate solutions to conflicts of interest with other teachers
19. Collaborate constructively with parents of students with behavioural problems
20. Co-operate effectively and constructively with other teachers, for example in teaching teams.
21. Successfully use any instructional method that the school decides to use

22. **22.** Manage instruction regardless of how it is organised (group composition, mixed age groups etc.)
23. **23.** Manage instruction even if the curriculum is changed
24. Teach well even if you are told to use instructional methods that would not be your choice.

6.6. Reactions to Teaching Situations (RTS)

<u>Situation 1:</u>

One of your students, whose learning is generally slow and erratic, has just made a breakthrough and has acquired a concept you have been teaching for some time.

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would feel pleased knowing that I have strategies that work to help students.						
I would consider my feelings reflected the part I have played in this.						
I would feel validated as a teacher.						
I would wonder about how to make best use of this situation.						

<u>Situation 2:</u>

A parent has lodged a formal complaint about your teaching methods which you feel is totally unjustified and blown out of all proportion. Moreover, you are unsure about how 'just' the Principal will be in handling this issue.

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would think about what might have made the parent so angry so that I can start to deal with the situation.						
I would think there was too much confusion about teaching methods.						
I would be feeling insecure in this situation.						
I would remember that things like this tend to upset me.						

Situation 3:

Your students are actively involved in their group work, but you sense that a few are taking advantage of you and becoming noisy and unproductive.

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would realise that my feelings will affect what I do next.						
I would feel trapped in such a situation.						
I would introduce another way of doing this in the future.						
I would feel comfortable about being able to handle this.						

Situation 4

Your level co-ordinator calls you in and says: "Your CSF student assessments have been too generous, and you need to do them all again".

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would be angry, but it would be best to accept this and get on with the job.						
Momentarily I would want to engage in a heated debate with the co-ordinator.						
I would focus on the co-ordinators concerns to see if there was any justification in the comment.						
I would remember that my initial reaction may soon change into another feeling.						

A student, who has the reputation of being difficult to handle, loses it totally on an excursion where you are in charge, and puts on a temper tantrum.

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would feel concerned, but it would be appropriate to ignore the behaviour at first.						
My feeling of embarrassment would lead me to think about what I had done in similar situations.						
I would consider that any emotion I feel will soon pass.						
I would feel like a real failure.						

Situation 6:

A student, who has recently made a special effort with a piece of work, says: "You are the best teacher I've ever had".

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would enjoy a feeling of pride and know that it would help me through difficult classroom situations in the future.						
I would feel acknowledged.						
I would say that they did well because of their effort not mine.						
I would know that my reaction to this comment is linked to my knowledge of learners.						

Situation 7:

Your initial ideas have been highly valued and adopted in practice by your teaching team.

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would know that my pleasure is often linked to feedback from others.						
I would be happy that they understood my contribution.						
I would be proud and want to use this in my performance review.						
I would praise their contributions to these ideas and offer to help provide additional input into their practice.						

Situation 8:

You find that you were not included in a staff group invitation to go for drinks after school.

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would understand that it is normal to feel sensitive about such incidents.						
I would feel upset that I had not been included.						
I would remember my hurt response and include all the staff in my next Christmas function.						
I would feel hurt but would make more of an effort to join the interaction in the staff room.						

Situation 9:

While on duty you hear one student making a negative comment about a student from a racial group to which you also belong.

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would feel insulted.						
It would be unwise to let it pass and not do something about it.						
I would hold back my reaction and it would trigger the need to talk about harassment in a subsequent lesson.						
I would understand that strong emotions are often triggered by these types of events.						

Situation 10:

In your most recent performance review, your team leader gives you very positive feedback and states your performance has exceeded expectation.

	Strongly Agree	Agree	Somewhat agree	Somewhat Disagree	Disagree	Strongly Disagree
I would realise that being recognised is often linked with feelings of satisfaction.						
I would not be afraid to show my feelings of joy.						
I would feel reassured that the effort I had put in had paid off.						
I would be pleased and realise that such valuing can lead to growing as a person.						

6.7 Ashmos and Duchons Workplace Spirituality Scale (SIS)

1. I feel part of a community in when I am at school.
2. My school encourages the creation of a sense of "community."
3. My school cares about all the employees.
4. I feel all members of my school are connected with the mission of our school.
5. This school encourages the creation of a sense of community.
6. My spirit is energized by my school environment.
7. My school's environment does not give meaning to my life. (Reverse Scored)
8. I am not aware of what is truly meaningful to me at school. (Reverse Scored)
9. I believe others experience joy as a result of my work at school. 1
10. My work at school creates a meaningful work experience for others.
11. I do not have a significant student-role to play in this school. (Reverse Scored)
12. I feel hopeful about life.
13. *I consider myself a spiritual person. ***
14. *There is no room for spirituality in the school environment. (Reverse Scored) ***
15. Who I am is not valued in my school. (Reverse Scored)

*Italicized questions are those not included in this study.

