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4. Naam van Skool : Laerskool D F Malherbe
5. Universiteit waar geregistreer : PU vir CHO
6. Graadkursus : D Ed - Onderwysbestuur
7. Titel van proefskrif : "Die voorkoms van uitbranding by hoofde van primêre en sekondêre skole".
8. Naam van studieleiers: Prof. Dr. A M Theron en Prof. Joppie van Graan
9. Die doel met die navorsing : Om die voorkoms van uitbranding by hoofde van primêre en sekondêre skole te bepaal.
10. Teikengroep : Hoofde van primêre skole (PI en PII en sekondêre skole (GS, SI en SII) in Transvaal.
11. Hoeveelheid respondente: 25% van genoemde skoolhoofde
12. Tydsduur om die vraelys in te vul : ± 30 minute

Die vraelys word aangeheg vir goedkeuring. U aandag word hoog op prys gestel.

Vriendelike groete


E W HEINE
HOOF

DEPARTEMENT VAN ONDERWYS EN KULTUUR
DEPARTMENT OF EDUCATION AND CULTURE

ADMINISTRASIE: VOLKSRaad
ADMINISTRATION: HOUSE OF ASSEMBLY

TRANSVAALSE ONDERWYSDEPARTEMENT
TRANSVAAL EDUCATION DEPARTMENT
BURO VIR ONDERWYSNAVORSING



Navraer: Dr. P.W. Möller
Indories
Adres: TOA 9-7-2/82/90
Net: 317 4057
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TOO-Gebou
TEO-Building
Privaatsak X76
Private Bag X76
Pretoria 0001
1990-10-29

Mnr. E. W. Heine
Posbus 12035
Lumier
VANDERBIJLPARK
1905

Geagte mnr. Heine

DIÉ VOORKOMS VAN UITBRANDING BY HOOFDE VAN PRIMÊRE EN SEKONDÊRE SKOLE

U skrywes gedateer 1990-09-10, 1990-09-27 en 1990-10-18 asook verskeie telefoniese gesprekke met u, het betrekking.

Die Transvaalse Onderwysdepartement verleen hiermee aan u toestemming om die aangehegte vraelys, met die nodige wysigings, deur 25 persent van die hoofde van primêre (PI en PII) en sekondêre skole (GS, SI en SII) in Transvaal te laat invul.

Die toestemming is aan die volgende voorwaardes onderworpe:

- . U moet die volgende wysigings op die vraelys en brief aan die hoofde aanbring voordat u dit versend:
 - Volledige en duidelike begripsverklarings, 'n motivering waarom die vrae in die vraelys sterk negatief gestel word. In die brief aan die hoofde moet die doel met die vraelys gegee word om enige moontlike negatiewe reaksie by die respondente uit te skakel.
 - Waar moontlik moet die vrae liever positief gestel word.
 - Vrae 48 tot 65 moet heeltemal weggelaat word.
 - By die instruksies vir die invul van die vraelys moet die frekwensieskaal baie duidelik gegee word; die woorde: "'n paar keer per jaar", "'n paar keer 'n maand" en "'n paar keer per week" moet spesifiek omskryf word, byvoorbeeld vier keer per jaar of drie keer per week om enige verwarring uit die weg te ruim.

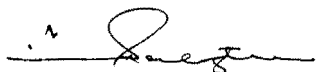
. U moet self die samewerking van die betrokke skoolhoofde



verkry.

- . U moet hierdie brief aan hulle toon as bewys dat u die Departement se toestemming verkry het om die ondersoek uit te voer, maar u mag dit nie gebruik om hulle samewerking af te dwing nie.
- . Die name van skoolhoofde mag nie in u proefskrif vermeld word nie.
- . Na voltooiing van u navorsing moet u die Departement asseblief van 'n kopie daarvan voorsien. Ons sal dit ook baie waardeer as u aan ons 'n artikel vir moontlike publikasie in die Onderwysbulletin sal voorlê.

Sterkte met u studie.

A handwritten signature in black ink, appearing to be 'L. S. ...', written over a horizontal line.

