AN EXAMINATION OF PSYCHOLOGICAL WELL-BEING AND BURNOUT OF PRIMARY AND SECONDARY SCHOOL EDUCATORS IN THE OMAHEKE REGION OF NAMIBIA

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ABSTRACT

Employment in education has been found to be one of the most stressful career paths around the world, with some of the highest burnout rates. The field of Positive Psychology have started to research this career path, because quality education is a powerful tool in ensuring economic, democratic and social development of nations. The National Association of Namibian Teachers Union (NANTU) states that many of the country's educators want to leave the profession because of high job demands, negative job conditions and few incentives to retain qualified educators. The high prevalence of overworked educators and educators who leave the profession could be due to low job satisfaction and high levels of burnout.

The aim of this study was therefore to examine psychological well-being and burnout of educators in the Omaheke region of Namibia, which, per Namibian Secondary Certificate and Junior Secondary Certificate results of 2017, was one of the poorest performing regions in the country. The study employed a quantitative research approach, and instruments used were the socio-demographic questionnaire, the Ryff's Scales of Psychological Well-Being, and the Copenhagen Burnout Inventory. The sample consists of 217 educators from 14 primary and secondary schools in the Omaheke region.

The results revealed that 22% of educators in the Omaheke region experience high levels of burnout and 18% of them experience low levels of psychological well-being. It further revealed that both primary and secondary educators experience the same levels of burnout and psychological well-being and that having worked at the same school for 5-9 years is the only biographical variable that has a significant association with burnout, where $F(4, 212) = 4.2$, $p = .003$. In addition, results revealed that the psychological well-being subscales of Environmental Mastery and Personal Growth have moderate negative correlations with all the subscales of burnout and that personal burnout has the worst effect on overall psychological well-being.

The study recommends interventions in the form of change in the education environment, increasing coping strategies of educators and providing therapy, workshops and coaching to educators.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
ANOVA	Analysis of Variance
CBI	Copenhagen Burnout Inventory
ED	Executive Director
EMIS	Education Management Information System
ETSIP	Education and Training Sector Improvement Program
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
HRDP	Human Resource Development Plan
JSC	Junior Secondary Certificate
NAMCOL	Namibia College of Open Learning
NANTU	The National Association of Namibian Teachers Union
NIED	National Institute for Educational Development
NSSC	Namibian Senior Secondary Certificate
NSSCAS	Namibia Senior Secondary Certificate Advanced Subsidiary
NSSCO	Namibia Senior Secondary Certificate Ordinary
PPI	Positive Psychological Interventions
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SPSS	Statistical Package for the Social Sciences
UNAIDS	The Joint United Nations Programme on HIV and AIDS
UREC	University of Namibia Research Ethics Committee
WHO	World Health Organization

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DEDICATION

To my Abba Father, who promises that if I delight myself in Him, He will give me the desires of my heart.

“Delight yourself in the Lord,

and He will give you the desires of your heart.”

Psalm 37:4

DECLARATIONS

I, Monique Engelbrecht, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution.

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CHAPTER 1: INTRODUCTION

This thesis is concerned with the psychological well-being, burnout, as well as related employee and organizational outcomes of primary and secondary school educators in public and private schools in the Omaheke region of Namibia. The first chapter contains the introduction, background and motivation for the study. It also focuses on the problem statement, justification for the study and research objectives.

1.1 Background of the Study

Occupations that primarily involve interaction with other human beings on a daily basis have been found to cause high levels of stress (Benevene & Fiorilli, 2015). Education is such an occupation. Human contact is high and it is therefore characterized by high levels of stress and burnout (Dalgard, Mykletum, Rognerud, Johansen, & Zahl, 2007). Griva and Joekes (2003) found this to be a global phenomenon. Studies done on educators in various countries, including America, Turkey, Greece, South Africa, Hungary and India, confirmed that elevated levels of stress at work is related to educator burnout. (Kokkinos, 2006; Manju, 2018; Sak, 2018; Szigeti, Balázs, Bikfalvi, & Urbán, 2017; Van Tonder, & Williams, 2009; Zysberg, Orenshtein, & Gimmon, 2017). High levels of stress at work is also frequently associated with poor general well-being (Manju, 2018).

Burnout consists of three components, namely emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach, 1982). In a study done by George, Louw, and Badenhorst, (2008) it was found that 28.8% of urban secondary school educators in Namibia experience high levels of emotional exhaustion. In addition, 12.2% experience high levels of depersonalization, and 36.5%

experience low levels of personal accomplishment. Burnout develops due to stressors experienced at work and can be defined as the symptoms of physical, psychological and behavioral exhaustion occurring in a work environment (Freudenberger 1974). Burnout has been associated with educators providing lower quality instruction, which has a direct impact on students and academic outcomes (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008).

Quality education is a powerful tool in ensuring the economic, democratic and social development of nations (Kubberud, Helland & Smith, 1999). Just like mothers, educators influence the regulatory patterns that children learn and use, as a way of navigating difficult circumstances in life, such as writing examinations (Schore, 2012). Researchers in the field of Positive Psychology have started to conduct studies on the psychological well-being of educators toward a goal of improving educator well-being and improving educational outcomes (George et al., 2008; Griva & Joekes, 2003; Kubberud et al., 1999; McCormick, 2011),

Like burnout, psychological well-being is also thought to influence the overall health of an individual (Ilgan, Özü-Cengiz, Ata, & Akram, 2015). Employees, including educators, need to be psychologically and physically well to perform at optimal levels within their workplace (Mundia, 2013). Psychological well-being has been closely linked to overall health, so experiences of psychological well-being counteract burnout. Conversely, burnout can hinder psychological well-being (Louw, George, & Esterhuyse, 2011). It follows that when educators are not well, they might not be able to offer quality education, which will negatively affect future generations of Namibia.

Studies of educator well-being elsewhere in the world, seem to match findings in the Namibian context. Educators in Namibia seem to be overworked. The National Association of Namibian Teachers Union (NANTU), states that many of the country's estimated 23 000 educators want to leave the profession because of high job demands, negative job conditions and few incentives to retain qualified educators. NANTU also claims that about 2000 educators in Namibia leave the profession annually, while local tertiary institutions can only produce about 1200 replacements annually (Mseyamwa, 2007). More recently, the Namibian Ministry of Education, Arts and Culture assessed the demand and supply of educators as part of the national Human Resource Development plan (HRDP). According to this research, 32,750 educators will be required over the next 20 years. The number of required educators will allow for attrition, retirement, and the growth of the school-aged population. This means that 1635 educators need to be recruited annually over the next 20 years provided that learner-teacher ratios remain the same (Namibia, Ministry of Education, Arts and Culture, 2017b). It could be difficult to meet this need, as The University of Namibia produced only 1012 bachelor graduates in the field of education in 2016 (University of Namibia, 2016).

In addition, Kandetu (1998) concurred that Namibian secondary school educators are resigning at an alarmingly high rate, especially in the rural areas. The high prevalence of overworked educators and educators who leave the profession could be due to low psychological well-being and high levels of burnout. Identifying the process of burnout could facilitate early detection, prevention and treatment of burnout (Lee & Ashforth, 1993a, 1993b).

1.2 Statement of the Problem

Teaching has been found to be an occupation that causes high levels of stress (Leung & Lee, 2006). Educators experience high levels of stress because of different reasons, including inadequate salary and the perceived low status of the teaching profession, role conflict and ambiguity, time pressures, student misbehavior, poor relationships with supervisors, emotional demands, negative working conditions (including extensive workload and educator-student ratio), and lack of resources and social support (Mojsa-Kaja, Golonka, & Marek, 2015). Job demands like these result in physiological and psychological adversity which requires ongoing coping efforts from educators (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Job resources serve as buffers against the negative effects of job demands. They are the physical, psychological, and cognitive aspects of a job that moderate job demands and costs, facilitate goal achievement, and stimulate personal growth and development (De Jonge, Le Blanc, Peeters, & Noordam, 2008). High job demands and limited job resources are a reality for educations within the Namibian school system (Silume, 2013).

The 2017 Namibian Senior Secondary Certificate (NSSC) showed that only 55.3% of Grade 10 learners qualified for Grade 11 and only 65.8% learners obtained higher level grades that met the requirement for admission to University (Namibian Ministry of Education, Arts and Culture, 2017a). These findings are of notable concern and teacher burnout might be a contributor. For example, educators in the Khomas region of Namibia struggle with low job satisfaction (George et al., 2008). Pikó and Mihálka (2017) found that work satisfaction is closely related to the presence of burnout, which is known to negatively affect work performance. Poor educator work performance might, therefore, compromise academic achievement of learners. The well-being of educators has been studied within the Namibian context (Janik, 2013; Louw et al., 2011), but studies have not focused on the associations between educator well-being and educator burnout. In addition, research studies on educator well-being and burnout have not been conducted within the Omaheke region of Namibia.

1.3 Objectives of the Study

The aim of this study is to examine psychological well-being and burnout of educators in the Omaheke region. The objectives of this study are as follows:

1.3.1 To assess the psychological well-being and burnout levels of primary- and secondary school educators in the Omaheke region of Namibia.

1.3.2 To compare burnout and psychological well-being levels between primary and secondary school educators in the Omaheke region.

1.3.3 To explore possible associations between biographical characteristics, burnout and psychological well-being.

1.3.4 To correlate the subscales of burnout with the subscales of psychological well-being.

1.3.5 To determine which burnout subscale has the greatest association with psychological well-being of educators.

1.4 Significance of the Study

Education has been found to be one of the most stressful career paths around the world, leading to both physiological and psychological adverse effects (Griva & Joekes, 2003). This is also true for educators within the Namibian context. A study done by Janik (2013) found that Namibian secondary school educators experience significantly low levels of general health, with social dysfunction as a main complaint. Social dysfunction is regarded as significant impaired social and occupational functioning, which includes unstable and intense interpersonal relationships (Janik, 2013), and points to poor general well-being, as individuals who are not well will also struggle to function well on a social level.

Psychological well-being and burnout have an influence on overall health, efficiency and productivity (Zaki, 2016). It could be that the psychological well-being of Namibian educators influences the academic achievement of learners. Not only can the poor well-being and high levels of burnout of Namibian educators be a contributing factor to poor academic performance in the learners of the country, but, according to Kubberud et al. (1999), it can influence the economic, democratic and social development of Namibia. It is important to evaluate the psychological well-being and burnout of educators in Namibia toward a goal of maximizing the development of Namibia's current learners and future leaders.

1.5 Limitations

In this study an attempt will be made to determine the psychological well-being of educators in the Omaheke region of Namibia. Evaluation of the reasons for specific scores or related phenomena would have been interesting, but is beyond the scope of this investigation. The study is also limited to the Omaheke region; therefore, findings cannot be generalized to all the educators in Namibia. Another limitation is that the study relies on a self-report questionnaire methodology. Participants completing self-report measures may adopt a response bias that compromises participant objectivity and influences results. For example, they might respond based on what they believe researchers expect, or they could respond in a manner that positively reflects on their abilities, knowledge, beliefs, or opinions (Denscombe, 2010). This is also a cross-sectional study and data was accordingly collected at a certain point in time. The results of this study do thus not make provision for educator's change in well-being over an extensive period of time like in longitudinal studies.

1.6 Delimitations of the Study

The researcher decided to focus only on primary- and secondary school educators in the Omaheke region. This was prompted by the 2017 Namibian Senior Secondary Certificate (NSSC) and Junior Secondary Certificate (JSC) examination results which showed that the Omaheke region was one of the poorest performing regions in the country (Namibian Ministry of Education, Arts and Culture, 2017a).

1.7 Definition of Terms

Educators refer to professional persons responsible for educating learners from Grade 0 to Grade 12. For the purpose of this study, educators will be defined as professional persons responsible for educating learners from Grade 1 to Grade 12 within public and private primary and secondary schools within the Omaheke region in Namibia. The word *educator* is used for this study in accordance with current international academic literature (Pikó & Mihálka, 2017).

Schools are organizations that are responsible for educating learners and have different stakeholders in education. Stakeholders in Namibia include The Ministry of Education, Arts and Culture, educational administrators, school boards, educators, learners and parents. For the current study, *schools* will be defined as public and private organizations, within the Omaheke region of Namibia, that are responsible for educating primary and secondary level learners and have different stakeholders in education, including The Ministry of Education, Arts and Culture, educational administrators, school boards, educators, learners and parents.

Psychological Well-being is defined by the Dorland's Illustrated Medical Dictionary as "a state of optimal physical, mental and social well-being and not merely the absence of disease or infirmity (Dorland, 2007, p780). For the purpose of this study, psychological well-being will be defined by the multidimensional model of Professor Carol Ryff, academic and well-known researcher at the University of Wisconsin. The 6 dimensions of Ryff's model includes "positive evaluations of oneself and one's past life (Self-Acceptance), a sense of continued growth and development as a person (Personal Growth), the belief that one's life is purposeful and meaningful (Purpose in Life), the possession of quality relations with others (Positive Relations with Others), the capacity to manage effectively one's life and surrounding world (Environmental Mastery), and a sense of self-determination (Autonomy)" (Ryff & Keyes, 1995).

Burnout can be defined as the symptoms of physical, psychological and behavioral exhaustion that occur in a work environment (Freudenberger 1974). Burnout consists of three components, namely emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach, 1982) *Emotional exhaustion* encompasses the depletion of energy and the draining of emotional resources. *Depersonalization* is marked by the development of a withdrawn and cynical attitude towards a client, which, for the purposes of this study, are learners and parents. *Personal accomplishment* is characterized by evaluating one's work with recipients in a negative way, as well as feelings of insufficiency (Demerouti, Bakker, Nachreiner, & Schaufeli, 2000). For the current study, burnout will be measured using the Copenhagen Burnout Inventory (Kristensen, Borritz, Villadsen, & Christensen, 2005), which divides burnout into personal burnout, work-related burnout and client-related burnout. Personal burnout is a generic burnout scale. Work-related burnout assumes that the respondent has paid work of some kind and measures burnout related to this. Client-related burnout measures burnout related to work with clients, or similar individuals when appropriate, such as patients or students.

1.8 Outline of Chapters

This thesis is presented as follows:

Chapter 1 consists of the introduction and background of the study. It also includes the statement of the problem, the objectives of the study, the significance of the study, the limitations of the study and definitions of important terms.

Chapter 2 comprises the literature review. The literature review will discuss educator well-being and burnout throughout the world, as well as in Namibia. Statistics will be presented and discussed to provide general information about the education system in Namibia and elsewhere.

Chapter 3 will present the research methodology of the study. It will include information about the research design and methods, the population, sample size and sampling methods as well as a description of the research instruments. The procedures that were followed to collect data as well as data collection and analysis methods will also be discussed.

Chapter 4 will reflect the results obtained through this study.

Chapter 5 is the discussions chapter of the thesis, which will include the discussion of the findings.

Chapter 6 will show the conclusion of the study and the limitations noted by the researcher and will indicate some recommendations regarding the well-being of educators as well as future studies.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Educators who are engaged, heathy, committed and motivated are an integral part of societies that are well-educated, stable, content, and successful when facing challenges (Janik, 2013).

Chapter two consists of the literature review and theoretical framework for this study. The literature review will discuss the concepts of psychological well-being and burnout. Current trends and conditions within the Namibian education system will also be reviewed. The theoretical framework section will discuss the relevant theory which forms the basis for this study.

2.2 Literature Review

2.2.1 Psychological Well-being

Psychological Well-Being has a very complex and widespread definition stemming from many different studies and individuals. The World Health Organization (WHO) (2006) defines well-being as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Mir, Aswarya, Debbarma, Sridevi, and Sankar (2017) argue that well-being means to be satisfied with one's life conditions. Mir et al's (2017) statement stem from many different ideas about well-being by other individuals. Lomas, Hefferson and Ivtzan (2014) posit that well-being does not mean an absence of difficulties in an individual's life, but the presence of experiences of positive qualities throughout one's lifespan. These positive qualities include self-actualization, happiness, meaning and vitality. Singh and Gupta (2001) added that well-being includes physical, social, mental, emotional and spiritual health.

According to Ryff and Keyes (1995) there are two main concepts of positive functioning that have guided psychological well-being studies. The first concept distinguishes between positive and negative affect and defines happiness as the balance between these two (Bradburn, 1969). The second concept highlights satisfaction as the main component of well-being (Andrews & McKennell, 1980).

In positive psychology, there are two approaches to well-being: hedonic and eudemonic. In the hedonic approach the main focus is on happiness, which is termed as the presence of positive affect and the absence of negative affect (Kahneman, Diener, & Schwarz, 1999). Hedonia indicates the maximization of pleasure and minimization of pain (Diener, 2013) In the eudemonic approach well-being is considered subjective, because an individual evaluates themselves and what they experience (Diener 1984). Eudaimonia therefore refers to optimal personal development through dedication to inherent values and goals that add purpose and meaning to life (Waterman, 2008) Thus hedonia can be viewed as related to the happy life, whereas eudemonia is seen to be associated with a meaningful life (Delle Fave, Brdar, Freire, Vella-Brodrick, & Wissing, 2011; Waterman, 2008)

Ryff and Keys (1995) developed six measurement scales of well-being based on different theories. These theories include Abraham Maslow's concept of self-actualization, Carl Jung's concept of individualization, Carl Roger's concept of a fully functioning person, Gordon Allport's concept of maturity, Erik Erikson's stage model, Karl Buhler's basic life tendencies for fulfillment, Viktor Frankl's concept of meaning of life, Bernice Neugarten's concept of personality change and Marie Jahoda's feature of positive mental health. (Akin, 2008)

2.2.1.1 Carol Ryff's Theory Guided Dimensions of Well-being

Ryff's initial well-being scales were created in 1989 and reevaluated in 1995. The revision included definitions of the theory-guided dimensions of well-being in her scales. Ryff (Ryff & Keys, 1995) provided clear definitions of her dimensions of well-being namely self-acceptance, autonomy, environmental mastery, purpose in life and personal growth.

Self-Acceptance

High scorer: possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past life.

