

Investigating stress, burnout and intentions to quit by lecturers in an Institution of Higher Learning (IHL)

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1 CHAPTER 1: NATURE AND SCOPE

1.1 Introduction

Education plays a fundamental part in shaping the future of South Africa (SA). The higher education system of SA has changed drastically over the years. In the past, people from the previously disadvantaged group had limited opportunities when it came to education and training due to the Apartheid regime. A distinctive feature of the Apartheid regime was not granting the previously disadvantaged group equal access to the higher education system (Sehoole and Adeyemo, 2016: 2). SA became a democratic country in 1994 and the purpose of democracy is to ensure that every citizen in SA is treated fairly and equally. One of the objectives of the new democratic government was to redress the inequalities of Apartheid through the implementation of legislation and policies that would grant equal access to higher education to all South Africans (Sehoole and Adeyemo, 2016: 1).

As highlighted in the White Paper 1.1, the higher education system will redress past inequalities and change the system to serve a new social order to meet demanding national needs and respond to new realities and opportunities (Department of Education, 2001:4). The right to basic education, adult basic education and further education formed the basis of these policies enacted by the SA government (Molefe, 2013). To support the latter, Chetty and Pather (2015:2), highlighted that fair and equal education for everyone remains a top priority for the nation. The restructuring of the higher education system post-Apartheid resulted in “consequences like financial predicaments, increased demands and insecurity...rapid changes are unavoidable and cause increasing emotional turmoil and stress,” (Hellriegel, Slocum and Woodman, 2001, as cited by Engle, 2012: 4).

Institutions of Higher Learning (IHLs), also referred to as higher education institutions (HEIs), are primarily aimed at offering quality education and academics-related services. These institutions must ensure that motivated and competent lecturers are employed to achieve academic outputs. However, retaining these lecturers is a challenge for some IHLs, due to various factors like low levels of motivation and workload. Many experienced, competent lecturers leave their IHL, while others rebel by simply doing just what needs to be done without going the extra mile in their occupation (Judge, Thoresen, Bono and Patton,

2001, as cited by Seeletse and Thabane, 2016). The increase in turnover among lecturers can be ascribed to low remuneration packages, poor working conditions, inadequate work tools and equipment and poor supervision (Seeletse and Thabane, 2016:112). The aspects above may result in stress, burnout and the intention to quit for the lecturers. The latter constructs may cause difficulty for lecturers to effectively provide quality teaching to students in HEIs and will not contribute successfully towards the bottom-line of HEIs. With the latter in mind, one can assume that HEIs may find it difficult to realise their vision and goals without motivated, competent lecturers.

1.2 Problem Statement

The problem this study wants to address is the fact that previous studies associated with stress, burnout and the intention to quit were not specifically applied to technical and vocational education and training (TVET) institutions, previously known as further education and training (FET) institutions. Little is known about the impact of these constructs on these institutions. A News24 article authored by Fisher (2016), states that the quality and standards of TVETs may also have an impact on some challenges that IHLs experience, since the pass rates for basic education have decreased in recent years. The result of the latter is that more learners are forced to apply or go to TVETs, increasing the number of students at these colleges. This can put significantly more pressure on lecturers and supporting staff of these institutions and others like them.

One can assume that “a culture of achieving minimal results to pass with the absence of excellence”, coupled with pressure by the Department of Basic Education to increase throughput, are cultivating an environment where minimum standards will be emphasised. TVET colleges are also associated with teaching of extremely poor quality as a result of an inadequate workforce to teach college curriculum, along with a lack of resources, poor infrastructure, insufficient financial aid and support for students, and poor institutional governance administration (Maringe and Osman, 2016:131). Furthermore, an increase in student absenteeism, a lack of critical thinking skills and disrespect towards staff can also contribute to stress, burnout and the intention to quit that employees in TVET colleges experience (Fisher, 2016). These constructs may make it difficult for lecturers to effectively provide quality teaching to students in TVET colleges. This will have a detrimental impact on

the bottom-line and success of the institution. Therefore, the main objective is to investigate sources of stress, burnout and the intention to quit that lecturers who are employed in FETs experience and to explore and provide strategies for these institutions to effectively deal with the consequences associated with these constructs.

1.3 Rationale and Significance of the Study

This is aimed at investigating stress, burnout and intentions to quit that lecturers in an institution of higher learning experience. A lot is known about the relationship between stress, burnout and the intention to quit that these lecturers face. However, very little is known about the relationship between these constructs in specific FET colleges in the higher education sector. This void can be filled by the findings of this study.

1.4 Aim and Objective of the Study

The general objective of the study is to highlight the concerns associated with stress, burnout and intentions to quit and provide mitigating interventions and measures that management can apply to minimise the stress, burnout and intentions to quit for these lecturers. The specific objectives include:

- Determining what causes stress, burnout and intentions to quit among lecturers;
- Determining the relation between stress, burnout and intentions to quit among lecturers;
- Determining whether stress influences the lecturers' burnout;
- Determining whether burnout influences intentions to quit;
- Determining whether stress and burnout influence intentions to quit; and
- Making recommendations and providing possible techniques that can be applied to mitigate stress and burnout.

1.5 Research Questions and Hypotheses

1.5.1 Research Questions

The primary research questions are: What is the impact of stress, burnout and intentions to quit that lecturers in HEIs experience? To answer this research question, the following sub-questions will form the foundation to obtaining relevant information from the selected unit of analysis:

- How stress, burnout and intentions to quit are conceptualised in the literature?
- What is the relationship between stress, burnout and intentions to quit?
- Does stress influence burnout of lecturers?
- Do burnout influence intentions to quit?
- Does stress and burnout influence intentions to quit?
- What can management and lecturers do to reduce stress and burnout?

1.5.2 Hypotheses

Hypothesis 1: There is a positive correlation between stress, burnout and intentions to quit;

Hypothesis 2: Stress influences burnout of lecturers;

Hypothesis 3: Burnout influences intentions to quit; and

Hypothesis 4: Stress and burnout influence intentions to quit.

1.6 Paradigm

This study follows a positivistic paradigm. Positivism is a form of philosophical realism adhering closely to the hypothetic deductive method (Cacioppo, Semin, and Berntson, 2004; McGrath and Johnson, 2003; Sciarra, 1999). As all counselling psychology students are quickly taught, the scientific method involves systematic observation and description of phenomena contextualised within a model or theory, the presentation of hypotheses, the execution of tightly controlled experimental study, the use of inferential statistics to test hypotheses and, finally, the interpretation of the statistical results in light of the original theory (Cacioppo *et al.*, 2004). Relying on the hypothetic deductive method, positivism focuses on efforts to verify a priori hypotheses that are most often specified in quantitative

propositions that can be converted into mathematical formulae, expressing functional relationships (Guba and Lincoln, 1994; McGrath and Johnson, 2003). The primary goal of positivistic inquiry is an explanation that (ultimately) leads to prediction and control of phenomena.

1.7 Research Method

The research for this specific study will be quantitative in nature. Quantitative research can be described as research that clarifies constructs according to mathematical data that is analysed through calculated statistics (Yilmaz, 2013:311). Bryman, Bell, Hirschsohn, dos Santos, du Toit, Masenge, van Aardt and Wagner (2014:31) further explain that the quantitative method necessitates the gathering of mathematical information, followed by a deductive and objectivist approach. The deductive approach involves the movement from what is complex and unknown to known (Atta, Ayas and Nawas, 2015:22). It further involves the procedure of reasoning from one or more statement to reach a certain, rational conclusion or finding (Atta *et al.* 2015:22). The latter approach will assist in helping the researcher understand the subject and ultimately answer the primary research question.

There are two advantages of the quantitative method. One is the fact that it can be completed and calculated swiftly and, secondly, it facilitates contrasts between participants and determines the extent of agreement and disagreement between participants (Yauch and Steudel, 2003:47, as cited by Choy, 2014:101). The researcher will represent and manipulate certain observations that will be studied. Furthermore, the researcher will attempt to explain what was observed and what affect it had on the subject. The researcher will also determine what the changes may reflect. The overall goal is to convey numerically what is being seen in the research and to arrive at specific, observable conclusions.

1.8 Research Design

This study followed a cross-sectional research survey design. The latter can be described as a study that collects information from a group of participants at just one point or a single moment in time (Millikin, 2016). The researcher used a fully-developed questionnaire to obtain the relevant data from participants with different characteristics over a few months,

according to the availability of the participants. This research method attempts to investigate the answers to the questions, starting with how many, how much and to what extent (Rasinger, 2013).

1.9 Research Processes

1.9.1 Population

The population of a research study is the group who meet the exact criteria identified for a research examination (Alvi, 2016). The researcher verified once more that the title of the study made a clear reference to who the object of the study was. Inclusion and exclusion of units from the study population should be unambiguous as these affect the ability to generalise from the study; generalisations can only be made to the population or similar groups. The units of the population were the units of analysis that were used for sampling. Collectively, the study population consisted of 105 research participants.

1.9.2 Sample Technique and Size

The participants who were used for the purpose of this study consisted of 105 lecturers from the TVET College. A sample can be defined as a small group of people, also known as participants, who are selected from a specific population group (Alvi, 2016: 11). Sampling can be described as “the process by which a relatively small number of individuals or measures of individuals, objects or events are chosen and analysed to find out something about the entire population from which it was chosen” (Salaria, 2012:2). The sample was derived from a TVET college in the North West Province. For the purpose of this study, a *convenient sampling strategy* was used. This sampling strategy can be described as an opportunity sampling, where the researcher specifically focuses on participants who are easy or convenient to approach (Alvi, 2016:29). TVETs across three provinces were approached, where the focus was on lecturers from different faculties, making this strategy the most useful. Convenience sampling is inexpensive and easy and the participants are willing (Etikan, Musa and Alkassim, 2016: 2).

1.9.3 Data Collection Instruments

This study focused on using questionnaires to collect data. A questionnaire is a well-known research tool for gathering participant information like social features, current and previous behaviour, principles of behaviour or attitudes together with beliefs and perceptions of the problem under examination (Bulmer, 2004, as cited by Bird, 2009: 1307). It is also vital that questionnaires are formulated according to a logical order to ensure a smooth transition from one topic to another (Sarantakos, 2005 as cited by Bird, 2009).

The measuring instruments (**Annexure 1, 2, 3 and 4**) in this study included:

- *The Job Demand-Resource Scale (JDERS)*. This was used to assess *job stressors*: Jackson and Rothmann (2005) developed the JDERS to assess job demands and resources for educators. The JDERS comprises 48 questions, some of which were adjusted and checked for validity to suit the relevance of this study. This study included the following dimensions; *autonomy, career opportunities, emotional load, job feedback, job security, relationship with colleagues, relationship with immediate supervisor, remuneration, task identity, task significance and work load*. A 5-point Likert scale was used, ranging from 1 (strongly disagree) to 5 (strongly agree). Respondents answered these questions by applying the same strategy as explained in Section 1 of the questionnaire. Maslach Burnout Inventory – General Survey (MBI – GS) and Teacher Survey (MBI – TS). This was used to measure the levels of burnout experienced by lecturers in HEIs.
- *The Utrecht Work Engagement Scale* developed by Schaufeli, Martinez, Marque's-Pinto, Salanova, and Bakker (2002). This was used to measure the levels of work engagement of the participants in Section C of the questionnaire. The model includes three dimensions, namely vigour, dedication and absorption. The questionnaire consists of 17 questions and includes questions like "I am bursting with energy every day in my work"; "Time flies when I am at work" and "My job inspires me". The various items on the questionnaire were measured with a scale ranging from 0 (never) to 6 (always). Makhoa (2016) recently obtained acceptable Cronbach alpha coefficients of above 0.70 when he used this scale in an electricity supplier in SA: Vigour ($\alpha=0.85$), Dedication ($\alpha=0.87$) and Absorption ($\alpha=0.84$).
- *Turnover intention*. This was measured by Sjöberg and Sverke's turnover scale (Sjöberg & Sverke, 2000). The instrument consists of five items, measured on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). An example of an item in the instrument is that "I am actively looking for other jobs". Pienaar, Sieberhagen, and Mostert (2007)

indicated that the instrument of Sjöberg and Sverke showed internal consistency of $\alpha = 0.74$ in their study within the South African context.

- *Biographic questionnaire.* This was administered to gather information about the demographic characteristics of participants like age, gender, race, marital status, educational background and qualifications, academic experience.

