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The Relationship Between Staff Burnout and Staff Morale in Private International Schools in Sharjah, United Arab Emirates.

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Abstract

This research examined the significance of the relationship between educators' burnout and morale in three private international schools in Sharjah, UAE. Correlations between individual variables from the Maslach Burnout Inventory Educators Survey, the Areas of Worklife Survey, and the Morale variables from the Charles F. Kettering School Climate Profile produced distinct statistical evidence, rejecting the hypothesis that there is no significant relationship between educational staff burnout and morale. The study revealed a significant relationship between morale and the domains of emotional exhaustion and depersonalization. A total of 249 educational staff members participated in the study by completing the survey. The study explained the difference and relationship between stress and burnout by elaborating that stress can exacerbate burnout but is not always the primary cause. Educators may suffer stress due to their workload, yet they may not always develop burnout. The results indicated multiple predictors of burnout, including workload, accountability measures, and a multidimensional conflict of internal resources, emotions, and behaviors at work and home. The results will influence the policies and practices and open doors for further research, collaboration, transparency, and collective reflection in Sharjah, where no prior research exists on educators' burnout and morale.

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List of Abbreviations

AAU   Al Ain University

AWS   Areas of Worklife Survey

CAIE   Cambridge Assessment International Education

CFK   Charles F. Kettering

CM   Community

CT   Control

DP   Depersonalization

EE   Emotional Exhaustion

F   Fairness

GDP   Gross Domestic Product

IRB   Institutional Review Board

M   Morale

MBI-ES   Maslach Burnout Inventory-Educators Survey

PA   Personal Accomplishment

RW   Reward

UAE   United Arab Emirates

V   Values

WL   Workload

List of Symbols

H_o1 null hypothesis

H_a1 alternative hypothesis

m   median

n number of responses

p probability value

r correlation coefficient

sd standard deviation

Chapter 1: Introduction

While education has been identified as one of the most rewarding jobs, it has also been recognized as one of the most demanding career fields (Busteed & Lopez, 2013; Can & Watson, 2019). The demands on educators can significantly impact educators' general well-being, causing significant stress and difficulty. Burnout in educational staff members can occur when the stressors reach a critical mass, causing various feelings and emotions. Burned-out staff members experience multiple symptoms, including weariness, depersonalization, and a sense of personal failure (Maslach, 1976, 1979, 1982, 2003). Staff who are burned out also have other unfavorable symptoms, including cynicism, professional detachment, and a feeling of ineffectiveness, to mention a few. These emotions only exacerbate the problems already present in people who are burned out (Maslach et al., 1996).

While burnout has become a problem in today's educational environment, the scholarship of burnout did not begin within the confines of a school building. Since the late 1970s, the burnout phenomenon has been studied under the appellation of occupational burnout. Two researchers are frequently credited with popularizing the concept of occupational burnout among academic and professional circles. Freudenberger (1974, 1975), via work in free clinics and various therapy groups, is frequently credited with coining the term "burnout." Concurrently, the research of Maslach (1979) and colleagues aided in the understanding and advancement of the concept of burnout. Freudenberger (1974, 1975) and Maslach (1976) laid the groundwork for professional analysis of the fundamental problems of occupational burnout and, ultimately, the development of the Maslach Burnout Inventory (MBI) by Maslach and Jackson (198l).

Education is a demanding career that requires much from those who enter it. Apart from the direct teaching commitments for which they were hired, educational staff are also responsible for various other roles, such as pastoral care of students, grading schoolwork, administrative demands, safeguarding, professional development, and curriculum development. A significant proportion of educational staff members will experience symptoms of burnout at some point during their careers because of the overabundance of assignments required of them (Nagy, 2006). Nagy determined that the critical question is not whether educators will experience burnout symptoms but rather when and to what extent these symptoms will occur. With occupational burnout becoming a legitimate concern in fields such as education, health care, and economics, it is estimated that more than 6,000 publications have been published on the subject (Schaufeli et al., 2009). The vast number of publications shows how common this problem has become in different workplaces, hence the importance of further research.

Apart from the effects of burnout, educational staff leave the profession for various reasons. Tye and O'Brien (2002) reported that teachers who have already left the classroom often cite one of seven contributing reasons: accountability, paperwork, attitudes, parental support, administration, professional status, and monetary considerations. When examining accountability, the most significant reason that compels educators to leave is the increased expectations of school improvement, presenting the pressures of increased teaching and learning standards, high-stakes assessments, data literacy to inform planning and instruction, and intense workload (Tye & O'Brien, 2002). These features may contribute to an environment where educational staff find less time to devote to their primary educative tasks and more time to their secondary responsibilities. This postulation is echoed in Lloyd's (2012) work, in which an

overarching sense of "not enough time" (p. 154) resonates with similar difficulties mentioned in Tye and O'Brien's work. While this research reveals additional reasons why teachers leave the field, Lloyd noted that many of these tertiary responsibilities might also contribute to the overall stress and finally emerge as educational staff's burnout.

A review of the literature on education reform attempts in the United Arab Emirates (UAE) reveals a surprising lack of study on staff burnout and its possible relationship with morale. As the country moves away from a once-profitable petroleum firm, the stakes for students' academic performance are most likely raised. With the significant drop in oil prices in recent years, countries with hydrocarbon-based economies, such as the UAE, have been compelled to reassess their economic strategy and, as a result, invest in other industries. The Vision 2021 of the UAE lays out the country's goals, with non-oil real GDP growth (Vision 2021, n.d.) as the significant indicator of future economic progress. Building a competitive knowledge economy is one of the six national priorities of the Vision's primary goal of international recognition, including establishing a world-class education system to obtain top international rankings (Ministry of Education, 2019).

Owing to the ongoing demands from the Inspection Framework 2016, schools in Sharjah have updated their teaching and learning standards, especially in core subjects, including Arabic, English, Mathematics, Science, and Social Studies. Greater expectations by these six evaluation standards have led to increased accountability: Students' Achievement; Students' Personal and Social Development and their Innovation Skills; Teaching and Assessment; Curriculum; The Protection, Care, Guidance, and Support of Students; and Leadership and Management.

Complications brought on by the implementation of new national criteria for student achievement are one type of education-specific stress experienced by educators in the UAE. Since the introduction of inclusion in the Inspection Framework 2016, educators have been held increasingly liable for individualized learning provisions in classrooms. Considering these newly revealed accountability measures, educators may be forced to take on extra duties, which could have a cascading effect. When educators' livelihood depends on their students' test-taking abilities, occupational stress can worsen (Simpson et al., 2004).

Standardized testing in Sharjah is gradually being replaced by paper and pencil-mandated tests. External student achievement data was nonexistent five years ago, which has become a key determinant to validate judgments concerning progress and attainment. As data literacy is a brand-new concept in Sharjah, the stress of using data to inform planning and instruction has dramatically increased. Teachers have started to report occupational stress due to a lack of time to relax, difficulty obtaining help, and increased levels of responsibility.

When educators, school leaders, and administrators are not prepared to expand external standards concerning school improvement, they find themselves uncomfortable. Educators spend long hours preparing for the new standards that will be imposed, but they must also deal with the daily stresses at work. Richards (2012) comments that feelings of being over-committed or having too many responsibilities are common causes of educators' stress.

While the middle and senior leaders continue to enhance pastoral support as the educational system transforms, students' classroom behavior is another possible sign of work-related stress. A reverse effect of educators' exhaustion may also impact students' conduct. Students' misconduct is a common source of burnout due to the stress it generates on educators

(Aloe et al., 2014). According to the findings, educators' dissatisfaction, guilt, fear, and an overall feeling of fury might be caused by students' noncompliance, and educators' burnout could be exacerbated by these emotional states (Chang, 2009).

Statement of the Problem

The decision to work in education is invariably attributed to three primary motivators: extrinsic, intrinsic, and altruistic (Bastick, 2000; Wyatt-Smith et al., 2017). Extrinsic factors include financial stability, job security, and work environment. In contrast, intrinsic factors include the individual belief that one should become a teacher, evoking the altruistic concept of contributing to society (Ciuciu & Robertson, 2019). In many communities, the attraction to teaching stems primarily from intrinsic and altruistic motivations to shape the future of and work with children and an innate calling to teach (Bullough et al., 2011; Thomson & Palermo, 2018). Individuals appreciate teaching as a means of fulfillment and influencing change as role models for young people who contribute to society (Thomson & Palermo, 2018; Watt & Richardson, 2007). Unfortunately, enthusiasm is not enough to guarantee educators a secure and rewarding career, as several factors impact their morale and overall well-being (Abazaoglu & Aztekin, 2016; Bettini et al., 2017).

Several researchers have examined educators' morale and the factors influencing their job satisfaction and motivation, directly affecting students' and schools' performance. Teachers seek to accomplish desired goals in life, aspire to change the world around them, and work towards gaining a sense of achievement. They plan, implement, and manage the teaching and learning processes to attain effective learner participation. However, it is necessary that for high-quality education, teachers have high self-efficacy because when morale is low, performance

suffers, and when morale is high, performance improves (Bandura, 1995; Lambersky, 2016; Lane et al., 2019; Uygur & Yelken, 2020). Feelings of failure and depression, on the other hand, stem from low morale, which propels teachers to see complex tasks as threats they should avoid (Abazaoglu & Aztekin, 2016; Cornelius & Gustafson, 2021).

A study based on the Program for International Student Assessment (PISA) 2012 and Trends in International Mathematics and Science Study (TIMSS) 2011 in Turkey, Finland, Japan, and Singapore highlights the impact of educators' morale on students' achievement in Mathematics and Science and shows that high morale of teachers in their schools increases the academic achievement average scores of students. PISA results indicate that students in most countries are unwilling to have careers in teaching (Abazaoglu & Aztekin, 2016). Within the UAE, only 10% of students aspire to a teaching profession (Goe et al., 2020; Han et al., 2018). The federal unified school inspection framework aims to foster and support positive education reform and school performance, but as part of this initiative, it is imperative to consider its impact on educators' morale and overall well-being (Goe et al., 2020).

Morale serves as a meditator for constructing educators' schema concerning interpreting the world, and educators' views of self-efficacy aid in monitoring, manipulating, and analyzing new information and experiences (Rashidi & Moghadam, 2014). Moreover, educators' self-efficacy influences behavior and is not solely internal (Lane et al., 2019). Several themes have emerged from research regarding the factors that influence educators' perceptions of morale and the factors that contribute to those perceptions. The contributing factors may well originate from work-home conflicts, a lack of autonomy, excessive evaluations, ineffective instructional practices, stress, a perceived lack of professional value, and insufficient professional

development opportunities (Lane et al., 2019; Paufler, 2018). In addition to the effects on morale, staff burnout may subtly infiltrate Sharjah's private international schools, partly due to the mounting pressures of educational reforms (Lane et al., 2019; Paufler, 2018).

Purpose of the Study

A research problem concerns issues, difficulties, and current practices in real life that the researchers believe are critical and need to be examined, improved, or eliminated (Creswell & Creswell, 2018; Pyrczak, 2017). This study examines the significance of the relationship between educational staff's burnout and morale in Sharjah's private international schools. The study emerged from the researcher's observations and experience as an educator in Sharjah for 19 years. There are two primary goals of this study: the first is to provide clear definitions to the educators' community in Sharjah so that a more informed assertion and application of the terms (e.g., burnout, stress, morale) can support the daily discourse, and the second is to objectively highlight the predictors of burnout and the significance of their relationship with morale. Both goals are related to the study's overarching objective, which is to determine whether there is a significant correlation between educational staff's burnout and morale. Moreover, from a broader policy and cultural perspective, a more in-depth examination of the causes and effects of educators' burnout is critical for fostering a positive professional climate, school culture, and a better educational experience for all students and other stakeholders.

Research Question

This study will aim to address the following question:

RQ: Is there a significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE?

Significance of the Study

Research on educators' burnout is critical for schools because educational staff are particularly susceptible to occupational burnout (Alfarra, 2004; Kim et al., 2019). Knowing that education is the cornerstone of society, it is essential to prevent educational staff from occupational burnout to ensure high-quality education. If educational staff do not avoid occupational burnout, work excellence and the required teaching results cannot be achieved. Apart from the financial costs to society, research indicates that burnout negatively affects an individual's quality of life and has been linked to several physical and mental health problems (Freudenberger, 1975; Rupert et al., 2015). In the UAE, 27% of teachers report having significant stress at work, which is considerably higher than the average of 18% reported by The Organization for Economic Co-operation and Development (OECD, 2020).

There is much research on occupational burnout in other countries, including the United States (Zhao et al., 2022), but Sharjah lacks specific research on this crucial subject. Any information that helps Sharjah's community learn about the causes and symptoms of educators' burnout will be valuable to future researchers and all stakeholders within Sharjah and possibly other emirates. Prior to this, Alwaely and Jarrah (2020) carried out a study at Al Ain University (AAU) to identify occupational burnout and its association with the effectiveness of the academic staff's teaching. On the other hand, this research aims to examine the occurrence of educator burnout and its effects on educator morale within private international schools in Sharjah.

Sharjah may prove to be a difficult emirate to generalize due to its distinct physical, cultural, social, and economic environment. Sharjah's population has grown because of

affordable housing, its reputation as a family-oriented emirate, and various affordable schools

and foreign curricula. In line with the national aim of improving educational standards, Sharjah's

schools are undergoing reforms and are constantly changing. Due to the tremendous shift in

expectations over the last five years, multiple influences have been felt across the emirate in

private and public schools. The school communities positively view some of the changes,

including establishing a new regulatory authority that supports private schools. While there are

significant benefits to Sharjah due to its emergence as an economic partner within the UAE,

these changes have also placed private schools in the emirate in various difficult positions.

As the number of schools in Sharjah continues to grow, private schools are finding it

more difficult to fill available teaching jobs with competent and experienced applicants,

particularly those from the nationalities in demand. The recruitment issue does not often stem

from the need to increase the total number of teachers on a school's payroll but rather from the

desire to meet the expectations of parents who want specific nationalities represented on the

faculty. Sharjah's educational institutions face an insurmountable challenge when competing

with the pay offered by schools in Dubai and Abu Dhabi due to the fee-price-point and social

class difference. The social class difference among students also impacts other students'

schooling experiences and educators' professional experiences due to the factors linked with

parental cooperation, tolerance, and empathy amid a multitude of work-related challenges, or a

lack thereof.

To promote a positive professional climate and school culture and to secure a better

educational experience for all students and other stakeholders, it is imperative to examine the

current educational environment and contextual factors through educators' lived experiences

within Sharjah. A quantitative study of multicultural expatriate staff will provide insights into the continual interaction of various system components in coexistence rather than evaluating their prevalence in isolation. The study will also discover inhibiting factors missing in current literature, contribute to future research, and provide a more profound understanding of closing the gaps that can help meet the UAE's National Agenda expectations of recruiting and retaining high-quality teachers.

Nature of the Study

This quantitative study will examine the factors that contribute to educational staff's burnout and the impact that burnout has on staff's morale. A structured survey of educational staff who meet the requirements will be conducted in Sharjah's selected international schools. The survey will yield data identifying the predictors of burnout and views of workplace attributes that impact the professional experiences of educational staff, as well as highlight the significance of the relationship between various predictors of burnout and morale.

Definition of Terms

Burnout

Burnout is defined as a psychological syndrome of exhaustion, cynicism, and inefficacy, which is experienced in response to chronic job stressors (Maslach, 1976, 1979, 1982, 2003; Maslach & Jackson, 1981; Maslach et al., 2001).

Depersonalization

Depersonalization is defined as unfeeling and impersonal responses toward recipients of one's instruction (Maslach et al., 2001). It is the process of acquiring a cynical attitude combined with an emotional or physical disconnection from work, resulting in an educator having a general

disregard for the emotional and intellectual requirements of their students (Brock & Grady, 2000; Leiter & Maslach, 2003).

Emotional Exhaustion

Relating to the physical symptoms of fatigue, emotional exhaustion is defined as the feeling of being emotionally overextended at work when people are tired, and they may express feelings of exhaustion or a lack of vitality (Freudenberger, 1975; Friedman, 1991; Leiter & Maslach, 2003; Maslach & Jackson, 1981; Maslach et al., 2001).

Morale

Morale is defined as a state of mind encompassing all the feelings determined by individuals' anticipation of the extent of satisfaction of those needs, which they perceive as significantly affecting their whole work situation (Evans, 1997, 1998, 2001, 2008; Senechal et al., 2016).

Personal Accomplishment

Personal Accomplishment is explained as feelings of competence and achievement in one's work (Leiter & Maslach, 2003; Maslach et al., 2001). Educators experiencing symptoms of burnout within this domain feel as if they are genuinely ineffective in their abilities, especially in providing their students with opportunities to succeed (Maslach & Jackson, 1981; Pucella, 2011).

Private International Schools

Private international schools in the UAE differ in their curricular provisions while offering diverse syllabi (e.g., British Curriculum, American Curriculum, Cambridge CAIE, International Baccalaureate). This study focuses on private international schools providing British curriculum within the same neighborhood but with various fee-price points. The fee-price-point dictates the compositional nature concerning the community of families attending

each school. The pressures of accountability and workload areas differ in each school. At the same time, all students sit the same external exam in a competitive environment both for the schools to sustain commercially and for families to determine their children's future academic prospects (e.g., scholarships for higher education). At the time of this dissertation, the number of British curriculum schools in Sharjah was 26 out of 94 private international schools (Ministry of Education, n.d.).

Self-efficacy

Self-efficacy is an individual's belief that they can succeed, as it can help individuals to reduce their internal resource loss in the face of external stress, thus alleviating burnout (Bandura, 1995, 2001; Parsons et al., 2016; Zhao et al., 2022).

Staff

Staff in the context of this research will involve educational personnel, including teachers, middle leaders (e.g., Heads and Assistant Heads of Departments for academics, Heads of Years for pastoral support, Subject Coordinators), and senior leaders.

Stressor

Stress[or] is frequently confused with burnout. Maslach et al. (2001) identified burnout as a psychological syndrome in response to chronic interpersonal stressors on the job. Although the symptoms may be comparable, there are significant differences between stress and burnout. Stress can exacerbate burnout but is not its primary cause, as educators may suffer stress due to workload, yet they may not develop burnout (Burisch, 2006; Maslach & Leiter, 2016; Schaufeli et al., 2009). Physical stress symptoms may predominate over emotional stressors, whereas the opposite applies to burnout. The stress-related emotions are reactive, whereas those associated

with burnout are more direct (Caspersen & Raaen, 2014; Taormina & Law, 2000). Positive stress plays a significant role in motivation, environmental adaptability, and response. However, severe stress levels can result in physiological and social issues for individuals (Shahsavarani et al., 2015).

Organization of the Study

The literature review in Chapter 2 will build on the first chapter by providing in-depth information about the historical context and current understanding of the subject, followed by a summary and explanation of the prior literature's weaknesses. The summary will provide an overview of the various components of the literature review and will reinforce the importance of pursuing the current study.

Chapter 3 will focus on the research methodology, apprising readers of the research question and hypotheses while providing a step-by-step explanation of the research. This chapter will provide insights into the key elements, including instrumentation and measures, the theoretical framework, data collection and analysis processes, limitations and delimitations, and ethical considerations. The summary section will provide a brief account of the chapter before the research progresses into chapter four.

Chapter 4 will present the results of the research. Following the research question and hypotheses, the chapter will discuss the research sample in detail and summarize the findings in the results section based on the methodology used to collect data. The research findings will be presented logically and include a description of the important findings, while the final summary will make inferences from the sample and discuss their significance.

Chapter 5 will include a summary of the research through the final analysis. The analysis will consist of the research outcome, implications for educational practice, implications for future research, and recommendations to the study's beneficiaries. The conclusion section will present generalizations, to sum up the study. References and appendices will follow chapter five.

Assumptions of the Study

During the research implementation, the researcher made several assumptions. The researcher intends to respond to the research issue of staff burnout that sparked this investigation. Moreover, the researcher anticipates that school leaders and teachers will particularly find the study valuable. Regarding school leadership, the reviewed literature and the outcome of the study will inspire a reflective analysis of the current structures and practices within the school communities. All educators and regulatory authorities within the emirate of Sharjah will benefit from the specifics of this work as they expand their awareness of the possible pressures, obstacles, and complexities associated with burnout and morale.

In preparation for the survey portion of the study, the researcher narrowed the focus down to collect a small sample size and contacted three school principals to distribute the survey to all academic staff, including position holders within their respective schools. By volunteering to participate in the survey, it is hoped that participants will recognize the benefits of the study and provide honest responses. The researcher also believes that the study is a good starting point for Sharjah, where the outcome will open doors for future research on staff burnout and the significance of its relationship with various other determinants.

Chapter 2: Review of the Literature

Academic research on educators' stress in schools is not new, and many studies have been conducted worldwide to uncover the factors that lead to educators' stress and burnout (Al Serhan & Houjeir, 2020; Coulter & Abney, 2009). Burnout is becoming a common problem for educators regardless of their geographic location or the kind of school they serve (Arvidsson et al., 2019; Stoeber & Rennert, 2008). Extensive research has been conducted on both the external variables and the internal or personal aspects that contribute to educators' burnout (Abel & Sewell, 1999; Cassel, 1984; Davis & Palladino, 2011; Emery & Vandenberg, 2010; Lloyd, 2012).