Low scorer: feels dissatisfied with self, is disappointed with what has occurred in past life, is troubled about certain personal qualities, wishes to be different than what he or she is.

Positive Relations with Others

High scorer: has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships.

Low scorer: has few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others.

Autonomy

High scorer: is self-determining and independent, able to resist social pressures to think and act in certain ways, regulates behavior from within, evaluates self by personal standards.

Low scorer: is concerned about the expectations and evaluations of others, relies on judgments of others to make important decisions, conforms to social pressures to think and act in certain ways.

Environmental Mastery

High scorer: has a sense of mastery and competence in managing the environment, controls complex array of external activities, makes effective use of surrounding opportunities, able to choose or create contexts suitable to personal needs and values.

Low scorer, has difficulty managing everyday affairs, feels unable to change or improve surrounding context, is unaware of surrounding opportunities, lacks sense of control over external world.

Purpose in Life

High scorer: has goals in life and a sense of directedness, feels there is meaning to present and past life, holds beliefs that give life purpose, has aims and objectives for living.

Low scorer: lacks a sense of meaning in life; has few goals or aims, lacks sense of direction; does not see purpose in past life; has no outlooks or beliefs that give life meaning.

Personal Growth

High scorer: has a feeling of continued development, sees self as growing and expanding, is open to new experiences, has sense of realizing his or her potential, sees improvement in self and behavior over time, is changing in ways that reflect more self-knowledge and effectiveness.

Low scorer: has a sense of personal stagnation, lacks sense of improvement or expansion over time, feels bored and uninterested with life, feels unable to develop new attitudes or behaviors. (Ryff & Keyes, 1995)

2.2.1.2 Psychological well-being in educators

Psychological well-being is important, specifically in education professions, as it taps into concepts necessary for innovation and creativity (Zaki, 2016). It focuses on aspects that are important in education and needed for effective teaching. These include having purposeful goals, acquiring the meaning of life, and motivation. Being in a state of psychological well-being enables an individual to develop potential, produce effective work, be creative, and have positive interactions with others. In addition, it also brings about better achievements and feelings of a more desirable life. This corresponds with how and why people experience their lives in a more positive way including cognitive functioning, decision making and judgment, effective performances, and affective reactions (Zaki, 2016). All of these aspects are important for educators to be efficient and to teach learners at an optimal level.

According to Zaki (2016) educators need to be well as they are then motivated to make efforts to grow personally and professionally and to achieve their career goals. The educator who is well, is more confident and can better master different situations (positive and negative) in the school settings. In addition, well-being creates optimal circumstances to strengthen the bond between educator and learner because being psychologically well-being is an important factor in forming healthy interpersonal relationships (Ilgan et al., 2015). Zaki (2016) also states that well-being helps educators grow and flourish in their profession.

A related concept is that of burnout. Freudenberger (1974) defined burnout as “a loss of idealism and enthusiasm for work”. As previously stated, psychological well-being has been closely linked to overall health, so experiencing psychological well-being counteracts burnout (Kaur & Singh, 2014).

2.2.2 Burnout

Burnout can be defined as the symptoms of physical, psychological and behavioral exhaustion that occur in a work environment (Freudenberger 1974). It has become such a big problem that it has been included in the 11th Revision of the International Classification of Diseases (ICD-11), which is a standard diagnostic tool for epidemiology, health management and clinical purposes released by the World Health Organization (2018). Burnout is included in the ICD-11 as an occupational phenomenon and not as a medical condition. Occupational phenomena in the ICD-11 are factors influencing health status of contact with health services, which means that they are reasons for which people contact health services, but that are not classified as illnesses (World Health Organization, 2018). Burnout is defined in the ICD-11 as a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed (World Health Organization, 2018). It is characterized by three dimensions: feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy (World Health Organization, 2018). Burnout refers specifically to these experiences within an occupational context and not to such experiences in other areas of life.

Burnout is a syndrome in which workers feel emotionally exhausted or fatigued, withdraw emotionally from their clients, and perceive a diminution of their achievement or accomplishments (Dwyer, 2011). Burnout is a prolonged response to on-going emotional and interpersonal stressors in the workplace and can be defined by three dimensions, namely exhaustion, cynicism and inefficacy (Maslach, 2001). According to Maslach (2001) burnout can impair both personal and social functioning and can thus contribute to a decline in the quality of work and interpersonal relationships.

2.2.2.1 Burnout in educators

Educator burnout occurs when educators undergo stress for long periods of time and then experience emotional exhaustion, depersonalization, and lack of personal accomplishment (Maslach, 2003). According to studies in both first world western countries and third world countries, educators indicate that they often experience high levels of stress and burnout because of the nature of their work (Mearns & Cain, 2003). Educators need to be able to function at optimal levels for quality education to be provided. This is challenging, as educator burnout seems to be high in most countries throughout the world (Louw et al., 2011). Per a study conducted by these researchers, Namibian school teachers show high levels of burnout. They found that about 26% of educators in their study scored high on burnout. This is due to various factors that educators must deal with as a part of their job like limited availability of resources, low salaries, high learner drop-out and repetition rates, violence against educators, large class sizes, limited support and minimal or no autonomy (Janik, 2013). Outcomes associated with burnout include teacher attrition, teacher health issues, and negative student outcomes (Brunsting, Sreckovic, & Lane, 2014).

According to Brunsting et al. (2014) almost all educators become frustrated with their profession or harbour negative feelings toward their profession, yet some educators experience these emotions more intensely or at higher frequencies. Educators are said to experience burnout when their job-related stress overcomes the available resources and their coping abilities, leading them to feel exhausted, cynical, or unaccomplished in their profession (Hakanen, Bakker, & Schaufeli, 2006; Maslach, Schaufeli, & Leiter, 2001). Although stress and job dissatisfaction is strongly correlated with educator burnout (Martin, Sass, & Schmitt, 2012), there is a delineation between stress and burnout. This is important, because individuals respond differently to stress: some thrive, others are indifferent, and others experience burnout over time (Faber, 2000). Similarly, job satisfaction and burnout are also separate constructs, because one can be dissatisfied with many aspects of one's job, like salary, hours, and available resources, without experiencing emotional exhaustion, cynicism, or lack of personal accomplishment (Faber, 2000).

2.2.3 Education in Namibia

The Republic of Namibia is a country in the southwestern part of Africa. It spreads over 825 552 square kilometers. The country is bordered by the Atlantic Ocean to the west, as well as the countries of Zambia, Zimbabwe, Angola, South Africa and Botswana. The Namibian population is currently estimated at about 2.64 million, of whom approximately 760 000 are school going learners (EMIS, 2017)

Namibia is a developing country and is therefore faced with challenges regarding development of the country and its population (The World Bank, 2018). A predominant concern is that about 28.7% of Namibians live below the national poverty line. Challenges to reducing this percentage include slowing economic growth, adverse weather patterns, high inequality and high unemployment. The people prone to poverty include female headed households, the less educated, larger families, children and the elderly, and laborers in subsistence farming. Namibia is one of the countries in the world with the highest discrepancy in income with 10% of citizens earning 65% of the income, leaving only 35% of incomes to 90% of the population (SACMEQ, 2005). The late Minister Abraham Iyambo (Ministry of Education, 2010-2013) contended that the eradication of poverty in Namibia relies upon Namibian learners completing their education so that they can contribute to the economy of the country. He was concerned about Namibian parents sending their school-aged children out into the streets without a decent education (Smit, 2011b).

In addition to poverty being a national problem, Namibia has one of the highest Human Immunodeficiency Virus (HIV) prevalence rates in the world. HIV has a national adult population prevalence of 14% (Centers for Disease Control and Prevention, 2017) Sixteen thousand of these infected people are children. Namibia has currently 70 000 Acquired Immunodeficiency Syndrome (AIDS) orphans, which is expected to rise to 250 000 in 2021 (UNAIDS, 2010).

A well-educated population that functions at a high level is needed for Namibia to compete in the developed world and be able to take care of the needs of the country. Mr. Bernardus Swartbooi, President of The Landless People's Movement and former Governor of the Karas region, claimed that one cannot leave education out of the conversation of economic development (Cloete, 2011). Mr. David Namwandi, former Minister of Education from 2013 to 2015, also commented on this when he said that education is what transforms nations from developing to developed (Shipanga, 2011). Kubberud et al. (1999) argued that education contributes towards the economic, democratic and social development of nations. In recent years, the Namibian government has realized that quality basic education is necessary for embracive development in the country. Robin Sherbourne, a well-known Namibian economist, has also commented that Namibia will not succeed economically unless it succeeds educationally (Kisting, 2011).

Effective education is an important component of any nation. According to research done by the Global Partnership for Education (2019) in 73 developing countries throughout the world, the benefits of education include:

- Reduced poverty
- Increased income: One extra year of schooling increases an individual's earnings by up to 10%.
- Healthier people: Children of educated mothers are more likely to be vaccinated and less likely to malnourished.
- Increased economic growth: Each additional year of schooling raises the average annual gross domestic product (GDP) growth by 0.37%.
- Decreased child mortality: A child whose mother can read is 50% more likely to live past the age of five.
- Increased peace: If the enrollment rate for secondary schooling is 10 percentage points higher than the average, the risk of war is reduced by about 3%.
- Reduced fertility rates: One additional year of school reduces the probability of becoming a mother by 7.3% for women who have completed at least primary education.

- Prevented disaster related deaths: Universalising upper secondary education by 2030 would prevent 200,000 disaster-related deaths in the 20 years that follow.
- Reduced child marriage: Each year of secondary education reduces the likelihood of marrying as a child by 5% or more.
- Reduced maternal deaths: If all mothers completed primary education, maternal deaths would be reduced by two-thirds, saving 189,000 lives.
- Increased gender equality: One additional school year can increase a woman's earnings by 10% to 20%.
- Reduced HIV and AIDS: Women with post-primary education are five times more likely than illiterate women to be educated on the topic of HIV and AIDS.

Quality basic education is, therefore, a cornerstone on which tertiary education and later career life rests. Quality educators are needed to be able to deliver quality education (Kuberrud et al., 1999). In 1986, Satya Pal Singh, Minister of Human Resource Development in India, stated that an education system cannot rise too far beyond the level of the educators within it. In this regard Minister Abraham Iyambo stated: "The determining factor of a quality education system is the quality of its teachers. We can have the best policies, curriculum and infrastructure, but if we do not have quality teachers, then education will fail" (Hengari, 2011, p. 5; Shivute, 2011, p. 2). For an education system to be functioning at an optimal level and to be successful it is essential that its educators, are psychologically and physically healthy.

2.2.3.1 Structure of the Namibian school system

After independence in 1990, the Ministry of Education was formed to replace the different ethnic and racial education departments in Namibia (ETSIP, 2007). The Ministry of Basic Education, Sport and Culture and the Ministry of Higher Education, Training and Employment Creation were combined into the Ministry of Education in March 2005. The new structure of the Ministry was approved by the Public Service Commission in the Office of the Prime Minister in August 2006. The structure of the Ministry of Education is further divided into four departments (ETSIP, 2007). Table 1 shows this structure:

Table 1

Divisions of the Ministry of Education

The Ministry of Education	
Department of Schools/Formal Education Programs 1. Directorate of Programs and Quality Assurance 2. Directorate of National Examinations and Assessment 3. Directorate of National Institute for Educational Development	**Department of Policy and Administration** 1. Directorate of General Services 2. Directorate of Planning and Development 3. Directorate of Finance
Department of Lifelong Learning 1. Directorate of Adult Education 2. Directorate of Namibia Library and Information Service	**Department of Tertiary Education, Science and Technology** 1. Directorate of Higher Education 2. Directorate of Research, Science and Technology

3. Directorate of Vocational Education
4. Directorate of Namibia Qualifications Authority.

3. Directorate of Namibia National Commission for UNESCO

(ETSIP, 2007)

Namibia's basic education system is divided into 14 educational regions. These regions are Kharas, Erongo, Hardap, Kavango East, Kavango West, Khomas, Kunene, Ohangwena, Omaheke, Omusati, Oshana, Oshikoto, Otjozondjupa, and Zambezi (EMIS, 2017), as indicated in Figure 1 below:

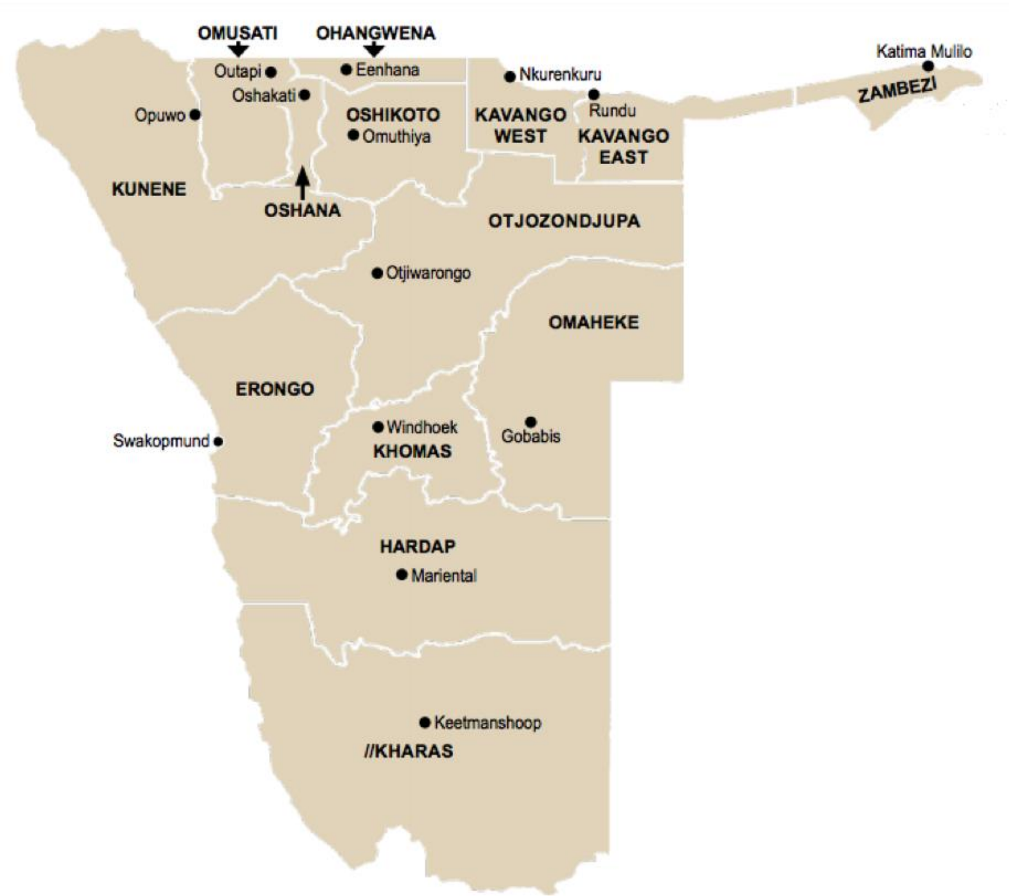

Figure 1: Educational Regions of Namibia (EMIS, 2017)

Children in Namibia who attend government schools receive 12 years of schooling. Many private schools follow the same system as the government schools. These 12 years, as explained in the National Curriculum for Basic Education (NIED, 2016) consist of:

- One year of pre-primary school at age 5 or 6 years.
- Three years of Junior Primary, Grade 1-3. Junior Primary is offered in either English or a mother tongue.
- Three years of Senior Primary, Grade 5-7. From Senior Primary, onwards the medium of teaching is English.
- Two years of Junior Secondary, Grade 8 and 9. A semi-external examination is written at the end of Grade 9.
- Two years of Senior Secondary Certificate Ordinary Level, Grade 10 and 11. At the end of grade 11 the Namibia Senior Secondary Certificate Ordinary (NSSCO) Level National Examinations are written.
- One year of Namibia Senior Secondary Advanced Subsidiary Level, Grade 12. At the end of Grade 12 the Namibia Senior Secondary Certificate Advanced Subsidiary (NSSCAS) Level National Examinations are written.

Because of widespread repetition in different grades, a semi-automatic promotion policy was adopted in Namibia in 1996 according to which no learner is allowed to repeat a grade more than once, except for Grade 10. Automatic promotion, where learners are transferred to higher grades without having achieved basic competencies, results in educators struggling to simultaneously cope with low and high achievers (Sasman, 2011a). Grade 10 learners who did not achieve the requirements to be promoted to the senior secondary phase (Grades 11 and 12) were only allowed to repeat the grade within mainstream schooling under exceptional circumstances. Otherwise, Grade 10 learners who fail, can repeat the grade through the Namibia College of Open Learning (NAMCOL) or similar institutions. Currently, depending on places available at schools, Grade 10 learners who did not meet the requirements for promotion can more readily return to their original school to repeat the grade, provided that their general behaviour was acceptable and the school has place for the applicant.

Table 2

Namibia Square Kilometers, Population, Number of Schools, Learners and Teachers (EMIS, 2018)

Region	Square Kilometer	Population (in 2011)	Number of Schools (in 2018)	Number of Learners (in 2018)	Number of Teachers (in 2018)
Erongo	63,539	150,809	74	44164	1671
Hardap	109,718	79,507	58	25001	963
Karas	161,514	77,421	57	22856	957
Kavango West	23,166	107,905	176	42675	1523
Kavango East	25,576	115,447	170	63318	2006
Khomas	36,964	342,141	129	89367	3878
Kunene	115,260	86,856	68	30350	1137
Ohangwena	10,706	245,446	265	104857	3980
Omaheke	84,981	71,233	44	23197	858
Omusati	26,551	243,166	285	98123	4085
Oshana	8,647	176,674	139	54161	2250
Oshikoto	38,685	181,973	222	71231	2791
Otjizondjupa	105,460	143,903	83	47617	1644
Zambezi	14,785	90,596	114	39026	1648
Total	825 552	2,113,077	1884	755943	29391

Table 2 shows that there were 1884 schools in total in Namibia in 2018. The total number of learners to be taught by 29 391 educators was 755943. This study focuses on the Omaheke region, which has 44 schools with 23 197 learners being taught by 858 educators.

