THOMPSON RIVERS UNIVERSITY

Burnout in Rural Educators

by

Breána E.M. Paulos

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Mahtab Nazemi

Robert Wielgoz

Pamela Gurney

ABSTRACT

There are many factors that can lead to burnout in rural educators. It is important to identify and assess these factors and the impact they have on educators and their overall health and wellness. This paper highlights four demographics: geographical location, gender, years of teaching experience, and teaching level to help establish the basis for the research study. The Maslach Burnout Toolkit is used which is comprised of the Maslach Burnout Inventory for Educators Survey (MBI-ES) which looks at the three dimensions to burnout, and the Areas of Worklife Survey (AWS) which focuses on six domains in the workplace. This research study uses data from 15 rural educators in British Columbia to help get a better understanding of the impact burnout has. Data shows some correlation between participants and burnout in relation to the four demographics and emphasizing the importance of finding way to minimize aspects of burnout, and how to improve and increase overall personal health and wellness.

Keywords: burnout, rural, educator, job satisfaction, stress, coping strategies, Maslach Burnout Inventory, Areas of Worklife

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Chapter 1: Introduction

Purpose & Rationale

Burnout is identified as a syndrome of physical and emotional exhaustion, including development of poor professional job attitudes (Jamaludin & You, 2019, p. 1). Maslach and Jackson (1981, as cited in Abel & Sewell, 1999) "suggested that burnout among individuals who do 'people work' are characterized as multidimensional" (p. 288) and are categorized into three dimensions. The first is emotional exhaustion, which is the feeling of exhaustion due to daily work-related conflicts and demands. The second is depersonalization, which is the development of negative feelings towards people in the profession. Lastly, personal accomplishment, which is the sense of personal fulfilment (Jamaludin & You, p. 2). Educators face numerous factors daily in their career and the extent to which these factors impact educators and for how long can lead to burnout.

The purpose of this research study is to measure burnout and assess what is contributing to burnout in a rural educational setting. Four demographic questions are highlighted to help establish the basis for the research. The first is geographical location and how rural educators experience and are more susceptible to burnout. The second is gender and how both men and women experience aspects of burnout, but women are more prone to it. Next is years of teaching experience and how new teachers are more likely to experiences the three dimensions that lead to burnout. Lastly, teaching level and how secondary teachers experience burnout more often than elementary teachers. The Maslach Burnout Toolkit is then used as a measurement of burnout, which was acquired and used from Mind Garden Inc. The toolkit is comprised of the Maslach Burnout Inventory for Educators Survey (MBI-ES), which looks at the three dimensions to burnout: Emotional Exhaustion, Depersonalization, and Personal Achievement, and the Areas of Worklife Survey (AWS), which focuses on six domains in the workplace: Workload, Control, Reward, Community, Fairness, and Values. In addition to focusing on the four demographics, and the components of the MBI-ES and AWS, research will explore burnout in relation to stress, self-concepts, self-efficacy, job satisfaction, job demands, mentalizing, areas of worklife, and absenteeism and turnover. These topics will lead to a greater understanding of burnout and what needs to be done to better support current rural educators. For educators, "burnout is a common response, which

sometimes is followed by a decision to leave the teaching profession altogether" (Maslach et al., 2018, p. 30), and through this research, the goal is to find ways to mediate aspects of burnout to increase health and wellness.

Research Questions

The following research questions will be discussed:

What factors contribute to burnout in a rural educational setting?

What ways can we mediate aspects of burnout and improve wellness amongst rural educators?

Personal Connection & Lived Experiences

As a past rural educator, I have experienced aspects of burnout. Prior to my career in education, I first learned about the topic of burnout in university while going through my Bachelor of Education (BEd). I heard the term burnout before but never really thought much of it until it came up in an assignment for my BEd. Fast forward a few years, working in a rural location I started to see the connections between what I learned and what I was currently experiencing, specifically with high Emotional Exhaustion, and low Personal Accomplishment. As I continued in my career as a rural educator, I found there were not as many support as I hoped for those experiencing aspects of burnout. I saw others around me battle with aspects of burnout, who needed support and guidance to move forward through this tough part of their life and career. When I started to pursue my Master of Education (MEd), many topics came to mind, but the one that stuck was burnout. After learning about it, experiencing parts of it and witnessing others needing support, I narrowed down to the topic of rural educators and burnout in hopes that through a study and research of past and current literature, I can make a positive impact moving forward in the health and wellness of rural educators

Chapter 2: Literature Review

This literature review presents research on burnout in rural educators. A search of peer-reviewed literature published from 1978-2023 was carried out with the use of Google Search. Articles are from journals that focused on topics related to educational research, social and behavioral sciences, and teacher education. Grey literature was also reviewed. Searches were performed with the keywords: burnout, rural, teacher, educator, gender, sex, teaching experience, educational level, job satisfaction, self-efficacy, stress, coping strategies. Inclusion criteria were: primary and secondary sources; qualitative, quantitative, mixed methods studies and comparative studies. Studies published in English were only included. After a search with these parameters, 51 documents were taken into consideration to formulate this research and literature review. The following sections are reviews of studies focusing on key components to burnout: geographical location, gender, years of teaching experience, teaching level, stress, self-concepts, self-efficacy, job satisfaction, job demands, mentalizing, areas of worklife, and absenteeism and turnover.

Burnout and Geographical Location

Geographical location can play a factor in burnout. Many pieces of literature have highlighted educators that work in rural schools and districts as being one that frequently experience burnout. “Rural schools are categorized by their size, population density and location” (*Rural School*, 2022), and rural educators are those that teach in these types of schools. A study conducted in Shaoguan, China, a mountainous area of northern Gaungdong, looked at influencing factors of burnout on rural teachers. They narrowed down a few key issues to increased burnout. One issue is knowledge exhaustion, which refers to teachers’ inability to adapt to changes in knowledge and curriculum to best support their students (Xi & Tan, 2022, p. 2). Due to challenges of receiving new information, and lack of opportunities to expand teacher training, knowledge, and abilities, this can lead to job burnout (p. 2). Another issue is workload, which has a positive correlation to job burnout. “Workload includes both quantity and quality… overload of work quantity refers to too many requirements and too little time… overload of work quality is related to the complexity of the work, and it is difficult to complete the work satisfactorily” (p. 2). In addition to being overworked and exhausted, rural educators also feel that their efforts have not been received

and feel that their abilities are insufficient, therefore, leading to low self-efficacy and low personal accomplishment, and potential job burnout (Jiahui, 2021, p. 6; Xi & Tan, 2022, p. 2).

Another study examined 51 rural and 46 urban secondary teachers from 11 school systems in Georgia and North Carolina. Researchers used the Maslach Burnout Inventory to measure teacher burnout and identify where rural versus urban educators fell on the three subscales: Emotional Exhaustion (EE), Personal Accomplishment (PA), and Depersonalization (DP). The results of the study found that "more symptoms of burnout were obtained for rural than urban school teachers" (Abel & Sewell, 1999, p. 291). The study found that for rural teachers, the stress of time pressure accounted for 47% of the variance in emotional exhaustion and 16% of the variance in personal accomplishment, and work condition and environment accounted for 33% of the variance in depersonalization (p. 291). Therefore, time pressure on rural educators is a predictor of emotional exhaustion and reduced personal accomplishment, and working conditions is a predictor of depersonalization (p. 292). Overall, studies have shown that geographical location, such as working in a rural area can lead to burnout.

Burnout and Gender

Gender can play a key role in burnout of an individual. Both women and men can experience burnout, but depending on the factors of burnout, this could impact genders differently. A study conducted by Jamaludin and You (2019) looked at gender in relation to burnout among educators. The study used the Maslach Burnout Inventory (MBI) Survey for Educators and 31 educators participated and among these participants, 39% were men and 69% were women (p. 2). The study concluded that both women and men experience significant emotional exhaustion (pp. 2&3). This is similar to a Canadian-Dutch study conducted by van Horn et al. (1997), that found women have a higher risk of emotional exhaustion because they are more emotionally invested, but men can also be emotionally exhausted because they may have less effective coping strategies (p. 380). However, across some literature, it is determined that, "[women] teachers are often more exhausted than [men]" (Saloviita & Pakarinen, 2021, p. 2). Jamaludin and You (2019) also stated that women educators had high levels of reduced personal accomplishment in comparison to men

(Jamaludin & You, 2019, pp. 2&3, Saloviita & Pakarinen, 2021, p. 2). This is also confirmed by a study by Redondo-Flórez et al. (2020) that stated that "[men] presented significantly higher values in personal fulfillment (accomplishment) than [women]" (p. 3). In terms of depersonalization, studies conducted by Saloviita & Pakarinen (2021), and Lau et al. (2005, as cited in Saloviita & Pakarinen, 2021) concluded that men teachers experience higher levels of depersonalization (p. 11), possibly because men teachers are able to distance themselves from situations, whereas women have a hard time doing so (Anderson & Iwanicki, 1984, as cited in van Horn et al., 1997, pp. 373&374). Looking at the three dimensions of burnout, it is evident that literature expresses that women experience burnout more often than men.

Burnout and Years of Teaching Experience

Years of teaching experience can lead to burnout. In North America, teachers with less teaching experience are more vulnerable to burnout than teachers with more experience (van Horn et al., 1997, p. 373). Teachers with less experience tend to be "negative and self-mocking", which is due to the fact that these teachers are new to the profession and have less experience (Jiahui, 2021, p. 6). They also can experience, "emotional shock" and what Cherniss (1980, as cited in van Horn et al., 1997) calls "early-career burnout" because there may be discrepancies between new teachers' initial expectations of teaching and the reality of it (p. 373), therefore early career teachers are the most affected (Goddard & Goddard, 2006; Plunkett & Dyson, 2011, as cited in Carroll et al., p. 461). Mo (1991, as cited in Tikhonova et al., 2019) discovered graduate teachers with 5 years or less experience, showed higher levels of burnout in emotional exhaustion, and Maslach and Jackson (1981, as cited in Tikhonova et al., 2019) found that newer teachers had higher depersonalization and lower personal accomplishment (Saloviita & Pakarinen, 2021, p. 2; Tikhonova et al., 2019, p. 352).

In contrast, some studies have also highlighted the importance of recognizing teachers in the middle of their careers, about 11-15 years, where they can experience the "bottleneck period" and have a lack of personal accomplishment and increase in emotional exhaustion, which leads to burnout (Jiahui, 2021, p. 6). This indicates that educators at any stage of teaching can experience emotional exhaustion and can develop signs of burnout

(Jamaludin & You, 2019, p. 3). However, more literature states that new teachers with less experience, are more susceptible to burnout.

Burnout and Teaching Level

Levels taught have also been considered a significant background dimension related to teacher burnout (Schwab et al., 1986, as cited in Rey et al., 2012, p. 120). All levels of educators can experience burnout, however, the most susceptible are those that teach in the high school/secondary level. It is stated that burnout is more prevalent in secondary teachers than elementary (Anderson & Iwanicki, 1984; Russell, et al., 1987, as cited in van Horn et al., 1997, p. 373; Saloviita & Pakarinen, 2021, p. 6). Researchers, Gold and Grant (1993, as cited in van Horn et al. 1997) found that secondary students are less interested in school and harder to motivate to do their work, making it an emotionally draining task for educators (p. 373). Furthermore, educators at this level are worried about administering assessments, which adds to increased emotional exhaustion. It is also stated that secondary teachers have higher levels of depersonalization and lower levels of personal accomplishment than elementary teachers (Anderson & Iwanicki, 1984; Arias et al., 2019; Russell et al., 1987, as cited in van Horn et al., 1997, p. 373). Overall, upper-level teachers are more likely to experience burnout than those in lower-level teaching jobs.

Burnout and Stress

Burnout is closely related to stress. “Teacher stress is specifically defined as the conditions of negative effects, such as frustration and anxiety, that results from aspects of the job and that are perceived by teachers as a threat to their psychological or physical well-being” (Kyriacou, 1987; Kyriacou & Sutcliffe, 1978b, as cited in Abel & Sewell, 1999, p 287). There are many factors as a teacher that can lead to stress that are based around emotional exhaustion, depersonalization, and low professional accomplishment, such as work and time demands, lack of support and involvement in decision making, and with these factors contributing to stress for a prolonged amount of time, can lead to burnout (Abel & Sewell, p. 288; Redondo-Flórez, 2020, p. 1). Furthermore, long-term stress decreases job satisfaction and can result in emotional exhaustion which can develop into burnout syndrome (Agyapong et al., 2022, p. 1; Smetackova et al., 2019, p. 1), therefore, “burnout syndrome is considered a negative work-related result when stress is not controlled” (Redondo-Flórez, p.