While quantifying educators' performance as a function of burnout is challenging (Rudow, 1999), it is a critical area of research. Educators who encounter high levels of burnout are more likely to mismanage planning and instruction, become less attentive to students (Brouwers & Tomic, 2001; Jennings & Greenberg, 2009), and may use punitive measures more frequently (Osher et al., 2010; Piekarska, 2000). Punitive measures used by educators have proven to be counterproductive to students' academic and emotional development. More precisely, when educators use more punitive measures, students experience increased anxiety and motivational decline (Piekarska, 2000).

Unsurprisingly, educators' stress has been associated with lower academic achievement of students (Klusmann et al., 2016). In a study by Oberle and Schonert-Reichl (2016), educators' stress level was found to be predictive of students' cortisol levels, which are associated with decreased academic performance and increased mental health problems. Consequently, students become more susceptible to physiological stress when educational staff are stressed.

Educational staff who are more stressed have a higher absenteeism rate, an increased turnover rate, a higher percentage of early retirement, and often place a lower value on their relationships with students (Kyriacou, 2001; Osher et al., 2010; Rudow, 1999).

Many variables have been linked to the effects of job stress. For example, educators who spend their days managing workload stress, expectations, and coping mechanisms are more likely to experience frequent and severe psychological burnout, which will negatively impact their health and professional effectiveness. Health is contingent upon people's ability to adapt to stressors, and stress is the physiological response to threats to an individual's psychological or physiological integrity (Alwaely & Jarrah, 2020; Arvidsson et al., 2019).

Skaalvik and Skaalvik (2010, 2015) found weekends and vacations sufficient to reenergize the youngest educators and alleviate their emotional exhaustion. However, older educators reported that more time was needed to help them feel prepared to return to work. Thus, they began taking additional sick leave and reduced their work schedules, while others retired early. Educational staff under the age of 40 with high expectations and idealistic views on education are likely to experience burnout (Farber, 2000). In addition, increased workload, maintaining discipline, and a lack of administrative support have been viewed as stressors in several studies leading to occupational burnout and subpar academic results (Alwaely & Jarrah, 2020; Brunsting et al., 2014; Huk et al., 2019; Zabel & Zabel, 1983).

Because burnout manifests differently in various contexts, it is necessary to synthesize its numerous definitions and analyze its impact on educational staff especially in Sharjah, where no previous research exists. While there are multiple interpretations of occupational burnout, Maslach et al. (2001) defined it by three factors: emotional fatigue, depersonalization, and a lack

of personal achievement (Huk et al., 2019; Shah et al., 2019). To begin, emotional exhaustion is a term that relates to the physical symptoms of fatigue. For instance, when educators are tired, they may express exhaustion or a lack of vitality (Friedman, 1991; Leiter & Maslach, 2005a).

Moreover, depersonalization, which is the process of acquiring a cynical attitude combined with an emotional or physical disconnection from work, may result in an educator generally disregarding their students' emotional and intellectual requirements (Brock & Grady, 2000; Leiter & Maslach, 2005). Furthermore, educators who are burned out may have a sense of personal inadequacy as they fail to see the advantages of their work and, overall, feel inept (Güneş & Uysal, 2019; Leiter & Maslach, 2005a).

History of Burnout

Freudenberger (1974, 1975) first coined the term *burnout* to describe the exhaustion that comes from having one's energy, strength, or resources put under excessive stress. Freudenberger devised a unifying framework for burnout, which may also be applied to many other industries and professions. The definition of burnout expanded as scholars began to investigate the topic further. There have been several seminal studies on burnout that adapted Freudenberger's original definitions to describe the syndrome of diminished drive, motivation, and desire because of emotional exhaustion, depersonalization, and diminished professional accomplishments caused by prolonged responses to workplace stressors (Leiter & Maslach, 2005b; Shahsavarani et al., 2015). In contrast to Freudenberger's earlier, more expansive notion, this synthesized concept was somewhat limited in scope. Essentially, Freudenberger created the foundation for investigation, and Maslach and Jackson (1981) built the framework within which the subject could be studied.

Burnout is not a geographically isolated problem because different cultures worldwide suffer from burnout similarly (Aloe et al., 2014; Nagy, 2006). The definition of burnout used in this study is based on research that has been conducted around the world. Burnout has been studied extensively in Canada, Israel, Cyprus, Finland, the United States, Spain, China, India, the United Kingdom, and several African countries (Aloe et al., 2014; Schaufeli et al., 2009; Sharma, 2012; Xiaofu & Qiwen, 2008). Even amid a diverse array of countries and cultures, the synthesized concept of burnout endures the test of time. A closer look at the historical roots of research is needed because burnout appears in similar ways in different countries.

Today, burnout is a well-researched topic that dates to the 1970s when several of Freudenberger's coworkers at a free clinic were experiencing burnout because of their work environment (Cassel, 1984; Freudenberger, 1974, 1975; Kirk & Walter, 1981; Maslach, 1976, 1979, 1982, 2003; McPherson, 1983). Encouraged to investigate the factors that led to occupational exhaustion, Freudenberger popularized the term burnout in various contexts other than "self-help groups" (1974, p. 73). With this approach, Freudenberger had great success with drug addicts, adrenaline junkies, gamblers, and binge eaters.

According to Freudenberger (1975), indications of burnout include fatigue, a general feeling of depletion and lethargy, weight loss, gastrointestinal difficulties, and a lack of charisma. In subsequent studies on burnout, key symptoms identified by Freudenberger have been limited to a supporting position, whereas exhaustion has been frequently addressed. It was essential to uncover these signals because Freudenberger believed that people devoted to their work were more likely to burn out. Several scientists, including Freudenberger, have dedicated their careers to studying occupational burnout. While working as a social psychologist in the

1970s, Maslach concentrated on workplace emotions. Maslach's work prompted the initial investigations into caregiver and service worker burnout. Maslach and Jackson (1981) made a strong case for more uniformity in burnout studies in response to their findings.

Burnout is linked to emotional exhaustion, depersonalization, and personal achievement (Maslach et al., 2001). Considering the burnout themes, researchers have discovered that the most significant predictor of burnout is emotional exhaustion (Sangganjanavanich & Balkin, 2013; Wheeler et al., 2011). Personal success experiences and a broad sense of depersonalization might lead to unstable work environments for those at risk of burnout. In previous studies, burnout has been linked to increased employee turnover, low morale, and absenteeism, and these results have since been corroborated (Hughes, 2012; Van Der Doef & Maes, 2002; Watson et al., 2010).

Researchers can employ quantitative and qualitative data in their investigations, owing to a study instrument designed by Maslach and Jackson (1981) known as the Maslach Burnout Inventory (MBI). The MBI does not necessarily indicate that burnout was first recorded in the 1970s but that it became a subject of formal research at that time. Formerly, burnout was a culturally significant issue (Maslach, 2003) and the idea had already been proven in fiction and film before the inquiry began. There is little doubt that burnout is a real problem for workers in the United States and other countries (Aloe et al., 2014; Maslach, 2003). Globally, most of the research on burnout has focused on service industries and the challenges of assisting others. Therefore, there is a need to consider personal and micro-level aspects of burnout as well as macro-level characteristics.

Causes of Burnout in Educational Staff

Maslach (2003) suggested that the three key components of burnout could be reactions to the many professional pressures encountered on the job. Thus, work-related stress frequently acts as a catalyst (Barkhuizen & Rothmann, 2008; Fernet et al., 2004; Navarro et al., 2010; Zhong et al., 2009), particularly among professionals such as nurses, doctors, and social workers (Bakker et al., 2006; Chen & Chen, 2018; Lazarus, 1993). There is evidence available in the literature showing a significant association between job stress and burnout and that job dissatisfaction due to areas of workload is becoming an emergent concern (Davidson, 2004; De Beer et al., 2016).

Richards (2012) studied educator stress and discovered that various extreme forms of it contribute to educators' burnout, including an increased commitment to the profession, a scarcity of helpful resources for personalized instruction, a lack of relaxation time, unmotivated students, and a heightened sense of accountability because of top-down mandates. Hakanen et al. (2006) defined school occupational stress as a mismatch between teacher expectations and accessible coping methods. All these descriptors are consistent with the findings of Wheeler et al. (2011), who discovered that each of the three burnout characteristics of MBI might be related to an underlying stress component (Maslach et al., 1996).

In the UAE, the workload in many schools is high, which may be because many of the schools have undergone or are currently preparing for inspections or accreditations, taking, for example, the unified inspection framework, which requires continuous participation of all educational staff in meeting the needs of top-down policy mandates in addition to their standard workload (Zhao et al., 2022). Furthermore, schools in the UAE are expected to provide world-class education, and one of the ways to measure that is through extensively documented self-

evaluations for external inspections. These evaluations inevitably add accountability pressure on all staff, particularly those directly responsible for student learning (Chapman et al., 2014).

Competitive enrollment puts educational staff under pressure and infuses fear, stress, and anxiety because of parents' high expectations for value for money and frequent comparisons with other private schools. The threat response is also significant in determining a cognitive state from a psychological standpoint. For example, Craighead and Nemeroff (2004) identified an "aversive cognitive component" (p. 70) in the states of mind of individuals working in high-stress environments who anticipate a negative experience. If parents believe that the processes of student performance evaluation lack fairness or transparency, a threat response may be triggered before student assessments and fear of answerability to people higher in the hierarchy.

School administrators' lack of support and approachability could be another theme in many schools (Brunsting et al., 2014; Embich, 2001; Leiter & Maslach, 2005a; Ruble & McGrew, 2013; Zabel & Zabel, 1983). It is not uncommon in international schools where expatriate staff feel lonely and homesick, especially during their initial arrival in a new country. If the induction offered by the school lacks recognition of their unmet needs, they could quickly transition into a negative mindset craving for empathy and the language of needs (Rosenberg, 1999; Ubben et al., 2017).

The unavoidable shift to online learning has caused mental strain and anxiety among educational staff, constantly compounding other challenges associated with the school's digital presence in a competitive private school market. School communities subtly differ due to contextual uniqueness, which directly influences how school leadership controls school operations and academics. In an enrollment race, marketing and communication demands place a

further psychological burden on staff, and it includes aligning daily practices with what is presented to the world outside of the school premises through various electronic channels such as emails, webpages, texting, social networks, blogs, and videocasts (Ubben et al., 2017).

The phenomenon known as educator burnout has been connected, in many cases, to years of excessive workload, which makes experienced educators feel weary and emotionally overwhelmed (Brenninkmeijer et al., 2001; Zabel & Zabel, 1983). However, novice teachers are also prone to burnout, which means that burnout is not limited to experienced educators but can also develop in the first few years of employment (Craighead & Nemeroff, 2004; Goddard & O'Brien, 2004). Because of their lack of experience, newly qualified teachers are more likely to struggle with anxiety than their more seasoned colleagues. For instance, if they are unsuccessful on a consistent basis in managing the pastoral aspects of the classroom, burnout may result (Chang, 2009; Hong, 2010).

Furthermore, excessive amounts of work, discontentment with one's job, and a lack of a sense of belonging are among the major factors that play a role in the development of high levels of burnout (Levine & Marcus, 2010; Maslach, 2003; Schaufeli et al., 2009). Other causes of burnout include a lack of social support, a lack of support from line managers (Goddard & O'Brien, 2004; Grayson & Alvarez, 2008), a lack of feedback and praise, little participation in decision-making, and a lack of teacher autonomy (Maslach et al., 2001; Skaalvik & Skaalvik, 2015).

The contributing factors also include fairness, organizational values, time pressure, fear of violence (e.g., violent communication, aggressive administration), and poor opportunities for promotion (Brenninkmeijer et al., 2001; Walster et al., 1973). Furthermore, researchers have

identified that stress, and consequently burnout in educational staff, are caused by problems associated with salary and other benefits, being conscious of little professional prestige, and holding the same position for a long time (Marzano & Heflebower, 2012; Warren & Sorges, 2013), excessive paperwork, increased marking and student achievement, large schools with overcrowded classrooms and unrealistic expectations (Kipps-Vaughan, 2013; Lieberman & Friedrich, 2010; OECD, 2020), a lack of resources, students' pastoral problems, isolation, and poor social relations (Cano-García et al., 2005; Hakanen et al., 2006).

Burnout, which is shown to be composed of three components, namely exhaustion, cynicism, and a feeling of inefficacy, is produced by a mismatch between the person and the work environment (Maslach, 2003; Maslach et al., 2001). In this view, burnout is typically an issue that occurs in the workplace, tied to working circumstances and social connections. This highlights the significance of effective educational administration and leadership in preventing burnout.

Measuring the Causes of Burnout in Educational Staff

The Maslach Burnout Inventory (MBI-ES; Maslach et al., 1996), measures emotional exhaustion, depersonalization, and personal accomplishment to determine the degree of burnout. Leiter and Maslach (2003) defined emotional exhaustion as exhaustion caused by work, depersonalization as unfeeling and impersonal responses toward the recipients of one's instruction, and personal accomplishment as feelings of competence and achievement in one's work.

Emotional Exhaustion

Early researchers consistently identified emotional exhaustion as a significant aspect of

educators' burnout (Freudenberger, 1975; Maslach, 1976, 1979, 1982, 2003; Maslach & Jackson,

1981; Maslach et al., 2001). Regarding burnout, emotional exhaustion is the most reported and

extensively studied feature. Maslach et al. asserted that when an individual expresses burnout,

they typically refer to some form of emotional exhaustion rather than the other two dimensions.

According to Maslach (1982, 2003), emotional exhaustion is a state of being aware of one's

occupational overstretch. An emotionally fatigued person may assume that they have expended

all their emotional resources and coping methods when presented with occupational stress. A

significant decrease in physical and mental energy accompanies emotional exhaustion. While

emotional exhaustion is shown to be a significant component of burnout, it is difficult to

conclude that it is the catalyst for full-blown burnout due to its inherent capacity to cause other

significant dimensions of burnout (Wheeler et al., 2011).

According to Maslach (2003), exhaustion is a common sign of professional stress and is

often used to predict burnout; however, even within this paradigm, individuals are not

necessarily driven to burnout by exhaustion alone. Exhaustion and depersonalization (e.g.,

disconnection) may have a strong correlation, especially regarding one's current job. Maslach

may have indicated that exhaustion and the other aspects of burnout are interrelated and must

occur together to generate major occupational concerns over the course of a career. Individual

dimensions, however, may have an adverse effect on an employee's output even if they are

developed (Day & Schleicher, 2012; Wilmot & Ones, 2019). Education may be a field ripe for

exhaustion, a lack of personal success, and a broad sense of depersonalization for many reasons,

including the frequent emotional work they perform as part of their jobs (Basim et al., 2013;

Maslach, 2003).

Opposite to introversion, excessive extraversion has been found to have a negative link

with emotional exhaustion, as it is less of a problem for extroverts because of their social ability

comprising of self-confidence, dominance, activity, and sensation-seeking (Mojsa-Kaja et al.,

2015). According to Maslach (2003), extroverted people can develop the required social skills to

avoid some of the negative effects of burnout. On the other hand, those with certain personality

traits have a greater tendency to suffer from exhaustion and burnout (Digman, 1990; McCrae &

Costa, 2003). An individual's personality that is composed of their characteristics and traits can

directly influence their level of emotional exhaustion (Day & Schleicher, 2012; Wilmot & Ones,

2019). Even though age and neurological conditions can change personality, McCrae and Costa

(2003) posit that traits do not change because they are based on biology.

Emotional exhaustion can lead to burnout if someone is continually worried, distracted,

and cynical about their work, even in their personal lives (Basim et al., 2013). Maslach et al.

(2001) found that people who are overworked and under-stimulated can emotionally and

cognitively disengage from their work. For these people, the stress of their jobs is a significant

factor. A teacher's opinion of service users—in this case, the students—may be negatively

affected by these thoughts. Maslach's three aspects of burnout are not mutually exclusive but

frequently interact, as demonstrated by the growth of the other dimensions. One of the hallmarks

of burnout is emotional exhaustion, which is often accompanied by depersonalization (Maslach

et al., 2001).

Depersonalization

Depersonalization is the process of gaining a cynical attitude and emotional or physical disengagement from one's professional activity, resulting in a disregard for the emotional and intellectual needs of one's students (Brock & Grady, 2000; Leiter & Maslach, 2003, 2005a). As part of the three burnout subscales, depersonalization is a state of mind that contributes to dissociation, and even teacher attrition, among other disadvantages (Maslach & Jackson, 1981). Depersonalization can also be evidenced by a decreased empathy in the interaction between an educator and a student (Schaufeli & Salanova, 2007; Schaufeli et al., 2009).

Maslach and Leiter (2016) described depersonalization as teachers' practice regarding their students and coworkers as less than human. This dehumanizing attitude generates an undesirable work environment for those who depersonalize others and those who are sensitive to the depersonalizing effects (Maslach & Jackson, 1981; Maslach & Leiter, 2016; Schaufeli et al., 1993). Schaufeli et al. (2009) indicated that depersonalized educators would provide a different courtesy to students than they would to others in a different context, which could hurt their opinion of not only their students but also their work environment. Chang's (2009) research further added that depersonalization is a symptom of disengagement from the meaningful student-educator relationships necessary for both parties' performance and well-being.

Maslach et al. (2001) further established that depersonalization is the process of overlooking an individual's defining emotional features. The distressing emotions may result in the dissolution of previously formed partnerships, which may foster an environment where individuals experiencing burnout seek relief from external stressors (Cassel, 1984; Chang, 2009; Maslach & Leiter, 2016). Individuals' obligations become more manageable and possibly less

stressful in the service when they perceive the individuals they serve as required components of their job rather than as vibrant individuals (Maslach & Jackson, 1981; Maslach & Leiter, 2016). Given that distancing is a typical response to emotional exhaustion, it is logical to argue that emotional exhaustion and depersonalization are inextricably related, either as a one-dimensional outcome leading to the other or as a combination of the two.

Cassel (1984) drew a connection between burnout and characteristics of cynicism and an educator's overall depersonalization from the profession. Cassel stated that recent experiences of widespread negative views toward education, the lack of parental support for children and teachers, and the widening achievement gap could all contribute to burnout via the perceived depersonalization component. Educational staff may look down on students or alter their perception of the job if they believe low-achieving students are a sign of instructor inefficiency. Cassel's work has been reinforced by Koruklu et al. (2012), who showed that while contemporary educational issues may result in more depersonalized views, even fundamental criteria like seniority and gender can alter educators' perceptions of the students they serve. Furthermore, these researchers looked at educators' interactions with their peers as a possible predictor of depersonalization. When educational staff expressed discontent with a colleague, they usually demonstrated elevated levels of depersonalization because of their alienation from their coworkers. With emotional exhaustion and depersonalization contributing to educators' burnout, the third characteristic of burnout addresses the educational staff's critical perspective on personal accomplishment.

Personal Accomplishment

In the third component of burnout, Maslach and Jackson (1981) emphasized the educators' sense of personal accomplishment and self-efficacy in their employment. Educators who have reached this level of burnout frequently feel incredibly ineffectual as educators, particularly when it comes to giving opportunities for their students to grow and attain their targeted levels of accomplishment (Brunsting et al., 2014; Pucella, 2011; Zabel & Zabel, 1983). Maslach et al. (2001) defined personal accomplishment as the most autonomous of the three. Given the close relationship between emotional exhaustion and depersonalization, these researchers hypothesized that self-efficacy issues might develop concurrently with other types of burnout but not necessarily within. That is not to say that concerns about personal achievement cannot act as a cause for emotional exhaustion, depersonalization, or a combination of the two (McCrae & Costa, 2003; Schaufeli et al., 2009).

The negative emotions might accumulate over time, impeding educators' capacities to continue the path of personal growth and overall educational effectiveness. Allowing concerns about personal accomplishments to persist for an extended period may eventually result in educators acquiring negative sentiments about themselves, resulting in burnout (Abel & Sewell, 1999; Leiter & Maslach, 2005a). When these factors are combined, it is reasonable to deduce that having a low sense of self-achievement results in not just personal success burnout but also emotional exhaustion and depersonalization. As a result, personal accomplishment became inextricably linked to the broader concept of educators' burnout (McCrae & Costa, 2003; Schaufeli et al., 2009). Caprara et al. (2003) asserted that instructors who believe they have a beneficial effect on their students' propensity to succeed have higher professional values. These

emotions have been demonstrated to shield teachers from acquiring symptoms of burnout (Leiter & Maslach, 2005a; Skaalvik & Skaalvik, 2010, 2015).

Educators who exhibit a high level of self-efficacy experience less burnout, but teachers who exhibit a low level of personal accomplishment acquire burnout symptoms far more speedily than their peers (Skaalvik & Skaalvik, 2010, 2015; Wang et al., 2015). In their study on self-efficacy and causal attributions in teachers, Wang et al. discovered that educators with a strong sense of self-efficacy are less likely to burn out and have better physical health. This study also echoed postulations by Schwerdtfeger et al. (2008) that higher levels of personal accomplishments reduce physiological concerns and complaints such as exhaustion and discomfort, as well as other physical symptoms associated with burnout.

