EXPLORING THE RELATIONSHIP OF BURNOUT, RETENTION, AND TENURE

BETWEEN FULL-TIME PROFESSORS TEACHING IN A TRADITIONAL BRICK-

AND-MORTAR ENVIRONMENT AND FULL-TIME PROFESSORS TEACHING

IN A FULLY ONLINE ENVIRONMENT

by

Scott Edward Dunbar

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Liberty University

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Abstract

The purpose of this study was to examine the effects of educational delivery as it related to burnout in full-time college professors in a Southern California Christian university. The problem addressed was examining the relationship of full-time faculty burnout between two educational delivery methods, traditional brick-and-mortar educational delivery and fully online educational delivery, in a Southern California Christian university. This study was significant as the phenomenon of burnout in relation to brick-and-mortar full-time professors and online full-time professors had yet to be researched in a Southern California Christian university. In addition, burnout in online faculty members had rarely been studied because the online teaching methodology is a recent addition to the field of academia. The researcher applied the work-life framework and work-family balance framework when conducting this study. The results of the study found no significant statistical relationship exists between burnout rates of full-time college professors and course delivery method. Further, the findings revealed there was no significant statistical relationship between burnout and retention of full-time college professors and course delivery method, or between burnout and length of tenure of full-time college professors and course delivery method. The study is relevant to organizational change as the results indicate educational delivery does not affect levels of burnout. As such, leaders must equally employ resources to mitigate burnout in both traditional and fully online teaching settings. From a biblical standpoint, humankind has been called to work, but has also been called to rest.

Keywords: burnout, retention, tenure, higher education, faculty

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Dedication

Deo Dicata

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Finally, the researcher would like to extend thanks and gratitude to Jesus Christ. The researcher acknowledges this dissertation would not be possible without Him. "My help comes from the Lord, the Maker of heaven and earth" (Psalm 121:2).

Table of Contents

List of Tables

Section 1: Foundation of the Study

The construct of burnout, first studied in 1974 by Freudenberger, continues to be a growing issue in numerous work environments. The study consists of the Maslach Burnout Inventory General Survey (MBI-GS) instrument in order to determine levels of burnout and a demographics questionnaire. Questions pertaining to faculty tenure and retention was included in the demographics questionnaire.

Background of the Problem

Student enrollment in online programs, also known as distance education programs, continues to grow at a healthy rate. Higher education programs are continuing to add online programs or grow existing programs. A seven percent increase in enrollments between fall of 2012 and fall of 2014 demonstrates this phenomenon (Allen, Seaman, Poulin, & Straut, 2016). The online educational platform provides flexibility for students with various schedules, responsibilities, and geographic locations and allows students to engage in asynchronous coursework at their leisure (McFarland & Hamilton, 2006). However, this shift in educational delivery represents a move away from traditional higher education teaching responsibilities.

Seventy percent to 80% of college students work while attending post-secondary education (Carnevale, Smith, Melton, & Price, 2015). These students complete coursework after normal business hours or on weekends with the expectation of professor availability in the forms of email, phone, or online meeting platforms. Professors are expected to model class participation, monitor and assess learner feedback, resolve technical or interpersonal issues, and create a perceived safe learning environment for students. These aspects often force full-time college professors to be online constantly, leading to burnout (Dunlap, 2005).

"Burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy" (Maslach, Schaufeli, & Leiter, 2001, p. 397). This study utilized the MBI-GS to examine the effects of educational delivery on burnout among full-time college professors in a Southern California Christian University. The term educational delivery in this study referred to the differentiation of classroom settings when comparing the traditional brick-and-mortar course delivery method and the fully online college course delivery method. The MBI-GS contains three subscales: Emotional Exhaustion, Depersonalization, and Personal Accomplishments and is considered the gold-standard for measuring burnout (Maslach, Leiter, & Jackson, 2012). "The development of the MBI was based on the need for an instrument to assess experienced burnout in a wide range of human service workers" (Maslach & Jackson, 1981, p. 112). The current body of research revealed numerous negative repercussions attributed to burnout. Consequences of burnout that negatively affect Human Resource Development (HRD) include high turnover rates, workplace violence, decreased customer satisfaction, inappropriate behavior, isolation, tardiness, decreased loyalty, decreased productivity, risk of the on-the-job injury, and increased employee complaints. Individual effects of burnout can be categorized into physical effects and psychological/mental effects. Physical effects include cardiovascular disease, musculoskeletal disorders, headaches, upset stomachs, and elevated blood pressure. Psychological/mental effects include depression, sleep disturbances, difficulty concentrating, anxiety and irritability, poor decision making, loss of memory, and lack of motivation (Maslach & Leiter, 2008). Due to these effects impacting college professors and their employers, HRD professionals must concern themselves with the topic of burnout.

This current study compared levels of burnout between two distinct college course delivery methods (traditional brick-and-mortar course delivery and fully online course delivery) that are rarely, if ever, studied in relation to the burnout phenomenon. By enlarging this field of study to full-time college professors in a Southern California Christian university, the realm of academia and HRD will be open to new research, findings, and studies. Potential follow-up research opportunities exist in areas such as mindfulness, differentiation of self, and stress coping mechanisms in relation to the traditional brick-and-mortar and fully online teaching methods.

Problem Statement

As evidenced by studies such as, *Students' Instructional Dissent and Relationships with Faculty Members' Burnout, Commitment, Satisfaction, and Efficacy* (2015), and *Burnout and Work Engagement of Academics in Higher Education Institutions: Effects of Dispositional Optimism* (2014), burnout continues to occur within the realm of higher education. The focus of the study was the relationship of full-time faculty burnout between two educational delivery methods, traditional brick-and-mortar educational delivery and fully online educational delivery, in a Southern California Christian university. The problem addressed the negative impact of burnout in full-time faculty members. Despite new technology learning platforms, and hybrid courses and fully online courses taught using asynchronous and synchronous teaching methodologies, college professors continue to experience burnout. This problem negatively impacts college professors, families of college professors, students, and higher education learning institutions. The researcher designed this study to examine the different levels of burnout reported by college professors teaching in a traditional brick-and-mortar classroom environment and college professors teaching in a fully online environment.

Purpose Statement

The purpose of this quantitative correlational study was to examine the effects of educational delivery as it related to burnout in full-time college professors in a Southern California Christian university.

Nature of the Study

The nature of the study is driven by the research question, not vice versa (Larkin, Begley, & Devane, 2014). As such, the researcher selected a quantitative method for this study because quantitative analysis allows the researcher to observe the world using structured instruments, such as the MBI-GS, to produce quantitative data that represents various behaviors, attitudes, or characteristics (Remler & Ryzin, 2011). A qualitative method might assist the researcher in determining causes of burnout, as a qualitative method involves multiple sources of data including interviews, observations, documents, and audio/visual information (Creswell, 2014). However, determining burnout causation was outside the scope of this study. A mixed-methods study involves the collection, interpretation, and merging of both qualitative and quantitative data (Creswell, 2014). As the gold-standard for measuring burnout, the MBI-GS, is quantitative in nature, a mixed-methods was deemed unsuitable.

The researcher selected the correlational design because it produced numerical descriptions about the population studied, collected information by asking questions, and collected a sample as opposed to collecting data from the entire population (Fowler, 2014). Alternative quantitative study designs were considered but deemed unacceptable for the purposes of this study. These rejected designs included the descriptive design, experimental design, and the quasi-experimental/causal-comparative design.

A descriptive design is devised around the premises of no manipulation of the independent variable, no random assignment of groups, and may include a control/comparison group (Cantrell, 2011). The researcher designed this study to examine the effects of educational delivery on burnout among full-time college professors teaching in a traditional brick-and-mortar setting and full-time college professors teaching in a fully online setting. As such, the descriptive design was rejected because a control group was not necessary.

According to Charness, Gneezy, and Kuhn, the experimental design seeks to determine causality and involves the researcher observing the behaviors of participants in an abstract, controlled environment (2012). The researcher rejected the experimental design because the study was not designed to observe participants or find causal factors related to burnout.

The quasi-experimental/causal-comparative design is utilized to evaluate the effects of causal treatment. This type of study is further characterized by random assignment of the factors being studied, often leaving the researcher with limited control (Kim & Steiner, 2016). The quasi-experimental/causal-comparative design was rejected because the researcher had control over the instrument, the MBI-GS, the factors being studied were methodical as opposed to random, and the study did not seek to find a causal relationship.

This study used the correlational design, as it is the predominant research method used in studying burnout in current literature and research studies. For example, McCann and Holt (2009) used the correlational design in conjunction with the Maslach Burnout Inventory to explore burnout among university professors, as did Hogan and McKnight (2007). In addition, the correlational design was used Schaufeli et al. (2002) to study burnout in college students.

Research Questions

The purpose of this quantitative study was to examine the effects of educational delivery as it related to burnout in full-time college professors in a Southern California Christian University. Specifically, this research was designed to answer three questions. The first research question was: Is there a difference in the rates of full-time college professor burnout, as evidenced by the three subscales in the MBI-GS, between college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting?

The second question to be studied was: Is retention for full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting affected by burnout? Retention is the reduction of voluntary turnover and retaining of current, desired employees (DeNisi & Griffin, 2014).

The third question to be studied was: Is employee tenure for full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting affected by burnout? The researcher defined tenure as the length of service an employee had attained in his or her current faculty role as a full-time professor in a traditional brick-and-mortar setting or as a full-time professor in a fully online setting.

Hypotheses

$H_0 1$: There is no statistically significant difference between the burnout rates of full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment.

$H_A 1$: There is a statistically significant difference between the burnout rates of full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment.

$H_0 2$: There is no statistically significant difference between the rates of full-time professor retention among full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment.

$H_A 2$: There is a statistically significant difference between the rates of full-time professor retention among full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment.

$H_0 3$: There is no statistically significant difference between the length of tenure among full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment.

$H_A 3$: There is a statistically significant difference between the length of tenure among full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment.

Theoretical Framework

The researcher developed the theoretical framework for this survey research study upon Maslach and Leiter's theory of work-life model (1997) and Greenhaus, Collins, and Shaw's theory on work-family balance (2003). The theory of work-life model can be traced to researchers including Cedoline (1982), Chernipredictors (1980), and Freudenberger and Richelson (1980). The theory of work-family balance has roots in the work of Marks and MacDermid (1996), Mead (1964), and Greenhaus and Beutell (1985).

Work-Life Model

The theory of the work-life model establishes six key indicators of organizational life used to determine levels of employee-job match. Employee-job mismatches can lead to burnout (Maslach & Leiter, 1997). The six key indicators are workload, control, reward, community,

fairness, and values (Maslach et al., 2012). Work overload, or workload, refers to the "Extent to which demands are manageable or overwhelming" (Maslach & Leiter, 1997, p. 160). Control is defined as the "Amount of control people feel in their jobs" (Maslach & Leiter, 1997, p. 160). Reward is, "The effectiveness of rewards and recognition systems" (Maslach & Leiter, 1997, p. 160). Community refers to, "The organization's responsiveness to staff and community" (Maslach & Leiter, 1997, p. 160). Fairness is defined as, "Respect and fairness among people in the organization" (Maslach & Leiter, 1997, p. 160). Lastly, values consist of, "Personal and organizational values about work" (Maslach & Leiter, 1997, p. 160). Person-job match is defined as, "…the relationship between a person's characteristics and those of the job or tasks that are performed at work" (Kristof-Brown, Zimmerman, & Johnson, 2005). Maslach and Leiter (1997) contended that employees experiencing high levels in the afore-written six key indicators of organizational life are less likely to experience burnout, as high levels are evidence of a high person-job match. In contrast, employees with a low-level person-job match experience low levels in the afore-written six key indicators of organizational life. As such, an employee with a low-level person-job match is more likely to experience burnout (Boamah & Laschinger, 2016).

Work-Family Balance

Greenhaus et al. defined work-life balance as, "The extent to which an individual is equally engaged in – and equally satisfied with – his or her work role and family role" (2003, p. 513). An imbalance in the satisfaction and engagement of either role may increase stress and reduce the effectiveness of the affected individual (Greenhaus et al., 2003; Kofodimos, 1993). Kovner, Brewer, Wu, Cheng, and Suzuki (2006) found individuals experiencing an imbalance between work and life, or perceived imbalance between work and life, experience job

dissatisfaction. In addition, educators perceive an imbalance exists in the workload of online

courses when compared to traditional brick-and-mortar courses. The perception of educators is

that the workload of online courses is greater than that of traditional brick-and-mortar courses.

This perception negatively affects educator motivation, satisfaction, and commitment, and may

lead to online faculty burnout (Bollinger & Oksana, 2009).

Definition of Terms

The researcher used the terms listed below while completing this study. The following

definitions were bound to this specific study. Applying these definitions outside the confines of

this study may lead to inaccuracy or confusion.

Burnout: For the purposes of this study burnout is defined as, "…a prolonged response to

chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions

of exhaustion, cynicism, and inefficacy" (Maslach et al., 2001, p. 397). The researcher selected

this definition of burnout as it relates to the three subscales contained in the MBI-GS, is the

widely accepted definition of burnout within the burnout research community, and is often

referenced in studies conducted on the topic of burnout. Examples of studies that used this

definition include "Job Burnout: New Directions in Research and Intervention" (Maslach, 2003),

"Causes to Create Job Burnout in Organizations" (Beheshtifar & Omidvar, 2013), and

"Understanding Burnout According to Individual Differences: Ongoing Explanatory Power

Evaluation of Two Models for Measuring Burnout Types" (Montero-Marin et al., 2012).

Online Educational Delivery: Sangra, Vlachopoulos, and Cabrera identified four general

elements necessary when defining online education. The general elements of an online course

were identified as a course being technology-driven, delivery-system oriented, communication-

oriented, and educational-paradigm-oriented (2012). In accordance with the general elements

listed above, the researcher defined online education as, "…teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as a special institutional organization (Moore & Kearsley, 2012, p. 2).

Retention: Retention is the reduction of voluntary turnover and retaining of current, desired employees (DeNisi & Griffin, 2014). Additionally, job and work-life balance is a driver of retention (Mathis, Jackson, & Valentine, 2014). The researcher selected employee retention as a dependent variable because employee retention is affected by employee burnout. That is, elevated levels of burnout lead to low levels of employee retention or higher rates of voluntary employee turnover (Macken & Hyrkas, 2014).

Tenure: Tenure is the length of service an employee has attained in a particular position or at one organization. For the purposes of this study, the researcher defined tenure as the length of service an employee has attained in his or her current faculty role as a full-time professor in a traditional brick-and-mortar setting or as a full-time professor in a fully online setting. The researcher selected tenure as a dependent variable because tenure affects employee burnout. The longer the tenure of an employee, the less vulnerable that employee is to burnout (Karatepe & Karatepe, 2010).

Traditional Educational Delivery: The researcher defined traditional educational delivery as face-to-face live instruction in which students and professors are geographically present in the same classroom (Wighting, Liu, & Rovai, 2008; Rovai & Jordan, 2004).

Assumptions, Limitations, and Delimitations

Assumptions

The researcher assumed all data gathered via surveys accurately reflected each respondent's answers to the demographics questionnaire and to the three subscales contained in the MBI-GS. If the researcher did not assume the survey data accurately reflected each respondent's answers, the study would be at risk of producing incorrect or misleading results. To mitigate risk, the researcher analyzed the survey data to ensure the results did not contain errors that would impact the findings of the study and the researcher did not include incomplete surveys when completing the analysis. The use of anonymous surveys allows individuals to honestly respond to the survey without risk of appraisal.

Limitations

A wide array of factors impact the causes for, and the prevalence of, burnout. A focal point of this study was to describe the relationship between burnout and key variables including tenure, retention, and delivery format for higher education courses. The study was limited, as the selected frameworks and survey instrument do not take into account every factor that impacts the prevalence of burnout. Examples of factors not included in this study that may impact burnout include the length of courses, course quality, course level, number of overload courses, and level of administrative support. Additional factors not included in this study include areas of academic responsibilities and contractual obligations outside teaching such as serving on committees, developing curriculum and course builds, attending meetings, professional research, and preparing for accreditation.

The timeframe of the study, which coincided with the end of summer term and the beginning of the fall term, limited the research project as full-time faculty members may have

completed the demographics questionnaire and MBI-GS after taking a summer break. This study is also limited as the sample size is small relative to the number of traditional brick-and-mortar teaching institutions and online teaching institutions, and the sample was taken from one Southern California Christian university. This study is also limited because the scope of the study did not include adjunct professors or professors teaching hybrid courses. Hybrid courses combine elements from traditional brick-and-mortar teaching methods and online teaching methods. Lastly, traditional brick-and-mortar courses have more historical data in comparison to online courses. This caused an imbalance in the amount of historical research and current research.

Delimitations

The researcher designed the scope of this study around specific parameters necessary for examining burnout among full-time college professors in a Southern California Christian university. The study focused on comparing the levels of burnout of traditional brick-and-mortar full-time professors against online full-time professors employed by a Southern California Christian university. The study also accounted for the effects of burnout on tenure and retention of traditional brick-and-mortar full-time professors and online full-time professors employed by a Southern California Christian university. The study did not examine non-Christian universities or higher education institutions outside of California.

Significance of the Study

This study is significant for multiple reasons. First, the phenomenon of burnout in relation to brick-and-mortar full-time professors and online full-time professors had yet to be researched in a Southern California Christian university. This left an open gap in the current literature. In addition, burnout in online faculty members had rarely been studied because the

online teaching methodology is a recent addition to the field of academia. The study is relevant to the study of human resources, the researcher's academic field of study, as evidenced by the effects of burnout on human resource responsibilities such as employee retention, employee tenure, employee engagement, and voluntary turnover (Macken & Hyrkas, 2014; Karatepe & Karatepe, 2010).