2). A study conducted by Zhao et al. (2022) looked at the relationship between teacher job stress and burnout using 600 primary and secondary participating educators in China. The study found "that job stress had a significant positive predictive effect on job burnout" (p. 6). With increased job demands and requirements, and the inability to meet these aspects of their job, this increases stress and leads to burnout.

Burnout and Self-Concepts

Burnout is closely related to teachers' self-concept. "Self-concept is what you believe defines you as a person" (Gillette, 2022), and as educators, teaching plays a substantial role in who we are. Crouse & Kevin (1981, as cited in Afsaneh & Rohany, 2010) found that educators with positive self-concept were happier, more productive and effective teachers (p. 465), therefore reducing symptoms of burnout. Years later, a study was conducted by Villa & Calvete (2001, as cited in Afsaneh & Rohany, 2010) and used the Maslach Burnout Inventory (MBI) and the Teacher Self-Concept Evaluation Scale (TSCES). They determined the role of self-concept in the relationship between teachers and their environment, and how it plays an important factor in events, feelings, and behaviours (p. 465) of educators. Their findings reiterated previous research, that with positive self-concept came fewer symptoms of burnout, and educators with negative self-concept were dissatisfied with their work (p. 465). A teachers' self-concept plays a large part in how teachers perceive themselves as educators, and it is evident that negative thoughts, feelings, and behaviours can lead to symptoms of burnout.

Burnout and Self-Efficacy

Teacher self-efficacy is defined as "the set of beliefs that teachers hold about their professional competencies and their efficiency to plan, organize and carry out educational activities" (Smetackova et al., 2019, p. 3). Each educator is different with various expectations that have been imposed on them by others or themselves in their profession. Depending on the self-efficacy of a teacher, this can determine how susceptible they are to developing symptoms of burnout. Arvidsson et al. (2019) conducted a study with Swedish teachers looking at self-efficacy in relation to burnout and found that low self-efficacy was an explanatory factor of high burnout (p. 5). Similarly, Saloviita & Pakarinen (2021) did a study with Finnish primary teachers to look at factors relating to burnout at the teacher,

student, and organization level. The study found "that higher burnout was associated with a lower sense of self-efficacy" (p. 6). Having high self-efficacy can reduce emotional exhaustion, increase job satisfaction, and overall reduce the risk of developing symptoms of burnout. These studies show that with negative beliefs of one's abilities and competencies, this can lead to a weaker mindset and allowing educators to be more prone to burnout.

Burnout and Job Satisfaction

There is a correlation between job satisfaction and burnout. Smetackova et al. (2019) states that "job satisfaction is a crucial element in the definition of wellbeing" (p. 1). Being satisfied with one's job is important in both the personal and professional aspects of life. If there is too much dissatisfaction, such as lack of support, unreasonable demands, lack of positive relationships in the workplace, this can result in emotions and feelings associated with burnout. Exploring literature further, Diener and Suh (1997, p. 200, as cited in Smetackova et al., 2019) explained that "well-being consists of three interrelated components: life satisfaction, pleasant and unpleasant affects. Affect refers to pleasant and unpleasant moods and emotions, whereas life satisfaction refers to a cognitive sense of satisfaction with life" (p. 2). In order to have life satisfaction and overall wellbeing, one also needs to have job satisfaction. A study conducted by Chen et al. (2022) looked at the relationship between job burnout and job satisfaction amongst 639 Chinese generalist teachers in rural primary schools. The study found that teachers with low levels of job satisfaction had high levels of job burnout (p. 11). When educators start to exhibit negative feelings about work this starts to slowly reduce their job satisfaction and can lead to a greater risk of experiencing burnout (p. 11). To minimize the risk of job burnout, educators need to be satisfied with their job.

Burnout and Job Demands

Job demands on a teacher can lead to burnout. Teaching requires various demands that can be emotionally, mentally, and physically hard on an educator, which can lead to negative thoughts and feelings about their job and eventually experiencing burnout. A study conducted by Arvidsson et al. (2019) discussed 310 Swedish teachers who completed a baseline questionnaire then 30 months later a follow-up to see aspect of burnout. They found that "increases in job demand scores was associated with an increase in burnout" (p. 8).

When interviewing participants, researchers identified "that work demands could be classified into two categories: Too high workload and a sense of inadequacy" (p. 9-10). Both of these categories were found to be intertwined. Many participants felt that having an increased workload did not allow them to have enough time to plan lessons and activities, resulting in feelings of inadequacy as an educator (p. 10), leading to emotional exhaustion and decrease in personal accomplishment, which are factors of burnout. To reinforce this, a study conducted by Van Droogenbroeck et al. (2014, as cited in Carroll et al., 2022) also determined that teacher-related workload has an effect on the experience of emotional exhaustion (p. 444). It is evident that job demands can lead to burnout.

Burnout and Mentalizing

Mentalizing is the ability to understand one's own mental states and behaviours in interpersonal relationships, and how to regulate emotions and impulses (Safiye et al., 2023, p. 3). There are two types of mentalizing: hypermentalizing which refers to overthinking and making assumptions of self and others' behaviours and mental states, whereas hypomentalizing refers to one's inability to understand their mental state and the state of others (p. 3). A cross-sectional study conducted by Safiye et al. (2023) looked at the relationship between burnout and mentalizing, using primary and secondary teachers. Researchers wanted to examine if teachers' ability to mentalize could explain their burnout. The study concluded that having hypomentalizing increased the level of emotional exhaustion, which is a factor of burnout (p. 10). In contrast, it was discovered that educators with some hypermentalizing had "less emotional exhaustion and depersonalization, with increased personal accomplishment" (p. 10), minimizing burnout. There needs to be a good balance of mentalizing as educators, and once a balance is achieved emotional exhaustion and burnout can be reduced.

Burnout and Areas of Worklife

Burnout and areas of worklife are interconnected. To better understand how work effects a person's well-being, one must first look at the relationship between the person and their work situation (Juárez-García et al., 2023, p. 1522). Leiter and Maslach (1999) stated that "burnout arises from chronic mismatches between people and their work setting in terms of some or all of the six areas of worklife… workload, control, rewards, community, fairness,

and values" (p. 473). Each area of worklife brings a different perspective on how people interact with their work environment and how these interactions and relationships could potentially lead to burnout (p. 473). Maslach and Leiter (1997, as cited in Leiter and Maslach, 1999) proposed that burnout and engagement are on opposite sides of a continuum when looking at work, and is broken into three dimensions: energy, involvement, effectiveness/efficacy (p. 475). Burnout is characterized by low energy (emotional exhaustion), low involvement (depersonalization) and low efficacy (personal accomplishment), whereas engagement is the opposite (p. 475). People fall within this continuum of engagement to burnout, and where they fall can be impacted by areas of their worklife and the extent to which they mismatch or match with what they are doing (p. 475). It is evident that both burnout is impacted by areas of worklife and the relationship people have with their job. These areas of worklife help to determine the type of relationship people have with their job and the effects it can have on the continuum of engagement to burnout.

Burnout and Teacher Absenteeism and Turnover

Burnout can impact people in various ways, and two ways are: being absent from your teaching job and leaving the profession. "Burnout can cause several deleterious effects on workers' health and lives… job burnout can lead to physical, psychological and occupational consequences" (Salvagioni et al., 2022, p. 201). A study conducted by Salvagioni et al. (2022) looked at aspects of burnout, using 509 Brazilian educators, to see if they are risk factors for long-term sickness absence (LTSA) from teaching. They found that their results were in line with a Netherlands study by Roelen et al. (2015, as cited in Salvagioni et al. 2022) that "depersonalization was a risk factor for sickness absences lasting more than two weeks due to all health problems and mental disorders, and emotional exhaustion was a predictor of absence due to mental illness" (p. 205). Teachers going on long-term sickness absences are due to their mental suffering in the profession, resulting in experiencing burnout with very few options to consider moving forward.

Leaving the profession is also an option that many educators around the world have been resorting to because of the various issues they face on a daily basis. Preechawong et al. (2021) conducted a study with Thailand educators and explored the factors associated with burnout and possibly quitting teaching. They found that emotional exhaustion and

depersonalization were at moderate levels, similar to Lee (2017; Leung and Wincy, 2006, as cited in Preechawong et al., 2021) they reported that the intension to leave was positively related to the three subscales of burnout: emotional exhaustion, depersonalization, personal accomplishment (p. 76). Ultimately, researchers like Yang et al. (2018, as cited in Preechawong et al., 2021) found that teachers' well-being influenced teacher turnover (p. 76). Therefore, by acknowledging teacher burnout and the factors associated with it, we can minimize these risks of long-term sickness absences and teacher turnover.

Chapter 3: Methodology

Research Design & Instruments

The design of this research was based around the Maslach Burnout Toolkit. The survey consisted of 4 demographic questions, then a series of 50 questions from the Maslach Burnout Toolkit. The toolkit includes the Maslach Burnout Inventory for Educators Survey (MBI-ES) with 22 questions and the Areas of Worklife Survey (AWS) with 28 questions. The combined toolkit "assesses the workplace context and what attributes might be driving burnout" (Maslach et al., 2018, p. 3) and by administering both surveys, this will help to get a better understanding of the extent of burnout. The 50 questions from the MBI-ES are in the form of short statements and respondents answer on a Likert scale. For the MBI portion of the survey, the scale ranges from 0 (Never) to 6 (Everyday), whereas the AWS section ranges from 1 (Strongly Disagree) to 5 (Strongly Agree).

Maslach Burnout Inventory for Educators Survey

The MBI-ES assesses levels of burnout by measuring three core aspects, emotional exhaustion, depersonalization and personal accomplishment. Each of these aspects have several questions for each to help determine scores:

The first aspect and initial stage of burnout is Emotional Exhaustion (EE) which is the feeling of being emotionally overextended and exhausted by work. When emotional exhaustion is chronic, this becomes a challenge for educators to do their job to their full potential (Maslach et al., 2018, p. 31).

The next aspect and second stage to burnout is Depersonalization (DP) which is the unfeeling and impersonal responses towards recipients of one's instruction. This is when educators no longer have positive feelings towards their students and exhibit negative talk or attitudes towards them (Maslach et al., 2018, p. 31).

The third aspect and last stage of burnout is Personal Accomplishment (PA) which are the feelings of competence and successful achievement in one's work with their students. When educators feel they are no longer contributing to their students learning, growth and

achievements, this can lead to disappointment and lack of feeling of accomplishment as an educator (Maslach et al., 2018, p. 31).

Areas of Worklife Survey

AWS assesses "what" in your work environment may be contributing to burnout by measuring six factors. The six factors have been identified as domains in studies that looked at burnout and job stress. Workload and control are "reflected in the Demand-Control model of job stress" (Karasek & Theorell, 1990, as cited in Leiter & Maslach, 2011, p. 4). Reward refers to behaviour reinforcements, and community looks at social support and conflict. Fairness takes into account equality and justice, and values are based on personal job goals verses job expectations (Leiter & Maslach, 2011, p. 4). The following explanation of the six AWS factors are more defined:

The survey section on Workload is made up of five questions. It is defined as the amount of work completed in a given time, and workload shows the extent to which work impacts the personal and social life of an individual, along with the physical and intellectual burden of the job. Increasing workload and job demands has a consistent relationship with burnout, especially emotional exhaustion. In contrast, with adequate workload, this can allow people to use their skills and knowledge to the best of their ability and be effective in new areas of their job (Leiter & Maslach, 2011, p. 4; *Maslach Burnout Toolkit for Educators*, 2018).

The section of the survey about Control is four questions. It is explained as the opportunity to make choices and decisions, to solve problems, and to contribute to the fulfilment of responsibilities. An issue with control in the workplace can be based on role conflict, and many studies on burnout have found that role conflict is positively associated with increased exhaustion. When people have more control in their worklife, this can lead to greater job satisfaction and commitment (Leiter & Maslach, 2011, p. 5; *Maslach Burnout Toolkit for Educators*, 2018).

The next section focuses on four questions related to Rewards. Rewards are the recognition one receives for one's contribution on the job, which can be of monetary, social, and intrinsic. The lack of recognition can lead to feelings of inefficacy, lack of personal

accomplishment for what one has done for and within the job, ultimately making a person more vulnerable to burnout. With support and positive reinforcement in the workplace, this can help people with their psychological well-being and physical health (Leiter & Maslach, 2011, p. 6; *Maslach Burnout Toolkit for Educators*, 2018).

The survey section on Community has five questions that refer to the quality of the social context in which you work, including your relationships with people in your workplace. Having chronic, unresolved conflict in the workplace, along with negative feelings of frustration and hostility can be destructive to community and lead to reduced social support. However, support from coworkers such as colleagues and supervisors are related to the feelings of personal accomplishment, and an overall sense of community can minimize negative feelings towards jobs. (Leiter & Maslach, 2011, p. 6; *Maslach Burnout Toolkit for Educators*, 2018).