Areas of Worklife

The Areas of Worklife Survey (AWS) measures factors in educators' work environments that may contribute to burnout, including workload, control, reward, community, equity, and values (Leiter & Maslach, 2003, 2005a).

The workload is the amount of work that must be completed in a specific period, and it reflects the extent to which work demands bleed over into personal life, social pressures, and the physical and intellectual strain of job expectations, including workplace conflict (Bettini et al., 2017; Leiter & Maslach, 2003). In the context of the formation of burnout, the workload variable is of particular significance. When the requirements of a profession go beyond what is humanly possible, emotional exhaustion is almost always the result (Leiter & Maslach, 2003; Schaufeli et al., 1993). For instance, Kouvonen et al. (2005) discovered that a significantly high workload was tied with a significant degree of emotional fatigue.

Control entails the ability to make choices and judgments, solve issues, and contribute to the fulfillment of obligations. It is a person's involvement in significant work decisions and their breadth of professional autonomy. Educational staff find greater satisfaction within their profession when their superiors allow for a certain amount of individual autonomy inside the workplace (Collie & Martin, 2016; Maslach & Leiter, 2016). A person's perception of their ability to exert personal autonomy, influence choices about their job, and acquire access to resources such as social support and reward to perform their task falls within the purview of the control component. It has been shown that control may act as a buffer against excessive job demands (de Lange et al., 2003).

The reward is defined as a motivator, including financial and social recognition, rewards, privileges, compensation, and job security, among others, that an individual receives for their performance at work (Bastick, 2000; Wyatt-Smith et al., 2017). This component also relates to the ability of reinforcement to change behavior and the degree to which incentives are congruent with the individual's expectations. This notion may be broken down into three categories: monetary, social, and intrinsic (Halbesleben, 2006; Siegrist et al., 2004). Educators may become more prone to being out of alignment with their school's or organization's values when they perceive their contributions need to be recognized more adequately. When educators are required to perform their responsibilities in an environment where they receive little to no credit or appreciation for their constant contributions, the seeds of discontent and burnout are sown (Leiter & Maslach, 2003; Mojsa-Kaja et al., 2015). Furthermore, educators who do not feel that their work is appreciated are more likely to experience cynicism and emotional exhaustion in the

direction of burnout (Kipps-Vaughan, 2013; Lieberman & Friedrich, 2010; Marzano & Heflebower, 2012).

Community refers to the social setting in which an educator works and engages in countless interactions with coworkers, parents, and students. The community component is a metric that is used to evaluate the overall quality of the social interactions that take place at work. The social environment has been identified as a primary contributor to burnout based on research on interpersonal disputes, informal social support, connectedness, and the ability to operate as a unit (Halbesleben, 2006).

Fairness refers to the extent to which a school's policies and practices are consistent and equitable or to the degree to which justice and respect are practiced at work. The degree to which choices made at work and the distribution of resources are seen as fair and equitable is what the fairness component attempts to measure and quantify. The body of research that has been carried out in the field of social justice and fairness demonstrates how vital it is for individuals to have a feeling of fairness or reciprocity (Brenninkmeijer et al., 2001; Walster et al., 1973).

Values encapsulate what educational staff value in their profession. The emphasis is on aligning educators' principles with the values inherent in the school where they work. Values encompass the ideas and motivations that draw individuals to their employment in the first place. Incongruence in the values dimension between an educator's profession and personal values may reduce a person's level of involvement and promote counterproductivity. Research conducted over the last decade has shown that value congruence is an essential factor in staff engagement and staff burnout, respectively (Dylag et al., 2013; Schaufeli et al., 2009). On the other hand, a

work environment that is congruent with an educator's personal beliefs and values is often the

one in which they feel a match in all different dimensions (Siegall & McDonald, 2004).

What is Morale?

Although the term *morale* is well-known and frequently used, in the interest of this study,

it is valuable to consider its precise definition that relates to educators. Common-use definitions

may be an appropriate starting point; for instance, the definition of morale from Merriam-

Webster (n.d.) contains three fundamental criteria: the mental and emotional condition, a sense

of common purpose concerning a group, and the level of individual psychological well-being

based on such factors as a sense of purpose and confidence in the future. Even though it is

educational, the definition presents some inherent ambiguity; for example, what exactly is meant

by the statement "a sense of common purpose concerning a group"?

Although we commonly use the term in both senses, does it have the same overarching

meaning, whether it is used in the single or the plural sense? This idea also prompts one to

consider the degree to which an individual or a group may influence an organization's morale

(Senechal et al., 2016). The ambiguity might be concerned with the evolution of the word, too,

because historically, the earliest uses of morale were primarily used about soldiers' feelings

about military activity: "es·prit de corps" (Senechal et al., 2016).

Morale in the military largely resembles morale in the civilian world because it affects

others and is premised on loyalty to a cause. However, a type of morale is unique to the military,

which starts with how the soldier feels about their duty (Senechal et al., 2016). Nowadays, the

word is frequently used in the business world, where the efficiency and effectiveness of an

organization are believed to be best achieved through promoting motivation rather than harsh

enforcement of rules. As the adoption of the term has prevalently functioned as a lever for

organizational improvement, it is reasonable to assume that morale has diverse connotations for

various activities or jobs. A soldier's morale will likely be experienced differently than a teacher,

school administrator, or educational leader (Sabin, 2015; Senechal et al., 2016).

What is Educator Morale?

Despite the limitations of past research and challenges associated with the variation of

morale definition, researchers continue to offer their interpretations (Evans, 1997, 1998, 2001,

2008; Smith, 1971). Mackenzie (2007) states that contact time, encompassing school-related and

non-school-related responsibilities, directly affects educators' morale. Hirsch and Emerick's

(2006) research on educator morale directly addresses the topic of facilities and resources,

revealing that it is influenced by external elements such as the physical facilities and

instructional materials and training that are readily available. Research findings suggest a link

between educator morale and community involvement, as educators are more likely to remain in

their positions when there is a shared vision and a supportive relationship with internal and

external stakeholders, including colleagues, students, parents, and regulatory authorities (Davis

& Palladino, 2011; Leithwood & McAdie, 2007; Lloyd, 2012). Autonomy and decision-making

are also believed to be linked to satisfaction and fulfillment, leading to high or low educator

morale (Mackenzie, 2007; Zembylas & Papanasatasiou, 2005).

Considering the variation of meaning and interpretation of morale across various

disciplines, it seems that the objectives behind an activity might influence an individual's

experience. For example, how rigorous is the activity, and does it involve a military operation, a

marketing campaign for business, or working on areas of school improvement? Based on the

context, morale may mean something different for jobs requiring interaction and engagement with teams than for jobs generally engaged individually (Dotterer & Lowe, 2011; Senechal et al., 2016). The intensity of engagement and the level of skill required in an activity is essential in ascertaining the influencing factors of morale. Equally important is to consider the morale boosters, which may differ contextually. For example, empowering educators to be autonomous in decision-making may be appropriate in a school setting, while monetary reward could be the primary tool in another.

In daily discourse, it is common to hear about the morale of teachers. Yet, academic researchers must dedicate much more attention to this concept than other research topics. For example, publications on teacher burnout or job satisfaction are more prevalent than those on educators' morale when it comes to scholarly, peer-reviewed studies related to the work experiences of educators. The sparse literature on educator morale suggests that the general ambiguity surrounding the word is yet to be resolved on a consensus definition. In their critique of the limited research on educators' morale, Senechal et al. (2016) commented that morale has only been defined as a phenomenon, a process, a perception, a disposition, and a state of mind. In pointing to the definitional debates by several other researchers, Senechal et al. further elaborated that the idea of educator morale is being used interchangeably with similar terms such as stress, motivation, engagement, organizational cohesiveness, organizational commitment, job involvement, and depression. The researcher then ponders why scholarly work on educator morale is sparse compared to research on burnout or job satisfaction.

For this study, the researcher was led to the work of Evans (1997, 1998, 2001, 2008), who has conducted extensive research on educator morale in the qualitative domain. Evans

(1997) defined morale as "a state of mind determined by the individual's anticipation of the extent of satisfaction of those needs which s/he perceives as significantly affecting her/his total work situation" (p. 832). Given some of the popular definitions of morale discussed in this section, Evans's concept framing invites several important considerations.

First, Evans demonstrated that morale is an individual rather than group phenomenon, showing that there are both high and low-morale educators, but not necessarily high or low-morale schools. However, her definition of morale also incorporates group experiences like collegiality. Second, even though educator morale is closely related to job satisfaction, it is distinct in its focus on the future. Morale is based on the expectation of future job satisfaction rather than the current state. Lastly, Evans's definition is based on a person/organization fit model, which claims that morale is determined by the compatibility between the individual and the whole work setting in which they work. Evans believed, therefore, that when considering the factors that influence individual educator morale, it is crucial to examine not just the disposition of the educator but also the school environment in which she/he works (Senechal et al., 2016; Vancouver & Schmitt, 1991).

Summary of the Literature

Academic research on stress in schools is not new, and many studies have been conducted worldwide to learn about the factors that lead to teachers' stress, burnout, and morale (Al Serhan & Houjeir, 2020; Coulter & Abney, 2009; Senechal et al., 2016). Educators' stress levels have been considered predictive of students' cortisol levels, which are associated with decreased academic performance and increased mental health problems (Dotterer & Lowe, 2011; Oberle & Schonert-Reichl, 2016). Educational staff who have high levels of burnout are more likely to mismanage classrooms, are less attentive to students, are unable to form close

relationships with students, and use punitive measures more frequently (Brouwers & Tomic, 2001; Jennings & Greenberg, 2009; Osher et al., 2010; Piekarska, 2000).

Educators' punitive measures have proven counterproductive to students' academic and emotional development. More precisely, when educational staff use punitive measures, students experience increased anxiety and motivational decline, and when teachers are stressed, students become more susceptible to physiological stress (Kyriacou, 2001; Osher et al., 2010; Piekarska, 2000). For educational staff, burnout is becoming a common problem regardless of their geographic location or the kind of school they work in (Arvidsson et al., 2019; Stoeber & Rennert, 2008). There is a plethora of research available on both the external variables that contribute to educators' burnout (Abel & Sewell, 1999; Cassel, 1984; Emery & Vandenberg, 2010) and the internal or personal aspects that contribute to educators' burnout (Davis & Palladino, 2011; Lloyd, 2012). More stressed educators also have a higher absenteeism rate, an increased turnover rate, a higher percentage of early retirement, and a lower value placed on their relationships with students (Kyriacou, 2001; Osher et al., 2010; Rudow, 1999).

There is a growing concern that educator burnout is becoming more widespread in Sharjah's private international schools. This may result from several causes, one of which is the increasing strain brought on by educational reforms (Lane et al., 2019; Paufler, 2018; Zhao et al., 2022). Given the scarcity of research on the prevalence and possible causes of educational staff's burnout in the UAE, further research is needed to fill the knowledge gap and understand the problem better. Literature about the variables in this study provides definitions of what they are and how to measure them, but it also leaves space for more research and the need for extended analysis.

Despite much scholarly interest in understanding teachers' work experiences, teacher morale is an understudied topic (Senechal et al., 2016; Vancouver & Schmitt, 1991). First, morale is theoretically similar to other common terms used to explain teachers' work experience, such as burnout and job satisfaction, but it is different. This indicates that extensive study on morale has the potential to increase our knowledge of its definition within education and its interconnectedness with teachers' work settings. Second, morale is related to job fit and deciding to remain in a position or quit (Evans, 2001, 2008). Teachers with low morale who are pessimistic about their future in the classroom are more likely to leave. It is, therefore, beneficial to understand the factors contributing to declining morale and possible intervention strategies that may contribute to the retention of educators. Third, given the neutrality of the construct that morale can be either high or low and that individuals' need fulfillment and value congruence are strong determinants of job satisfaction and morale, the literature also builds an understanding that job satisfaction and morale are strongly influenced by school-level factors (Evans, 2001, 2008; Maslach et al., 2016).

Chapter 3: Methodology

A quantitative study involving multicultural expatriate educational staff in Sharjah was conducted to uncover specific factors that lead to educators' burnout in schools. A set of internationally established surveys was completed electronically. The researcher used convenience sampling using a conveniently available pool of respondents in three international schools in Sharjah. Correlational statistical approaches were used to generate credible explanations for the significance of relationships between the variables during data analysis.

Research Question and Hypotheses

RQ: Is there a significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE?

H_o1: There is no significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE.

H_a1: There is a significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE.

Theoretical Framework

Leiter and Maslach (2003) identified essential aspects of worklife and built a model to show how the six work areas and the three aspects of burnout are linked together, as shown in Figure 1. First, the standard connections between the three types of burnout are suggested: exhaustion leads to cynicism, which leads to decreased efficacy. Second, from a conceptual point of view, it is believed that not all six work characteristics are directly linked to the three burnout traits but that there is a more intricate interplay. Accordingly, workload, control, reward, fairness, and community are all thought to be linked to exhaustion. On the other hand, values are

believed to be the link between all these areas and the three burnout facets. Control is considered

the most critical part of staff's worklife because it is assumed that they can make important

decisions and oversee their work. As the values dimension shows how the other areas of worklife

all work together, it is given a role as an integrator or mediator between the six areas of worklife

and burnout.

Figure 1

Areas of Worklife Survey (AWS) and Maslach Burnout Inventory (MBI)
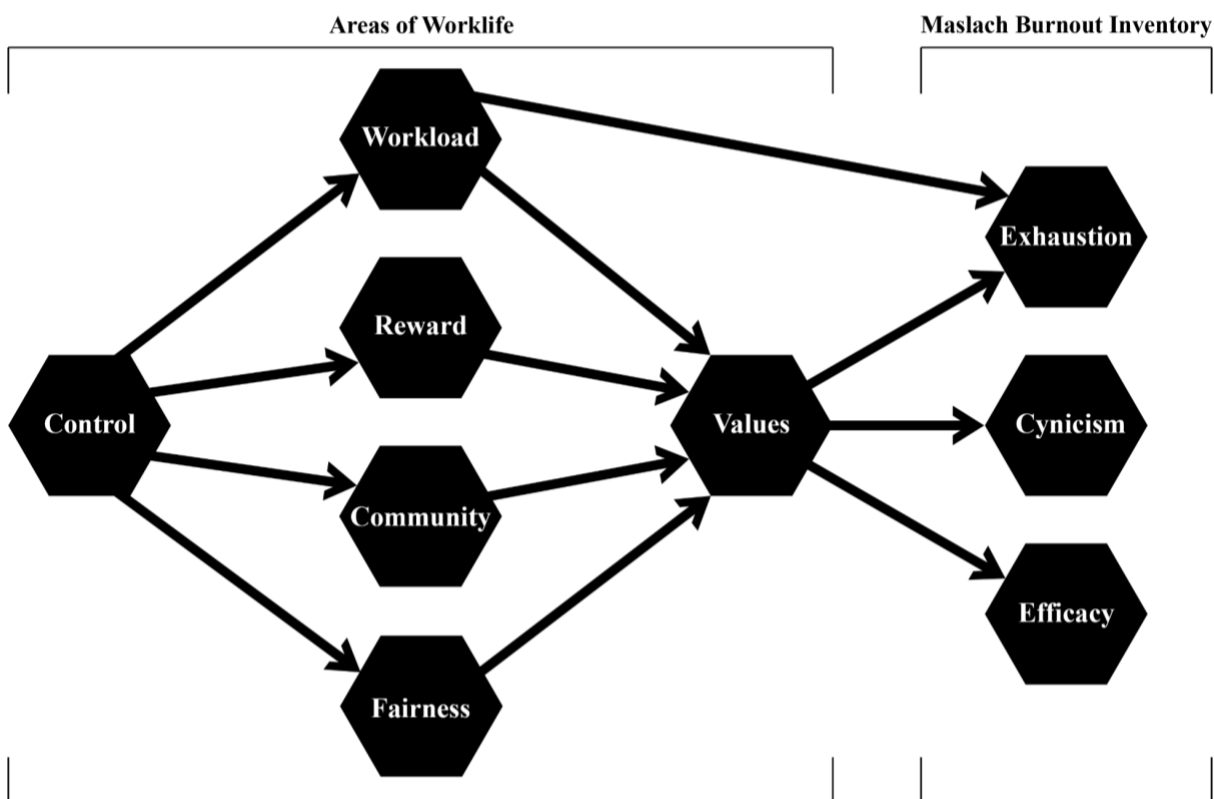
Note. This hypothesized structural model presents the interrelationships among the six work areas and their overall relationships with the three facets of burnout. The area of values plays an integrating role in the model, reflecting the overall consistency in the other areas of worklife. It consistently mediates the relationship of the other areas with the psychological experience of burnout or engagement (Leiter & Maslach, 2005b, p. 546).

This study pertains to aspects of worklife and the burnout impact on educators' morale, which the multidimensional mediation model inspires on burnout by Leiter and Maslach (2003). This multidimensional model has profoundly influenced the study, including its self-reporting measure, convenience, and portability. The model highlights that various staff might have varied emotional responses to the same task, necessitating individualized responses to the many manifestations. In other words, rather than looking at burnout in general, it provides statistical insights into specific components of burnout.

Sample and Participants

The overall sample consisted of 249 educational staff, of which 18 nationalities were recorded, while 7 (2.9%) participants preferred not to disclose their national origins. The survey was administered in Arabic and English to include expatriate educational staff from Arab and non-Arab countries, which allowed all participants to access the survey in their preferred language. Data were gathered regarding participants' ethnic origin and level of experience. Teachers and school leaders were included in the target population and samples from three schools. The researcher used a set of established measuring instruments with known reliabilities and validities, including the Maslach Burnout Inventory Educators Survey (MBI-ES; Maslach et al., 1996), Areas of Worklife Survey (AWS; Leiter & Maslach, 2003), and Charles F. Kettering (CFK) Profile, a popular four-section measure of school climate (Johnson et al., 1999) provided by PsycTESTS. The participants completed the survey voluntarily and with consent (Appendix A).

Instrumentation and Measures

Educators' burnout is not a new phenomenon, and various assessment tools are available to help researchers evaluate participants' levels of burnout. Educational staff received a

consolidated electronic survey, which included measures from the MBI-ES (Appendix B), AWS (Appendix C), and CFK Profile (Appendix D).

The Maslach Burnout Inventory (MBI) has been proven effective in various service industry disciplines, including education, and provides insight into the many types of burnout. The MBI was initially established to understand health professions better, and shortly thereafter, a survey focusing on educational settings was developed known as MBI-ES. Within the construct of MBI-ES, there are three subscales: emotional exhaustion, depersonalization, and personal accomplishment. The MBI-ES, AWS, and the morale section from CFK Profile were used to measure educational staff's burnout and its strength of relationship with morale. Pertinent questions from the CFK Profile instrument were incorporated into the survey to measure morale.

The AWS factors in the educators' work environments that possibly contribute to burnout include workload, control, reward, community, equity, and values. The AWS was created to determine how staff feel about work-setting variables affecting their engagement or burnout. It is intended to work in tandem with the MBI-ES. The AWS is a questionnaire that has been proven to be reliable and valid in a variety of work environments. It creates a score profile that allows users to identify crucial areas of strength and weakness in their organizations.

The MBI-ES has three subscales that have been carried over from earlier MBI versions. These subscales are particularly relevant to the educational profession. If, for example, an educator loses enthusiasm for students, then the area of depersonalization may be of interest. According to Maslach et al. (1996), educators are particularly susceptible to burnout if they do not feel like they are making a positive impact on the lives of their students.

The MBI-ES consists of 22 scenarios that educators might experience throughout their careers. These scenarios are presented in brief statements, followed by seven indicators of

frequency to assist participants in selecting the scenarios that best describe their personal experiences. A number from zero to seven is assigned to each option, with zero indicating *never* and six representing *every day* (Maslach et al., 1996). The AWS includes 28 short statements followed by five rating scales that reflect how much the participants agree or disagree with each statement. The morale section from the CFK Profile consists of five questions. The survey also included demographic questions that distinguish between individual participants to answer the research questions. The complete survey consisted of 68 items in total.

Questions for this study were taken from separate sources, including Mind Garden, which publishes and authorizes the use of the MBI-ES and AWS, and the CFK Profile provided by PsycTESTS, as stated earlier. Following the copyright instructions of Mind Garden, only three specified sample items from the MBI-ES and six from AWS instruments are permissible for publishing. The morale-related questions from the CFK Profile may be reproduced and used for non-commercial research and educational purposes without further written permission, as shown in Appendix D.

Qualtrics was used as an online data collection tool to reach a sizable response rate among educators. A consolidated digital version of the survey made it easier to distribute to participants via email and offered a more user-friendly mechanism for submitting the survey. The survey took at most 10 minutes for participants to complete in either language.

