



**Workload and burnout:
The moderating role of employees' perceived Human
Resource Management**

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Abstract

Teachers in the education sector suffer the most from burnout complaints when compared to other sectors. This is because the workload in this sector is high. Consequently, the absenteeism rates in education are high. In order to create a better understanding about these difficulties in education, it is expected that employees' perceived HR practices, decreases the effect of workload on burnout. Therefore, the aim of the present study is to examine the moderating role of HR practices that employees perceive, as enhancing their well-being, on the relationship between workload and burnout among teachers in the education sector in primary and secondary schools. Employees' perceived HRM in this study is the way how employees perceive HR practices in order to enhance their well-being. More specifically, the study investigates whether employees' perceived HRM can weaken the assumed positive relationship between workload and burnout. The data of this study was derived from 232 participating teachers from the Netherlands. Firstly, the results of this study showed that more workload does result in higher levels of burnout, which means there is a positive effect between workload and burnout. Secondly, the results of this study did not show a significant moderating effect of employees' perceived HRM on the relationship between workload and burnout. Thirdly, the results of this study did show a significant negative effect between employees' perceived HRM and burnout. This means that higher levels of employees' perceived HRM lead to lower levels of burnout. Practical implications, limitations and suggestions for future research of the findings are discussed.

Keywords: Workload, Burnout, employees perceived HRM to enhance well-being, HR practices, Job Demands Resources model.

Introduction

According to CBS (2015) 14 percent of the employees in the Netherlands suffer from burn-out complaints. The education sector exceeds all other sectors, when it comes to the one sector with employees who suffer the most from burnout complaints. One in five employees in this sector suffer from these complaints. The education sector is also known for its high psychological workload, low development opportunities and a low participation (Hupkens, 2005). According to Hupkens (2005), the high percentage of burnout in the education sector can be explained by the high workload that teachers experience. In other words, teachers who suffer from burnout, are a consequence of the experienced high workload in this sector. The study of Kirsch and van den Berghe, (2010) confirmed that employees who are confronted with a lot of personal interaction while doing their jobs, for example teachers, are more subject to experience stress than employees who, for example, work in the product sector. Experiencing stress at work can lead to exhaustion, feelings of fear, depression, irritation and other stress related diseases (Kirsch & van den Berghe, 2010). Consequently, work absenteeism rates are high in education. In addition, according to the CBS (2015), work absenteeism rates in The Netherlands were the highest in the education sector, the care sector and in public administration. In the education sector the work absenteeism rate was 4.9 percent (CBS, 2015). Not only work absenteeism rates are high, besides this, suffering from burnout is potentially very costly in professions such as teaching (Cordes & Dougherty, 1993). The study of Greenglass, Fiksenbaum and Burke (1996) supports this by stating that suffering from burnout has a potential negative effect on teachers, such as the development of negative and cynical attitudes towards one's students.

It is clear that employees in education experience a high workload (Hupkens, 2005). The negative effects of workload, which is considered as a job demand in the Job Demands Resources model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001), hereafter JDR- model, can be reduced by job resources. These job resources are functional in achieving work goals and stimulate personal growth, learning, and development (Demerouti et al., 2001). Human Resource Management, hereafter HRM, is about the management of work and people towards desired organizational and employee outcomes and can be defined as 'a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organization' (Armstrong & Taylor, 2014, p. 5). According to the study of Schaufeli & Peeters (2000), improving HRM, seems a promising avenue for reducing burnout. Based on this, HRM can be seen as functional in achieving personal and organizational outcomes as well as enhancing well-being of employees. However, today's research investigated HR practices mostly on organizational level outcomes (Wright, Gardner, Moynihan, & Allen (2005). Therefore, the way individual employees perceive HR practices and the effects HR practices can have on their well-being, is relatively neglected. Considering this line of reasoning, the way how employees perceive HR practices (such as career development, performance management, autonomy, participation, communication and

information sharing and work-life balance practices) as enhancing their well-being (and therefore reduce burnout complaints), can be considered as job resources, which can reduce the effect of job demands, such as workload, on burnout. Put differently, employees' perceived HR practices can appear as a moderator, which can buffer the relation between workload and burnout.