Reduction of Gaps

The phenomenon of burnout has been a relevant topic of interest since the 1970s when Herbert Freudenberger first developed the construct of burnout (American Psychologist, 1999). The concept of burnout has been applied to numerous organizations and specific job positions since its inception (Schaufeli, Leiter, & Maslach, 2009). However, a gap existed in the current literature regarding studies that take into account burnout of full-time professors teaching in the traditional brick-and-mortar setting and burnout of full-time professors teaching in an online setting. Previous studies focused on the burnout of professors teaching in the traditional brick-and-mortar setting or burnout of professors teaching in a fully online setting. Examples include "Burnout and Depression in Academia: A Look at the Discourse on the University" (Fowler, 2014) and "Workload Reduction in Online Courses: Getting Some Shuteye" (Dunlap, 2005).

The second gap in the current literature existed in relation to the construct of burnout and employee tenure, and burnout and employee retention. While burnout has been studied in conjunction with employee tenure and with employee retention, a gap existed in researching burnout and employee tenure, and burnout and employee retention in the realm of higher education. In addition, current studies on the topic of burnout did not contain both employee tenure and employee retention in a single study that incorporated professors teaching in the

traditional brick-and-mortar setting and professors teaching in an online setting. As such, this study filled a specific gap in the literature that was largely unresearched.

Implications for Biblical Integration

God equipped each individual with unique knowledge, skills, abilities, and other attributes to serve His kingdom through serving others. This is evidenced in 1 Peter 4:10 which states, "Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms" (New International Version). Likewise, James 1:17 states, "Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows." Additionally, God called His followers to use their unique knowledge, skills, abilities, and other attributes to serve others and to work. Genesis 2:15 states, "The Lord God took the man and put him in the Garden of Eden to work it and take care of it." 2 Thessalonians 3:10 reveals that those who do not work, should not eat. In addition, Colossians 3:23 states that humankind should work for the Lord and not for human masters.

However, humankind must resist the temptation to use God's gifts to the extent of burnout, even if humankind is doing positive work and serving others. In 1 Kings 19, Jezebel threatens to kill God's prophet, Elijah. Elijah, fearing for his life, ran into the wilderness and prayed that he might die. "I have had enough, Lord, he said. Take my life; I am no better than my ancestors" (1 Kings 19:4). Burnout is also exemplified in Mark 6, in which the disciples returned from spreading the Gospel, driving out demons, and anointing and healing sick people. Upon their return, Jesus told the disciples, "Come with me by yourselves to a quiet place and get some rest" (Mark 6:30). However, the people still followed Jesus and the disciples. Burnout is avoided in the Old Testament when the father-in-law of Moses, Jethro, witnesses Moses serve as

a judge for the people from the morning until the evening. Jethro then stated, "What you are doing is not good. You and these people who come to you will only wear yourselves out. The work is too heavy for you..." (Exodus 18:17). To avoid burnout, Jethro advised Moses to delegate simple cases to capable and trustworthy men. Jethro concluded, "That will make your load lighter, because they will share it with you. If you do this and God so commands, you will be able to stand the strain, and all these people will go home satisfied" (Exodus 18:22-23). Christian burnout is also evident in the current culture. A study conducted by Doolittle (2010) reported parish-based clergy often suffer from burnout. Likewise, a study published in 2009 by Chandler found that Pastors suffer from burnout. As such, God called His people to rest. The fourth commandment states:

> Remember the Sabbath day by keeping it holy. Six days you shall labor and do all your work, but the seventh day is a Sabbath to the Lord your God. On it you shall not do any work, neither you, nor your son or daughter, nor your male or female servant, nor your animals, nor any foreigner residing in your towns. For in six days the Lord made the heavens and the earth, the sea, and all that is in them, but he rested on the seventh day. Therefore the Lord blessed the Sabbath day and made it holy. (Exodus 20:8-11)

Jesus addresses the importance of rest in Matthew 11:28-30. He states:

> Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light.

The Scriptures and studies referenced above illustrate the relevance of burnout. While it is clear that God called His followers to work, He also called them to rest.

Relationship to Field of Study

The construct of burnout aligns with multiple facets of the field of human resources. Examples include retention of desired employees, the length of employee tenure, organizational turnover rates, injuries in the workplace, employee engagement, workplace violence, and the number of call-outs (DeNisi & Griffin, 2014; Mathis et al., 2014; Maslach & Leiter, 2008). As such, human resources professionals must be aware of the burnout phenomenon and actively observe employees displaying potential signs of burnout.

Human resources personnel possess control over the six areas of organizational life that affect burnout. The six key areas are workload, control, reward, fairness, community, and values (Maslach & Leiter, 1997). Human resources personnel affect workload and control through the conducting of job analyses, writing job descriptions, setting clear performance expectations, and aligning individual talents with a specific job. In addition, human resources personnel are tasked with creating and communicating organization-wide rewards systems. Reward and incentive systems, whether intrinsic or extrinsic, must align with the organization's overall strategy and promote fair and adequate compensation for work performed. A study conducted in 2007 found long hours and inadequate pay were drivers of burnout and high employee turnover (Preston). This directly correlates to the fairness component of the six areas that affect organizational life. Human resources personnel must create an open environment, or process, that allows employees to state their points of view. "Most people will accept outcomes not wholly in their favor – if they believe the process for arriving at those outcomes was fair" (Kim & Mauborgne, 2011, p. 113). Additionally, human resources personnel are responsible for establishing organizational community and values. Organizational community and values stem from establishing and reinforcing a firm's agreed upon mission, vision, and values (Snell, Morris, & Bohlander, 2014).

As such, human resources personnel must concern themselves with burnout, as it affects a multitude of human resources responsibilities.

A Review of the Professional and Academic Literature

The researcher conducted a review of several key themes to determine concepts pivotal to the construct of burnout. Additionally, the review of the literature was performed to reveal gaps in existing literature. The literature was separated into four main headings: (a) the burnout construct, (b) burnout in education, (c) constructs associated with burnout, and (d) burnout and human resources. Each of the aforementioned headings was divided into subheadings. The first heading, the burnout construct, was divided into the subheadings of: (a) burnout, (b) effects of burnout on the individual, and (c) effects of burnout on the organization. The second heading, burnout in education, contains five subheadings: (a) faculty burnout, (b) student burnout, (c) fully online teaching methodology, (d) traditional brick-and-mortar teaching methodology, and (e) curriculum and stress. The third heading, constructs associated with burnout, was also broken down into five subheadings: (a) work-family spillover effect, (b) mindfulness, (c) ethics and morals, (d) resilience and burnout, and (e) organizational citizenship behavior. The final heading, burnout and human resources, was divided into the subheadings of: (a) burnout and employee tenure, (b) burnout and employee retention, (c) work-life balance, (d) work culture, (e) employee engagement, and (f) telecommuting.

The Burnout Construct

Burnout

The current widely accepted definition of burnout states, "Burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy" (Maslach et al., 2001, p. 397). Exhaustion

occurs when an individual feels overextended, both emotionally and physically. Exhaustion is often characterized by an individual feeling drained of energy and being unable to recover. Cynicism, often used by an individual to protect himself or herself from exhaustion, occurs when an individual feels cynical. This results in the individual taking on a negative, cold view of work as well as the people the individual works with on the job. Inefficacy refers to the individual experiencing feelings of inadequacy and a loss of self-confidence. Furthermore, this loss of self-confidence causes others in the workplace to lose confidence in the individual (Maslach & Leiter, 1997).

The origin of the study of burnout can be traced back to approximately 40 years ago when Maslach, a researcher, and Freudenberger, a practitioner, began to write about the phenomenon. This point in time is referred to as the Pioneering Phase, as it was largely exploratory, and was "…characterized by a strong applied orientation, which reflected the particular set of social, economic, historical, and cultural factors of the 1970s" (Maslach et al., 2001, pp. 400-401). The initial construct of burnout is credited to Herbert Freudenberger, who worked as a consulting psychologist for St. Mark's Free Clinic as a psychiatrist. Freudenberger developed the term burnout to describe the volunteers at St. Mark's Free Clinic. Specifically, he used the term burnout to describe the emotional depletion, loss of motivation, and reduced commitment of the volunteers (Schaufeli et al., 2009). Freudenberger attributed the phenomenon of burnout to low pay, large responsibility combined with little power, lack of support, poor or bureaucratic management, and lack of career advancement opportunities (Freudenberger, 1974).

The second phase of burnout, called the Empirical Phase, was characterized by quantitative empirical research on the phenomenon of burnout and took place in the 1980s and 1990s. The original MBI was developed during the 1980s by Maslach and Jackson, and that

burnout was viewed as, "…a form of job stress, with links to such concepts as job satisfaction, organizational commitment, and turnover" (Maslach et al., 2001, p. 401). The Empirical Phase of the burnout phenomenon moved into several new directions in the 1990s. Examples of new directions include the construct of burnout being applied to occupations outside the human services and education fields such as management, computer technology, and the military. A second new direction that occurred in the 1990s involved research being conducted with complex statistical tools, structural models, and methodologies. Lastly, longitudinal studies commenced in the 1990s as a means of studying the links between an individual's work environment and thoughts and feelings (Maslach et al., 2001). Research on the phenomenon of burnout has continued to grow since the 1990s. Studies on the topic of burnout have been conducted in various occupations such as the medical field and clergy (Beebe, 2007; Dolan, Strodl, & Hamernik, 2012; Shanafelt et al., 2012), in multiple countries (Campbell & Rothmann, 2005; Moodie, Dolan, & Burke, 2014), focused on predictors of burnout (Maslach & Leiter, 2008), and studied methodologies to reduce or remedy burnout (Luken & Sammons, 2016).

Through research, burnout researchers such as Maslach became aware that social and organizational conditions directly correlated to burnout, and categorized six overarching domains of job-person mismatch: (a) workload, (b) control, (c) reward, (d) community, (e) fairness, and (f) values (Maslach et al., 2012). Further research indicates there are additional causes of employee stress leading to burnout that may or may not fall under the aforementioned six domains. Examples include low autonomy/organizational respect, control, intrinsic and extrinsic rewards, the number of hours spent working, technology, and lack of resources (Ramarajan, Barsade, & Burack, 2006; DeFrank & Ivancevich, 1998; Salami & Ajitoni, 2016). In addition, recent studies such as *What Makes the Job Tough: The Influence of Organizational Respect on*

Burnout in the Human Services (2006) by Ramarajan et al. and *Early Predictors of Job Burnout and Engagement* (2008) by Maslach and Leiter, reveal different burnout tipping points. These burnout tipping points include employee engagement, organizational respect, and perception of fairness in the workplace.

Causes of work stress, which lead to burnout, have been found to be dependent on the type of job being performed. In addition, levels of burnout are affected by internal motivation processes within an individual and within the individual's external job environment (Rawole, Wallis, Badham, & Kehr, 2016). For example, a recent study by Maxon uncovered factory workers may have stress over dealing with heavy equipment or an uncomfortable work environment. Oppositely, office workers may have stress over unclear supervision, tension among team members, and fear of conflict (2011). Current research in the field of burnout has shown a link between the use of information technology (IT) and burnout. One such study, conducted by Maier, Laumer, and Eckhardt, revealed IT usage results in work exhaustion, which affects job satisfaction, organizational commitment, and turnover ratios (2015). Likewise, constant connectivity through technology extends the workday into evenings and weekends, often disallowing individuals to disconnect from their workplace stressors and recharge physically and mentally (Bruce, 2009). "In addition, employees may fear that they are perceived as unmotivated or lazy if they do not work during nonbusiness hours if others, especially supervisors, continue their workday into evenings and weekends" (Bruce, 2009, p. 58).

Effects of Burnout on the Individual

The World Health Organization (WHO), an organization that publishes and develops the International Classification of Diseases (ICD) among other duties, added code Z73.0 in direct reference to burnout in ICD-10. This code falls under the category of 'mental illness' and is used

to indicate a patient diagnosis or for reimbursement purposes (Centers for Disease Control and Prevention, 2016). The ICD-10 considers the impact of burnout on an individual's health status and illness behaviors (Kapfhammer, 2012). "Burnout may be considered either as a transitional or persisting adjustment reaction to work-related stress, a condition of increased risk relating to serious mental illnesses and physical diseases, or an integral syndrome of these various conditions" (Kapfhammer, 2012, p. 1276). Eriksson, Starrin, and Janson (2008) conducted a study of 32 individuals that were classified as having burnout under the ICD-10. Each individual in the study was absent from work more than 28 days due to burnout. The study found sickness absence due to burnout was a process comprised of eight steps. The step-by-step process consists of (1) extensive changes, (2) insecure social bonds fraught with conflict, (3) increased demands, (4) incompatible expectations, (5) lack of trust and diminished self-esteem, (6) strong emotions and health problems, (7) collapse, and (8) sickness absence (Eriksson et al., 2008). A second study, comprised of data from 3,895 industrial employees absent more than three days, also utilized the ICD-10 diagnostic category of burnout. The study found that, "Burnout increased the risk of future absences because of mental and behavioral disorders, diseases of the circulatory system, diseases of the respiratory system, and diseases of the musculoskeletal system" (Toppinen-Tanner, Ojajärvi, Väänänen, Kalimo, & Jäppinen, 2005, p. 18). The study also reported that the exhaustion component of burnout was strongly related to future diseases of the circulatory system and the cynicism component of burnout was strongly related to future diseases of the digestive system (Toppinen-Tanner et al., 2005).

Workers with higher levels of burnout experience more physical health concerns. In addition, individuals experiencing higher levels of burnout experience faster deterioration of physical health, and suffer from more headaches, gastrointestinal problems, and respiratory

infections than those with lower levels of burnout (Kim, Ji, & Kao, 2011). In conjunction with the aforementioned results, a study conducted by Moodie et al. concluded, "Worker health was primarily driven by burnout, wherein both states of low burnout exhibited better health and both states of high burnout exhibited poorer health" (2014, p. 4). A third study reiterated the link between burnout and individual health. The study found respondents rating their health as either poor or fair were statistically higher in the burnout and exhausted groups. No significant difference was found in the non-burnout and disengaged groups (Nursing Standard, 2008). As the above-referenced studies indicate, the individual health of employees is affected by the degree of burnout experienced. As such, the construct of burnout can be improved by lowering the rate and intensity of burnout experienced by staff members.

Effects of burnout on individuals can be categorized into physical and psychological /mental divisions. Early warning signs of physical job stress and burnout include cardiovascular disease, musculoskeletal disorders, psychological disorders, workplace injury, suicide, cancer, ulcers, and impaired immune function (Sauter et al., 1999). According to the University of Cambridge, physical effects also include sleep disturbances, headaches, gastrointestinal upset, and raised blood pressure/cardiovascular disease. Behavioral categories of the physical effects of burnout include substance misuse, decreased libido, and inappropriate display of behavior (Kim et al., 2011). The physical effects of burnout are accompanied by psychological/mental effects.

Psychological/mental effects consist of emotional issues such as anxiety, irritability, depression, and labile emotions; intellectual issues including loss of concentration, lack of motivation, difficulty with thought processes, loss of memory, and poor decision-making; and behavioral concerns such as isolation and unpunctuality (University of Cambridge, 2011).

Individuals experiencing burnout may also use passive forms of aggression such as withholding resources, failing to respond to phone calls or emails, and showing signs of decreasing productivity (Maxon, 2011).

Effects of Burnout on the Organization

Burnout causes a multitude of negative organizational effects, including high turnover percentages, workplace violence, decreased customer satisfaction, inappropriate behavior, tardiness, decreased loyalty, risk of on-the-job injury, and increased employee complaints (Maxon, 2011). Individuals who elect to stay at their jobs despite facing burnout show a decrease in effectiveness and productivity (Beheshtifar & Omidvar, 2013). Burnout frequently occurs among individuals who spend considerable time in close encounters with others or among individuals who hold people-oriented jobs (Levinson, 1996). The role of college professors necessitates it falls under the category of people-oriented jobs (Zhang, 2010). This is evidenced as college professors interact with students, peers, and superiors, as well as engage in committees, aid in student gatherings, and participate in meetings. In addition, college professors are called to give presentations, attend conferences, and interact with accrediting agencies. Technology such as phone calls, emails, video conferencing, texting, and instant messaging allow many of these interactions to occur around-the-clock.

Recently, the economic downturn greatly intensified the aforementioned effects, as individuals were tasked with the responsibility of doing more work with less staff and resources. A study by Jones, Sliter, and Sinclair (2015) found recession stress factors such as increased workload and reorganization of work responsibilities were directly related to work strain and work satisfaction. Many individuals in the current economy received pay cuts and increased work responsibilities, which further decreased employee motivation and employee engagement.

Lack of motivation and employee engagement can quickly lead to burnout. In addition, employees were unable to change positions due to a lack of job openings and a high unemployment rate over the past decade. This translates into heightened burnout effects for an organization's employees.

<p align="center">**Burnout in Education**</p>

Faculty Burnout

Higher education faculty experiencing burnout, "…cannot muster the strength to do the intellectual labor of their job, who see students as problems, and who feel their work has no positive effect" (Malesic, 2016, p. A30). A study conducted by Martins and Robazzi (2006) found faculty feel valued, recognized, and do not experience exhaustion. However, the vast majority of studies conclude that higher education faculty across all disciplines experience burnout (Lackritz, 2004; Minter, 2009; Talbot, 2000). Full-time faculty work more than fifty hours per week and face challenges regarding satisfying both family demands and institutional demands. "Professors work long hours for less pay than many other professionals but have more autonomy regarding the substance of their work and more flexibility in their daily schedules" (Jacobs & Winslow, 2004, p. 107). However, full-time faculty complain the demands of their profession never end and that it takes multiple years to earn a tenured position (Jacobs & Winslow, 2004). A tenured position in higher education ordinarily refers to continual employment until retirement, disability, demotion, or dismissal for due cause. To earn tenure, faculty members typically must produce scholarship, teach a predetermined number of courses, and provide service to the university. Studies on the topic of burnout among higher education professors in an online setting versus higher education professors in a traditional brick-and-mortar setting reveal different results in regards to stress. A study comprised of 650 online

professors around the United States conducted by McCann and Holt (2009) found online instructors may be less stressed than those teaching in a traditional brick-and-mortar setting. In contrast, a study conducted by Hogan and McKnight (2007) revealed online instructors experience burnout consequences such as a high degree of depersonalization and a low degree of personal accomplishment. Both of the aforementioned studies used the MBI to survey online faculty members. Lackritz (2004) conducted a study involving 265 university faculty members. He found, "Burnout shows significant correlations with numbers of students taught, time invested in various activities, and numerical student evaluations" (Lackritz, 2004, p. 713). Lackritz also reported there were no significant differences found in ethnicity/race in regards to burnout, female faculty members reported higher mean scores on emotional exhaustion than male faculty members, male faculty members reported higher scores on depersonalization, and age was inversely correlated to emotional exhaustion (2004).