The section on Fairness asks six questions that looks at if the organization has consistent and equitable rules for everyone, and if there is justice and respect in the workplace. Unfairness can occur when people judge situations as unfair, such as with perceived favouritism with pay, workload, promotions, etc. People who feel that they have been treated unfairly or there is inequality within the workplace can feel like they are not a respected part of the work community, which can lead to negative feelings towards others and burnout. In contrast, people with fair and supportive work environments are less susceptible to burnout (Leiter & Maslach, 2011, p. 7; *Maslach Burnout Toolkit for Educators*, 2018).

The last section of the AWS focuses on Values and is made up of four questions. Values refer to what matters to you in your work, and how there can be consistency between personal values and the values of the organization. When there are conflicting feelings on values in the workplace, this can determine people's engagement in their job. A person can be constrained by their job to do things that go against the personal values, or in contrast the personal values of a person do not match with the values of the organization. Both ways can cause conflict and lead to the three components of burnout: lack of personal accomplishment, depersonalization, and emotional exhaustion (Leiter & Maslach, 2011, p. 8; *Maslach Burnout Toolkit for Educators*, 2018).

Reliability & Validity

The Maslach Burnout Inventory has internal reliability, and Cronbach Alpha (measure of reliability) estimates have shown reliability between tests and results for the three core aspects. The MBI also has test re-test reliability but has seen some slight changes which is consistent with changing in work situations teachers face (Maslach et al., 2018, p. 33). In terms of validity, numerous studies have been conducted and found relationships between burnout scales and aspects of work experience. “Workplace demands were positively associated with emotional exhaustion, whereas workplace resources were related to lower depersonalization and higher personal accomplishment” (p. 34).

The Areas of Worklife Survey has “test re-test reliability correlations that indicate a strong consistency in all AWS scales over time which confirms that the six AWS scales are equally responsive to their respective qualities of the work setting” (Leiter & Maslach, 2011, p. 18). In terms of validity, researchers examined scores on the AWS with written comments from participants on a hospital study and found that they were strongly correlated and directly relevant to the six AWS scale (Leiter & Maslach, 2003, as cited in Leiter & Maslach, 2011, p. 18).

Setting & Participants

The target group for this study was current rural educators from across British Columbia. Participants were Kindergarten to Grade 12 educators that taught in a rural school and/or district. The survey was open to educators of all genders, years of teaching experience, and grade levels currently teaching. Educators that were not part of a rural school/district were excluded from the study because the goal was to hear from current rural educators.

The study was conducted at the end of the school year (June) and into the first week of summer break (July). This time was chosen because educators just completing a school year of teaching and their feelings, thoughts and experiences were still fresh in their mind, and it would be easier for them to complete the survey.

The social context in which the survey was conducted varied with participants. British Columbia has numerous areas where they are considered rural, and many areas that

are not considered rural but have schools within their district that are designated as rural. The study did not allow participants to specify their area or school to keep the confidentiality and anonymity of the participants.

Data Collection

Participants were recruited through a post on Facebook that led them to an online survey. The survey was created through Survey Monkey and consisted of 54 questions, with a two-week window for educators to complete the survey when it was most convenient for them.

The post on Facebook briefly outlined the study and to get more information to proceed to the consent form. The Facebook post stated:

Hello,

I am doing my Master of Education Degree at Thompson Rivers University. I am writing a Thesis on burnout in rural educators, with the purpose of identifying and assessing factors contributing to burnout in an educational setting. I am seeking current rural educators who are willing to participate in an online survey that will take approximately 15-20 minutes of your time. If you wish to know more about the study and proceed with the survey, please click the link below.

[link to survey]

Thank you for your time,

Breána Paulos

Once the post was on Facebook, it was available to the public and shareable to expand the search for current and willing rural educators across BC. Once people clicked the link, it went to the informed consent form with more detailed information about the study and to proceed, people had to click the consent box at the bottom of the page. The survey was designed to only take 15-20 minutes of participants time, and participants had to complete each section to go to the next section of the survey, they could stop the survey at any time and not submit or come back and complete the rest at a later time. Once participants submitted their survey, they were unable to change their answers or retract their survey

information. When the two-week deadline was up, any unsubmitted or incomplete surveys would be lost and not counted towards the findings of the study, and participants would no longer have access to the survey. At the end of the survey, it expressed how the results would be used and where to find the final product of the thesis, and participants were given resources to support their mental health if they developed negative feelings and emotions from the survey. All submitted survey data was stored in the Survey Monkey database for researchers to easily access and conduct further analysis, where it would be kept for 7 years.

Chapter 4: Analysis

The study included 15 participants. Once evaluated, the study had two men and 13 women participants. The years of experience ranged from 1-9 and 13+, none of the participants have taught for only 10-12 years. Eight participants have taught for 1-3 years, two participants have taught for 4-6 and another two participants for 7-9 years, and lastly, three participants have been educators for 13+ years. The participants taught grades ranging from K-12, with many teaching more than one grade range. Four participants only taught K-3, two participants only taught grades 4-7, and there were no participants that taught strictly grades 8-9 or 10-12. Three participants have taught K-3 and 4-7, only one participant taught grade 4-7 and 8-9, two participants have taught grade 8-9 and 10-12, and three participants have experience teaching all the grades. Table 1 outlines the participants' genders, grades taught and years of experience.

Table 1

Subject	Gender	Grades Taught	Years of Experience
1	W	K-3	1-3
2	M	4-7, 8-9	1-3
3	W	K-3, 4-7	1-3
4	W	K-3, 4-7	1-3
5	W	K-3	4-6
6	W	K-3, 4-7, 8-9, 10-12	13+
7	W	K-3, 4-7, 8-9, 10-12	7-9
8	M	8-9, 10-12	7-9
9	W	K-3, 4-7	13+
10	W	K-3	4-6
11	W	4-7	1-3
12	W	8-9, 10-12	1-3
13	W	K-3, 4-7, 8-9, 10-12	1-3
14	W	K-3	1-3
15	W	4-7	13+

The Maslach Burnout Toolkit is comprised of the Maslach Inventory of Educators Survey (MBI-ES) and the Areas of Worklife Survey (AWS). The following sections outlines these surveys in relation to the data collected.

Maslach Burnout Inventory for Educators

The Maslach Burnout Inventory for Educators (MBI-ES) is utilized to assess the levels of burnout an individual may be experiencing. The purpose of using the MBI-ES in this study is to determine the degree at which an educator is burnt out and how to support them moving forward.

The MBI-ES portion of the survey asked participants to answer a series of questions that focused on their Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). When analyzing the results of the 15 participants, it is important to remember that scores needed to be calculated and evaluated separately and cannot be combined and interpreted as a collective burnout score (Maslach et al., 2018, p. 35). Each participants' scores for EE, DP, and PA are unique and can help with discovering and developing ways to support the individual and minimize burnout.

There are two ways to score the MBI-ES depending on what information researchers want to gain from the results. For the purpose of this thesis, finding the mean scores (average score, "AVE") for each burnout aspect will help to better understand where each participant is in for each aspect. The following formulas take the sums and divides by the number of items in each scale for each burnout aspect.

Emotional Exhaustion (AVE): [Item 1+2+3+6+8+13+14+16+20] /9

Depersonalization (AVE): [Item 5+10+11+15+22] /5

Personal Accomplishment (AVE): [Item 4+7+9+12+17+18+19+21] /8

When evaluating data, participants can experience each aspect of burnout from 0-Never, 1-A few times a year or less, 2-Once a month or less, 3-A few times a month, 4-Once a week, 5-A few times a week, 6-Daily. Once calculated, the absolute values are used to determine where the individual falls on the 7-point scale. Higher scores within the range of 0-6 of EE and DP indicate higher degrees of burnout, and lower scores within the range of 0-6 of PA indicate higher degrees of burnout. To note, there is no score that definitively proves an individual is burned out, it shows the frequency of experiencing the aspects of burnout (Maslach et al., 2018, p. 36&37).

The total number is the results from the calculation and gives a value that falls within the 7-point scale. The number in parentheses is the value rounded to the nearest whole number to allow for a better interpretation of the score on the 7-point scale. Table 2 outlines data collected for the 15 participants' scores for Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA).

Table 2

Subject	Emotional Exhaustion (EE)	Depersonalization (DP)	Personal Accomplishment (PA)
1	5,5,5,3,4,5,3,3,2	1,4,4,1,2	5,4,3,1,3,1,3,3
	35/9	12/5	23/8
Total:	3.89 (4)	2.4 (2)	2.88 (3)
2	4,5,3,0,4,3,2,0,3	1,0,0,1,5	1,4,4,2,3,4,4,3
	24/9	7/5	25/8
Total:	2.67 (3)	1.4 (1)	3.13 (3)
3	5,5,5,3,5,5,4,1,4	0,2,1,0,1	5,3,3,3,5,5,5,3
	37/9	4/5	32/8
Total:	4.1 (4)	0.8 (1)	4 (4)
4	5,5,5,1,6,6,6,1,4	1,2,0,0,0	4,2,2,2,2,5,5,5
	39/9	3/5	27/8
Total:	4.3 (4)	0.6 (1)	3.4 (3)
5	6,6,5,5,6,5,5,2,6	5,4,3,1,6	5,5,3,3,5,2,2,5
	46/9	19/5	30/8
Total:	5.1 (5)	3.8 (4)	3.75 (4)
6	6,6,6,6,6,6,6,4,5	6,6,6,4,2	4,5,3,2,5,4,2,6
	51/9	24/5	31/8
Total:	5.67 (6)	4.8 (5)	3.88 (4)
7	5,6,5,3,6,5,5,1,5	0,0,1,0,3	6,5,4,1,5,3,5,5
	41/9	4/5	34/8
Total:	4.56 (5)	0.8 (1)	4.25 (4)
8	5,5,4,3,3,4,4,2,4	2,3,3,1,6	3,3,3,2,4,3,3,3
	34/9	15/5	24/8
Total:	3.78 (4)	3 (3)	3 (3)
9	5,5,6,5,5,5,3,6,5	0,3,0,0,0	5,5,5,0,0,3,3,5
	45/9	3/5	26/8
Total:	5 (5)	0.6 (1)	3.25 (3)
10	6,6,6,6,6,6,6,5,6	6,5,6,4,6	4,4,3,2,0,1,2,1
	53/9	27/5	17/8
Total:	5.89 (6)	5.4 (5)	2.13 (2)
11	5,3,4,2,4,5,5,2,3	0,3,3,1,3	5,6,5,1,5,3,2,5
	33/9	10/5	32/8
Total:	3.67 (4)	2 (2)	4 (4)
12	4,5,3,1,5,5,6,0,2	2,0,5,0,3	5,5,3,6,4,2,5,5
	31/9	10/5	35/8
Total:	3.4 (3)	2 (2)	4.38 (4)
13	5,4,4,0,4,5,5,1,1	0,1,0,0,0	6,6,6,6,6,6,6,5
	29/9	1/5	47/8
Total:	3.2 (3)	0.2 (0)	5.88 (6)
14	6,6,6,4,6,5,5,0,4	0,6,6,0,6	6,5,6,2,6,5,5,6
	42/9	18/5	41/8
Total:	4.67 (5)	3.6 (4)	5.13 (5)
15	6,6,6,6,6,6,6,6,6	5,6,6,4,6	4,5,2,0,5,0,2,5
	54/9	27/5	23/8
Total:	6 (6)	0.4 (0)	2.88 (3)

Emotional Exhaustion

Emotional Exhaustion (EE) is the initial stage of burnout and commonly considered a core symptom of burnout (Shirom, 2003 as cited in Rad & Nasir, 2010, p. 465) and is the feeling of being emotionally extended and exhausted by work. Over time, Emotional Exhaustion can build and become challenging for educators to do their job sufficiently, and sometimes experiencing a sense of "emotional numbness" (Huebner & Huberty, 1984, p. 95; Maslach et al., 2018, p. 31). It is important to look at EE in educators as the teaching profession can be highly demanding through daily work pressures such as workload and time commitments, and conflicts with colleagues (Farshi & Omranzadeh, 2014, p. 129). When educators have chronic EE that is not acknowledged or treated in anyway, this can continue to add more stress on to one's life, leading to burnout in the individual. By including an analysis of Emotional Exhaustion in this study, we can determine which participants experience EE in relation to their demographics, and how we can find supports and strategies to help educators lessen EE and minimize burnout.