2.2.4 Education in the Omaheke Region of Namibia

The Omaheke region of Namibia is situated on the eastern border of Namibia. The capital of the region is Gobabis. Figure 2 below shows the location of the Omaheke region in Namibia.

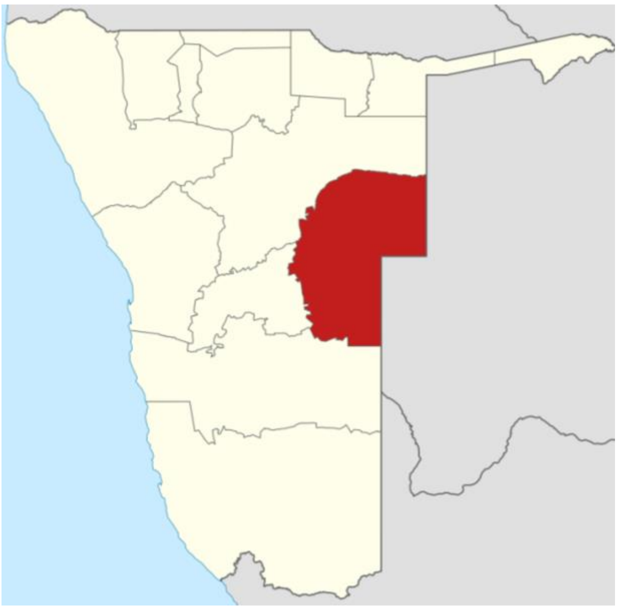

Figure 2: Location of the Omaheke Region of Namibia

The Omaheke region has 44 schools divided into 8 school clusters (Namibia Fifteenth School Day Report, 2019). Of these 44 schools, 32 are primary schools, 6 are junior secondary schools, 4 are senior secondary schools and 2 are combined schools (Namibia Fifteenth School Day Report, 2019). There are 43 government schools, of which a few are semi-government, and only 1 private school (Namibia Fifteenth

School Day Report, 2019). Figure 3 below shows the Omaheke region with all its schools.

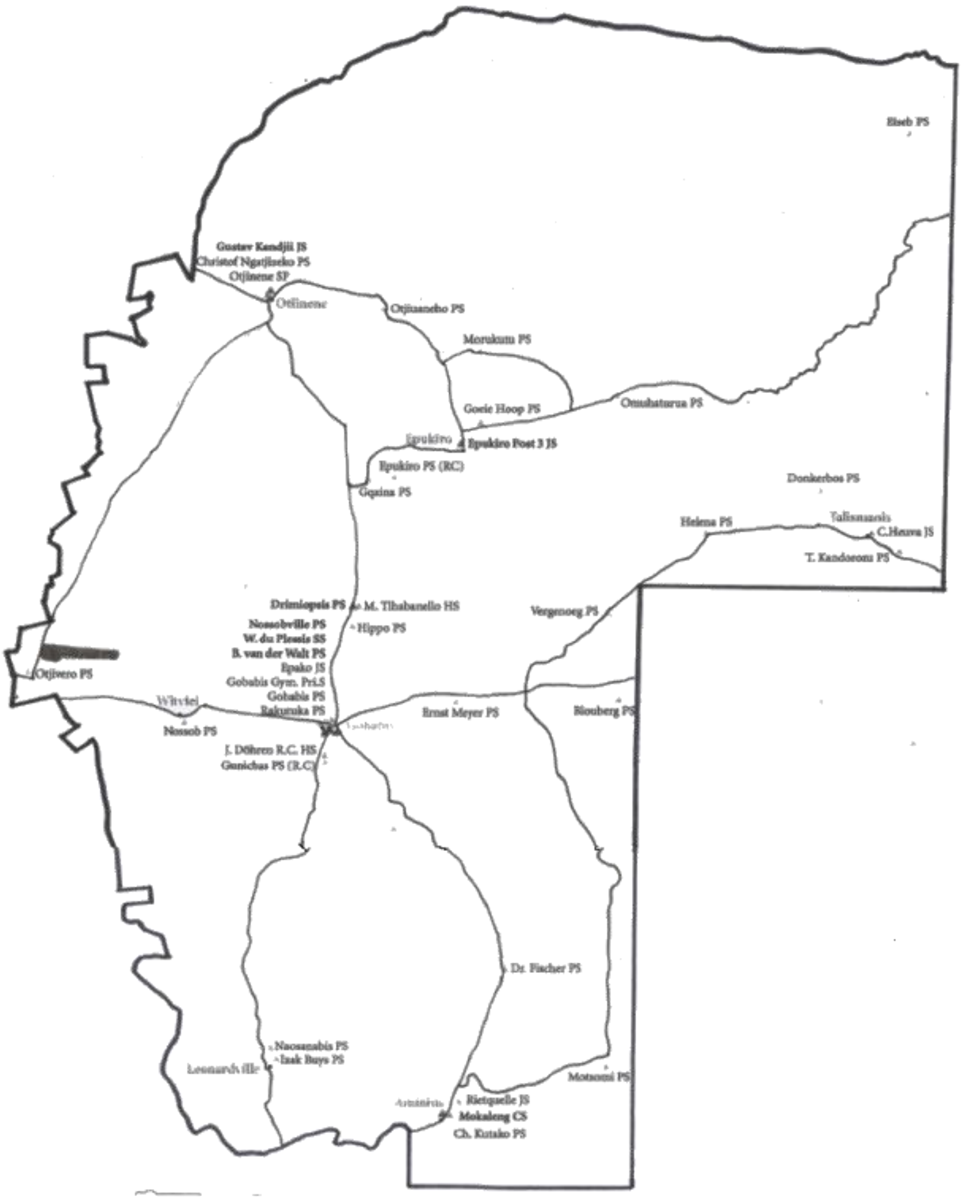

Figure 3: Schools within the Omaheke Region of Namibia. (Namibia Ministry of Basic Education, Sport and Culture, 2004)

Per the Namibia Fifteenth School Day Report (2019) there is a total of 23 679 learners in the Omaheke region of which 1332 are pre-primary school learners, 16 693 are primary school learners, and 5654 are secondary school learners. There is a total of 853 educators in the region. The Ministry of Education regional office in the region is situated in Gobabis. As can be seen on the map, most schools are situated in rural areas and are far from the Ministry of Education Regional Office.

2.2.5 The State of Education in Namibia

Mr. Nangolo Mbumba, former Minister of Education from 2005 to 2010, wrote an introduction to the Education and Training Sector Improvement Program (ETSIP) in 2006: "…at the current level of performance in education, we will not be producing citizens who are capable of making Namibia a knowledge-based economy as is expected of us in Vision 2030" (ETSIP, 2007). The ETSIP guide also states that the Namibian education system is a "very weak tool for supporting the realization of national development goals, especially the intended transition to knowledge-driven growth and equitable social development (ETSIP, 2007).

Academic achievement is poor, which can be seen in the Namibian Senior Secondary Certificate (NSSC) and Junior Secondary Certificate (JSC) examination results. Per statistics from 2017, only 55.3% of Grade 10 learners qualified for Grade 11 and only 65.8% learners obtained higher level grades that met the requirement for admission to University (Namibian Ministry of Education, 2017). In addition, the national average percentage achieved by learners in Mathematics and English is below 50% with the majority of school-going children performing academically below basic standards (Sasman, 2011d).

Academic performance in schools has an influence on higher education institutions. These institutions can only function well when they admit young people who went through a quality basic education system. Currently, students who come into higher education institutions in Namibia as first year students have not yet mastered basic competencies like literacy in English, the official language in Namibia. To address this problem, the University of Namibia introduced a compulsory course in basic English competencies at all levels of entry (courses: ULEA3519 English for academic purposes, and ULEA 3419 English communication and study skills (Janik, 2013)).

It is evident that the Namibian education system faces various challenges. Educational standards are compromised and stakeholders within the education system need to monitor and review strategies for improvement of education, with special attention given to the most essential role-players in basic education: educators and learners. Educators are responsible for informing and transforming learners and thus keeping national education standards on a high level. Therefore, educators need a lot of support, from all parties involved in education, in order to remain engaged, motivated and committed in their task of education. Support is also needed to remain physically and psychologically healthy and to stay within the education profession.

2.2.5.1 Challenges Faced by the Namibian Education System

The Namibian education system is facing various challenges for learners, educators, and stakeholders within the education system and the country of Namibia as a whole. Seligman's (1991) theory of positive psychology reframes challenges as opportunities for growth. Current challenges can thus be used to inform ways of improving the education system.

2.2.5.1.1 Population Growth and its Impact on Education

The Namibian population growth is currently estimated at 2.6 – 3.0% per annum (SACMEQ, 2015), which puts a high demand on available schools. The number of classrooms in the country was 21 580 in 2017, with 1458 non-permanent structures, 1797 traditional structures, and 215 rented classrooms (EMIS, 2017). The government spent N$ 53.6 million on building 105 new classrooms in 2018 (Nakale, 2018), and also planned on spending another N$60 million during the course of 2018 to accommodate the still increasing number of school-going children (Iikela, 2018).

Besides the shortage of classrooms there are shortages in sitting and writing places for learners, possibly due to the increase of numbers of learners who are schooling as well as the low rate of repair of broken furniture. In 2000, 3-5% of school-going children in Namibia did not have a chalkboard in their classrooms, 70% of learners did not have a bookshelf in their classroom, and 30% of learners did not have a teacher table or chair in their classroom. The average number of library books in classrooms in 2000 was two books per class (SACMEQ, 2005).

To function at optimal levels, educators need physical resources, like classrooms, tables, and writing boards. Cognitive resources, like continued training and books and also emotional resources, like support from parents, are also required (Schaufeli & Bakker, 2004).

2.2.5.1.2 Education Budget

Economic growth in Namibia is currently slow, which is decreasing revenue and causing the government to cut spending across sectors (Namibia National Planning Commission, 2018). According to the projections by the International Monetary Fund, the gross domestic product in Namibia is projected to show no growth, while government revenue is expected to decline drastically. The macro fiscal environment will put pressure on government finances and thus on resources available for education (Namibia, Ministry of Education, Arts and Culture, 2017c). The Namibian government’s spending on basic education is high compared to other upper middle income countries in Southern Africa. Due to the economic pressure that Namibia experiences as well as the high costs of basic education, it will be difficult to make a case for giving additional budget priority to the education sector.

The overall total budget of the Ministry of Education, Arts and Culture budget has decreased from N$12.32 billion in the 2016/17 financial year to N$ 11.97 billion in the 2017/18 financial year. Of this, N$10 billion has been allocated to staff related expenditure. These include remuneration, the Government Institutions Pension Fund and other conditions of service (Nakale, 2017). The Ministry has recorded a total teaching staff of 27 886, which means the average salary is N$ 36,000 per educator per annum. The Namibian education budget already exerts a great amount of pressure on the national budget. The private sector and parents contribute to only 3.8%, which means the government has to settle 97% of the education bill of Namibia (Nakale, 2017). This leaves little space for sufficiently providing much needed educational resources and salary increases for educators in the country.

A direct link exists between a budget and availability of resources. This is also the case within the Namibian education sector. If resources are readily available, educators will be more psychologically available to engage at an optimal level in their education task (May, Gilson & Harter, 2004). Furthermore, low availability of resources together with high job demands often leads to disengagement and burnout.

2.2.5.1.3 General educator remuneration and living circumstances

Educators in Sub-Saharan Africa were found to be frustrated with their salaries which they perceive as too low and not always received on time. This also leads to educator absenteeism, as educators often have to travel long distances to offices in order to receive their pay (Chapman & Mulkeen, 2003). Gritz and Theobald (1996) furthermore indicate that educators who are not able to make a decent living on their salaries or who see their salaries comparing poorly with those of professionals with the same level of training in other fields tend to leave the education profession quickly.

Low salaries often force educators to do additional work, which in return has a negative influence on the quality of education provided to learners (Oliveira & Farrell, 1993). It is rational to argue that educators should be financially compensated to function at optimal levels within their high-stress working environments. A study conducted in 2000 suggested that Namibian mathematics and language educators are not adequately compensated (SACMEQ, 2005; SACMEQ, 2011). This study found that the average educator was not well-off in the terms of possessions at home. In one of most recent studies done by The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) indicators are that only 57.8% of reading educators, 59.3% of mathematics educators and 51.1% health educators were living in houses with acceptable conditions in 2007 (SACMEQ, 2011). About half of the educators in the study indicated that they relied on candles and oil lamps as a source of light (SACMEQ, 2011).

In the United States of America, Ingersol (2002) found that poor salaries were the reason for 47% of migration of educators from one school to another, and a reason for

45% of educators leaving the teaching profession. Murnane and Olsen (1990) found that the higher educator salaries were, the lower the probability that those educators would resign. Murnane and Olsen thus affirmed that educators' pay is linked to turnover intention.

Educator salaries are not up to standard, especially in developing countries (Kubberud et al., 1999). Janik (2013) mentions that most Namibian educators are employed by the government, which means that salaries are defined by certain structures and are not individually negotiable. Janik (2013) further states that salaries are also linked to formal qualifications with the result that educators pursue qualifications not for the enhancement of their quality as educators, but in order to qualify for higher salaries. Educators with higher qualifications then become attractive to the private sector where much better salaries often await them. At the same time, educators who do not pursue academic qualifications, but who are excellent educators leave the profession as they feel undervalued by the salary system (Kubberud et al., 1999).

Rewards and recognitions are vital in keeping educators engaged, hardworking, committed and healthy in education (De Villiers-Scheepers, 2011), and without the wish to leave the profession.

2.2.5.1.4 Impact of poverty on education in Namibia

Salaries of educators are a fundamental factor in providing quality education. The huge gap between the minority of wealthy people in Namibia and the large number of poor people also provides challenges to educators. Educators are often confronted with the realities of learners living in poverty-stricken homes. Learners attend school hungry and have difficulties concentrating, which influences academic achievement. A report in a Namibian newspaper in 2011 stated that nearly 250 000 learners at 1214 schools in Namibia receive food from the government (Retief, 2011). This initiative costs the Namibian Government N$50 million per year. In addition, projections indicate that another 200 000 learners do not benefit from this feeding system, which means that two thirds of Namibian children do not eat enough at home to support healthy learning abilities (Retief, 2011). Hunger negatively impacts concentration and attention of learners (McIntyre, Kwok, & Patten, 2017), and Namibian educators oftentimes try to resolve this by buying food out of their own pockets (Grobler, 2006). Hungry learners are often a reality in Namibia which impacts negatively on the educator’s emotional resources. The low number of healthy learners, who may be hungry, leads to low academic performance, grade repetition and/or consequent school dropout. This emotionally challenges educators.

2.2.5.1.5 Educator and learner absenteeism and related behavioral problems

Absenteeism, both of learners and educators, is another contributor to unsatisfactory academic performance within the Namibian education system. The SACMEQ (2015) report indicates that 96.8% of grade 6 learners were in schools where teacher absenteeism is a problem. Besides absenteeism, there is a host of other problems among learners that negatively influences academic achievement. Learners who are arriving late for school is at the top of the list with 99% of Namibian schools noting this as a problem (SACMEQ, 2015). Other problems include fighting between learners at 98% of schools, intimidation of learners by other learners at 95% and the use of abusive language at 93.6%. In addition to these problems learners skip classes, drop out of school, disturb teaching in the classroom, cheat during tests and examinations, vandalism, theft, sexual harassment of learners, drug and alcohol abuse among learners and learner health problems (SAQMEC, 2015).

When looking at educator absenteeism, 67.9% of schools report having problems related to educators being absent from work. More than 50% of Grade 6 learners were in schools where ‘teacher health problems’, ‘arriving late at school’, and ‘skipping classes’ occurred frequently (SAQMEC, 2015). Thirty three percent of Namibian learners are attending schools where teacher are perceived to be guilty of alcohol abuse (SACMEQ, 2015).

2.2.5.1.6 Parent involvement and parent education level

Janik (2013) claims that home background plays a crucial role in the attitudes learners have towards educators. Learners up to 18 years of age spend 92% of their time under the influence of their parents (Walberg & Paik, 2000). It can therefore be derived that children with educated parents will have better parental support with schoolwork which could enhance overall quality of schoolwork. Parents with higher education levels will emphasize that importance of academic qualifications of their children (Cohen, 2008), so they will therefore be more supportive of educators. As a result, educators will not have to teach learners the value of education and can focus more time on their education tasks. According to a study done on 5000 Grade 6 learners in Namibia in 2013, it was found that 9.9% of learners’ biological mothers and 14.1% of learners’ biological fathers had not attended any school (SAQMEC, 2015). Of these surveyed Grade 6 learners, it was found that 36.9% of biological fathers and 39.5% of biological mothers attended secondary education (SAQMEC, 2015). In another study in Namibia in 2000, only about half of the Grade 6 learners in this study indicated in

2000 that their parents helped them with their homework (SACMEQ, 2005). Thus, learners are often left alone with their schoolwork, without the parental support that they need. Parent involvement in schools is of critical importance for successful outcomes with schoolwork (Mohammadi, Moqaddam, Ganjifard, & Kazemi, 2017). Although many schools attempt in various ways to get parents more involved in school related matters, Namibian educational specialist Justin Ellis found that parents are still not very involved in their children's schools (Sasman, 2011c). Parental support for educators, and not only learners, is also very important.