1.9.4 Data Collection Fieldwork

The researcher first requested permission from the principal of the FET College where the research was conducted to conduct the research (**Annexure 7 and 8**). Once it was granted, the researcher obtained ethical clearance (**Annexure 6**) to conduct the study from the Research Ethics Committee of the Faculty of Economic and Management Sciences. The dates and venues of the sessions were communicated via an intranet and notices on campus notice boards. During these sessions, the researcher explained the objective of the study and the ethical issues relevant to the study to the prospective respondents. The respondents were assured of their anonymity and the voluntary nature of the data collection process. The researcher immediately attended to the questions that arose during these sessions. Thereafter, the researcher, assisted by research assistants, distributed the research instrument among the participants who were willing to participate in the study. The deductive approach involves the movement from what is complex and unknown to unknown (Atta *et al.*, 2015:22). The questionnaire included a covering letter with instructions on how to complete it and a consent form. Participants had to first complete the consent form before commencing with the questionnaire. The informed consent form is attached (**Annexure 5**). Participants were encouraged to answer all the questions honestly. The completed questionnaires were returned to the researcher, who checked for completeness. The researcher captured the responses on an Excel spreadsheet, which was used for data analysis with IBM SPSS version 23 computer software. The researcher took measures to ensure that the questionnaire content, as captured on the spreadsheets, was protected with a password known only to the researcher.

1.9.5 Data Analysis

The statistical analysis was carried out using the IBM SPSS version 23. Descriptive statistics in the form of means, standard deviations, skewness and kurtosis were computed to explore the data. An exploratory factor analysis was conducted to determine the validity of the job characteristics questionnaire. Cronbach's alpha coefficients were used to assess the internal

consistency of the measuring instruments. Pearson's product-moment correlations were used to assess the relationship between the variables. The statistical significance was set at a 95 per cent confidence interval level ($p < 0.05$). Effect sizes (Cohen, 1988) were used to determine the practical relevance of correlations < 0.30 (small effect), $0.30 < 0.50$ (medium effect) and > 0.50 (large effect) (Cohen, 1998). Cut-off points for the practical significance of the correlation coefficients were set at 0.30 (medium effect) (Cohen, 1988). A modified cut-off point of 0.25 was set to increase our probability for the practical significance of correlation coefficients for the work engagement variables of vigour, dedication and absorption. A regression analysis was also conducted to determine the proportion of variance in the dependent variables. The dependent variables of intrinsic, extrinsic, dedication, vigour and absorption were predicted by the independent variables, namely, organisational support, advancement, relationship with colleagues, contact possibilities, workload and job insecurity. The effect sizes in the case of multiple regression were given by the formula $f^2 = R^2 / 1 - R^2$ (Steyn, 1999). The parameters for practical significance of f^2 (Steyn, 1999) were set at 0.01 (small effect), 0.09 (medium effect) and 0.35 (large effect).

1.10 Demarcation of the Study

The study was conducted on the Potchefstroom, Klerksdorp and Matlosana campuses of a TVET College in the North West Province in SA. This study focuses on investigating stress, burnout and intentions to quit by lecturers in IHLs. This topic resonates with stress management in the field of industrial psychology and, more specifically, organisation behaviour.

1.11 Ethical Consideration

The researcher approached the principal of the TVET College for permission to conduct the study. After it was granted, the researcher applied for approval for ethical clearance. A proposal outlining the research objective, questions of this study and the research methods to be used, accompanied by a research ethics clearance application was submitted to the Research Ethics Committee of the Faculty for Economic and Management Sciences. The signed consent forms from the respondents were included in the application. After the ethics approval was granted, the data collection and analysis and report writing commenced. The

researcher organised information and questionnaire administration sessions on the various campuses of the TVET College. During these sessions, the researcher explained the aim of the study and emphasised the anonymous and voluntary nature of the study. Those who decided to participate in the study were given consent forms. Once the signed forms were returned, the questionnaire the instructions for the completion of the questionnaire were explained.

1.12 Layout of the Study

The chapters that will be presented for this mini-dissertation are as follows: Chapter 1 presents the study's background, introduces the topic, and outlines a comprehensive research approach (research methodology). Chapter 2 is the research article, based on the empirical study. Chapter 3 is the final chapter of the study. It presents the conclusions and recommendations that can be provided to management and further recommendations for future research.

2 CHAPTER 2: RESEARCH ARTICLE

2.1 Article Title: Job characteristics in burnout and intentions to quit of a TVET college staff member in the North West Province

2.2 Abstract

The restructuring of the higher education system post-Apartheid brought with it challenges like financial shortcomings, increased demand and insecurity. Rapid changes are unavoidable and cause increasing emotional turmoil and stress. Throughout the literature study, it was clear that there is a definite link between stress, burnout and intentions to quit, and research has confirmed the same definite, substantial relationship. Burnout and intentions to quit increases as job stress escalates in the workplace. Using a cross-sectional design and convenience sample ($n = 105$), this study sought to determine the relationship between (and role of) *job stressors* and (in) burnout and intentions to quit. The results seem to suggest that 51% of the variance in emotional exhaustion could be explained by job characteristics. However, pace and the amount of work and emotional load were the only statistically significant predictors of emotional exhaustion. Forty-five per cent of the variance in mental distance was explained by job characteristics. However, emotional load and recognition were the only statistically significant predictors of professional efficacy. Twenty-eight per cent (28%) of the variance in professional efficacy was explained by job characteristics but none of the job characteristics proved to be statistically significant predictors of professional efficacy. Fifty-five per cent (55%) of the variance in intentions to quit was explained by job characteristics and burnout. However, relationships with colleagues, emotional exhaustion and mental distance proved to be the only statistically significant predictors of intentions to quit. Recommendations for the organisation and future studies are provided.

2.3 Key words

Higher education, job characteristics, stressors, burnout, intentions to quit.

2.4 Introduction

The main purpose of the literature review was to provide and highlight the theoretical foundation of the study. It investigates the factors contributing to stress, burnout and intentions to quit and possible coping strategies and interventions to deal with these constructs proactively. Although various research studies have been conducted over the years (Jackson & Rothmann, 2005; Montgomery, Mostert & Jackson, 2005; Robyn, 2012; Grace, 2014), stress and burnout still form an integral part of organisations within SA. One of the aims of this study was to provide the reader with comprehensive information regarding stress, burnout and intentions to quit and their impact, accompanied by measures and interventions to deal with them.

The People Element conducted research that found that companies in SA lose as much as three billion rand a year due to the workplace stress that their employees experience (cited by Eriksson, as cited by Manson, 2012). Eben van Zyl revealed in his research that SA citizens experience excessive levels of stress in organisations compared to the rest of the world (as cited by Manson, 2012). “International research company, Bloomberg, ranked SA as the second most ‘stressed out’ country in the world” (Green, 2015).

Teaching is one of the professions that experience above average levels of stress in comparison to other professions (Sadien, 2010). Teacher shortages are perceived as a massive problem worldwide and further highlight that the stress in the workplace influences the decision to leave the profession (Jonker, 2016). To add to the growing concern, Rademeyer (2013) revealed in a newspaper article that the “South African system loses around 15 000 teachers each year” (as cited by Jonker, 2016). “Stress is recognised as an inherent feature of the work life of academic staff and growing evidence suggests that it may be increasing in severity” (Grace, 2014:34). More alarming is the fact that if stress is ignored, it can gradually result in a decline in performance, poor health and consistent absenteeism (Health and Safety Executive, as cited by Grace, 2014:34).

Teaching itself is an incredibly challenging profession (Montgomery *et al.*, 2005:266). There are several features of the teaching profession and in the workplace that place high levels of stress on educators, resulting in burnout and, ultimately, ill-health (Montgomery *et al.*, 2005:266). Stress is an important determinant of the burnout that employees experience

(Khamisa, Oldenburg, Peltzer & Ilic, 2015: 662). Over the years, burnout has been seen as an occupational hazard for several people-orientated professions, including education and is described as a job-related consequence of chronic stressors (Maslach and Leiter, 2016; Ismail, 2015).

Montgomery *et al.* (2005:270) conversed that physical ill-health (including headaches, muscular tension and constant tiredness) and psychological ill-health (including irritability, mood swings and difficulty in making decisions) are the results if burnout goes unnoticed. Meyer (2012) conferred that burnout involves an attrition of engagement with the job, where energy turns into fatigue, involvement turns into cynicism and efficacy turns into incompetence. Jonker and Joubert (2009) explicated that burnout can result in a decrease in the quality of services that employees produce and contributes to job turnover, absenteeism, low morale and job dissatisfaction. These all have a negative impact on an organisation's finances and profits (as cited by Meyer, 2012:15).

2.5 Problem Statement

The problem that this study wants to address is the fact that previous studies associated with stress, burnout and intentions to quit were not specifically applied to TVET institutions, previously known as FET institutions. Little is known about the impact of these constructs on these institutions. A News24 article authored by Fisher (2016), states that the quality and standards of TVETs may also have an impact on some challenges that IHLs experience, since the pass rates for basic education have decreased in recent years. The result of the latter is that more learners are forced to apply or go to TVETs, resulting in an increase in students at these colleges. This can put significantly more pressure on lecturers and supporting staff at these institutions and others like it.

One can assume that “a culture of achieving minimal results to pass with the absence of excellence”, coupled with pressure by the Department of Basic Education to increase throughput, are cultivating an environment where minimum standards will be emphasised. TVET colleges are also associated with teaching of extremely poor quality as a result of an inadequate workforce to teach college curricula, along with a lack of resources, poor infrastructure, insufficient financial aid and support for students and poor institutional

governance administration (Maringe & Osman, 2016). Furthermore, an increase in student absenteeism, a lack of critical thinking skills and disrespect towards staff can also contribute to stress, burnout and the intention to quit that employees in TVET colleges experience (Fisher, 2016). These constructs may make it difficult for lecturers to effectively provide quality teaching to students in TVET colleges and will have a detrimental impact on the bottom-line and success of the institution. The main objective, therefore, is to investigate the sources of stress, burnout and the intention to quit that lecturers at TVETs experience and explore and provide strategies for these institutions to effectively deal with the consequences of these constructs. The next section will focus on the conceptualisation and results of previous empirical studies on stress, burnout and intentions to quit.

2.6 Literature Review

2.6.1 Stress

Every individual experiences some level of stress at some point in their lives, whether personal or job-related. Stress is a universal phenomenon that many individuals across various occupations and industries experience. It may be in response to the threat of danger or a perceived inability to cope in a situation (Civil Service Employee Assistance Service (CEAS), 2014). Unfortunately, stress cannot be removed from one's life altogether but one can find ways to recognise it and effective ways of managing it (CSEAS, 2014). Stress is not a solitary event but rather a process that entails assessment, reaction and efforts to deal with and manage stressors to reach objectives (Kahn & Byosiore, 1992, as cited by Fila, 2016:2). Nel, Werner, Botha, du Plessis, Mey, Ngalo, Poisat and van Hoek. (2014: 176) describes stress as “a general term applied to the pressures people feel in life”.

Job stress is a universal problem that has been found to increase poor health, performance and general well-being concerns (Babatundu, 2013:73). Job stress can be defined as “discrepancies between the physiological demands within a workplace and the inability of employees to either manage or cope with such work demands” (Babatundu, 2013:73). “Job stress refers to distress resulting from a situation where the demands of a job are not matched by the resources provided to get the job done” (LaMontagne & Keegel, 2012:4). The resources an employee needs to perform successfully may include occupational skills, knowledge and experience and organisational resources like adequate machinery, raw

materials or a workforce available for the production of foods or services (LaMontagne and Keegel, 2012).

It is also essential that the management of organisations places specific focus on how jobs are designed and the characteristics of a job. The job characteristics model by Hackman and Oldman (1980) includes five core job dimensions, namely, skill variety, task significance, task identity, autonomy and feedback (Özbağ and Ceyhan, 2014). These features of the job impact on adjustment at work. A demanding job with little or no autonomy can also be perceived as a stressor in the working environment. Over the years, the job demands and control model (developed by Karasek, 1979) has been used to measure psychosocial working circumstances and implies that psychosocial strain is not only the result of one aspect of the workplace but, rather, the combined impact of high demands and low control (Söderberg, 2014). Thus, individuals who experience high demands in their organisations and little control over their work are expected to feel more stressed (Karasek, 1979).

The amount of control employees have in their jobs allows them to decide how they want to meet the job's demands (Karasek, 1979). However, if employees do not have control over their demands, they will experience job strain. Job strain is associated with work-related anxiety, dissatisfaction and exhaustion and is the result of high job demands and little control given to the employees (Nell, 2015). The latter is also referred to as a high-strain job that leads to excessive stress. This stress ultimately results in acute fear, elevated heart rates and an adrenaline response (Karasek, 1992, as cited by Söderberg, 2015:4). Conversely, if employees occupy demanding (high-strain) jobs, accompanied by high levels of control over their jobs, one can expect positive outcomes (Fila, 2016).