Namens UITVOERENDE DIREKTEUR: ONDERWYS

LAERSKOOL D. F. MALHERBE



Tel.: 32-2182

H/v Dvorak en Sullivanstrate

Posbus 12035

Pk. Lumier

VANDERBIJLPARK

1905

1991-01-21

Geagte Kollega

UITBRANDING BY SKOOLHOOFDE : NAVORSINGSVRAELYS

1. Die ingeslote vraelys het ten doel om die voorkoms van uitbranding onder skoolhoofde te bepaal, veral om hanteringsmeganismes vir skoolhoofde beskikbaar te stel.
2. Sommige van die vrae in die vraelys is negatief gestel omdat die verskynsel uitbranding bestaan uit die basiese komponente van uitputting, depersonalisasie, die afname in persoonlike doeltreffendheid en die afwyking van die normale gedragspatroon van die individu.

Uitputting word weer onderverdeel in emosionele, fisiese en kognitiewe uitputting. Emosionele uitputting word met spesifieke gevoelens van 'n verlies aan affek of omgee, vertroue, belangstelling en entoesiasme geassosieer. Fisiese uitputting verteenwoordig min energie, kroniese moegheid, swaakheid en tamheid wat in 'n gevorderde stadium kan lei tot psigosomatiese siektes soos hoofpyne, spierspanning en verandering van eetgewoontes. Kognitiewe uitputting word onder andere verteenwoordig deur die ontwikkeling van negatiewe gesindhede teenoor die self, teenoor die werk en teenoor die lewe.

Depersonalisasie dui op 'n negatiewe verandering van gesindhede en response teenoor mense saam met wie gewerk word (i.c. ouers, leerlinge en kollegas) - gevoelloosheid teenoor ander mense kom onder andere voor. Die afname in persoonlike doeltreffendheid dui op die afname in selfvertroue en 'n algehele negatiewe respons teenoor die self. 'n Afwyking van die normale gedragspatroon impliseer irritasie, aggressie en woede. Energie-uitset is intens en veroorsaak dat die individu sy tyd oneffektief aanwend.

Vanuit voorgenoemde bespreking kan afgelei word dat uitbranding 'n progressiewe negatiewe ervaring is en deur negatiewe gevoelens verteenwoordig word. Die ingeslote vraelys is op die M.B.I. (Maslach Burnout Inventory) gebaseer en word wêreldwyd as die mees erkende meetinstrument van uitbranding aanvaar.

3. Skriftelike toestemming is van die TOD verkry om hierdie vraelys aan 25% van die skoolhoofde in Transvaal te stuur (sien aangehegte skrywe).
4. Wees verseker dat alle inligting streng vertroulik behandel sal word en dat 'n openhartige mening niemand enige skade sal berokken nie. Die kodenommer wat op die vraelys verskyn, dien slegs om die navorser in staat te stel om terugsendings te kontroleer.
5. U naam of dié van u skool word nêrens op die vraelys ingevul nie en alle inligting word dus as anoniem beskou.
6. U word vriendelik gevra om die ingeslote vraelys te voltooi en dit voor of op 13 Februarie 1991 in die gefrankeerde koevert terug te stuur.

By voorbaat dankie vir u samewerking.

Vriendelike groete



E W HEINE : HOOF

LAERSKOOL D.F. MALHERBE

Tel.: 32-2182

H/v Dvorak en Sullivanstrate

Posbus 12035
Pk. Lumier
VANDERBIJLPARK
1905

1991-01-21

Dear Colleague**BURNOUT OF PRINCIPALS : RESEARCH QUESTIONNAIRE**

1. The purpose of this questionnaire is to assess burnout as experienced by principals and to provide them with strategies to cope with burnout.
2. Some of the questions in the questionnaire are stated negatively because burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently amongst individuals who work with people. A key aspect of the burnout syndrome is increased feelings of emotional exhaustion: as emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level. Another aspect of the burnout syndrome is the development of negative cynical attitudes and feelings about one's clients. Negative reactions to clients may be linked to the experiencing of emotional exhaustion, that is, these two aspects of burnout appear to be somewhat related.

A third aspect of the burnout syndrome is the tendency to evaluate oneself negatively, particularly with regard to one's work with clients. Workers may feel unhappy about themselves and dissatisfied with their accomplishment of the job.