2.2.5.1.7 Educator education level

Just like parental education level seems to influence academic achievement of learners (as discussed in 2.2.4.1.6 above), the level of education of educators also plays an important role in learner academic achievement (Manning, Wong, Fleming, & Garvis, 2019). Educators need to be well qualified for them to deliver high quality education in a highly stressful work environment (Manning et al., 2019). Educators who have a higher level of education tend to fare better with the high demands within the education system (Janik, 2013). EMIS (2017) statistics indicated that a total of 465 educators in Namibia had qualifications lower than Grade 12, while 4748 educators had Grade 12 and 1-2 years of tertiary education. It was also found that 24 734 educators had more than two years of tertiary education (EMIS, 2017). These statistics indicate that a high number of educators in Namibia are adequately qualified, but SACMEQ (2005) statistics indicate that in 2000 only 13% of language educators of grade 6 learners and 10% of mathematics educators of grade 6 learners had some tertiary education. The English Language Teacher Development Project (ELTDP, 1999) in Namibia indicated that 43% of upper primary educators did not have a proficiency in English allowing them to properly teach in English. This finding was also confirmed by the Namibia Institute of Democracy who found that 22% of learners said that their educators do not speak understandable English (Kisting, 2011). Educators, especially in the Northern regions of the country, seem to have low academic and professional training (EMIS, 2017). Educators who are well-qualified for the position which they hold, might fare better with job demands and experience lower rates of burnout than underqualified educators (Jamaludin, & You, 2019).

In 2013, 5% of principals in Namibia had completed primary education, 3.5% completed junior secondary school and 26.6% completed senior secondary school. Only 14.1% of principals had completed the equivalent of A-levels in 2000, while only 50.8% of principals reported successful completion of tertiary education (SACMEQ, 2015). Especially in the Kunene, Ohangwena, Omaheke, Omusati, Oshikoto and Oshana educational regions, many principals have received only primary school education (EMIS, 2017). According to Janik (2013) tertiary level education is important for principals and heads of departments, as this will help minimize leadership problems. Leadership problems will be minimized as educators in schools might more readily accept the authority of someone with higher academic qualifications. A clear hierarchy will be evident which will result in success in crucial job factors like supervisor support and supervisor trust (Janik, 2013). With supervisor support and supervisor trust established, educators are more likely to feel safe at work and will be able to better cope with high job demands (Janik, 2013).

2.2.5.1.8 Violence against educators

According to De Waal (2011) incidents of violence against Namibian educators and other staff of the Ministry of Education are on the increase. The Namibia's National Safe Schools Framework (Namibia, Ministry of Education, Arts and Culture, & United Nations Children's Fund, 2018) confirms that it is currently still increasing. Part of the reason for the increase in disrespectful behaviour towards educators might be that working conditions for educators decline while their status as professionals deteriorates (Kubberud et al., 1999). Sasman (2011b) reports that, amongst other things, poor discipline of both educators and learners and poor work ethics of educators in the country deprive learners of up to 50 school days per annum. Violence, poor discipline, disrespect and poor work ethics might all be part of the explanation for the deterioration of the status of educators. Poor work ethics influence learner academic achievement negatively which might lead to frustration amongst learners and parents (Janik, 2013). Learner and parent frustration might be expressed in aggressive acts against educators (Namibian Ministry of Education, Arts and Culture, & United Nations Children's Fund, 2018). Aggressive acts against educators can increase the demands made on them. If educators do not have sufficient resources to cope with such stress, educators might become burned out and leave the teaching profession (Nambundunga, 2016).

2.2.5.1.9 Class size

Class size is directly linked to educator workload. Larger class sizes result in more work and less individual contact with learners. In addition, it is easier to maintain good academic and disciplinary standards in smaller classes. Large class sizes can easily cause educators to feel overwhelmed (Nelson, 2008). Per EMIS (2017) statistics, class sizes in Namibian schools are averaged at 29.9 learners per educator. However, it is reported that some classes have up to 42 learners per educator whilst others have classes of fewer than 20 learners (EMIS, 2017). Often educators in Namibia teach large classes while also carrying the burden of limited learning materials because of an inadequate budget for learning resources (UNICEF, 2016). The Ministry of Education in Namibia has set as a goal not to exceed 40 learners per class at the primary level and 35 learners at the secondary level (EMIS, 2017). According to EMIS (2017) statistics, primary schools had on average 29.5 learners per class and secondary schools had on average 31.5 learners per class in 2017.

2.2.5.1.10 Educator Turnover

Dove (2004) reports that turnover rates for educators vary worldwide between 5% and 30%. EMIS (2017) defines turnover rates as the percentage of educators who left the profession of education altogether within a certain year. Certain factors seem to influence educator turnover. It appears that turnover rate is influenced by level of education, as the more qualifications the educator holds the more easily that educator may resign because of receiving other job offers (Greiner & Smith, 2009). The EMIS turnover statistics thus do not include figures of educators who were transferred from one school to another in Namibia. The average turnover rates of educators in Namibian schools in 2017 was 9.6% (EMIS, 2017). That means that 2 821 educators left the education sector completely in 2017. The Ministry of Education announced in September 2019 that Namibia is in dire need of 1 746 educators for the 2020 school year. The total number of student who graduated with a bachelor’s degree in education from the University of Namibia in 2016 was only 1012 (University of Namibia, 2016). High turnover rates are possibly the result of high stress and burnout within the profession of education. According to Klusmann et al. (2008), educators worldwide leave the education profession at alarming rates. They identified characteristics of educators who might leave the profession early:

- Younger educators tend to leave schools faster than older educators;
- Educators who teach in the special education stream have higher turnover rates than other educators;
- Educators who teach in ethnically diverse schools leave the profession more quickly than those in ethnically homogeneous schools;
- Educators with high academic ability seem to leave the profession more quickly than others;
- Inexperienced educators seem to leave the profession sooner than others;
- It seems that educators at private schools have higher turnover rates than those at public schools.

All of these factors tend to increase stress levels, leading to burnout, which then in turn cause educators to leave the teaching profession. Other factors that tend to increase turnover rates of educators include inadequate administrative support, poor student discipline, lack of faculty influence, lack of community support, unsafe environment, lack of student motivation and inadequate time to prepare (Ingersoll, 2002).

2.2.5.2 General Work Situation for Educators

The quality of education and work circumstances of educators is deteriorating worldwide (Kubberud et al., 1999). Education is seen as a highly stressful profession (Van der Doef & Maes, 2002), and educators seem to struggle increasingly with burnout, depression, anxiety and physical health problems (Pomaki &

Anagnostopoulou, 2003). In a general survey with educators in Australia, one third stated that their job was highly or very highly stressful (Pithers, 1995). In the Netherlands, 53% of educators who were certified as incapacitated, suffered from work-related mental health problems (Van Horn, Schaufeli, & Enzmann, 1999). Most research done on burnout concerns educators (De Frank & Stroup, 1989; Jackson, Schwab, & Schuler, 1986), which is an indication that education and burnout are interlinked.

A wide variety of negative factors in the profession of education serve as stressors such as limited support, few resources, dissatisfaction with salaries, minimal or no autonomy and a global lowering of the status of education as a profession (Gendin & Sergeev, 2002). Changes in classroom composition, such as larger class sizes and the integration of learners with special needs into mainstream classrooms, require additional flexibility and expertise from educators, increasing stress levels and demands on educators. With increased stress and decline in the working conditions of educators it cannot come as a surprise that turnover and transfer rates among educators are higher than in other professions and are still on the increase, which often leads to great shortages of educators (George et al., 2008; Hanushek, Kain, & Rivkin, 2004; Ingersoll, 2002).

Despite all the challenges required to be faced within work situations, work remains important to human beings for several reasons. Apart from work as a means of provision, it can give people meaningfulness and fulfilment (Maxwell, 2015). However, poor work circumstances can cause ill health and a decision to resign (Nambundunga, 2016). Negative effects like mental illness, heart disease, alcoholism, suicide and spouse battering can then in turn result when people lose their work or resign because of a poor work situation (Bergh, 2004). Therefore, the problems at the workplace need to be identified through research and then addressed.

2.3 Theoretical Framework

The theory of Positive Psychology (Seligman & Csikszentmihalyi, 2000) will form the underlying theoretical framework of this study. The term positive psychology was first introduced by Abraham Maslow in his first addition of *Motivation and Personality* in the 1950's (Seligman & Csikszentmihalyi, 2000), but started as a new area of psychology in 1998 when Martin Seligman chose positive psychology as the theme for his term as president of the American Psychological Association. He defined Positive psychology as the study of what constitutes the pleasant life, the engaged life, and the meaningful life (Batthyany, & Russo-Netzer, 2014).

The field of positive psychology is about valued subjective experiences. These experiences include well-being, contentment, and satisfaction (in the past); hope and optimism (for the future); and flow and happiness (in the present). At the individual level, positive psychology is about positive individual traits like the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom. At the group level, positive psychology is about the civic virtues and the institutions that move moderation, tolerance, and work ethic (Seligman & Csikszentmihalyi, 2000).

Positive psychology is not concerned with treating mental illness and disorders by assessing and curing individual suffering, but rather aims to make the lives of all people better and to nurture genius (Seligman & Csikszentmihalyi, 2000). Seligman's theory recognizes that positive, happy individuals will be less likely to experience adversities and will be more likely to flourish in life. Positivity has an influence on psychological well-being and burnout, meaning that measuring psychological well-being and burnout will provide insight into the level of positivity of educators.

2.4 Chapter Summary

As can be seen from this chapter, psychological well-being is an important factor in high academic success within the education sector. It has also been found to be counteractive to burnout, which is a major problem in the teaching profession. This chapter addressed many aspects influencing psychological well-being and burnout rates of educators.

Chapter 3 will present the research methodology of the study. It will include information about the research design and methods, the population, sample size and sampling methods as well as a description of the research instruments. The procedures that were followed to collect data as well as data collection and analysis methods will also be discussed.

CHAPTER 3: RESEARCH METHODOLOY

3.1. Introduction

The aim of Chapter three is to outline the methodology of the research. It will discuss the research design, population and sample, research instruments, the procedure followed, data analysis, and research ethics.

3.2 Research Design and Methods

This study utilized a quantitative, descriptive, cross-sectional design to assess the psychological well-being and burnout levels in primary and secondary school educators in the Omaheke Region of Namibia.

Quantitative research quantifies attitudes, opinions, behaviors and other defined variables by generating numerical data that can be transformed into usable statistics. It uses measurable data to formulate facts and uncover patterns in research (DeFranzo, 2011). The quantitative approach was used in this study as it allows for a broader study, involving a greater number of subjects and therefore enhancing the generalization of the results (Babbie, 2010). The quantitative approach also allows for greater objectivity and accuracy of results as quantitative methods are generally designed to support generalizations about the phenomenon under study (Rich, Brians, Manheim, & Willnat 2011). In addition, personal bias can more easily be avoided as there is a distance between participating subjects and the researcher (McNabb, 2008).

A descriptive design was chosen, because this study aims to provide a description of the current psychological well-being and burnout levels in primary and secondary educators. The main characteristic of the descriptive method is that the researcher does not control variables, but only reports the findings. The researcher does, however, attempt to discover contributing factors even when variables are not being controlled. The descriptive approach usually utilizes survey methods to obtain data (Kothari, 2004; Jackson, 2016).

A cross-sectional study involves looking at data from a population at one specific point in time (Levin, 2006). Some of the key characteristics of a cross-sectional study include: the study takes place at a single point in time; It does not involve manipulating variables; it allows researchers to look at numerous characteristics at once (age, income, gender, etc.); it is often used to look at the prevailing characteristics in a given population; and it can provide information about what is happening in a current population (Levin, 2006). The cross-sectional design allowed the researcher the opportunity to do the same research with different groups of individuals at the same point in time. This allows for efficient data collection and comparisons to be made from the analyzed data (Setia, 2016).

3.3 Population

According to Salkind (2010), population within research is defined as a comprehensive group of individuals, institutions, objects, etc. which have common characteristics that are the interest of a researcher. The common characteristics of the groups distinguish them from other individual, institutions, objects and so forth (Salkind, 2012).

The population of this study consisted of 853 primary and secondary educators in private, semi-public and public schools in the Omaheke region (Namibia Fifteenth School Day Report, 2019). Based on this report, there are 44 schools in Omaheke of which 32 are primary schools, 6 are junior secondary schools, 4 are senior secondary schools and 2 are combined schools (Namibia Fifteenth School Day Report, 2019). Of the 44 schools, 43 are public or semi-public schools, and one of the combined schools is a private school (Namibia Fifteenth School Day Report, 2019). All 44 schools were invited to voluntarily participate in this research study.

According to the Namibia Fifteenth School Day Report (2019) there is a total of 645 primary school educators in the Omaheke region, of which 634 are from government or semi-government schools and 11 are from private schools. There is also a total of 208 secondary school educators in the Omaheke region of which 194 are from government and semi-government schools and 14 are from private schools (Namibia Fifteenth School Day Report, 2019).

Participants came from various demographic backgrounds. The reason for only including educators from the Omaheke region is because, according to NSSC and JSE learner academic pass results from 2017, the Omaheke region was found to be one of the weakest performing regions in the country (Namibia, Ministry of Education, Arts and Culture, 2017a). The researcher decided to include both primary and secondary school educators as well as public, semi-public and private school educators, in order to generate results that is inclusive of all educators within the region.

3.4 Sample

A sample in research refers to a representative group of individuals or elements that fall under the particular population from which information regarding the population is collected (Salkind, 2012). A sample is used as it is not always practically possible to approach all individuals or elements in a population (Salkind, 2012).

All 44 schools in the Omaheke region were invited to participate. Of the 44 schools in the Omaheke region, 14 agreed to take part in the study. Of these 14 participating schools, 7 were government primary schools, 3 were government secondary schools, 2 were semi-government primary schools, 1 was a semi-government secondary school, and 1 was a combined private school. 340 educators were employed at the schools that agreed to participate in the study.

Participants for this study were selected via non-random convenience sampling. Non-random convenience sampling is a sampling technique used to create a sample as per ease of access, readiness to be a part of the sample, availability at a given time slot or any other practical specifications of a particular element (Salkind, 2010). In non-random convenience sampling, the researcher chooses their participants merely based on proximity and convenience (Salkind, 2010). This sampling technique was selected as it best fit the researchers time and financial circumstances. In addition to this, non-random convenience sampling allows the researcher to obtain data and trends regarding the study without the complications of using a randomized sample. Non-random convenience sampling is also useful in documenting whether a particular quality occurs within the given sample and detecting relationships among different phenomena (Explorable, 2009). A total of 217 educators participated in a convenience sample. Participants were selected based on availability and willingness to participate. Of the 217 participants 115 were from government primary schools, 53 were from government secondary schools, 22 were from semi-government primary schools, 16 were from semi-government secondary schools and 11 were from a combined private school. This sample was regarded as representative of the target population as per Jacobs (2012) suggestion that states that if a population size is around 1500, at least 20% should be sampled. If a population size is around 500, at least 50% should be sampled. In the case of the current research study, the sample consisted of 25% of the target population. It can thus be regarded as a representative sample.

3.5 Research Instruments

3.5.1 Biographical data questionnaire

A self-designed biographical questionnaire was utilized in this study for the purpose of obtaining biographical data, which included gender, age, marital status, qualification, job tenure, job position, type of school, years at the school, years in teaching, nationality, home language, ethnicity and religious affiliation/spirituality.

3.5.2 The Ryff Scales of Psychological Well-Being

3.5.2.1 Rationale and description

The Ryff Scale of Psychological Well-being as developed by Ryff and Keyes (1995) has been utilized in this study to collect data about the psychological well-being of primary and secondary school educators in the Omaheke region of Namibia. As educators completed the scale themselves, results are regarded as a subjective reflection of educators' psychological well-being at the time of measurement.

The Ryff Scale of Psychological Well-being is a 54 item Likert Scale questionnaire. It measures 6 different theory-guided dimensions of well-being, which are self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth.

3.5.2.2 Administration, scoring and interpretation

The Ryff's Scale of Psychological Well-being was administered as part of a survey battery. The 54 items of the Ryff Scale were the make-up of Part B of the questionnaire. Scoring and interpretation of the results obtained by the participants on the Ryff Scale were statistically conducted with the Statistical Package for Social Sciences (SPSS) version 25 statistical program.

The Ryff Scales of Psychological well-being scores are calculated by firstly reverse scoring the negatively scored items. The total score is then calculated by adding up all the items. High levels of well-being refers to scores in the top 25% (quartile) of the distribution, whereas low well-being are scores in the bottom 25% (quartile) of the distribution.

The Ryff Scale provides the researcher with a subjective overall assessment of how psychologically well educators are. It is a medium length scale and easy to administer.

3.5.2.3 Reliability and validity

Bayani, Koochekya, and Bayani, (2008) investigated the validity and reliability for the Ryff Scales of Psychological Well-Being with a sample size of 145 in Iran and a reliability coefficient of 0.82.

3.5.2.4 Motivation for inclusion

The Ryff Scale is a medium length scale and can be easily administered in order to extract valuable information about the psychological well-being of primary and secondary school educators in the Omaheke region of Namibia. Many of the participating educators complained that they have a high workload, therefore they welcomed a scale that is not too long. Even though the Ryff Scale of Psychological well-being was developed in first world country, studies have found it to be useful in an African context (Henn, Hill & Jorgensen, 2016; Lambert & Pasha-Zaidi, 2019)

3.5.3 Copenhagen Burnout Inventory

3.5.3.1 Rationale and description

The Copenhagen Burnout Inventory (CBI) as developed by Kristensen, et al. (2005) has been utilized in this study to collect data about the burnout levels of primary and secondary school educators in the Omaheke region of Namibia. As educators completed the scale themselves, results are regarded as a subjective reflection of educators’ burnout at the time of measurement.

The CBI is a 20 item Likert Scale questionnaire. The CBI has three parts: personal burnout, which is a generic burnout scale; work-related burnout, which assumes that the respondent has paid work of some kind and measures burnout related to this; and client-related burnout, which measures burnout related to work with clients, or similar individuals when appropriate, such as patients, students, inmates, etc.

3.5.3.2 Administration, scoring and interpretation

The CBI was administered as part of a survey battery. The 20 items of the CBI were the make-up of Part C of the questionnaire. Scoring and interpretation of the results obtained by the participants on the CBI were statistically conducted with the Statistical Package for Social Sciences (SPSS) version 25 statistical program.

The Copenhagen Burnout Inventory scores are calculated by firstly reverse scoring the negatively scored items. Each response on the Copenhagen burnout inventory represents a number between 0 and 100 (for example Always=100. Often=75. Sometimes=50. Seldom=25. Never/almost never=0.) The total score is then calculated by adding up all the items. An average is then calculated, and an average above 50 points is considered to be a high level of burnout.