The job demands-resources model (JD-R) assumes that every occupation has its own specific characteristics and categorises it as job demands (JDs) and job resources (JSs). The JD-R investigates the relationship between JDs, JSs and employee well-being. JDs refer to work pressures, computer problems, emotional demands and changes in work-related tasks. These are the most important predictors of illnesses that lead to long periods of absence from work (Bakker & Demetouri, 2014). Job resources can be described as social support, supervisory coaching and mentoring, performance feedback and time control. These are the predictors of dedication and organisational commitment, which may result in turnover intentions (Bakker and Demetouri, 2014).

If employees experience incongruities between the demands of the job and the resources available to do the job, the result may be employee stress and burnout. Increased job resources will enable employees to tackle challenging JDs more easily. A teacher will be able to deal more effectively with demanding interactions with students through job resources like supervisory support, appreciation and a good organisational climate (Bakker and Demetouri, 2014). Therefore, job resources, if adequate, enable employees to perform more successfully through the attainment of organisational objectives, help them minimise JDs and fuel their personal growth (Schreurs, de Cuyper, Emmerik, Notelaers and de Witte, 2011).

An excessive workload as the result of higher student enrolment, the compulsory use of new technology, supplementary administrative tasks and deadlines were reported as a source of job stress (Mohamed and Abed, 2017). Ishaq and Mahmood (2017) reported that private sector university teachers experience more stress than teachers in the public sector due to job insecurity, high JDs, increased working hours, a demand for professional advancement, variations in workload, pay and benefits and working conditions. Coetzee and De Villiers (2010) highlight that remuneration, benefits and workload are the main sources of job stress, accompanied by career progression prospects, lack of leadership or management support, guidance and job security. This study focuses on *pace and amount of work, emotional load, relationship with colleagues, relationship with immediate supervisor, job security, remuneration and career advancement* as possible stressors in the FET work environment. The aim of the study is to determine the relationship between *pace and amount of work, emotional load, relationship with colleagues, relationship with immediate supervisor, job security, remuneration, and career advancement* on the one hand and burnout and intentions to quit on the other.

2.6.2 Burnout

If organisations fail to use these interventions, the increased stress in the working environment may result in burnout. The latter concept is much more difficult to manage and eliminate than stress. Salami (2011) affirms the statement above and describes burnout as a negative experience caused by the excessive stress that teachers experience. This can have a detrimental impact on themselves (emotionally and physically) and on their students (through the poor quality of teaching practices and commitment). After investigating stress and its causes, it is apparent that the burnout an individual experience is the result of severe stress

over a long period of time. The latter was confirmed in Freudenberger's (1974) study, which found that burnout was connected to stress that ascends from a tenacious pursuit of success (as cited by Van Tonder and Williams, 2009: 204).

Many definitions can be found in professional and academic literature. The first individual who used the term burnout, Freudenberger (1975), refers to it as a state of physical and emotional depletion that stems from working conditions and which makes an individual experience feeling of exhaustion and failure. Burnout occurred among individuals employed in human services positions and he described it as "a psychological syndrome in response to chronic interpersonal stressors on the job" (Maslach, Schaufeli, and Leiter, 2001:398). Burnout can be described as "a state of physical, mental and emotional exhaustion, combined with doubts about one's competency and the worthiness of your work" (Warnich, Carell, Elbert and Hatfield, 2015:451).

The decrease in personal accomplishment experienced by employees, coupled with emotional exhaustion and cynicism, form the key dimensions in the identification and evaluation of burnout (Maslach, 1982). Maslach *et al.* (2001:399) distinguishes between three significant dimensions of burnout, which are exhaustion, cynicism and reduced efficacy. *Exhaustion* can be described as the basic individual stress dimension of burnout that involves feelings of being extremely tired and the diminishing of one's emotional and physical resources. *Cynicism* can be perceived as the interpersonal context dimension of burnout that represents a negative, insensitive and extremely detached reaction to numerous aspects of the job. The last dimension is called *reduced efficacy or accomplishment*, which represents the self-evaluation dimension that denotes feelings of uselessness and a lack of accomplishment and performance at work. Montero-Marin, Prado-Abril, Demarzo and Garcia-Campayo (2016) explain that exhaustion is the feeling of being unable to provide anymore of oneself, as a result of dealing with excessive demands over a long period, whereas cynicism is described by them as a detached attitude towards job tasks, colleagues and customers. Inefficacy is when an individual feels that he or she is unable to perform tasks adequately in the workplace.

The apparent need for an instrument that measures burnout in contexts other than the service profession was met by the introduction of the *Maslach Burnout Inventory – General Survey* (MBI-GS) (Maslach, Jackson and Leiter, 1996). The MBI-GS assesses parallel dimensions (exhaustion, cynicism and lack of professional efficacy) to those contained in the original

MBI, except that the items do not explicitly refer to working with people (Schaufeli *et al.* 1996) but to work in general. Like the original MBI, the psychometric properties of the MBI-GS are encouraging. More particularly, the hypothesised three-factor structure of the MBI has been confirmed in numerous (South African) studies (Naudé, 2003; Rothmann *et al.*, 2003; Storm and Rothmann, 2003). The only more or less systematic exception to the supremacy of the three-factor structure is a two-factor model in which exhaustion and depersonalisation collapse fit better (or equally well) to the data (Holland *et al.*, 1994). Therefore, Green, Walkley and Taylor (1991) have called exhaustion and depersonalisation the “core of burnout”. A systematic negative finding with the use of the MGI-GS is that one particular item (item 13, *I just want to do my job and not be bothered*) seems to be unsound and did not load sufficiently on the cynicism factor (Rothmann *et al.*, 2003; Storm & Rothmann, 2003).

Practically speaking, almost all burnout research uses the MBI, which originally had two versions, one for employees working in the human services (Human Services Survey – HSS) and one for educators (Educators Survey – ES). The main difference is that “recipients” in the former is replaced by “students” in the latter. The MBI-HSS/ES assesses three burnout dimensions: emotional exhaustion; depersonalisation (a callous, indifferent and cynical attitude towards recipients or students) and personal accomplishment (reversed). In fact, these represent energetic (e.g., feeling used up), attitudinal (e.g., being cynical) and evaluative (e.g., doubting one's competence) components, respectively (Schaufeli, 2003).

The broadening of the burnout concept with the introduction of the MBI-GS changed the meaning of the depersonalisation dimension in a fundamental way. By definition, depersonalisation involves other people so that its meaning cannot be broadened beyond the social relationship in which it occurs, whereas cynicism, as operationalised by the MBI-GS, reflects an indifferent or distant attitude towards work instead of other people. This problem can be overcome by viewing depersonalisation as a special case of *mental distance*. That is, where depersonalised human service professionals exhibit a psychological distance towards the recipients of their service, cynical non-human service employees show a similar psychological distance regarding their work environment (Jackson, 2004). In other words, the target of mental distance differs: recipients for human service professionals and the job itself for non-human service employees (Salanova *et al.*, 2005). In line with the reasoning above and based on the work of Jackson and Rothmann (2005), it was decided to include the depersonalisation dimension of the MBI-ES scale to fully capture the experiences of staff at

the TVET College where this study was conducted. The aim of the study is to determine the role of stress (job characteristics) in burnout and intentions to quit.

2.6.3 Intentions to quit

Competent and motivated employees are important in an organisation's endeavour to be the best in the market in which it functions. Retaining employees in IHLs has become a grave distress, especially because of the amplified turnover percentage of lecturers. The aspect above poses a challenge because it has a detrimental impact on the quality, reliability and permanency of academic institutions (Selesho & Naile, 2016:295). An increase in turnover rates makes it challenging for organisations to maximise profits and function effectively and successfully (Cole, 2014:2).

Investigations should be conducted to prevent an increase in turnover in an organisation and the employees' intention to quit. Robyn (2012:10) refers to intentions to quit as "a process whereby employees evaluate their current position and have thoughts of quitting their position". Sadien (2010:99) describes intention to leave as a destructive form of withdrawal with a decrease in employees' participation in their jobs. Intention to quit may be described as a voluntary decision to leave an organisation and it may be the result of a destructive workplace, inadequate career advancement opportunities or unattractive compensation packages (Appollis, 2010).

Robyn (2012) discoursed that there are numerous variables that influence employees' intentions to quit. These include employee-organisation mismatch, training and development, organisational culture, occupational stress, interpersonal relationships, leadership, organisational support and commitment and many more. In their study on academic staff retention, Selesho and Naile (2016:302) found that job satisfaction is also an important intrinsic variable that influences an employee's intention to quit, along with salary disparities, lack of confidence in leadership and training and development. In a study conducted by Ismail (2015:318), job insecurity is also a variable that results in intentions to quit. Job insecurity, which is also seen as an occupational stressor, can be described as "a threat of job loss" (Ismail, 2015:312).

The turnover of employees is the outcome of discontent felt towards the job, insufficient compensation, unsafe and unhealthy working circumstances, impractical demands and inadequate resources (Jackson, 1981; Steer, 1991), as cited by Das & Baruah, 2013:13). Qureshi, Iftikar, Abbas, Hassan, Khan and Zam (2013:768) conducted a study on 250 textile industry employees and found a positive relationship between job stressors and intentions to quit and explained that, as job stressors (like workload) increase in the workplace, intentions to quit increase too. Rajan (2018:466) agrees with the former author and discovered that workload has a positive relationship with stress, responsibility load and intentions to quit.

In a study conducted on medical staff, Xiaoming, Ma, Change and Shieh (2014) revealed the existence of a significant correlation between the dimensions of burnout and intentions to quit. Workload like time load, spiritual investment and mental stress, has a positive relationship with intentions to quit (Xiaoming *et al.* 2014). In a study conducted on the financial services industry, Van der Merwe (2016) discovered that the absence of supervisory support and career development opportunities will result in intentions to quit. In a qualitative study conducted on academic staff of HEIs, it has become apparent that insufficient compensation, rewards and recognition will influence employees' intentions to quit (Robyn, 2012). In a study performed on call centre employees, it was discovered that there is a direct relationship between increased levels of stress, burnout and emotional labour with the intention to leave the organisation (Sadien, 2010). Ali (2008) postulated that inadequate contingent incentives and fringe benefits, as perceived by lecturers, are essential factors that influence their intentions to quit (as cited by Appollis, 2010:157).

Throughout the literature study, it has become evident that there is a definite link between stress, burnout and intentions to quit. A study conducted by Ahanian, Mirzaei and Fard (2016:1048) found that there is a definite positive and substantial relationship between job stress and intention to quit. The study shows that, as job stress escalates, the same will happen to intentions to quit. Xin Yi (2012:72) conducted a study on the different factors influencing intentions to quit and discovered that there is a positive relationship between occupational stress and intentions to quit. A study conducted on nurses found that job stress strongly impacts the decision to leave one's job (Abualrub and Al-Zaru, 2008, as cited by Alsaqri, 2014:58.)

Employees who experience increased levels of burnout are more likely to foster ideas of leaving the organisations in which they work (Maslach *et al.*, 2001). In his study associated with job insecurity, burnout and intentions to quit, Ismail (2015) agrees with Maslach *et al.* (2001) and affirms his findings “when employees experience high burnout, they will be more likely to have a high intention to quit their job”. A study conducted by Sadien (2010) also found a direct and significant relationship between stress, burnout and intentions to quit. A study conducted on employees working with dangerous substances (Kobanoglu and Uygungil, 2017:8) concluded that there is a positive relationship between dimensions of emotional exhaustion and depersonalisation and the intention to leave jobs. Thus, as stress and burnout increase, the extent to which employees desire to quit their jobs does, too.

One can assume that, once an employee feels vulnerable (threatened) in a position they occupy, they might foster ideas of alternative employment (intentions to quit). Clearly, employees may seek alternative employment opportunities without factors that can result in them experiencing stress or burnout. Management in organisations that fails to identify the prevalence of stress and burnout in the working environment will face many challenges when they lose competent and talented employees as a result of stress and burnout.

2.6.4 Stress (job characteristics), burnout and intentions to quit

Throughout the literature study, it is evident that there is a definite link between stress, burnout and intentions to quit. A study conducted by Ahanian *et al.* (2016) found a definite positive and substantial relationship between job stress and intention to quit – thus, as job stress escalates, the same will happen to intentions to quit. Xin Yi (2012) conducted a study on the different factors influencing intentions to quit and discovered that there is a positive relationship between occupational stress and intentions to quit. Another study discovered that job stress strongly impacts the decision to leave one’s job (Abualrub and Al-Zaru, 2008, as cited by Alsaqri, 2014)

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opportunities will result in intentions to quit. In a qualitative study conducted on academic staff of HEIs, it is apparent that insufficient compensation, rewards or recognition would influence employees' intentions to quit (Robyn, 2012). A study performed on call centre employees discovered that there is a direct relationship between increased levels of stress, burnout, and emotional labour with the intentions to leave the organisation (Sadien, 2010). Ali (2008) postulated that inadequate contingent incentives and fringe benefits, as perceived by lecturers, are essential factors that influence their intentions to quit (as cited by Appollis, 2010).