Data Collection

The three participating schools belonged to the same private school network, which enabled company-wide communication channels to be utilized for this study. To maintain professional courtesy and follow appropriate channels, it was vital to obtain formal authorization

from each of the three participating school principals before distributing the survey. The email to

principals included links to the survey and communication to be forwarded to their educational

staff (Appendix E). Once the principals approved the survey (Appendix F), they forwarded the

survey information to educational staff for voluntary participation. Five days after the survey was

launched, the researcher sent a polite reminder email to the principals to encourage staff to

participate (Appendix G). After completing the survey, all participants received a "Thank you"

email (Appendix H). Caution was taken to maintain the confidentiality of data and the

participants' identities (Orcher, 2014; Thomas, 2013).

Analysis of Data

Statistical analysis was utilized with the assistance of JASP. As stated earlier, the MBI-

ES contains three dependent variables: emotional exhaustion, depersonalization, and personal

accomplishment. The AWS has six dependent variables, which were examined independently to

assess their correlation with morale. Using the MBI-ES, AWS, and the Morale section from CFK

Profile, the survey findings were utilized to examine the causes of burnout and whether there

were any significant relationships between educational staff's burnout and morale. The

researcher found correlation analysis the most appropriate statistical technique to investigate the

significance of relationships between variables. Since the purpose of the study was to describe

and summarize the *significance* of the relationship between the variables, the Pearson correlation

analysis was conducted as a statistical analysis tool.

Limitations

Several limitations to the intended study affected the generalizability of the findings and

indicated the need for additional research. Since burnout can potentially result in occupational

separation (Leiter & Maslach, 2003), one natural constraint could be that educational staff

experiencing severe burnout may have been less inclined to volunteer to respond to the survey. They could have been exhausted and disengaged or believed they lacked the time necessary to participate in a study of this nature (Burke & Cooper, 2008; Senechal et al., 2016).

Response rates differed between staff who completed the survey in the morning versus after a full day or during the busy work week versus over the weekend. The contextual and sub-contextual nature of the independent variables may also suggest distinct tendencies linked to educational staff's burnout. For instance, each school's demographics and overall community composition presented unique challenges holding individuals to different accountability standards. Therefore, it is hoped that the most concerned educational staff also participated.

Due to a lack of understanding of the difference between stress and burnout, respondents' perceptions about how specific questions were phrased may have posed another limitation. Numerous types of responses may have caused concerns, including self-selection by participants, multiple submissions, serious and non-serious responses, and incomplete responses (Gosling et al., 2004). Using participants' self-selection as an example of one of these possible scenarios could result in a skewed sample of responses since the individuals being studied decided whether to take the survey or not.

The need for more data specific to the research topic in Sharjah was another limitation, combined with the fact that this sample consisted of educators working in a setting undergoing educational reform, with 29% of teachers in the country wanting to leave the teaching profession within the next five years (OECD, 2020). Although the target schools were in Sharjah, and on the assumption that each operated within a separate sub-context, it is reasonable to predict that each school differed in leadership, demographics, socioeconomic position, and amenities, to

mention a few. Each of these characteristics influenced the causes and effects of burnout at each school.

Another significant limitation of an online data collection tool was the researcher's inability to regulate the circumstances of the survey. Due to several other work-related commitments, it was particularly difficult for teachers to maintain control over the time required to finish the survey. The date, time, and location in which educational staff completed the survey may have influenced the choices they selected at that moment.

There may have been a difference in response rates between educational staff who completed the survey in the morning and those who completed it after a full day of work. The same may be assumed for the weekly schedule, where workloads on specific days may have been increased for some. If a participant completed the survey on a stressful day versus a less stressful one, this might have influenced their responses and distorted the data. Similarly, the high proportions of individual factors, as revealed in demographics, could have inhibited wholehearted participation; for example, 185 (74.6%) identified as females with varied responsibilities of dependents, housing, and children's school fee, among others.

Apart from reluctance on educators' part, disinclination, and in some cases, resistance on principals' part may have also hindered the process whereby a fear prevailed that discussions may exaggeratedly influence the thought of burnout amongst staff. Since there were no prior studies on burnout in Sharjah, confronting the reality of people being resistant to change remained a challenge for the researcher. Considering the daily variations in people's attitudes toward their profession and due to several of the constraints stated, this study may have had little control over the educators' emotional or physical state when completing the survey.

Delimitations

While the limitations noted above were significant for this study, they were narrowed by providing clarification to colleagues. The researcher's starting point was to reassure principals that disregarding seemingly unfavorable realities can have long-term consequences, whereas inviting conversations about well-being will improve the school climate, promote trust, and foster an environment of empathy and respect.

According to Reips (2002), online research is a quick and efficient method to contact many people simultaneously in a single location. The greater the amount of automation that can be accomplished over the internet, the more likely it is that this type of research becomes easier to engage the participants. Each participant had access to the internet and the survey via the school's network. By recommending that principals distribute the survey and facilitate completion during school hours, participants who did not have internet access at home could participate.

Setting up a home internet connection takes time due to the complex processes of obtaining a residency visa and Emirates ID when one first arrives in the country. Therefore, this risk was mitigated by requesting principals' permission to complete the survey in school. Staff who completed the survey during school hours helped to isolate some factors that could skew the results otherwise, such as teachers taking the survey after school hours and developing a negative attitude toward dealing with an add-on during their own time.

Another limitation, as previously discussed, was the way the survey questions were phrased and responses were collected. The survey instruments used in this study have been extensively employed and evaluated in several educational settings worldwide. Therefore, the

instruments were the most appropriate data collection tools within the burnout and morale study context. Furthermore, the survey questions and response choices were deemed appropriate based on expert consultation, professional journal publications, and evidence of substantial research-based use

Ethical Considerations

The researcher's role in ensuring the protection of human participants was about ethical considerations and adherence to the rights and welfare of the research participants. At the heart of this research remained three fundamental principles regarding research ethics in education: Respect for Persons, Beneficence, and Justice (Patten & Newhart, 2018; Roberts & Hyatt, 2019; Thomas, 2013). These principles originate from The Belmont Report (2010), which serves as the foundational document of the current system of U.S. human subjects protections, and on which much of modern Institutional Review Board (IRB) ethics reviews are based (Patten & Newhart, 2018).

The researcher completed the Human Subjects Research Basic Course offered by the Collaborative Institutional Training Initiative (CITI) (Appendix I), which covers various critical aspects of conducting human subjects research. The cluster lead and participating principals formally approved the research, with an understanding that strict adherence to research ethics would be observed relating to confidentiality and anonymity. Ethical and legal considerations remained central, including ensuring that the research would not be used to the detriment of the participants (Merriam & Tisdell, 2016; Patten & Newhart, 2018). The researcher submitted research ethics forms and supporting documents required by the participating schools pertaining to the research.

Respect for persons concerning research ethics recognizes individuals' dignity and autonomy and protects those who may have diminished autonomy (Basim et al., 2013; Zembylas & Papanasatasiou, 2005). Concerning power relationships regarding the researcher's position within the organization, the researcher first negotiated access to the educational staff members and agreed on the overall purpose and format of the research (Creswell & Creswell, 2018; Mujis, 2004; Munn-Guddings, 2012). This included explaining to the participating principals the rationale for the inquiry, the ethical considerations, and the researcher's role as a practitioner (Appendix A). All participants received standardized instructions about the research purpose, methodology, and potential analysis as part of the consent process (Appendix A). All types of biases were carefully avoided to maintain the integrity of the research and the involvement of all respondents (e.g., discrimination based on gender, religion, ethnicity, class, or race).

Following the principle of beneficence, to the maximum extent possible, the researcher ensured that all participants were protected from physical and psychological harm and that significant steps were taken to ensure the security of the data collected during the study. Information leaked or released can negatively impact people's careers and livelihoods; therefore, the researcher will remain responsible for ensuring that the information is appropriately stored. Due to the digital nature of the data, the data will be securely stored in Qualtrics after the research. The researcher's computer remains password-protected, and no flash drives were used. Following the Department of Health and Human Services Requirements for IRBs: 45 CFR 46.115 (b) and 21 CFR 56.115 (b), all online records relating to the research will be retained for at least three years after completion of the research.

Abiding by the concept of fairness, the researcher ensured that the benefits and burdens of research were ultimately distributed fairly (Patten & Newhart, 2018). This merited consideration into what was fair and equitable in terms of recruiting participants and choice of location to conduct research. People partaking in the research were not included merely due to their easy availability and access or perhaps less able to decline participation due to vulnerabilities. The principle of justice also required firm attention to the outcome relevance concerning the population participating in the research.

Summary of the Methodology

In conjunction with the MBI-ES, the Areas of Worklife Survey (AWS) was used to measure burnout and perceptions of work-setting elements that determine whether educational staff experience work engagement or burnout. The MBI-ES assessed burnout by measuring emotional exhaustion, depersonalization, and personal accomplishment. The AWS assessed elements of workload, control, reward, community, equity, and values. Participants received the survey information via email, along with detailed explanations of the purpose of the study. JASP was used to help with statistical analysis.

The MBI-ES and AWS variables explored the causes of burnout and the links between burnout and morale. A correlation analysis was used to assess the relationships between the variables. The proposed study may have significant limitations that restrict the generalizability and necessitate more research. Also, principals may be reluctant to discuss burnout with teachers because they may think that discussions about burnout will arouse, provoke, or inflame teacher concerns about burnout. Given the lack of prior studies on burnout in Sharjah, establishing the courage to face reality may take time and effort.

The MBI-ES and AWS are effective choices for collecting data on burnout. Expert consultation, professional journal publications, and substantial research evidence were used to ensure the survey questions and response choices covered burnout and morale. In terms of power relationships and reflexivity, the researcher first obtained permission from the participating school principals to include educational staff members in the study and agreed on the overall purpose and format of the research.

As part of the consent process, all participants were informed of the purpose of the study, methodology, and analysis. For the integrity of the research and the participation of all respondents, all types of biases were avoided. The researcher ensured that all IRB requirements were followed, including the rights and welfare of the individuals involved, the appropriateness of the methods used to secure informed consent, and the risk and potential benefits of the investigation.

Chapter 4: Results

This chapter builds on Chapter 3, where the researcher explained the methodology and intended next steps for this study. This chapter will allow the researcher to provide statistical information based on the survey findings, including demographics, significant correlations between variables, and hypothesis testing. The survey guidelines emphasized the voluntary nature of participation and the authenticity and anonymity of the survey. It took each participant less than 10 minutes to complete the survey in either of the two languages: Arabic or English.

Research Question and Hypotheses

The following question guided the study as the researcher focused on finding the significance of the relationship between educational staff's burnout and morale.

RQ: Is there a significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE?

H_o1: There is no significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE.

H_a1: There is a significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE.

Sample

The study aimed to determine the significance of the relationship between educational staff's burnout and morale in private international schools in Sharjah, United Arab Emirates (UAE). The survey was distributed to over 350 educational staff, including class teachers, subject teachers, middle leaders, and senior leaders at the three participating schools. The survey was open until the end of July 2022, after the researcher gained IRB approval on June 21, 2022.

A total of 249 participants participated in the survey, which comprised the Maslach Burnout

Inventory Educators Survey (MBI-ES; Maslach et al., 1996), the Areas of Worklife Survey

(AWS; Leiter & Maslach, 2003), and the morale section from Charles F. Kettering (CFK)

Profile, a popular four-section measure of school climate (Johnson et al., 1999).

The age range specified on the survey was between 22 years old to 65 years old, out of

which 3 (1.2%) were between 61-65, which is the retirement age in the UAE with yearly

exemptions approved by the immigration department for the expatriates; 7 (2.8%) 55-64 years;

49 (19.7%) 45-54 years; 107 (43.0%) 35-44 years; 77 (30.9%) 25-34 years; and the youngest

age-group consisted of 6 colleagues, which was 2.4% of the total population of respondents.

Both males and females responded to the study, with 185 (74.6%) identifying as females,

62 (25.0%) as males, and 2 (0.4%) preferred not to disclose. As many as 187 (75%) respondents

stated that they were married, 54 (21.8%) were unmarried, and 8 (3.2%) preferred not to declare.

In responding to the question of dependents, 13 (6.9%) reported six dependents, 20 (10.6%)

reported five dependents, 32 (17%) reported four dependents, 37 (19.7%) reported three

dependents, 50 (26.6%) reported two dependents, and 34 (18.1%) reported one dependent.

The top-five nationalities of the respondents' population represented 70 (28%) Indians,

49 (20%) British, 25 (10%) Egyptians, 22 (9%) Pakistanis, and 19 (8%) South Africans. A total

of 18 nationalities partook in the survey, and seven respondents (2.9%) preferred not to disclose

their national origin. Other nationalities included 12 (4.9%) Syrians, 12 (4.9%) Filipinos, 8

(3.2%) Irish, 7 (2.9%) Jordanians, 4 (1.6%) Nigerians, 4 (1.6%) Palestinians, 3 (1.2%) Greeks, 2

(0.8%) Cameroonians, 1 (0.4%) Ghanian, 1 (0.4%) Kenyan, 1 (0.4%) Lebanese, 1 (0.4%) Sri

Lankan, and 1 (0.4%) Ugandan.

Concerning work experience, 81 (32.5%) participants held 3-5 years' affiliation with their current school. As many as 8 (3.2%) identified as the longest-staying educators, having completed 21 or more years at their current school. A total of 3 (1.2%) worked 16-20 years, 22 (8.8%) 11-15years, 51 (20.5%) 6-10 years, 37 (14.9%) 1-2 years, 30 (12.0%) 7-11 months, and 17 (6.8%) reported that they were at their current school for the past 0-6 months. When asked about the highest qualification, 3 (1.2%) reported holding doctorate degrees, 95 (38.2%) master's degrees, 144 (57.8%) bachelor's degrees, and 7 (2.8%) high school diplomas.

Of those who responded to the question of the position held at their school, 59 (23.9%) were class teachers between kindergarten and sixth grade, 85 (34.0%) were subject teachers teaching core subjects to seventh grade onwards (e.g., Arabic, English, Mathematics, and Science), and 39 (15.8%) subject teachers for non-core subjects to seventh grade onwards (e.g., Art, Physical Education, Information and Communication Technology, and optional subjects for external examinations). There were 27 (10.9%) Middle Leaders (e.g., Heads of Departments for academics and Heads of Years for pastoral support), and 17 (6.8%) Senior Leaders (e.g., Principals, Vice Principals, Heads and Deputy Heads of Schools) who participated in the survey. As many as 22 (8.9%) of the respondents preferred not to disclose their positions at work.

Regarding leadership experience, 91 (39.4%) respondents reported having no educational leadership experience. In addition, 17 (7.4%) reported one year of leadership experience, 19 (8.2%) with two years, 15 (6.5%) with three years, 8 (3.5%) with four years, 15 (6.5%) with five years, 12 (5.2%) with six years, 10 (4.3%) with seven years, 9 (3.9%) with eight years, 5 (2.2%) with nine years, 12 (5.2%) with ten years, 5 (2.2%) with 12 years, 4 (1.7%) with 13 years, 2 (0.9%) with 14 years, 2 (0.9%) with 15 years, 02 (0.9%) with 16 years, 1 (0.4%) with 20 years, 1

(0.4%) with 22 years, and 1 (0.4%) reported having been in various leadership positions for 27 years. 18 (7.2%) out of 249 participants did not save an answer to this question.

Results

The combined survey of MBI-ES, AWS, and Morale offered a plethora of statistical information analyzed using JASP. The MBI-ES included 22 survey questions, the AWS offered six dependent variables, and the morale section of the CFK Profile contributed five questions to the survey. The survey findings were utilized to examine the level of burnout and whether there were any significant relationships between educational staff's burnout and morale. The overall results for the hypotheses can be seen in Table 3, and they are broken down and discussed in more detail in the sections that follow for each variable.

To establish a deeper understanding of the evidence of the association between variables, the researcher consulted a set of scatterplots (Figures 2-10). The scatterplots helped the researcher visually analyze the results and dive deeper into the correlation matrix of variables towards interpreting the results of data analysis. The researcher followed the assumptions of the Pearson r correlation that r-statistic describes linear relationships, and that r is strongly affected by outliers. In the context of this study, the data set contains a large number of respondents, and hence, the influence of extreme observations is minimal. The visual examination of the scatterplots (Figures 2-10) also suggested no outliers and that the relationships were relatively linear overall.

The statements to which educators were required to respond pertained to how they were currently feeling or their current state based on past experiences. The MBI-ES measured emotional exhaustion, personal accomplishment, and depersonalization. For example, the first

statement of the MBI-ES was, "I feel emotionally drained from my work." A Likert scale was

used to measure the frequency with which the respondents were experiencing what was

expressed in the statements. The participants reported how often they experienced the different

emotional exhaustion, personal accomplishment, and depersonalization options by clicking on

one of the seven scales from never = 0 to 7 = everyday (Table 1).

In reviewing the descriptive statistics, it seems as though, by and large, participants were

most likely to experience personal accomplishment, as indicated by the higher mean values on

the individual personal accomplishment items (Table 1). For instance, participants were most

likely to feel as though they influenced the school culture in creating a positive environment for

their students. Two of the items with the highest means were "I can create a relaxed atmosphere

for my students" and "I can easily understand how my students feel about things." Participants

then appear to have experienced emotional exhaustion at a somewhat lower rate. Of the

emotional exhaustion items, participants were most likely to have selected that they "feel drained

at the end of the workday" and "feel like I am working too hard on my job." The participants

were less likely to share that working with people directly puts too much stress on them and that

they could no longer deal with demanding situations at work. Additionally, out of all burnout-

related items, participants were least likely to experience depersonalization. The participants

were more likely to worry that the job is hardening them emotionally and least likely to share

that they do not care what happens to some students.

The responses to the three emotional exhaustion, personal accomplishment, and

depersonalization factors were summed and averaged according to guidelines. Following the

description of the individual items, overall, participants had the highest overall mean scores for

personal accomplishment (M = 6.27, SD = 0.74), followed by emotional exhaustion (M = 3.06, SD = 1.30) and depersonalization (M = 1.56, SD = 0.72).

The AWS questions followed the prescribed scales of 1 = Strongly Disagree to 5 = Agree. The AWS scale measured workload, control, reward, community, fairness, and values. Some items were reverse-scaled and thus reverse-coded when creating composite items of those six factors. To create the composite factors, the items were summed and then averaged. The participants had the highest overall mean for community (M = 3.75, SD = 0.76), followed by reward (M = 3.45, SD = 0.95), values (M = 3.42, SD = 0.48), control (M = 3.45, SD = 0.80), fairness (M = 3.11, SD = 0.41), and workload (M = 2.70, SD = 0.80). Out of all the items, participants were most likely to agree with the item "the organization is committed to quality" and least likely to agree that "I leave my work behind when I go home at the end of the workday."

The morale questions followed the prescribed scales of 1 = strongly disagree to 5 = strongly agree. The participants were most likely to agree that they liked working at the school and least likely to agree that parents, teachers, and students would rise to the defense of their school's program if it were challenged. The scores were summed and averaged according to guidelines (M = 3.85, SD = 0.64).

Table 1

Descriptive Statistics for Variables Used in Analysis

Categorical Variables of MBI-ES, AWS, and CFK Profile	m	sd
Emotional Exhaustion		
Q1. I feel emotionally drained from my work.	3.43	1.87
Q2.	4.30	2.00
Q3.	3.33	2.10
Q4.	2.48	1.69
Q5.	3.35	1.95
Q6.	2.39	1.74
Q7.	4.19	2.22
Q8.	1.96	1.47
Q9.	1.98	1.48
Depersonalization		
Q10.	1.38	1.17
Q11.	1.58	1.38
Q12.	2.13	1.74
Q13. I don't really care what happens to some students.	1.12	0.58
Q14.	1.54	1.11
Personal Accomplishment		
Q15.	6.52	1.11
Q16.	6.44	1.25
Q17.	6.08	1.45
Q18.	5.86	1.61
Q19.	6.60	0.88
Q20.	6.40	1.17
Q21.I have accomplished many worthwhile things in this job.	6.00	1.46
Q22.	6.16	1.42
Workload		
Q1. I do not have time to do the work that must be done.	2.59	1.26
Q2.	3.97	0.96
Q3.	3.48	1.15
Q4.	3.31	1.06
Q5.	2.82	1.19
Control		
Q7. I have control over how I do my work.	3.66	1.03
Q8.	2.95	1.05
Q9.	3.45	1.03
Q10.	3.32	1.04
Reward		
Q11. I receive recognition from others for my work.	3.53	1.08
Q12.	3.74	1.01
Q13.	2.69	1.11
Q14.	2.78	1.17

Community

Q15.	3.58	0.98
Q16.	3.87	0.92
Q17.	3.90	0.88
Q18. Members of my work group communicate openly.	3.64	0.99
Q19.	2.26	0.95
Fairness		
Q20. Teaching and learning resources are allocated fairly here.	3.49	1.12
Q21.	3.11	1.05
Q22.	3.21	0.93
Q23.	3.13	1.22
Q24.	2.87	1.07
Q25.	2.55	1.15
Values		
Q26. My values and the organization's values are alike.	3.72	0.95
Q27.	3.73	0.87
Q28.	3.68	0.90
Q29.	3.99	0.93
Morale		
Q1. This school makes students enthusiastic about learning.	4.04	0.83
Q2. Teachers feel pride in this school and its students.	3.94	0.86
Q3. Attendance is good; students stay away only for urgent and good reasons.	3.86	0.96
Q4. Parents, teachers, and students would rise to the defense of this school's program if it were challenged.	3.60	0.87
Q5. I like working in this school.	4.14	0.92

Note. Following the copyright instructions, only three specified items from the MBI-ES and six

from AWS instruments were used for publishing. The morale-related questions from the CFK

Profile required no further permission for non-commercial research and educational purposes.