From the previous discussions it can be deduced that burnout is a progressively negative experience that relates to negative feelings. The enclosed questionnaire is based on the MBI (Maslach Burnout Inventory) and is the most popular instrument worldwide for assessing burnout.

3. Written permission was granted by the TED to circulate this questionnaire to 25% of the principals in the Transvaal (see attached letter).
4. Rest assured that all the information will be treated confidentially and a sincere opinion will harm nobody. The code number on the questionnaire only serves as a method to check returns.
5. Neither your name nor the name of your school will appear on the questionnaire and all the information will therefore be treated anonymously.
6. You are kindly requested to complete the enclosed questionnaire before or on 13 February 1991 and to return it in the enclosed stamped envelope.

Your co-operation and forbearance is sincerely appreciated.

Kind regards



E W HEINE : PRINCIPAL



INSTRUKSIES VIR DIE INVUL VAN AFDELING A VAN DIE VRAELYS

Hierdie inligting word benodig bloot om sekere afleidings ten opsigte van verskille tussen sekere groepe te maak en kan nie gebruik word om u te identifiseer nie.

Verstrek u antwoord deur slegs 'n kruisie in die blokkie teenoor die betrokke kodenommer te maak, byvoorbeeld:

1. Geslag

Manlik	<input type="checkbox"/>	1
Vroulik	<input checked="" type="checkbox"/>	2

2. Huwelikstaat

Getroud	<input type="checkbox"/>	1
Nooit getroud	<input checked="" type="checkbox"/>	2
Geskei/weduwee/wewenaar	<input type="checkbox"/>	3

A. PERSOONLIKE BESONDERHEDE

1. Geslag

Manlik		1
Vroulik		2

2. Huwelikstaat

Getroud		1
Nooit getroud		2
Geskei/weduwee/wewenaar		3

3. Ouderdom in voltooide jare soos op
31 Desember 1990:

20 - 29		1
30 - 39		2
40 - 49		3
50 - 59		4
60 jaar en ouer		5

4. Amptelike taalmedium van die skool
waaraan u verbonde is:

Afrikaans		1
Engels		2
Afrikaans en Engels		3

5. Jare ervaring as skoolhoof soos op
31 Desember 1990:

Minder as 1 jaar		1
1 - 5 jaar		2
6 - 10 jaar		3
11 - 15 jaar		4
16 - 20 jaar		5
Meer as 20 jaar		6

6. Kategorie-indeling soos op
31 Desember 1990

A		1
B		2
C		3
D		4
E		5
F		6
G		7

7. Sosio-ekonomiese samestelling (SES)
van die skool:

Laag		1
Gemiddeld		2
Bo-gemiddeld		3
Baie goed		4
Gemeng		5

8. Tipe skool:

Gekompliseerd		1
Graad S1		2
Graad S11		3
Graad P1		4
Graad P11		5

9. Gebied waarin die inrigting waaraan u
verbonde is, geleë is:

Stedelik		1
Semi-stedelik		2
Platteland		3

B. VRAELYS OM UITBRANDING TE MEET

In hierdie vraelys is daar stellings oor gevoelens wat u rondom u eie werksituasie kan ervaar. Lees asseblief elke stelling versigtig deur en besluit of u al ooit so 'n gevoel ervaar het. As u voel dat die stelling nie op u van toepassing is nie, of dat u nog nooit so 'n gevoel ervaar het nie, skryf u 'n "0" in beide kolom 1 en kolom 2.

Indien u egter al so gevoel het, dui dan aan hoe dikwels u so voel deur 'n syfer van 0 tot 6 neer te skryf wat die frekwensie van hierdie gevoel die beste weergee. Die frekwensie wat elkeen van hierdie syfers verteenwoordig, word in die tabel aangetoon.

Besluit nou hoe intens die gevoel is wanneer u dit ervaar deur 'n syfer (van 0 tot 7) neer te skryf wat die intensiteit van u gevoel die beste verteenwoordig.

Byvoorbeeld:

Hoe dikwels
(0 - 6)

Hoe intens
(0 - 7)

1. 3 2 **Ek voel emosioneel uitgeput deur my werk.**
2. 6 5 **Teen die einde van die werkdag voel ek opgebruik**

Gebruik die volgende skale om te bepaal wat die verskillende syfers verteenwoordig in terme van die frekwensie en intensiteit van die gevoel:

Hoe dikwels is die gevoel?