Therefore, the central aim of this research is to study the potential moderating role of employees' perceived HRM as enhancing their well-being on the relationship between workload and burnout. Hence, the research question of this study is:

“To what extent does workload influence the appearance of burnout in the teaching profession and to what extent do employees' perceived HR practices, as enhancing teachers' well-being, moderate this relationship?”

Previous research has showed that job demands are primarily related to the exhaustion component of burnout and that job resources can reduce these demands (Demerouti et al., 2001). However research does not show the potential role of employees who perceive HRM, to enhance their well-being, can have, as a job resource, to reduce job demands like workload. Building on this, this study contributes to science by investigating the influence of employees' perceived HRM on the relationship between workload and burnout and this study investigates whether perceived HRM can have a moderating role in the relation between workload and burnout. Besides this, this study approaches another perspective than previous research. This study approaches the individual level, instead of organization level effects of perceived HRM. Therefore, the innovative part of this study is that HRM is not investigated as a tool to accomplish organizational level outcomes (from the management perspective), but is investigated in a way that it can contribute to individual employee outcomes as we investigate how employees perceive HR practices to enhance their well-being. This study is also of societal relevance for employers in education, because it investigates whether employees' perceived HRM can contribute to the well-being of employees who experience workload. Since HR practices exist in every organization where people are employed (Boxall, Purcell & Wright, 2008) and since the workload and burnout rates in education are high, it can be of great societal relevance to study how employees' perceived HRM is related to workload and burnout. Besides, according to Bakker (2005) it is more difficult to reduce or redesign the existing job demands. Therefore this study seems a good starting point for employers in education to invest in HR practices, as enhancing their employee well-being.

Theoretical framework

In this study the relation between workload and burnout is examined and the potential buffering role that employees' perceived HRM can have on this relation. In this section all relevant scientific information about these variables will be explained. First of all, the suitable definitions of the variables

will be given. Secondly, the expected relation between the variables will be explained based on the JDR-Model of Demerouti et al. (2001) and this will be supported by empirical evidence.

The use of the term 'burnout' started in the 1970s in the United States, particularly among people who were working in the human services and health care (Maslach, Shaufeli, & Leiter, 2001). The roots of burnout can thus be found in the care-giving and service occupations. The essence of these jobs was the relationship between provider and recipient and providing aid to people in need. At first burnout was a not well defined concept, which means that there was no standard definition for the concept. Yet there was an underlying consensus about three core dimensions of the experience of burnout (Maslach, et al., 2001). These dimensions are increased feelings of exhaustion, feelings of cynicism and detachment of the job and inefficacy. The key facet of burnout are the increased feelings of exhaustion (Maslach & Jackson, 1981). These feelings of exhaustion refer to being overextended and show up when someone's physical and emotional resources are depleted. This dimension reflects the stress-dimension of burnout (Maslach et al., 2001). It is common that, employees who experience increased feelings of exhaustion, detach themselves on emotional and cognitive level in order to deal with work overload (Maslach et al., 2001). This refers to the second dimension of burnout. Employees detach themselves from their task, because demands of the job are more manageable when they are impersonal objects of the job (Maslach et al., 2001). Distancing from the job by developing a cynical attitude is the first reaction to exhaustion (Maslach et al., 2001). The third dimension of burnout was inefficacy. This refers to the sense of reduced personal accomplishment (Maslach et al., 2001). In contrast to the other two dimensions of burnout, this third dimension arises more when there is a lack of useful resources, while the other two dimensions appears through work overload and social conflict (Maslach et al., 2001). A lot of research on burnout prevailed a multidimensional theory of burnout (Maslach et al., 2001). This theory became the most predominant theory in the burnout field (Maslach et al., 2001). In this study burnout is defined as a "syndrome of emotional exhaustion and cynicism which often occurs among employees who do 'people work' of some kind". Maslach et al., 1981, p. 99) Burnout is also seen as a response to chronic emotional and interpersonal stressors on one's job. Shortly, burnout is a possible response to work overload (Maslach et al., 2001). Considering this line of reasoning, this study focuses on the effects of workload on burnout.