Instructors may experience the phenomenon of burnout without realizing it, and those who do realize they are experiencing the symptoms of burnout may be afraid to talk about it. Fear of speaking about burnout stems from instructors wanting to be thought of as being better than their peers, as they fight to keep their positions and advance their education (Kugiejko, 2015). Furthermore, studies have shown female instructors experience higher levels of burnout than males, and younger lecturers experience higher levels of burnout than experienced faculty members (Kataoka, Ozawa, Tomotake, Tanioka, & King, 2014; Wang et al., 2015). A study conducted by Barkhuizen, Rothmann, and Vijver (2014) revealed instructors in higher education institutions experience burnout due to high job demands and lack of job resources. The study also found burnout, work engagement, poor health, and organizational commitment in higher education instructors were affected by dispositional optimism. Dispositional optimism is a

cognitive construct in which an individual's motivation is affected by his or her expectancy of future outcomes. In short, optimistic individuals exert effort and engage in their duties, while pessimistic people disengage from effort and work duties (Carver & Scheier, 2014). A separate study conducted by Tsai, Chen, and Kee (2007) also found optimism was negatively related to burnout. Remedies that help improve the mental health of higher education faculty, while ensuring higher education staff are engaged in their duties, include allowing faculty members to take paid leave freely, providing social support, ensuring job satisfaction levels are high, and monitoring perceived job control levels (Kataoka et al., 2014).

Student Burnout

The phenomenon of burnout occurs in both faculty members and students (Fowler, 2014). Full-time faculty members in both the traditional brick-and-mortar setting and fully online setting may also be full-time students seeking graduate degrees. Enrolling in a graduate program may be a condition of employment or self-selected by an individual for reasons such as tenure requirements, desire to teach a different discipline, or aspirations to a higher level position such as dean or provost. Students experience academic stress from mental and emotional pressures, tension, and the demands of university life. In addition, academic stress leads to poor scholastic performance (Lin & Huang, 2014). The cynicism attribute of burnout, which originates as a perceived mismatch between an individual's expectations and the reality experienced by that individual, has been linked to student burnout. A study conducted by Wei, Wang, and MacDonald (2015) examined the relationship between student burnout and various types of student cynicism: (a) policy cynicism, (b) academic cynicism, (c) social cynicism, and (d) institutional cynicism. The study found student cynicism was positively correlated with scores on burnout measurements including emotional exhaustion, depersonalization, and reduced

personal achievement. In particular, "Policy cynicism was the strongest contributor to emotional exhaustion. Social cynicism was the primary contributor to depersonalization, and also to reduced personal accomplishment. Student cynicism overall had the strongest relationship with a reduced sense of personal achievement" (Wei et al., 2015, p. 103).

Fully Online Teaching Methodology

The researcher defined the fully online teaching method as "…teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as a special institutional organization" (Moore & Kearsley, 2012, p. 2). Advantages of the fully online teaching method include flexibility of location and time, cost-effectiveness, self-paced learning activities, wider student population, and the ability to reuse and share knowledge. Disadvantages of the fully online teaching method include lack of immediate feedback, an increase in the amount of class preparation time for the instructor, and the potential for frustration and anxiety (Zhang, Zhao, Zhou, & Nunamaker, 2004). Wilson, Ludwig-Hardman, Thornam, and Dunlap (2004) found teachers are a critical piece of asynchronous learning environments. Furthermore, teachers in an asynchronous learning environment are responsible for (a) providing the infrastructure for interaction and work, including syllabus, communication tools, and information resources; (b) modeling effective collaboration and knowledge construction; (c) applying instructional strategies; (d) supervising student activities; (e) monitoring and assessing learning, providing feedback, remediation, and grades; (f) troubleshooting and resolving problems, including meeting needs of hard to reach students; and (g) establishing trusting relationships with students (Wilson et al., 2004, p. 8).

Fully online courses are more time-consuming than traditional brick-and-mortar courses (National Education Association, 2002). A report commissioned by the National Education Association (NEA) and completed by Abacus Associates, found 53% of online faculty members spent more hours per week preparing and delivering their courses than they would spend for a comparable traditional brick-and-mortar course. This report further found 84% of faculty do not receive a course reduction, in spite of spending additional hours conducting their online courses (2000). Online faculty reported experiencing problems with quality control, communication, and the amount of time spent. As such, teaching in an online environment can turn into a 24-hour job for instructors (National Education Association, 2002). This phenomenon is further evidenced in a survey completed by McAllister (2009), in which higher education online professors reported schools may have unrealistic expectations regarding student interactions. This survey found online professors feel the need to adhere to accelerated turnaround times such as responding to student emails in less than 12 hours, responding to discussion board posts in less than 24-hours, and grading assignments in less than 48 hours (McAllister, 2009).

The use of technology by instructors, a major component of the online teaching methodology, can lead to new physical, emotional, and psychological issues. Examples of physical issues are back problems, carpal tunnel syndrome, and headaches. Emotional issues arise as instructors experience new emotions while trying to develop a social presence on an online platform. From a psychological standpoint, instructors may become addicted to technology and may not be able to set reasonable boundaries (Palloff & Pratt, 2007). A recent empirical study conducted by Maier et al. (2015) found the use of information technology can lead to exhaustion and negatively impact employee job satisfaction, commitment to the organization, and employee turnover. In addition, employees using information technology,

such as professors teaching in an online environment, as a supporting tool in daily work procedures experience higher levels of exhaustion than employees using information technology as their core work. Conversely, a study conducted by Bohlin and Hunt (1993) found information technology can ease the anxiety of the user.

Traditional Brick-and-Mortar Teaching Methodology

The researcher defined traditional educational delivery as face-to-face live instruction in which students and professors are geographically present in the same classroom (Wighting et al., 2008; Rovai & Jordan, 2004). Research shows that individuals in people-oriented positions, such as traditional brick-and-mortar professors, are burnout candidates because they expend more emotional energy while performing their daily tasks than those not in people-oriented positions (Minter, 2009). Advantages of the traditional brick-and-mortar teaching methodology include immediate feedback to students, the creation of a social community, and enhanced student motivation. The main disadvantages of this teaching method are that it is instructor-centered, more expensive to deliver than an online course, and is constrained by time and location requirements (Zhang et al., 2004). Professors teaching in a traditional brick-and-mortar setting experience stress due to time pressures, lack of personal time, teaching loads, research and publishing demands, and the promotion and review process (Dey, 1994). Adding to the aforementioned stressors, faculty also experience stress regarding student evaluations, low morale due to poorly prepared students, lack of community in the workplace, poor leadership due to budgetary constraints, and research and merit competition (Seldin, 1987). These stressors may lead to faculty burnout. Student contact, often times in the form of daily interactions, may also cause burnout of traditional brick-and-mortar faculty members (Bartlett, 1994).

A study conducted by Minter (2009) revealed the university environment is a breeding ground for faculty burnout. The study revealed that teaching institutions rarely offer faculty stress or burnout aid that is typically found in the form of pamphlets, assistance, stress workshops, or counseling programs. This lack of assistance is often predicated by a university culture in which stress or burnout is rarely discussed. In addition, academic institutions tolerate low performance, which may be caused by burnout due to the 5-6 years it takes to prepare for an overall performance tenure review. Lastly, once faculty attains the rank of full tenured professor, they may only receive a 'slap on the hand' for inadequate performance. This leads to administration often ignoring the warning signs of burnout or burnout itself (Minter, 2009).

A 2008 burnout study involving 351 faculty members of Otolaryngology, or head and neck surgery, revealed similar findings. "The strongest predictors of burnout were dissatisfaction with the balance between personal and professional life, low self-efficacy, inadequate research time, and inadequate administration time" (Golub, Johns, Weiss, Ramesh, & Ossoff, 2008, p. 1951). The study also reported that 4% of faculty experienced high levels of burnout, 66% of faculty experienced moderate levels of burnout, and 30% experienced low levels of burnout. In addition, associate professors experienced higher levels of burnout than full-time professors and women reported statistically higher levels of emotional exhaustion than men (Golub et al., 2008).

Curriculum and Stress

Curriculum involves faculty responsibility, specialized knowledge, awareness of intended outcomes, negotiated relationships, and a learning plan for students (Toombs & Tierney, 1993). As such, curriculum can be defined as, "…an intentional design for learning negotiated by faculty in light of their specialized knowledge and in the context of social expectations and

students' needs" (Toombs & Tierney, 1993, p. 183). Changes in curriculum have become an

integral part of the teaching profession and can lead to stress, increased workload both during

and after school hours, and assessment pressures (Boling, 2003; Crafford & Viljoen, 2013).

Educators may also feel restricted by the curriculum, experience increased career accountability,

become unmotivated, or liken the implementation of new curriculum to being new to the

teaching profession or to being a first-year teacher. The speed of curriculum change

implementation, communication, and the availability of training and resources to educators

impact the level of stress of experienced by educators (Aydin, 2012; Boling, 2003; Porter,

Fusarelli, & Fusarelli, 2015). Frustration and stress may also be experienced by educators when

they are asked to implement policies, such a curriculum changes that clash with their own

pedagogical understandings or professional values (Moriarty, Edmonds, Blatchford, & Martin,

2001). Educator involvement in consultation processes that affect teachers should accompany

curriculum changes, as teachers' beliefs affect the implementation of curriculum, staff

development, peer training, mentoring, and. This creates stakeholder ownership from educators

and strengthens their knowledge of pedagogical content. However, the aforementioned

opportunities are rarely implemented appropriately (Boling, 2003; Coenders, Terlouw, &

Dijkstra, 2008; Moriarty et al., 2001). Additionally, intrinsic and extrinsic factors have proven to

motivate higher education faculty in regards to implementing curriculum (Francois, 2014).

  The autonomy afforded to educators in curriculum has proven to affect stress levels.

Specifically, as curriculum autonomy increases, on-the-job stress decreases, and teacher

empowerment and professionalism increase. However, curriculum autonomy has little

association with job satisfaction (Pearson & Moomaw, 2005). Individuals involved in

developing or revising curriculum may experience burnout due to factors such as encouraging

fellow instructors to revise their pedagogy or to improve their classroom performance. In addition, individuals in charge of curriculum may experience burnout attributed to student complaints and pressure from school administration to increase the student pass rate in courses (Deacon, 2013). Professors developing curriculum or individual courses must take into account shifts in their educational environment in order to meet the needs of all students, as well as institutional requirements, measures, and goals. As such, curriculum should take into account factors such as special education needs, students with disabilities, cultural differences, and the use of technology (Pace & Schwartz, 2008; Rao, Ok, & Bryant, 2014).

<div align="center">**Constructs Associated with Burnout**</div>

Work-Family Spillover Effect

The work-family spillover effect refers to, "…a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" (Greenhaus & Beutell, 1985, p. 77). Defined another way, work-family conflict occurs when, "…participation in the work (family) role is made more difficult by virtue of participation in the family (work) role" (Greenhaus & Beutell, 1985, p. 77). According to the research conducted by Greenhaus and Beutell, the three main forms of work-family conflict are time-based conflict, strain-based conflict, and behavior-based conflict (1985). Examples of positive spillover include the supportive family relationships and the transference of skills and attitudes. However, the work-family spillover effect includes negative aspects such as the tension between family responsibilities and demands, and personal difficulties (Crouter, 1984). According to research performed by Allen, Herst, Bruck, and Sutton (2000), the work-family spillover effect affects work-related outcomes, non-work related outcomes, and stress-related outcomes. Work-related outcomes affected by the work-family spillover effect include job satisfaction, organizational

commitment, intention to turnover, absenteeism, job performance, career satisfaction, and career success. Non-work related outcomes affected by the work-family spillover effect consist of life satisfaction, marital satisfaction, family satisfaction, family performance, and leisure satisfaction. Lastly, stress-related outcomes affected by the work-family spillover effect include general psychological strain, somatic/physical symptoms, depression, substance abuse, burnout, work-related stress, and family-related stress.

A study conducted by Carlson, Ferguson, Hunter, and Whitten (2012) found a link exists between the treatment of employees by supervisors, work-family conflict, and burnout. Specifically, the results of the study "…suggest that abusive supervision influences conflict and the relationship is partially mediated through the surface acting to burnout path" (Carlson et al., 2012, p. 849). Surface acting refers to employees faking positive emotions and suppressing the true negative emotions in response to supervision abuse. Examples of hidden negative emotions include anger, resentment, fear, and frustration. In turn, this leads to employee emotional exhaustion and employee burnout (Carlson et al., 2012). In addition, a separate study conducted by Haar (2006) found work-family conflict and family-work conflict were significant predictors of employee burnout. Specifically, the study found workplace conflict and family, or home conflict, can influence an individual's feelings of being emotionally drained and physically drained.

Mindfulness

The construct of mindfulness is characterized by "…bringing one's complete attention to the present moment with an accepting attitude…" (Taylor & Millear, 2016, p. 123). When practicing mindfulness, individuals practice three qualities in a non-judgmental manner. They are: (a) observing and noticing; (b) describing, labeling and noting; and (c) participating in the

present moment (Dimidjian & Linehan, 2003). The physical, psychological, and emotional well-being effects of mindfulness can play a key role in helping employees develop an optimistic attitude about their jobs (Charoensukmongkol, 2013). A study conducted by Hue and Lau (2012) found mindfulness is a significant predictor of anxiety, stress, well-being, and depressive symptoms. Anxiety, stress, well-being, and depressive symptoms have been linked to the emotional exhaustion component of burnout. Individuals may experience the depletion of emotional resources to the point that an individual feels he or she cannot give of himself or herself at a psychological level (Mutkins, Brown, & Thorsteinsson, 2011; Maslach, Jackson, & Letier, 1997). In addition, the construct of mindfulness can be used to predict burnout (Taylor & Millear, 2016). For example, employees thinking about their home responsibilities while at work, and their work responsibilities while at home are not being mindful, as described above. Recent research suggests that training employees on methods to be mindful can reduce stress and burnout (Charoensukmongkol, 2013; Luken & Sammons, 2016). A study conducted by Luken and Sammons (2016) found that educators practicing mindfulness, being present in everyday moments and acknowledging events and emotions without judgment, can experience reduced job burnout. A separate study conducted by Walker (2013) found participants with a low level of mindfulness reported higher burnout scores, thus indicating the existence of an inverse relationship between high levels of mindfulness and low levels of burnout. This study also found that participants in the study with low levels of mindfulness experienced a reduced sense of accomplishment and were more inclined to devalue their work participation.

Ethics and Morals

Ethics consist of an individual's norms, conceptions of right versus wrong, good versus bad, and other comparisons the individual believes make up the good life, or the life one ought to

live (Nordenstam, 1968). According to Reybold (2009), ethics in higher education receive

public attention with a focus on the roles and responsibilities of faculty members. Past

indiscretions in the realm of higher education, reported through the media, include plagiarism,

falsified data, grading biases, and forbidden faculty-student relationships (Reybold, 2009).

However, a study conducted by Heyat, Piroozan, Nedjati, Saleh, and Salimi (2013) revealed

researchers had relatively acceptable attitudes about ethics in regards to research. Examples

from this study include researchers presenting raw or incomplete data as fraud, and omitting data

and references as ethical violations (Heyat et al., 2013). Individuals may experience ethical

conflict, which occurs when an individual, or employee, must choose between two competing

principles of behavior, or when an individual's actions are inconsistent with his or her beliefs

regarding right versus wrong (Kammeyer-Mueller, Simon, & Rich, 2012; Rokeach, 1968).

Ethical conflict is more prevalent in industries that do not have clear-cut ethical standards

enforced by outside organizations. Additionally, ethical conflict in the workplace has been

associated with emotional exhaustion and decreased career fulfillment (Kammeyer-Mueller et

al., 2012).

Similar to ethics, moral distress occurs due to the dynamic interplay between an

individual's moral outlook, commitment to moral principles, relationships, role identification,

and perception of an imbalance of power or other institutional constraints (Alvita, 2006). "Moral

distress consists of feelings of powerlessness, subordination and inefficiency, but also leads to

passivity and blunted moral sensitivity. This is especially true if the moral distress remains

unresolved" (de Veer, Francke, Struijs, & Willems, 2013, p. 106). As such, employees,

"…sometimes fail in doing what they perceive of as their best, most ethical practice, and the

theoretical tool of moral distress allows for a recognition of both that failure and the emotional

price that workers pay when failure occurs" (Weinberg, 2009, p. 149). Employees in morally

distressing situations may ponder the best way to deal with all individuals involved while

considering which of their values are at risk. Levels of moral distress are elevated during critical

moments that are time-bound or time sensitive. Additionally, elevated levels of moral distress

have been associated with lower job satisfaction, turnover, and intent to turnover (de Veer et al.,

2013; Fernandez-Parsons, Rodriguez, & Goyal, 2013). A study conducted by Fernandez-Parsons

et al. found moral distress caused 6.6% of registered nurses to leave his or her previous position,

with an additional 13.3% of registered nurses considering leaving his or her current position due

to moral distress. In addition, 20% of the participants in the study had considered leaving their

positions, but did not leave (Fernandez-Parsons et al., 2013).

Research shows moral distress and burnout are correlated to one another and both affect

employees' intent to leave an employment position. However, current research does not agree if

a cause-and-effect relationship exists between moral distress and burnout (Sajjadi, Wong,

Norena, & Dodek, 2015). A study conducted by Dalmolin, Lunardi, Lunardi, Barlem, and

Silveira (2014) did not find a cause-and-effect relationship between moral distress and burnout.