After all the items were summed and averaged, separate variables were created for

emotional exhaustion, depersonalization, personal accomplishment, workload, control, reward,

community, fairness, values, and morale. The separate factors were then analyzed using six

different Pearson bivariate correlations, as demonstrated in Table 2 and described in detail by

each of the nine separate relationships below.

Table 2

Correlation Matrix of Variables

	EE	DP	PA	WL	CT	RW	CM	F	V	M
Emotional Exhaustion (EE)	1									
Depersonalization (DP)	.500**	1								
Personal Accomplishment (PA)	-.322**	-.453**	1							
Workload (WL)	-.546**	-.303**	.186**	1						
Control (CT)	-.472**	-.318**	.332**	.460**	1					
Reward (RW)	-.439**	-.289**	.277**	.382**	.539**	1				
Community (CM)	-.430**	-.346**	.387**	.384**	.541**	.528**	1			
Fairness (F)	-.211**	-.113	.164*	-.016	.244**	.385**	.409**	1		
Values (V)	-.164*	-.147*	.128	.048	.221**	.174**	.263**	.124	1	
Morale (M)	-.468**	-.395**	.433**	.267**	.448**	.473**	.649**	.354**	.574**	1

Note. ** $p < 0.01$ level (2-tailed), * $p < 0.05$ (2-tailed).

Morale and Emotional Exhaustion

The analysis suggested the correlation between morale and emotional exhaustion had statistically moderate negative significance ($r = -.468$, $n = 249$, $p < 0.01$; Table 2). As demonstrated by Figure 2, participants reported high morale and a lower level of emotional exhaustion. The less densely populated space on the graph at the upper end of emotional exhaustion showed that fewer respondents were experiencing a higher level of emotional exhaustion. Further, by and large, most of the participants had a higher level of morale (between 3.5 or higher on the 5.0 scale: Figure 2).

Figure 2

Association Between Morale and Emotional Exhaustion
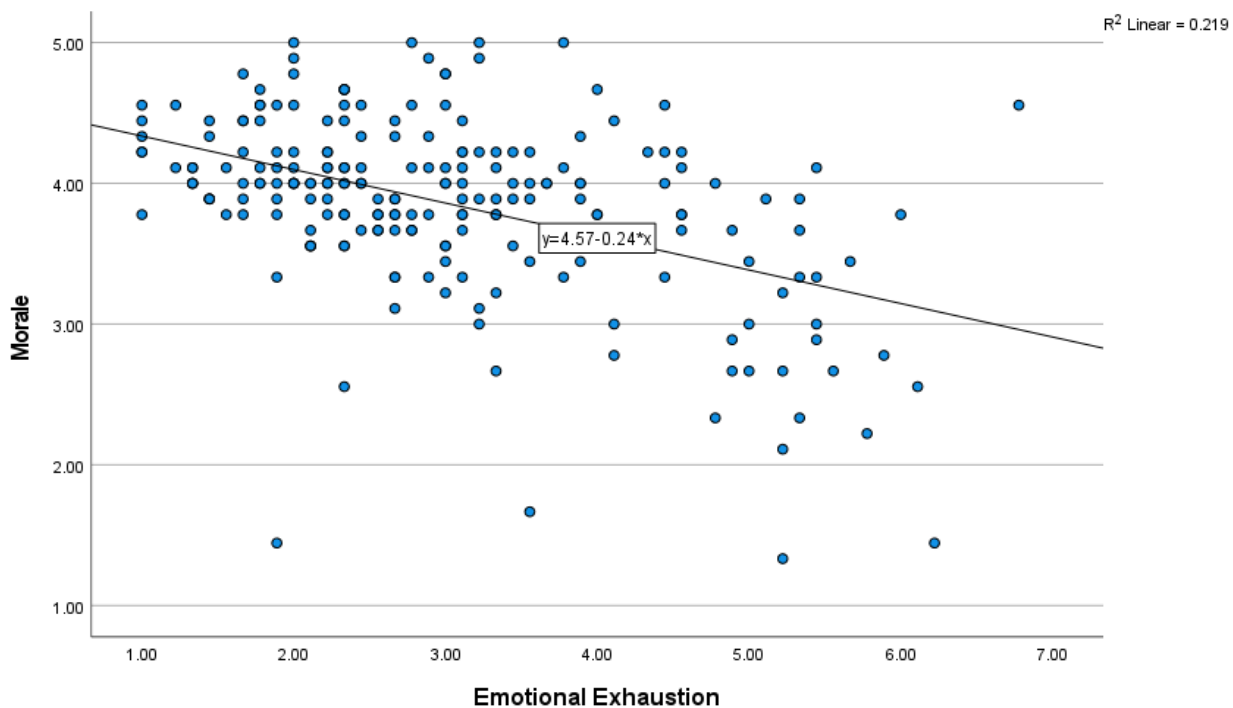
Morale and Depersonalization

Figure 3 demonstrated that the relationship between morale and depersonalization had statistically weak to moderate negative significance ($r = -.395$, $n = 249$, $p < 0.01$; Table 2). The data showed that a higher number of respondents felt as though they were not depersonalized and, as previously stated, a larger number of individuals in the sample had higher morale.

Figure 3

Association Between Morale and Depersonalization
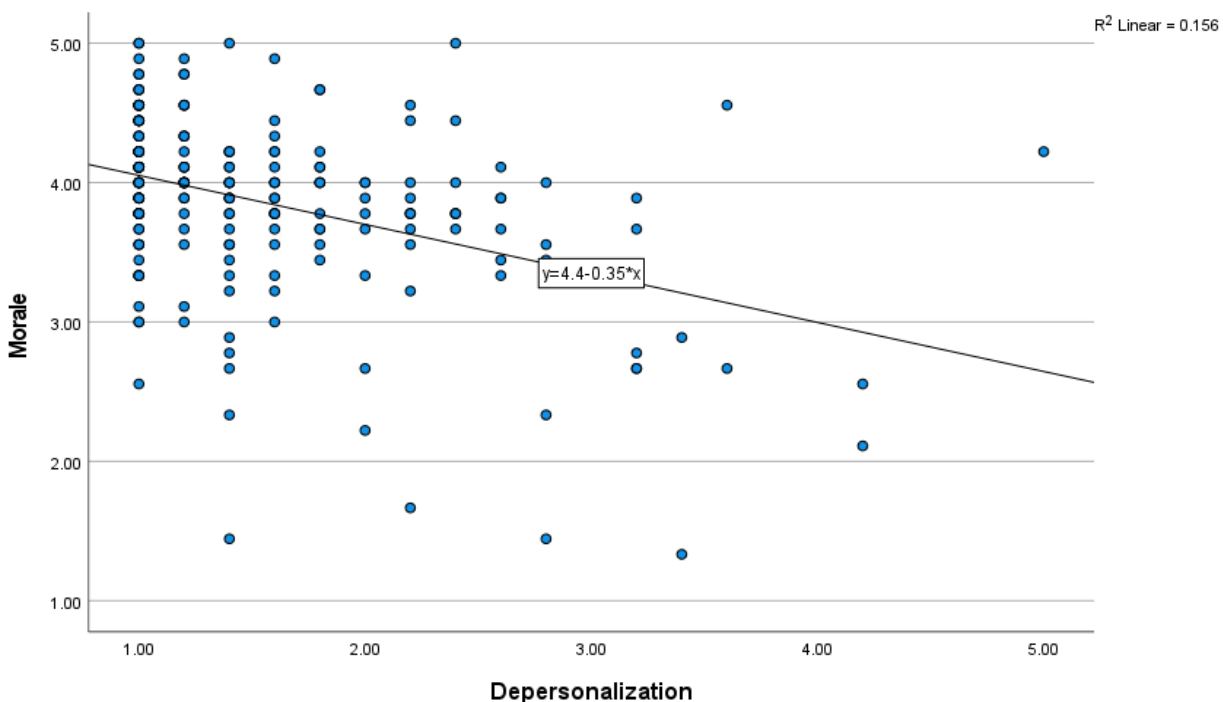
Morale and Personal Accomplishment

The relationship between morale and personal accomplishment had statistically moderate positive significance ($r = .433$, $n = 249$, $p < 0.01$). The density of respondents with high morale was greater, near the maximum bound for personal accomplishments (Figure 4). This was a higher correlation than measuring the relationships between morale and emotional exhaustion, suggesting that personal accomplishment may be a better motivator than emotional exhaustion is a demotivator. This pairing positive correlation suggested that, typically, respondents reacted to positivity with higher morale, even if they were experiencing certain levels of negativity.

Figure 4

Association Between Morale and Personal Accomplishment
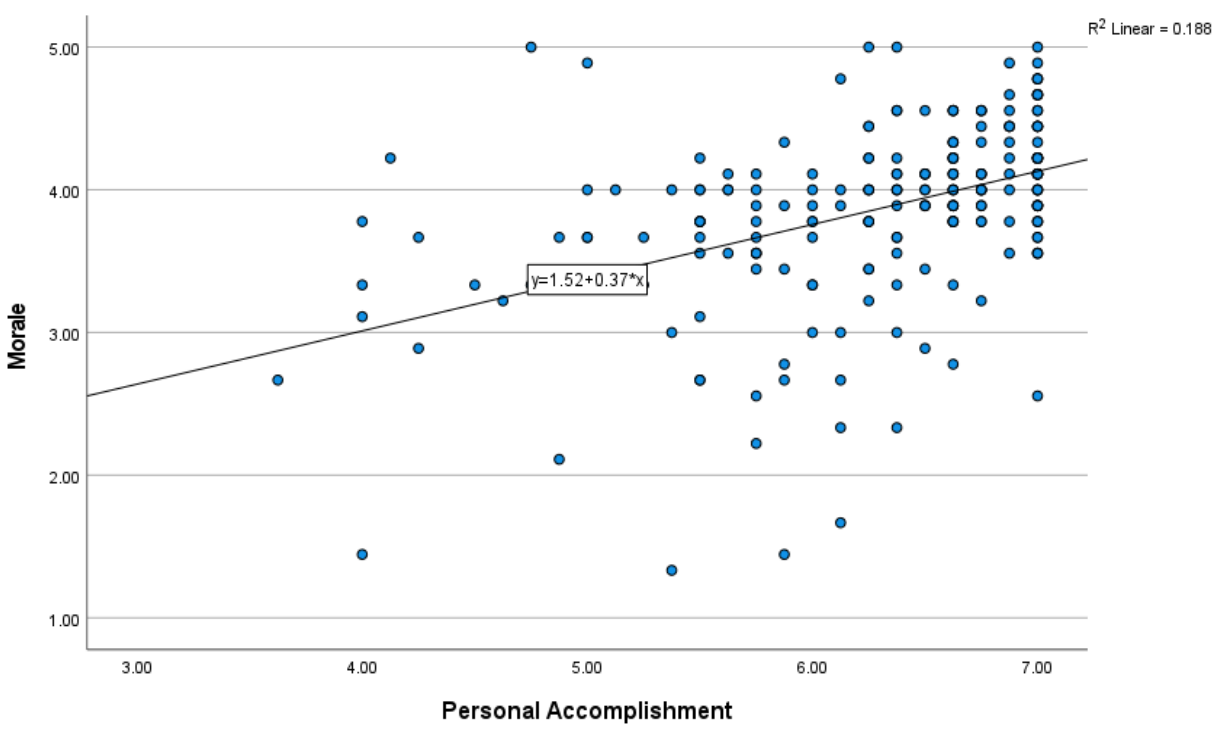
Morale and Workload

The relationship between morale and workload was statistically weak positive ($r = .267$, $n = 249$, $p < 0.01$; Table 2). The data in Figure 5 showed that the upper levels of morale were reserved for a moderate-to-low level of workload. This may be indicative that some respondents wanted work that challenged them (e.g., some of the highest morale levels are observed near mid-to-high-mid levels of work), and some respondents wanted work that provided them with enough capacity to pursue objectives that raised their morale independently from work.

Figure 5

Association Between Morale and Workload
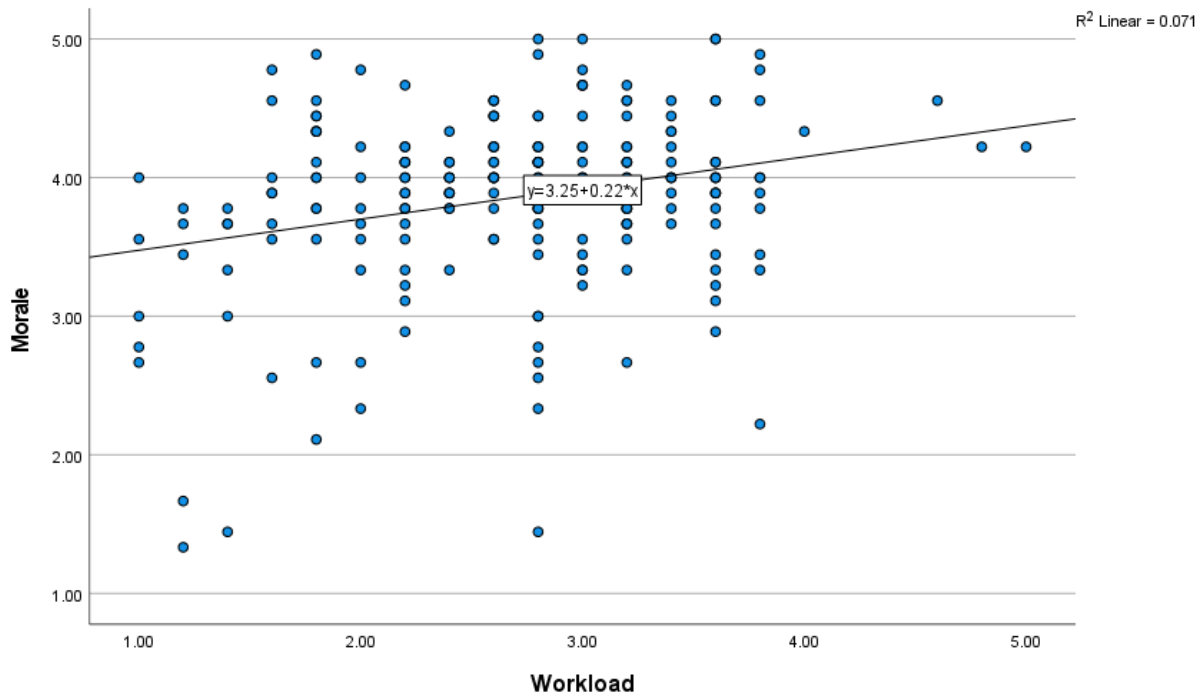
Morale and Control

The results suggested a statistically moderate positive correlation between control and morale ($r = .448$, $n = 249$, $p < 0.01$; Table 2). Here, respondents indicated that their highest morale levels were achieved at mid-to-high levels of control. The results in Figure 6 suggested that a degree of independence was preferred within the organization, but the reducing density of respondents at the upper bound of control suggested that respondents did not want too much control. This may be indicative that extremely high levels of control could also be perceived as a higher degree of responsibility or accountability. Still, this was perceived as better than having a low level of control and, therefore, little room to find fulfillment at work.

Figure 6

Association Between Morale and Control
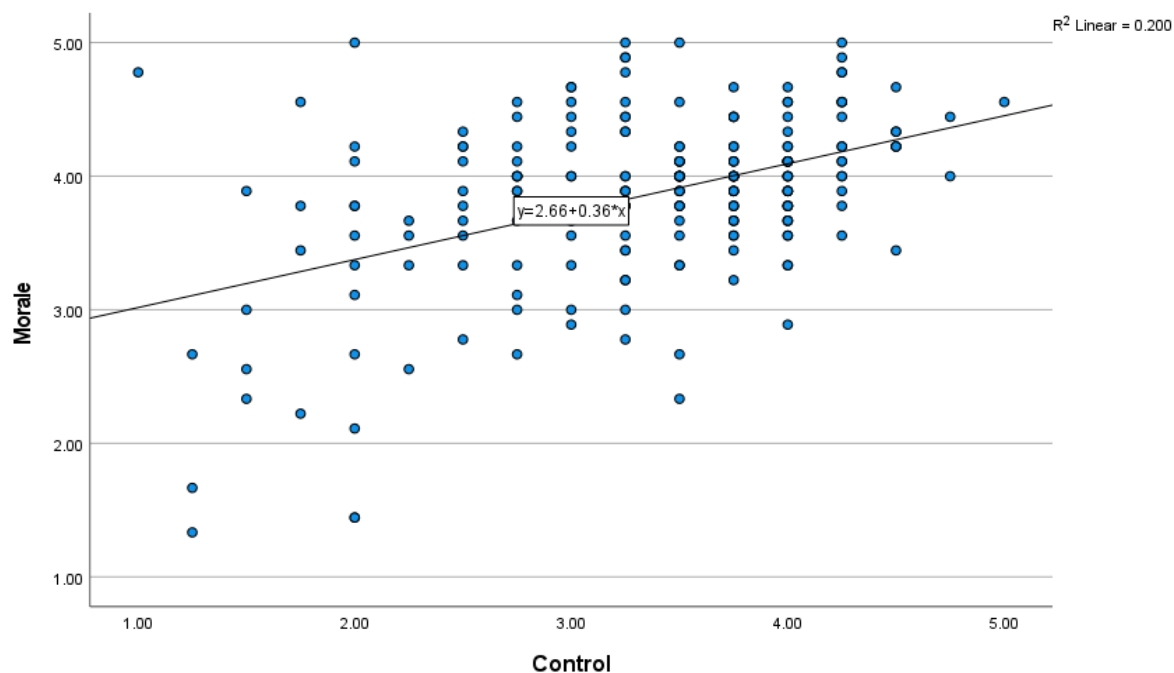
Morale and Reward

The results suggested a statistically moderate positive correlation between reward and morale ($r = .473$, $n = 249$, $p < 0.01$; Table 2). This relationship was comparatively stronger than that of personal accomplishment and control with morale. Individualized aspects of positivity in Figure 7 seemed to indicate a higher level of morale. While reward shared a positive correlation with morale, it was not the largest source of morale for the respondents.

Figure 7

Association Between Morale and Reward
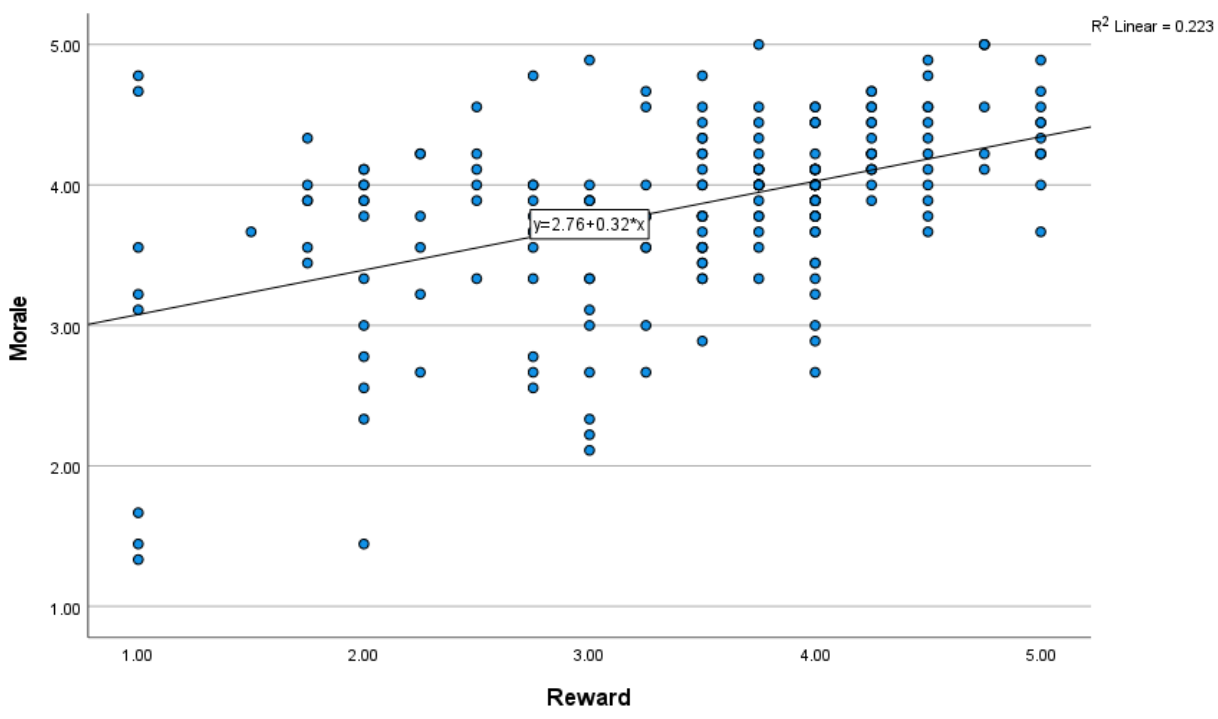
Morale and Community

The results suggested a statistically moderate positive correlation between community

and morale ($r = .448$, $n = 249$, $p < 0.01$; Table 2). The correlation in Figure 8 showed that

respondents might have felt the need to work in a responsively supportive environment. Whether

the vagueness of the responses indicated that a higher level of productivity was obfuscated, it

was overwhelmingly clear that community influenced morale, and, possibly, the inverse was also

true.