The CBI provides the researcher with a subjective overall assessment of how burnt out educators are. It is a short scale and easy to administer.

3.5.3.3 Reliability and validity

Smit (2011a) found the Copenhagen Burnout Inventory to be valid and reliable in South Africa with a sample of size of 215 and a reliability coefficient of 0.935. The Copenhagen, like the Ryff Scales, was developed in a first world, western country, but Smit (2011a) has found it to be useful in an African cultural context.

3.6 Procedure

Permission to conduct the study was obtained from the University of Namibia Research Ethics Committee (FHS/478/2019). The researcher then contacted the

Executive Director (ED) of the Ministry of Education, Mrs. Sanet Steenkamp (see appendix B) for permission to include educators in Namibia in this study as participants. After the ED granted permission that educators can be contacted for the research study, the Regional Director of Education of the Omaheke region, Mr. Pecka Semba was requested for permission to contact educators in the region to participate in the study (see appendix C). With the necessary permission granted by Mr. Semba, the principals of the various public and private primary and secondary schools in the Omaheke region were contacted. Principals were briefed telephonically about the study and asked permission to meet educators during break times in order to explain the study and allow those who volunteered to participate to sign consent forms. Participants were informed during this session that it will take about 30 minutes to complete the questionnaire. The researcher emphasized that participants should not use school time to complete the questionnaire. Questionnaires were then distributed to participating educators by the researcher. The researcher then collected questionnaires from the schools upon completion. The researcher was not present while participants completed questionnaires, but it was emphasized that she is reachable by phone should any questions arise. The researcher waited until all completed questionnaires were received before data capture commenced.

3.7 Data Analysis

Completed, received questionnaires were coded, after which the data was captured in a data matrix in Excel. Each observation unit was recorded in a row whilst each variable was recorded in a column. The data was then converted to a Statistical Package for the Social Sciences (SPSS) dataset. SPSS Statistics is a computer software package used for interactive statistical analysis (IBM, 2019). The data was quantified and analyzed using SPSS version 25. SPSS 25 was used as it offered the research a lot of control over the data and provided the researcher with in-depth, fast and accurate data analysis.

Statistical techniques were chosen on the basis of addressing the different research objectives. Descriptive statistics were utilized in order to assess the psychological well-being and burnout levels of primary- and secondary school educators in the Omaheke region of Namibia. An independent-samples t-test was conducted to compare the burnout and psychological well-being scores of primary school educators with the burnout and psychological well-being scores of secondary school educators. One-way between-groups ANOVA's were run to explore possible associations between the burnout global scale and biographical variables as well as the global psychological well-being scale and biographical variables. Pearson correlations were conducted to find correlations between the subscales of burnout and the subscales of psychological well-being as well as to determine which burnout subscale has the greatest association with psychological well-being of educators. In addition, multiple regression was conducted to determine which subscale of burnout has the largest impact on psychological well-being.

3.8 Research Ethics

Beins and McCarthy (2012) state that ethical considerations are relevant to every research study. Investigations create a controversy between achieving the objectives of the study, which usually entails benefiting the larger population, and honoring the rights of the participants involved in the research. Beins and McCarthy (2012) found that in the past, research was carried out at the expense of the participants. In order to avoid the exploitation of research participants, applicable ethical standards should be mandatory during research.

The current study was conducted with approval of the University of Namibia Research Ethics Committee (UREC) and the Ministry of Education, both on the national and regional level.

For the duration of this study, the participants were given the opportunity to ask questions at any time as participants had the mobile number and email address of the researcher. Participants were appropriately briefed beforehand that they can choose to withdraw from the study at any stage if need be without any negative consequences. Participants remained anonymous in this study as codes were used to replace participant names. All the information received from the participants was treated in a confidential way in the sense that only the researcher had access to the completed questionnaires. The questionnaires were otherwise stored in a lockable cupboard. Privacy was protected, because no data was shared and no names of schools were used in reporting. Data will be stored in a safe location for three years, and will then be destroyed.

3.9 Chapter Summary

This chapter discussed the research design employed for this research study. In addition, this chapter outlined the population studied, the sample and sampling procedures used, and the mechanisms of data collection. The data analysis procedure was briefly discussed, and ethical considerations in the study were explained.

In the next chapter the researcher will reflect the results obtained through this research study.

CHAPTER 4: RESULTS

4.1. Introduction

Chapter 4 presents the findings of the study. The chapter commences with the presentation of the participants' demographic details. It then continues to present results obtained from analysis carried out on the data collected by the survey questionnaires.

4.2. Participant demographics

Table 3 indicates the schools that participated in the study with the number of educators employed at the school and the number of educators who participated in the study.

Table 3 below indicates that educators from 14 schools in the Omaheke region participated in this research study. Nearly 64% of all the educators of the participating schools volunteered to participate in this study. Many of the non-participating educators mentioned that they do not want to participate because of a heavy workload.

Table 3

Participating Schools and Statistics

School Name	Private/ Government School	Participants	Educators Employed
Otjivero Primary School	Government	10	13
Nossob Primary School	Government	12	36
Gobabis Gymnasium Private School	Private	11	25
Wennie du Plessis Senior Secondary School	Government	15	29
Nossobville Primary School	Government	12	21
Rakutuka Primary School	Government	6	26
Gobabis Primary School	Government	28	36
Ben van der Walt Primary School	Government	21	27
Epako Junior Secondary School	Government	11	33
Mokganedi Tlhabanello High School	Government	27	27
Drimiopsis Primary School	Government	26	26
Hippo Primary School	Semi-government	7	9
Johannes Dohren Roman Catholic Senior Secondary School	Semi-government	16	16
Gunichas Roman Catholic Primary School	Semi-government	15	16
TOTAL		217	340

Table 4 indicates the characteristics of the participants in this study as found in the demographic data of the questionnaire.

Table 4

Characteristics of the Participants

Item	**Category**	**Frequency**	**Percentages**
Gender	Male	83	38.2%
	Female	134	61.8%
Age	20-24	15	6.9%
	25-29	48	22.1%
	30-34	26	12.0%
	35-39	35	16.1%
	40-44	20	9.2%
	45-49	22	10.1%
	50-54	25	11.5%
	55-59	26	12.0%
	60+	0	0.0%
Marital Status	Single	112	51.6%
	Divorced	7	3.2%
	Widowed	2	0.9%
	Married	89	41.0%
	Living with a partner	7	3.2%
Qualifications	Grade 12	47	21.7%
	Diploma	52	24.0%
	Postgraduate Diploma	23	10.6%
	Degree	40	18.4%
	Honours Degree	50	23.0%
	Master's Degree	4	1.8%
	Doctoral Degree	1	0.5%

Item	Category	Frequency	Percentages
Job Tenure	Up to 1 year	51	23.5%
	Up to 2 year	12	5.5%
	Up to 3 year	17	7.8%
	Up to 4 year	21	9.7%
	5 to 6 years	32	14.7%
	7 to 8 years	20	9.2%
	9 to 10 years	26	12.0%
	11 to 15 years	10	4.6%
	16 to 20 years	9	4.1%
	21+ years	19	8.8%
Job position	Student Teacher (in full-time training)	33	15.2%
	Junior Teacher (two years or less in full time teaching)	29	13.4%
	Senior Teacher (more than two years in full-time teaching)	126	58.1%
	Head of Department	22	10.1%
	Principal	7	3.2%
Type of School	Government	168	77.4%
	Semi-government	38	17.5%
	Private	11	5.1%
Years at the School	Up to 2 years	51	23.5%
	2 to 4 years	51	23.5%
	5 to 9 years	60	27.6%
	10 to 15 years	24	11.1%
	16+ years	31	14.3%

Item	Category	Frequency	Percentages
Years in Teaching	Up to 2 years	37	17.1%
	3 to 5 years	36	16.6%
	6 to 10 years	40	18.4%
	11 to 20 years	48	22.1%
	21+ years	56	25.8%
Nationality	Namibian	213	98.2%
	Non-Namibian	4	1.8%
Home Language	Afrikaans	35	16.1%
	English	3	1.4%
	Oshiwambo	22	10.1%
	Otjiherero	84	38.7%
	Khoekhoegowab	39	18.0%
	Setwana	12	5.5%
	Portuguese	0	0.0%
	German	0	0.0%
	Others (Including Silozi, Subiya, Shona, Thimbukushu, San/Naro, Nyemba, Kavango, Shekgalagari and Totela)	22	10.1%
Ethnicity	Oshiwambo	25	11.5%
	White (Afrikaner, British, German, Portuguese)	28	12.9%
	Khoekhoegowab	37	17.1%
	Otjiherero	83	38.2%
	Setswana	12	5.5%
	Coloured/Mixed Race	8	3.7%
	Other (Including Silozi, Subiya, Zambezian, Shona, Luvale, Caprivian, Kavango, Shekgalagari, San, Nyemba and Mbandero)	24	11.1%

Item	Category	Frequency	Percentages
Religious Affiliation/ Spirituality	African Traditional Religion	19	8.8%
	Christianity	196	90.3%
	Buddhism	0	0.0%
	Hinduism	0	0.0%
	Islam	0	0.0%
	Other	0	0.0%
	Religious Unaffiliated (Including Non-religious and Humanism)	2	0.9%
School Level	Primary School	137	63.1%
	Secondary School	69	31.8%
	Combined School	11	5.0%

Information from Table 4 indicates that significantly more female educators (61.8%) participated in the study. This was expected as figures indicate that 66% of educators in Namibia are females (EMIS, 2017). Of all the different age groups, the age category of 25-29 had the highest number of participants. Single participants were the largest group of participants of the marital status category. About 52% of the participants indicated that they were in possession of a teaching diploma as their highest professional qualification. Of all the participants, about 78% had an academic qualification higher than grade 12, which is an indication that Namibian educators in the Omaheke regions are adequately qualified.

About 34% of the educators who participated in the study had been in the teaching profession for five years or less, whereas about 83% of the educators have been teaching for more than two years. Moreover, about 53% of the educators were working for more than five years at their current school, whilst about 47% of the educators had been working for up to four years at their current school. Furthermore, participants indicated that about 48% of them have teaching experience of 11 or more years.

The participating educators indicated that 98.2% were Namibians whereas 1.8% were non-Namibians. With regard to ethnicity, about 83% of the participants indicated that they were African, 13% were European and 4% were Colored/Mixed Race. With regard to home language 39% of participants indicated that they were Otjiherero-speaking whilst 18% of educators were Khoekhoegowab-speaking. The other language groups were smaller with English-speaking educators being the lowest number represented.

4.3. Results

4.3.1. Psychological well-being and burnout levels of primary- and secondary school educators in the Omaheke region of Namibia.

The mean was calculated in order to find an average level of burnout and an average level of psychological well-being of both primary- and secondary school educators in the Omaheke region. The mean score for psychological well-being (as measured by the Ryff Scales of Psychological Well-being) was 245.14 with a standard deviation of 27.525. The range of scores for the Ryff Scales of Psychological well-being is from 138 to 304. The mean score for burnout (as measured by the Copenhagen Burnout Inventory) was 727.53 with a standard deviation of 303.251. The range of scores for the Copenhagen Burnout Inventory is from 100 to 1700.

It was found that on average 22% of participating educators indicated that they are experiencing burnout, and on average 18% of participating educators indicated that they experience low levels of psychological well-being. Educators in the Omaheke region also, on average, scored highest on the subscales of Self-Acceptance, Purpose in Life and Personal Growth.

4.3.2. A comparison between burnout and psychological well-being in primary and in secondary school educators in the Omaheke region.

An independent-samples t-test was conducted to compare the burnout and psychological well-being scores of primary school educators with the burnout and psychological well-being scores of secondary school educators.

For burnout, there was no significant difference in scores for primary school educators ($M = 713.77$, $SD = 297.68$) and secondary school educators ($M = 767.39$, $SD = 298.29$; $t(205) = -1.221$, two-tailed). The magnitude of the differences in the means (mean difference = -53.62, 95% CI: –140.22 to 32.97) was very small (eta squared = .007).

For psychological well-being, there was no significant difference in scores for primary school educators ($M = 247.17$, $SD = 27.84$) and secondary school educators ($M = 242.72$, $SD = 26.56$; $t(205) = 1.100$, two-tailed). The magnitude of the differences in the means (mean difference = 4.45, 95% CI: -3.53 to 12.42) was very small (eta squared = .006).

4.3.3. Associations between biographical characteristics, burnout and psychological well-being.

One-way between-groups ANOVA's were conducted to explore possible associations between the burnout global scale and biographical variables as well as the global psychological well-being scale and biographical variables.

Gender

Table 5

Gender Descriptives – Ryff Scales of Psychological Well-being

	N	Mean	SD	Sig
Male	83	241.29	29.617	
Female	134	247.53	25.974	
Total	217	245.14	27.525	.105

A one-way between-groups analysis of variance was conducted to explore the impact of gender on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into two groups according to their gender (Male; Female). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the two gender groups.

Table 6

Gender Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
Male	83	735.84	303.340	
Female	134	722.39	304.220	
Total	217	727.53	303.251	.752

A one-way between-groups analysis of variance was conducted to explore the impact of gender on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into two groups according to their gender (Male; Female). There was no statistically significant difference at the $p < .05$ level in CBI scores for the two gender groups.

Age

Table 7

Age Descriptives – Ryff Scales for Psychological Well-being

	N	Mean	SD	Sig
20-24	15	238.40	29.517	
25-29	48	245.56	27.285	
30-34	26	243.96	27.148	
35-39	35	246.49	26.974	
40-44	20	245.45	27.759	
45-49	22	250.64	26.412	
50-54	25	243.56	34.995	
55-59	26	244.27	22.871	
Total	217	245.14	27.525	.960

A one-way between-groups analysis of variance was conducted to explore the impact of age on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into eight groups according to their age (20-24yrs; 25-29yrs; 30-34yrs; 35-39yrs; 40-44yrs; 45-49yrs; 50-54yrs; 55-59yrs). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the eight age groups.

Table 8

Age Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
20-24	15	615.00	154.631	
25-29	48	732.29	293.908	
30-34	26	722.12	251.329	
35-39	35	718.57	349.598	
40-44	20	717.50	326.978	
45-49	22	668.18	329.338	
50-54	25	792.00	290.807	
55-59	26	797.12	340.098	
Total	217	727.53	303.251	.607

A one-way between-groups analysis of variance was also conducted to explore the impact of age on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into eight groups according to their age (20-24yrs; 25-29yrs; 30-34yrs; 35-39yrs; 40-44yrs; 45-49yrs; 50-54yrs; 55-59yrs). There was no statistically significant difference at the $p < .05$ level in CBI scores for the eight age groups.

Marital Status

Table 9

Marital Status Descriptives – Ryff Scales of Psychological Well-being

	N	Mean	SD	Sig
Single	112	240.60	28.348	
Divorced	7	242.43	25.664	
Widowed	2	264.50	2.121	
Married	89	249.45	26.069	
Living with a partner	7	260.29	26.837	
Total	217	245.14	27.525	.076

A one-way between-groups analysis of variance was conducted to explore the impact of marital status on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into five groups according to their marital status (Single; Divorced; Widowed; Married; Living with a partner). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the five marital status groups.

Table 10

Marital Status Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
Single	112	719.64	299.068	
Divorced	7	846.43	296.658	
Widowed	2	700.00	282.843	
Married	89	730.06	313.208	
Living with a partner	7	710.71	312.202	
Total	217	727.53	303.251	.881

A one-way between-groups analysis of variance was conducted to explore the impact of marital status on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into five groups according to their marital status ((Single; Divorced; Widowed; Married; Living with a partner). There was no statistically significant difference at the $p < .05$ level in CBI scores for the five marital status groups.

Qualification

Table 11

Qualification Descriptives – Ryff Scales for Psychological Well-being

	N	Mean	SD	Sig
Gr.12 Certificate	47	240.89	29.000	
Diploma	52	241.88	28.794	
Postgraduate Diploma	23	243.87	27.088	
Degree	40	248.85	26.007	
Honour's degree	50	249.12	25.437	
Master's degree	4	247.50	36.051	
Doctoral degree	1	287.00	-	
Total	217	245.14	27.525	.425

A one-way between-groups analysis of variance was conducted to explore the impact of qualification on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into seven groups according to their qualification (Gr.12 certificate; Diploma; Postgraduate Diploma; Degree;

Honour's Degree; Master’s Degree; Doctoral Degree). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the seven qualification groups.

Table 12

Qualification Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
Gr.12 Certificate	47	668.09	250.581	
Diploma	52	740.87	314.324	
Postgraduate Diploma	23	746.74	307.788	
Degree	40	752.50	314.643	
Honour’s degree	50	761.00	326.982	
Master’s degree	4	518.75	306.441	
Doctoral degree	1	550.00	-	
Total	217	727.53	303.251	.533

A one-way between-groups analysis of variance was conducted to explore the impact of qualification on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into seven groups according to their qualification (Gr.12 certificate; Diploma; Postgraduate Diploma; Degree; Honour's Degree; Master’s Degree; Doctoral Degree). There was no statistically significant difference at the $p < .05$ level in CBI scores for the seven qualification groups.

Job Tenure

Table 13

Job Tenure Descriptives – Ryff Scales for Psychological Well-being

	N	Mean	SD	Sig
1yr	51	244.02	26.407	
2yrs	12	238.83	33.210	
3yrs	17	230.76	30.671	
4yrs	21	249.86	24.105	
5-6yrs	32	249.09	21.519	
7-8yrs	20	243.50	37.447	
9-10yrs	26	245.77	25.048	
11-15yrs	10	251.80	32.656	
16-20yrs	9	254.89	17.179	
21+yrs	19	245.89	28.811	
Total	217	245.14	27.525	.495

A one-way between-groups analysis of variance was conducted to explore the impact of job tenure on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into ten groups according to their job tenure (1yr; 2yrs; 3yrs; 4yrs; 5-6yrs; 7-8yrs; 9-10yrs; 11-15yrs; 16-20yrs; 21+yrs). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the ten job tenure groups.