Workload can be described as a phenomenon that occurs when too many demands exhaust an individual's energy to one point where recovery from this exhaustion seems unachievable (Maslach, et al., 2001). Workload can result from the mismatch between employee and the job at stake, as well as the lack of skills or attitudes towards a certain type of work (Maslach et al., 2001). Workload can also occur when the amount of work is reasonable (Maslach et al., 2001). Workload can be divided in two categories namely, quantitative workload and qualitative workload (Glaser, Tatum, Nebeker, Sorenson, & Aiello, 1999). Quantitative workload is defined as the amount of work that is needed to complete a task. Qualitative workload is defined as the amount of complexity of tasks when given a quantitative

workload (Glaser et al., 1999). According to Maslach et al. (2001) workload is most directly related to the exhaustion part of burnout.

The JDR model suggests that working conditions can be divided in two general categories (Demerouti et al., 2001). These two categories are job demands and job resources. According to (Demerouti et al., 2001) job demands are those “physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs” (p. 501). Job demands can be further subdivided in quantitative job demands, which refer to the amount of work for the time given can be too much (Maslach et al., 2001), and qualitative job demands, which refer to the type of work (Maslach et al., 2001). According to (Demerouti et al., 2001) job resources are the “physical, psychological, social, or organizational aspects of the job that reduce job demands and the associated physiological and psychological costs and are functional in achieving work goals, or stimulate personal growth, learning, and development” (p. 501). The JDR- model proposes that there are two main processes which are involved in work- related well-being of teachers (Hakanen, Bakker &, Schaufeli, 2006). The first process is about the job demands and is called the ‘health impairment process’. This process is mainly about demanding aspects of the job that lead to constant overtaxing and result in exhaustion. When jobs are poorly designed and bring chronic job demands with them, these demands can exhaust the mental and physical resources of an employee and my consequently lead to depletion of energy and health problems (Bakker & Demerouti, 2007). In order to deal with these chronic demands, people use performance-protection strategies. These strategies are achieved when using increased subjective effort. Hence, the greater this effort, the greater the psychological costs for an employee. The long term use of these performance-protection strategies may result in a breakdown (Bakker & Demerouti, 2007).

The second process is about the job resources. When job resources are limited, employees experience difficulties with meeting job demands. This leads to withdrawal behavior. This process is called ‘the motivational process’ (Demerouti et al., 2001). This study focusses on the health impairment process of the JDR model.

In a situation where job demands are experienced as high and the access to job resources are limited, employees become exhausted and disengaged from the job (Demerouti et al., 2001). The state of exhaustion and disengagement, caused by job demands, such as workload, and limited job resources, causes burnout (Demerouti et al., 2001). The research of Maslach et al. (2001) supports this by stating that workload and time pressure are strongly related to the exhaustion dimension of burnout. The study of Um & Harrison (1998) also confirms that a work- characteristic such as workload is a source of stress and, in turn, leads to burn out. Put differently, workload is an antecedent of burnout (Um & Harrison, (1998).

Based on the Job Demands Resources model it is expected that workload, which is perceived as a job demand, is positively related to, for the most part, the exhaustion level of burnout.

Based on this model and empirical evidence, the following hypothesis was formulated:

Hypothesis 1: 'The higher the level of workload a teacher experiences, the higher the level of burnout'.

As was mentioned in the introduction, HRM is about the management of work and people towards desired organizational and employee outcomes (Boxall, Purcell & Wright, 2008). HRM is a fundamental activity in every organization where people work. Within HRM three major sub domains are distinguished. These domains are micro HRM (MHRM), strategic HRM (SHRM) and international HRM (IHRM). MHRM is HRM that is concerned with HR policies and practices in an organization (Boxall et al., 2008). SHRM is concerned with the HR strategies which are adopted by organizations in business units and what the impact of these strategies is on performance (Boxall et al., 2008). The last domain is IHRM. This field of HRM is occupied with HRM in organizations which operate across national borders. The way an employee perceives these HR activities in an organization is called employees' perceived HRM. This is about the perception of employees of the HR practices in an organization. This study focusses on how individual employees perceive HR practices as enhancing their well-being, as they (employees) are the key receivers of these HR practices. According to Guest (2002) employee well-being is seen as an important outcome by studies focusing on the effect of HR practices on employees. Therefore, this study focusses on the well-being outcomes of the following employees' perceived HRM practices: performance management, autonomy, work-life balance, participation and communication and career development, as these HR practices are applicable in education.