Figure 8

Association Between Morale and Community
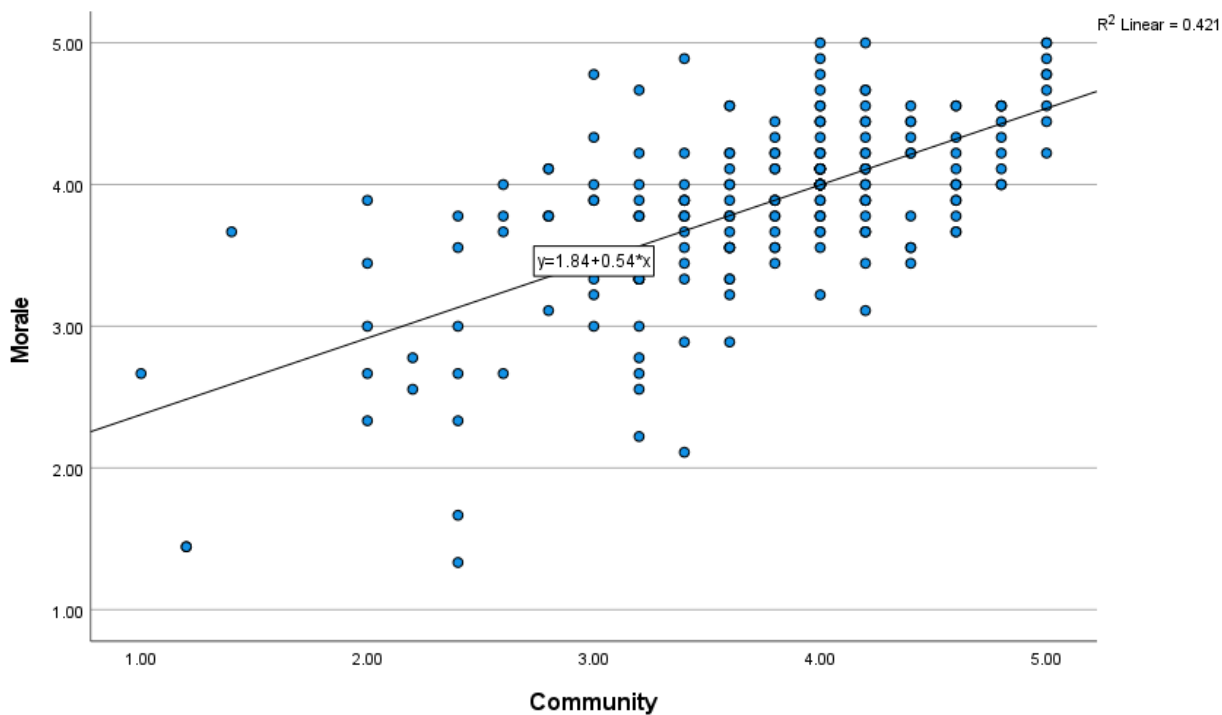
Morale and Fairness

The results in Figure 9 suggested a statistically weak-to-moderate positive relationship between morale and fairness (r= .354, n = 249, $p < 0.01$; Table 2). Because fairness was relative to the organization's culture, the context was required to determine the impact of fairness concerning the available data. When fairness was high, respondents indicated that their morale was high. This result could be related to personal accomplishment and control since fairness may apply to credit and responsibility in an organization. As such, similar to control, an average level of fairness in response to an average level of control indicated more value to personal accomplishment and increased morale.

Figure 9

Association Between Morale and Fairness
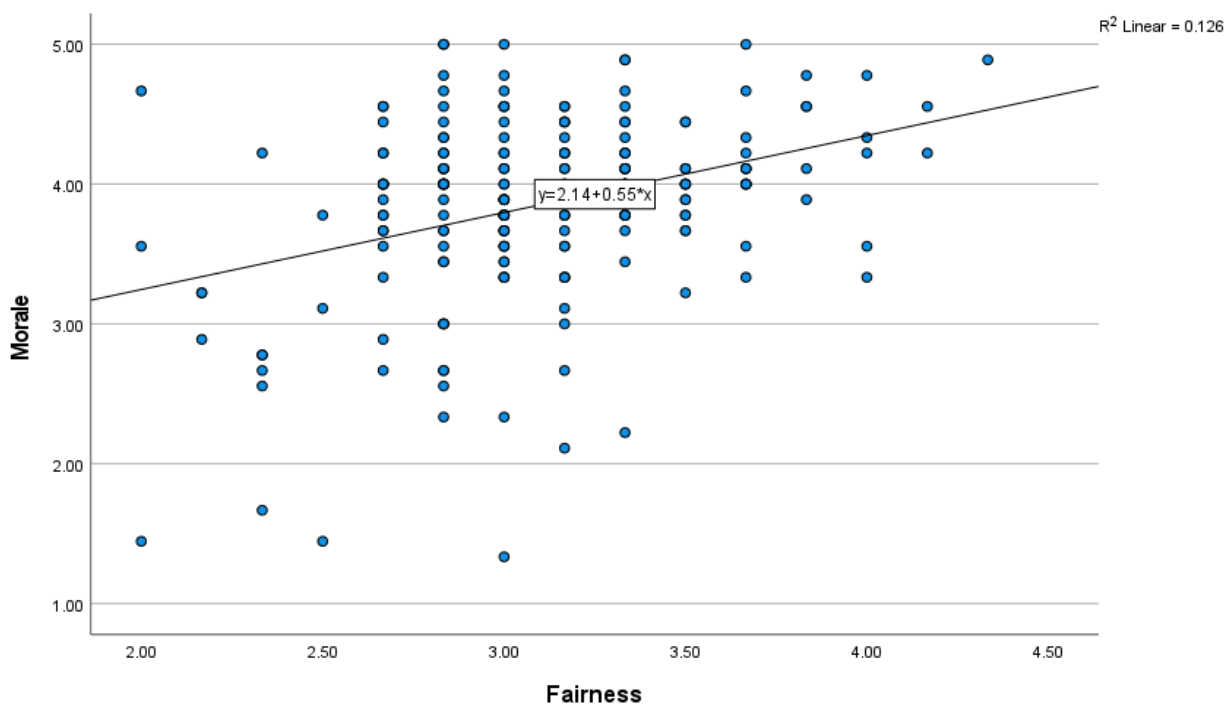
Morale and Values

The results in Figure 10 suggested a statistically moderate-to-strong positive relationship between fairness and morale ($r = .574$, $n = 249$, $p < 0.01$; Table 2). An influence of values on morale was evident through data. Furthermore, triangulating this inference with community and fairness comparisons suggested that when respondents were placed in groups with people who shared values and held each other to said values through fairness, the highest level of individual morale could be achieved. It could further contribute through a sense of belonging and understanding while also approaching a level of mutual productivity that could bring personal accomplishment—previously proven to be associated with higher morale.

Figure 10

Association Between Morale and Values
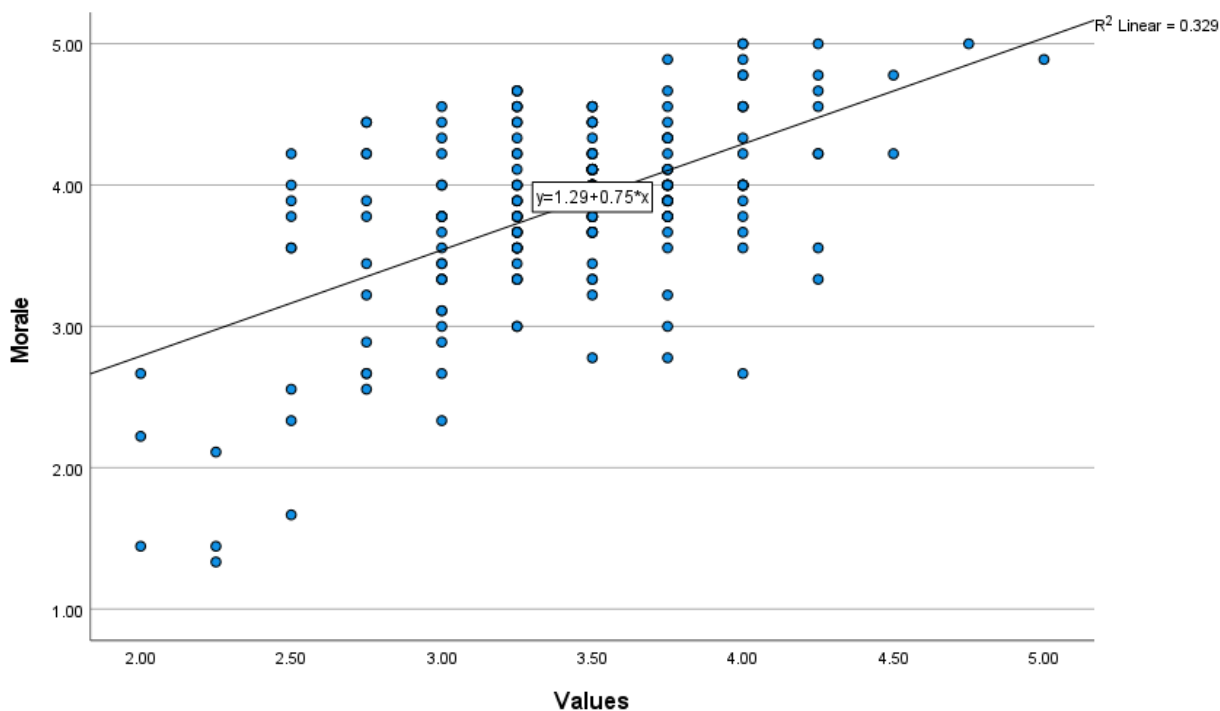
Summary

Looking at the MBI-ES data, by the description of the individual items, overall, participants had the highest overall mean scores for personal accomplishment (M = 6.27, SD = 0.74), followed by emotional exhaustion (M = 3.06, SD = 1.30) and depersonalization (M = 1.56, SD = 0.72). The AWS part of the questions measured workload, control, reward, community, fairness, and values. Here, the participants had the highest overall mean for community (M = 3.75, SD = 0.76), followed by reward (M = 3.45, SD = 0.95), values (M = 3.42, SD = 0.48), control (M = 3.45, SD = 0.80), fairness (M = 3.11, SD = 0.41), and workload (M = 2.70, SD = 0.80). Out of all the items, participants were most likely to agree with the item "the organization is committed to quality" and least likely to agree that "I leave my work behind when I go home at the end of the workday." In responding to the morale questions, the participants were most

likely to agree that they like working at the school and least likely to agree that parents, teachers, and students would rise to the defense of their school's program if it were challenged. The scores were summed and averaged according to guidelines (M = 3.85, SD = 0.64). A visual representation of the overall mean scores is presented in Figure 11.

Figure 11

Summed Scores and Averages of the Survey Instruments
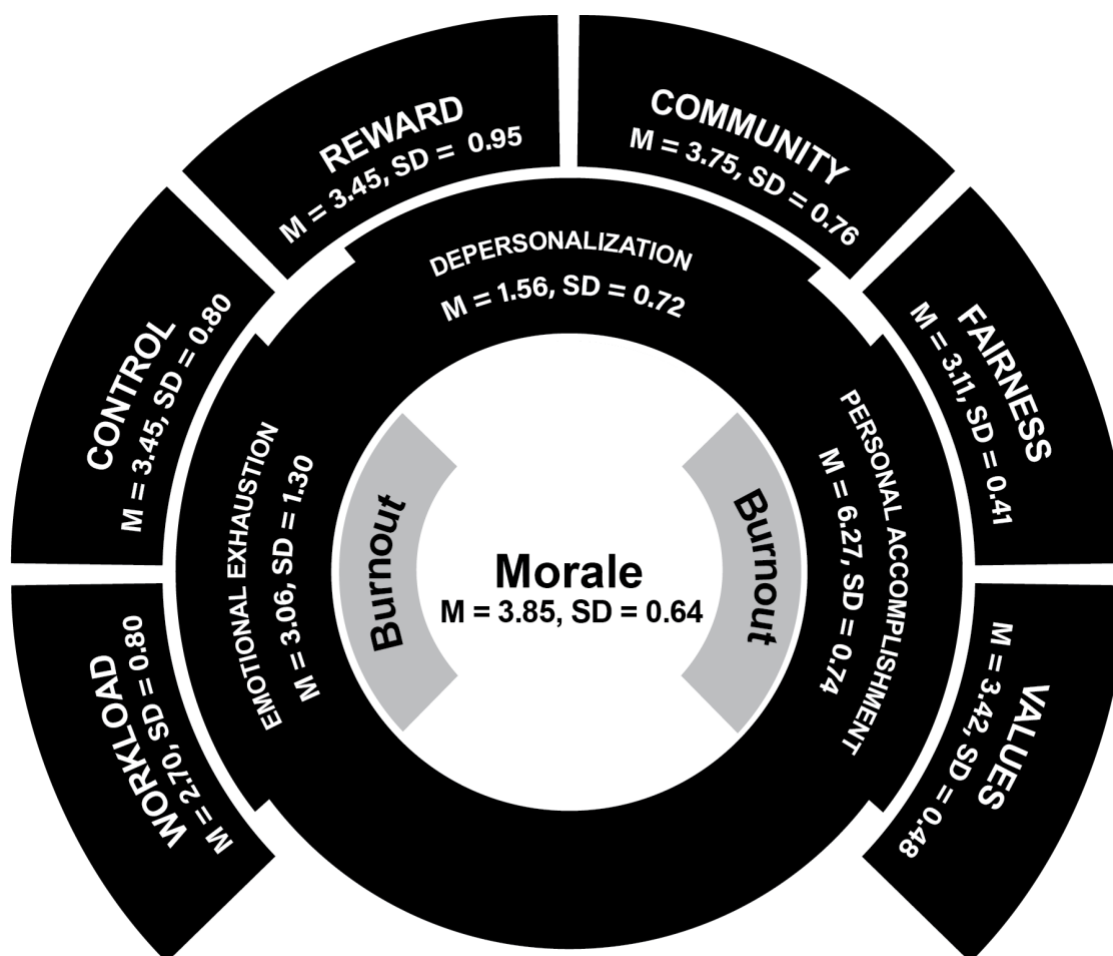
Note. The overall mean scores represent the responses to the subscales of each survey instrument that was summed and averaged according to the guidelines.

The data analysis suggests the correlation between morale and emotional exhaustion has statistically moderate negative significance revealing a moderately higher concentration of

motivated people who are not emotionally exhausted. The negative association between morale

and depersonalization appears to be statistically weak to moderate, highlighting that a higher

number of respondents feel they are not depersonalized and, as a result, have higher morale. The

density of respondents was higher, near the maximum bound for personal accomplishments,

which is a higher correlation than measuring morale against emotional exhaustion, suggesting

that personal accomplishment is a better motivator than emotional exhaustion is a demotivator.

The data suggest that the higher levels of morale are reserved for a weak-positive level of

workload, meaning that some respondents may want work that challenges them (e.g., some of the

highest morale levels are observed near mid- to-high-mid levels of workload).

There is a moderate-positive correlation between the perceived positive aspects of

worklife and morale. Here, respondents indicated that their highest morale levels were achieved

at mid-to-high levels of control. This suggests that a degree of independence is preferred within

the organization. But the reduced density of respondents at the upper bound of control suggests

that respondents do not want too much control. The moderate-positive relationship between

reward and morale is weaker than that of personal accomplishment and control. Results reveal

that respondents feel the need to work in a responsively supportive environment where

community influences morale, and possibly, the inverse is also true.

A weak-to-moderate positive relationship between morale and fairness could be related to

personal accomplishment and control since fairness applies to credit and responsibility. When

there is equality within the organization, people feel more valued (Arriaga & Lindsey, 2015;

Odden, 2011). In comparing the correlation of values and morale with community and fairness

the data indicate that when respondents are placed in groups with people who share values and

hold each other to said values through fairness, higher levels of individual morale can be achieved. This inference also suggests a sense of belonging and understanding while also approaching a level of mutual productivity that brings personal accomplishment—previously proven to be associated with higher morale.

The summaries of hypothesis testing are illustrated in Table 3. The statistical answers to the research question may offer an objective understanding of the significance of the relationship between burnout and morale in Sharjah and invite purposeful reflection on how to prevent burnout based on the specific circumstances of each school.

Table 3

Hypotheses Testing

Hypotheses	Results	Test	Summary
H_o1: There is no significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE.	Rejected	Correlation coefficient	The level of burnout experienced by educational staff and the morale of those staff has been shown to have a statistically significant relationship.
H_a1: There is a significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE.	Failed to reject	Correlation coefficient	There is a relationship between the level of burnout experienced by educational staff and their morale. This association varies across the variables used for analysis but shows a significant negative relationship between morale and emotional exhaustion and morale and depersonalization. Morale is positively associated with all of the other variables.

Chapter 5: Discussion, Implications, and Recommendations

This chapter summarizes the study and restates the research questions, hypotheses, results, and conclusions. The chapter will also provide deeper insights into the overall research limitations and implications and offer proposals for future research.

Final Analysis

As a significant factor impacting educator effectiveness, burnout and its causes have been extensively studied in many countries; however, relatively little is known about the relationship between educator burnout and morale. This study evaluated the relationship between educational staff's burnout and morale in the context of private international schools in Sharjah, United Arab Emirates (UAE).

Sharjah is an emirate where the educational landscape has undergone significant changes in recent years. In a transient setting where expatriates come and go, there is evidence of long-term residence, especially among those with families, which applies to all sectors in Sharjah, including the educational profession. As the country continues to grow, schools are required to absorb all the effects of the sociopolitical and socioeconomic transformations as they retain or lose students for various reasons, which becomes particularly incumbent upon private schools where the accountability, responsibility, and answerability measures are higher than the public schools. Students' achievement growth, budget cuts, shifting populations, school improvement priorities in line with the local and national regulatory agendas, technological advancements, communal pressures for individualized learning, and several other aspects continue to impact educators at each level, especially in the competitive private school market.

In keeping with the newly employed accountability measures, educators are required to assume greater responsibilities, which might affect their well-being, including morale. Despite the proliferation of instructional technology in schools, there is still a divide in how the technology is used due to multiple reasons, such as educators' age groups, mindsets, predispositions, and susceptibilities (Alfarra, 2004; Kim et al., 2019). In addition to increasing accountability challenges, the COVID-19 pandemic also added multifaceted stressors to educators. In this age of accelerated technology and demands for innovative education, the workload has shifted from fast to flat to deep (Christensen et al., 2011; Friedman, 2016), and given the challenges of reformation in Sharjah, it has become vital to study the impact that these changes have had on the educators who are responsible for the efficiency of our schools.

Exploration of the contributing factors of job burnout could positively impact the climate of schools within Sharjah, including keeping educators' morale high toward countless individual and communal benefits. Therefore, this quantitative research aimed to investigate the incidence of burnout symptoms and the significance of their association with educators' morale. The researcher utilized each of the subscales of the Maslach Burnout Inventory Educators Survey (MBI-ES; Maslach et al., 1996), the Areas of Worklife Survey (AWS; Leiter & Maslach, 2003), and Charles F. Kettering (CFK) Profile (Johnson et al., 1999). Figure 12 presents the inclusion of morale into the hypothesized structural model of AWS and MBI by Leiter and Maslach (2003), as shown in Figure 1.