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There are numerous variables that influence employees' intentions to quit, including employee-organisation mismatch, training and development, organisational culture, occupational stress, interpersonal relationships, leadership, organisational support and commitment and many more (Robyn, 2012). In their study on academic staff retention, Selesho and Naile (2016:302) found that job satisfaction is also an important intrinsic variable that influences an employee's intention to quit, along with salary disparities, lack of confidence in leadership and training and development. In a study conducted by Ismail (2015), job insecurity is also a variable that results in intentions to quit. Job insecurity, which is also seen as an occupational stressor, can be described as "a threat of job loss" (Ismail, 2015).

The turnover of employees is the outcome of discontent felt towards the job, insufficient compensation, unsafe and unhealthy working circumstances, impractical demands and inadequate resources (Jackson, 1981; Stear, 1991 as cited by Das and Baruah, 2013). Qureshi

et al. (2013) found a positive relationship between job stressors and intentions to quit. The study showed that, as job stressors (like workload) increase in the workplace, intentions to quit escalate too. Rajan (2018) agrees with the former author and discovered that workload has a positive relationship with stress, responsibility load and intentions to quit. These findings indicate that once an employee feels vulnerable (threatened) in a position they occupy, they might foster ideas of alternative employment (intentions to quit). As such, employees may seek alternative employment opportunities without factors that could result in them experiencing stress or burnout. Management in organisations that fails to identify the prevalence of stress and burnout in the working environment will face many challenges when they lose competent and talented employees as a result of stress and burnout.

2.7 Research Questions

Based on the above, the following research questions arise:

- What is the relation between stress (job characteristics), burnout and intentions to quit?
- What is the role of stress (job characteristics) in burnout dimensions (emotional exhaustion, mental distance and professional efficacy)?
- What is the role of stress (job characteristics) and burnout in intentions to quit?
- What recommendations can be provided as possible measures to mitigate stress and burnout?

2.8 Research Objectives

The general objective of the study was to investigate stress (job characteristics), burnout and intentions to quit and provide recommendations that management can apply to minimise the stress, burnout and intentions to quit that the lecturers experience. The specific objectives include:

- Determining the relation between stress (job characteristics), burnout and intentions to quit;
- Determining the role of stress (job characteristics) in burnout dimensions (emotional exhaustion, mental distance, and professional efficacy);
- Determining the role of stress (job characteristics) and burnout in intentions to quit; and

- Making recommendations and providing possible techniques that can be applied to mitigate stress and burnout.

2.9 Research Methodology

The research methods section focuses on the research paradigm, approach, methods and design used in this study. In addition, this section also contains information on the population and sample and the sampling techniques used. This section also attends to the measuring instruments used and data analysis.

2.9.1 Research Paradigm, Approach and Design

This study followed a positivistic paradigm. Relying on the hypothetic deductive method, positivism focuses on efforts to verify a priori hypotheses that are most often specified in quantitative propositions that can be converted into mathematical formulae expressing functional relationships (Guba and Lincoln, 1994; McGrath and Johnson, 2003). The primary goal of positivistic inquiry is an explanation that (ultimately) leads to prediction and control of phenomena. Following a positivistic paradigm, the research approach adopted for this specific study was quantitative in nature. Quantitative research can be described as research that clarifies constructs according to mathematical data. The data is analysed through calculated statistics (Yilmaz, 2013:311). Bryman *et al.* (2014:31) further explains that the quantitative method requires gathering the mathematical information, followed by a deductive and objectivist approach. The deductive approach involves the movement from what is complex and unknown to unknown. It also involves the procedure of reasoning from one or more statement to reach a rational certain conclusion or finding (Atta *et al.* 2015:22). The latter approach will assist in helping the researcher understand the subject and, ultimately, to answer the primary research question. There are two advantages of the quantitative method. One is that it can be completed and calculated swiftly. Secondly, it facilitates contrasts between participants and determines the extent of agreement and disagreement between participants (Yauch and Steudel as cited by Choy (2014)). This study used a cross-sectional research survey design. The latter can be described as a study that collects information from a group of participants at just one point or a single moment in time (Millikin, 2016). The researcher used questionnaires to obtain the relevant data from participants with different characteristics over a few months, according to the availability of the participants. This

research method attempts to investigate the answers to the questions starting with how many, how much, and to what extent (Rasinger, 2010).

2.9.2 Population, Sample and Sampling Technique

The study was conducted on the Potchefstroom, Klerksdorp and Matlosana campuses of the TVET College in the North West Province in SA. The sample that was used for the purpose of this study was drawn from a possible 250 to 300 lecturers from the TVET College. A sample can be defined as a small group of people, also known as participants, who are selected from a specific population group (Alvi (2016)). Sampling can be described as “the process by which a relatively small number of individuals or measures of individuals, objects or events is chosen and analysed to find out something about the entire population from which it was chosen” (Salaria, 2012:2). For the purpose of this study, a *convenient sampling strategy* was used. This sampling strategy can be described as an opportunity sampling, where the researcher specifically focuses on participants who are easy or convenient to approach (Alvi, 2016:29). Convenience sampling is inexpensive and easy and the participants are willing (Etikan *et al.*, 2016). Additional characteristics of the sample are presented in **Table 1** below.

Table 1 reveals that the majority of the sample was female (51.9%), and the majority of the sample was extracted from the Klerksdorp campus (36.8%) and 33% of the sample holds an Education diploma.

Table 1: Additional characteristics of the sample (n = 105)

Item	Category	Percentage
Gender	Male	45.3
	Female	51.9
	Missing values	2.8
Campus	Klerksdorp	36.8
	Jouberton	27.4

	Potchefstroom	35.8
Education	Education Diploma	33.0
	B. Degree	23.6
	Honours Degree	22.6
	Master's Degree	4.7
	PhD	.9
	Missing values	15.1

2.9.3 Research Procedure and Data Collection

The researcher first requested permission to conduct the research from the principal of the FET College where the research was conducted. Once it was granted, the researcher obtained ethical clearance from the Research Ethics Committee of the Faculty of Economic and Management Sciences to conduct the study. Dates and venues of these sessions were communicated via intranet and notices on notice boards on campuses. During these sessions, the researcher explained the objective of the study and the ethical issues relevant to the study to the prospective respondents. Respondents were assured of their anonymity and the voluntary nature of the data collection process. The researcher immediately attended to the questions that arose during the session. After that, the researcher distributed the research instrument among the participants who were willing to participate in the study. The questionnaire included a covering letter with instructions on how to complete the questionnaire and a consent form (**Annexure 5**). Participants first completed the consent form before starting with the questionnaire. Participants were encouraged to answer all the questions honestly. The researcher collected the completed questionnaires and checked for completeness. The responses were captured on an Excel spreadsheet for data analysis using the IBM SPSS version 25 computer software. The researcher was careful to ensure that the questionnaire content, as captured on the spreadsheets, was protected with a password known only to the researcher.

2.9.4 Measuring Instruments

The measuring instruments (**Annexure 1, 2, 3 and 4**) that were used in this study, include:

- *The JDRS*. This was used to assess *job stressors*: Jackson and Rothmann (2005) developed the JDRS to assess job demands and resources for educators. The JDRS comprises 48 questions, some of which were adjusted and checked for validity to suit the relevance of this study. This study includes the following dimensions; *pace and amount of work, emotional load, relationship with colleagues, relationship with immediate supervisor, job security, remuneration, and career advancement*. A 5-point Likert scale was used, ranging from 1 (strongly disagree) to 5 (strongly agree). Respondents had to answer these questions by applying the same strategy that was explained in Section 1 of the questionnaire. Maslach Burnout Inventory – General Survey (MBI – GS) and Teacher Survey (MBI – TS) were used to measure the levels of burnout experienced by lecturers in HEIs.
- *The Maslach Burnout Inventory-General Survey (MBI-GS)*. This was used to measure the exhaustion (five items), cynicism (five items) and professional efficacy (six items) dimensions of burnout. The depersonalisation (five items) dimension of the Maslach Burnout Inventory – Educator Survey (MBI – ES) was also included in the questionnaire. On this scale, the word “recipients” (MBI-GS), found on the original scale were replaced by “student” (ES). The responses to 21 items were made on a six-point scale varying from 0 (*never occurs*) to 6 (*occurs every day*). High scores on exhaustion and cynicism/depersonalisation and low scores on professional efficacy are indicative of burnout. Internal consistencies (Cronbach coefficients alphas) for the MBI – GS reported by Maslach *et al.* (1996) varied from 0,87 to 0,89 for exhaustion, 0,73 to 0,84 for cynicism and 0,76 for professional efficacy. An internal consistency, 0,79 was reported for depersonalisation as measured by the MBI – ES (Maslach and Jackson, 1986).
- *Turnover intention* was measured by Sjöberg and Sverke's turnover scale (Sjöberg and Sverke, 2000). The instrument consists of five items, measured on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). An example of an item in the instrument is that "I am actively looking for other jobs." Pienaar, Sieberhagen, and Mostert (2007) indicated that the instrument of Sjöberg and Sverke showed internal consistency of $\alpha = 0.74$ during their study within the South African context.
- *Biographic questionnaire* was administered to gather information on the demographic characteristics of participants like age, gender, race, marital status, educational

background and qualifications, academic experience. (This section was included to facilitate comparisons between demographic groups for feedback to management. The feedback focused on trends (major stressors, burnout and intention quit levels and provided comparison between different demographic groups to facilitate targeted interventions). The aim of this feedback was to provide management with a helicopter view of the results without compromising the identity of the individual respondents.)

2.9.5 Statistical Analysis

The statistical analysis was carried out using the IBM SPSS version 23. Descriptive statistics in the form of means, standard deviations, skewness and kurtosis were computed to investigate the data. An exploratory factor analysis was conducted to determine the validity of the job characteristics questionnaire. Cronbach's alpha coefficients were used to assess the internal consistency of the measuring instruments. Pearson's product-moment correlations were used to assess the relationship between the variables. The statistical significance was set at a 95% confidence interval level ($p < 0.05$). Effect sizes (Cohen, 1988) were used to determine the practical relevance of correlations < 0.30 (small effect), $0.30 < 0.50$ (medium effect) and > 0.50 (large effect) (Cohen, 1998). Cut-off points for the practical significance of the correlation coefficients were set to 0.30 (medium effect) (Cohen, 1988). A modified cut-off point of 0.25 was set to increase our probability for the practical significance of correlation coefficients for the work engagement variables of vigour, dedication and absorption. A regression analysis was also conducted to determine the proportion of variance in the dependent variables of intrinsic, extrinsic, dedication, vigour and absorption that were predicted by the independent variables, namely, organisational support, advancement, relationship with colleagues, contact possibilities, workload and job insecurity. The effect sizes in the case of multiple regression were given by the formula $f^2 = R^2 / 1 - R^2$ (Steyn, 1999). The parameters for practical significance of f^2 (Steyn, 1999) were set at 0.01 (small effect), 0.09 (medium effect) and 0.35 (large effect).

2.10 Results

The results were presented in four sections below. The results of the exploratory factor analysis on the three scales used in this study were presented first, followed by descriptive

statistics of the scales used in the study. Next, the correlations between the constructs measured were presented and, finally, the regression analysis was put forward.

2.10.1 Exploratory Factor Analysis (EFA)

Only seven of the subscales of the *JDRS* (Jackson and Rothmann, 2005) were used, given the limited sample size ($n = 105$) (Sample size norm: $n = M \times 5$; M = number of items (Field, 2009). The scree plot (Figure 1 below) and the examination of the Eigenvalues of the EFA of the selected subscales (21 items: mental load, emotional load, relationships with colleagues, relationship with immediate supervisor, insecurity, remuneration, and career possibilities) of the *JDRS* revealed that six factors could be extracted explaining 75.89% of the variance ($KMO = .76$). Two items loaded had double loadings in the initial EFA and were discarded from the subsequent EFA. The extracted factors from the principle component analysis using direct Oblimin rotation with the remaining 19 items were labelled *Remuneration and career possibilities* (Eigenvalue of 5.22 and explaining 27.50% of the variance), *Emotional load* (Eigenvalue of 2.98 and explaining 15.66% of the variance), *Security* (Eigenvalue of 2.05 and explaining 10.78 per cent of the variance), *Relationship with direct supervisor* (Eigenvalue of 1.85 and explaining 9.74% of the variance), *Pace and amount of work* (Eigenvalue of 1.22 and explaining 6.41% of the variance), and *Relationship with colleagues* (Eigenvalue of 1.10 and explaining 5.81% of the variance). The loading of the items on the extracted factors are presented in Table 2 below.