0	1	2	3	4	5	6
Nooit	Ses keer per jaar of minder	Een keer per maand of minder	Twee keer per maand	Een keer per week	Drie keer per week	Elke dag

Hoe intens is die gevoel?

- 0 = Nie van toepassing nie
 1 = Die gevoel is skaars merkbaar
 2 = Die gevoel is wel merkbaar
 3 = Die intensiteit van die gevoel is matig
 4 = Die intensiteit van die gevoel is meer as matig
 5 = Hierdie gevoel is redelik intens
 6 = Die intensiteit van die gevoel is sterk
 7 = Die intensiteit van die gevoel is baie sterk

Gebruik hierdie twee skale om op elkeen van die onderstaande stellings te reageer. Moenie enige van die stellings oorslaan nie.

Wees asseblief eerlik in die beantwoording van hierdie vrae-
lys.

	Hoe dikwels (0 - 6)	Hoe intens (0 - 7)	
1.	-----	-----	Ek voel emosioneel uitgeput deur my werk
2.	-----	-----	Teen die einde van die werkdag voel ek opgebruik
3.	-----	-----	Ek voel vermoeid as ek in die môre opstaan en beseef dat ek nog 'n werkdag in die gesig moet staar
4.	-----	-----	Ek kan maklik verstaan hoe ander mense oor dinge voel
5.	-----	-----	Dit voel vir my of ek sommige mense soos onpersoonlike objekte behandel
6.	-----	-----	Om heeldag met mense te werk is regtig vir my vermoeiend
7.	-----	-----	Ek kan ander mense se probleme maklik hanteer
8.	-----	-----	Ek voel dat my werk my uitbrand
9.	-----	-----	Ek voel dat ek deur my werk ander mense se lewens positief beïnvloed
10.	-----	-----	Ek het meer gevoelloos teenoor mense geword vandat ek my huidige werk begin doen het
11.	-----	-----	Ek bekommer my dat die werk wat ek tans doen, besig is om my emosioneel hard te maak
12.	-----	-----	Ek voel baie energiek
13.	-----	-----	Ek voel gefrustreerd deur my werk
14.	-----	-----	Ek voel dat ek in hierdie pos te hard werk
15.	-----	-----	Ek voel dat ek nie regtig omgee wat met ander mense gebeur nie
16.	-----	-----	Om direk met mense te werk, plaas te veel stremming op my
17.	-----	-----	Dit is vir my maklik om 'n ontspanne atmosfeer met ander mense te skep

Hoe dikwels
(0 - 6)

Hoe intens
(0 - 7)

- | | Hoe dikwels
(0 - 6) | Hoe intens
(0 - 7) | |
|-----|------------------------|-----------------------|--|
| 18. | ----- | ----- | Neue samewerking met ander mense
is vir my stimulerend |
| 19. | ----- | ----- | In my huidige werk het ek baie dinge
bereik wat die moeite werd is |
| 20. | ----- | ----- | Dit voel vir my asof ek die einde
van my pad bereik het |
| 21. | ----- | ----- | In my werk hanteer ek emosionele
probleme op 'n kalm wyse |
| 22. | ----- | ----- | Dit voel vir my asof andere my
vir sommige van hulle probleme
blameer |
| 23. | ----- | ----- | Ek ervaar 'n gevoel van hopeloosheid |
| 24. | ----- | ----- | Ek kry die gevoel van hulpeloosheid
in my werk |
| 25. | ----- | ----- | Ek voel bedruk |
| 26. | ----- | ----- | Ek raak geïrriteerd in my werk-
situasie |
| 27. | ----- | ----- | Ek voel bang, maar weet nie eintlik
vir wie of waarvoor nie |
| 28. | ----- | ----- | Ek voel dit is wonderlik om te lewe |
| 29. | ----- | ----- | Ek voel ek bereik al hoe minder in
my werk |
| 30. | ----- | ----- | Ek bekommer my oor my werk |
| 31. | ----- | ----- | Ek voel gespanne |
| 32. | ----- | ----- | Ek voel gelukkig in my werk |
| 33. | ----- | ----- | Ek voel geïsoleerd in my werk |
| 34. | ----- | ----- | In my werksituasie voel ek uitgebuit
en misbruik deur kragte buite my
beheer |
| 35. | ----- | ----- | Dit voel of ek in my werk meer gee
as wat ek terug ontvang |
| 36. | ----- | ----- | Dit voel of my werksinisiatief gedem-
is |
| 37. | ----- | ----- | Ek ervaar 'n gevoel van verlies in my
effektiwiteit as leier |