Appendix 7: Examples of Coding

Figure 17 Visual Image of initial coding (Excel Spreadsheet)
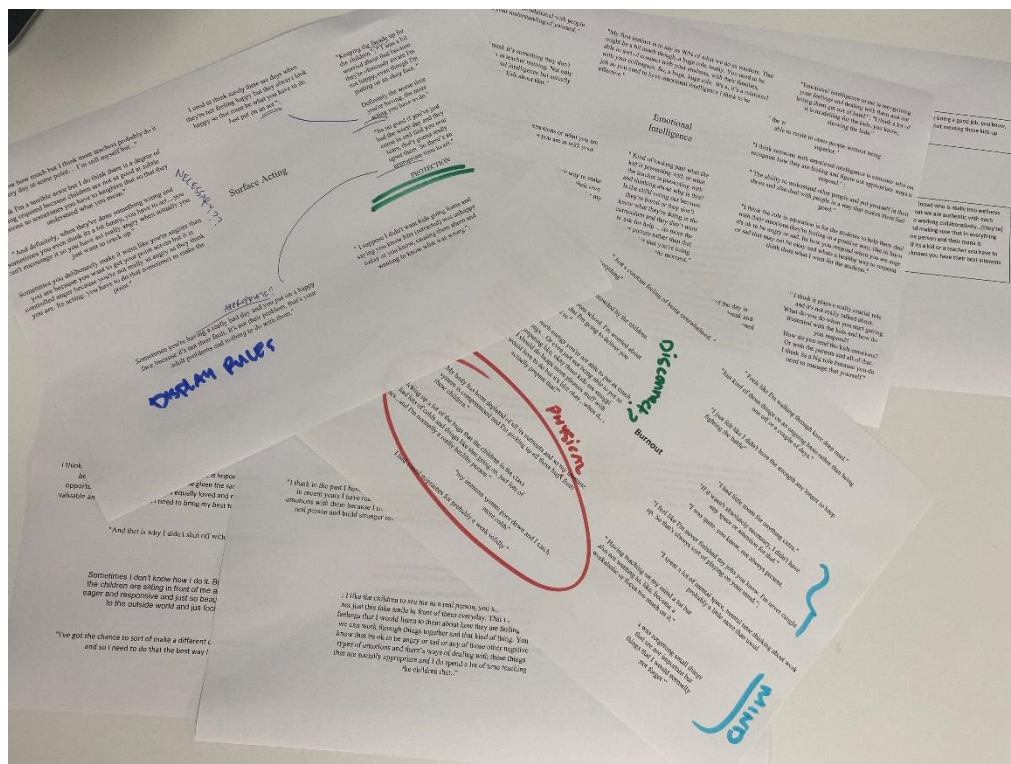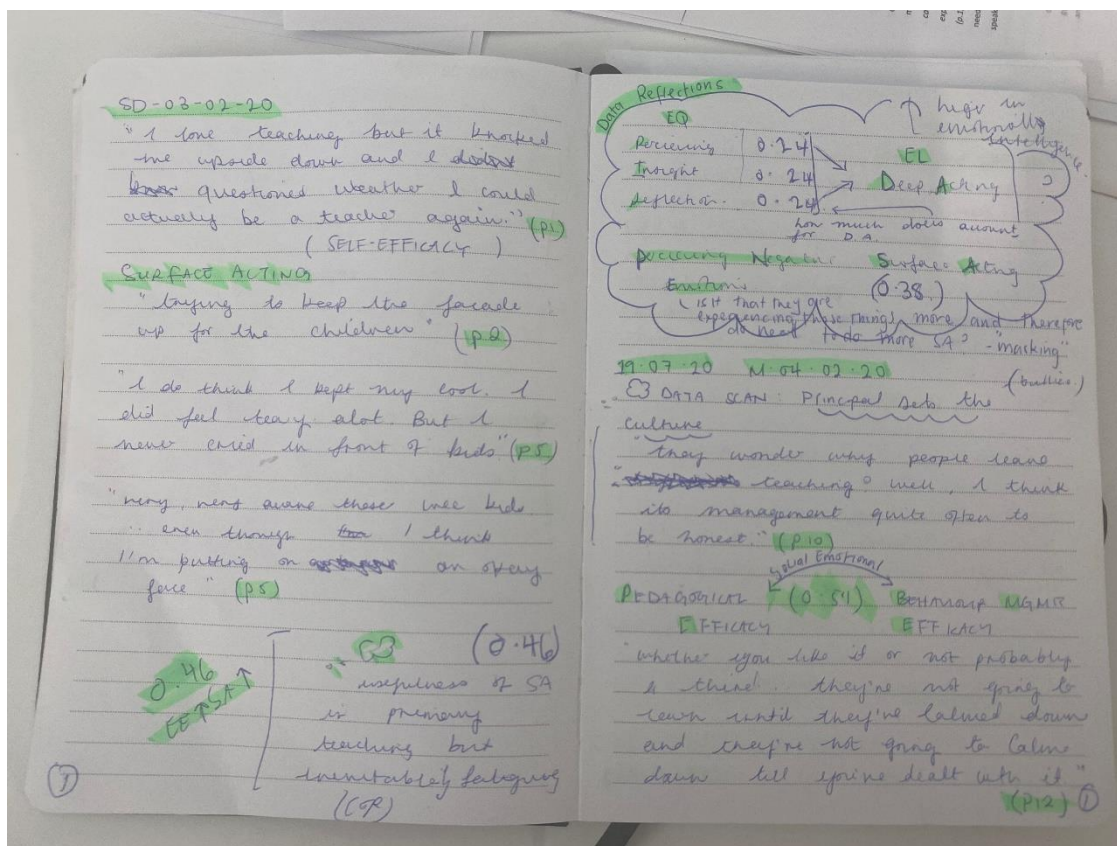