Oppositely, a study conducted by Sundin-Huard and Fahy (1999) found moral distress, or ethical

dilemmas, can lead to employee burnout. Meltzer and Huckabay (2004) found the frequency of

morally distressing situations affected employee burnout. Specifically, the frequency of

distressing situation experienced by an employee was directly and significantly related to the

emotional exhaustion component of burnout. This study also reported younger employees

experienced more feelings of depersonalization that did older nurses, employees with a

bachelor's degree or higher level of education experienced more painful feelings in situations

considered futile, and employees who considered religion important in their lives experienced

fewer feelings of emotional exhaustion when confronted with an ethical dilemma (Meltzer & Huckabay, 2004).

Resilience and Burnout

No widely accepted definition of resilience exists in current research literature. However, researchers agree that resilience contains components such as flexibility, adaptation, improvisation, and internal and external developments. External resilience may involve activities such as developing problem-solving skills, while internal resilience may include an individual changing the way he or she thinks in order to lessen the impact of traumatic situations (Rushton, Batcheller, & Donohue, 2015; Youssef & Luthans, 2007). As such, "Resilience has been characterized as a dynamic and flexible process of adaptation to life changes that could serve as a protective factor against psychological distress and mental disorders" (Montero-Marin et al., 2015, p. 2). Current research shows that a person's level of resilience is linked to the likelihood of that person displaying burnout factors or subtypes. Specifically, greater levels of resilience protect individuals from burnout factors such as emotional exhaustion, while reducing the level of stress experienced by individuals (Montero-Marin et al., 2015; Rushton et al., 2015; Treglown, Palaiou, Zarola, & Furnham, 2016). Resilience and burnout are affected by an individual's ability to adapt to personal and professional factors. Personal factors include an individual's perception of self or self-awareness. A negative correlation exists between emotional exhaustion and one's self-perception. Additionally, an individual's expectations about the future affect the individual's risk of burnout. An individual with a negative outlook on his or her future is more likely to experience emotional exhaustion and burnout. Specifically, a negative relationship exists between the emotional exhaustion component of burnout and perception of the future (Kutluturkan, Sozeri, Uysal, & Bay, 2016). A study conducted by Ueno

and Suzuki (2106) revealed although resilience creates positive responses in individuals, resilience may create a negative response in an individual based upon the psychological condition of the individual.

Faculty may need resilience when facing obstacles such as budget cuts, increased administrative duties, increased teaching loads, and research expectations (McIntyre & Hellsten, 2014). However, faculty members define themselves as permanent learners and innovators, and view instruction as reflection-in-action and systemization. This allows for academic resilience under less-than-desirable conditions such as heavy workloads, lack of organizational support, and elevated stress levels (Montero-Hernandez, Levin, & Diaz-Castillo, 2014). According to DeCastro, Sambuco, Ubel, Stewart, and Jagsi (2013), faculty can learn to be resilient in order to cope with work experiences involving criticisms and rejection. Criticisms and rejections often come in the form of low research journal acceptance rates, often in the single digits to low teens, and lack of federal funding. In addition, 48% of the academics taking part in this study reported feelings of rejection and criticism, and feelings of negative emotional reactions that accompanied their feelings of rejection and criticism. However, resilience-building strategies for faculty, including mentoring programs and social support systems, improve faculty retention (DeCastro et al.; Summers, 2001). A study conducted by McDermid, Peters, Daly, and Jackson (2016) found individuals moving from an industry setting to an academic environment developed resilience through the development of collegial relationships, embracing positivity, and reflection and transformative growth. The development of collegial relationships fostered guidance, support, and motivation. Additionally, the experienced academics helped the individuals in the study to develop skills and knowledge necessary in the academic environment. Self-esteem and confidence were established when the individuals transitioning from an industry setting to an

academic environment embraced positivity. Lastly, the participants in the study recovered and learned from adverse events through reflection and transformative growth (McDermid et al., 2016).

Organizational Citizenship Behavior

Organizational citizenship behavior (OCB) is defined as, "Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization" (Organ, 2006, p. 3). According to Brown and Roloff (2015), OCB may occur when an employee perceives there is a lack of formal awards for his or her efforts in the workplace. As such, an employee may go beyond the call of duty in order to confirm his or her contributions are valued (Brown & Roloff, 2015). In addition, an employee's level of organizational trust was found to be positively related to the employee's willingness to enlarge the boundaries of his or her work roles (Chiaburu & Byrne, 2009). A study of over 1,000 elementary school teachers revealed teachers are more likely to exhibit OCB tendencies when they perceive they have a say in the decision-making process and will be visible to others. Additionally, teachers in the study were more prone to OCB tendencies when they felt their contributions were going to be acknowledged. Lastly, teachers valuing a friendly work environment and self-improvement were more likely to exhibit OCB tendencies (Yucel, 2008). Research conducted by Chiu and Tsai (2006) studied the relationship between OCB and the three dimensions of burnout – emotional exhaustion, depersonalization, and diminished personal accomplishment. Chiu and Tsai (2006) found both the emotional exhaustion component of burnout and the diminished personal accomplishment component of burnout both had negative relationships with OCB. However, depersonalization was not found to have a significant on effect on OCB (Chiu & Tsai, 2006). Likewise, a study

conducted by Kang (2012) revealed similar findings. Specifically, the study found that, "…burnout negatively and significantly affected the level of social workers' organizational commitment and organization citizenship behavior" (Kang, 2012, p. 61). Research conducted by Inandi and Buyukozkan also revealed that OCB and burnout have a negative relationship (2013).

OCB has shown to affect employee turnover intention. A study conducted by Plooy and Roodt (2010) found OCB was significantly and negatively related to turnover, and that burnout was significantly and positively related to turnover retention. Likewise, a study conducted by Chen, Hui, and Sego (1998) revealed that employees, "…exhibiting low levels of OCB were found to be more likely to leave an organization that those who were rated as exhibiting high levels of OCB" (p. 922). However, a separate study found that OCB was only statistically on a borderline level in relation to employee turnover (Sharoni et al., 2012). Organizations may try to increase OCB by investing in human resources strategies and tools. However, these strategies may increase employees' workloads and result in employee burnout. As such, organizational leaders desiring to increase OCB should ensure employees have applicable resources, and that employees are not overloaded with work demands (Cohen & Abedallah, 2015).

Related to OCB is the concept of extra role time (ERT). Extra role time organizational citizenship behavior (ERT-OCB) occurs when an employee works so far beyond the minimum requirements of his or her job duties that the work is almost voluntary in nature. Examples of ERT-OCB employee behaviors include voluntarily improving work tasks through creativity and innovation, completing work tasks and responsibilities with extra enthusiasm, volunteering for extra responsibilities, and encouraging others to adopt the same behaviors (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Employees exhibiting ERT-OCB perceive their employers are obligated to reciprocate support for their efforts. Additionally, employees

exhibiting ERT-OCB are prone to burnout regardless of whether or not they are being financially compensated. However, ERT-OCB employee burnout can be mitigated through work environments that value communication of employee value and significance, as well as keeping promises made to employees (Brown & Roloff, 2015).

<div align="center">**Burnout and Human Resources**</div>

Burnout and Employee Tenure

Tenure is defined as the length of service an employee has attained in a particular position or at one organization. According to the Bureau of Labor Statistics, "The median number of years that wage and salary workers had been with their current employer was 4.2 years in January 2016, down from 4.6 years in January 2014…" (2016, para. 1). A second report from the Bureau of Labor Statistics (2015) revealed employment of post-secondary teachers is expected to grow 13%, or by 177,000 jobs, between the years of 2014 and 2024. This growth rate is higher than the average for all occupations (Bureau of Labor Statistics, 2015). As the length of tenure decreases and the need for higher education faculty increases, faculty tenure becomes more important. Age is also a factor in regards to tenure. In general, current statistics find that older workers report longer tenure than younger workers. As of January 2016, 28% of employees age 55 and over reported 20 or more years with their current employers. In addition, 74% of workers age 16-to-19 reported tenure of less than one year with their current employers, while only 10% of employees ages 55-64 reported tenure of less than one year with their current employers (Bureau of Labor Statistics, U.S. Department of Labor, 2016).

Research showed that employee tenure is affected when employees experience burnout. A study conducted by Chen and Kao (2012) revealed employees with longer job tenure are able to better resist burnout than employees with less job tenure, even when the employees perform

the same job tasks. As such, employees with longer tenure exhibit higher levels of job performance than those with less job tenure (Chen & Kao, 2012). A separate study conducted by Jung, Yoon, and Kim (2012), confirmed employees with more job tenure are better able to resist burnout. Specifically, the study found that employees, "…who worked for more than 10 years did not experience turnover intent arising from burnout linked to their tasks, compared with those who worked for less than ten years" (Jung et al., 2012, p. 2159). Boyas, Wind, and Ruiz (2013) concluded that an employee with longer organizational tenure develops skills to help him or her remain committed and responsive to assigned work duties. In turn, this lessens the individual's level of emotional exhaustion. Boyas et al. (2013) also postulate that longer-tenured employees are more autonomous when making decisions and develop more influence than employees with less tenure. As such, tenured employees may experience lower levels of emotional exhaustion. Oppositely, a study conducted by Kraemer and Gouthier (2014) revealed managers should strive to reduce the stress of longer tenured employees, who have experienced high levels of stress over a prolonged period of time, because they are more susceptible to emotional exhaustion than employees with less tenure. A separate study found organizational commitment was strengthened prior to 10 years of tenure, but decreased as the employee's tenure surpassed the 10-year mark (Ng & Feldman, 2011).

According to Malesic (2016), a theology professor who exited his tenured position after teaching for 11 years due to burnout, professors are prone to experience burnout in academic cultures that encourage work outside contractual obligations, offer little-to-no recognition for teaching practices, and endorse professors to be entrepreneurs. Research showed the correlation between tenure and burnout, specifically emotional exhaustion and personal accomplishment, in the education field is related to the length of tenure. Teachers with a minimum of 21 years of

tenure experience lower levels of burnout due to the personal accomplishment construct or due to the emotional exhaustion construct. Teachers with less experience may not have developed the necessary skills to cope with workplace problems and therefore experience symptoms of burnout (Koruklu, Feyzioglu, Ozenoglu-Kiremit, & Aladag, 2012).

Burnout and Employee Retention

Retention is defined as the reduction of voluntary turnover and retaining of current, desired employees (DeNisi & Griffin, 2014). Multiple studies show that employees with high levels of burnout were more likely leave their current positions (Jung et al., 2012; South African Medical Journal, 2011; Spence Laschinger, Leiter, Day, & Gilin, 2009). Research conducted by the Hay Group (2017) revealed nearly 25% of employees will change jobs by 2018. Retention of employees is affected by workplace constructs such as compensation, hiring practices, promotion and advancement, recognition, resources, personnel and staffing, workload, administration, colleagues, and organizational support regarding employee development (Benge, Harder, & Goodwin, 2015). Organizations are committed to retaining desired employees because it is financially cheaper to keep employees than replace employees. It takes approximately three-to-four months for a new employee to become as productive as the former employee. "Recruiting and training a new employee requires the equivalent of about one-third to one-half of a worker's annual salary" (Physician Practice Perspectives, 2016, p. 8). If a new hire does not stay at his or her position for at least the three-to-four months it takes for the organization to recoup its costs, the organization must start the recruitment process anew (Block, 2016; Physician Practice Perspectives, 2016). According to Block (2016), employees may not stay with an organization long enough for the organization to recoup it costs because: (a) the employee does not engage well with others in the workplace; (b) the employee's expectations regarding workplace

practices, work expectations, and compensation do not match with the actual conditions of the work environment; (c) lack of appropriate lines of communication between the employee and the employee's management team; (d) the employee has limited decision-making authority in regards to his or her direction and development; and (e) lack of appreciation or recognition for contributions to the organization made by the employee.

Employee compensation serves as a means of attracting new talent and retaining top employees. "Compensation strategies (of companies listed in the Hay Group's *Most Admired Companies* report) are more likely to be centralized, enabling a global approach to talent management and matching people to the best opportunities" (Hay Group, 2007, p. 8). Potential new hires no longer solely compare wages. Rather, individuals consider benefits packages, work schedules, paid time off, and union versus non-union environments. While the total financial compensation package continues to be a major component in employee retention, research shows other factors are taken into account by individuals in the labor pool. A recent study conducted by Mandhanya (2015) revealed an organization's work environment had a positive relationship with an employee's decision to stay at his or her organization. To create a desirable work environment and organization must communicate and recognize employees, be transparent, involve high-performing individuals in decision-making, and allow employees control in how they complete required job tasks (Mandhanya, 2015). This allows employees to turn their enthusiasm into action in the workplace, thus retaining key performing employees (Hay Group, 2017). In addition, successful organization leaders retain talent, and create succession plans, through the development of current employees. These successful leaders take as much as 30% of their time to coach current employees. While there are multiple facets involved in the retention of staff, there is no one-best-solution that can be applied to all companies. Organizations must

develop systems, best practices, talent management programs, reward structures, and total

compensation packages (benefits, work schedules, and pay) that align with their overall strategy

(Hay Group, 2007).

Retention factors specific to retention in the field of education include a lack of sufficient

opportunities for professional development, inadequate working conditions, and unsatisfactory

school leadership (Avalos & Valenzuela, 2016). A study conducted by Balakrishnan (2014)

found retention of faculty is affected by compensation packages, working conditions,

appreciation and motivation, relationships with co-workers, scope for advancement and

improvements, training and work experience, access to institution-sponsored trainings,

workshops, seminars for those who have worked for the institution a minimum of five years, and

comfortable working hours. A separate study, involving faith-based higher education

institutions, utilized six dimensions of servant leadership to predict job satisfaction and the intent

of employees to stay with their current institution. All variables of servant leadership utilized in

the study (values people, develops people, builds community, provides leadership, displays

authenticity, and shared leadership), were significantly correlated with job satisfaction.

Additionally, the study found that job satisfaction, salary, promotion, and leadership were

important factors in retaining key faculty members. This study also revealed that faculty

perceives the intrinsic factor of job satisfaction, or happiness at work, to be the most important

factor in motivating staff to stay with their current institution (Harris, Hinds, Manansingh,

Rubino, & Morote, 2016).

Work-Life Balance

Greenhaus et al. defined work-family balance as, "The extent to which an individual is

equally engaged in – and equally satisfied with – his or her work role and family role" (2003, p.

513). A healthy work-life balance, which involves an individual's work and family roles, helps

protect an individual's mental health against work-related stress (McCutcheon, 2014). Lack of

work-life balance is an issue for both the individual and the organization. Modern technology

allows an employee's home life and work-life to overlap. This overlap can be positive or

negative. For example, checking and responding to emails at home after dinner can be

interpreted as a work advantage or an intrusion on family time. Likewise, organization team-

building exercises scheduled on weekends can be interpreted as fun or mandated extra work

(Abbott, 2013). Employers offering programs promoting work-life balance must ensure

employees perceive they will not be penalized for using the programs (Chan, 2015). Programs

that aid in work-life balance include home or remote working, temporary or short-term contracts,

part-time hours, job sharing, flex-time, shift work, and compressed, annualized, or staggered

hours (Davies, 2014). Employees working in a culture that has high levels of work-life conflict

are more prone to higher levels of stress, depression, and anxiety. A study on work-life balance

conducted by the Mental Health Foundation (2014) revealed: (a) one-third of respondents were

either unhappy or very unhappy with the amount of time they devote to their work; (b) over 40%

of employees were neglecting other aspects of their lives due to work; (c) employees working

long hours felt depressed (27%), anxious (34%), and irritable (58%); (d) the more hours

employees spent at work the more hours the employees will spend thinking about work when not

at work; (e) employees' feelings of unhappiness increase as their hours increase, 42% of women

reported unhappiness compared to only 29% of men; and (F) almost two-thirds of respondents

had experienced negative effects on their lives due to poor work-life balance such as lack of

personal development, mental and physical health problems, poor relationships, and a poor home

life. As such, employee retention, turnover, and susceptibility to burnout are heightened by a

poor work-life balance. However, poor work-life balance can be mitigated or reduced through a supportive work environment (Boamah & Laschinger, 2016).

A healthy work-life perspective for a faculty member has been associated with, "…higher academic rank, having tenure, older age, years in education, current faculty position, and no involvement in clinical practice" (Smeltzer, Sharts-Hopko, Heverly, Jenkinson, & Nthenge, 2015, p. 621). However, research varies on the best academic predictors of work-life balance. For example, a faculty member's current position is the best predictor of work-life balance according to a study conducted by Smeltzer et al. (2015). However, a study conducted by Kazley, Dellifraine, Lemak, Mullen, and Menachemi (2016) found gender was the predominant predictor of work-life balance in faculty, as women were more likely to miss something at home. In addition, a study conducted by Beckett, Nettiksimmons, Howell, and Villablanca (2015) discovered work-life balance differs for clinical faculty versus nonclinical faculty. Specifically, "Clinical faculty respondents without children at home reported significantly greater career satisfaction and better work-life balance than their nonclinical counterparts. Nonclinical faculty respondents with children reported greater satisfaction and better balance than counterparts without family responsibilities" (Beckett et al., 2015, p. 471). In addition to clinical faculty versus nonclinical faculty, research conducted by Latz and Rediger (2015) found faculty roles and obligations change throughout the year. Thus, there are times when a faculty member's obligations are manageable and times when they are overwhelming. A participant in this study reported that the beginning of each semester and the end of each semester was busier than other times. The beginning of each semester involves faculty trying to build trust with students, while the end of the semester involves the grading of longer and more substantial assignments (Latz & Rediger, 2015).