Hoe dikwels Hoe intens
(0 - 6) (0 - 7)

38.	-----	-----	Ek voel verstandelik uitgeput
39.	-----	-----	Ek ervaar 'n verlies aan konsen- trasie
40.	-----	-----	Ek voel dat ek dinge maklik vergeet
41.	-----	-----	Ek voel dat my belangstelling in my werk afneem
42.	-----	-----	Ek voel entoesiasties oor my werk
43.	-----	-----	Wat in my werk gebeur, laat my vertroue in myself verloor
44.	-----	-----	Ek voel onbevoeg in my werksituasie
45.	-----	-----	Ek voel dat die organisasie sonder my kan klaarkom, maar ek kan nie sonder die organisasie klaarkom nie
46.	-----	-----	Ek voel dat ek in my werksituasie beheer verloor
47.	-----	-----	Dit voel of my werkdoeltreffendheid afneem

BAIE DANKIE VIR U SAMEWERKING!



INSTRUCTIONS TO COMPLETE SECTION A OF THE QUESTIONNAIRE

This information is only needed to deduct certain conclusions about certain groups and cannot be used to identify you.

Provide your answer by writing a "X" in the applicable space, example:

1. Sex

Male	X	1
Female		2

2. Marital Status

Married		1
Single	X	2
Divorced/Widowed		3

A. PERSONAL PARTICULARS

1. Sex

Male		1
Female		2

2. Marital Status

Married		1
Single		2
Divorced/Widowed		3

3. Your age as on 31 December 1990:

20 - 29		1
30 - 39		2
40 - 49		3
50 - 59		4
60 years and older		5

4. Official language of your school:

Afrikaans		1
English		2
Afrikaans and English		3

5. Experience as principal on 31 December 1990:

Less than 1 year		1
1 - 5 years		2
6 - 10 years		3
11 - 15 years		4
16 - 20 years		5
More than 20 years		6

6. Category classification on 31 December 1990:

A		1
B		2
C		3
D		4
E		5
F		6
G		7

7. Sosio-economical status of your school:

Low		1
Average		2
Above average		3
Very good		4
Mixed		5

8. Type of school:

Complex School (GS)		1
Secondary School S1		2
Secondary School S11		3
Primary School P1		4
Primary School P11		5

9. Area in which your school is situated:

Urban		1
Semi-urban		2
Country		3

B. QUESTIONNAIRE TO MEASURE BURNOUT

In this questionnaire there are questions on feelings that you may experience from your job and the people you closely work with. When answering this questionnaire please think of these people as recipients of the service you render, even though you may use another term in your work.

Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write an "0" (zero) in both the "How often" and "How strong" columns before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. Then decide how strong the feeling is when you experience it by writing the number (from 1 to 7) that best describes how strongly you feel it. An example is shown below:

Example:

	How often (0 - 6)	How strong (0 - 7)	
1.	___ 3 ___	___ 2 ___	I feel emotionally drained by my work.
2.	___ 6 ___	___ 5 ___	I feel used up at the end of the workday.

Use the following scale to determine what the different numbers represent in terms of the frequency and intensity of the feeling:

How often is the feeling?

0	1	2	3	4	5	6
Never	Six times a year or less	Once a month or less	Two times a month	Once a week	Three times a week	Every day

How strong is the feeling?

- 0 - Never
- 1 - The feeling is very mild, barely noticeable.
- 2 - The feeling is noticeable.
- 3 - The feeling is moderate.
- 4 - The intensity of the feeling is more than moderate.
- 5 - The feeling is fairly strong.
- 6 - The intensity of the feeling is strong.
- 7 - The intensity of the feeling is very strong (major).