Table 14

Job Tenure Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
1yr	51	614.71	298.713	
2yrs	12	772.92	377.862	
3yrs	17	735.29	298.703	
4yrs	21	767.86	241.628	
5-6yrs	32	745.31	297.939	
7-8yrs	20	867.50	336.204	
9-10yrs	26	748.08	280.528	
11-15yrs	10	705.00	426.680	
16-20yrs	9	755.56	212.786	
21+yrs	19	743.42	261.385	
Total	217	727.53	303.251	.190

A one-way between-groups analysis of variance was conducted to explore the impact of job tenure on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into ten groups according to their job tenure (1yr; 2yrs; 3yrs; 4yrs; 5-6yrs; 7-8yrs; 9-10yrs; 11-15yrs; 16-20yrs; 21+yrs). There was no statistically significant difference at the $p < .05$ level in CBI scores for the ten job tenure groups.

Job Position

Table 15

Job Position Descriptives – Ryff Scales for Psychological Well-being

	N	Mean	SD	Sig
Student Teacher	33	238.79	27.600	
Junior Teacher	29	240.28	28.629	
Senior Teacher	126	247.02	27.640	
Head of Department	22	249.68	24.029	
Principal	7	247.14	30.981	
Total	217	245.14	27.525	.424

A one-way between-groups analysis of variance was conducted to explore the impact of job position on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into five groups according to their job position (Student Teacher (still in full-time training); Junior Teacher (2 years or less in full-time teaching); Senior Teacher (more than 2 years in full-time teaching); Head of Department; Principal). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the five job position groups.

Table 16

Job Position Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
Student Teacher	33	652.27	276.725	
Junior Teacher	29	680.17	266.457	
Senior Teacher	126	767.06	310.703	
Head of Department	22	636.36	289.574	
Principal	7	853.57	377.334	
Total	217	727.53	303.251	.087

A one-way between-groups analysis of variance was conducted to explore the impact of job position on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into five groups according to their job position (Student Teacher (still in full-time training); Junior Teacher (2 years or less in full-time teaching); Senior Teacher (more than 2 years in full-time teaching); Head of Department; Principal). There was no statistically significant difference at the $p < .05$ level in CBI scores for the five job position groups.

Type of School

Table 17

Type of School Descriptives – Ryff Scales for Psychological Well-being

	N	Mean	SD	Sig
Government	168	246.49	26.460	
Semi-government	38	242.03	31.828	
Private	11	235.36	27.416	
Total	217	245.14	27.525	.322

A one-way between-groups analysis of variance was conducted to explore the impact of type of school on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into three groups according to their type of school (Government; Semi-government; Private). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the three type of school groups.

Table 18

Type of School Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
Government	168	741.96	294.997	
Semi-government	38	678.95	311.683	
Private	11	675.00	397.649	
Total	217	727.53	303.251	.432

A one-way between-groups analysis of variance was conducted to explore the impact of type of school on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into three groups according to their type of school (Government; Semi-government; Private). There was no statistically significant difference at the $p < .05$ level in CBI scores for the three type of school groups.

Years at the School

Table 19

Years at the School Descriptives – Ryff Scales for Psychological Well-being

	N	Mean	SD	Sig
-2yrs	51	244.90	27.439	
2-4yrs	51	239.65	27.857	
5-9yrs	60	247.85	29.256	
10-15yrs	24	247.21	26.360	
16+yrs	31	247.74	24.783	
Total	217	245.14	27.525	.556

A one-way between-groups analysis of variance was conducted to explore the impact of number of years at the school they are currently working at on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into five groups according to their years at the school (-2yrs; 2-4yrs; 5-9yrs; 10-15yrs; 16+yrs). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the five “years at the school” groups.

Table 20

Years at the School Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
-2yrs	51	609.31	302.240	
2-4yrs	51	774.02	301.992	
5-9yrs	60	820.00	310.781	
10-15yrs	24	653.13	282.969	
16+yrs	31	724.19	239.920	
Total	217	727.53	303.251	.003

A one-way between-groups analysis of variance was conducted to explore the impact of number of years at the school they are currently working at on levels of burnout, as measured by the Copenhagen Burnout Inventory (CBI). into five groups according to their years at the school (-2yrs; 2-4yrs; 5-9yrs; 10-15yrs; 16+yrs). There was a statistically significant difference at the $p< .05$ level in CBI scores for the five “years at the school” groups: $F\ (4, 212) = 4.2$, $p = .003$. Despite reaching statistical significance, the actual difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was .07. Post-hoc comparisons using the

Tukey HSD test indicated that the mean score for the -2yrs group (M = 609.31, SD = 302.24) was significantly different from the 2-4yrs group (M = 774.02, SD = 301.99) and the 5-9yrs group (M = 820.00, SD = 310.78). The other two groups did not differ significantly from any other group.

Years in Teaching

Table 21

Years in Teaching Descriptives – Ryff Scales for Psychological Well-being

	N	Mean	SD	Sig
0-2yrs	37	244.92	27.772	
3-5yrs	36	242.81	32.631	
6-10yrs	40	243.78	22.691	
11-20yrs	48	250.83	24.342	
21+yrs	56	242.89	29.718	
Total	217	245.14	27.525	.598

A one-way between-groups analysis of variance was conducted to explore the impact of years in teaching on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into five groups according to their years in teaching (0-2yrs; 3-5yrs; 6-10yrs; 11-20yrs; 21+yrs). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the five "years in teaching" groups.

Table 22

Years in Teaching Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
0-2yrs	37	610.14	281.949	
3-5yrs	36	754.86	286.283	
6-10yrs	40	766.25	299.548	
11-20yrs	48	714.58	286.014	
21+yrs	56	770.98	332.442	
Total	217	727.53	303.251	.101

A one-way between-groups analysis of variance was conducted to explore the impact of years in teaching on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into five groups according to their years in teaching (0-2yrs; 3-5yrs; 6-10yrs; 11-20yrs; 21+yrs). There was no statistically significant difference at the $p < .05$ level in CBI scores for the five "years in teaching" groups.

Home Language

Table 23

Home Language Descriptives – Ryff Scales for Psychological Well-being

	N	Mean	SD	Sig
Afrikaans	35	242.57	30.155	
English	3	240.67	28.676	
Oshiwambo	22	250.36	28.208	
Otjiherero	84	246.52	28.774	
Khoekhoegowab	39	239.92	27.773	
Setwana	12	243.58	24.474	
Other	22	249.45	18.526	
Total	217	245.14	27.525	.766

A one-way between-groups analysis of variance was conducted to explore the impact of home language on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into nine groups according to their home language (Afrikaans; English; Oshiwambo; Otjiherero; Khoekhoegowab; Setswana; Portuguese; German; Other). There was no statistically significant difference at the $p < .05$ level in Ryff scores for the nine home language groups.

Table 24

Home Language Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
Afrikaans	35	758.57	303.287	
English	3	633.33	341.260	
Oshiwambo	22	686.36	361.440	
Otjiherero	84	773.51	316.736	
Khoekhoegowab	39	682.05	265.069	
Setwana	12	689.58	275.404	
Other	22	657.95	262.700	
Total	217	727.53	303.251	.521

A one-way between-groups analysis of variance was conducted to explore the impact of home language on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into nine groups according to their home language (Afrikaans; English; Oshiwambo; Otjiherero; Khoekhoegowab; Setswana;

Portuguese; German; Other). There was no statistically significant difference at the p < .05 level in CBI scores for the nine home language groups.

Ethnicity

Table 25

Ethnicity Descriptives – Ryff Scales for Psychological Well-being

	N	Mean	SD	Sig
Oshiwambo	25	249.12	26.639	
White	28	236.57	27.856	
Khoekhoegowab	37	238.89	27.720	
Otjiherero	83	246.90	29.191	
Setwana	12	243.58	24.474	
Coloured/Mixed Race	8	267.00	26.501	
Other	24	248.04	19.132	
Total	217	245.14	27.525	.091

A one-way between-groups analysis of variance was conducted to explore the impact of ethnicity on psychological well-being, as measured by the Ryff Scale for Psychological Well-being. Participants were divided into seven groups according to their home language (Oshiwambo; White (Afrikaner, British, German, Portuguese); Khoekhoegowab; Otjiherero; Setswana; Coloured/Mixed Race; Other). There was no statistically significant difference at the p < .05 level in Ryff scores for the seven ethnicity groups.

Table 26

Ethnicity Descriptives – Copenhagen Burnout Inventory

	N	Mean	SD	Sig
Oshiwambo	25	655.00	349.553	
White	28	801.79	311.428	
Khoekhoegowab	37	700.00	260.208	
Otjiherero	83	775.60	316.637	
Setwana	12	689.58	275.404	
Coloured/Mixed Race	8	518.75	202.991	
Other	24	681.25	264.395	
Total	217	727.53	303.251	.121

A one-way between-groups analysis of variance was conducted to explore the impact of ethnicity on burnout, as measured by the Copenhagen Burnout Inventory (CBI). Participants were divided into seven groups according to their home language (Oshiwambo; White (Afrikaner, British, German, Portuguese); Khoekhoegowab; Otjiherero; Setswana; Coloured/Mixed Race; Other). There was no statistically significant difference at the $p < .05$ level in CBI scores for the seven ethnicity groups

4.3.4. Associations between the subscales of burnout and the subscales of psychological well-being.

Pearson correlations were conducted to find correlations between the subscales of burnout and the subscales of psychological well-being. Table 5 below depicts the findings.

Table 27

Correlation of Personal Burnout with Subscales of Psychological Well-Being

		Autonomy	Environmental Mastery	Personal Growth	Positive Relations with Others	Purpose in Life	Self-Acceptance
Personal Burnout	Pearson Correlation	-.298**	-.469**	-.312**	-.299**	-.346**	-.282**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	217	217	217	217	217	217
Work Related Burnout	Pearson Correlation	-.185**	-.402**	-.284**	-.339**	-.306**	-.247**
	Sig. (2-tailed)	.006	.000	.000	.000	.000	.000
	N	217	217	217	217	217	217
Client Related Burnout	Pearson Correlation	-.189**	-.367**	-.289**	-.255**	-.315**	-.192**
	Sig. (2-tailed)	.005	.000	.000	.000	.000	.005
	N	217	217	217	217	217	217

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

There were a few moderate negative correlations between the subscale of burnout and the subscales of psychological well-being. Personal burnout is moderately negatively correlated with Environmental Mastery (r=-.469), Personal growth (r=-.312) and Purpose in Life (r=-.346). Work-related burnout is moderately negatively correlated with Environmental Mastery (r=-.402), Positive relations with others (r=-.399) and Purpose in Life (r=-.306). Client-related burnout is moderately negatively correlated with Environmental Mastery (r=-.367) and Purpose in Life (r=-.315). High levels of burnout are associated with lower levels in psychological well-being.

4.3.5. Effects of burnout subscales on psychological well-being of educators.

Pearson correlations were computed to find correlations between the subscales of burnout and the global scale for psychological well-being. The results are reported in Table 6.

Table 28

Correlations of Burnout Subscales with Overall Psychological Well-being

		Personal Burnout	Work-related Burnout	Client-related Burnout
Total Ryff Scale	Pearson Correlation	-.436**	-.386**	-.351**
	Sig. (2-tailed)	.000	.000	.000
	N	217	217	217

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

All the subscales of burnout have a moderate negative correlation with the global scale for psychological well-being. The highest correlation is between the global scale for psychological well-being and the subscale of personal burnout, with $r=-.436$.

Furthermore, A multiple regression was used to assess the ability of personal burnout, work-related burnout and client-related burnout (Subscales of the Copenhagen Burnout Inventory) to significantly predict levels of psychological well-being (Ryff Scale of Psychological Well-being). The results of the regression indicated that the model explained 23.1% of the variance, $F(3,213) = 21.286$, $p = .000$. While Personal Burnout contributed significantly to the model ($B = -.085$, $p<.05$,), Work related burnout (B= -.026, p=.139) and Client-related burnout (B= -.030, p=.083) did not. The final predictive model was:

Psychological Well-being = 280.614 + (-.085*Personal Burnout) + (-.026*Work-related Burnout) + (-.030*Client-related burnout).

Table 29

Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480a	.231	.220	24.312

a. Predictors: (Constant), Client-related Burnout, Personal Burnout, Work-related Burnout.

b. Dependent Variable: Total Ryff Scale

4.4. Chapter Summary

This chapter recorded the empirical findings of the study. First the descriptive statistics of the sample was discussed, after which report was given on an independent samples t-test that was conducted to compare the burnout and psychological well-being scores of primary school educators with the burnout and psychological well-being scores of secondary school educators. Report was then given on one-way between-groups analyses of variance to explore associations between biographical characteristics and burnout and psychological well-being. Finally, Pearson correlations and multiple regressions were reported on. It was found that on average 22% of participating educators indicated that they are experiencing burnout, and on average 18% of participating educators indicated that they experience low levels of psychological well-being. There was no significant difference in scores on psychological well-being or burnout between primary school educators and secondary school educators. The only significant correlation between demographic variables and burnout was years at the school: $F(4, 212) = 4.2$, $p = .003$. There were a few moderate negative correlations between the subscale of burnout and the subscales of psychological well-being as well as a moderate negative correlation between all the subscales of burnout and the global scale for psychological well-being. Personal burnout contributed significantly to low levels of psychological well-being.

In the next chapter the findings in Chapter 4 will be critically discussed for the purpose of addressing research objectives by linking context and literature.

CHAPTER 5: DISCUSSION

5.1 Introduction

Chapter 5 will present a critical analysis of the findings in Chapter 4, for the purpose of addressing research objectives by linking context and literature. As mentioned, the aim of this study is to examine the psychological well-being and burnout of primary and secondary school educators in the Omaheke region of Namibia. The discussion in this chapter will provide an overview of the main points that speak to the findings and research objectives.

5.2 Discussion

The study was concerned with the burnout and psychological well-being of primary and secondary school educators in the Omaheke region and how these two constructs are associated with each other. It was anticipated that educators who experience higher levels of psychological well-being will feel less burned out. If the educators in the Omaheke region experience low levels of psychological well-being and high levels of burnout, it is anticipated that learners will be negatively affected. Individuals who experience psychological well-being are more likely to develop their best potential, produce effective work, are creative and have positive interactions with others (Turner & Theilking, 2019). In addition, it was found that high levels of psychological well-being also increase individual achievement potential and feelings of a more desirable life (Turner & Theilking, 2019). High levels of psychological well-being also correspond with the way in which people experience their lives in a more positive way including cognitive functioning, decision making and judgment, effective performances and affective reactions (Zaki, 2016). Psychological well-being is important to enable teachers to provide learners with quality education. If educators are not psychologically well and are burned out, they would probably also struggle with low commitment toward education and their school (Zaki, 2016). As a consequence of this, the overall standard of education in the country would probably be negatively affected and educator turnover would escalate as educators could favour leaving the profession (Klusmann et al., 2008).

As indicated in the section on educator turnover, turnover rates for educators world-wide are alarmingly high (Klusmann et al., 2008). This is also the case for Namibia. According to the EMIS (2017) 2 821 educators left the education sector in 2017. The characteristics of educators who might leave the profession early, as identified by Klusmann et al. (2008), are younger age, teaching special education, teaching ethnically diverse learners, high academic ability, inexperience, and teaching at a private school. These factors tend to increase stress levels, leading to burnout, which then in turn cause educators to leave the teaching profession. Other factors that tend to increase turnover rates of educators include: inadequate administrative support, poor student discipline, lack of faculty influence, lack of community support, unsafe environment, lack of student motivation and inadequate time to prepare (Ingersoll, 2002).

5.2.1 Psychological well-being and burnout levels of primary- and secondary school educators in the Omaheke region of Namibia.

Analysis of the mean scores indicates that primary and secondary school educators in the Omaheke region on average are experiencing high levels of psychological well-being and low levels of burnout. Only 22% of participants reported high levels of burnout and 18% of participants reported low levels of psychological well-being.

Even though most literature states that educators are at higher risk for stress and burnout (Pascual, Perez-Jover, Mirambell, Ivanez & Terol, 2003) it has also been found that they tend to score relatively high on psychological well-being (Ilgan et al., 2015). Royer & Moreau (2016) found that teachers tend to score high on psychological well-being, but that this score decreases over time. Another study done on the psychological well-being of teachers shows that they tend to score high on some constructs of Ryff's conceptualization of psychological well-being and low on others. Scores tend to be high in the constructs of Self-Acceptance, Purpose in Life and Personal Growth (Mabekoje, 2003) and lower on the other three constructs, which are Autonomy, Environmental Mastery and Positive Relations with Others. The current study agrees to some extent with these findings, as educators in the Omaheke region on average scored highest on the subscales of Self-Acceptance, Purpose in Life and Personal Growth. High-scorers on Personal Growth have feelings of continued development, see the self as growing and expanding, are open to new experiences, have a sense of realizing his or her potential, see improvement in the self and own behavior over time, and are changing in ways that reflect more self-knowledge and effectiveness (Ryff & Keyes, 1995). High scorers on Purpose in Life have goals in life and a sense of directedness, feel there is meaning to present and past life, hold beliefs that give life purpose, and have aims and objectives for living (Ryff & Keyes, 1995). High scorers on Self-Acceptance possess a positive attitude toward the self, acknowledge and accept multiple aspects of self, including good and bad qualities, and feel positive about their past life (Ryff & Keyes, 1995). These findings show that teachers believe in themselves, think that their work serves an important purpose and want to better themselves, which all support the literature that most educators are in the teaching profession because they see teaching as a meaningful and important career path (Janik, 2013). Autonomy, Environmental Mastery and Positive relations with others were found to be lower than Self-Acceptance, Purpose in Life and Personal Growth. Educators could possibly be feeling a lack of autonomy and low levels of control over their work environment, as principals and Head of Departments (HOD's) dictate them to what they should do (Janik, 2013). According to Janik (2013) low autonomy increases social dysfunction, which could be an indicator as to why Positive Relations with Others was also found to be lower than other constructs.