Work Culture

Research showed that an individual's burnout symptoms are strongly correlated to his or her work culture (Kokt & Ramarumo, 2015; Lindell & Sandberg, 2002). Culture can be thought of as, "… a pattern of beliefs and expectations shared by the organization's members. These beliefs and expectations produce norms that powerfully shape the behavior of individuals and groups in the organization" (Schwartz, 1981, p. 33). Cultural norms dictate which behaviors and attitudes are acceptable and not acceptable, while enabling employees to evaluate and interpret the events taking place in their work environments. An organization may have cultural norms in areas such as quality, performance, flexibility, and conflict (O'Reilly, 2008). The competing values framework (CVF) is widely used in research that is dedicated to organizational culture. The CVF outlines an organization's competing cultural values: flexibility and discretion versus stability and control, and internal focus and integration versus external focus and differentiation. Major classifications of workplace culture utilizing the aforementioned competing values in the CVF are the hierarchy/control culture, the market/compete culture, the clan/collaborate culture, the adhocracy/create culture (Cameron & Quinn, 2011). The hierarchy/control culture is characterized by employees following procedures, leaders coordinating and organizing, and long-term organizational goals centered on efficiency, stability, and predictability. The market/compete culture is centered upon the core values of competitiveness and productivity, with an emphasis on winning. As such, leaders are tough and demanding in this results-oriented environment. The clan/collaborate culture is a family-type organization that is characterized by teamwork, commitment to employees, loyalty, and employee involvement. In this culture, customers are thought of as partners and the business entity is concerned with establishing a humane work environment. Lastly, the adhocracy/create culture focuses on adapting to new

opportunities through the production of new and innovative products and services. Additionally, power in the adhocracy/create culture flows from individual-to-individual or from team-to-team depending on the problem being addressed (Cameron & Quinn, 2011).

The CVF is utilized in studies that seek to understand the relationship workplace of culture and burnout. One such study, conducted by Kokt and Ramarumo (2015), found the market/compete culture, also known as the rational culture, mitigated job stress and burnout. However, the clan/collaborate culture, also called the group culture, and the adhocracy/create culture, or developmental culture, had a more profound effect on mitigating stress and burnout. The hierarchy/control culture did not have an effect on stress or burnout in this study. A separate study conducted by Dextras-Gauthier and Marchand (2016) found the group culture and developmental culture, both flexible in nature, were indirectly associated with lower levels of the burnout measures of emotional exhaustion and cynicism. Oppositely, the rational culture was found to be indirectly associated with higher levels of the burnout measures of emotional exhaustion and cynicism. In agreement with the study conducted by Kokt and Ramarumo (2015), the hierarchical culture was determined to have no associations with the burnout phenomenon. A third study that utilized the CVF to study burnout and organizational culture found that different dimensions of the burnout phenomenon were related to different job demands. As such, executing job demands-resources interactions can help prevent burnout and increase job engagement (Mijakoski et al., 2015).

Employee Engagement

There is no widely accepted definition of employee engagement. However, employee engagement has been found to include several key behavioral components that have been linked to the success of employees and organizations (Gupta & Sharma, 2016). These components

include, "…commitment, involvement, attachment, discretionary effort, energy, positive attitude and psychological presence" (Gupta & Sharma, 2016, p. 45S). Engaged employees are passionate about their organization, seek to do their jobs well, exert their full effort while working, and often go beyond the minimum requirements of their job duties and tasks. A positive relationship exists between employee engagement and organizational outcomes such as "…employee intent to stay, low turnover, productivity, profitability, safety, and customer loyalty…" (Gupta & Sharma, 2016, p. 56S). An organization's leaders can enhance employee engagement by: (a) establishing clear goals and roles; (b) providing resources needed for employees to perform their jobs well; (c) giving meaningful feedback on employee job performance; (d) using employee talents appropriately; (e) recognizing employees for doing a good job; (f) establishing positive relationships; and (g) providing employees with opportunities to learn and grow (Griffin, Phillips, & Gully, 2015).

Engaged employees perceive their organization to be effective (Kataria, Rastogi, & Garg, 2013). However, emotional and physical work demands have been correlated with dimensions of burnout, as well as job engagement (Mijakoski et al., 2015). A meta-analysis of employee engagement and organizational outcomes conducted by Harter, Schmidt, Agrawal, and Plowman (2013) for Gallup compared the top-quartile engagement business units with the bottom-quartile business engagement units. The comparison resulted in several median percentages differences: (a) 10% difference in customer loyalty/engagement; (b) 22% difference in profitability; (c) 21% difference in productivity; (d) 25% difference in turnover for high-turnover companies (defined as companies with 60% or more annualized turnover); (e) 65% difference in turnover for low-turnover companies (defined as companies with 40% or lower annualized turnover); (f) 48%

difference in safety incidents; (g) 28% difference in shrinkage; (h) 37% difference in absenteeism; and (i) 41% difference in quality (defects).

Multiple research studies found that work engagement and burnout are negatively related. For example, a study conducted by Taris (2006) revealed work engagement, or objective worker performance, and the emotional exhaustion dimension of burnout are negatively related. A separate study found "…high work engagement was negatively associated with work burnout and depressive symptoms and positively associated with life satisfaction" (Updaya, Vartiainen, & Salmela-Aro, 2016, p. 106). As such, reducing burnout can increase employee performance (Taris, 2006). Feelings of burnout can lead to drastically reduced job performance in employees with high work engagement. However, increasing feelings of burnout in employees with low work engagement can improve job performance (Chen & Kao, 2012). It is important to note that work engagement and burnout are not direct opposites. Rather, work engagement and burnout have individual and unique impacts on dimensions such as life satisfaction and depressive symptoms. For example, burnout has shown to predict depressive symptoms and life dissatisfaction, while work engagement had a negative effect (Hakanen & Schaufeli, 2012).

Telecommuting

Telecommuting, executed through the use of advanced technologies, allows an employee to perform his or her work duties at home or an alternative worksite that is geographically convenient to his or her residence. Telecommuting is negatively related to exhaustion and job engagement. However, telecommuting also produces negative effects such as increased role ambiguity, reduced support, and reduced employee feedback (Sardeshmukh, Sharma, & Golden, 2012).

Telecommuting is positively related to employee commitment and negatively related to an employee's intent to turnover. Additionally, work exhaustion has been found to mediate the relationships between telecommuting and employee commitment, and telecommuting and an employee's intent to turnover (Golden, 2006). A study conducted by Hunnam-Jones (2016) revealed CFOs believed employees desired health and wellness perks such as gym memberships. However, employees' responses indicated they are interested in work-life balance perquisites such as non-traditional work hours and telecommuting. This same study revealed 21% of the 400 employees surveyed would like telecommuting options. A separate study conducted by Lizano, Hsiao, Mor Barak, and Casper (2014) found a causal relationship between work-family conflict and burnout. Specifically, work-family conflict increased levels of burnout while reducing levels of well-being. This study proposes human resources management should design flexible work schedules and telecommuting opportunities in order to reduce work-family conflict and burnout attributed to work-family conflict. Positive outcomes of telecommuting include increased employee productivity, employee satisfaction, and employee retention. In addition, telecommuting increases the attractiveness of the employer, decreases operating costs, contributes to green initiatives, and increases operations during a crisis (Pearce, 2009). However, research also shows telecommuting can produce negative outcomes. "A sense of belonging disappears when people work separately instead of together" (Maslach & Leiter, 1997, p. 49). This separation can lead to a breakdown in community and can lead to employee burnout through a person-job mismatch (Maslach & Leiter, 1997). Telecommuting can turn an employee's home into his or her place of work, thus negating a place an employee can be separate from his or her work duties. This can lead to job stress, employees spending additional time performing work functions and, ultimately, exhaustion (Foegen, 1984; Maslach & Leiter,

1997). Other negative effects of telecommuting include loss of organizational confidentiality, superiors being unable to appropriately manage a telecommuter's work performance, employee underperformance due to physical separation, disruptions to teamwork, loss of efficiencies due to employees not being able to share expensive resources, and hostility between employees allowed to telecommute and employees not allowed to telecommute (Foegen, 1984; Pearce, 2009). In addition, a study conducted by Khafia and Davidson (2000) revealed employees fear their careers will be negatively impacted if they choose to telecommute. Perceived negative effects include being out-of-site-out-of-mind, not receiving promotions, and not being included in work projects. Crandall and Gao (2005) stated telecommuters may suffer from work-family conflict when working from their homes, especially if family members are home during employee work hours. In addition, Crandall and Gao (2005) asserted telecommuting can lead to burnout due to employees experiencing feelings of loneliness and frustration.

Research Variables

The independent variable, course delivery method, was selected to determine if a statistically significant difference exists between the burnout levels of full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment. While an abundant amount of research is available on the construct of burnout, burnout is seldom applied to the higher education realm. Specifically, the burnout construct is rarely, if ever, applied to determine the different levels of burnout between professors teaching in a traditional brick-and-mortar environment and professors teaching in a fully online environment. The independent variable of course delivery method was determined by participants completing the demographics questionnaire.

The researcher selected the dependent variable of burnout to determine if a statistically significant difference exists in between the burnout levels of full-time professors teaching in a traditional brick-and-mortar classroom environment and full-time professors teaching in a fully online environment. The construct of burnout was operationalized through the MBI-GS, which is considered the gold standard for measuring burnout and is utilized in the vast majority of research studies involving the construct of burnout (Halbesleben & Demerouti, 2005; Maslach et al., 1997).

The researcher selected the dependent variable of employee retention to investigate if a statistically significant difference exists between the retention levels of full-time professors teaching in a traditional brick-and-mortar classroom environment and full-time professors teaching in a fully online environment. While research indicated that employee retention is negatively related to employee burnout, current literature rarely, if ever, addressed if a difference exists between the retention levels of full-time professors teaching in a traditional brick-and-mortar classroom environment and full-time professors teaching in a fully online environment (Macken & Hyrkas, 2014).

The researcher selected the dependent variable of employee tenure to determine if a statistically significant difference existed between the levels of tenure among full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment. As with employee retention, research indicated that the construct of burnout and employee retention are related. Specifically, employees with longer tenure as less apt to experience burnout (Chen & Kao, 2012; Jung et al., 2012; Karatepe & Karatepe, 2010). However, researchers have rarely, if ever, studied the construct of burnout and the construct of employee tenure in relation to full-time college

professors teaching in a traditional brick-and-mortar classroom environment versus full-time college professors teaching in a fully online environment.

Transition and Summary

The construct of burnout, first researched in the 1970s by Freudenberger and Maslach, revolves around the three dimensions of exhaustion, cynicism, and inefficacy (Maslach et al., 2001). Research reveals that the construct of burnout is caused by work and non-work factors. Examples of these factors include perceived high workloads, unfair rewards, poor worker treatment, job role ambiguity, job insecurity, work culture, work-family conflict, work-life balance (Abbott, 2013; Enshassi, Al Swaity, & Arain, 2016; Kokt & Ramarumo, 2015). Negative outcomes of burnout can be categorized into physical effects and psychological/mental divisions (Sauter et al., 1999). These negative physical and psychological/mental effects can increase employee turnover and decrease employee retention.

This study was designed to fill the gap in the literature regarding burnout of full-time faculty teaching in a traditional brick-and-mortar setting and full-time faculty teaching in a fully online environment. The study used the dominant burnout instrument, the MBI, to determine levels of faculty burnout, and incorporated questions to measure faculty retention and intent to turnover. The results of this study can aid faculty, department chairs, deans, and provosts in understanding levels of burnout in higher education, as well as the effect of burnout on faculty retention and intent to turnover.

Section 2: The Project

The prevalence of burnout continues to grow as individuals feel increased pressure to improve organizational outcomes as resources decrease. Employees often face increased workloads amid uncertainty and constant organizational changes such as budget cuts and downsizing (Nash, 2013). This is evidenced in the field of higher education as job demands and lack of resources contribute to professor burnout (Barkhuizen et al., 2014). The researcher designed this study to expand on the existing literature related to burnout in higher education.

This study expanded on the existing research of burnout in the realm of higher education by examining the effects of educational delivery, fully online delivery course delivery and traditional brick-and-mortar course delivery, as related to the burnout of full-time college professors. Details of this study are presented in the following sections: (a) purpose statement, (b) role of the researcher, (c) participants, (d) research method and design, (e) population and sampling, (f) data collection, (g) data analysis technique, and (h) reliability and validity.

Purpose Statement

The purpose of this quantitative correlational study was to examine the effects of educational delivery as it related to burnout in full-time college professors in a Southern California Christian University.

Role of the Researcher

The researcher of this study performed three main roles in the execution of this study. First, the researcher disseminated the survey, comprised of the MBI-GS and demographics questionnaire, via an online platform. Second, the researcher closed the online survey and collected the data from the online survey platform. Third, the researcher interpreted the results

of the survey in relation to the three hypotheses. An in-depth review of the preceding roles performed by the researcher follows.

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Participants

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Participants in the study were comprised of full-time faculty at a Southern California Christian university who were at least 18 years of age. Access to participants was gained through approval from the Liberty University Internal Review Board (IRB) and the IRB of the Southern California Christian university. A working relationship with participants was established through an email containing informed consent and a link to the online survey. To ensure the ethical protection of participants was adequate, the survey was completely anonymous and all data were de-identified and analyzed in the aggregate. Although the researcher expected that participation in the study would provide no more than minimal risk or discomfort, the researcher offered participants follow-up care from mental health professionals as needed.

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Research Method and Design

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The research method and design were selected to investigate three research questions. The researcher gathered data through subjects voluntarily completing an online survey consisting of the MBI-GS and demographics questionnaire. A quantitative analysis of completed surveys was completed by the researcher upon close of the online survey. Specific details of the research method and design are discussed in the following sections.

Method

The researcher selected the quantitative method to complete the research contained in this dissertation. The quantitative approach was selected because, according to Williams and Monge (2001), the quantitative method is appropriate to make descriptive generalizations and, "…to calculate probabilities that certain generalizations are beyond simple, chance occurrences" (p. 5).

Other quantitative research methods considered for this study include the descriptive design, experimental design, and the quasi-experimental/causal-comparative design.

The descriptive design involves the observation of variables but does not allow for the direct manipulation of variables (Williams & Monge, 2001). In addition, the descriptive method may involve a control group (Cantrell, 2011). This method was deemed unsuitable for this research study, as the research did not utilize a control group. The experimental design is used to test relationships among variables through systematic observation to determine cause and effect (Williams & Monge, 2001). As cause and effect were outside the scope of this study, the experimental design was not selected. Likewise, the quasi-experimental/causal-comparative design is used to compare two or more groups in an effort to determine a cause (Creswell, 2014). As such the quasi-experimental/causal-comparative design was not appropriate for this study.

According to Creswell (2013), qualitative research involves, "…the collection of data in a natural setting sensitive to the people and places under the study and data analysis that is both inductive and deductive and establishes patterns or themes" (p. 44). In addition, qualitative researchers gather data through observations, documentation, and interviewing participants (Creswell, 2013). However, the qualitative approach was not selected for a number of reasons. First, the gold-standard for measuring burnout, the MBI-GS, is quantitative in nature. Second, the use of qualitative data gathering techniques such as observation and interviews may nullify the anonymity of the participants, as well as limit access to willing participants (Remler & Ryzin, 2011). Finally, the researcher desired to gain data within a minimal timeframe to ensure data reflected the same point in the academic calendar.

A mixed methods study involves, "…combining or integration of qualitative and quantitative research and data in a research study" (Creswell, 2014, p. 14). As stated above, the

qualitative component of the mixed methods study can reveal the identity of participants, while simultaneously reducing the sample size due to participants' fear of being identified (Remler & Ryzin, 2011). In addition, the MBI-GS contains only closed-ended questions, while the qualitative component of the mixed methods design might necessitate open-ended questions. Lastly, the researcher specified the type of information to be collected in advance of the study. The qualitative approach included in the mixed methods design has the potential to allow the intent of the study to form from the responses of participants (Creswell, 2014). As such, the researcher selected the quantitative method for this study, as opposed to a mixed method design or a qualitative design.

Research Design

The researcher selected the correlational design, a quantitative design, because this design is used to examine the relationship between variables, typically measured on instruments, through statistical procedures (Creswell, 2014). Specifically, the researcher selected a correlational design to examine the relationship between the independent variable, course delivery method, and the independent variables, burnout, retention, and tenure, used in this study. A correlational design, which in itself does not determine causation, was appropriate as causation was outside the scope of this study (Remler & Ryzin, 2011). The correlational design allowed the researcher to test the three hypotheses regarding course delivery method, the independent variable, and burnout, retention, and tenure, the independent variables. In addition, the correlational design is commonly used to study burnout. For example, Garrosa, Rainho, Moreno-Jimenez, and Monteiro (2010) used the correlational design to study the relationships between job stressors and burnout, hard personalities and burnout, and coping resources and burnout. Likewise, Saxena and Kumar (2016) used the correlational method to study the

relationship between burnout and age, sex, experience-span, and stress. In addition, Nemeth (2016) used the correlational design to investigate the relationship between burnout and health, psychosomatic symptoms, life satisfaction, and sleep.

The researcher selected the correlational design after investigating other forms of quantitative methods including the descriptive method, experimental method, and the quasi-experimental/causal-comparative method. The descriptive was rejected because it aims to describe one or more variables and may not seek to find a relationship or correlation between an independent variable and dependent variable (Remler & Ryzin, 2011). The focus of the hypotheses in this study was to determine relationships between the independent variable and dependent variables. In addition, the experimental design was rejected because it involves the examination of variables that are manipulated by the researcher with the intent of determining cause and effect relationships. Determining cause and effects of burnout was outside the scope of this study and the variables were not manipulated by the researcher. Lastly, the quasi-experimental/causal-comparative method was rejected as the causal-comparative involves comparing two or more groups in terms of a cause. As previously stated, the determination of cause falls outside the scope of this study.

Independent Variable

According to Creswell, "Independent variables are those that (probably) cause, influence, or affect outcomes" (Creswell, 2014, p. 52). As such, course delivery method was the independent variable utilized in this study. Course delivery method was determined by participants completing the demographics questionnaire. This design allowed the researcher to address each of the hypotheses involved in this study.