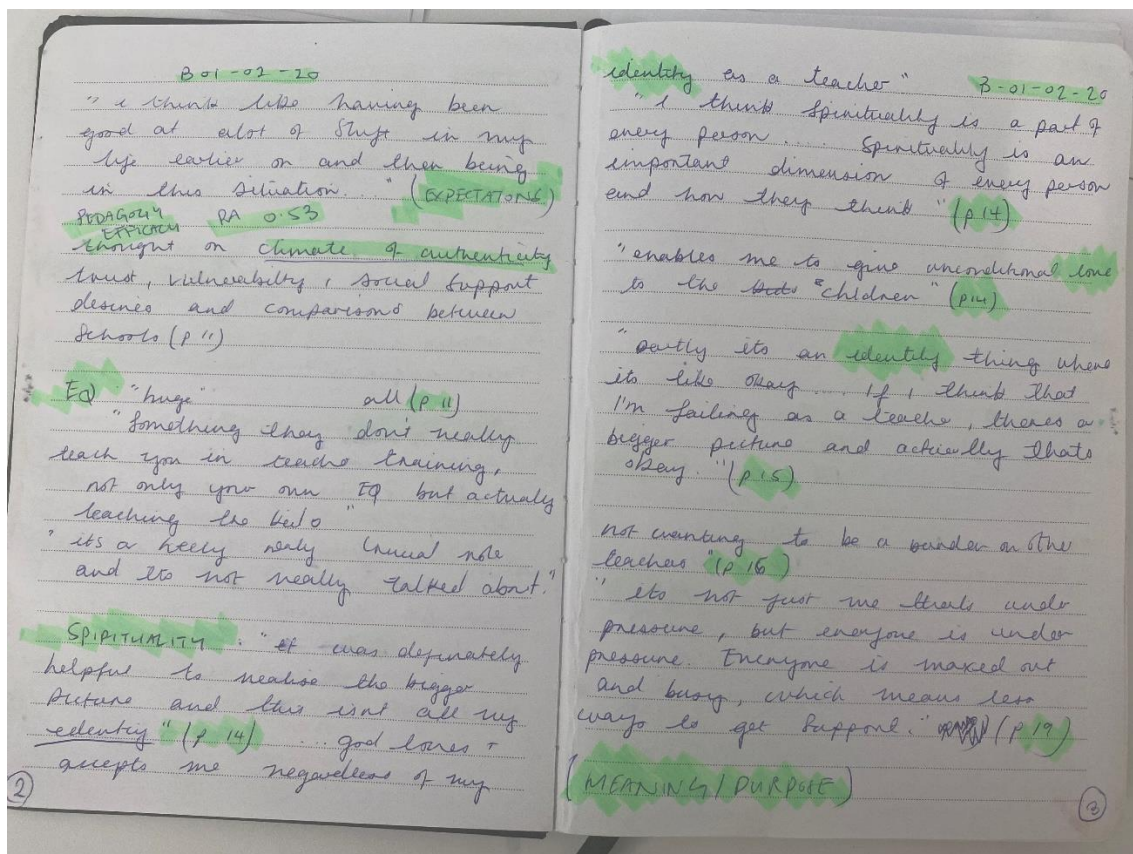

Figure 18 Visual example of coding (quote banks)

Figure 19 Visual Example of Reflective Journaling