Analyzing the Emotional Exhaustion (EE) column in Table 2, it is shown that three subjects experienced EE a few times a month, five subjects experienced EE once a week, four subjects experienced EE a few times a week, and the remaining three subjects experienced EE daily. Table 2a outlines where participants are on the 7-point Likert scale for Emotional Exhaustion.

Table 2a

Few Times a Month	Once a Week	Few Times a Week	Daily
Subject 2: Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 6:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience
Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience
Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 9:** Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 15:** Woman Grades Taught: 4-7 13+ Years of Experience
	Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 14:** Woman Grades Taught: K-3 1-3 Years of Experience	
	Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience		

Drawing from the data, it is evident that women experienced more frequent Emotional Exhaustion (EE) compared to men. Men participants experienced EE a “few times a month” to “once a week”, whereas women were experiencing it a “few times a week” to “daily”. Both men and women experienced Emotional Exhaustion, which is also expressed in research from Jamaludin and You (2019), but the data collected shows that women experienced EE more often than men, which is consistent with findings from Saloviita & Pakarinen (2021). Educators with more teaching experience (13+ years) had experienced EE more frequently than educators at the start or middle of their careers, which is inconsistent as discussed in the literature review which states that less experienced teachers are more susceptible to burnout, more specifically called “early-career burnout” (Cherniss, 1980 as cited in van Horn et al., 1997, p. 373). However, the data collected is consistent with the theory of the “bottleneck period” where educators with 11-15 years of experience start to

increase in emotional exhaustion (Jiahui, 2021, p. 6). The majority of educators that had 1-3 years experience teaching fell in the “few times a month” to “once a week” column, which when comparing it to those that experience it “daily”, it does not seem like a lot, however, it still impacts educators and their abilities to be successful teachers and can contribute to burnout. Looking at grades taught, it is hard to determine if it had a significant impact on EE because the participants that fell under the “daily” category have taught in all grades from K-12. Literature states that educators that teach upper grades are more susceptible to experiencing burnout, however with this data collected it can not be correlated.

Depersonalization

Depersonalization (DP) is the second stage to burnout, which is when educators no longer have positive feelings towards their students and colleagues, and exhibit negative talk and attitudes towards them (Farshi & Omranzadeh, 2014, p. 129; Jamaludin & You, 2019, p. 1; Maslach et al., 2018, p. 31). When educators start to experience aspects of burnout such as Depersonalization, this can affect relationships between teacher and student, and between teacher and teacher. Not having positive relationships can cause strain in the workplace and lead to greater feelings of burnout. By including an analysis of Depersonalization in this study, we can determine which participants experience DP in relation to their demographics, and how we can find supports and strategies to help educators lessen DP and minimize burnout.

Referring to the Depersonalization (DP) column in Table 2, it is shown that two subjects have never experienced DP, five subjects experienced DP a few times a year, three subjects experienced DP once a month or less, one subject experienced DP a few times a month, two subjects have experienced DP once a week, and the remaining two subjects experienced DP a few times a week. Table 2b outlines where participants are on the 7-point Likert scale for Depersonalization.

Table 2b

Never	Few Times a Year or Less	Once a Month or Less	Few Times a Month	Once a Week	Few Times a Week
Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 6:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience
Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 11:** Woman Grades Taught: 4-7 1-3 Years of Experience		**Subject 14:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience
	Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience			
	Subject 7: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience				
	Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience				

Looking at the data, it shows that women have experienced more frequent bouts of Depersonalization (DP) then men, which is inconsistent with the literature. Studies conducted by Salvoiita & Pakarinen (2021) and Lau et al., (2005, as cited in Salvoiita & Pakarinen 2021) found that men experienced higher levels of depersonalization (p. 11). For both years of experience and grades taught, all participants were across the scale and there is no

definitive answer if these two factors can impact DP leading to burnout in educators by utilizing this sample of subjects.

Personal Accomplishment

Personal Accomplishment (PA) is the last stage of burnout, which are the feelings of competence and successful achievement in one's work with their students. When educators experience a lack of personal accomplishment in their work, this is when burnout can occur. Farshi & Omranzadeh (2014) defines personal accomplishment as "the sense of personal achievement that is accomplished by self-esteem [and] it is inversely related to burnout" (p. 129). Having negative experiences, little to no success or sense of accomplishment can be detrimental to self-esteem, confidence and self-efficacy of an educator. It is important to acknowledge and consider these personal components to ensure success as an educator and reducing the risk of burnout. The more positive experiences and successful achievements educators have, the less likely they are to experience burnout. By including an analysis of Personal Accomplishment in this study, we can determine which participants experience Personal Accomplishment in their job and how it relates to their demographics, and what connections we can find between those demographics and burnout.

Looking at the Personal Accomplishment (PA) column in Table 2, it is shown that one subject experienced PA once a month or less, six subjects experienced PA a few times a month, six subjects experienced PA once a week, one subject experienced PA a few times a week, and the remaining one subject experienced PA daily. Table 2c outlines where participants are on the 7-point Likert scale for Personal Accomplishment.

Table 2c

Once a Month or Less	Few Times a Month	Once a Week	A Few Times a Week	Daily
Subject 10: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 14:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 13:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience
	Subject 2: Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience		
	Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 6:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience		
	Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience		
	Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 11:** Woman Grades Taught: 4-7 1-3 Years of Experience		
	Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience		

Analyzing the data, both men participants stated they experienced Personal Accomplishment (PA) only a "few times a month,' whereas the majority of women participants experienced PA between a "few times a month" and "daily". This shows that

women have a higher level of PA than men, resulting in the men participants to have a higher chance of experiencing burnout due to their lack of PA in teaching. This, however, was not consistent with findings drawn from research, as numerous studies concluded that men have higher PA than women in the teaching profession (Redondo-Flórez et al., 2020, p. 3). For both years of experience and grades taught, all participants were across the scale and there is no definitive answer if these two factors can impact PA leading to burnout in educators by utilizing this sample of subjects.

Areas of Worklife Survey

The Areas of Worklife Survey (ASW) is utilized to assess the "what" in the work environment that may contribute to burnout by measuring six factors. The purpose of using the AWS in this study is to determine the factors (areas) in worklife that relate the most to burnout in rural educators and what could be done in those areas to minimize burnout and move forward in positive ways.

The AWS component of the survey asked participants to answer questions related to six areas of their worklife: workload, control, reward, community, fairness, values, and use a 5-point Likert scale with 1-Strongly Disagree, 2-Disagree, 3-Hard to Decide, 4-Agree, and 5-Strongly Agree. When analyzing the results of the 15 participants, it is important to remember that the "meanings and relationships of the six areas of worklife differ and it is not possible to combine them into one overall score" (Leiter & Maslach, 2011, p. 11). When scoring the AWS, the positively worded questions stay the same, whereas the negatively worded questions are reversed which is indicated by an R. The score of each area defines a job-person match. A 1 represents a strong mismatch between the person and their job, whereas a 5 represents a strong match between the person and their job (Leiter & Maslach, 2011, p. 11).

The following formulas take the sums then average for each area of worklife. Important to note: R= Reverse Scoring- (5=1, 4=2, 3=3, 2=4, 1=5)

Workload: Average of 1R, 2R, 3R, 4, 5

Control: Average of 6, 7, 8, 9

Reward: Average of 10, 11, 12R, 13R

Community: Average of 14, 15, 16, 17, 18R

Fairness: Average of 19, 20, 21, 22, 23R, 24R

Values: Average of 25, 26, 27, 28

Table 3 outlines the scores for each area of worklife: workload, control, reward, community, fairness and values. Scores (totals) closer to 1 represent a strong mismatch between the person and work, and a 5 represents a strong match between the person and work. The number in parentheses is the value rounded to the nearest whole number to allow for a better interpretation of the mismatch or match.

Table 3

Subject	Workload	Control	Reward	Community	Fairness	Values
1	5R,4R,4R,2,1	2,2,2,2	1,2,4R,4R	2,2,2,2,2R	3,3,2,3,3R,3R	2,3,2,2
	1,2,2,2,1	2,2,2,2	1,2,2,2	2,2,2,2,4	3,3,2,3,3,3	2,3,2,2
	8/5	8/4	7/4	12/5	17/6	9/4
Total:	1.6 (2)	2 (2)	1.75 (2)	2.4 (2)	2.83 (3)	2.25 (2)
2	2R,4R,4R,5,2	4,4,4,4	4,4,4R,2R	2,4,4,4,4R	3,2,5,3,4R,5R	4,4,5,4
	4,2,2,5,2	4,4,4,4	4,4,2,4	2,4,4,4,2	3,2,5,3,2,1	4,4,5,4
	15/5	16/4	14/4	16/5	16/6	17/4
Total:	3 (2)	4 (4)	3.5 (4)	3.2 (3)	2.67 (3)	4.25 (4)
3	4R,4R,4R,2,1	3,3,4,4	4,4,2R,2R	4,2,3,3,3R	3,3,3,2,2R,3R	4,3,4,3
	2,2,2,2,1	3,3,4,4	4,4,4,4	4,2,3,3,3	3,3,3,2,4,3	4,3,4,3
	9/5	14/4	16/4	15/5	18/6	14/4
Total:	1.8 (2)	3.5 (4)	4 (4)	3 (3)	3 (3)	3.5 (4)
4	5R,4R,4R,2,2	4,2,4,3	2,4,5R,2R	1,4,2,1,3R	1,1,1,3,3R,4R	4,3,4,4
	1,2,2,2,2	4,2,4,3	2,3,1,4	1,4,2,1,3	1,1,1,3,3,2	4,3,4,4
	9/5	13/4	10/4	11/5	11/6	15/4
Total:	1.8 (2)	3.25 (3)	2.5 (3)	2.2 (3)	1.83 (2)	3.75 (4)
5	4R,4R,4R,2,4	4,3,4,3	3,2,4R,4R	4,3,2,1,4R	4,4,4,2,4R,5R	3,2,3,2
	2,2,2,2,4	4,3,4,3	3,2,2,2	4,3,2,1,2	4,4,4,2,2,1	3,2,3,2
	12/5	14/4	9/4	12/5	17/6	10/4
Total:	2.4 (2)	3.5 (4)	2.25 (2)	2.4 (2)	2.83 (3)	2.5 (3)
6	5R,5R,5R,1,3	1,1,1,1	1,2,4R,4R	4,5,5,5,2R	4,2,1,1,5R,5R	1,1,1,1
	1,1,1,1,3	1,1,1,1	1,2,2,2	4,5,5,5,4	4,2,1,1,1,1	1,1,1,1
	7/5	4/4	7/4	23/5	10/6	4/4
Total:	1.4 (1)	1 (1)	1.75 (2)	4.6 (5)	1.67 (2)	1 (1)
7	5R,4R,4R,2,2	3,4,3,2	4,4,3R,4R	2,3,3,3,2R	2,2,4,2,3R,4R	3,2,2,3
	1,2,2,2,2	3,4,3,2	4,4,3,2	2,3,3,3,4	2,2,4,2,3,2	3,2,2,3
	9/5	12/4	13/4	15/5	15/6	10/4
Total:	1.8 (2)	3 (3)	3.25 (3)	3 (3)	2.5 (3)	2.5 (3)
8	4R,4R,4R,3,2	3,3,3,3	4,3,3R,4R	2,3,4,2,4R	2,2,3,2,4R,4R	1,4,3,2
	2,2,2,3,2	3,3,3,3	4,3,3,2	2,3,4,2,2	2,2,3,2,2,2	1,4,3,2
	11/4	12/4	12/4	13/5	13/6	10/4
Total:	2.75 (3)	3 (3)	3 (3)	2.6 (3)	2.17 (2)	2.5 (3)
9	4R,4R,4R,2,2	2,4,2,2	2,2,4R,4R	2,1,2,1,5R	3,2,2,2,4R,3R	2,2,2,1
	2,2,2,2,2	2,4,2,2	2,2,2,2	2,1,2,1,1	3,2,2,2,2,3	2,2,2,1
	10/5	10/4	8/4	7/5	14/6	7/4
Total:	2 (2)	2.5 (3)	2 (2)	1.4 (2)	2.33 (2)	1.75 (2)
10	4R,3R,4R,2,1	4,3,4,2	4,3,4R,5R	4,5,5,5,1R	4,3,3,5,1R,1R	4,3,4,3
	2,3,2,2,1	4,3,4,2	4,3,2,1	4,5,5,5,5	4,3,3,5,5,5	4,3,4,3
	10/5	13/4	10/4	24/5	25/6	14/5
Total:	2 (2)	3.25 (3)	2.5 (3)	4.8 (5)	4.17 (4)	2.8 (3)
11	2R,4R,4R,2,2	4,2,4,2	4,4,2R,2R	2,4,4,3,2R	1,1,2,2,4R,4R	3,4,3,3
	4,2,2,2,2	4,2,4,2	2,2,4,4	2,4,4,3,4	1,1,2,2,2,2	3,4,3,3
	12/5	12/4	12/4	17/5	10/6	13/4
Total:	2.4 (2)	3 (3)	3 (3)	3.4 (3)	1.67 (2)	3.25 (3)
12	4R,4R,4R,3,1	3,3,3,3	2,3,4R,3R	4,4,4,4,1R	3,3,2,4,4R,2R	4,4,3,3
	2,2,2,3,1	3,3,3,3	2,3,2,3	4,4,4,4,5	3,3,2,4,2,4	4,4,3,3