Course Delivery Method

The independent variable of course delivery method refers to the manner in which an educational course is taught. For the purposes of answering the research questions in this study, the course delivery method was defined as either traditional brick-and-mortar course delivery or fully online course delivery. The independent variable of course delivery method is related to the negative impact of burnout as a study conducted by McCann and Holt (2009) revealed online instructors may be less stressed than instructors teaching in a traditional brick-and-mortar setting. However, a study conducted by Hogan and McKnight (2007) found online instructors experience burnout consequences. As such, the researcher utilized course delivery as the independent variable to determine the effects of course delivery method on the dependent variables of burnout, retention, and tenure.

The researcher delineated the traditional brick-and-mortar course delivery method from the fully online course delivery method by having respondents select their primary teaching method in the demographics portion of the survey. Specifically, respondents selected their primary course delivery method by determining which course delivery method they utilized in more than 70% of their teaching loads. The selection of a specific course delivery method allowed the researcher to examine levels of burnout of full-time professors teaching in a traditional brick-and-mortar setting and full-time professors teaching in a fully online setting.

Dependent Variables

"Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables" (Creswell, 2014, p. 52). The dependent variables in this study, burnout, retention, and tenure, were selected to examine the

research questions presented in this study and fill the gap in existing literature. Each of the

dependent variables is defined in greater detail later in this section.

Burnout

The dependent variable of burnout is defined as, "…a prolonged response to chronic

emotional and interpersonal stressors on the job, and is defined by the three dimensions of

emotional exhaustion, cynicism, and professional efficacy. Research indicates the dependent

variable of burnout is related to higher education, as research revealed faculty across all

disciplines experience burnout (Lackritz, 2004; Minter, 2009; Talbot, 2000). Although studies

indicated that burnout existed, research was inconsistent in regards to whether full-time faculty

teaching in an online environment and full-time faculty teaching in a traditional brick-and-mortar

environment experienced different levels of burnout. As such, the researcher hypothesized a

difference existed in the burnout rates of full-time faculty based upon course delivery method.

The researcher used the Maslach Burnout Inventory General Survey, comprised of three

sub-scales, to measure burnout. The three sub-scales are emotional exhaustion, cynicism, and

professional efficacy. Specifically, the researcher completed independent *t*-tests for each of the

three subscales that comprise the MBI-GS. To complete the *t*-test the researcher found and

compared the mean score of each of the three subscales in the MBI-GS between full-time college

professors teaching in a traditional brick-and-mortar setting and college professors teaching in a

fully online setting. The mean score of each subscale was determined by dividing the survey

results of each question in the subscale by the number of questions contained in the subscale.

Retention

Retention, as previously defined, is the reduction of voluntary turnover and retaining of

current, desired employees (DeNisi & Griffin, 2014). Reducing levels of employee burnout is

related to increased employee retention rates (Macken & Hyrkas, 2014). In addition, low

employee retention rates can lead to burnout as the remaining employees experience conditions

of under-staffing (Brunetto & Teo, 2013). According to Bentley (2010), an employee's work

environment plays a role in the creation of stress and burnout through factors such as

interpersonal conflict and lack of support. The researcher selected the variable of retention as

research indicates employee schedules impact employee retention. The researcher hypothesized

a difference existed in the retention rates of full-time faculty teaching in an online environment

and full-time professors teaching in a traditional brick-and-mortar setting as research indicates

employee schedules impact employee retention (Martin, Sinclair, Lelchook, Jenell, & Charles,

2012; Wittmer, Shepard, & Martin, 2015). The researcher determined participants' retention

through the three questions or statements contained in the intent to turnover section of the

General Attitudes Model developed by Seashore, Lawler, Mirvis, and Cammann (1983).

Specifically, the researcher measured the dependent variable of retention by completing an

independent *t*-test for each item in the intent to turnover section and compared the mean score of

each of question between full-time college professors teaching in a traditional brick-and-mortar

setting and college professors teaching in a fully online setting. The selection of retention

allowed the researcher to examine the correlation of burnout and retention in the realm of higher

education.

Tenure

The researcher selected tenure to explore the correlation of tenure to burnout in the realm

of academia. As previously stated, tenure is defined as the length of service an employee has

attained in a particular position or at one organization. Studies show that relationships exist

between tenure and burnout. For example, a study conducted by Ching-Fu and Kao (2012)

revealed that employees with longer job tenure are able to better resist burnout than employees with shorter job tenure. Likewise, a study conducted by Garland, Lambert, Hogan, Kim, and Kelley (2014) found tenure had a positive association with the emotional exhaustion dimension of burnout. As such, the researcher hypothesized that a difference existed in the tenure of full-time faculty teaching in an online environment and full-time faculty teaching in a traditional brick-and-mortar environment.

To measure the variable of tenure, each participant in this research study reported his or her length of tenure when completing the demographics questionnaire. Upon collection of the data, the researcher addressed this research question by completing a *t*-test. To complete the *t*-test the researcher found and compared the mean score of full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting to how many years they had worked at the one Southern California Christian university.

Population and Sampling

The population from which the sample was drawn was from a total population of 329 full-time faculty members at a Southern California Christian university. The researcher received a total of 128 survey attempts, with 112 being completed. Similar sample sizes in studies using the Maslach Burnout Inventory have been used in past research. Examples include *Examining the Psychometric Properties of the Maslach Burnout Inventory with a Sample of Child Protective Service Workers in Korea* by Oh and Lee (2009), and *Longitudinal Factorial Variance of the Maslach Burnout Inventory-General Survey among Employees with Job-related Psychological Health Problems* by Makikangas, Hatinen, Kinnunen, and Pekkonen (2011). Specifically, the sample contained full-time professors, who were at least 18 years of age, employed by the Southern California Christian University. Persons under 18 years of age or persons who were

not full-time faculty at the Southern California Christian university were excluded from this sample. The sample used by the researcher is best described as a convenience sample. According to Remler and Van Ryzin (2011), a convenience sample is characterized as the most readily available participants. As the researcher is employed by the Southern California Christian university from which the sample was taken, the researcher had access to the population used in this study. While convenience sampling may produce results that are less representative and generalizable, the researcher selected this sampling technique for multiple reasons (Remler & Ryzin, 2011). First, the researcher knew the availability of the participants and the total possible sample size. Second, the researcher was able to obtain access to participants' email addresses, thus eliminating invalid contact information. Third, the researcher was familiar with the traditional brick-and-mortar course delivery method and the online course delivery method used at the Southern California Christian university. This sample was relevant to the study, as it allowed full-time faculty teaching in a traditional brick-and-mortar environment and full-time faculty teaching in a fully online environment to participate in the study.

<div align="center">**Data Collection**</div>

Instruments

The instrument used by the researcher to measure burnout was the Maslach Burnout Inventory General Survey (MBI-GS). "The MBI-GS measures respondents' relationships with their work on a continuum from engagement to burnout" (Maslach, Jackson, & Leiter, 1996, p. 20). The MBI-GS is a questionnaire that contains 16 statements spread over three subscales with a focus on the performance of work. The three subscales are exhaustion, cynicism, and professional efficacy. The exhaustion subscale contains five statements and references fatigue.

The cynicism subscale is comprised of five statements and corresponds to indifference or a distant attitude. Lastly, the professional efficacy subscale contains six statements and refers to past, present, and continued satisfaction and effectiveness in the workplace (Maslach et al., 1996). Higher scores on the emotional exhaustion subscale correspond to higher levels of emotional exhaustion. Likewise, higher scores on the cynicism subscale correspond to higher levels of cynicism. However, the professional efficacy subscale is inverted (Maslach et al., 1996). Higher scores on the professional efficacy subscale relate to lower levels of burnout.

Respondents selected frequency ratings from 0 to 6 for each of the 16 statements. The researcher calculated the scores by using the scoring method found in the *Maslach Burnout Inventory Manual* (1996). According to the *Maslach Burnout Inventory Manual*, "Scoring the MBI-GS involves computing the average rating on the 0 to 6 frequency ratings across the items within each of the three subscales" (Maslch et al., 1996, p. 22). The scores can then be correlated with information obtained from the respondents using statistical techniques or compared to normative data such as means and standard deviations found in the Maslach Burnout Inventory (Maslach et al., 1996). The researcher utilized the statistical technique of t-tests at the 95% confidence interval. As such, the significance level of .05 was used to determine the statistical significance of each of the three sub-scales contained in the MBI-GS.

Multiple studies have assessed the reliability of the MBI-GS. Reliability is the degree to which an instrument or measurement tool measures something consistently (Salkind, 2013). As such, a reliable instrument or measurement tool should consistently give the same result when applied to the same object or reality (Remler & Ryzin, 2011). However, reliability does not measure the extent to which an instrument or measurement tool measures what it claims to measure (Williams & Monge, 2001). A study conducted by Kitaoka-Higashiguchi et al. (2004)

found the MBI-GS to be reliable. This study found that, "Cronbach's alpha coefficients for all three subscales of the MBI-GS were above 0.80" (Kitaoka-Higashiguchi et al., 2004, p. 255). According to Kilic (2016), an instrument's Cronbach's alpha should be equal to or higher than 0.70 to be considered reliable. Cronbach's alpha is the most widely used measure of reliability (Tavakol & Dennick, 2011). A separate study conducted by Richardsen and Martinussen (2005) found the MBI-GS to be reliable and replicable across different occupational groups. Specifically, this study reported Cronbach's alphas over .70, and a test-retest indicated stable scores over a six-month period. Cronbach's alphas for North America are also reported in the *Maslach Burnout Inventory Manual*. Specifically, the Cronbach's alpha for the exhaustion subscale was 0.89, the Cronbach's alpha for the cynicism subscale was 0.80, and the Cronbach's alpha for the professional efficacy subscale was 0.76 (Maslach et al., 1996).

Validity is defined as, "The degree to which scales measure what researchers claim they measure" (Williams & Monge, 2001, p. 29). According to Creswell (2014), a researcher should establish the validity of existing instruments, such as the MBI-GS, through scores obtained from previous studies that used the existing instruments. In addition, the researcher should determine if meaningful inferences can be drawn from the scores reported by previous uses of the instruments (Creswell, 2014). A study conducted by Leiter and Schaufeli in 1996 found the MBI-GS to be valid through the comparison of participant responses to the MBI-GS against open-ended questionnaires completed by the same participants. Written comments were matched to the corresponding quantitative data gathered from the MBI-GS. Relationships were found to exist between the two or more subscales contained in the MBI-GS and written comments in areas such as management, work overload, low morale, and job insecurity (Leiter & Schaufeli, 1996). This study also found, "…the structure of the scale remained consistent

through a wide range of responses" (Leiter & Schaufeli, 1996, p. 240) and can be applied to a wide range of jobs. Additionally, Schutte, Toppinen, Kalimo, and Schaufei found the MBI-GS to be valid (2000). The study included a sample size of 9,055 employees across Finland, Sweden, and the Netherlands, and confirmed, "…that burnout—as measured by the MGI-GS—is a three-dimensional concept" (Schutte et al., 2000, p. 62). In addition, the confirmatory factor analysis performed in this study revealed the three-factor model was superior to one-factor models and two-factor models (Schutte et al., 2000). Likewise, a study conducted by Bakker, Demerouti, and Schaufeli in 2002 confirmed the three-factor structure of the MBI-GS across eight different occupations. In addition, the findings of the study suggest the exhaustion subscale, cynicism subscale, and professional efficacy subscale can be viewed as three independent dimensions of burnout. "These findings indicate that the MBI-GS is a measure of burnout that can be used in any occupational context" (Bakker et al., 2002, p. 255).

The process for completing the MBI-GS and intent to turnover questions involved participants responding to each question or statement contained in the demographics questionnaire and the MBI-GS. When responding to each statement contained in the intent turnover questions, each participant selected strongly disagree, disagree, neutral, agree, or strongly agree. In a similar fashion, participants selected from never, a few times a year or less, once a month or less, a few times a month, once a week, a few times a week, or every day when responding to each statement contained in the MBI-GS. Raw data are available by request from the researcher. No adjustments were made to the instruments used in this study.

The researcher determined participants' retention through the three questions or statements contained in the intent to turnover section of the General Attitudes Model developed by Seashore et al. (1983). These three questions were specifically designed to measure the intent

of an employee to continue to be a member of the organization and were included in the demographics questionnaire of this study to measure employee retention (Seashore et al., 1983). Respondents selected frequency ratings from 0 to 5 for each of the three statements. The researcher calculated scores by computing the average rating of the 0 to 5 frequency across all three items. Higher scores correspond to higher levels of employee intent to turnover.

Internal consistency reliability is used to determine if the questions or statements on an instrument are consistent with one another and represent only one construct (Salkind, 2013). Internal consistency reliability for the intent to turnover questions contained in the General Attitudes Model is .83 where N>400, r=.13, and the P-value <.01. In addition, the intent to turnover questions in the General Attitudes Model were found to be related to constructs such as internal work motivation, organizational involvement, pay attitude, and pay-based-on performance belief. For example, job satisfaction and intent to turnover show a correlation -.58 and job involvement and intent to turnover show a correlation of -.27 (Seashore et al., 1983). The questions in the intent to turnover questions in the General Attitudes Model have been successfully used in numerous studies to measure intent to turnover. Examples include *An Examination of the Curvilinear Relationship Between Leader-Member Exchange and Intent to Turnover* (Harris, Kacmar, & Witt, 2005); *The Effects of Employees' Business Ethical Value on Person-Organization Fit and Turnover Intent in the Foodservice Industry* (Jung, Namkung, & Yoon, 2010); and *Error Management Culture and Turnover Intent Among Food and Beverage Employees in Deluxe Hotels: The Mediating Effect of Job Satisfaction* (Jung & Yoon, 2016).

The researcher verified the reliability and validity of the MBI-GS and the intent to turnover section of the General Attitudes Model. "Verification is the process of assessing that a model is operating as intended. Validation is the process of assessing that the conclusions

reached from a simulation are similar to those reached in the real-world system being modeled"

(Tavakol, Mohagheghi, & Dennick, 2008, p. 77). The researcher determined the reliability of the

MBI-GS and the intent to turnover section of the General Attitudes Model through analyzing

data in SPSS. Reliability and validity are discussed in further detail under the Reliability and

Validity section below.

Data Collection Technique

The researcher used SurveyGizmo, an online survey tool, to administer the MBI-GS and

demographics questionnaire in order to collect data for this study. Respondents received an

email containing the informed consent verbiage and link to the questionnaire in the online survey

tool. The link to the questionnaire in the online survey tool was placed after the informed

consent verbiage. The online survey tool collected data from respondents. The data were then

imported into SPSS for study.

Data Organization Techniques

Data were collected by the online survey tool and imported into SPSS upon close of the

study. Data were secured in the online survey tool platform and the SPSS platform through the

necessity of username and password credentials. Once data were imported from the online

survey tool into the SPSS platform, the researcher created a fail-safe environment by backing up

data to an external thumb drive. The thumb-drive was kept behind two locked doors to ensure

the security of the data contained on the thumb-drive. Furthermore, data were de-identified and

analyzed in the aggregate to ensure individual responses were not traceable.

<center>**Data Analysis Technique**</center>

Data were collected using an online survey tool and was analyzed using SPSS.

Participants completed a demographics questionnaire and the MBI-GS. Participant responses

were categorized into reporting values to aid in analyzing data in SPSS. For example, a participant's selection of gender on the demographics questionnaire had the following reporting values: male = 1, female = 2, and prefer not to answer = 3. Participant's MBI-GS responses had the following reporting values: never = 1, a few times a year or less = 2, once a month or less = 3, a few time a month = 4, once a week = 5, a few times a week = 6, and every day = 7. The data responses collected allowed the researcher to address each of the three hypotheses by providing data in regards to burnout, tenure, and retention.

The researcher used SPSS to perform statistical analyses on the data collected in this study. The researcher accepted or rejected the null hypothesis based upon the data analyses performed in SPSS. Data were imported into SPSS and the researcher used t-tests to analyze burnout in faculty teaching in a traditional brick-and-mortar setting and faculty teaching in a fully online setting, burnout and tenure, and burnout and retention. A bivariate correlation analysis was used to determine the distribution of two random variables (Anderson, Sweeney, Williams, Camm, & Cochran, 2015). The researcher used partial correlation to remove the effects of traditional brick-and-mortar and full online teaching settings to determine if relationships still existed. Partial correlation analysis, "…seeks to determine the correlations among a set of dependent variables after the components in these variables predictable from another set of independent variables have been removed" (Mulaik, 2009, p. 100). The results of the study found no significant statistical relationship exists between burnout rates of full-time college professors and course delivery method. Further, the findings revealed there was no significant statistical relationship between burnout and retention of full-time college professors and course delivery method, or between burnout and length of tenure of full-time college professors and course delivery method. The findings do not contain any evident statistical errors.

Reliability and Validity

The reliability of an instrument refers to the consistency of an instrument and the validity of an instrument refers to an instrument measuring what it is supposed to measure (Salkind, 2013). No instrument or study is perfect in every way (Remler & Ryzin, 2011). However, the reliability and validity of a study and the instruments used in a study address the credibility, accuracy, and legitimacy of a study and the instruments used in a study. The following section addresses the reliability and validity of this study and the instruments used in this study.

Reliability

As previously stated, multiple studies have assessed the reliability of the MBI-GS using Cronbach's alpha. According to Kilic (2016), an instrument's Cronbach's alpha should be equal to or higher than 0.70 to be considered reliable. Cronbach's alphas for the three sub-scales contained in the MBI-GS, reported for North America in the *Maslach Burnout Inventory Manual*, are all above the .70 marker. Specifically, the Cronbach's alpha for the exhaustion subscale was 0.89, the Cronbach's alpha for the cynicism subscale was 0.80, and the Cronbach's alpha for the professional efficacy subscale was 0.76 (Maslach et al., 1996). The researcher determined the Cronbach's alpha for the exhaustion subscale was 0.96, the Cronbach's alpha for the cynicism subscale was 0.88, and the Cronbach's alpha for the professional efficacy subscale was 0.83 for this study. These scores show each subscale of the MBI-GS is reliable, as the Cronbach's alpha for each subscale was above .70.