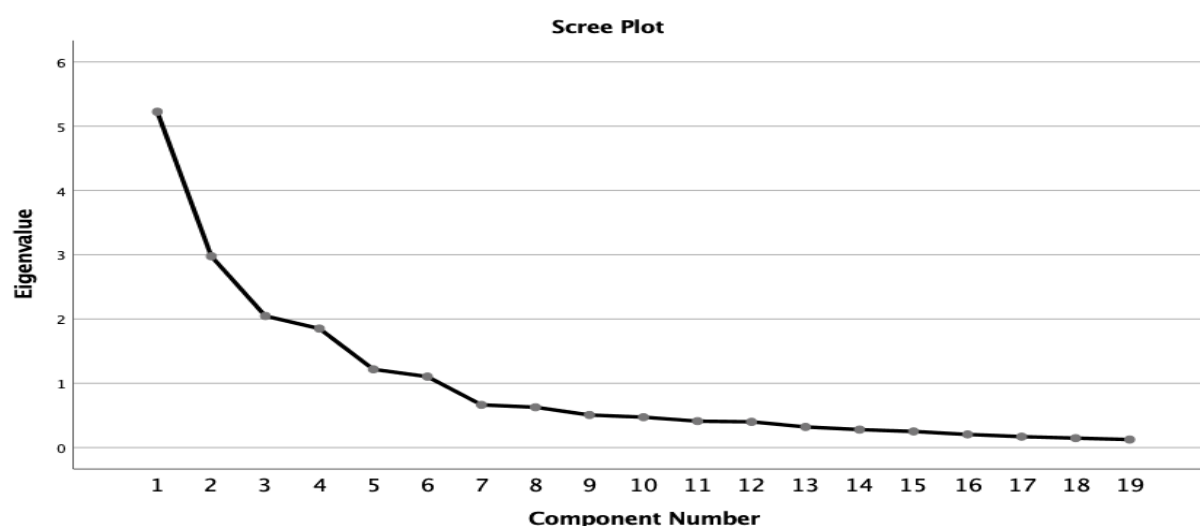


Figure 1: Scree plot of the extracted factors from the Job Demands-Resources Scale (*JDRS*)

Table 2: *Factor loadings principal component analysis on JDRS*

Items	F 1	F 2	F 3	F 4	F 5	F 6
Do you have too much work to do?	.00	.00	.00	.00	.83	.00
Do you work under time pressure?	.00	.00	.00	.00	.79	.00
Do you find that you do have enough work?	.00	.00	.00	.00	.77	.00
Are you confronted with things that affect you personally in your work?	.00	.75	.00	.00	.00	.00
Do you have contact with difficult colleagues in your work?	.00	.86	.00	.00	.00	.00
Does your work put you in emotionally upsetting situations?	.00	.74	.00	.00	.00	.00
Can you count on your colleagues when you come across difficulties in your work?	.00	.00	.00	.00	.00	-.86
If necessary, can you ask your colleagues for help?	.00	.00	.00	.00	.00	-.90
Can you count on your supervisor when you come across difficulties in your work?	.00	.00	.00	.81	.00	.00
Do you get on well with your supervisor?	.00	.00	.00	.93	.00	.00
Do you need to be more secure that you will still be working in one year's time?	.00	.00	.86	.00	.00	.00
Do you need to be more secure that you will keep your current job in the next year?	.00	.00	.93	.00	.00	.00
Do you need to be more secure that you will keep your current function next year?	.00	.00	.84	.00	.00	.00
Do you think that your organisation pays good salaries?	.82	.00	.00	.00	.00	.00
Can you live comfortably on your pay?	.75	.00	.00	.00	.00	.00

Do you think you are paid enough for the work that you do?	.85	.00	.00	.00	.00	.00
Does your job offer you the possibility of progressing financially?	.83	.00	.00	.00	.00	.00
Does your organisation give you opportunities to follow training courses?	.67	.00	.00	.00	.00	.00
Does your job give you the opportunity to be promoted?	.80	.00	.00	.00	.00	.00

F1 = *Remuneration and career possibilities*; F2 = *Emotional load*; F3 = *Security*; F4 = *Relationship with direct supervisor*; F5 = *Pace and amount of work*; and F6 = *Relationship with colleagues*.

The scree plot (**Figure 1 above**) and the examination of the Eigenvalues of the EFA of the *Maslach Burnout Inventory—General Survey (MBI-GS)* and The depersonalisation (five items) dimension of the *Maslach Burnout Inventory – Educator Survey (MBI – ES)* revealed that three factors could be extracted explaining 50.71.89% of the variance (KMO = .77). The extracted factors from the principal component analysis (**Table 2**) using direct Oblimin rotation were labelled. *Mental distance* (Eigenvalue of 5.92 and explaining 24.70% of the variance), *Professional efficacy* (Eigenvalue of 3.90 and explaining 16.23% of the variance) and *Emotional Exhaustion* (Eigenvalue of 2.34 and explaining 9.78% of the variance). The EFA of the Intentions to quit scale resulted in a unifactorial solution that explained 78.75% of the variance (KMO = .85).

2.10.2 Descriptive statistics and reliability

The descriptive statistics of the scales used in this study are considered next and presented in Table 3 below.

Table 3: Descriptive and reliability results.

Constructs	α	Mean	SD	Skewness	Kurtosis
Pace and amount of work	.78	3.94	0.82	-1.09	2.29
Emotional load	.74	3.43	0.99	-0.13	-0.60
Relationship: Colleagues	.85	3.68	1.00	-0.69	-0.06
Relationship: Supervisor	.83	3.89	0.94	-0.98	0.83
Security	.87	3.55	1.00	-0.44	-0.31
Recognition (pay and career advancement)	.90	2.54	0.98	0.47	-0.48
Emotional exhaustion	.82	3.27	1.48	-0.06	-0.62
Mental distance (depersonalisation + cynicism)	.87	2.08	1.39	.59	.04
Professional efficacy	.84	4.65	0.97	-0.27	-1.18
Intentions to quit	.93	2.87	1.21	-0.02	-0.96

Closer inspection of **Table 3** reveals that acceptable alpha coefficients were obtained for all scales used in this study, considering the norm of .70 (Nunnally & Bernstein, 1994). Based on this standard, the internal consistency obtained in this study was at acceptable levels. Data in Table 3 indicates that skewness and kurtosis are within the limits of two and four respectively (Field, 2009; Finch & West, 1997). Thus, all the scales used were normally distributed.

2.10.3 Correlation analysis

This study was also aimed at determining the relation between job characteristics, burnout and intentions to quit. Correlations can be calculated to determine the relationship between observed variables (Hinkle, Wiersma and Jurs, 2003). Although correlations can indicate a relationship between two variables, it does not necessarily mean that one variable is caused by

the other (Hinkle *et al*, 2003). Therefore, the purpose of this section is not to determine causation between job characteristics, burnout and intentions to quit but rather to explore the possible relationships between these variables. Table 2 displays the correlation analysis.

Table 4: Correlation analysis

Variable	1	2	3	4	5	6	7	8	9
1. Pace and amount of work									
2. Emotional load	.43**								
3. Relationship: Colleagues	-.04	-.04							
4. Relationship: Supervisor	-.21*	-.26**	.33**						
5. Security	-.06	-.10	.26**	.10					
6. Recognition	-.18	-.02	.39**	.19	.30**				
7. Emotional exhaustion	.45**	.37**	-.09	-.26**	-.07	-.20*			
8. Mental distance	.15	.27**	-.08	-.22*	.14	.23*	.45**		
9. Professional efficacy	.09	-.10	.08	.20*	-.04	-.05	.01	-.17	
10. Intentions to quit	.07	.13	-.23*	-.06	-.09	-.09	.42**	.38**	.10

** Correlation is significant the 0.01 level (2-tailed) / * Correlation is significant the 0.05 level (2-tailed)

A closer examination of **Table 4** indicates that the pace and amount of work were statistically significant (medium effect) in relation to emotional load ($r = .43$; $p < .00$) and emotional exhaustion ($r = .42$; $p < .00$) and emotional load were statistically significant (medium effect) in relation to emotional exhaustion ($r = .37$; $p < .00$). The relationship with colleagues was statistically significant (medium effect) in relation to the relationship with the supervisor ($r = .33$; $p < .00$) and recognition ($r = .33$; $p < .00$). Security was statistically significant (medium effect) in relation to recognition ($r = .30$; $p < .00$). Emotional exhaustion was statistically significant (medium effect) in relation to mental distance ($r = .45$; $p < .00$) and intentions to

quit ($r = .42$; $p < .00$). Mental distance was also statistically significant (medium effect) in relation to intentions to quit ($r = .38$; $p < .00$).

2.10.4 Regression analysis

Lastly, this study was also aimed at determining the role of job characteristics in the dimensions of burnout and intentions to quit. In addition, the study also wanted to determine the role of job characteristics and burnout in intentions to quit. Table 5 below presents the results of the regression analysis.

Table 5: *Regression analysis*

Variable	Emotional exhaustion	Mental distance	Professional efficacy	Intention to quit
1. Pace and amount of work	.29**	.08	.17	-.13
2. Emotional load	.22*	.21*	-.13	.01
3. Relationship: Colleagues	.02	-.17	.05	-.20*
4. Relationship: Supervisor	-.13	-.16	.20	.11
5. Security	.01	.13	-.06	-.05
6. Recognition	-.13	.30**	-.07	-.04
7. Emotional exhaustion				.34**
8. Mental distance (cynicism + depersonalisation)				.30**
9. Professional efficacy				.14
F	5.72*	4.14*	1.41	4.67*
R	.51	.45	.28	.55
R ²	.26	.20	.08	.31
f ²	.35	.25	.09	.45

	Large	Medium	Medium	Large
Practical significance	effect	effect	effect	effect

**Standardised Beta is significant the 0.01 level (2-tailed) / * Standardised Beta is significant the 0.05 level (2-tailed).

Inspection of **Table 5** revealed that 51% of the variance in emotional exhaustion was explained by job characteristics. However, pace and amount of work ($B = .29$ and $t = 2.92$) and emotional load ($B = .22$ and $t = 2.19$) were the only statistically significant predictors of emotional exhaustion. Forty-five per cent (45%) of the variance in mental distance was explained by job characteristics. Table 5 indicated that emotional load ($B = .21$ and $t = 2.00$) and recognition ($B = .30$ and $t = .30$) were the only statistically significant predictors of mental distance. Twenty-eight per cent (28%) of the variance in professional efficacy was explained by job characteristics but none of the job characteristics proved to be statistically significant predictors of professional efficacy. Fifty-five per cent (55%) of the variance in intentions to quit was explained by job characteristics and burnout. However, relationships with colleagues ($B = .20$ and $t = -2.03$), emotional exhaustion ($B = .34$ and $t = 3.03$) and mental distance ($B = .30$ and $t = 2.72$) proved to be the only statistically significant predictors of intentions to quit.

2.11 Discussion

This study was also aimed at determining the relation between job characteristics, burnout and intentions to quit. The findings seem to suggest that pace and amount of work were statistically significant in relation to emotional load and emotional exhaustion and emotional load was statistically significant in relation to emotional exhaustion. Relationship with colleagues was statistically significant in relation to relationship with supervisor and recognition. Security was statistically significant in relation to recognition. Emotional exhaustion was statistically significant in relation to mental distance and intentions to quit. Mental distance was also statistically significant in relation to intentions to quit.

This study was also aimed at determining the role of job characteristics in the dimensions of burnout and intentions to quit. In addition, the study also wanted to determine the role of job characteristics and burnout in intentions to quit. The results revealed that 51% of the variance

in emotional exhaustion was explained by job characteristics. However, pace and amount of work and emotional load were the only statistically significant predictors of emotional exhaustion. Forty-five per cent (45%) of the variance in mental distance was explained by job characteristics. However, emotional load and recognition were the only statistically significant predictors of mental distance. Twenty-eight (28%) of the variance in professional efficacy was explained by job characteristics but none of the job characteristics proved to be statistically significant predictors of professional efficacy. Fifty-five per cent (55%) of the variance in intentions to quit was explained by job characteristics and burnout. However, relationships with colleagues, emotional exhaustion and mental distance proved to be the only statistically significant predictors of intentions to quit.