	10/5	12/4	10/4	21/5	18/6	14/4
Total:	2 (2)	3 (3)	2.5 (3)	4.2 (4)	3 (3)	3.5 (4)
13	4R,5R,4R,2,2	2,4,3,3	4,4,2R,2R	3,4,4,3,3R	4,2,3,2,2R,2R	4,4,4,4
	2,1,2,2,2	2,4,3,3	4,4,4,4	3,4,4,3,3	4,2,3,2,4,4	4,4,4,4
	7/5	12/4	16/4	17/5	19/6	16/4
Total:	1.4 (1)	3 (3)	4 (4)	3.4 (3)	3.17 (3)	4 (4)
14	4R,4R,4R,2,1	4,3,4,4	4,3,4R,4R	2,4,3,2,4R	2,3,2,2,4R,2R	4,4,3,3
	2,2,2,2,1	4,3,4,4	4,3,2,2	2,4,3,2,2	2,3,2,2,2,4	4,4,3,3,
	9/5	15/4	11/4	13/5	15/6	14/4
Total:	1.8 (2)	3.75 (4)	2.75 (3)	2.6 (3)	2.5 (3)	3.5 (4)
15	4R,5R,5R,2,1	2,2,1,2	1,2,4R,4R	3,3,2,2,5R	2,1,2,1,4R,4R	3,5,2,1
	2,1,1,2,1	2,2,1,2	1,2,2,2,	3,3,2,2,1	2,1,2,1,2,2	3,5,2,1
	7/5	7/4	7/4	11/5	10/6	11/5
Total:	1.4 (1)	1.75 (2)	1.75 (2)	2.2 (2)	1.67 (2)	2.2 (2)

Workload

Workload is the first factor to consider in relation to burnout. It is defined as the amount of work completed in a given time and shows the extent to which work impacts the personal and social life of an individual, along with the physical and intellectual burden of the job. It is important to look at workload demands on educators, as this can determine if a person could experience burnout. The bigger the workload and demands on an individual, the more likely burnout will occur, however if workload is manageable then this allows educators to use their skills and knowledge more effectively in their job (Leiter & Maslach, 2011, p. 4; *Maslach Burnout Toolkit for Educators*, 2018).

Analyzing the Workload column of Table 3, three subjects have a “strong mismatch” to teaching, 11 subjects have a “mismatch” to teaching, and one subject falls in the “middle” where it is neither a mismatch nor a match to teaching. Table 3a outlines where participants (subjects) are on the 5-point Likert scale for Workload and how it relates to a mismatch or match.

Table 3a

Strong Mismatch	Mismatch	Middle
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience
Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience
Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	
	Subject 5: Woman Grades Taught: K-3 4-6 Years of Experience	
	Subject 7: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	
	Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	
	Subject 10: Woman Grades Taught: K-3 4-6 Years of Experience	
	Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience	
	Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	
	Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience	

From looking at the data collected, it is evident that workload has less of an impact on men than women. Even though it still affects both genders, the women participants had negative interactions with the workload, where their relationship between them and their job was considered a "strong mismatch" or a "mismatch". For both years of experience and grades taught, all participants were across the scale, but the majority fell under the "mismatch" column. Participants who taught in the K-3 range fell in the "strong mismatch" and "mismatch" columns, whereas some teachers in upper grades fell in the "middle" column. We can determine that the K-3 grade range can have some correlation with workload and be a leading factor to burnout, which is inconsistent with previous finding that stated teachers in upper grades are more susceptible to burnout. With these results, it is hard to determine if these two factors; grade range and year of experience, can have a correlation with workload leading to burnout in educators by utilizing this sample of subjects.

Control

Control is the second factor in the AWS. Control is the opportunity to make choices and decisions, to solve problems, and contribute to the fulfilment of responsibilities. However, control is put in question when there is role conflict. "Role conflict suggests control problems in the organization… [and] role conflict is a major contributor to exhaustion" (Leiter & Maslach, 1999, p. 477), and exhaustion can lead to burnout. As stated by Leiter & Maslach (2004), "when people have more control in their work, their actions are more freely chosen – and this can lead to greater satisfaction with the job" (p. 97). With more control in one's job, this can lead to overall satisfaction, reduce exhaustion and minimized burnout. It is important to look at and understand the impact control has on educators to determine changes to ensure a reduced risk of burnout.

Looking at the Control column of Table 3, one participant has a "strong mismatch" to teaching, two participants have a "mismatch" to teaching, eight participants fall in the "middle" where it is neither a mismatch nor a match to teaching, and four participants have a match to teaching. Table 3b outlines where participants are on the 5-point Likert scale for Control and how it relates to a mismatch or match.

Table 3b

Strong Mismatch	Mismatch	Middle	Match
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience
	Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience
		Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience
		Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 11:** Woman Grades Taught: 4-7 1-3 Years of Experience
		Subject 10: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 14:** Woman Grades Taught: K-3 1-3 Years of Experience
		Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	
		Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	

Reviewing the data, the majority of the participants felt they fell in the “middle” of the “mismatch” to “match” scale for control. All men and almost all women were either “middle” or a “match” with their work. All but one early career educator (1-3 years of experience) and all the grade ranges taught also landed in “middle” or a “match”. It is evident

that with this sample size, that control was not a significant factor in burnout to the participants.

Reward

Reward is the third factor related to AWS. Rewards are the recognition one receives from their contribution to the job, which can be monetary, social, and intrinsic (Leiter & Maslach, 2004, p. 97). Having a lack of recognition can lead to negative feelings about oneself and the job that is being done, resulting is being more vulnerable to burnout. With support and positive reinforcement in the workplace, this can help people with their health and well-being (Leiter & Maslach, 2011, p. 6; *Maslach Burnout Toolkit for Educators*, 2018). It is important to consider the impact rewards play in an educator's life and the benefits of recognition, support and positive reinforcement in relation to burnout.

Referring to the Reward column of Table 3, five subjects have a "mismatch" to teaching, seven subjects fall in the "middle" where it is neither a mismatch nor a match to teaching, and four subjects has a "match" to teaching. Table 3c outlines where participants are on the 5-point Likert scale for Rewards and how it relates to a mismatch or match.

Table 3c

Mismatch	Middle	Match
Subject 1: Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience
Subject 5: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 13:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience
Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience	
Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 11:** Woman Grades Taught: 4-7 1-3 Years of Experience	
	Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	
	Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience	

Looking at the table, almost all participants fell in the “middle” or “mismatch” columns for gender, years of experience, and grade ranges taught, that there is a potential correlation between rewards and burnout amongst these participants. Participants with 13+ years of experience all landed in the “mismatch” column, so we can determine that for those participants, the rewards they were receiving were not adequate or they were not receiving any form of rewards while engaging in their job, resulting in a mismatch between person and work. However, because the majority of participants fell under the “middle” column, it can

also be noted that rewards do not really play a significant role in the person work relationship that can lead to determining burnout amongst this sample of rural educators.

Community

Community is the next factor, and it refers to the relationships and quality of these relationships in a work setting. “People thrive in community and function best when they share praise, comfort, happiness and humor with people they like and respect” (Leither & Maslach, 2004, p. 98). With community comes support, and this support can help minimize aspects of burnout. It is important to recognize the benefits of community and the impact it can have on individuals and their feeling and actions towards their job. Without community it can be difficult to feel a sense of belonging, acceptance and appreciation, which can lead to negative feelings and potentially burnout.

Analyzing the Community column of Table 3, four subjects have a “mismatch” to teaching, eight subjects fall in the “middle” where it is neither a mismatch nor a match to teaching, one subject has a “match” to teaching, and two subjects have a “strong match” to teaching. Table 3d outlines where participants are on the 5-point Likert scale for Community and how it relates to a mismatch or match.

Table 3d

Strong Mismatch	Mismatch	Middle	Match	Strong Match
Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	**Subject 6:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience
	Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience		**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience
	Subject 5: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience		
	Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience		
		Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience		
		Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience		
		Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience		

Reviewing the data, almost all participants fell in the "middle" or lower end towards the "strong mismatch" to "mismatch" columns for gender, years of experience, and grade ranges taught. Both men participants fell in the "middle" category so we can determine that community does not play a significant role for these participants in leading to burnout. However, because the majority of participants fell under the "middle" column, it can also be noted that community does not play a significant role in the person work relationship that can lead to determining burnout for this sample size of rural educators.

Fairness

Fairness is the next factor to AWS, and it is looked at as the consistent and equitable rules for everyone in the organization. Leiter & Maslach (2004) state that "unfairness can occur when there is inequality of workload or pay… or when evaluations and promotions are handled inappropriately" (p. 98-99). When unfairness happens in the workplace, this can cause stress, negative feelings and strain on work relationships, which can lead to burnout. It is important to consider the importance of fairness in the workplace, and when the work environment is fair and supportive, educators can be less susceptible to burnout (Leiter & Maslach, 2011, p. 7; *Maslach Burnout Toolkit for Educators*, 2018).

Looking at the Fairness column of Table 3, six subjects have a "mismatch" to teaching, eight subjects fall in the "middle" where it is neither a mismatch nor a match to teaching, and one subject has a "match" to teaching. Table 3e outlines where participants are on the 5-point Likert scale for Fairness and how it relates to a mismatch or match.

Table 3e

Mismatch	Middle	Match
Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	
Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	
Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience	
Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	
Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	
	Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	
	Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience	

Looking at the results, almost all participants fell in the “middle” or “mismatch” columns for gender, years of experience, and grade ranges taught, that there is a potential correlation between fairness and burnout amongst these participants. Participants with 13+

years of experience are in the “mismatch” category so we can determine that for these participants there is a negative interaction within the work environment, such as injustice and lack of respect, resulting in a poor person to work relationship. However, because the majority of participants fell under the “middle” column, it can be noted that fairness does not always play a significant role in the person work relationship that can lead to determining burnout.

Values

The last factor to AWS is values. Values are what matters to a person in their work, and how there can be consistency between personal values and the values of the organization. A person can be constrained by their job to do things that goes against their personal values, or in contrast the personal values of a person do not match the values of the organization. Either way, conflict can arise, leading to aspects of burnout. Having a job that aligns with one’s values can help people develop better connections within their workplace and feel more positive with the work they do. It is important to acknowledge the importance of values in the workplace, and if values do not align then this can cause stress and strain, leading to burnout.

Referring to the Values column of Table 3, one subject has a “strong mismatch” to teaching, three subjects have a “mismatch” to teaching, five subjects fall in the “middle” where it is neither a mismatch nor a match to teaching, and six subjects have a “match” to teaching. Table 3f outlines where participants are on the 5-point Likert scale for Values and how it relates to a mismatch or match.

Table 3f

Strong Mismatch	Mismatch	Middle	Match
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience
	Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience
	Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience
		Subject 10: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience
		Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience	**Subject 13:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience
			Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience

Analyzing the data collected, almost all participants fell in the “middle” or “match” column for gender, years of experience and grade ranges taught. Educators with 13+ years of experience fell under the “strong mismatch” and “mismatch” columns, that we can determine for these participants their values do not align with the school/district they are teaching in, which is resulting in a poor person to work relationship, which can lead to burnout. However, the majority of participants fell under the “match” column, so we can determine from this sample size that the values of their school/district aligned with their personal values. This

shows that there is a weak correlation between values and burnout with this group of participants.

Maslach Burnout Inventory For Educators & Areas of Worklife Survey

After looking at the separate components of the Maslach Burnout Inventory (Emotional Exhaustion, Depersonalization, and Personal Accomplishment) and the Areas of Worklife (Workload, Control, Reward, Community, Fairness, Values) in relation to the data collected, it can be beneficial to look at both as a comprehensive piece in connection to the participants. Leiter and Maslach (2004, as cited in Mojsa-Kaja et al., 2015) states that "burnout stems from chronic mismatches between people and their work setting in terms of some or all of the six areas… and this relationship with his or her job is a continuum between the negative experience of burnout and the positive experience of engagement" (p. 104). Components of the AWS can influence feelings of burnout related to Emotional Exhaustion, Depersonalization, and Personal Accomplishment. When analyzing the data, it is important to remember that scores need to be evaluated separately and cannot be combined and interpreted as a collective burnout score (Maslach et al., 2018, p. 35). Each component of the MBI-ES and AWS will be looked at in relation to the participants and their demographic information. This will allow us to see the larger picture of factors that are leading to potential burnout and can help us narrow down specific areas to support educators moving forward to minimize burnout. Table 4 outlines the demographic information of each subject, where they scored on the MBI-ES and where they ranged for the AWS.