Please be honest when answering this questionnaire:

	How often (0 - 6)	How strong (0 - 7)	
1.	-----	-----	I feel emotionally drained by my work
2.	-----	-----	I feel used up at the end of the work day.
3.	-----	-----	I feel fatigued when I get up in the morning and have to face another day on the job.
4.	-----	-----	I can easily understand how my recipients feel about things.
5.	-----	-----	I feel that I treat some recipients as if they are unpersonal objects.
6.	-----	-----	Working with people all day is really a strain for me.
7.	-----	-----	I deal very effectively with the problems of my recipients.
8.	-----	-----	I feel burned-out from my work.
9.	-----	-----	I feel I'm positively influencing other people's lives through my work.
10.	-----	-----	I've become more callous towards people since I took this job.
11.	-----	-----	I worry that this job is hardening me emotionally.
12.	-----	-----	I feel very energetic.
13.	-----	-----	I feel frustrated by my job.
14.	-----	-----	I feel I'm working too hard on my job
15.	-----	-----	I don't really care what happens to some recipients.
16.	-----	-----	Working with people directly puts too much stress on me.
17.	-----	-----	I can easily create a relaxed atmosphere with my recipients.
18.	-----	-----	I feel exhilarated after working closely with my recipients.
19.	-----	-----	I have accomplished many worthwhile things in my job.

How often (0 - 6)	How strong (0 - 7)	
20. -----	-----	I feel I'm at the end of my rope.
21. -----	-----	In my work I deal with emotional problems very calmly.
22. -----	-----	I feel recipients blame me for some of their problems.
23. -----	-----	I experience a feeling of hopelessness.
24. -----	-----	I get a feeling of helplessness in my work.
25. -----	-----	I feel depressed.
26. -----	-----	I get irritated by my work situation.
27. -----	-----	I feel afraid but I don't really know for what or for whom.
28. -----	-----	I feel it is wonderful to live.
29. -----	-----	I feel I achieve less and less in my work.
30. -----	-----	I worry about my work.
31. -----	-----	I feel strained.
32. -----	-----	I feel happy in my work.
33. -----	-----	I feel isolated in my work.
34. -----	-----	I feel misused by forces beyond my power in my work.
35. -----	-----	I feel I'm giving more than receiving in my work.
36. -----	-----	I feel my working initiative is inhibited.
37. -----	-----	I experience a feeling of loss in effectiveness as leader.
38. -----	-----	I feel mentally drained.
39. -----	-----	I feel a loss of concentration.
40. -----	-----	I feel that I forget things easily.

	How often (0 - 6)	How strong (0 - 7)	
41.	-----	-----	I feel that my interest in my work is diminishing.
42.	-----	-----	I feel enthusiastic towards my work.
43.	-----	-----	I am loosing confidence in myself because of what is happening in my work.
44.	-----	-----	I feel incompetent in my work situation.
45.	-----	-----	I feel that the organisation can cope without me but I cannot cope without the organisation.
46.	-----	-----	I feel a loss of control in my work situation.
47.	-----	-----	I feel a decrease in the effectiveness of my work.

THANK YOU FOR YOUR CO-OPERATION!

VRAE 4B - 65

	Hoe dikwels (0 - 6)	Hoe intens (0 - 7)	
48	-----	-----	Ek voel ek het 'n behoefte aan kalmeermiddels (byvoor= beeld sigarett, alkoholiese drank en kalmeerpille)
49	-----	-----	Ek ervaar hoofpyne
50	-----	-----	Ek ervaar rugpyne
51	-----	-----	Ek kry verkoue en griep
52	-----	-----	Ek is hardlywig
53	-----	-----	Ek ervaar maagpyne
54	-----	-----	Ek kry diarree
55	-----	-----	Ek word naar
56	-----	-----	My hart klop onreëlmatig
57	-----	-----	Ek bemerk ongewone skommelings in my gewig
58	-----	-----	Ek is kortasem
59	-----	-----	Ek vind dit moeilik om aan die slaap te raak
60	-----	-----	Ek ondervind las van hoë bloeddruk
61	-----	-----	My hande bewe
62	-----	-----	Ek ervaar probleme met my dermkanaal
63	-----	-----	Ek het las van spierpyne
64	-----	-----	Ek raak in die laaste tyd gou moeg
65	-----	-----	Ek vind dat ek oormatig sweat