Based on the statistical analysis of the data gathered, the results of this study seem to concur with the conclusions of the previous studies as far as workload is concerned (Beauchank, 2010; Coetzee & de Villiers, 2010; Ishaq & Mohammed, 2017; Mohammed & Abed, 2017). In addition, these findings also confirm previous findings that excessive workload is the result of higher student enrolment, compulsory use of new technology, supplementary administrative tasks and deadlines. These factors were reported as a source of job stress (Mohamed & Abed, 2017). Ishaq and Mahmood (2017) reported that private sector university teachers experience more stress than those in public sectors due to job insecurity, high JDs, increased working hours, a demand for professional advancement, variations in workload, pay and benefits and working conditions. Abarghouei *et al.* (2016:2630) discovered in their study on hospital personnel that there is a positive relationship between job stress and burnout dimensions and explained that an increase in job stress results in emotional exhaustion and depersonalisation. Mosadeghrad (2013) confirmed that insufficient communication and a lack of social support in the working environment are crucial predictors of occupational stress.

In a study conducted on teachers, Kinman, Wray and Strange (2011:850) found that “teachers who report more emotional labour (emotional load) were not only more emotionally exhausted and less satisfied with their work, but they were also more likely to depersonalise their pupils”. A study performed on call centre employees revealed that emotional labour and a lack of team leader support results in depression, emotional exhaustion and anxiety (Sadien, 2010). Li *et al.* (2015) found in a study they conducted on ICU nurses that the lack of social support (supervisor or colleague) increases emotional exhaustion. In their study, Els *et al.* (2015:8) confirmed that job characteristics like work pressure and emotional demands predict

exhaustion as well as depersonalisation. Puhan *et al.* (2015:2617) established in their study that work overload, low salary structure, poor management, insufficient training and an unhealthy working environment contribute to emotional exhaustion, absenteeism, frustration, exhausted physical energy and feelings of helplessness.

Coetzee and De Villiers (2010) highlight that remuneration, benefits and workload are the main sources of job stress. In a study they conducted on teachers, Subon and Sigie (2016) revealed that burnout is the result of heavy workload, high demands or expectations from administrators (which may result in emotional exhaustion), physical exhaustion and depersonalisation. Qureshi *et al.* (2013) found a positive relationship between job stressors and intentions to quit and concluded that as job stressors (like workload) increase in the workplace, intentions to quit also increase.

Rajan (2018) confirmed that workload has a positive relationship with stress, responsibility load and intentions to quit. Workload like time load, spiritual investment and mental stress has a positive relationship with intentions to quit (Xiaoming *et al.*, 2014). Workers who experience job insecurity tend to report more mental health symptoms like burnout and depression (Blom, Richter Hallsten & Svedberg, 2015:9-10). When employees experience high burnout, they will be more likely to have a high intention to quit their job” (Ismail, 2015). In his study, Sadien (2010) found a direct and significant relationship between stress, burnout and intentions to quit.

2.12 Recommendations for the TVET College

It became apparent that pace and amount of work significantly relate to emotional load and emotional exhaustion. Management needs to assist lecturers in the reduction of emotional exhaustion and depersonalisation. It should also recognise personal achievement and offer training in interpersonal and stress-related activities (Sule, 2017). To combat emotional load and emotional exhaustion, the management of this institution can provide employees with employee counsellors. These counsellors could facilitate discussions directed at solving problems and establish social support groups and confidential health and wellness programmes (D’Emiljo, 2015). The study confirmed that mental distance and relationship with colleagues are predictors of intentions to quit. It is recommended that management not

only directs its attention at the design of physical and emotional workload, but should also consider employees' mental workload, in terms of how extensively they are required to use mental processes to perform their jobs. Management should allow employees to form meaningful and long-lasting relationships with their colleagues. Colleagues act as a buffer or emotional outlet when employees are feeling emotional or dealing with work-related challenges.

Public Health of England (PHE) (2016:8) outlined that jobs should be designed in a way that gives employees control and autonomy in their work. After their findings, Seeletse and Thabane (2016:112-113) concluded that most academic staff members leave their institutions because of failing and unsupportive managers, inadequate resources, unsatisfactory working conditions and workload. It is, therefore, imperative that lecturers receive the necessary support and resources to enable them to perform their jobs more successfully. Management should create a peaceful working environment with a corporate culture that is conducive to exceptional performance. This culture should not isolate employees but should rather be built upon social support and engagement, where lecturers can discuss the challenges they experience and where they can support and assist one another to overcome these challenges (Marmott Review and National Institute for Health and Care Excellence, as cited by the PHE, 2016:8).

Establish an open-door policy that encourages employees to approach management with problems, which will aid in problem resolution before the problem escalates. EBIX (2018: 5) reported that interventions like wellness programmes to combat burnout will not be effective if employees do not perceive their employer as being genuinely caring. Thus, if the lecturers do not perceive management as caring, they will be reluctant to approach them when facing challenges. It is suggested that management develops positive work attitudes and improves on how they treat their employees to become more approachable during manager-subordinate interactions.

Security among the participants was also one of the factors that was extracted during the statistical analysis. Conley (2014) suggests insecurity can be reduced if management creates a peaceful and trusting environment characterised by sound relations between management and employees and where employees are empowered through freedom, autonomy and control. Recognition was also indicated as an exploratory factor when the statistical analysis was

performed. Blackburn (2015) indicates that the burnout of employees can be reduced and even eliminated by providing employees with adequate equipment, listening to employees, ensuring that all employees are fairly and consistently treated, engaging and empowering them by allowing them to participate in organisational decision-making and recognising the efforts that employees exert towards their jobs and organisational objectives.

Employees evaluate recognition through the compensation and incentives they receive. If the compensation package and/or incentives like bonuses are incongruent with their effort and performance (effort-reward imbalance), they will become negative. Thus, the employees might consider leaving the organisation for more rewarding job opportunities. The researcher suggests the following recommendations associated with remuneration, as provided by Sule (2017:83) to retain employees: a) The lecturers' pay should be aligned with their qualifications and experience; b) the lecturers' pay should be market-related and competitive; c) the benefits should be both financial and non-financial. Career advancement opportunities through promotions, accompanied by further education and training to obtain more qualifications will allow management to create a learning culture and environment. Long-term relationships will be established when management invests in lecturer development, which will reduce job insecurity and turnover intentions.

2.13 Recommendations for Future Studies

The researcher recommends that future research is conducted on similar studies because of the lack of stress and burnout-related research conducted on TVET colleges. This will also assist in the development of individual and organisational interventions to reduce stress and burnout and the consequences, like turnover intentions, associated with it. The correlation coefficients indicated the existence of relationships between the extracted factors (pace and amount of work, emotional load, emotional exhaustion, relationships with supervisors, compensation and career advancement, relationship with colleagues and job insecurity). It is, therefore, possible that it is true for other IHLs as well. Thus, it is advised that focus be directed at more than one IHL to gain a larger perspective on the prevalence of stress, burnout and intentions to quit across SA. Future research could then establish if the same job characteristics influence burnout and intentions to quit in different IHLs in different provinces. Future research might find more job characteristics that significantly relate to burnout and intentions

to quit and provide interventions based on additional findings. Future research could provide mediating factors to deal with stress, burnout and intentions to quit.

2.14 Limitations

While this research study offers valuable awareness of lecturers' stress, burnout and intentions to quit, certain limitations need to be disclosed to improve future studies. A limitation of this study was that it relied exclusively on self-report measures. This causes a particular problem in that it increases the likelihood that at least part of the shared variance between measures can be attributed to method variance (Schaufeli and Enzmann, 1998). Another limitation is the sampling procedure and future studies could benefit from a stratified random-sample design. The sample was limited to a single TVET college and, therefore, the results cannot be generalised to other TVET colleges. The sample size ($n = 105$) was limited by time and distance challenges. Another limitation was the duration in which research participants completed the self-administered questionnaires. Consequently, the data collection took longer than planned. Another limitation in the study was the cross-sectional design, which does not permit causal conclusions to be confirmed (Wang, Liu, Yu, Wu, Chang and Wang, 2017:8).

2.15 Concluding Summary Remarks

The successful functioning of organisations relies heavily on a talented, competent workforce. A competitive advantage can only be achieved through providing relevant academic courses by skilled and experienced personnel. If the workforce is characterised by stressed or burnt out employees, the business will be unable to run efficiently. In the study, it became apparent that pace and amount of work along with are significant work predictors of emotional exhaustion. Intentions to quit was explained by job characteristics and burnout. Relationships with colleagues found to be significant predictors of intentions to quit. Thus, it is imperative to create a working environment that is conducive to the effective functioning of each employee. That all the resources needed to perform a job (with its demands) successfully are provided to the employee. Allow employees to form meaningful relationships with colleagues in order to build a strong support system in the workplace. If employees receive all

the necessary resources accompanied by a supportive working environment, the occurrence of stress and burnout that results in intentions to quit, can be combatted.

3 CHAPTER 3: CONCLUSION AND RECOMMENDATIONS

3.1 Conclusions

The purpose of this chapter is to present concluding remarks and recommendations for the study, based on the research findings provided and discussed in Chapter 2. To summarise the research findings, comparisons will be made with relevant and available research on stress (job characteristics), burnout and intentions to quit. This allows the researcher to propose recommendations for future research in this specific field. The conclusions and recommendations grounded on this study report the primary purpose of the study (investigating stress, burnout and intentions to quit by lecturers in Institutions of Higher Learning) with the objectives enumerated below:

- To determine the relation between stress (job characteristics), burnout and intentions to quit;
- To determine the role of stress (job characteristics) in burnout dimensions (emotional exhaustion, mental distance, and professional efficacy);
- To determine the role of stress (job characteristics) and burnout in intentions to quit; and
- To make recommendations and provide possible techniques that can be applied to mitigate stress and burnout.

The results of this study, as discussed in Chapter 2, support the conclusions of previous studies conducted on the same constructs. This section will provide a summary of what was discovered in the research. The aim of this study was two-fold. Firstly, it was intended to determine the influence of stress (job characteristics) on burnout, and, secondly, it wanted to examine the impact of job characteristics and the dimensions of burnout on intentions to leave. The preliminary stage of the data collection was to determine the demographic profile and identify the research participants. Lecturers from various faculties employed in the IHL were approached to participate in the study. Gender, race, age, years of service, geographical location and job level were also considered to ensure heterogeneity.

For the purpose of this study, four questionnaires were administered during data collection. The demographical questionnaire was conducted to examine the biographical and personal information of participants. The job characteristics scale was provided to the participants to obtain an accurate picture of how they evaluate specific aspects of their work and the working environment. The MBI

General Survey was used to determine how participants view their jobs and how they react towards their jobs. Lastly, the intentions to quit scale was carried out to study the degree to which participants consider leaving their jobs. The data gathered from these questionnaires allowed the researcher to perform exploratory analysis, descriptive statistics, correlation analysis and regression analysis.

As presented in Table 1, the researcher extracted the following factors, based on variances for statistical analysis by using the JDs – resources scale: Remuneration and career possibilities; Emotional Load; Security; Relationship with direct supervisor; Pace and amount of work; and Relationship with colleagues. The statistical framework used in this study to test the reliability of the research instruments and the analysis of the results was performed through the determination of the Cronbach Alpha (α). It is expected that the value of α must be larger than 0.7 to be accepted. The constructs extracted from the data (Table 2) gathered in the study proved to have acceptable α -values and can thus be labelled as reliable. Data presented in Table 2 also indicates that skewness and kurtosis are within the limits of two and four respectively (Field, 2009; Finch & West, 1997). Thus, all the scales used were normally distributed.

Table 3 (correlation analysis) reveals that pace and amount of work were statistically significant in relation to emotional load and emotional exhaustion. Emotional load was statistically significant in relation to emotional exhaustion. Relationship with colleagues was statistically significant in relation to relationship with supervisor and recognition. Security was statistically significant in relation to recognition. Lastly, emotional exhaustion was statistically significant in relation to mental distance. Table 4 represents the regression analysis with the purpose of determining causal relationships between independent and dependant variables. It was evident that 51% of the variance in emotional exhaustion was explained by job characteristics. Forty-five per cent (45%) of the variance in mental distance was explained by job characteristics. Twenty-eight per cent (28%) of the variance in professional efficacy was explained by job characteristics and 55% of the variance was explained by job characteristics. Pace and amount of work and emotional load were the only statistically significant predictors of emotional exhaustion. Emotional load and recognition were the only statistically significant predictors of professional efficacy. Relationship with colleagues, emotional exhaustion and mental distance proved to be the only statistically significant predictors for intentions to quit.

Based on the statistical analysis of the data gathered, the results of this study seem to concur with the conclusions of previous studies in as far as workload is concerned. (Bearchank, 2010; Coetzee and De Villiers, 2010; Ishaq & Mohammed, 2017; Mohammed and Abed, 2017). In addition, these findings also confirm previous findings that excessive workload is the result of higher student enrolment, compulsory use of new technology, supplementary administrative tasks and deadlines. Excessive workload is reported as a source of job stress (Mohamed and Abed, 2017). Ishaq and Mahmood (2017) reported that private sector university teachers experience more stress due to job insecurity, high JDs, increased working hours, a demand for professional advancement, variations in workload, pay and benefits and working conditions. Abarghouei (2016) discovered that there is a positive relationship between job stress and burnout dimensions and further explained that an increase in job stress results in emotional exhaustion and depersonalisation.