Table 4

Subjects	MBI-ES			AWS					
	EE	DP	PA	Workload	Control	Rewards	Community	Fairness	Values
Subject 1: Woman Grades Taught: K-3 1-3 Years of Experience	Once a Week	Once a Month or Less	Few Times a Month	Mismatch	Mismatch	Mismatch	Mismatch	Middle	Mismatch
Subject 2: Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	Few Times a Month	Few Times a Year or Less	Few Times a Month	Middle	Match	Match	Middle	Middle	Match
Subject 3: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	Once a Week	Few Times a Year or Less	Once a Week	Mismatch	Match	Match	Middle	Middle	Match
Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	Once a Week	Few Times a Year or Less	Few Times a Month	Mismatch	Middle	Middle	Mismatch	Mismatch	Match
Subject 5: Woman	Few Times a Week	Once a Week	Once a Week	Mismatch	Match	Mismatch	Mismatch	Middle	Middle

Grades Taught: K-3 4-6 Years of Experience									
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	Daily	Few Times a Week	Once a Week	Strong Mismatch	Strong Mismatch	Mismatch	Strong Match	Mismatch	Strong Mismatch
Subject 7: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	Few Times a Week	Few Times a Year or Less	Once a Week	Mismatch	Middle	Middle	Middle	Middle	Middle
Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	Once a Week	Few Times a Month	Few Times a Month	Middle	Middle	Middle	Middle	Mismatch	Middle
Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	Few Times a Week	Few Times a Year or Less	Few Times a Month	Mismatch	Middle	Mismatch	Strong Mismatch	Mismatch	Mismatch
Subject 10: Woman	Daily	Few Times a Week	Once a Month or Less	Mismatch	Middle	Middle	Strong Match	Match	Middle

Grades Taught: K-3 4-6 Years of Experience									
Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience	Once a Week	Once a Month or Less	Once a Week	Mismatch	Match	Middle	Middle	Mismatch	Middle
Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	Few Times a Month	Once a Month or Less	Once a Week	Mismatch	Middle	Middle	Middle	Middle	Match
Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	Few Times a Month	Never	Daily	Strong Mismatch	Middle	Match	Middle	Middle	Match
Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience	Few Times a Week	Once a Week	A Few Times a Week	Mismatch	Match	Middle	Middle	Middle	Match
Subject 15: Woman	Daily	Never	Few Times a Month	Strong Mismatch	Mismatch	Mismatch	Mismatch	Mismatch	Mismatch

Grades Taught: 4-7 13+ Years of Experience									

After looking at all the data, it is noted that Emotional Exhaustion, Depersonalization, and Personal Accomplishment are important factors to consider in burnout. Identifying and managing these aspects will be important to move forward with health and wellness of rural educators. The six domains of worklife: Workload, Control, Reward, Community, Fairness, and Values are also important to consider and how they can both negatively and positively impact an individual in their personal health and wellness. Through this research, it is evident that there needs to be more ways to support rural educators that are experiencing aspects of burnout, and ways to continue to assist educators in their careers to ensure they do not experience aspects of burnout.

Chapter 5: Discussion

Social Supports & Coping Strategies

Burnout can be detrimental to educators. There are many factors that can contribute to burnout in an educational setting, such as those highlighted in the Areas of Worklife Survey: workload, control, rewards, community, fairness, and values. These factors, along with the others discussed in this paper: geographical location, gender, years of teaching experience, teaching level, stress, self-concepts, self-efficacy, job satisfaction, job demands, mentalizing, and absenteeism and turnover, can impact emotional exhaustion, depersonalization, and personal accomplishment of the individual, leading to burnout.

Even though the above factors can contribute to burnout, if used appropriately in an educational setting, they can help rural educators thrive and move forward in positive ways with their careers and personal health and wellness. If workload and task demand is manageable then educators will be able to focus and prioritize their work accordingly, potentially reducing emotional exhaustion. If rural educators felt they had control over what and how they taught in the classroom, feelings of depersonalization may be lower and feelings of personal accomplishment may be higher. If educators have adequate rewards through positive feedback, encouragement and praise then personal accomplishment may be higher for these individuals. If educators had a sense of community in their educational setting then feelings of depersonalization may be lower. Lastly, if rural educators and their educational setting's views on fairness and values aligned, then there would be a greater sense of belonging as an educator and the career they chose. The Areas of Worklife Survey factors greatly contribute to the negative and positive feelings and experiences as an educator. In order for rural educators to thrive in their career, move forward in positive ways for their health and wellness, and ultimately not experience aspects of burnout, it is important to consider the impact workload, control, reward, community, fairness, and values play on an individual and their profession, and their role in emotional exhaustion, depersonalization and personal accomplishment, all key components of burnout. Taking a look at these factors can also show what needs to be done at various levels as: educators, administrators, other education officials. The following section explores support and strategies for rural educators

who may be experiencing burnout or ways to prevent experiencing aspects of burnout in the future.

Social supports and coping strategies are two ways to mediate aspects of burnout in educators. Mahmoodi-Shahrebabaki (2019) stated that "considering the detrimental effects teacher burnout can have on educational quality and effectiveness, prevention and management of teacher burnout are imperative" (p. 5). Tan (2021) conducted a study between work burnout and social supports of rural middle school teaches in Shaoguan and utilized the Social Support Rating Scale and found three types of supports that were beneficial to educators experiencing burnout, and "the higher the level of teachers' social support, the lighter the work burnout" (Xiaoning, 2005, as cited in Tan, 2021, p. 595). The first is objective support, which is defined as visible or actual support, such as through materials, social networks and group relationships (Tan, 2021, p. 594). The second is subjective support, which is considered emotional support, and the feelings of being respected, valued, encouraged and understood (Tan, p. 594&595). Lastly, "utilization of support refers to how a person uses support from all aspects of society and what level of social support is used" (Tan, p. 596). Furthermore, Tan (2021) states that "if a teacher has been subjectively experiencing understanding, respect and care given by friends, colleagues and relatives in their work, they will experience fewer symptoms of burnout" (p. 595). In addition, Sarason, Sarason, & Gurung (1997, as cited in López et al., 2010) concluded that social support by friends and peers was a main influence against occupational malaise (p. 117).

Mahmoodi-Shahrebabaki (2019) states that burnout is a process and not a single occurrence (p. 5). Teaching can be stressful and over time, aspects of burnout can build up, eventually leading to burnout. Efforts need to be made to control burnout, and by equipping teachers with coping strategies, this can help reduce burnout and increase overall wellness (p. 5). Mahmoodi-Shahrebabaki's research findings determined a list of strategies below that could be effective to educators on an individual level to help reduce burnout (Chang, 2008; Schaufeli et al., 2009; Larrivee, 2012; Durr et al., 2014; Herman et al., 2018, as cited in Mahmoodi-Shahrebabaki, 2019, p. 5-6).

The researchers determined the importance of keeping a stable relationship with colleagues and administrators and being able to have frequent job-related conversations

(Mahmoodi-Shahrebabaki, p. 5). Having these consistent interactions can allow for less stress and tension in the workplace, more openness and support, and overall satisfaction in the workplace. If there is too much dissatisfaction, such as lack of support, unreasonable demands, and lack of positive relationships, this can lead to aspects of burnout. In contrast, support from coworkers such as colleagues and administrators are also related to feelings of personal accomplishments, and this sense of community can minimize negative feelings towards jobs and reducing aspects of burnout (Leiter & Maslach, 2011, p. 6; *Maslach Burnout Toolkit for Educators*, 2018; Smetackova et al., 2019). Establishing and maintaining relationships and conversation with colleagues and administrators is a good coping strategy to reduce aspects of burnout and increase personal health and wellness moving forward in the profession.

Another strategy can be finding a balance between professional and personal time (Mahmoodi-Shahrebabaki, p. 5). By prioritizing work demands, tasks and responsibilities, this can allow for educators to keep work at work and minimize stress and aspects of burnout educators bring home with them. By not prioritize workload and managing time, or not doing it sufficiently, this can impact the personal and social life of the educator (Leiter & Maslach, 2011, p. 4; *Maslach Burnout Toolkit for Educators*, 2018). Being able to have a balance between professional and personal time, can increase job satisfaction, personal accomplishment, and lower the strain of emotional exhaustion and depersonalization, ultimately leading to more health and wellness.

Other strategies to utilize to help increase health and wellness and minimize burnout, could be to seek assistance from counselors or other professionals to support educators with their professional challenges or any personal issues that are stemmed from work related factors (Mahmoodi-Shahrebabaki, p. 5). Speaking to professionals can allow educators to find ways to mitigate problems and move forward in developing and "practicing a healthier lifestyle, which could include exercise, meditation, relaxation, and proper nutrition" (p. 5). It is important to develop healthy habits and to encourage these positive lifestyle choices, which can help to have outlets after work to minimize stress and aspects of burnout.

There are many strategies that educators can use to help improve their health and wellness in their profession, and overall reduce burnout. Mahmoodi-Shahrebabaki (2019)

outlined the strategies of: having and maintaining relationships and conversations with colleagues and administrators, finding a balance between professional and personal time, and being able to prioritize work demands accordingly to maintain this balance, reaching out to counselors to discuss professional and/or personal challenges and find supports and guidance, and lastly, developing and practicing healthy lifestyle choices and habits to improve wellness and overall physical, mental and emotional health.

Chapter 6: Limitations

While doing research and conducting the study, it was evident the gaps and lack of elaboration in some areas of this paper. The following limitations are noted from the study and what could have been done differently to minimize these gaps and lack of elaborations.

The overall sample size of the study conducted was quite small of 15 participants. A larger sample size could have yielded more results, there could have been a more definitive answers and stronger correlations when comparing demographics to aspects and factors of the MBI-ES and AWS. The proportion of men participants to women participants was very low. Out of the 15 participants, two were men and 13 were women. By only having two men participants, this did not give an accurate representation of burnout in men who are rural educators. It gave us a general idea of some potential correlations between demographics and burnout, but with more men participants, this could have created stronger connections between the study and literature.

Another limitation to this paper was there was lack of available literature based on rural educators and burnout. A lot of literature talked about educators in a general sense in relation to burnout, and aspects and factors associated with burnout. Even though this information is valuable and beneficial to getting a deeper understanding of burnout, with more literature that specified rural educators and burnout, this could have allowed more elaboration to the demographics focused on. In addition to this, finding literature that was specific to British Columbia was challenging, where much of the literature came from areas in Asia, Europe, and the United States of America. Acquiring literature that was based in BC and used participants with experience teaching in BC would have allowed for a better connection between the sample study participants and the location in which they teach. Furthermore, by having more literature specific to rural areas and British Columbia, this could have allowed for more comprehensive lists and ways to improve and increase health and wellness for educators teaching in that geographical location.

These limitations highlighted are important to consider moving forward. With more information and literature specific to this study, more correlations and connections could be determined, allowing further research to be conducted on rural educators and burnout.

Chapter 7: Future Research

There are many possibilities for future research in terms of rural educators and burnout. Conducting research on one specific demographic: gender, grade ranges, years of experience, or grades taught, in connection to burnout, can help researchers get a better understanding of how these factors impact educators in a rural setting and their experiences with aspects of burnout. Furthermore, looking into specific literature review topics and other key terms associated with burnout, such as: stress, self-concepts, self-efficacy, job satisfaction, job demands, mentalizing, teacher absenteeism and turnover, retention and isolation would help educators, administrators, and others in the education field see how impactful and influential they can be on the health and wellness of an individual. By delving deeper into each demographic, topic and other key terms, this can open up more opportunities for research and what can be done for educators to reduce aspects of burnout and increase and improve health and wellness for individuals in the profession.

This paper only gives a small glimpse into what educators could and should do on an individual level to help minimize burnout and increase personal health and wellness, however, this also allows for those in higher positions, such as administrators and government education officials to see the impacts burnout has on educators and what needs to be done moving forward. The goal of this paper was to open the eyes of others to the impact of burnout on educators and how important it is to find ways to mediate burnout to improve the quality of life of current and future educators. Moving forward, this paper could be a starting point to having conversations and questioning what is currently going on, and what needs to be done.