As the JDR- Model suggested earlier, workload is perceived as a job demand and burnout can occur as a negative consequence when this job demand exceeds, but this effect can be decreased when job resources are available (Demerouti et al., 2001).

Job resources can be further distinguished in two categories namely, external job resources, which refer to organization and social resources and internal job resources, which refer to cognitive features and action patterns (Demerouti et al., 2001). Examples of organizational job resources are: job control, autonomy, participation in decision making and task variety. Social job resources can be support from colleagues, family and peer groups. In addition to the phenomenon that job resources can reduce the effect of job demands, job resources can play a moderating role on the relationship between workload and burnout. The study of Xanthopoulou et al. (2007) confirms this. The results of their study confirm that there are several job resources which can moderate the relationship between job demands and burnout. Workload was considered as one of the job demands in their study. According to Bakker, Demerouti & Euwema (2005), job resources such as autonomy, colleague support, high-quality relationship with the supervisor, and performance feedback were able to buffer the impact of work overload on exhaustion. This study also states that the interaction between job demands and job resources significantly adds to predicting the core dimensions of burnout.

From the theory above, it can be expected that job resources can moderate the effect of job demands, such as workload, on burnout. HR practices as enhancing employees' well-being can be perceived as those job resources in the JDR- model in order to reduce the relation between workload on burnout and enhance employees' well-being, since improvements in HR may decrease burnout (Schaufeli & Peeters, 2000). Put differently, it is expected that when employees' perceived HRM levels are high, the positive relationship between workload and burnout will weaken. Based on this, the second hypothesis was formulated:

Hypothesis 2: 'Employees' perceived HR practices to enhance well-being moderates the relationship between workload and burnout. More specifically, the higher the amount of employees' perceived HRM, the more it weakens the positive relationship between workload and burnout'.

Figure 1 shows the conceptual reproduction of the hypotheses in a conceptual model.

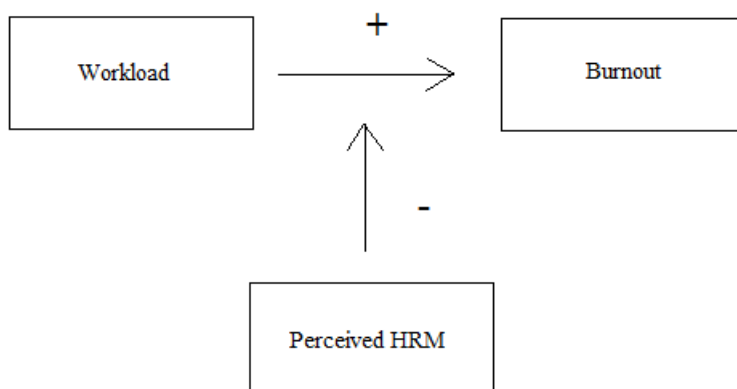


Figure 1. *Conceptual model*

Method

Population and sample

The population in this study consisted of teachers in elementary and secondary school in regular education as well as in special education and was conducted among teachers in the Netherlands. The sample was collected by a questionnaire constructed by master students of Tilburg University. In this study the data of the master students was used as well as the newly collected data which was acquired by five bachelor students of Tilburg University. The sampling design implicated a selection of a heterogeneous group of teachers. The main differences between the teachers that were considered in this study were age, gender and the type of school the teachers work. The method which was used for this was quota sampling, which is a non- probability technique with the purpose to collect data from a certain representative group, in this case teachers. In total 272 respondents filled out the questionnaire (response

rate 85.3%; N= 272) and data of 232 respondents was used in this study. The majority of the sample was female (75.0%). The mean age of the total sample was 41.28 years and the ages ranged from 21 up to 75 years. 83.6% was working in regular education and thus 16.4% was working in special education. In Table 1, the demographic characteristics of the sample are displayed.

Table 1.