Figure 12

Relationship between Burnout and Morale
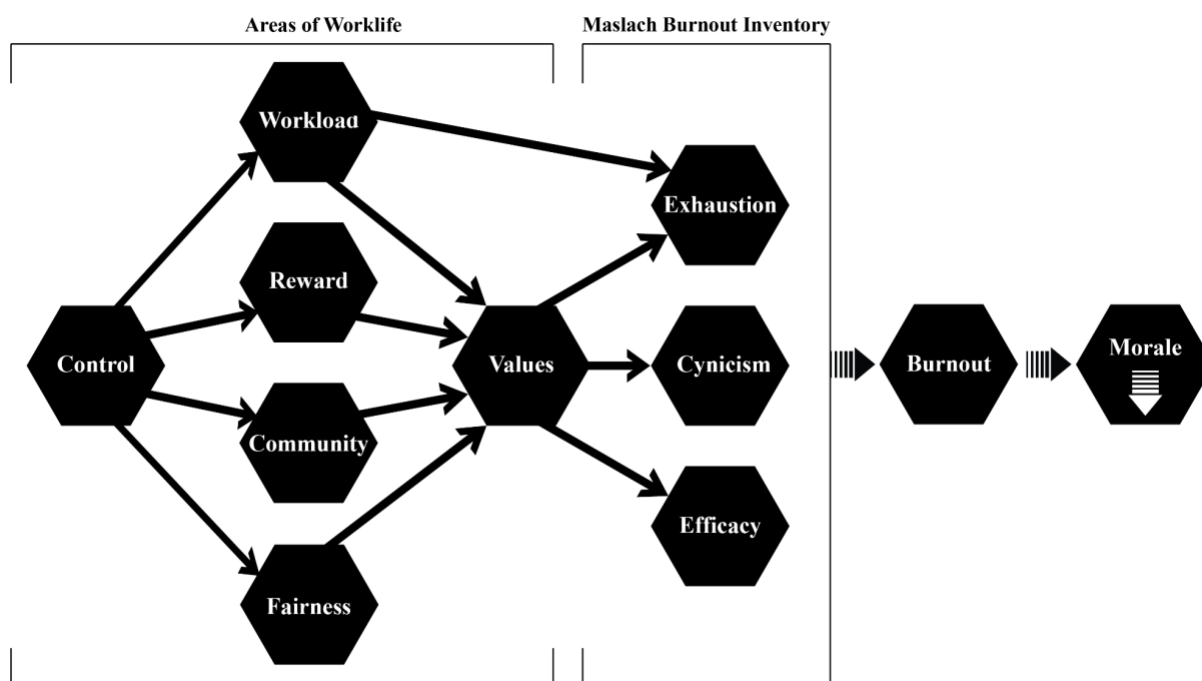
Note. Based on the statistical analysis of this study, this hypothesized structural model represents the relationship between burnout with morale.

As stated throughout the study, the survey was sent to educators associated with planning and instruction, including teachers, middle leaders, and senior leaders in three private international schools offering a British curriculum in Sharjah. A total of 249 participants responded to the survey. Utilizing the exact questions from MBI-ES, AWS, and CFK Profile assured the validity and reliability of the measure. Once the survey responses were collected, the information was analyzed using JASP for the correlational association of morale with the MBI-ES and AWS subscales. Schools, regulatory authorities, and particularly the participating schools will benefit from the research outcome as it highlights the burnout predictors and prominent influencers within the work setting of each school.

The researcher completed a literature review utilizing research tools and multiple resources alongside collecting and analyzing data within Sharjah but has yet to come across any local studies that focused on staff burnout, areas of worklife, and morale. The outcomes of this study offer an answer to the research question and the associated hypotheses, which will be discussed in more depth in the following sections.

Research Question and Findings

The research question guiding the implementation of this study was: Is there a significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE? Since the purpose of the study was to determine the significance of the relationship between the variables, a Pearson correlation analysis was conducted as a statistical analysis tool. The means for each question within the survey were analyzed to ascertain whether there was a statistically significant relationship between morale with different areas of MBI-ES and AWS.

Key Findings of the MBI-ES, AWS, and Morale Questions

The research uncovered that participants were most likely to experience personal accomplishment, as evidenced by the higher mean values on the individual personal accomplishment questions. For instance, participants felt they could positively affect the learning environment for the students. Two items with the highest means were "I can create a relaxed atmosphere for my students" and "I can easily understand how my students feel about things." Emotional exhaustion was reported at a somewhat lower rate. From the emotional exhaustion items, most participants selected "feel drained at the end of the workday" and "feel like I am working too hard on my job." Participants were less likely to report that working directly with

people stressed them out and that they could not handle demanding work situations. Depersonalization was the least common burnout-related symptom. Participants were more likely to worry that their profession is emotionally hardening them and less inclined to state that they do not care what happens to some students.

The AWS section of the questions examined workload, control, reward, community, fairness, and values. The overall mean for the community aspect was the highest, followed by reward, values, control, fairness, and workload. Participants were most likely to agree with the statement "the organization is committed to quality" and least likely to agree with the statement "I leave my work behind when I go home at the end of the workday." The participants were most likely to agree that they enjoyed working at the school, while they were least likely to believe that parents, teachers, and students would defend the school's program if it were challenged.

Demographic Findings

The demographic data collected allowed for an in-depth examination of the representative sample for generalizations. The percentages of demographics were retrieved to see the response rate and the trend of morale and burnout association involving specific age groups, gender, nationality, or position held at each respondent's current school. Although the focus was not to segregate the data gender-wise, the statistical findings provided insights that the researcher recommends exploring further.

Gender-related Factors. Female respondents were much higher in number than their male counterparts, with 185 (74.6%) identifying as females and 62 (25.0%) as males. While this variation did not conclusively mean those female participants were more stressed than the male respondents, it encouraged the researcher to unpick possible identifiers of stressors specific to

female participants. When this information was cross-referenced with the responses on the

number of dependents, 188 out of 249 (75.5%) reported being responsible for dependents

ranging between 1 and 7 in the household. Inevitably, the number of dependents could affect

participants' feelings about their workplace; therefore, specifically bifurcated data in the future

would allow for examining the levels of responsibility of each gender. In conjunction, it would

be beneficial to consider the household responsibilities a female educator assumes, especially

during the month of Ramadan or on cultural and religious days of festivities. Woodward (2007)

reported that women with dependent children find it more difficult to balance their worklife and

personal life than those who do not have dependent children. Ramesh et al. (2020) drew similar

conclusions from their research stating that spouse stress, the number of dependents, and the

perception of worklife are some of the most significant factors influencing work-family conflicts

for professional women.

Employment Benefits. In responding to the housing question, a majority ($n = 139, 56\%$)

reported having no school-provided accommodation. This disparity invariably generates

frustration and stress, especially when the inspection framework, regulatory authorities, parents,

board, and administrators expect the same high educational standards from each staff member.

Inequality in contractual benefits is often the case with male educators, too, where their

counterparts from the West get paid almost double along with benefits such as children's school

fees and airfare, regardless of their qualifications and work experience. Therefore, the monetary

pressures and a sense of inequality at work create a multidimensional and multilevel role conflict

between internal resources, emotions, and behaviors at work and home (Wu et al., 2016; Zhao et al., 2022).

Roles and Responsibilities. The demographic data further revealed that a significant majority of the respondents ($n = 91$, 39.4%) were teachers and had held no leadership experience prior to or at the time of completing the survey. When examining the leadership experience data further to see any correlations with other positions held at school, a large majority ($n = 183$, 73.7%) of the respondents was class teachers and subject teachers for core and non-core subjects, compared to middle leaders ($n = 27$, 10.9%) and senior leaders ($n = 17$, 6.8%). Many ($n = 22$, 8.9%) preferred not to disclose their positions of responsibility at work. The number of teaching years and longevity of service at the current school varied among respondents. It is worth considering that in low and mid-price-point schools, middle leaders also hold dual responsibilities (e.g., leadership and teaching), which adds to their workload patterns and pressures of accountability.

Longevity of Stay. Further considering the multidimensionality of factors leading to stress, burnout, and possibly decreased morale, the researcher analyzed the data concerning the longevity of respondents' stay at their current school and whether some of the workplace-related questions correlated with it. For example, in answering the question, "I feel emotionally drained from my work" (Maslach et al., 2001), 18 (7.2%) respondents reported a daily occurrence compared to 63 (25.3%) reporting an annual occurrence a few times (e.g., more than ten times a year). Adding to the concerning number of daily occurrences were the 36 (14.5%) and 18 (7.2%)

respondents who reported being drained due to work five to eight times a week and once a week,

respectively. Looking at the longevity of stay, 81 (32.5%) reported being at their current school

for three to five years, and 51 (20.5%) reported six to ten years. As many as 33 (13.3%)

respondents reported being associated with their current school for minimum 11 years and

maximum 21 years.

An assumption could easily be made that one month to two years is a settling-in period

for new staff, and hence, chances of burnout are meager; the researcher proposes that the

opposite could be true as well. As stated earlier, if the induction program fails to recognize the

unfulfilled needs of newly employed staff, they may soon develop negative perspectives about

their workplace (Rosenberg, 1999; Ubben et al., 2017). For example, the data show that 17

(6.8%) with zero to six months' stay and 30 (12%) with seven to eleven months' stay make up a

population of 47 out of 249, which is 20% of the total number of respondents. A combined total

of zero months to two years presents an aggregate of 84 (33.7%) of the total respondents. The

key point to note is that these respondents fall within the aforementioned majority of teachers (n

$= 91$, 39.4%) with no leadership experience. As previously stated, the statistical findings in this

study indicate that the morale of those with direct responsibility for teaching in the classroom has

the greatest association with burnout symptoms.

Implications for Educational Practice

The core aim of the study was to determine and address predictors of burnout in a

transforming educational landscape where almost no evidence-based research exists on educator

burnout, stressors pertaining to workload, and an evaluation of morale and its association with educators' burnout. The educational leadership standards in the UAE are premised on evidence-based practice. Yet, there seem to be gaps in the objective understanding of the prevalent concerns shared in this study or the purposeful implementation of strategies that can mobilize knowledge when operating at the top of organizations (e.g., school leaders and regulatory authorities).

The researcher has attempted to close the gap in the current literature to achieve two purposes: (a) to spread data-informed awareness that there is a statistically significant connection between educators' morale and different components of burnout in international schools and (b) to influence the policies and practices whereby executives (e.g., principals, governors, regulatory authorities) could make themselves better aware of staff morale and burnout for all practical purposes. Accordingly, the first obvious contribution of this study is that it provides a much-needed starting point to obtain empirical data on the predictors, causes, and possible remedies of stressors, burnout, and morale, while challenging the biases or subjective preconceptions.

The outcome of this study is important, given that the only comparable efforts being made in Sharjah are through well-being initiatives that serve to inform the regulators of the school climate and culture when they need to know for various purposes (e.g., policy development). In no tangible terms can the class teachers, subject teachers, and middle leaders benefit when the accountability measures continue to rise with one inspection after another or one school improvement review after another. The legislative move of introducing a three-day weekend is an admirable step toward supporting educators' well-being; however, it was

introduced recently in 2022, and its positive effects are yet to be proven through evidence of impact.

Recounting in depth the number of hours a school principal spends on driving standards inevitably trickles down to the middle leaders and, ultimately, the teachers who are required to *dutifully* satisfy the multidimensional needs of people and processes surrounding them. In a sample of 91 (39.4%) of 249 respondents in this study, feeling drained at work is a notable predictor to help decision-makers (e.g., principals, governors, regulatory authorities) to derive further implications from most of the findings in this study. The elements of the study thus respond to the call made by Thorne (2011), who highlighted as problematic the glaring pressures of overnight change leading to "policy hysteria…whereby waves of reforms are being introduced in a short time span, seemingly in an effort to find the magic recipe for success" (p. 174). Although Thorne commented on the effects of educational reformation in Abu Dhabi a decade ago, it is valid in Sharjah, given the inception of rigorous reforms in 2017. In this sense, the researcher believes that the study is especially timely in the aftermath of the first school inspection in 2017, leaving many stressed in Sharjah, followed by the pandemic and ongoing reviews.

Implications for Further Research

As documented earlier, one of the six national goals is the development of a competitive knowledge economy, which includes establishing a world-class education system intending to achieve top international rankings (Ministry of Education, 2019). Complications resulting from implementing the new national requirements for student accomplishment are one of the many stressors educators in the UAE suffer. Since the introduction of inclusion to the inspection framework in 2016 and its implementation in Sharjah in 2017, educators have been held more

accountable for the academic progress of individual students. Occupational stress is likely to increase if an educator's job security remains contingent on external factors, despite other constraints such as difficult processes of teacher licensing, qualification equalization, meeting extremely high demands of the inspection framework, ongoing surprise visits by regulatory authorities, and a shift in parents' attitudes toward a less-supportive, more demanding culture (Simpson et al., 2004).

The complexity of the social, personal, and ecological environment, the various interactions of humans with their surroundings, and the variety of stress expressions are the reasons for the continued prevalence of stress (Cherniss, 1980; Wu et al., 2016; Zhao et al., 2022). According to psychological research, stress is a sensation of mental strain and pressure. Low-stress levels may be desirable, beneficial, and even healthy. In its beneficial form, stress may boost psychological health and enhance performance. In addition, positive stress is considered a significant element in motivation, adaptation, and environmental response (Shahsavarani et al., 2015; Zhao et al., 2022). However, extreme amounts of stress may result in bodily, psychological, and social difficulties, as well as severe harm to individuals.

Previous research in other countries has connected burnout to higher staff turnover, poor morale, and absenteeism, and a few of these findings have been confirmed (Hughes, 2012; Van Der Doef & Maes, 2002; Watson et al., 2010) through this study in Sharjah's context. In addition, depersonalization, which is the process of gaining a cynical attitude paired with an emotional or physical alienation from one's profession, may cause an educator to overlook the emotional and intellectual needs of their students (Brock & Grady, 2000; Leiter & Maslach, 2005a). Considering the burnout themes, emotional exhaustion has been identified as the most

important predictor of burnout (Sangganjanavanich & Balkin, 2013; Wheeler et al., 2011), which is further echoed by the data in this study highlighting the significant association of morale with emotional exhaustion as well as depersonalization. This calls for further investigation utilizing globally tested instruments such as the MBI-ES and AWS measures especially to open doors for collaboration, transparency, and collective reflection in Sharjah.

Recommendations

Broaden the Research

The scale of this study remained small since it involved only three schools that offered the same curricula and were geographically located within a proximity of three kilometers. The study proves that educators' burnout and its associated effects on morale is a significant concern because it inherently has an influence on students' progress and organizational climate and culture, thus, the topic needs further research. More in-depth local research with a broader and diverse population is needed to obtain more comprehensive insights into the effects of staff burnout and morale. A comparison of schools with varied curriculum options (e.g., British Curriculum, American Curriculum, Cambridge CAIE, International Baccalaureate), and private schools against public schools, to mention a few examples, might provide further exploratory opportunities and carve a pathway for further improvement and possibly systemic change.

Review Areas of Workload

In an effort to satisfy the demands of external stakeholders, teachers can often become the recipients of an anxiety-inducing workload. School leaders and those responsible for regulating the day-to-day school should be empowered to ensure that areas of workload are

systematically reviewed to influence teacher satisfaction and consequently teacher retention (Darling-Hammond et al., 2005).

Measure Educators' Morale

As indicated in earlier chapters, there is no universally understood definition of educator morale yet; nonetheless, there are some key characteristics that are routinely assessed as part of educator morale. Key constructs for measuring this multifaceted topic include time, facilities and resources, students' conduct (Hirsch & Emerick, 2006; Hong, 2001), communal and political support and demands, and teacher empowerment through decision-making (Fernet et al., 2004; Navarro et al., 2010; Zembylas & Papanasatasiou, 2005). The morale questions in this study utilized five constructs including student learning, teacher pride, student attendance, school-home partnership, and individual educators' sense of workplace belonging. A more comprehensive study of educator morale will contribute to systemic planning and future impact.

Conclusion

The findings in this study confirm that multifaceted causes of burnout and areas of worklife exist and have a significant relationship with educators' morale (Fernet et al., 2004; Hirsch & Emerick, 2006; Hong, 2001; Navarro et al., 2010; Zembylas & Papanasatasiou, 2005) within the context of Sharjah, especially in private international schools where accountability measures and workload are increasingly becoming a concern. As a counterargument to the negative effects of workload, the job longevity data in this study may have suggested an inverse image; however, the nationality data reveals that all respondents were expatriates, and with the responsibility of supporting dependents and the difficulty of finding alternative job options among other stressors, continuing in the current job is preferred by many. It is worth noting that

many expatriates living and working in the UAE consider that place their second home and are there for opportunities they have not adored in their home countries (Al Serhan & Houjeir, 2020). For many, the stressors at work may be far less intense than facing other challenges back home.

Future examination of the resilience and tolerance levels of different ethnic groups may provide a more comprehensive understanding of educational staff's burnout. Because the sample consisted of educational staff working in a setting that is now undergoing educational reform and where 29% of teachers in the country reported that due to work-related stress, they wanted to leave the teaching profession within the next five years (OECD, 2020), it would provide more confidence if the sample was a continuation of a previous local study in Sharjah. Although the target schools were in Sharjah, it is worth noting that leadership, demographics, socioeconomic status, and school facilities varied. Each of these facets may impact the causes and effects of burnout at a given school.

It is imperative for those regulating schools to seriously consider employing strategies that can reduce the workload of educators to prevent stress, burnout, and lower morale. It is crucial for school principals and senior leaders to be able to improve the quality of life for everyone at school. All senior leaders should have the time and capacity to interact with students in hallways, classrooms, parking lots, and playgrounds instead of being overburdened with paperwork for those higher up. It is important for the middle leaders to feel supported and less burdened when they wholeheartedly extend the school improvement drives in line with the local and national agendas. It is vital for each teacher to feel supported in times when parental demands continue to rise. It is essential for parents to appreciate that professionals at schools

know what is academically, socially, and emotionally best for the students, as they have a

holistic view of what happens in each lesson.

For the professional functioning and health of educators (Lambersky, 2016; Lane et al.,

2019; Maslach & Jackson, 1981; Uygur & Yelken, 2020), it is critically important that teachers,

middle leaders, and senior leaders find the time and cognitive capacity for quality interaction,

planning, instruction, and professional development, for each student's academic success and

well-being. Professional development is a tool that allows educators to share good practices, and

for it to happen effectively, educators should have the time and energy to be able to enjoy it

rather than perceiving it as another add-on.

Worklife balance is indisputably an important notion to consider (Ramesh et al., 2020;

Woodward, 2007); however, detaching work from home or vice versa as stated, is not always

possible albeit desired. Considering this study, the researcher proposes better awareness of and

support towards a life-life balance. The unsurmountable psychological encounters of COVID-19,

challenges brought forward by accelerated technology (Christensen et al., 2011; Friedman,

2016), blended teaching and learning amid demands of inclusivity and differentiated instruction,

and an ongoing expectation to remain connected (e.g., WhatsApp, late-night emails and texts by

irate parents, and untimely communication by superiors at work) all add to the subconscious

sense of incompleteness and a race in one's life, and hence, stress (Maslach, 1976, 1979, 1982,

2003; Maslach & Jackson, 1981; Maslach et al., 2001; Richards, 2012; Simpson et al., 2004).

While the national agenda continues to promote advancements towards achieving high-

quality educational standards, the researcher hopes that the regulators make more educator-

centered efforts to promote better worklife and life-life balance for educators, so their morale

remains high, they do not burn out and are able to cater to the individual learning needs of

students with greater capacity. Measuring stress, burnout, and morale should be a quantifiable

and transparent process to adopt evidence-based, equitable, and positively impactful strategies.

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Appendix A

Participant Consent (Level One)

Title of research:
The Relationship Between Staff Burnout and Staff Morale in Private International Schools in Sharjah, United Arab Emirates

Purpose of the research:
From a broader policy and cultural perspective, a more in-depth examination of the causes and effects of staff burnout is critical for fostering a positive professional climate, morale, school culture, and a better educational experience for all students. As such, this study aims to examine the relationship between educational staff's burnout and morale in Sharjah's private international schools.

Invitation:
You have been invited to participate in this survey because you are currently employed as a teacher in a private international school in Sharjah. The purpose of the research is to seek answers to the following question:

RQ: Is there a significant relationship between educational staff's burnout and morale in private international schools in Sharjah, UAE?

What role can your participation play in this research?
The research focuses on educators' well-being, so the educators' participation in the survey will help identify problem areas and determine preventative strategies to improve educators' lives.

To what extent is your participation in this survey required of you?
First and foremost, you have the right to freely choose not to participate in this research study. Choosing not to participate will have no bearing whatsoever on your standing within your school. Agreeing to participate means that you will take part in this survey, which will be done electronically after choosing the option below to participate. Participation in the survey will take approximately 20 minutes, and you will only be required to complete it once. All responses will be treated as anonymous, with no personally identifiable information, such as your name or contact information, recorded.

Are there any risks associated with taking part in this research?
There are no known risks associated with participating in this survey other than the potential for experiencing discomfort or distress while responding to items about burnout and morale. You have the option to skip items, not respond to specific questions, or withdraw from the survey at any time if you find any part distressing. The survey is anonymous, and there are limiting identifiable details. All information will be protected by a password, stored securely, and managed with strict confidentiality. Moreover, Bethel University has evaluated and approved the research, and the researcher has confirmed that all ethical standards have been met throughout the process.

What happens if you decide not to participate in the survey any longer?

There is no obligation on your part to participate in the survey, and you have the right to freely choose not to participate. You will have the option to withdraw from completing the survey at any time and without providing an explanation for your decision. Your decision whether to participate in the survey will not affect your future relations with the researcher or company in any way.

If you decide to participate, you are free to discontinue participation at any time without affecting such relationships. If you choose to participate in the survey, please be aware that your responses will only be destroyed after the study has been completed.

What should I do if I have any questions or concerns about the survey?
Bethel's Institutional Review Board for Research with Humans has reviewed and approved this research project. If you have questions or concerns about the research, please contact the researcher at: asm38998@bethel.edu in the first instance as the main researcher, the dissertation advisor Dr. Soria at: botx0006@umn.edu, or the Chair, Institutional Review Board Bethel University Dr. Jankowski at: pjankows@bethel.edu.

In what form and at what time will the findings of this investigation be made public?
The findings will assist the researcher in completing his Ed.D. dissertation at Bethel University. In any written reports or publications, no one will be identified, or identifiable, and only aggregate data will be presented.