Chapter 8: Conclusion

The purpose of this thesis was to determine factors that contribute to burnout in a rural educational setting, and ways we can mediate aspects of burnout and improve wellness amongst rural educators. The study highlighted four demographics: geographical location, gender, years of teaching experience, and teaching level for the basis of the research. The Maslach Burnout Toolkit was utilized to allow for a deeper understanding of burnout and the three dimensions: Emotional Exhaustion, Depersonalization, and six domains: Personal Accomplishment, Workload, Control, Reward, Community, Fairness, and Values associated with burnout. Research also looked at factors that could lead to burnout, including: stress, self-concepts, self-efficacy, job satisfaction, job demands, metalizing, and absenteeism and teacher turnover. Taking all of this into consideration, research found correlations between the 15 participants and aspects of burnout. In terms of Emotional Exhaustion (EE), women experience more EE than men, and educators with 11-15 years of teaching experience can start to have increased emotional exhaustion. With Depersonalization (DP), it was noted that women experienced more frequent bouts of depersonalization than men, and for Personal Accomplishment (PA), it was determined that women have a higher level of personal accomplishment than men. In terms of Workload, there is some correlation between the K-3 grade range and workload in leading to burnout. For Control and Community, it was determined that neither played a significant factor in burnout with the group of participants. Looking at Reward, participants with 13+ years of teaching experience all landed in the "mismatch" category, so we can determine that those participants either did not receive any form of reward or it was not adequate resulting in a negative person to work relationship. In terms of Fairness, participants with 13+ years of experience all landed in the "mismatch" category, so we can conclude these participants have not had, or have had lack of positive interactions in the workplace. Lastly, for Values it was noted that participants with 13+ years of experience fell in in the "mismatch" or lower category, highlighting that their values do not align with the respective school/district.

With all this data collected, there are some strong correlations between the four demographics and the factors associated with burnout. Research then looked at social support and coping strategies to help minimize burnout and improve and increase health and wellness. The social supports that were highlighted were: objective support which is the

visible support through materials and programs, and subjective support which is the emotional support through feelings of being understood and respected. Coping strategies that were noted as beneficial were: having and maintaining relationships and conversations with colleagues and administrators, finding balance between professional and personal time, prioritizing work demands to maintain a healthy work-life balance, reaching out counselors to get support and guidance with professional and personal challenges, and developing and maintaining healthy lifestyle choices and habits.

Looking at all the data and research as a comprehensive piece, it is evident that there were limitations to the study. The overall sample size was small and the proportion of men to women participants was low. A bigger sample size and a more men participants could have given a better representation of burnout. The lack of literature specific to rural educators and British Columbia only gave us a general sense of burnout in educators. By having more specific literature this could have allowed for better connections to the sample study participants and the location in which they teach, in addition to developing a more comprehensive list of ways to improve and increase health and wellness.

For further research, it could be beneficial to look at each demographic separately to develop a better understanding of each aspect in relation to burnout. It is evident that with this thesis, along with other literature, burnout is still a topic of discussion. The goal of this paper was to open the eyes of other to burnout, its impacts, and what needs to be done to support educators. Moving forward, more needs to be done for rural educator and all educators to minimize burnout and find and implement ways to increase and improve overall health and wellness.

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Appendices

Appendix A: Table 1

Subject	Gender	Grades Taught	Years of Experience
1	W	K-3	1-3
2	M	4-7, 8-9	1-3
3	W	K-3, 4-7	1-3
4	W	K-3, 4-7	1-3
5	W	K-3	4-6
6	W	K-3, 4-7, 8-9, 10-12	13+
7	W	K-3, 4-7, 8-9, 10-12	7-9
8	M	8-9, 10-12	7-9
9	W	K-3, 4-7	13+
10	W	K-3	4-6
11	W	4-7	1-3
12	W	8-9, 10-12	1-3
13	W	K-3, 4-7, 8-9, 10-12	1-3
14	W	K-3	1-3
15	W	4-7	13+

Appendix B: Table 2

Subject	Emotional Exhaustion (EE)	Depersonalization (DP)	Personal Accomplishment (PA)
1	5,5,5,3,4,5,3,3,2	1,4,4,1,2	5,4,3,1,3,1,3,3
	35/9	12/5	23/8
Total:	3.89 (4)	2.4 (2)	2.88 (3)
2	4,5,3,0,4,3,2,0,3	1,0,0,1,5	1,4,4,2,3,4,4,3
	24/9	7/5	25/8
Total:	2.67 (3)	1.4 (1)	3.13 (3)
3	5,5,5,3,5,5,4,1,4	0,2,1,0,1	5,3,3,3,5,5,5,3
	37/9	4/5	32/8
Total:	4.1 (4)	0.8 (1)	4 (4)
4	5,5,5,1,6,6,6,1,4	1,2,0,0,0	4,2,2,2,2,5,5,5
	39/9	3/5	27/8
Total:	4.3 (4)	0.6 (1)	3.4 (3)
5	6,6,5,5,6,5,5,2,6	5,4,3,1,6	5,5,3,3,5,2,2,5
	46/9	19/5	30/8
Total:	5.1 (5)	3.8 (4)	3.75 (4)
6	6,6,6,6,6,6,6,4,5	6,6,6,4,2	4,5,3,2,5,4,2,6
	51/9	24/5	31/8
Total:	5.67 (6)	4.8 (5)	3.88 (4)
7	5,6,5,3,6,5,5,1,5	0,0,1,0,3	6,5,4,1,5,3,5,5
	41/9	4/5	34/8
Total:	4.56 (5)	0.8 (1)	4.25 (4)
8	5,5,4,3,3,4,4,2,4	2,3,3,1,6	3,3,3,2,4,3,3,3
	34/9	15/5	24/8
Total:	3.78 (4)	3 (3)	3 (3)
9	5,5,6,5,5,5,3,6,5	0,3,0,0,0	5,5,5,0,0,3,3,5
	45/9	3/5	26/8
Total:	5 (5)	0.6 (1)	3.25 (3)
10	6,6,6,6,6,6,6,5,6	6,5,6,4,6	4,4,3,2,0,1,2,1
	53/9	27/5	17/8
Total:	5.89 (6)	5.4 (5)	2.13 (2)
11	5,3,4,2,4,5,5,2,3	0,3,3,1,3	5,6,5,1,5,3,2,5
	33/9	10/5	32/8
Total:	3.67 (4)	2 (2)	4 (4)
12	4,5,3,1,5,5,6,0,2	2,0,5,0,3	5,5,3,6,4,2,5,5
	31/9	10/5	35/8
Total:	3.4 (3)	2 (2)	4.38 (4)
13	5,4,4,0,4,5,5,1,1	0,1,0,0,0	6,6,6,6,6,6,6,5
	29/9	1/5	47/8
Total:	3.2 (3)	0.2 (0)	5.88 (6)
14	6,6,6,4,6,5,5,0,4	0,6,6,0,6	6,5,6,2,6,5,5,6
	42/9	18/5	41/8
Total:	4.67 (5)	3.6 (4)	5.13 (5)
15	6,6,6,6,6,6,6,6,6	5,6,6,4,6	4,5,2,0,5,0,2,5
	54/9	27/5	23/8
Total:	6 (6)	0.4 (0)	2.88 (3)

Appendix C: Table 2a

Few Times a Month	Once a Week	Few Times a Week	Daily
Subject 2: Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 6:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience
Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience
Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 9:** Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 15:** Woman Grades Taught: 4-7 13+ Years of Experience
	Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 14:** Woman Grades Taught: K-3 1-3 Years of Experience	
	Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience		

Appendix D: Table 2b

Never	Few Times a Year or Less	Once a Month or Less	Few Times a Month	Once a Week	Few Times a Week
Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 6:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience
Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 11:** Woman Grades Taught: 4-7 1-3 Years of Experience		**Subject 14:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience
	Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience			
	Subject 7: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience				
	Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience				

Appendix E: Table 2c

Once a Month or Less	Few Times a Month	Once a Week	A Few Times a Week	Daily
Subject 10: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 14:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 13:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience
	Subject 2: Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience		
	Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 6:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience		
	Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience		
	Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 11:** Woman Grades Taught: 4-7 1-3 Years of Experience		
	Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience		

Appendix F: Table 3

Subject	Workload	Control	Reward	Community	Fairness	Values
1	5R,4R,4R,2,1	2,2,2,2	1,2,4R,4R	2,2,2,2,2R	3,3,2,3,3R,3R	2,3,2,2
	1,2,2,2,1	2,2,2,2	1,2,2,2	2,2,2,2,4	3,3,2,3,3,3	2,3,2,2
	8/5	8/4	7/4	12/5	17/6	9/4
Total:	1.6 (2)	2 (2)	1.75 (2)	2.4 (2)	2.83 (3)	2.25 (2)
2	2R,4R,4R,5,2	4,4,4,4	4,4,4R,2R	2,4,4,4,4R	3,2,5,3,4R,5R	4,4,5,4
	4,2,2,5,2	4,4,4,4	4,4,2,4	2,4,4,4,2	3,2,5,3,2,1	4,4,5,4
	15/5	16/4	14/4	16/5	16/6	17/4
Total:	3 (2)	4 (4)	3.5 (4)	3.2 (3)	2.67 (3)	4.25 (4)
3	4R,4R,4R,2,1	3,3,4,4	4,4,2R,2R	4,2,3,3,3R	3,3,3,2,2R,3R	4,3,4,3
	2,2,2,2,1	3,3,4,4	4,4,4,4	4,2,3,3,3	3,3,3,2,4,3	4,3,4,3
	9/5	14/4	16/4	15/5	18/6	14/4
Total:	1.8 (2)	3.5 (4)	4 (4)	3 (3)	3 (3)	3.5 (4)
4	5R,4R,4R,2,2	4,2,4,3	2,4,5R,2R	1,4,2,1,3R	1,1,1,3,3R,4R	4,3,4,4
	1,2,2,2,2	4,2,4,3	2,3,1,4	1,4,2,1,3	1,1,1,3,3,2	4,3,4,4
	9/5	13/4	10/4	11/5	11/6	15/4
Total:	1.8 (2)	3.25 (3)	2.5 (3)	2.2 (3)	1.83 (2)	3.75 (4)
5	4R,4R,4R,2,4	4,3,4,3	3,2,4R,4R	4,3,2,1,4R	4,4,4,2,4R,5R	3,2,3,2
	2,2,2,2,4	4,3,4,3	3,2,2,2	4,3,2,1,2	4,4,4,2,2,1	3,2,3,2
	12/5	14/4	9/4	12/5	17/6	10/4
Total:	2.4 (2)	3.5 (4)	2.25 (2)	2.4 (2)	2.83 (3)	2.5 (3)
6	5R,5R,5R,1,3	1,1,1,1	1,2,4R,4R	4,5,5,5,2R	4,2,1,1,5R,5R	1,1,1,1
	1,1,1,1,3	1,1,1,1	1,2,2,2	4,5,5,5,4	4,2,1,1,1,1	1,1,1,1
	7/5	4/4	7/4	23/5	10/6	4/4
Total:	1.4 (1)	1 (1)	1.75 (2)	4.6 (5)	1.67 (2)	1 (1)
7	5R,4R,4R,2,2	3,4,3,2	4,4,3R,4R	2,3,3,3,2R	2,2,4,2,3R,4R	3,2,2,3
	1,2,2,2,2	3,4,3,2	4,4,3,2	2,3,3,3,4	2,2,4,2,3,2	3,2,2,3
	9/5	12/4	13/4	15/5	15/6	10/4
Total:	1.8 (2)	3 (3)	3.25 (3)	3 (3)	2.5 (3)	2.5 (3)
8	4R,4R,4R,3,2	3,3,3,3	4,3,3R,4R	2,3,4,2,4R	2,2,3,2,4R,4R	1,4,3,2
	2,2,2,3,2	3,3,3,3	4,3,3,2	2,3,4,2,2	2,2,3,2,2,2	1,4,3,2
	11/4	12/4	12/4	13/5	13/6	10/4
Total:	2.75 (3)	3 (3)	3 (3)	2.6 (3)	2.17 (2)	2.5 (3)
9	4R,4R,4R,2,2	2,4,2,2	2,2,4R,4R	2,1,2,1,5R	3,2,2,2,4R,3R	2,2,2,1
	2,2,2,2,2	2,4,2,2	2,2,2,2	2,1,2,1,1	3,2,2,2,2,3	2,2,2,1
	10/5	10/4	8/4	7/5	14/6	7/4
Total:	2 (2)	2.5 (3)	2 (2)	1.4 (2)	2.33 (2)	1.75 (2)
10	4R,3R,4R,2,1	4,3,4,2	4,3,4R,5R	4,5,5,5,1R	4,3,3,5,1R,1R	4,3,4,3
	2,3,2,2,1	4,3,4,2	4,3,2,1	4,5,5,5,5	4,3,3,5,5,5	4,3,4,3
	10/5	13/4	10/4	24/5	25/6	14/5
Total:	2 (2)	3.25 (3)	2.5 (3)	4.8 (5)	4.17 (4)	2.8 (3)
11	2R,4R,4R,2,2	4,2,4,2	4,4,2R,2R	2,4,4,3,2R	1,1,2,2,4R,4R	3,4,3,3
	4,2,2,2,2	4,2,4,2	2,2,4,4	2,4,4,3,4	1,1,2,2,2,2	3,4,3,3
	12/5	12/4	12/4	17/5	10/6	13/4
Total:	2.4 (2)	3 (3)	3 (3)	3.4 (3)	1.67 (2)	3.25 (3)
12	4R,4R,4R,3,1	3,3,3,3	2,3,4R,3R	4,4,4,4,1R	3,3,2,4,4R,2R	4,4,3,3
	2,2,2,3,1	3,3,3,3	2,3,2,3	4,4,4,4,5	3,3,2,4,2,4	4,4,3,3