Demographic characteristics of the sample

Control variables		N	Mean (%)	Standard Deviation	Range
		272			
Age (years)			41.28	13.689	54
Gender	Male	58	25.0		
	Female	174	75.0%		
		272			
Type of school	Regular	194	83.6%		
	Special	38	16.4%		

Procedure

A questionnaire was used for collecting the data of this study. In appendix 1 the questionnaire is shown. This questionnaire was constructed by master students of Tilburg University and contained a short instrument to measure each of the variables. With the help of an inspirational flyer, the research was introduced to respondents from the private network. When respondents wanted to participate in this research they received an information letter which contained the purpose of the research and in which anonymity and confidentiality was emphasized to be guaranteed. Attached to this letter, the participants received a unique link for each respondent to fill out the questionnaire. By using a personal link for each respondent, the questionnaires were code- numbered so the responses could be controlled and kept anonymous. Before the questionnaire was set out in the sample, a pilot study with three professors was done to see whether all the questions in the questionnaire were understandable and clear.

Measurement

In this study the variables workload, burnout and Perceived HR were taken into account. Perceived HR practices consisted of: career development, performance management, autonomy, work- life balance and participation and communication.

Workload was assessed by using a four- point Likert scale of the workload scale from van Veldhoven en Meijman (2008). The scale ranged from 1 'never' to 4 'always'. An example of an item of this scale was: 'Do you have to work extra hard to finish your work?' In order to verify whether these items actually measure 'workload', an exploratory factor analysis was performed. This analysis showed a KMO- index of 0.864 and a significant ($p = .000 < .05$) Bartlett's test of Sphericity. The scree plot also indicated a clear view of the fact that one component was extracted with an eigenvalue of 3.652, which explained 60.865% of the variance. In order to check whether the 'workload scale' was reliable, a reliability analysis was executed. Based on this analysis the reliability of this scale was good ($\alpha = .870$) (Evers, Van Vliet-Mulder, & Groot, 2000).

Burnout was measured by using a shortened Dutch version scale of the Maslach Burnout Inventory General Survey (MBI-GS; Schaufeli, Leiter, Maslach, & Jackson, 1996), which consisted of eight items with the answer alternatives from 1 'never' to 7 'always'. An example item for this scale was: "I always feel mentally exhausted because of my job". Also for this variable, an exploratory factor analysis was executed to check the validity of this scale. This analysis showed a KMO- index of 0.891 and a significant ($p = .000 < .05$) Bartlett's test of Sphericity. The factor analysis showed two components with an eigenvalue greater than one (eigenvalues of 5.001 and 1.237) but the scree plot clearly showed one component separated from the others, which thus still indicated one factor. This means that all eight items were included in one single factor. For this variable reliability was checked as well. Based on this analysis the Cronbach's Alpha of the scale was .899, which indicated a good reliability ($> .70$) (Evers, Van Vliet-Mulder, & Groot, 2000).

Perceived HRM existed of a scale of items developed by van Beurden, van Veldhoven and van de Voorde (under review), based on existing HR-scales in literature. This scale was subdivided in five HR practices which were: performance management, career development, autonomy, participation and communication and work- life balance. These HR practices were measured on a five- point Likert which ranged from 1 'very negative' to 5 'very positive'. This Likert scale measured the effectiveness of well-being of these HR practices. This choice was made because the independent variable 'burnout' is strongly related to the well- being of employees.

The first HR practice was *performance management*. An example item for this scale was: 'My performance targets are established by mutual agreement'. The factor analysis of performance management showed a KMO- index of .701 and a significant ($p = .000 < .05$) Bartlett's test of Sphericity. The factor analysis showed one component with an eigenvalue greater than one (eigenvalue= 2.412). The scree plot also showed one component clearly separated from the others. Respectively, reliability was tested which gave a Cronbach's Alpha of .877. This indicated a good reliability ($> .70$) (Evers, Van Vliet-Mulder, & Groot, 2000).

The second HR practice was *autonomy*. An example item for this scale was: "I have the opportunity to take my own decisions in my job". The factor analysis of autonomy showed a KMO- index of .636 and a significant ($p = .000 < .05$) Bartlett's test of Sphericity. The factor analysis showed

one component with an eigenvalue greater than one (eigenvalue= 2.093). The scree plot also showed one component clearly separated from the others. Respectively, reliability was tested which gave a Cronbach's Alpha of .722. This indicated a good reliability ($> .70$) (Evers, Van Vliet-Mulder, & Groot, 2000).