The means for burnout in the current study were low and only 22% of participants reported high levels of burnout. This is contrary to what the majority of literature suggests. Most findings across the world have found that educators report high levels of stress and burnout (Mearns & Cain, 2003; Louw et al., 2011), which can be due to various factors. The low burnout levels of educators in the Omaheke region could be ascribed to the fact that most of the participants have a higher level of education. Of the participants, 78% had an academic qualification higher than grade 12, which is an indication that Namibian educators in the Omaheke regions are adequately qualified. Educators who are well-qualified for the position which they hold, might fare better with job demands and experience lower rates of burnout than underqualified educators (Jamaludin, & You, 2019)

5.2.2 A comparison of burnout and psychological well-being in primary and in secondary school educators in the Omaheke region.

There were no significant differences in the scores of burnout and psychological well-being between primary school educators and secondary school educators. The lack of discrepancies in the scores of burnout and psychological well-being between primary school educators and secondary school educators can be attributed to the fact that primary and secondary school educators broadly face the same work-circumstances, with little to no difference in the types of stressors they are encountering. For example, both primary school educators and secondary school educators have to deal with low pay, limited availability of resources, large class sizes, etc. (SAQMEC, 2015).

The mean scores for psychological well-being are lower and the mean scores for burnout are higher in secondary school educators, meaning that they experience less psychological well-being and higher levels of burnout than primary school educators, but this is not to a significant degree. This minor discrepancy can be because secondary school educators tend to have a slightly heavier workload than primary school educators. In a study conducted by Shafie, Kadir, and Asimiran (2014) in Malaysia it was found that secondary school educators work an average of two hours per week more than primary school educators. If secondary school educators in the Omaheke region of Namibia indeed work more hours than primary school educators, then this could be a contributing factor to these higher levels of burnout and lower levels of psychological well-being. In addition to number of work hours, the discrepancy between the levels of burnout and psychological well-being in primary school educators and the levels of burnout and psychological well-being in secondary school educators could also be influenced by the fact that secondary school educators work with adolescents who tend to have a higher level of disciplinary problems than younger children due to the turmoil of puberty (Wolhuter, & van Staden, 2008). The academic content of secondary school learners is more complex than primary school work, which can also be a contributor to the higher burnout and lower psychological well-being levels of secondary school educators as compared to primary school educators (Jackson & Rothmann, 2005)

5.2.3 Associations between biographical characteristics, burnout and psychological well-being.

It was found that there were no significant associations of psychological well-being and burnout with gender, age, marital status, educator qualification, educator job tenure, job position, type of school, years in teaching, home language or ethnicity.

The only significant association found was between years at the school and burnout. The group with the highest mean score for burnout was the group who has been working at their current school for 5-9 years. Some of the literature regarding educator burnout discusses that novel educators experience less burnout than educators who have been in the profession for a longer time (Manju, 2018). Also, educators who feel more competent to do their job due to job experience in the education profession tend to have higher levels of autonomy and, as a result, experience less burnout (Piko & Mihalka, 2017). These two findings might seem to be contradictory, but from the findings in these studies (Manju, 2018; Piko & Mihalka, 2017) it seems that there is a number of years at a school where educators are not new in their current work circumstances anymore, so the novelty of their current work circumstances is not a buffer against burnout, yet they have not been in their current work circumstances long enough that experience can counter burnout. The same is probably true of the current study. It might be that educators in Group 1 and Group 2 (Group 1: 1-2 years at the current school; Group 2: 2-4 years at the current school) of the current study experience less burnout because they have not been in their current work circumstances for a long time, so the novelty of their current work circumstances is what counteracts burnout levels. Educators in Group 4 and 5 (Group 4: 10-15 years at the current school; Group 5: 16+ years at the current school) of the current study probably experience less burnout, because the many years of experience in their current work circumstances have helped equip them to understand and know how to handle a wide variety of situations and stressors. Group 3 (Group 3: 5-9 years at the current school) is experiencing the highest level of burnout, possibly as they have been in their current work situation for a longer period of time than novel educators at the school, so they are fatigued by their work circumstances. These educators probably do not have the necessary experience to equip them to better handle difficult situations and stressors like the educators who have been at the school for longer.

The current study differs from some other literature in the field. Some other studies have found that younger age, being unmarried, having no religious beliefs, less teaching experience, lower levels of education, and holding a more junior job position were all predictors of higher levels of burnout in educators (Lau, Yuen, & Chan, 2005; Williams & Dikes, 2015). Other studies with regards to psychological well-being have found that being married, being older in age, and having a religious affiliation predicts higher levels of psychological well-being (Korkmaz & Sadik, 2011; Ilgan et al., 2015)

5.2.4 Correlations between the subscales of burnout and the subscales of psychological well-being.

There were a few moderate negative correlations between the subscale of burnout and the subscales of psychological well-being.

5.2.4.1 Personal Burnout

Personal burnout is moderately negatively correlated with the psychological well-being constructs of Environmental Mastery, Personal Growth and Purpose in Life. Personal burnout is defined as a state of prolonged physical and psychological exhaustion (Kristensen et al., 2005). A low score in Environmental Mastery can be defined as having difficulty managing everyday affairs, feeling unable to change or improve surrounding context, being unaware of surrounding opportunities, and lacking a sense of control over the external world (Ryff & Keyes, 1995). A low score in Personal Growth can be defined as having a sense of personal stagnation, lacking a sense of improvement or expansion over time, feeling bored and uninterested with life, and feeling unable to develop new attitudes or behaviors (Ryff & Keyes, 1995). A low score in Purpose in Life can be defined as lacking a sense of meaning in life, having few goals or aims, lacking a sense of direction, not seeing purpose of past life, and having no outlook or beliefs that give life meaning (Ryff & Keyes, 1995).

Experiencing burnout could bring about feelings of energy depletion or exhaustion, increased mental distance from positive experiences, feelings of negativity or cynicism, and reduced efficacy (World Health Organization, 2018). Regarding Environmental Mastery, personal burnout can lead to difficulties in managing everyday affairs, and feeling a lack of control over the external world, which explains the negative correlation of personal burnout with Environmental Mastery. With regard to Personal Growth, personal burnout can lead to feeling stagnated, bored and uninterested with life, which can explain the negative correlation between the two subscales. Lastly, in the case of Purpose in Life, personal burnout can bring about feelings that life lacks meaning, not seeing a purpose in experiences and having negative outlooks on life, which can explain the negative correlation between these two subscales. Thus, educators in the Omaheke region who experience personal burnout will struggle to have a feeling that they can control their environment, will be more prone to stagnating personally and also might feel that they do not have a purpose in life.

5.2.4.2 Work-related Burnout

Work-related burnout is moderately negatively correlated with Environmental Mastery, Positive Relations with Others and Purpose in Life. Work-related Burnout is defined as a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work (Kristensen et al., 2005). A low score in Environmental Mastery can be defined as having difficulty managing everyday affairs, feeling unable to change or improve surrounding contexts, being unaware of surrounding opportunities, and lacking a sense of control over the external world (Ryff & Keyes, 1995). A low score on Positive Relations with Others can be defined as having few close, trusting relationships with others, finding it difficult to be warm, open, and concerned about others, being isolated and frustrated in interpersonal relationships, and not being willing to make compromises to sustain important ties with others (Ryff & Keyes, 1995). A low score in Purpose in Life can be defined as lacking a sense of meaning in life, having few goals or aims, lacking a sense of direction, not seeing purpose of past life, and having no outlook or beliefs that give life meaning (Ryff & Keyes, 1995).

As previously mentioned, but in this case related to work, experiencing burnout could bring about feelings of energy depletion or exhaustion, increased mental distance from one’s job, feelings of negativism or cynicism related to one’s job, and reduced professional efficacy (World Health Organization, 2018). In the case of Environmental Mastery, work-related burnout could lead to educators of the Omaheke region having difficulty managing job-related affairs, feeling unable to change or improve their work environment, and lacking a sense of control over their work surroundings, which explains the correlation of Work-related Burnout with Environmental Mastery. In the case of Positive Relations with Others, work-related burnout can hinder educators of the Omaheke region from forming close relationships at work, and can cause educators to feel isolated and frustrated in interpersonal work relationships, which can explain the correlation of Work-related Burnout with Positive Relations with Others. Lastly, in the case of Purpose in Life, work-related burnout can bring about feelings that a job in education does not have meaning and that past job-experiences does not serve a purpose, which could explain the correlation of Work-related Burnout and Purpose in Life.

5.2.4.3 Client-related Burnout

Client-related burnout is moderately negatively correlated with Environmental Mastery and Purpose in Life. Client-related Burnout is defined as a state of prolonged physical and psychological exhaustion, which is perceived as related to the person’s work with clients (Kristensen et al., 2005). In the case of this study, clients were defined as students and parents. A low score in Environmental Mastery can be defined as having difficulty managing everyday affairs, feeling unable to change or improve surrounding context, being unaware of surrounding opportunities, and lacking a sense of control over the external world (Ryff & Keyes, 1995). A low score in Purpose in Life can be defined as lacking a sense of meaning in life, having few goals or aims, lacking a sense of direction, not seeing purpose of past life, and having no outlook or beliefs that give life meaning (Ryff & Keyes, 1995).

As previously mentioned, but in this case related to work with clients, experiencing burnout could bring about feelings of energy depletion or exhaustion, increased mental distance from clients, feelings of negativism or cynicism related to clients, and reduced professional efficacy (World Health Organization, 2018). In the case of Environmental Mastery, client-related burnout could lead to feeling unable to change or improve negative interactions with students and/or parents, and lacking a sense of control over the external affairs related to students and/or parents. In the case of Purpose in Life, client-related burnout could influence the way negative interactions with students and/or parents are perceived. Because of negative interactions with students and/or parents, educators could lose a sense of meaning in their work, and could also not see the purpose of past work experiences.

5.2.5 Effects of burnout subscales on psychological well-being of educators.

All three the subscales of burnout have a moderate negative correlation with the global scale for psychological well-being. This means that high scores on all three of the burnout subscales are moderately correlated with low scores on psychological well-being. The highest correlation is between the global scale for psychological well-being and the subscale of personal burnout.

In addition, Personal burnout, in contrast to work-related burnout and client-related burnout, was found to contribute significantly to low scores on psychological well-being.

It thus seems that experience of personal burnout tends to make educators in the Omaheke region feel psychologically unwell. This could be attributed to the fact that Personal Burnout is an average of overall burnout levels, meaning it depicts the level of burnout an individual experiences with relation to all aspects of their life, and not just specific aspects as is the case in Work-related and Client-related Burnout.

5.3 Chapter Summary

This chapter focused on a discussion of the results of this research study. The results with regards to burnout and psychological well-being were reported. In addition, it discussed findings related to biographical variables and the different subscales of burnout and psychological well-being. The chapter concluded with a discussion on which subscale of burnout has the worst effect on overall psychological well-being.

In the next chapter the conclusion of the study and the limitations noted by the researcher will be discussed and some recommendations regarding the well-being of educators as well as future studies will be indicated.

CHAPTER 6: CONCLUSION, LIMITATIONS & RECOMMENDATIONS

6.1 Introduction

Chapter 6 will discuss the conclusion of the study and the limitations noted by the researcher. In addition, some recommendations regarding the well-being of educators as well as future studies will be indicated.

6.2 Conclusions

Previous studies within Namibia have shown that Namibian educators are experiencing high levels of burnout (Louw et al., 2011), at around 26%, and low levels of psychological well-being (Janik, 2013). The aim of the current study was to examine the psychological well-being and possible burnout levels of primary and secondary school educators specifically in the Omaheke region of Namibia. The Omaheke region was chosen as a focus region, because, according to NSSC and JSC results from 2017, the Omaheke region was found to be part of the poorest performing regions in the country (Namibia, Ministry of Education, Arts and Culture, 2017a).

The research objectives of the current study were designed to make meaning of the current state of educator psychological well-being and burnout within the Omaheke region, and to explore the interaction of these two constructs. The findings from this study demonstrates that educators in the Omaheke region are on average not experiencing high levels of burnout and indicate that their psychological well-being is fairly well. Although this differs from findings elsewhere, it is an indication that educators in the Omaheke region are faring better with regard to these two psychological constructs than educators elsewhere in the country. The findings do not, however, mean that burnout and low psychological well-being are non-existent among educators in the Omaheke region. Twenty-two percent of educators reported experiencing high burnout levels and 18% of educators reported experiencing low levels of psychological well-being. Even though these rates are likely lower than in some other regions in, Namibia, they are still at a level of concern and have the potential to negatively impact educators and learners. Only one educator being burned out can affect the learning experience of many students negatively.

The findings of this study also provided important information related to high burnout and low psychological well-being in educators in the Omaheke region. The findings demonstrated that primary school educators and secondary school educators, on average, have the same burnout- and psychological well-being related experiences. In addition, it was found in the current study that the only biographical variable related to burnout is the number of years that an educator teaches at a particular school. Having worked at a specific school for about five to nine years predicts higher burnout than any other length of time. It was suggested that this group experiences the highest level of burnout, as they are not experiencing the enthusiasm and positivity that novel educators at the school are still experiencing, yet they have not developed a level of experience that can serve as a protective factor against stressors and burnout for educators who have been at the school for more than nine years.

Other findings of this study spoke to the different forms of burnout and which aspects of psychological well-being is impacted most by high levels of burnout. High scores on the three subscales of burnout (personal burnout, work-related burnout and client-related burnout) have some overlap with scores of the subscales of psychological well-being (self-acceptance, autonomy, environmental mastery, purpose in life and personal growth). Findings in this study showed that personal burnout, work-related burnout and client-related burnout all have negative correlations with two the psychological well-being subscales, namely environmental mastery and purpose in life. We can therefore conclude that burnout, overall, is associated with the way educators in the Omaheke region manage everyday affairs. The implication of this finding is that elevated levels of burnout causes educators in the Omaheke region to feeling that they are unable to change or improve their surrounding context, greatly lack an awareness of available opportunities, and are experiencing a decreased sense of having control over the external world (low environmental mastery). In addition to this, as soon as burnout levels of educators in the Omaheke region escalate, there is a limited sense of finding meaning in life, a decrease in motivation to set goals or aims for themselves, difficulty seeing the purpose of past experiences, and difficulty having an outlook or belief that give life meaning (purpose in life). The personal burnout subscale (in contrast to work-related and client-related burnout) had the highest negative association to overall psychological well-being.

Overall, this study showed that, even though burnout is not significantly high, and psychological well-being is not significantly low for educators in the Omaheke region, it still poses a problem. This is because, even if a smaller percentage of educators experience burnout and low psychological well-being, it still has the potential to negatively impact the quality of the education individual learners receive. Educators dealing with burnout struggle to do their job at their best level, and that will have an impact on the quality of work they provide. Educators who feel they have no control over their surroundings (Environmental Mastery) or that their job or life is no longer meaningful (Purpose in Life) will not be providing quality education to their learners.

Burnout is contagious (Maslach & Leiter, 2016) and can therefore affect all the educators in a school if it is present.

6.3 Limitations

This study has several limitations. Firstly, self-report measurements were used, which could lead to common method variance between the variables. Common method variance refers to variance that is attributable to the measurement method rather than the constructs the measure are assumed to represent (Malhotra, Kim, & Patil, 2006).

The study was cross-sectional with a survey method of data collection. Because of this, causal relationships between variables could not be identified with a high level of confidence. Causal relationships can be assessed with much higher certainty in longitudinal studies (Maxwell, 2007), because cross-sectional studies can be influenced by mean population trends, which can lead to underestimations of other influencing variables. In addition to being cross-sectional, the study utilized a non-random convenience sample. Because of this method of sampling there exists a chance for the sample to not be representative of the entire population. This could bring about limitations in the generalizability of the findings.

Furthermore, the survey was conducted in English. A variety of educators coming from about 16 different home language groups took part in the study. It might, therefore, be that some of the items were not understood by the participants, leading to unintentionally inaccurate answers. In addition, the study was limited to the Omaheke region, therefore the findings cannot be generalized.

Finally, the study was conducted to only indicate levels of well-being and burnout, but will not be able to provide reasons for these levels.

6.4 Recommendations

There seem to be high turnover rates within the education profession in Namibia (see 1.1). Educators decide to leave the profession, even when knowing that they might not find new employment easily because of economic hardships. The high rates of staff turnover can only increase if economic conditions improve. Improved circumstances within the economy will lead to more work opportunities, so educators will have more attractive opportunities outside of the education sector. It is therefore important for education authorities to focus on work circumstances for educators to prevent an increase in educators who leave the profession. The current study therefore makes the following recommendations.

6.4.1 Recommendations in line with recommendations made in previous studies

Previous studies on the same general theme within the Namibian context have made recommendations that also apply to this study. Firstly, Louw et al. (2011) recommended that successful burnout intervention and prevention programs be implemented. Janik (2013) agreed with this and suggested that these interventions be structured according to three categories, namely primary intervention, which is change of the environment, secondary intervention, which is helping educators increase their coping strategies, and tertiary interventions, which is supporting educators with interventions like therapy and coaching.

6.4.1.1 Primary interventions (change in the environment)

Janik (2013) argued that for human beings to function well at work, their work environment should be supportive of heathy functioning and productivity. The current study coincides with this, as findings in this study showed a moderate negative correlation exist between low scores in the psychological well-being subscale of Environmental Mastery and high levels of burnout. The recommendations to counteract this phenomenon are therefore that educators would benefit from a well-developed and neat school environment:

- An adequate number of classrooms with all the necessary teaching aids.
- Adequate office space for school management
- Clean and functioning ablution services for both learners and educators.
- Good air quality, lighting, space, noise reduction and furniture for all classrooms.
- School structures that undergo regular upkeep and are well looked after, including buildings, gardens and playgrounds.

These positive environmental changes are not only the responsibility of education authorities and the Ministry of Education, but also that of learners, educators and the community. Research has found that a positive work environment reduces absenteeism, illness and employee turnover while at the same time increasing work quality (Vischer, 1995). All possible measures should be taken to change negative environmental climates, as this has a large influence on productivity at work.