	10/5	12/4	10/4	21/5	18/6	14/4
Total:	2 (2)	3 (3)	2.5 (3)	4.2 (4)	3 (3)	3.5 (4)
13	4R,5R,4R,2,2	2,4,3,3	4,4,2R,2R	3,4,4,3,3R	4,2,3,2,2R,2R	4,4,4,4
	2,1,2,2,2	2,4,3,3	4,4,4,4	3,4,4,3,3	4,2,3,2,4,4	4,4,4,4
	7/5	12/4	16/4	17/5	19/6	16/4
Total:	1.4 (1)	3 (3)	4 (4)	3.4 (3)	3.17 (3)	4 (4)
14	4R,4R,4R,2,1	4,3,4,4	4,3,4R,4R	2,4,3,2,4R	2,3,2,2,4R,2R	4,4,3,3
	2,2,2,2,1	4,3,4,4	4,3,2,2	2,4,3,2,2	2,3,2,2,2,4	4,4,3,3,
	9/5	15/4	11/4	13/5	15/6	14/4
Total:	1.8 (2)	3.75 (4)	2.75 (3)	2.6 (3)	2.5 (3)	3.5 (4)
15	4R,5R,5R,2,1	2,2,1,2	1,2,4R,4R	3,3,2,2,5R	2,1,2,1,4R,4R	3,5,2,1
	2,1,1,2,1	2,2,1,2	1,2,2,2,	3,3,2,2,1	2,1,2,1,2,2	3,5,2,1
	7/5	7/4	7/4	11/5	10/6	11/5
Total:	1.4 (1)	1.75 (2)	1.75 (2)	2.2 (2)	1.67 (2)	2.2 (2)

Appendix G: Table 3a

Strong Mismatch	Mismatch	Middle
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience
Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience
Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	
	Subject 5: Woman Grades Taught: K-3 4-6 Years of Experience	
	Subject 7: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	
	Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	
	Subject 10: Woman Grades Taught: K-3 4-6 Years of Experience	
	Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience	
	Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	
	Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience	

Appendix H: Table 3b

Strong Mismatch	Mismatch	Middle	Match
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience
	Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience
		Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience
		Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 11:** Woman Grades Taught: 4-7 1-3 Years of Experience
		Subject 10: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 14:** Woman Grades Taught: K-3 1-3 Years of Experience
		Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	
		Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	

Appendix I: Table 3c

Mismatch	Middle	Match
Subject 1: Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience
Subject 5: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 13:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience
Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience	
Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 11:** Woman Grades Taught: 4-7 1-3 Years of Experience	
	Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	
	Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience	

Appendix J: Table 3d

Strong Mismatch	Mismatch	Middle	Match	Strong Match
Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	**Subject 6:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience
	Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience		**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience
	Subject 5: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience		
	Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience		
		Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience		
		Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience		
		Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience		

Appendix K: Table 3e

Mismatch	Middle	Match
Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 10:** Woman Grades Taught: K-3 4-6 Years of Experience
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	
Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	
Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience	
Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	
Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	
	Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	
	Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience	

Appendix L: Table 3f

Strong Mismatch	Mismatch	Middle	Match
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	**Subject 1:** Woman Grades Taught: K-3 1-3 Years of Experience	**Subject 5:** Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 2:** Man Grades Taught: 4-7, 8-9 1-3 Years of Experience
	Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	**Subject 7:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	**Subject 3:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience
	Subject 15: Woman Grades Taught: 4-7 13+ Years of Experience	**Subject 8:** Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	**Subject 4:** Woman Grades Taught: K-3, 4-7 1-3 Years of Experience
		Subject 10: Woman Grades Taught: K-3 4-6 Years of Experience	**Subject 12:** Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience
		Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience	**Subject 13:** Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience
			Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience

Appendix M: Table 4

Subjects	MBI-ES			AWS					
	EE	DP	PA	Workload	Control	Rewards	Community	Fairness	Values
Subject 1: Woman Grades Taught: K-3 1-3 Years of Experience	Once a Week	Once a Month or Less	Few Times a Month	Mismatch	Mismatch	Mismatch	Mismatch	Middle	Mismatch
Subject 2: Man Grades Taught: 4-7, 8-9 1-3 Years of Experience	Few Times a Month	Few Times a Year or Less	Few Times a Month	Middle	Match	Match	Middle	Middle	Match
Subject 3: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	Once a Week	Few Times a Year or Less	Once a Week	Mismatch	Match	Match	Middle	Middle	Match
Subject 4: Woman Grades Taught: K-3, 4-7 1-3 Years of Experience	Once a Week	Few Times a Year or Less	Few Times a Month	Mismatch	Middle	Middle	Mismatch	Mismatch	Match
Subject 5: Woman	Few Times a Week	Once a Week	Once a Week	Mismatch	Match	Mismatch	Mismatch	Middle	Middle

Grades Taught: K-3 4-6 Years of Experience									
Subject 6: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 13+ Years of Experience	Daily	Few Times a Week	Once a Week	Strong Mismatch	Strong Mismatch	Mismatch	Strong Match	Mismatch	Strong Mismatch
Subject 7: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 7-9 Years of Experience	Few Times a Week	Few Times a Year or Less	Once a Week	Mismatch	Middle	Middle	Middle	Middle	Middle
Subject 8: Man Grades Taught: 8-9, 10-12 7-9 Years of Experience	Once a Week	Few Times a Month	Few Times a Month	Middle	Middle	Middle	Middle	Mismatch	Middle
Subject 9: Woman Grades Taught: K-3, 4-7 13+ Years of Experience	Few Times a Week	Few Times a Year or Less	Few Times a Month	Mismatch	Middle	Mismatch	Strong Mismatch	Mismatch	Mismatch
Subject 10: Woman	Daily	Few Times a Week	Once a Mont	Mismatch	Middle	Middle	Strong Match	Match	Middle

Grades Taught: K-3 4-6 Years of Experience			h or Less						
Subject 11: Woman Grades Taught: 4-7 1-3 Years of Experience	Once a Week	Once a Month or Less	Once a Week	Mismatch	Match	Middle	Middle	Mismatch	Middle
Subject 12: Woman Grades Taught: 8-9, 10-12 1-3 Years of Experience	Few Times a Month	Once a Month or Less	Once a Week	Mismatch	Middle	Middle	Middle	Middle	Match
Subject 13: Woman Grades Taught: K-3, 4-7, 8-9, 10-12 1-3 Years of Experience	Few Times a Month	Never	Daily	Strong Mismatch	Middle	Match	Middle	Middle	Match
Subject 14: Woman Grades Taught: K-3 1-3 Years of Experience	Few Times a Week	Once a Week	A Few Times a Week	Mismatch	Match	Middle	Middle	Middle	Match
Subject 15: Woman	Daily	Never	Few Times a Month	Strong Mismatch	Mismatch	Mismatch	Mismatch	Mismatch	Mismatch

Grades Taught: 4-7 13+ Years of Experience									

Appendix N: Consent Form

Informed Consent Form

Burnout in Rural Educators

Principal Investigator: Ms. Breána Paulos
Email: paulosb11@mytru.ca
Phone: 250-457-0937

Supervisor: Dr. Mahtab Nazemi
Email: mnazemi@tru.ca
Phone: 250-371-5736

Dear Rural Educators,

I am currently enrolled in the Master of Education Program at Thompson Rivers University. I am writing a Thesis on burnout in rural educators, with the purpose of identifying and assessing factors contributing to burnout in an educational setting. By narrowing down and addressing burnout, the goal is to find ways to mediate and resolve aspects of burnout to increase personal health and wellness.

I am writing to request your participation in a study called "Burnout in Rural Educators" which consists of an online survey that will take approximately 15-20 minutes of your time. The survey will be in the form of a link, which will take you to a Survey Monkey Form to complete. The deadline to complete the survey is _____. The survey will start by asking you three demographic based questions: your gender, the grade range you are currently teaching, and how many years you have been teaching for. The next 50 questions you will be answering are from the Maslach Burnout Inventory for Educators Survey (MBI-ES) and the Areas of Worklife Survey (AWS). Results from the survey will be used to identify factors that may lead to burnout in an educational setting.

Participation in this survey is voluntary, and you can decide to not participate or withdraw at any time by not submitting your survey. The survey is anonymous, meaning your responses cannot be connected to you. Once you have submitted your survey, it cannot be withdrawn. The anonymous data will be handled by myself and my supervisor, Dr. Nazemi. There is no monetary gain for participating in this survey. There are minimal psychological and emotional risks associated with participating in the survey. The topic of burnout could potentially upset you or create discomfort when answering the survey. If while doing the survey or after submission you experience negative emotions, please seek assistance through the following resources:

Virtual Mental Health Supports: https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/virtual-mental-health-supports

BC Association of Clinical Counsellors: https://bcacc.ca/

After the conclusion of the study, all survey results will be kept electronically for seven years, and then deleted. Once the Thesis is written, it will be presented to the TRU Graduate Studies, then publicly accessible for you and others to read through TRUSpace and The Library and Archives Canada Thesis Canada Portal.

Please feel free to contact me at your convenience if you have any questions or concerns.

Thank you for your time and participation in my study.
Breána Paulos

Contact the Dean of Faculty of Education and Social Work

Dr. Yasmin Dean

Email: ydean@tru.ca

Phone: 250-828-5249

Contact for concerns about the rights of research participants

If you have any concerns or complaints about your rights as a research participant, please contact the Chair of the Research Ethics Board at Research and Graduate Studies, Thompson Rivers University, 805 TRU Way, Kamloops, BC.V2C 0C8. Email: TRU-REB@tru.ca; Phone: 250-828-5000.

By checking the box below, it indicates that I understand the information regarding this research project including all procedures and the personal risks involved. I voluntary agree to participate in this project

I consent to participating in the research study, “Burnout in Rural Educators” [ ]

Appendix O: Letter to Participate

Hello,

I am doing my Master of Education Degree at Thompson Rivers University. I am writing a Thesis on burnout in rural educators, with the purpose of identifying and assessing factors contributing to burnout in an educational setting. I am seeking current rural educators who are willing to participate in an online survey that will take approximately 15-20 minutes of your time. If you wish to know more about the study and proceed with the survey, please click the link below.

[link to survey]

Thank you for your time,

Breána Paulos

Appendix P: TRU Research Ethics Approval

June 23, 2023

Ms. Breana Paulos
Faculty of Education and Social Work
Thompson Rivers University

File Number: 103405
Approval Date: June 22, 2023
Expiry Date: June 21, 2024

Dear Ms. Breana Paulos,

The Research Ethics Board has approved your application titled 'Burnout in Rural Educators'. You may begin the proposed research as it is written in this form. REB approval, dated June 22, 2023, is valid for one year: June 21, 2024.

To continue your proposed research beyond June 21, 2024, please submit Renewal Form before June 21, 2024. If your research ends before June 21, 2024, please submit a Final Report Form to close out REB approval monitoring efforts. Here is how:

1. Log into your ROMEO account
2. Locate the study (there is a search bar near the top of your homepage that may be helpful)
3. Click on the **events** button to the left of side of the page
4. Choose the appropriate form for what you want to do (renew, finalize)
5. Answer the few questions and click **submit**

Any and all changes to the approved protocol must be reviewed and approved by the REB. If you want to add or change your research protocol then submit an amendment using the same above instructions. The Tri-Council would consider it non-compliant to implement a new or different protocol without REB review.

If you have an award that is contingent upon REB approval, then please present this letter as evidence of certification for this research.

If you have any questions about the REB process or ROMEO then please call (250) 852-7122 or email TRU-REB@tru.ca.

Sincerely,

Rochelle Stevenson

Chair, Research Ethics Board