The third HR practice was *work- life balance*. An example item for this scale was: "I have the possibility to adjust my working schedule to my private situation". The factor analysis of work- life balance showed a KMO- index of .654 and a significant ($p=.000 <.05$) Bartlett's test of Sphericity. The factor analysis showed one component with an eigenvalue greater than one (eigenvalue= 1.795). The scree plot also showed one component clearly separated from the others. Respectively, reliability was tested which gave a Cronbach's Alpha of .622. This value of reliability is acceptable (Gliem & Gliem, 2003).

The fourth HR practice was *participation, communication and information sharing*. An example item for this scale was: "I have a say in the policy". The factor analysis of work- life balance showed a KMO- index of .733 and a significant ($p=.000 <.05$) Bartlett's test of Sphericity. The factor analysis showed one component with an eigenvalue greater than one (eigenvalue= 2.679). The scree plot also showed one component clearly separated from the others. Respectively, reliability was tested which gave a Cronbach's Alpha of .834. This indicated a good reliability ($> .70$) (Evers, Van Vliet-Mulder, & Groot, 2000).

The last HR practice was *career development*. An example item for this scale was: "I have the opportunity to develop new knowledge and skills. The factor analysis of work- life balance showed a KMO- index of .710 and a significant ($p=.000 <.05$) Bartlett's test of Sphericity. The factor analysis showed one component with an eigenvalue greater than one (eigenvalue= 2.048). The scree plot also showed one component clearly separated from the others. Respectively, reliability was tested which gave a Cronbach's Alpha of .680. This value of reliability is acceptable (Gliem & Gliem, 2003)

Control variables

The control variables which were used in this study are age, gender and type of school. Age was measured by an open question in which respondents could fill out their age in years. Gender was measured by a scale with the values of '0' female and '1' male. Type of school was also measured by a scale with the option of '0' regular education and '1' special education.

Age is the personal characteristic that is most consistently related to burnout (Maslach et al., 2001). Higher levels of burnout are reported among younger employees. Therefore age is used as a control variable in this study.

Gender is not a strong predictor of burnout, and results of the association between gender and burnout are often conflicting. Some studies argue that women score somewhat higher on exhaustion, the stress dimension of burnout, and that men score higher on the cynicism dimension of burnout (Maslach et al., 2001). Results from the study of Erickson & Ritter (2001), show that women experience more

burnout than men, when controlling for other variables. The study of Purvanova & Muros (2010) also claims that burnout is more of a 'female experience'. Therefore gender is used as a control variable in this research.

Type of school was divided in two categories in this study, regular education and special education. The study of Fore, Martin and Bender (2002) suggests that teachers in special education experience higher levels of burnout than teachers in regular education. Teachers in special education experience higher levels of stress because of the high job responsibilities they have. The study of Chambers (2011) builds on this and states that high amount of stress lead to special education teacher burnout. Teachers in special education might also experience stress and burnout because of factors such as, role conflict, role ambiguity, perceived workload and perceived principal support (Chambers, 2011) Therefore type of school is also a control variable in this study.

Data analyses

The data was analyzed with the IBM SPSS Statistics program. In order to test the conceptual model and the hypothesis that corresponded with this model, a hierarchical linear regression analysis was performed. First a correlation matrix was made in order to see whether the variables were related. All the variables, also the control variables were included in this correlation matrix. After this, a regression analyses tested the effect of the independent variable on the dependent variable. In this regression the 'Enter- method' was used, so there existed a clear view what an added variable did or did not contribute to the next model. Before the linear regression was executed, the independent variables and the moderating HR practices were standardized, which means that these variables have a mean of zero and a standard deviation of one. This was done in order to make the interpretation of the coefficients easier. Also the effect of de moderator on the relationship between workload and burnout was tested. The moderation in this study was perceived HR. Perceived HR consisted of five HR practices. So for each of these practices a regression analysis was executed in which in each regression analysis a new interaction with another HR practice was added. So for each regression analyses de dependent variable was burnout. Model 1 consisted of the control variables age and gender, followed by model 2, which consisted of de control variables plus the independent variable, workload. Model 3 consisted of the control variables, workload and an HR practice and the last model, model 4 consisted of the control variables, workload, an HR practice and the interaction effect (workload x HR practice).