6.4.1.2 Secondary Interventions (increasing coping strategies)

According to Janik (2013) work-role fit, which is the match that an employee experiences between his/her own self-concept and the work-role, contributes significantly to the experience of meaningfulness in work. Meanwhile, co-worker relations contribute significantly to a feeling of support and safety at work. The current study found that educators in the Omaheke region struggle in both these areas. Findings in this study showed a moderate negative correlation between low scores in the psychological well-being subscale of Positive Relations with Others and Purpose in Life and high levels of burnout. Psychological meaningfulness and psychological safety are important for productivity and providing quality education to learners Because of this it is important that Namibian education authorities ensure that work-role fit is addressed as this will lead to better coping techniques. Work-role fit can be improved in various ways:

- Better remuneration and reward systems (like an annual award ceremony for best educators of the year). Adequate remuneration as well as recognition will likely cause educators to feel valued and could increase coping abilities as educators might be able to tolerate more stress.
- More organizational support. This includes support from the Ministry of Education as well as governing bodies of the schools. More organizational support is likely to increase assertiveness and confidence in educators, and thus reduce the negative effects of stress.
- Better supervisor trust and supervisor support. Supervisors in this sense refers to school management as well as the Ministry of Education. Feeling supported and trusted by supervisors could help educators cope better with stressful circumstances.
- Work-role fit can also be improved if educators are in the profession because they see it as a calling and are passionate about education. Currently the government gives out bursaries to study education because of the large

shortage of educators in the country. Young people take the opportunity to use a bursary to study education, because it is the only way they can afford tertiary education, even if they aren't passionate about a career in education. It is quite likely that many do not know that education is a challenging profession. Only educators who are in the profession because they see it as their calling can endure the difficult work circumstances and still provide their learners with quality education. It is thus recommended that education authorities ensure that students who receive bursaries to study education are fully informed and selected very carefully. Feeling called to work in education should be regarded as a tool that can equip educators to handle stress better. It is also recommended that screening for future educators should be a strict selection process, because quality education is a powerful tool in ensuring the economic, democratic and social development of nations (Kubberud et al., 1999)

6.4.1.3 Tertiary Intervention (therapy, workshops and coaching)

Studies done on educators in various countries around the world have confirmed that elevated levels of stress at work is related to educator burnout (Kokkinos, 2006; Manju, 2018; Sak, 2018; Szigeti et al., 2017; Van Tonder, & Williams, 2009; Zysberg et al., 2017). It is therefore recommended that various stress management programs be introduced. These programs can be in the form of:

- Coaching and workshops that help educators cope with stress and burnout
- Mentorship programs for young or novel educators. The current study found that educators who have not yet built up experience at their current school are experiencing higher levels of burnout. Therefore, being mentored by and receiving advice from someone who has been in the current work

circumstances longer, could help educators be better prepared to handle stressful situations.

- Courses the teach educators to work effectively with a class of learners from different cultural backgrounds, as research suggests that educators who work with ethnically diverse classes experience higher levels of stress (Klusmann et al., 2008).
- Teaching Positive Psychological Interventions (PPI's). PPI's entail tasks like writing thank you letters, thinking optimistically, holding on to positive experiences and socializing. PPI's can help educators focus more readily on positive aspects of their stressful work.
- Psychotherapeutic help. Going to therapy can prevent work stress from developing into burnout or more serious negative consequences.

6.4.2 Recommendations for further research

Recommendations for future research are as follows:

- It is recommended that future research on burnout and psychological well-being of educators draw participants from other regions of Namibia to allow for the generalization of findings to the total population of educators in Namibia.
- It is recommended that the current study be repeated, but as a longitudinal study, as this will rule out the influence of mean population trends that lead to underestimations of other influencing variables. This has greater potential to identify causal relationships between variables.
- The survey in the current study was conducted in English. It is recommended that the survey be translated in all other languages and that the current study is

repeated with the translated surveys. It might be that some of the items were not well understood by the participants, leading to inaccurate answers. Using translated versions of the survey could rule out this problem and bring about more accurate findings.

- It is recommended that future research on psychological well-being and burnout of educators focus on the reasons for the phenomena of experiencing certain levels of psychological well-being and burnout.
- Further research within the Omaheke region of Namibia could also focus on why the Omaheke region, per Namibian Secondary Certificate and Junior Secondary Certificate results of 2017, was one of the poorest performing regions in the country. This study could possibly explore the psychological well-being and burnout of learners in the Omaheke Region of Namibia, as the learners' psychological well-being and burnout can be a contributing factor to the poor performance in examination results in the Omaheke region.
- Relatively limited research has been conducted on educators in Namibia. Decisions regarding education are therefore made based on findings from other countries. It is therefore recommended that more studies are conducted on all aspects of the education system in Namibia, on educators and learners. Because of the lack of literature on the Namibian education system, and valid and reliable study will be a positive contribution.

6.5 Chapter Summary

This chapter focused on the main conclusions with regard to the general findings of this study. Recommendations were made with regards to interventions as well as future research, and limitations of the study were also outlined and discussed.

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APPENDIX A: ETHICAL CLEARANCE CERTIFICATE

UNAM
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FHSS /478/2019 **Date: 8 August, 2019**

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: An Examination Of Psychological Well-Being And Burnout Of Primary And Secondary School Educators In The Omaheke Region Of Namibia

Student: MONIQUE ENGELBRECHT

Student Number: 201601400

Supervisors: *Dr. Manfred Janik*

Take note of the following:

(a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.

(b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.

(c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.

(d) The UREC retains the right to:

(i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,

(ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Dr. J.E. de Villiers: UREC Chairperson

Ms. P. Claassen: UREC Secretary

APPENDIX B: PERMISSION LETTER FROM MINISTRY OF EDUCATION

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933202
Fax: +264 61- 2933922
Enquiries: G. Munene
Email: Gibson.munene@moe.gov.na

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

Ms Monique Engelbrecht
Cell: 081 274 0273
Windhoek

Dear M. Engelbrecht,

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN KHOMAS REGION

Kindly be informed that permission to conduct an academic research for your Master's Degree in Educational Foundations and Management in *"An Examination of Psychological Well-Being and Burnout of Primary and Secondary School Educators in the Khomas Region in Namibia,"* is here with granted. You are requested to present this letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the Ministry. You may contact Mr G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for submission of a summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you upon completion of your study.

Sincerely yours

2/9/19

SANET L. STEENKAMP
EXECUTIVE DIRECTOR

All official correspondences must be addressed to the Executive Director.

APPENDIX C: PERMISSION FROM THE DIRECTORATE OF EDUCATION IN THE OMAHEKE REGION

REPUBLIC OF NAMIBIA
OMAHEKE REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS &CULTURE
Private Bag 2004, Gobabis

Tel.no: +26462577600
Fax no: +26462562888/564210
Email address: peckasempa@gmail.com

UNITY LIBERTY JUSTICE

Enquiries: Mr. Pecka Semba

16 September 2019

TO : All School Principals
Directorate of Education, Arts and Culture
Omaheke Regional Council

Dearest Colleagues,

SUBJECT: PERMISSION TO CONDUCT RESEARCH AT PRIMARY AND SECONDARY SCHOOLS IN OMAHEKE.

The attached letter dated **16 September 2019** and my response on this letter has reference to the captioned subject matter.

Kindly be informed that this Directorate has granted ***Ms. Monique Engelbrecht***, *a* ***Masters student in Clinical Psychology*** from the ***University of Namibia***, permission to conduct her research in our selected schools.

The understanding is that all ethical issues will be maintained and adhered to, and the exercise is completely voluntary for the research participants and no conditions should be attached by the researcher.

I hope you find this in order.

Please provide her with the necessary cooperation to conduct her research at the identified respective schools.

Kind regards,

DIRECTORATE OF EDUCATION
OMAHEKE REGION

2019 -09- 16

....

16/09/2019
Date

Mr. Pecka Semba
Director of Education, Arts and Culture: Omaheke Regional Council

DIRECTORS OFFICE
PRIVATE BAG 2004, GOBABIS
NAMIBIA

1 | All official correspondence should be addressed to the Chief Regional Officer

APPENDIX D: PERMISSION LETTERS TO PRINCIPALS

30 September 2019

Mr. Tripodi
Gobabis Gymnasium Private School
Gobabis

Dear Mr. Tripodi

Re: Psychological well-being and burnout research of Primary and Secondary School teachers

I refer to our telephone conversation/email on 07/07/19 in which I asked you permission to distribute questionnaires to your staff regarding my research on the psychological well-being and burnout of our teachers in the Omaheke region.

We do talk in general about the high stress and difficult work circumstances that our teachers experience, but we don't have research findings on the topic. In addition, currently, more teachers leave the profession per year than the country is able to train. This will have a severe effect in the near future on Namibia's capacity to supply quality education to our children. The question is: why do teachers leave the profession? To answer this question and address the situation in a responsible way, we need research findings. This research postulates that psychological well-being and burnout plays a crucial role in a teacher's decision to leave the profession.

I have to emphasize that the filling in of the questionnaire is voluntary and anonymous. Please be ensured of my gratitude for being able to distribute my questionnaire also to your staff.

Kind regards,

……………………………………………

Monique Engelbrecht (Master's in Clinical Psychology Student, University of Namibia)
E-mail: engelbrechtmonique@gmail.com
Telephone: 081 274 0273

APPENDIX E: RESEARCH INSTRUMENT

Informed Consent

Dear Participant,

I am a master student under the direction of Dr. M. Janik in the Department of Psychology at the University of Namibia – Main Campus. I invite you to participate in a research study, entitled AN **EXAMINATION OF PSYCHOLOGICAL WELL-BEING AND BURNOUT OF PRIMARY AND SECONDARY SCHOOL EDUCATORS IN THE OMAHEKE REGION OF NAMIBIA**

BENEFITS: If you choose to participate in this study, results will provide important information in order to reduce burnout levels and promote psychological well-being in educators.

CONDITIONS OF PARTICIPATION: Your participation will involve completing three questionnaires and will take about +-30 minutes. Your involvement in the study is voluntary. Furthermore, you may discontinue participation at any time without penalty.

CONFIDENTIALITY: This questionnaire is anonymous. The results of this study might be published, but your name will not be linked to responses in publications that are released from this project. Therefore, there is no need for you to provide your name. In fact, the published results will be presented in summary form only. All information you provide will remain confidential.

If you have understood the information discussed with you and you agree to participate in the study, please provide your signature in spaces provided below.

Signature:.....................................

Date...

Thanks for your consideration!

Sincerely,

Monique Engelbrecht
Department of Human Sciences: Psychology
University of Namibia, 0812740273

PART A- Socio-Demographic Questionnaire

The information you provide will be used to gain more information about people in general and will not be used to identify you in any way. Please respond to all items.

Instructions: *Please tick in the appropriate box for each item:*

1. **Gender:**

Male ☐

Female ☐

2. **Age**

Please specify your age in years on the line below

____

3. **Marital status:**

Single ☐

Divorced ☐

Widowed ☐

Married ☐

Living with a partner ☐

4. **Qualification/s**

Gr. 12 certificate ☐

Diploma ☐

Postgraduate Diploma ☐

Degree ☐

Honours degree ☐

Masters degree ☐

Doctoral degree ☐

5. **Job tenure**

Please specify the number of years in your current position:

____

6. **Job Position**

Student Teacher (still in full-time training) ☐

Junior Teacher (2 years or less full-time teaching) ☐

Senior Teacher (more than 2 years in full-time teaching) ☐

Head of Department ☐

Principal ☐

7. **Type of School**

Government ☐

Semi-government ☐

Private ☐

8. **Years at the school**

Please specify the number of years you teach at the current school

____

9. Years in teaching

Please specify the total number of years that you are in the teaching profession

____

10. Nationality

Namibian ☐

Non-Namibian ☐

11. Home Language

Afrikaans ☐

English ☐

Oshiwambo ☐

Otjiherero ☐

Khoekhoegowab ☐

Setswana ☐

Portuguese ☐

German ☐

Other (Please specify) ☐

____

13. Religion affiliation/Spirituality

African Traditional Religion ☐

Buddhism ☐

Christianity ☐

Hinduism ☐

Islam ☐

Other (Please specify) ☐

____

Religious unaffiliated (Please specify) ☐

____

12. Ethnicity

Oshiwambo ☐

White (Afrikaner, British, German, Portuguese) ☐

Khoekhoegowab ☐

Otjiherero ☐

Setswana ☐

Coloured/Mixed Race ☐

Other (Please Specify): ☐

____

PART B: Ryff Scales of Psychological Well-Being

The following set of statements deals with how you might feel about yourself and your life.
Please remember that there are neither right nor wrong answers.

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
1. Most people see me as loving and affectionate.	1	2	3	4	5	6
2. I am not afraid to voice my opinion, even when they are in opposition to the opinions of most people.	1	2	3	4	5	6
3. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
4. I am not interested in activities that will expand my horizons.	1	2	3	4	5	6
5. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6
7. Maintaining close relationships has been difficulty and frustrating for me.	1	2	3	4	5	6
8. My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5	6
9. The demands of everyday life often get me down.	1	2	3	4	5	6
10. I don't want to try new ways of doing things—my life is fine the way it is.	1	2	3	4	5	6
11. I tend to focus on the present, because the future always brings me problems.	1	2	3	4	5	6
12. In general, I feel confident and positive about myself.	1	2	3	4	5	6
13. I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5	6
14. I tend to worry about what other people think of me.	1	2	3	4	5	6
15. I do not fit very well with the people and the community around me.	1	2	3	4	5	6
16. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5	6
17. My daily activities often seem trivial and unimportant to me.	1	2	3	4	5	6
18. I feel like many of the people I know have gotten more out of life than I have.	1	2	3	4	5	6
19. I enjoy personal and mutual conversations with family members or friends.	1	2	3	4	5	6

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
20. Being happy with myself is more important to me than having others approve of me.	1	2	3	4	5	6
21. I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6
22. When I think about it, I haven't really improved much as a person over the years.	1	2	3	4	5	6
23. I don't have a good sense of what it is I'm trying to accomplish in my life.	1	2	3	4	5	6
24. I like most aspects of my personality.	1	2	3	4	5	6
25. I don't have many people who want to listen when I need to talk.	1	2	3	4	5	6
26. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6
27. I often feel overwhelmed by my responsibilities.	1	2	3	4	5	6
28. I have a sense that I have developed a lot as a person over time.	1	2	3	4	5	6
29. I used to set goals for myself, but that now seems a waste of time.	1	2	3	4	5	6
30. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.	1	2	3	4	5	6
31. It seems to me that most other people have more friends than I do.	1	2	3	4	5	6
32. I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
33. I generally do a good job of taking care of my personal finances and affairs.	1	2	3	4	5	6
34. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1	2	3	4	5	6
35. I enjoy making plans for the future and working to make them a reality.	1	2	3	4	5	6
36. In many ways, I feel disappointed about my achievements in my life.	1	2	3	4	5	6
37. People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6
38. It's difficult for me to voice my own opinions on controversial matters.	1	2	3	4	5	6
39. I am good at juggling my time so that I can fit everything in that needs to be done.	1	2	3	4	5	6
40. For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
41. I am an active person in carrying out the plans I set for myself.	1	2	3	4	5	6
42. My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5	6
43. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6
44. I often change my mind about decisions if my friends or family disagree.	1	2	3	4	5	6
45. I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5	6
46. I gave up trying to make big improvements or change in my life a long time ago.	1	2	3	4	5	6
47. Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5	6
48. The past has its ups and downs, but in general, I wouldn't want to change it.	1	2	3	4	5	6
49. I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5	6
50. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
51. I have been able to build a home and a lifestyle for myself that is much to my liking.	1	2	3	4	5	6
52. There is truth to the saying that you can't teach an old dog new tricks.	1	2	3	4	5	6
53. I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6
54. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5	6

PART C: Copenhagen Burnout Inventory

Please remember that there are neither right nor wrong answers and answer as truthfully as possible.

Circle the number that mostly resembles how you feel.					
PART 1: Personal Burnout	**Always**	**Often**	**Sometimes**	**Seldom**	**Never/ Almost never**
1. How often do you feel tired?	1	2	3	4	5
2. How often are you physically exhausted	1	2	3	4	5
3. How often are you emotionally exhausted?	1	2	3	4	5
4. How often do you thing: "I can't take it anymore"?	1	2	3	4	5
5. How often do you feel worn out?	1	2	3	4	5
6. How often do you feel weak and susceptible to illness?	1	2	3	4	5
PART 2: Work-related burnout					
	To a very high degree	**To a high degree**	**Somewhat**	**To a low degree**	**To a very low degree**
1. Is your work emotionally exhausting	1	2	3	4	5
2. Do you feel burnt out because of your work?	1	2	3	4	5
3. Does your work frustrate you?	1	2	3	4	5
	Always	**Often**	**Sometimes**	**Seldom**	**Never/ Almost never**
4. Do you feel worn out at the end of the working day?	1	2	3	4	5
5. Are you exhausted in the morning at the thought of another day at work?	1	2	3	4	5
6. Do you feel that every working hour is tiring for you?	1	2	3	4	5

Circle the number that mostly resembles how you feel.					
7. Do you have enough energy for family and friends during leisure time?	1	2	3	4	5
PART 3: Client-related burnout **NOTE: Clients include students and parents**					
	To a very high degree	**To a high degree**	**Somewhat**	**To a low degree**	**To a very low degree**
1. Do you find it hard to work with clients?	1	2	3	4	5
2. Do you find it frustrating to work with clients?	1	2	3	4	5
3. Does it drain your energy to work with clients?	1	2	3	4	5
4. Do you feel that you give more than you get back when you work with clients?	1	2	3	4	5
	Always	**Often**	**Sometimes**	**Seldom**	**Never/ Almost never**
5. Are you tired of working with clients?	1	2	3	4	5
6. Do you sometimes wonder how long you will be able to continue working with clients?	1	2	3	4	5