In a study conducted on teachers, Kinman *et al.* (2011:850) found that “teachers who report more emotional labour (emotional load) were not only more emotionally exhausted and less satisfied with their work, but they were also more likely to depersonalise their pupils”. A study performed on call centre employees revealed that emotional labour and a lack of team leader support results in depression, emotional exhaustion and anxiety (Sadien, 2010). Li, Ruan and Yan (2015) states that the lack of social support (supervisor or colleague) increases emotional exhaustion. In their study, Els, Mostert and De Beer (2015:8) confirmed that job characteristics like work pressures and emotional demands predict exhaustion and depersonalisation. Puan, Dash, Malla and Baral (2015:2617) established that work overload, low salary structure, poor management, insufficient training and an unhealthy working environment contribute to emotional exhaustion, absenteeism, frustration, exhausted physical energy and feelings of helplessness.

Coetzee and De Villiers (2010) highlight that remuneration, benefits, and workload are the main sources of job stress. In a study they conducted on teachers, Subon and Sigie (2016) revealed that burnout stems from heavy workload, high demands or expectations from administrators, which may result in emotional exhaustion, physical exhaustion and depersonalisation. Qureshi *et al.* (2013:768) found a positive relationship between job stressors and intentions to quit and concluded that as job stressors (like workload) increase in the workplace, intentions to quit also increase.

Rajan (2018) confirmed that workload has a positive relationship with stress, responsibility load and intentions to quit. Workload, like time load and mental stress, has a positive relationship with

intentions to quit (Xiaoming *et al.*, 2014). Workers who experience job insecurity tend to report more mental health symptoms like burnout and signs of depression (Blom *et al.*, 2015). When employees experience high burnout, they will be more likely to have a high intention to quit their job” (Ismail, 2015). In his study, Sadien (2010) found a direct and significant relationship between stress, burnout and intentions to quit. There are numerous variables that influence employees’ intentions to quit. These include employee-organisation mismatch, training and development, organisational culture, occupational stress, interpersonal relationships, leadership, organisational support and commitment and many more (Robyn, 2012).

Based on the conclusions above, the researcher will now present recommendations, aligned with the findings, to the TVET College to assist the IHL in combatting the adverse challenges associated with the influence of job characteristics in burnout and intentions to quit. After that, the recommendations for future studies will be discussed.

3.2 Recommendations for TVET College

It became apparent that pace and amount of work significantly relate to emotional load and emotional exhaustion. Management needs to assist lecturers in the reduction of emotional exhaustion and depersonalisation. It should also recognise personal achievement and offer training in interpersonal and stress-related activities (Sule, 2017:83). To combat emotional load and emotional exhaustion, the management of this institution can provide employees with employee counsellors. These counsellors could facilitate discussions directed at solving problems and establish social support groups and confidential health and wellness programmes (D’Emiljo, 2015:153). The study confirmed that mental distance and relationship with colleagues are predictors of intentions to quit. It is recommended that management not only directs its attention at the design of physical and emotional workload, but should also consider employees’ mental workload, in terms of how extensively they are required to use mental processes to perform their jobs. Management should allow employees to form meaningful and long-lasting relationships with their colleagues. Colleagues act as a buffer or emotional outlet when employees are feeling emotional or dealing with work-related challenges.

Public Health of England (PHE) (2016:8) outlined that jobs should be designed in a way that gives employees control and autonomy in their work. After their findings, Seeletse and Thabane

(2016:112-113) concluded that most academic staff members leave their institutions because of failing and unsupportive managers, inadequate resources, unsatisfactory working conditions and workload. It is, therefore, imperative that lecturers receive the necessary support and resources to enable them to perform their jobs more successfully. Management should create a peaceful working environment with a corporate culture that is conducive to exceptional performance. This culture should not isolate employees but should rather be built upon social support and engagement, where lecturers can discuss the challenges they experience and where they can support and assist one another to overcome these challenges (Marmott Review and National Institute for Health and Care Excellence, as cited by the PHE, 2016:8).

Establish an open-door policy that encourages employees to approach management with problems, which will aid in problem resolution before the problem escalates. EBIX (2018: 5) reported that interventions like wellness programmes to combat burnout will not be effective if employees do not perceive their employer as being genuinely caring. Thus, if the lecturers do not perceive management as caring, they will be reluctant to approach them when facing challenges. It is suggested that management develops positive work attitudes and improves on how they treat their employees to become more approachable during manager-subordinate interactions.

Security among the participants was also one of the factors that was extracted during the statistical analysis. Conley (2014) suggests insecurity can be reduced if management creates a peaceful and trusting environment characterised by sound relations between management and employees and where employees are empowered through freedom, autonomy and control. Recognition was also indicated as an exploratory factor when the statistical analysis was performed. Blackburn (2017) indicates that the burnout of employees can be reduced and even eliminated by providing employees with adequate equipment, listening to employees, ensuring that all employees are fairly and consistently treated, engaging and empowering them by allowing them to participate in organisational decision-making and recognising the efforts that employees exert towards their jobs and organisational objectives.

Employees evaluate recognition through the compensation and incentives they receive. If the compensation package and/or incentives like bonuses are incongruent with their effort and performance (effort-reward imbalance), they will become negative. Thus, the employees might consider leaving the organisation for more rewarding job opportunities. The researcher suggests the

following recommendations associated with remuneration, as provided by Sule (2017:83) to retain employees: a) The lecturers' pay should be aligned with their qualifications and experience; b) the lecturers' pay should be market-related and competitive; c) the benefits should be both financial and non-financial. Career advancement opportunities through promotions, accompanied by further education and training to obtain more qualifications will allow management to create a learning culture and environment. Long-term relationships will be established when management invests in lecturer development, which will reduce job insecurity and turnover intentions.

3.3 Recommendations for Future Studies

The researcher recommends that future research is conducted on similar studies because of the lack of stress and burnout-related research conducted on TVET colleges. This will also assist in the development of individual and organisational interventions to reduce stress and burnout and the consequences, like turnover intentions, associated with it. The correlation coefficients indicated the existence of relationships between the extracted factors (pace and amount of work, emotional load, emotional exhaustion, relationships with supervisors, compensation and career advancement, relationship with colleagues and job insecurity). It is, therefore, possible that it is true for other IHLs as well. Thus, it is advised that focus be directed at more than one IHL to gain a larger perspective on the prevalence of stress, burnout and intentions to quit across SA. Future research could then establish if the same job characteristics influence burnout and intentions to quit in different IHLs in different provinces. Future research might find more job characteristics that significantly relate to burnout and intentions to quit and provide interventions based on additional findings. Future research could provide mediating factors to deal with stress, burnout and intentions to quit.

3.4 Limitations

While this research study offers valuable awareness of lecturers' stress, burnout and intentions to quit, certain limitations need to be disclosed to improve future studies. A limitation of this study was that it relied exclusively on self-report measures. This causes a particular problem in that it increases the likelihood that at least part of the shared variance between measures can be attributed to method variance (Schaufeli and Enzmann, 1998). Another limitation is the sampling procedure

and future studies could benefit from a stratified random-sample design. The sample was limited to a single TVET college and, therefore, the results cannot be generalised to other TVET colleges. The sample size ($n = 105$) was limited by time and distance challenges. Another limitation was the duration in which research participants completed the self-administered questionnaires. Consequently, the data collection took longer than planned. Another limitation in the study was the cross-sectional design, which does not permit causal conclusions to be confirmed (Wang *et al.*, 2017:8).

3.5 Concluding Summary Remarks

The successful functioning of organisations relies heavily on a talented, competent workforce. A competitive advantage can only be gained through providing relevant academic courses by skilled and experienced personnel. If the workforce is characterised by stressed or burnt out employees, the business will be unable to run smoothly. IHLs are also businesses that are required to provide exceptional services to students and other stakeholders. It has emerged that lecturers show signs and symptoms of occupational stress and burnout and, as a result, foster ideas to leave the IHL. As turnover increases, the IHL will be required to conduct additional recruitment and training of new appointees. This does not necessarily mean that the new lecturers will be able to function effectively under the pressures of the job. Recruitment and training pose large financial implications and pension pay-outs. An increase in turnover rates makes it challenging for organisations to maximise profits and function effectively and successfully (Cole, 2014). It is, therefore, crucial that management familiarises themselves with stress, burnout and intentions to quit. This will enable them to identify warning signs early. Early identification of warning signs, coupled with corrective measures or interventions (as discussed in the recommendations), will assist management to reduce and/or eliminate consequences like high absenteeism rates due to ill-health, poor performance as a result of physical, mental and emotional exhaustion and increased turnover, owing to effort-reward imbalance (inadequate compensation packages).

4 REFERENCES

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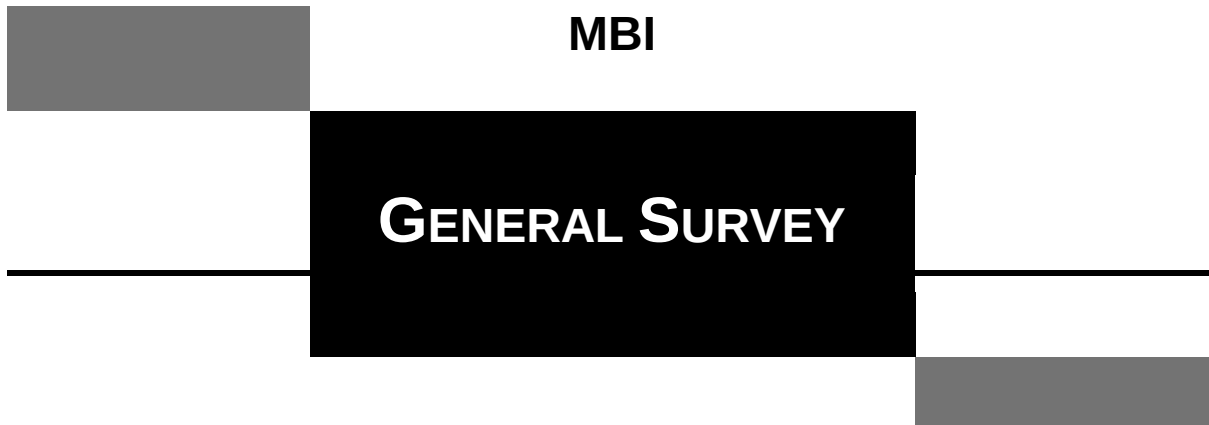
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5 ANNEXURE 1: MBI GENERAL SURVEY



The purpose of this survey is to assess how you view your job and what your reactions are to your work. The following are statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you never had this feeling, write a “0” (zero) in the space next to the statement. If you had this feeling, indicate how often you feel it by writing the number (from 1-6) that best describes how frequently you feel that way.