The researcher determined participants' retention through the three questions or statements contained in the intent to turnover section of the General Attitudes Model developed by Seashore et al. (1983). The researcher determined the Cronbach's alpha of this study to be

.95. This score, well above the .70 marker, shows the three questions contained in the intent to turnover section of the General Attitudes Model to be reliable.

Validity

Validity is defined as, "The degree to which scales measure what researchers claim they measure" (Williams & Monge, 2001, p. 29). As previously stated, the researcher validated the MBI-GS and the intent to turnover questions contained in the General Attitudes Model from previous studies that used the instruments. The researcher further confirmed the validity of the MBI-GS and the intent to turnover questions by being able to draw meaningful inferences from the data collected in this study (Creswell, 2014).

The researcher considered the internal validity and external validity of the MBI-GS and the intent to turnover questions contained in the General Attitudes Model. Creswell defines internal validity threats as, "…experimental procedures, treatments, or experiences of the participants that threaten the researcher's ability to draw correct inferences from the data about the population in the experiment" (Creswell, 2014, p. 174). The researcher minimized internal validity threats to the instruments used in this study by not utilizing a control group or pretest and posttest measures. Additionally, the researcher administered the same survey to all participants within the same timeframe. The researcher also considered the external validity of the MBI-GS and the intent to turnover questions contained in the General Attitudes Model. "External validity threats arise when experimenters draw incorrect inferences from the sample data to other persons, other settings, and past or future situations" (Creswell, 2014, p. 176). To minimize external threats to the validity of this study, the researcher restricted the claims to which groups the results could be generalized (Creswell, 2014).

The intent of this study was to determine the differences between the dependent variable and the independent variables. As such, the researcher used *t*-tests involving the MBI-GS, intent to turnover questions contained in the General Attitudes Model, and the questions contained in the demographics questionnaire to answer the hypotheses in this study. The results of this study are generalizable to Christian universities offering courses in the traditional brick-and-mortar methodology and fully online methodology.

Transition and Summary

The phenomenon of burnout continues to be studied in various work environments in a multitude of countries and languages. The researcher designed this study to fill the existing gap in the literature regarding studies that take into account burnout of full-time professors teaching in the traditional brick-and-mortar setting and burnout of full-time professors teaching in an online setting. The researcher selected a quantitative correlational design, utilizing the MBI-GS, intent to turnover questions contained in the General Attitudes Model, and demographics questionnaire, to address the hypotheses. Through research and past studies, the researcher found both the MBI-GS and intent to turnover questions contained in the General Attitudes Model to be both reliable and valid.

The survey was completed anonymously by full-time professors teaching at a Southern Calfornia Christian University via an online survey tool. The results of the survey were de-identified and analyzed in the aggregate in SPSS. Study data were backed-up to an external thumb drive, which was behind two locked doors to ensure the security of the data. The following section contains a brief overview of the study, presentation of the researcher's findings, application of the findings to business realm, recommendations for action,

recommendations for further study, reflections of the researcher's experiences, and a summary of the researcher's study conclusions.

Section 3: Application to Professional Practice and Implications for Change

Research maintains that burnout continues to occur within higher education (Barkhuizen et al., 2014; Frisby, Goodboy, & Buckner, 2015). The researcher expanded the study of burnout in the realm of higher education by examining the relationship of full-time faculty burnout between the traditional brick-and-mortar delivery method and the fully online delivery method. Additionally, the study examined the relationship between burnout and retention rates of full-time professors teaching in a traditional brick-and-mortar educational delivery method and full-time professors teaching in a fully online environment. Lastly, the study examined the relationship between burnout and length of tenure of full-time professors teaching in a traditional brick-and-mortar educational delivery method and full-time professors teaching in a fully online environment.

The findings of this study, which contribute to the body of research on the topics of burnout and burnout in higher education, are presented in this section. The findings are presented in the following sub-sections: (a) overview of the study, (b) presentation of the findings, (c) applications to professional practice, (d) recommendations for actions, (e) recommendations for further study, (f) reflections, and (g) summary and study conclusions.

Overview of Study

This study was completed to examine levels of burnout between college professors teaching in a traditional brick-and-mortar course delivery method and full-time professors teaching in a fully online delivery method. The examination of the relationship between course delivery methods is rarely, if ever, studied in relation to the burnout phenomenon. In addition, this study examined the relationship between retention and burnout among full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a

fully online setting. Finally, the study examined the relationship between tenure and burnout among full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting. As with the construct of burnout, the relationship between burnout and the retention rates of full-time professors and course delivery method, and burnout and the relationship between the length of tenure of full-time professors and course delivery method are rarely studied.

The recruitment letter, which contained a hyperlink to the survey, was sent to 329 full-time faculty members at one Southern California Christian university. The researcher sent the recruitment letter to full-time faculty members a total three times between the dates of 8/1/2017 and 8/28/2017. Participants completed the survey, consisting of a demographics questionnaire and the MBI-GS, through an online survey tool. The researcher received a total of 128 survey attempts, with 112 being completed and 16 being partially completed. This resulted in a 34% response rate. Partially completed survey results were not included in the results. The results of the survey were imported into SPSS, where the researcher utilized the t-test statistical model to examine the three research questions and hypotheses.

The results of the study found no significant statistical relationship exists between burnout rates of full-time college professors and course delivery method. Further, the findings revealed there was no significant statistical relationship between burnout and retention of full-time college professors and course delivery method, or between burnout and length of tenure of full-time college professors and course delivery method.

Presentation of the Findings

This section contains the findings of the study. The researcher designed the study to answer three research questions. The results of the study are organized by research question, the

relationship of theoretical frameworks and study findings, and correlational analyses. The researcher included references relevant to outcomes in Section 2 and related the findings of this study to the larger body of literature on the topics of burnout, retention, and tenure. Additionally, the researcher related the findings of the study to the theoretical framework of work-life model by Maslach and Leiter (1997) and the theoretical framework of work-family balance by Greenhaus et al. (2003). Finally, the researcher examined correlational analyses between the variables included in this study.

The population used in this study consisted of full-time faculty members teaching at one Southern California Christian university. The survey, consisting of a demographics questionnaire and the MBI-GS, was open from 8/1/2017 to 8/28/2017. The researcher sent the recruitment letter, which contained a hyperlink to the survey, to 329 full-time faculty members a total of three times. The researcher received a total of 128 survey attempts, with 112 (n=112) being completed and 16 being partially completed. Partially completed survey results were not included in the results. The results of the survey were imported into SPSS, where the researcher utilized the *t*-test statistical tool to examine the three research questions and perform correlational analyses.

Of the completed responses, 55.4% of respondents identified as female, 43.8% of respondents identified as male, and one respondent (.9%) preferred not to identify his or her gender. Regarding age, 28.6% of respondents reported being 41-50 years of age, 22.3% of respondents reported being 31-35 years of age, and 17.9% of respondents reported being 61 years of age or older. The remaining 31.2% of respondents reported in age groups outside those listed in the previous sentence. The overwhelming majority, 75.9%, of respondents identified as being White, with the next highest reported ethnicity being Asian or Asian American at 8.9%.

The remaining 15.2% of respondents identified as being in age groups other than White, or Asian or American Asian. Of the completed responses, 45.5% of respondents reported having worked at CBU from 1-5 years, 25.9% of respondents reported having worked at CBU from 6-10 years, and 13.4% of respondents reported having worked at CBU from 11-15 years. The remaining 15.2% of respondents reported as having worked at CBU outside the categories listed in the previous sentence. As expected, the vast majority of respondents, 81.3%, reported having a doctorate. Of the remaining completed responses, 17.9% reported having a master degree and .9% reported having a Bachelor's degree. Table 1 contains the descriptive statistics reported in the demographics questionnaire.

Research Question One

The first research question asked: Is there a difference in the rates of full-time college professor burnout, as evidenced by the three subscales in the MBI-GS, between college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting? The researcher addressed this research question by completing independent *t*-tests for each of the three subscales that comprise the MBI-GS. To complete the *t*-tests the researcher found and compared the mean score of each of the three subscales in the MBI-GS between full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting. The mean score of each subscale was determined by dividing the survey results of each question in the subscale by the number of questions contained in the subscale. The result of the emotional exhaustion subscale was $t(110) = -.53, p = .60$. The result of the professional efficacy subscale was $t(110) = .56, p = .58$. The result of the cynicism subscale was $t(110) = .57, p = .57$. These results indicate no statistically significant difference exists between the burnout rates of full-time college professors teaching in

a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment. As such, the researcher failed to reject the null hypothesis which was stated as: There is no statistically significant difference between the burnout rates of full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment. Table 2 contains the mean, standard deviation, and *t*-score for this hypothesis.

The researcher found there is no support the theoretical framework of the work-life model (Maslach & Leiter, 1997) or the theoretical framework of work-family balance by Greenhaus et al. (2003) applies to one teaching method more than the other method when considering the effects of teaching method on burnout. The work-life model by Maslach and Leiter (1997) was selected, as research shows the workplace must be examined to determine aspects of a job that lead to burnout (Gregory, Menser, & Beer, 2015; Linzer et al., 2009). In addition, recruitment and retention of staff are positively affected by organizations that pay attention to work conditions (Linzer et al., 2009). The work-life model includes workplace indicators such as workload, control, reward, community, fairness, work values (Maslach & Leiter, 1997). The results of this study indicate the work-life model does not significantly affect either method of teaching more than the other method. However, this finding does not directly support studies that show the attributes of the work-life balance framework can lower burnout (Leiter, Gascón, & Martínez-Jarreta, 2010; Van Bogaert, 2016).

The researcher selected the work-family balance framework as the perception of educators is that the workload of an online course is greater than that of traditional brick-and-mortar courses (Bollinger & Oksana, 2009). In addition, separate studies conducted by Boamah, Read, and Laschinger (2017) and Shanafelt et al. (2015), revealed a work-life imbalance resulted

in burnout. However, the results of this current study do not support that the work-family balance framework applies to one teaching method more than the other method. The findings of this study relate to a separate study conducted by Leiter et al. (2010) in which the findings reveal that the two professions of doctors and nurses experience burnout in the workplace in a similar fashion.

Research Question Two

The second research question asked: Is retention for full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting affected by burnout? The researcher addressed this research question by completing an independent t-test for the three questions or statements contained in the intent to turnover section of the General Attitudes Model developed by Seashore et al. (1983). These three questions were specifically designed to measure the intent of an employee to continue to be a member of his or her current organization (Seashore et al., 1983). To complete the t-test the researcher found and compared the mean score of each of the three questions or statements between full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting. The mean score of each question was determined by dividing the survey results of each question by the number of questions or statements contained in the intent to turnover section of the General Attitudes Model. The result of the intent to turnover section of the General Attitudes Model developed by Seashore et al. (1983) was $t(110) = .04$, $p = .97$. The significance level was above .05. As such, the researcher concluded that there is no statistically significant difference between burnout and the rates of retention among full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment. As such, the researcher failed to reject

the null hypothesis which was stated as: There is no statistically significant difference between the rates of full-time professor retention among full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment. Table 2 contains the means, standard deviations, and t-scores for this hypothesis. Table 3 contains the results of the three questions contained in the General Attitudes Model developed by Seashore et al. (1983).

The researcher found there is no support that the theoretical framework of the work-life model (Maslach & Leiter, 1997) or the theoretical framework of work-family balance by Greenhaus et al. (2003) applies to one teaching method more than the other method when considering the effects of burnout on retention. The researcher applied results of the three MBI-GS subscales, emotional exhaustion, professional efficacy, and cynicism, to the work-life theoretical framework. The six indicators of burnout in the work-life model are workload, control, reward, community, fairness, and values. Higher levels of the six key indicators of organizational life indicate a better job-person match than lower levels of the six key indicators of organizational life (Maslach & Leiter, 1997). Higher levels of job-person match aid in increased employee satisfaction, employee engagement, and employee retention (Ellis, Skidmore, & Combs, 2017; Hamid, Norasyikin, & Kirana, 2016; Vianen, 2000). However, the results of this study indicate that the work-life model does not significantly affect the retention of individuals teaching in one method more than the other method. The study suggests the traditional brick-and-mortar method and the fully online method show similar results when applying the work-life model to retention of faculty.

The researcher applied the results of this study to the work-family balance theoretical framework. Work-life balance is defined as, "The extent to which an individual is equally

engaged in – and equally satisfied with – his or her work role and family role" (Greenhaus et al., 2003, p. 513). An individual's stress may increase when he or she perceives there to be an imbalance in the satisfaction and engagement of either role (Greenhaus et al., 2003; Kofodimos, 1993). Research suggests reducing work-family balance conflicts increases employee retention (Blomme, Van Rheede, & Tromp, 2010; Yamaguchi, Inoue, Harada, & Oike, 2016). However, the results of this survey were not statistically significant. As such, the researcher concluded the full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting at the Southern California Christian university experience a similar level of work-family balance. The results of this study indicate that the work-family balance framework does not significantly affect either method of teaching more than the other method.

Research Question Three

The third research question asked: Is employee tenure for full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting affected by burnout? The researcher addressed this research question by completing a t-test. To complete the *t*-test the researcher found and compared the mean score of full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting to how many years they had worked at the one Southern California Christian university. The result of the was $t(110) = -.73$, $p = .47$. The significance level was above .05. There is no statistically significant difference between burnout and tenure among full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment. As such, the researcher failed to reject the null hypothesis which was stated as: There is no statistically

significant difference between the length of tenure among full-time college professors teaching in a traditional brick-and-mortar classroom environment and full-time college professors teaching in a fully online environment. Table 2 contains the means, standard deviations, and *t*-scores for this hypothesis.

The researcher found there is no support that the theoretical framework of the work-life model (Maslach & Leiter, 1997) or the theoretical framework of work-family balance by Greenhaus et al. (2003) applies to one teaching method more than the other method when considering the effects of burnout on tenure. The researcher applied the work-life model to tenure as research shows that an employee's job commitment and tenure are influenced by his or her quality of work life (Chinomona & Dhurup, 2014). A study conducted by O'Laughlin and Bischoff (2005) found no difference between tenured and non-tenured faculty in their perceptions of work-family balance. Tenured-track professors must work an average of seven years at a four-year higher education institution to earn tenure, and often have more length of time at their institution than tenured-track professors still in their probationary periods (National Education Association, n.d.). As such, the work-life model applies to one teaching method more than the other method. The work-life model applies six indicators of burnout in the work-life model, which are workload, control, reward, community, fairness, and values. Higher levels of the six key indicators of organizational life indicate a better job-person match than lower levels of the six key indicators of organizational life (Maslach & Leiter, 1997). The results of this study indicate that the work-life model does not significantly affect either method of teaching more than the other method in relation to tenure. The test suggested the traditional brick-and-mortar method and the fully online method show similar results when applying the work-life model to faculty tenure. The results of faculty tenure were not statistically significant.

The researcher also applied the results of this study to the work-family balance theoretical framework. Work-life balance is defined as, "The extent to which an individual is equally engaged in – and equally satisfied with – his or her work role and family role" (Greenhaus et al., 2003, p. 513). An individual's stress may increase when he or she perceives there to be an imbalance in the satisfaction and engagement of either role (Greenhaus et al., 2003; Kofodimos, 1993). The results of faculty tenure were not statistically significant. As such, the researcher concluded the full-time college professors teaching in a traditional brick-and-mortar setting and college professors teaching in a fully online setting at the Southern California Christian university experience a similar level of work-family balance. The results of this study indicate that the work-family balance framework does not significantly affect either method of teaching more than the other method in relation to tenure.

Correlational Analyses

When reviewing the evidence related to research questions, it is important to understand the inter-relationships between the variables. To explore those relationships, the researcher conducted correlational analyses. Two patterns emerged from the correlational analyses. First, the MBI-GS correlations were consistent with the theoretical expectations. For example, the emotional exhaustion subscale is positively correlated to the cynicism subscale and is negatively correlated to the professional efficacy subscale. Second, the retention variable is significantly correlated to all three subscales in the MBI-GS. Additionally, the direction of each subscale's correlation is consistent with theoretical expectations. For example, the variables of retention and emotional exhaustion, and retention and cynicism are positively related. This can be interpreted as an individual reporting emotional exhaustion or cynicism being more likely to leave his or her organization. Additionally, the variable of retention is negatively correlated to

the professional efficacy subscale of the MBI-GS. This can be interpreted as an individual that is seeking to leave his or her organization will display less professional efficacy. Table 4 contains the means and standard deviations of the study variables and the correlation coefficient matrix for burnout and retention.

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Applications to Professional Practice

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The findings of this research are applicable to the professional practice of business. Findings related to burnout, tenure, and retention can be applied to academic institutions, human resource management, managerial practices, organizational behavior, and workplace culture. This section contains the applicability of this research study to the professional practice of business and explains why the findings of this research study are relevant to improved business practices. Finally, this section contains the implication of the findings in relation to biblical framework discussed in Section One.

Practice of Business

Research indicates that the phenomenon of burnout occurs in a diverse multitude of industries and areas, with 30-to-50% of the workforce experiencing stress or burnout (Kulkarni, 2006). In fact, 75% of workers employed in the United States reported their jobs are stressful with work pressures steadily increasing (Kulkarni, 2006). Industries and areas experiencing burnout include, but are not limited to, research and development, academia, nursing, the practice of medicine, religion, social workers, teachers, emergency personnel, and counselors (Adams, Hough, Proeschold, Yao, & Kolkin, 2017; Gannon, 2008). According to Kulkarni (2006), burnout affects all professions. As industries continue to develop online practices, an organization's leaders must be wary of burnout occurring in both traditional and online business settings.

The findings of this study suggest that teaching methodology does not affect rates of burnout. These findings can be applied to businesses that operate in traditional settings, online settings, and telecommuting environments. Examples include healthcare organizations practicing traditional medicine and telemedicine, information technology companies offering traditional in-store services as well as online or at-home services, and advertising firms offering clients face-to-face meetings and services as well as online meetings and services. Businesses operating in the traditional, online, or telecommuting realms should extend an equal amount of effort, time, and resources to mitigate burnout in all realms.