You are making a decision whether or not to participate. Your confirmation through one of the two options below serves as your e-signature, and it indicates that you have read the information provided above and have decided to participate. You may withdraw at any time without prejudice after signing this form should you choose to discontinue participation in this study. You will be offered a copy of this form to keep.

- o   Take me to the survey.
- o   I do not wish to participate.

Thank you for your interest in this research and for your support of the researcher.

Yours sincerely,

Asif Mehmood
asm38998@bethel.edu

موافقة المشارك

عنوان البحث:
العلاقة بين استنزاف الموظفين وبين الروح المعنوية لديهم في نطاق المدارس الدولية الخاصة في الشارقة، دولة الإمارات العربية المتحدة.

أهداف البحث:
من منظور سياسي وثقافي أوسع، يعد التعمق أكثر في معرفة أسباب وعواقب استنزاف الموظفين أمر بالغ الأهمية في توفير أجواء، معنويات، وثقافة مدرسية مهنية إيجابية، وتجربة تعليمية أفضل لجميع الطلبة. ومن هنا تجسد الغرض من هذه الدراسة وهو تفنيد العلاقة بين نضوب الموظفين ومعنوياتهم، وبين الثقافة المدرسية في المدارس الدولية الخاصة في الشارقة.

دعوة:
ندعوك للمشاركة في هذا الاستبيان كونك معلم في مدرسة دولية خاصة في الشارقة، وينقسم هذا الاستبيان إلى قسمين، والغرض من هذا البحث هو الحصول على إجابة وافية للأسئلة التالية:

أسئلة البحث:
هل هناك علاقة كبيرة بين استنزاف الموظفين والروح المعنوية لهم في المدارس الدولية الخاصة في الشارقة، دولة الإمارات العربية المتحدة؟

ما الدور الذي يمكن لمشاركتك أن تلعبه في هذا البحث؟
يركز هذا البحث على تعزيز رفاهية المعلمين، وبالتالي، فإن مشاركة المعلمين في هذا الاستبيان إستساعد في تحديد ماهية المشاكل التي تواجههم وتحديد الاستراتيجيات الوقائية لتحسين حياة المعلمين وثقافة المدرسة.

إلى أي مدى يُطلب منك المشاركة في هذا الاستبيان؟
أولاً وقبل كل شيء، لديك الحق في حرية اختيار عدم المشاركة في هذه الدراسة البحثية. لن يؤثر اختيار عدم المشاركة بأي شكل من الأشكال على مكانتك داخل مدرستك. الموافقة على المشاركة تعني أنك ستشارك في هذا الاستبيان، والذي سيتم إجراؤه إلكترونيًا بعد تحديد الخيار أدناه للمشاركة. ستستغرق المشاركة في الاستبيان حوالي 20 دقيقة، وسيُطلب منك إكماله مرة واحدة فقط. سيتم التعامل مع جميع الردود على أنها مجهولة المصدر، مع عدم تسجيل أي معلومات تعريف شخصية، مثل اسمك أو معلومات الاتصال الخاصة بك

هل هناك أيّ مخاطر مرتبطةٍ بالمشاركة في هذا البحث؟
لا توجد مخاطر معروفة مرتبطة بالمشاركة في هذا الاستبيان بخلاف احتمال الشعور بعدم الراحة أو الضيق أثناء الاستجابة للعناصر المتعلقة بالإرهاق والمعنويات. لديك خيار تخطّي العناصر، أو عدم الرد على أسئلة محددة، أو الانسحاب من الاستبيان في أي وقت إذا وجدت أي جزء مقلق. الاستبيان مجهول وهناك تفاصيل محددة يمكن تحديدها. ستتم حماية جميع المعلومات بكلمة مرور، وتخزينها بشكل آمن، وإدارتها بسرية تامة. علاوة على ذلك، قامت جامعة Bethel بتقييم البحث والموافقة عليه، وأكد الباحث أن جميع المعايير الأخلاقية قد تم الالتزام بها طوال العملية.

ماذا الذي يترتب عليك إذا قرر ت عدم المشاركة في الاستبيان فيما بعد؟

لا يجبر أي شخص على المشاركة في هذا الاستبيان إ، أي سيكون لديك حرية الانسحاب من إكمال الاستبيان في أي وقت ودون تقديم تفسير لقرارك، أما إذا اخترت المشاركة في الاستبيان، فيرجى العلم أنه لن يتم مسح إجاباتك إلا بعد اكتمال الدراسة.
.

ماذا تفعل إذا كان لديك أي أسئلة أو مخاوف متعلقة بالاستبيان؟

إذا كانت لديك أسئلة أو مخاوف تتعلق بهذا البحث، فيرجى منك التواصل مع الباحثين المعنيين على البريد الالكتروني: asm38998@bethel.edu كخطوة أولى للتواصل مع باحث رئيسي أو التواصل مع مستشار هذه الأطروحة في جامعة بيثيل د. سوريا على البريد الالكتروني krs73996@bethel.edu

في أي شكل وفي أي وقت سيتم الإعلان عن نتائج هذا الاستبيان ؟

ستساعد نتائج هذا الاستبيان إ الباحث على إكمال رسالة الدكتوراة الخاصة به في جامعة بيثيل، وفي ختام هذه الدراسة البحثية، سيتم تقديم هذه الورقة الأكاديمية وإتاحتها لجميع المؤسسات المشاركة.

شكرا لك على اهتمامك بهذا البحث وعلى دعمك للباحث

المخلص لكم،

آصف محمود
asm38998@bethel.edu

Appendix B

Maslach Burnout Inventory Access Documentation

Maslach Burnout Inventory™

Instruments and Scoring Keys

Includes MBI Forms:
Human Services - MBI-HSS
Medical Personnel - MBI-HSS (MP)
Educators - MBI-ES
General - MBI-GS
Students - MBI-GS (S)

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MBI - Human Services Survey - MBI-HSS:
    I feel emotionally drained from my work.
    I have accomplished many worthwhile things in this job.
    I don't really care what happens to some recipients.

MBI - Human Services Survey for Medical Personnel - MBI-HSS (MP):
    I feel emotionally drained from my work.
    I have accomplished many worthwhile things in this job.
    I don't really care what happens to some patients.

MBI - Educators Survey - MBI-ES:
    I feel emotionally drained from my work.
    I have accomplished many worthwhile things in this job.
    I don't really care what happens to some students.

MBI - General Survey - MBI-GS:
    I feel emotionally drained from my work.
    In my opinion, I am good at my job.
    I doubt the significance of my work.

MBI - General Survey for Students - MBI-GS (S):
    I feel emotionally drained by my studies.
    In my opinion, I am a good student.
    I doubt the significance of my studies.

Sincerely,

Robert Most
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Appendix C

Areas of Worklife Survey Access Documentation

Areas of Worklife Survey
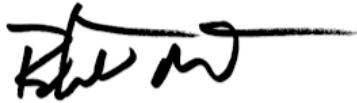
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I do not have time to do the work that must be done.
I have control over how I do my work.
I receive recognition from others for my work.
Members of my work group communicate openly.
Resources are allocated fairly here.
My values and the Organization's values are alike.

Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

Appendix D

Charles F. Kettering School Climate Profile Access Documentation

PsycTESTS

Charles F. Kettering School Climate Profile--University Version

PsycTESTS Citation:
Johnson, W. L., Johnson, A. M., Kranch, D. A., & Zimmerman, K. J. (1999). Charles F. Kettering School Climate Profile--University Version [Database record]. Retrieved from PsycTESTS. doi: https://dx.doi.org/10.1037/t07529-000

Instrument Type:
Rating Scale

Test Format:
Each column (What Is; What Should Be) has four descriptors: 1 = almost never; 2 = occasionally; 3 = frequently; and 4 = almost always.

Source:
Johnson, William L., Johnson, Annabel M., Kranch, Douglas A., & Zimmerman, Kurt J. (1999). The development of a university version of the Charles F. Kettering Climate Scale. Educational and Psychological Measurement, Vol 59(2), 336-350. doi: https://dx.doi.org/10.1177/00131649921969884, © 1999 by SAGE Publications. Reproduced by Permission of SAGE Publications.

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Appendix E

Email to Participate in the Survey

Dear colleague,

I hope this email finds you well.

I am a doctorate student at Bethel University in Minnesota, United States of America. For my doctoral dissertation, I am collecting data on staff burnout and morale. Dr. Krista Soria (botx0006@umn.edu) is supervising my study, which has gained IRB permission: SP-49-22.

Because my research focuses on the relationship between staff burnout and staff morale in private international schools in Sharjah, you were chosen for this study. Please be aware that if you choose to take part in the study, no personally identifying information about you will be gathered. Participating in the survey carries no known risks; all information will be kept confidential; no one will have access to the responses; no one will be able to link any participants to their responses, and the survey findings will be aggregated for analysis.

If you would like to participate in the survey, please start by reviewing the consent form embedded in this email below before clicking on the survey link.

Thank you for your consideration and for taking the time to read this email.

Yours sincerely,

Asif Mehmood

زميلي العزيز،

أتمنى أن يصلك هذا البريد الإلكتروني وأنت بخير.

أنا طالب دكتوراه في جامعة Bethel في مينيسوتا بالولايات المتحدة الأمريكية. بالنسبة لرسالة الدكتوراه الخاصة بي، فإنني أقوم بجمع بيانات حول استنزاف الموظفين والروح المعنوية لديهم. تشرف الدكتورة Dr. Krista Soria (botx0006@umn.edu) على دراستي، والتي حصلت على إذن IRB: SP 22-49-.

نظرًا لأن بحثي يركّز على العلاقة بين استنزاف الموظفين وبين الروح المعنوية عندهم في المدارس الدولية الخاصة في الشارقة، فقد تم اختيارك لهذه الدراسة. يرجى العلم أنه إذا اخترت المشاركة في الدراسة، فلن يتم جمع معلومات تعريف شخصية عنك. ولا تنطوي المشاركة في الاستبيان على مخاطر معروفة؛ وسيتم الحفاظ على سرية جميع المعلومات؛ ولن يتمكن أي شخص من الوصول إلى الردود؛ ولن يتمكن أي شخص من ربط أي مشارك بردودهم، وسيتم تجميع نتائج الاستبيان للتحليل.

إذا كنت ترغب في المشاركة في الاستبيان، يرجى قبل الضغط على رابط الاستبيان البدء بمراجعة نموذج الموافقة المضمّن في هذا البريد الإلكتروني أدناه.

شكرًا لك على اهتمامك وتخصيص الوقت الكافي لقراءة هذا البريد الإلكتروني.

تفضلوا بقبول فائق الاحترام،
آصف محمود

Appendix F

Sample Items from the Maslach Burnout Inventory for Educators Survey (MBI-ES), Areas of Worklife Survey (AWS), and Charles F. Kettering (CFK) Profile

استبيان **Maslach** لقياس مدى استنزاف المعلّمين في العمل، استبيان في مجالات الحياة العملية (**AWS**) وملف مناخ مدرسة كترنج

Difference between stress and burnout.
Burnout is defined as a psychological syndrome of exhaustion, cynicism, and inefficacy, which is experienced in response to chronic job stressors. (Maslach, 1993, 1998; Maslach & Jackson, 1981). Burnout is frequently confused with stress. Although the symptoms may be comparable, there are significant differences between stress and burnout. Stress can exacerbate burnout but is not its primary cause (Burisch, 2006). At work, staff members may suffer stress due to long work hours or a heavy workload, yet they may not develop burnout. In addition, physical stress symptoms may predominate over emotional ones; the opposite applies to burnout. Stress can cause impatience and agitation. In contrast, burnout promotes hopelessness. The stress-related emotions are reactive, whereas those associated with burnout are more direct (Caspersen & Raaen, 2014; Taormina & Law, 2000).

What is morale?
A state of mind encompassing all of the feelings determined by individuals' anticipation of the extent of satisfaction of those needs, which they perceive as significantly affecting their total work situation (Evans, 1997, 1998, 2001, 2008).

الفرق بين التّوتر والاستنزاف.
يُعرَّف الاستنزاف بأنه متلازمة نفسية من الإرهاق والتشاؤم وعدم الكفاءة، والتي تحدث عادة استجابةً لضغوط العمل المزمنة (Maslach, 1993, 1998; Maslach & Jackson, 1981)، وكثيرًا ما يتم الخلط بين الإستنزاف والتوتر على الرغم من وجود أعراض مماثلة بينهما، إلا أن هناك اختلافات كبيرة بين التوتر والإستنزاف. يمكن أن يؤدي التوتر إلى تفاقم الاستنزاف، ولكنه ليس السبب الرئيسي له (بورستش، 2006). ففي العمل، قد يعاني الموظفون من الإجهاد بسبب ساعات العمل الطويلة أو عبء العمل الثقيل، ومع ذلك قد لا يصابون بالإستنزاف، علاوة على ذلك، قد تسود أعراض الإجهاد البدني على الأعراض العاطفية؛ العكس هو ما ينطبق على الاستنزاف، كما قد يسبب التوتر نفاذا للصبر ولحدوث انفعالات في المقابل، يزيد الاستنزاف بسبب اليأس. تكون المشاعر المرتبطة بالتوتر تفاعلية لردة فعل، في حين أن المشاعر المرتبطة بالاستنزاف تكون مباشرة.

ما الرّوح المعنويّة؟
هي حالة ذهنية تضم جميع المشاعر التي يحددها توقع الأفراد لمدى إشباع تلك الاحتياجات التي يرون أنها تؤثر بشكل كبير على وضع عملهم بشكل عام (إيفانز، 1998).

Q1 Age
العُمُر

○ 22-24 Years Old

○ 25-34 Years Old

○ 35-44 Years Old

○ 45-54 Years Old

○ 55-60 Years Old

○ 61-65 Years Old

Q2 Gender
الجنس

○ Male

○ Female

○ Prefer not to say

Q3 How long have you worked at this school?
كم الفترة الزمنية التي عملتها في المدرسة؟

○ 0-6 months

○ 7-11 months

○ 1-2 Years

○ 3-5 Years

○ 6-10 Years

○ 11-15 Years

○ 16-20 Years

○ 21+ Years

Q4 Are you married? [dropdown menu: Yes, No, Prefer not to say]
[هل أنت متزوج؟ [نعم، لا، أفضّل عدم الذّكر

Q5 Family and dependents [dropdown menu: 1 to 10]
كم عدد أفراد العائلة والمعالون؟

Q6 Nationality [dropdown menu]
الجنسية

Q7 Housing [company provided, personal]
[السكن [توفرة المؤسسة ، شخصي

Q8 Education [dropdown menu: High school, Bachelor, Master, Doctorate]
[المستوى التعليمي [ثانوية، البكالوريوس، الماجستير، الدكتوراه

Q9 Is your position considered: (Please select one)
(ما منصبك في العمل؟   (يرجى تحديد اختيار واحد

○ Class Teacher

○ مدرس الفصل

○ Subject Teacher (Core)

○ مدرس مادة (أساسي)

○ Subject Teacher (non-Core)

○ مدرس مادة (غير أساسي)

○ Head of Department

○ رئيس قسم

○ Senior Leader

○ قائد أول

○ Prefer not to say

○ أفضّل عدم ذكر ذلك

Q10 Years of teaching experience [dropdown menu 1 to 45]
عدد سنوات الخبرة في التدريس. [1 -45]

Q11 Years of leadership experience [dropdown menu 0 to 45]
عدد سنوات الخبرة القيادية؟ [من 0 إلى 45]

Q12 How long have you worked in your present position in this school? [dropdown menu]
منذ متى وأنت تعمل في وظيفتك الحالية هذه المدرسة؟

| __ 0-6 Months | __ 7-11 Months | __ 1-2 Years | __ 3-5 Years |
| __ 6-10 Years | __ 11-15 Years | __ 16-20 Years | __ 21+ Years |

Q13 I feel emotionally drained from my work.
أشعر بالاستنزاف العاطفي أثناء عملي.

○ Never

○ A few times a year or less [More than ten times]

○ Once a month or less

○ A few times a month [5-8 times]

○ Once a week

○ A few times a week [2-4 times]

○ Every day

Q27 I don't really care what happens to some students.
لا أبالي بما يحدث لبعض الطلبة.

○ Never

○ A few times a year or less [More than ten times]

○ Once a month or less

○ A few times a month [5-8 times]

○ Once a week

○ A few times a week [2-4 times]

○ Every day

Q31 I have accomplished many worthwhile things in this job.
لقد أنجزت العديد من الأشياء الجديرة بالاهتمام في هذه الوظيفة.

○ Never

○ A few times a year or less [More than ten times]

○ Once a month or less

○ A few times a month [5-8 times]

○ Once a week

○ A few times a week [2-4 times]

○ Every day

Workload

Q35 I do not have time to do the work that must be done.
ليس لدي وقت للقيام بالعمل التي يتطلب مني القيام به.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Control

Q40 I have control over how I do my work.
لديّ القدرة على التحكّم في كيفية القيام بعملي.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Reward

Q44 I receive recognition from others for my work.
أتلقى تقديراً من الآخرين لعملي.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Q51 Members of my work group communicate openly.
أعضاء مجموعة العمل التي اعمل معها يتواصلون بشكل صريح وشفاف.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Q54 Teaching and learning resources are allocated fairly here.
موارد االتعليم والتعلم موزعة بشكل عادل.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Q60 My values and the Organization's values are alike.
قيمي وقيم المؤسسة التي أعمل بها متشابهة

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Q64. This school makes students enthusiastic about learning.
هذه المدرسة تجعل الطلاب متحمسين للتعلم.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Q65. Teachers feel pride in this school and its students.
يشعر المعلمون والطلاب بالفخر في هذه المدرسة.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Q66. Attendance is good; students stay away only for urgent and good reasons.

الحضور جيد، حيث يتغيب الطلاب فقط لأسباب عاجلة ووجيهة.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Q67. Parents, teachers, and students would rise to the defense of this school's program if it were challenged.

قد يرتقي أولياء الأمور والمعلمون والطلاب إلى الدفاع عن برنامج هذه المدرسة إذا تم الطعن فيه.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Q68. I like working in this school.

أنا أحب العمل في هذه المدرسة.

○ Strongly Disagree

○ Disagree

○ Hard to Decide

○ Agree

○ Strongly Agree

Appendix G

Reminder Email to Survey Participants

Dear colleague,

I hope this email finds you well.

I recently distributed a survey to understand more about staff burnout and morale in private international schools in Sharjah. Please consider participating in this study to support my research in gathering current information and opening doors for future research here in Sharjah.

Because my research focuses on the relationship between staff burnout and staff morale in private international schools in Sharjah, you were chosen for this study. Please be aware that no personally identifying information about you will be gathered if you decide to participate in the study. Participating in the survey carries no known risks; all information will be kept confidential; no one will have access to the responses; no one will be able to link any participants to their responses, and the survey findings will be aggregated for analysis.

If you want to participate in the survey before clicking on the survey link, please start by reviewing the consent form embedded in this email below.

Thank you for your consideration and for taking the time to read this email.

Yours sincerely,

Asif Mehmood

زميلي العزيز،

أتمنى أن يصلك هذا البريد الإلكتروني وأنت بخير.

لقد قمت مؤخرًا بتوزيع استبيان في محاولة لفهم المزيد عن استنزاف المعلمين والروح المعنوية عندهم في المدارس الدولية الخاصة في الشارقة. الرجاء التفكير في المشاركة في هذه الدراسة، والتي ستدعم بحثي في جمع المعلومات الحالية وفتح الأبواب للبحث المستقبلي هنا في الشارقة.

نظرًا لأن بحثي يركّز على العلاقة بين استنزاف الموظفين وبين الروح المعنوية عندهم في المدارس الدولية الخاصة في الشارقة، فقد تم اختيارك لهذه الدراسة. يرجى العلم أنه إذا اخترت المشاركة في الدراسة، فلن يتم جمع معلومات تعريف شخصية عنك. ولا تنطوي المشاركة في الاستبيان على مخاطر معروفة؛ وسيتم الحفاظ على سرية جميع المعلومات؛ ولن يتمكن أي شخص من الوصول إلى الردود؛ ولن يتمكن أي شخص من ربط أي مشارك بردودهم، وسيتم تجميع نتائج الاستبيان للتحليل.

إذا كنت ترغب في المشاركة في الاستبيان، يرجى قبل الضغط على رابط الاستبيان البدء بمراجعة نموذج الموافقة المضمّن في هذا البريد الإلكتروني أدناه.

شكرًا لك على اهتمامك وتخصيص الوقت الكافي لقراءة هذا البريد الإلكتروني.

تفضلوا بقبول فائق الاحترام،
آصف محمود

Appendix H

Thank You Email to Survey Participants

Dear colleague,

I hope this email finds you well.

Thank you for participating in the recently distributed survey that measured the relationship between staff burnout and morale in private international schools in Sharjah.

Your contribution is greatly appreciated. If you would like to receive a summary of the survey data, please contact me at asm38998@bethel.edu by mid-August 2022.

Thank you for your support.

Yours sincerely,

Asif Mehmood

Appendix I

CITI Certification