SCALE:

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 = Everyday
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	STATEMENTS	SCALE						
1	I feel emotionally drained from my work.	0	1	2	3	4	5	6
2	I am bursting with energy in my work	0	1	2	3	4	5	6
3	I feel used up at the end of the workday.	0	1	2	3	4	5	6
4	I find my work full of meaning and purpose.	0	1	2	3	4	5	6
5	I feel tired when I get up in the morning and have to face another day on the job.	0	1	2	3	4	5	6
6	Time flies when I'm working.	0	1	2	3	4	5	6

7	Working all day is really a strain for me.	0	1	2	3	4	5	6
8	I feel strong and vigorous in my job.	0	1	2	3	4	5	6
9	I can effectively solve the problems that arise in my work.	0	1	2	3	4	5	6
10	I am enthusiastic about my job.	0	1	2	3	4	5	6
11	I feel burned out from my work.	0	1	2	3	4	5	6
12	When I am working, I forget everything else around me.	0	1	2	3	4	5	6
13	I feel I am making an effective contribution to what this organisation does.	0	1	2	3	4	5	6

SCALE:

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 = Everyday
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	STATEMENTS	SCALE						
14	My job inspires me.	0	1	2	3	4	5	6
15	I have become less interested in my work since I started this job.	0	1	2	3	4	5	6
16	When I get up in the morning, I feel like going to work.	0	1	2	3	4	5	6
17	I have become less enthusiastic about my work.	0	1	2	3	4	5	6
18	I feel happy when I am engrossed in my work.	0	1	2	3	4	5	6
19	In my opinion, I am good at my job.	0	1	2	3	4	5	6
20	I am proud of the work that I do.	0	1	2	3	4	5	6
21	I feel exhilarated when I accomplish something at work.	0	1	2	3	4	5	6

22	I am immersed in my work.	0	1	2	3	4	5	6
23	I have accomplished many worthwhile things in this job.	0	1	2	3	4	5	6
24	In my job, I can continue working for very long periods at a time.	0	1	2	3	4	5	6
25	I just want to do my work and not be bothered.	0	1	2	3	4	5	6
26	To me, my work is challenging.	0	1	2	3	4	5	6
27	I have become more cynical about whether my work contributes anything.	0	1	2	3	4	5	6
28	I get carried away by my work.	0	1	2	3	4	5	6
29	I doubt the significance of my work.	0	1	2	3	4	5	6
30	I am very resilient, mentally, in my job.	0	1	2	3	4	5	6
31	At my work, I feel confident that I am effective at getting things done.	0	1	2	3	4	5	6
32	It is difficult to detach myself from my job.	0	1	2	3	4	5	6
33	I always persevere at work, even when things do not go well.	0	1	2	3	4	5	6
34	I feel happy when my attention is totally focused on my work	0	1	2	3	4	5	6

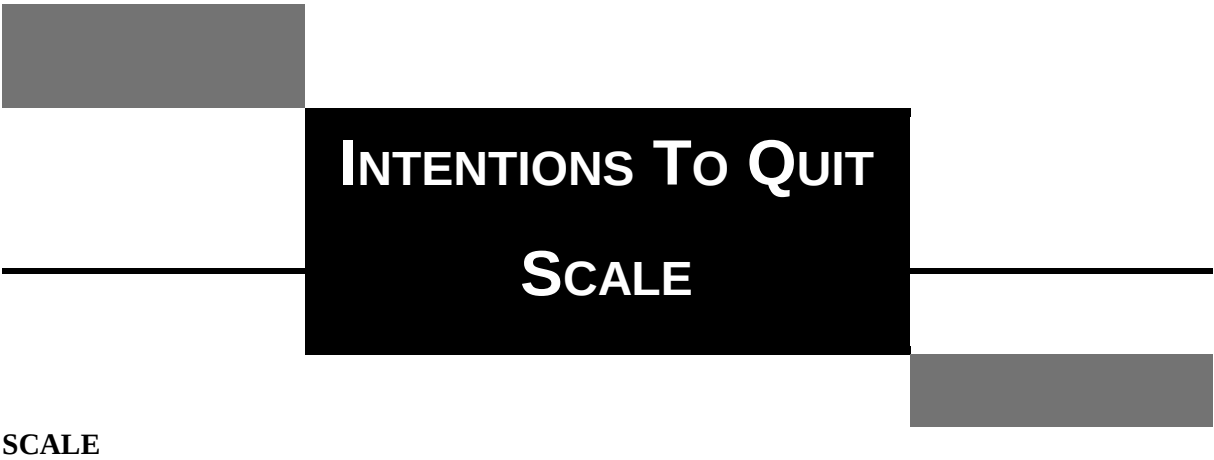
SCALE:

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 = Everyday
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	STATEMENTS	SCALE						
35	I feel strong and full of life and energy in my work.	0	1	2	3	4	5	6
36	In my job I can comfortably deal with stressful situations and I easily recover from such situations.	0	1	2	3	4	5	6

37	I enjoy devoting all my attention and energy to my work.	0	1	2	3	4	5	6
38	I feel I treat some learners if they were impersonal objects.	0	1	2	3	4	5	6
39	I've become more callous toward people since I took this job.	0	1	2	3	4	5	6
40	I worry that this job is hardening me emotionally	0	1	2	3	4	5	6
41	I don't really care what happens to some learners.	0	1	2	3	4	5	6
42	I feel learners blame me for some of their problems.	0	1	2	3	4	5	6

6 ANNEXURE 2: INTENTIONS TO QUIT SCALE



1 =	2 =	3 =	4 =	5 =
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1	I feel that I could leave this job	1	2	3	4	5
2	I am actively looking for other jobs	1	2	3	4	5
3	I often consider quitting my job	1	2	3	4	5
4	I am looking for another job	1	2	3	4	5
5	I frequently ask around for a job somewhere else	1	2	3	4	5

7 ANNEXURE 3: JOB CHARACTERISTICS SCALE



The purpose of this questionnaire is to obtain an accurate picture of how you personally evaluate specific aspects of your work and work environment. Please read each statement carefully and decide if you feel this way. Please do not skip any questions.

SCALE:

1 = Never	2 = Sometimes	3 = Often	4 = Always
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	STATEMENTS	SCALE			
1	Do you have too much work to do?	1	2	3	4
2	Do you work under time pressure?	1	2	3	4
3	Do you find that you do not have enough work?	1	2	3	4
4	Do you have to be attentive to many things at the same time?	1	2	3	4
5	Do you have to give continuous attention to your work?	1	2	3	4
6	Do you have to remember many things in your work?	1	2	3	4
7	Are you confronted in your work with things that affect you personally?	1	2	3	4

8	Do you have contact with difficult children in your work?	1	2	3	4
9	Does your work put you in emotionally upsetting situations?	1	2	3	4
10	In your work, do you repeatedly have to do the same things?	1	2	3	4
11	Does your work make sufficient demands on all your skills and capacities?	1	2	3	4
12	Do you have enough variety in your work?	1	2	3	4
13	Does your job offer you opportunities for personal growth and development?	1	2	3	4

SCALE:

1 = Never	2 = Sometimes	3 = Often	4 = Always
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	STATEMENTS	SCALE			
14	Does your work give you the feeling that you can achieve something?	1	2	3	4
15	Does your job offer you the possibility of independent thought and action?	1	2	3	4
16	Do you have freedom in carrying out your work activities?	1	2	3	4
17	Do you have influence in the planning of your work activities?	1	2	3	4
18	Can you participate in the decision about when a piece of work must be completed?	1	2	3	4
19	Can you count on your colleagues when you come across difficulties in your work?	1	2	3	4
20	7.1.1.1.1.1 If necessary, can you ask your colleagues for help?	1	2	3	4
21	Do you get on well with your colleagues?	1	2	3	4

22	Can you count on your supervisor when you come across difficulties in your work?	1	2	3	4
23	Do you get on well with your supervisor?	1	2	3	4
24	In your work, do you feel appreciated by your supervisor?	1	2	3	4
25	Do you know exactly what other people expect of you in your work?	1	2	3	4
26	Do you know exactly for what you are responsible and which areas are not your responsibility?	1	2	3	4
27	Do you know exactly what your direct supervisor thinks of your performance?	1	2	3	4
28	Do you receive sufficient information on the purpose of your work?	1	2	3	4
29	Do you receive sufficient information on the results of your work?	1	2	3	4
30	Does your direct supervisor inform you about how well you are doing your work?	1	2	3	4
31	Are you kept adequately up-to-date about important issues within the college?	1	2	3	4

SCALE:

1 = Never	2 = Sometimes	3 = Often	4 = Always
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	STATEMENTS	SCALE			
32	Is the education department's decision-making process clear to you?	1	2	3	4
33	Is it clear to you whom you should address within the education department for specific problems?	1	2	3	4
34	Can you discuss work problems with your direct supervisor?	1	2	3	4

35	Can you participate in decisions about the nature of your work?	1	2	3	4
36	Do you have a direct influence on your school's decisions?	1	2	3	4
37	Do you have contact with colleagues as part of your work?	1	2	3	4
38	Can you have a chat with colleagues during working hours?	1	2	3	4
39	Do you find that you have enough contact with colleagues during working hours?	1	2	3	4
40	Do you need to be more secure that you will still be working in one year's time?	1	2	3	4
41	Do you need to be more secure that you will keep your current job in the next year?	1	2	3	4
42	Do you need to be more secure that next year you will keep the same function level as currently?	1	2	3	4
43	Do you think that the education department pays good salaries?	1	2	3	4
44	Can you live comfortably on your pay?	1	2	3	4
45	Do you think you are paid enough for the work that you do?	1	2	3	4
46	Does your job offer you the possibility to progress financially?	1	2	3	4
47	Does your organisation give you opportunities to follow training courses?	1	2	3	4
48	Does your job give you the opportunity to be promoted?	1	2	3	4

8 ANNEXURE 4: DEMOGRAPHICAL QUESTIONNAIRE

Please complete the demographic profile by ticking the appropriate blocks for each category. Only one tick per row is allowed.

☐

1	Current Years of service	0 – 1	2 - 3	3 - 4	4 - 5	6 – 10	>10	
2	Gender	Male	Female					
3	Race	African	Coloured	Indian	White	Other		
4	Age	18 - 29	30 - 39	40 - 50	>50			
5	Geographical location	Potchefstroom	Klerksdorp	Taung				
6	Job level	Senior Management	Middle Management	Lower Management	Lecturer	Support Staff	Helper/ Assistant	Operator / Artisan

9 ANNEXURE 5: CONSENT FORM

INFORMED CONSENT STATEMENT

NORTH-WEST UNIVERSITY: MBA-Mini-dissertation

Investigating stress, burnout and intentions to quit experienced by lecturers in an Institution of higher learning

RESEARCHER: Me. B. BEUKES

Tel: +27744985566

bernadienbeukes123@gmail.com

Dear respondent,

This **Informed Consent Statement** serves to confirm the following information as it relates to the academic business science MBA dissertation on investigating job characteristics and employee attitudes in a manufacturing concern:

1. The purpose of this study is to obtaining information from employees of the TVET Colleges in the North West province in South Africa, to determine the relationship between job stress, burnout and intentions to quit.
2. Authorisation to conduct the study in the college has been granted by the acting principal of the TVET College.
3. The procedure to be followed is that of a quantitative research design, which requires the completion of a self-administrated questionnaire whereby respondents are given the opportunity to communicate their views on the noted topic. Basic background information such as age, gender, geographical area of work and current position held within the college, will be asked as part of the questionnaire.
4. The estimated completion time for the questionnaire is 30 minutes
5. If at any point during the completion of the questionnaire, the respondent should feel uncomfortable, the respondent will have the opportunity, to make their discomfort known and seek professional assistance, or immediately end his/her participation.
6. It should also be emphasised that participation in this study is on a **voluntary basis and with the consent of the respondent without any form of coercion.**
7. **The confidentiality, anonymity and privacy of respondents are guaranteed.**
8. A summarised copy of the final dissertation will be made available to the respondents on request.

.....
I,.....(name and surname), hereby declare that I have read and understood the content of the Informed Consent Statement, and give my full consent to Me. B. Beukes to use the information from the questionnaire in her MBA dissertation.

Name and designation	Signature	Date
Prof LTB Jackson - Supervisor		
M B. Beukes - Researcher		
Respondent		

10 ANNEXURE 6: ETHICS CERTIFICATE



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: <http://www.nwu.ac.za>

Research Ethics Regulatory Committee
Tel: 018 299-4849
Email: nkosinathi.machine@nwu.ac.za

31 October 2018

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Economic and Management Sciences Research Ethics Committee (EMS-REC) on 26/10/2018, the Economic and Management Sciences Research Ethics Committee hereby approves your study as indicated below. This implies that the North-West University Research Ethics Regulatory Committee (NWU-RERC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Investigating stress, burnout and intentions to quit experienced by lecturers at an institution of higher learning

Study Leader/Supervisor (Principal Investigator)/Researcher: Prof L Jackson

Student: B Beukes

Ethics number:

N	W	U	-	0	0	6	7	8	-	1	8	-	A	4
Institution			Study Number						Year		Status			

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type:

Commencement date: 31/10/2018

Risk: Low

Expiry date: 30/10/2019

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

11 ANNEXURE 7: LANGUAGE EDITOR DECLARATION

Language Editor's Declaration



■ Language Matters Pty Ltd
■ info@languagematters.co.za
■ 082 920 2991
■ www.languagematters.co.za

Date: 25 March 2019

Co-founder: Simone Barroso
Qualified language practitioner
Language editing, translation, transcription, simultaneous
interpreting (Afr $\leftrightarrow$ Eng)

info@languagematters.co.za
Walter Sisulu Street, Potchefstroom
2531

To whom it may concern,

This document certifies that the manuscript listed below was edited for proper English language, grammar, punctuation, spelling, and overall style and usage by one or more qualified text editor(s) at Language Matters.

Manuscript title: Investigating stress, burnout and intentions to quit by lecturers in an Institution of Higher Learning (IHL)

Author(s): Bernadien Beukes

Date issued: March 25, 2019

Co-founder: Simone Barroso

B.A. Language Practice (2010)
B.A. Hons. Language Practice (2011)
Associate Member of the Professional Editors' Guild (PEG)
Associate Member of the South African Translators' Institute (SATI)