The researcher found that retention of college professors teaching in two distinct methodologies was not affected by burnout. However, the findings of this study also suggest that employee retention is significantly correlated to the three sub-categories of burnout, emotional exhaustion professional efficacy, and cynicism. Companies with employees experiencing burnout will pay high costs associated with poor employee retention. Organizations pay approximately one-third to one-half of a worker's annual salary in recruiting and training costs to replace an employee (Physician Practice Perspectives, 2016). To reduce the costs associated with retention organizations must mitigate employee burnout. Research indicates that employee retention cannot be solved by solely offering higher salaries, signing bonuses, or increased benefits. Retention is positively affected by strategies such as providing employees with job autonomy and applicants with realistic job previews (Hannay & Northam, 2000).

The researcher found that the tenure of college professors teaching in two distinct methodologies was not affected by the phenomenon of burnout. This coincides with a study conducted by Kowalski et al. (2010), which found employee tenure was not associated the

emotional exhaustion component of burnout. However, the overwhelming majority of existing research found that employees with longer tenure are less likely to experience burnout (Helfrich et al., 2014; Karatepe & Karatepe, 2010). However, this current study revealed employers should be cognizant of burnout, no matter the tenure of the employee. Whereas employers might assume longer-tenured employees are safe from burnout, and thus focus on employees with less tenure, the findings of this study show employers should be wary of burnout occurring in employees at all tenure levels. Employers risk the turnover of tenured staff when neglecting this employee population. This affects an organization's bottom line, as loyalty to one's business organization has shown to have a greater influence on company earnings that staff that have an additional year of work experience (Linz, Good, & Busch, 2013).

Professional Human Resources

The phenomenon of burnout affects negatively individual employees and the organizations for which they work. Human resources personnel attend to consequences of burnout such as high turnover percentages, workplace violence, inappropriate behavior, tardiness, risk of on-the-job injury, and increased employee complaints (Maxon, 2011). Additionally, employees experiencing burnout that do not leave the organization may decrease in effectiveness and productivity (Beheshtifar & Omidvar, 2013). As such, human resources personnel must concern themselves with the phenomenon of burnout.

The results of this study can aid human resources personnel in understanding that employees working in traditional settings and employees working online, or telecommuting settings, experience similar levels of burnout. Additionally, this study helps human resources personnel understand that the relationship between burnout and retention, and burnout and tenure is similar between employees working in traditional settings and employees working online, or

telecommuting settings. As such, human resources personnel should equally focus on employees in both environments, in relation to burnout. This may prove difficult, as employees working in an online or telecommuting setting have reduced time in the organization's office. However, this does not negate the responsibility of human resources personnel recognizing burnout and negating burnout in both environments.

An important finding of this study is that retention of employees is related to burnout. Specifically, the results of this study indicate that employee retention is significantly correlated to burnout. For example, the variables of retention and emotional exhaustion, and retention and cynicism are positively related. This can be interpreted as an individual reporting emotional exhaustion or cynicism being more likely to leave his or her organization. Additionally, the variable of retention is negatively correlated to the professional efficacy subscale of the MBI-GS. This can be interpreted as an individual that is seeking to leave his or her organization will display less professional efficacy. Human resources personnel are typically tasked with tracking human capital and organizational metrics such as employee retention. High retention rates, "…can include premium labor costs as the position remains unfilled, overtime costs, and loss of revenue from unfilled revenue-generating positions" (Soisson, 2012, p. 54). Human resources personnel must consider the occurrence and effects of burnout when seeking methods to increase employee retention rates.

Biblical Implications

It is important to view the results of this study from a biblical framework. Scripture is clear that God's followers are required to work. 2 Thessalonians 3:10 states, "…The one who is unwilling to work shall not eat." The biblical perspective of work can also be witnessed in Ecclesiastes 2:24 which states, "A person can do nothing better than to eat and drink and find

satisfaction in their own toil. This too, I see, is from the hand of God…" The aforementioned Scriptures show that humankind is to work, but should find satisfaction in its work and enjoy the fruits of its labor. In addition, the aforementioned Scriptures do not distinguish between the type of work or the work environment. Rather, humankind is simply called to be satisfied in its work. This pairs well with the results of this study which revealed that there is no significant difference in the burnout rates of individuals teaching in different environments.

In contrast to the biblical view of work, individuals experiencing burnout are dissatisfied and have low morale (Maslach et al., 1996). As humankind is called to find satisfaction in its work, it should not experience burnout. However, humankind lives in a fallen world where individuals seek to serve themselves and not God. Scripture warns humankind against the perils of working to the point of exhaustion. Proverbs 23:4 states, "Do not wear yourself out to get rich; do not trust your own cleverness." Rather humankind is to follow God's method of work, which involves rest. This is evidenced in the fourth commandment with states that no work shall be done on the Sabbath (Exodus 20:10). Individuals may also experience burnout while serving others and God. For example, in Mark 6:30 Jesus tells His Disciples to find a quiet a place in order to rest. In this example, the Disciples are told to rest after spreading the Gospel, healing the sick, and driving out demons (Mark 6). In addition, current research shows that clergy and pastors suffer from burnout (Doolittle, 2010; Chandler, 2009).

As the phenomenon of burnout occurs in Christian and non-Christian environments, it also occurs in the traditional brick-and-mortar teaching methodology and the fully online teaching methodology. The results of this study reveal human resources personnel must be wary that employees and leaders in various work environments may experience burnout. Acts 20:28, typically applied to church leaders can be applied to human resources personnel. It states, "Keep

watch over yourselves and all the flock of which the Holy Spirit has made you overseers…"

(Acts 20:28). From this perspective, human resources personnel must be vigilant over the

employees of the organization, as well as themselves. In addition, this Scripture does not

distinguish between the roles of the flock or the environment of the flock. As the findings of this

study suggest, the entire flock, or all employees, are to be watched over. This includes burnout

which negatively affects the individuals and the organization. Lastly, human resources personnel

must ensure employees in all work environments receive adequate rest to mitigate burnout. This

is evident in Exodus 20:11, which calls all humankind to rest, just as God rested on the seventh

day.

Recommendations for Action

The results of this study indicate that course delivery method, specifically the traditional

brick-and-mortar teaching environment and the fully online work environment, does not affect

levels of burnout in full-time faculty members. The recommended action from this study is to

equally apply resources to mitigate burnout in faculty, or employees outside the realm of

academia, working in traditional settings and online settings. The recommended specific steps to

implement the solution of equally applying resources to all work environments are: (a)

administer a reliable and valid burnout survey to all employees, not matter their work

environment, to determine levels of employee burnout; (b) determine the level of burnout of each

work environment; (c) develop specific action plans for each work environment, including

techniques proven to reduce burnout such as mindfulness and transformational leadership; (d)

ensure the delivery method of each specific technique is appropriate for the target work

environment; (e) monitor the progress of each action plan by administering the same burnout

survey as needed and soliciting individual employee feedback; and (f) update the action plan and techniques used to mitigate burnout as warranted.

As such, the results of this study are relevant to all higher education institutions currently teaching, or considering teaching, in both the traditional brick-and-mortar methodology and the fully online teaching methodology. In addition, the results are relevant to educational institutions outside of higher education that use traditional and online education. Considering a broad perspective, the results are also relevant to organizations and institutions that operate in traditional, online and telecommuting settings. Examples include healthcare organizations utilizing telemedicine and on-ground medicine, information technology companies offering traditional in-store services as well as online services, and advertising firms offering clients face-to-face meetings and services as well as online meetings and services.

The results of this study should be disseminated to all organizations and individuals operating in traditional, online, and telecommuting environments. The findings of this study can be published in academic and industry-specific journals. In addition, the findings can be disseminated through conference presentations, poster boards, and reports. Lastly, a multitude of social media platforms can be utilized to disseminate the results of this study.

Recommendations for Further Study

The results of this study contributed to the limited body of existing literature on the topic of burnout in traditional brick-and-mortar classroom environments and fully online classroom environments. Further studies are recommended for this area. This section contains recommendations for further study.

First, this study could be broadened to include higher education institutions outside the one Southern California Christian university surveyed for this study. Examples of higher

education institutions that this study could be broadened to include institutions located inside and outside of Southern California, non-profit and for-profit institutions, and faith-based and non-faith-based institutions. Broadening the survey will provide a greater depth of results from full-faculty with various and distinct backgrounds, experiences, workloads, work environments, and work expectations.

Second, this study could be replicated during different times of the academic calendar. This would allow the results of the study from different time periods to be compared and contrasted. Examples include comparing burnout levels of traditional brick-and-mortar full-time faculty and fully online faculty during non-peak instruction timeframes such as Summer and peak instruction timeframes such as Spring and Fall.

Third, questions in the demographics portion of the survey could be added to determine responsibilities outside of teaching that have a role in full-time faculty workload. Examples of these roles include full-time faculty research expectations, teaching load requirements, participating in committees, chairing dissertations, building courses/curriculum, and level of courses taught. Additionally, the research study could also include a qualitative component to capture the specific thoughts and experiences of participants.

Finally, this study could be broadened to organizations operating outside the realm of academia. Organizations participating would have to operate in both the traditional and online settings. Examples of these organizations include healthcare organizations practicing traditional medicine and telemedicine, information technology companies offering traditional in-store services as well as online services, and advertising firms offering clients face-to-face meetings and services as well as online meetings and services.

Reflections

The researcher began this study with the belief that the burnout rates of professors teaching in a traditional setting and professors teaching in an online setting would be significantly different. Additionally, the researcher expected faculty retention and tenure to be significantly affected by burnout. While the researcher's initial beliefs were proven unfounded by the results of the study, the researcher did find that the MBI-GS correlations were consistent with theoretical expectations and that retention is significantly correlated to all three subscales in the MBI-GS.

Per the results of this study, the researcher changed his understanding of how teaching methodologies and burnout are related. Previous to the study, the researcher thought faculty teaching in a fully online environment would report higher burnout rates than faculty teaching in a traditional brick-and-mortar environment. The researcher based this expectation on the perception that online faculty spend more time than traditional faculty when communicating with individual students, answering communications such as phone calls, emails, and text messages after business hours or on weekends, creating synchronous and asynchronous video lectures, and grading assignments such as discussion boards which would be done in-class in a traditional settings. Additionally, the researcher perceived online faculty to have greater access to work responsibilities than traditional faculty through technologies such as learning management systems and e-books. However, the findings of this study were not in alignment with the researcher's preconceived thoughts. As a result, the researcher changed his understanding of the effects of teaching methodology on the construct of burnout.

Prior to the results of this study, the researcher postulated retention rates and length of tenure rates of full-time faculty teaching in a traditional brick-and-mortar environment and full-

time faculty teaching in a fully online environment would be affected by burnout. The researcher suspected that faculty retention rates would be affected by the perceived different responsibilities inherent in the different teaching methodologies. Additionally, the researcher expected that length of faculty tenure would be affected by the different responsibilities inherent in the different teaching methodologies. However, the results of the study show that there is no statistically significant difference between the rates of retention of professors teaching in a traditional setting and fully online setting, or the length of tenure of faculty of professors teaching in a traditional setting and fully online setting.

As the researcher expected, the MBI-GS correlations were consistent with the theoretical expectations. For example, the emotional exhaustion subscale was positively correlated to the cynicism subscale and was negatively correlated to the professional efficacy subscale. Additionally, the researcher was pleased to find that the retention variable was significantly correlated to all three subscales in the MBI-GS.

The researcher reflected upon the biblical principles incorporated in this study. From a biblical perspective, humankind is called to work and is called to rest (Thessalonians 3:10; Mark 6:30). As the participants of this study were full-time faculty at a Southern California Christian university, the researcher considered the practice of biblical rest may have affected the outcome of the study. According to Diddams, Surdyk, Daniels, and Van Duzer (2004), adopting rhythms, such as practicing the Sabbath, allows practitioners regular times of rest, reflection, and relationship-building. Through these practices, regular times of rest, reflection, and relationship-building, employees are able to create a partial buffer to the stressors often found in the modern workplace (Diddams et al., 2004). As such, the researcher recommended additional studies of

this type consider a multitude of different higher education institutions, in faith-based and non-faith-based institutions.

The researcher concluded Colossians 3:23 is a key verse relating to this study, as it presents the construct of work and rest from a biblical perspective. Colossians 3:23 states, "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters…" Whether an individual is working with the knowledge, skills, abilities, and other attributes given him or her by the Lord, or resting in accordance with Scripture, an individual is to complete each task for the Lord.

Summary and Study Conclusions

The researcher designed this study to examine burnout rates in full-time faculty teaching in a traditional brick-and-mortar environment and full-time faculty teaching in a fully online environment. In addition, the researcher investigated the effects of burnout on the retention of full-time faculty teaching in a traditional brick-and-mortar environment and full-time faculty teaching in a fully online environment. Lastly, the researcher examined the effects of burnout on the tenure of full-time faculty teaching in a traditional brick-and-mortar environment and full-time faculty teaching in a fully online environment.

The results of the study found no significant statistical relationship exists between burnout rates of full-time college professors and course delivery method. Further, the findings revealed there was no significant statistical relationship between burnout and retention of full-time college professors and course delivery method, or between burnout and length of tenure of full-time college professors and course delivery method. However, the researcher found that retention was significantly correlated to all three subscales in the MBI-GS. Furthermore, the direction of each subscale's correlation was consistent with theoretical expectations. For

example, the variables of retention and emotional exhaustion, and retention and cynicism are positively related. This can be interpreted as an individual reporting emotional exhaustion or cynicism being more likely to leave his or her organization. Additionally, the variable of retention is negatively correlated to the professional subscale of the MBI-GS. This can be interpreted as an individual that is seeking to leave his or her organization will display less professional efficacy.

The results of the study will help address the gap in the current literature concerning burnout in a traditional brick-and-mortar teaching environment and fully online teaching environment. As the fully online teaching methodology is a recent addition to the academic environment, it has rarely been specifically studied in relation to the phenomenon of burnout. Additionally, the vast majority of previous studies did not take into account the teaching environment when researching the phenomenon of burnout. While burnout has been studied in conjunction with employee tenure and with employee retention, a gap existed in researching burnout and employee tenure, and burnout and employee retention in the realm of higher education. In addition, current studies on the topic of burnout did not contain both employee tenure and employee retention in a single study that incorporated professors teaching in the traditional brick-and-mortar setting and professors teaching in an online setting. As such, this study filled a specific gap in the literature that was largely unresearched.

As the phenomenon of burnout continues to occur in a multitude of industries and organizations, it is important to examine the specific circumstances and environments in which this phenomenon occurs. The findings of this study are useful and relevant to higher education institutions offering courses in the traditional brick-and-mortar teaching methodology and the fully online teaching methodology. These findings are also useful for organizations outside the

realm of academia, such as healthcare organizations practicing traditional medicine and

telemedicine and information technology companies offering traditional in-store services as well

as online services, operating in a traditional setting and online setting.

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Appendix A: Tables

Table 1

Demographic Characteristics

Variables	Total %
Age	
18-25	.9
26-30	1.8
31-35	22.3
36-40	8.0
41-45	14.3
46-50	14.3
51-55	10.7
56-60	9.8
61 and above	17.9
Gender	
Male	43.8
Female	55.4
Prefer not to answer	.9
Ethnicity	
Black or African American	3.6
White	75.9
Asian or Asian American	8.9
Native American	.9
Hispanic or Latino(a)	4.5
Multiracial	3.6
Prefer not to answer	2.7
Years worked at the institution	
Less than 1 year	4.5
1-5 years	45.5
6-10 years	25.9
11-15 years	13.4
16-20 years	4.5
21 years or more	6.3
Highest level of education	
Bachelors	.9
Masters	17.9
Doctorate	81.3
Primary delivery method	
Online	42
Traditional	58

Note. $N = 112$.

Table 2

Hypotheses Statistics

Hypothesis	Means (St. Dev.)	T-score (110)
Hypothesis 1[a]		
Traditional Emotional Exhaustion	3.14 (1.63)	-.53
Online Emotional Exhaustion	2.98 (1.65)	
Traditional Professional Efficacy	6.01 (.83)	.56
Online Professional Efficacy	6.11 (1.07)	
Traditional Cynicism	2.46 (1.27)	.57
Online Cynicism	2.61 (1.64)	
Hypothesis 2[b]		
Traditional Retention	1.84 (1.11)	.04
Online Retention	1.84 (1.18)	
Hypothesis 3[c]		
Traditional Tenure	2.94 (1.17)	-.73
Online Tenure	2.77 (1.31)	

Note. [a] Burnout was measured using the three subscales of Emotional Exhaustion, Professional Efficacy, and Cynicism. [b] Retention was measured using the three questions (actively looking for a job next year, often thinking about quitting, and probably look for a job next year) contained in the General Attitudes Model. [c] Tenure was measured by number of years respondents worked at the institution. None of the t-tests reached the significance level of .05.

Table 3

Intent to Turnover

Variables	Total %
Actively look for a job next year	
Strongly disagree	58.9
Disagree	17
Neutral	12.5
Agree	7.1
Strongly agree	4.5
Often think about quitting	
Strongly disagree	51.8
Disagree	25.9
Neutral	8
Agree	9.8
Strongly agree	4.5
Probably look for a job in the next year	
Strongly disagree	60.7
Disagree	16.1
Neutral	9.8
Agree	8.0
Strongly agree	5.4

Note. $N = 112$.

Table 4

Means and Standard Deviations and Correlation Coefficient Matrix for Burnout and Retention

Variables	Emotional Exhaustion	Professional Efficacy	Cynicism	Retention	Tenure	Primary Delivery Method
Emotional Exhaustion	1.00					
Professional Efficacy	-.45[**]	-				
Cynicism	.67[**]	-.63[**]	-			
Retention	.60[**]	-.44[**]	.63[**]	-		
Tenure	-.07	.07	.06	-.01	-	
Primary Delivery Method	.05	-.05	.05	-.00	.07	-
Mean (Standard Deviation)	3.08 (1.63)	6.06 (.93)	2.25 (1.41)	1.84 (1.13)	2.87 (1.23)	1.58 (.50)

Note. [**] = $p \leq .05$. $N = 112$.