Results

The correlation matrix in Table 2 shows an overview of the correlations of the variables, the means and standard deviations of the variables. The table shows that workload is positively correlated with burnout ($r=.460, p<.01$) and negatively correlated with performance management ($r=-.230, p<.01$), autonomy ($r=-.348, p<.01$), work- life balance ($r=-.185, p<.01$), participation and communication ($r=-.234, p<.01$) and career development ($r=-.361, p<.01$). More specifically, all perceived HR practices are negatively

correlated with burnout. For workload, only two HR practices are negatively correlated with workload which are performance management ($r=-.142, p<.01$) and autonomy ($r=-.183, p<.01$). In contrast to the expectations, the control variable type of school has no significant correlation with any of the variables in this model and is therefore not included in this study. However, the other control variables do have a significant correlation with other variables in the model. Age is negatively correlated with autonomy ($r=-.153, p<.05$) and negatively correlated with career development ($r=-.150, p<.05$). Gender is positively correlated with workload ($r=.170, p<.01$) and negatively correlated with age ($r=-.193, p<.01$). Therefore age and gender are included in this research as control variables, and type of school is left out of this study.

Table 2. Correlation matrix (N= 232)

Measures	M/ %	SD	1	2	3	4	5	6	7	8	9	10
1. Burnout	2.52	.98	1									
2. Workload	2.46	.58	.460**	1								
3. Performance management ¹	3.36	.64	-.230**	-.142*	1							
4. Autonomy ²	3.86	.59	-.348**	-.183**	.330**	1						
5. Work- life balance ³	3.38	.57	-.185**	-.127	.216**	.327**	1					
6. Participation and communication ⁴	3.40	.63	-.234**	-.115	0.389**	.455**	.370**	1				
7. Career development ⁵	3.36	.51	-.361**	-.126	.358**	.378**	.255**	.421**	1			
8. Age	41.28	13.689	.126	.000	-.083	-.153*	-.036	-.123	-.150*	1		
9. Gender (female)	75%	.43	-.049	.170**	.017	.071	.022	.070	0.115	-.193**	1	
10. Type of school (regular)	83.6%	.37	-.050	-.085	.119	.077	-.020	-.001	-.057	-.003	-.121	1

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

* . Correlation is significant at the 0.05 level (2-tailed)

Burnout: '1'= never to '7'= always

Workload: 1 'never' to 4 'always'

HR practices 1-5: '1'= very negative to '5' very positive

Age: Years

Gender: '0'= female, '1'= male

Type of school: 0= special education, '1'= regular education

Testing the hypotheses

Hypothesis 1 expected that workload is positively related with burnout. Results from the regression analysis show that indeed there is a positive relation between these variables ($\beta=.475$, $p<.01$, see Table 3 model 2) and therefore this hypothesis is supported. This means that if teachers experience a higher workload, they also perceive a higher level of burnout.

Hypothesis 2 expected that perceived HRM moderates the relationship between workload and burnout. This meant that perceived HRM weakens the relationship between workload and burnout. Perceived HRM consisted of five HR practices which are all taken into consideration in this research. Therefore, the following tables show the regression analyses of each of the five HR practices separately.

Performance management. This HR practice was expected to weaken the relationship between workload and burnout. Table 3 shows that there is no significant effect of the moderating role of performance management. Therefore, for this HR practice, hypothesis 2 is rejected ($\beta = .222$, $p= .571$, see Table 3 model 4). However performance management does have a direct significant negative effect on burnout ($\beta = -.156$, $p<.01$).

Autonomy. This HR practice was also expected to weaken the relationship between workload and burnout. Table 4 shows that there is no significant effect of the moderating role of autonomy on the relation between workload and burnout. Concluding for this HR practice, hypothesis 2 is rejected ($\beta = -.375$, $p= .363$, see Table 3 model 6). However autonomy does have a direct significant negative effect on burnout ($\beta = -.261$, $p<.01$).

Work- life balance. This HR practice was also expected to weaken the relationship between workload and burnout. Table 5 shows that there is no significant effect of the moderating role of work-life balance on the relation between workload and burnout ($\beta= -.401$, $p= .338$). Therefore for this HR practice, hypothesis 2 is rejected (see Table 5 model 4). However work- life balance does have a direct significant negative effect on burnout ($\beta = -.128$, $p<.05$, see Table 3 model 8).

Participation, communication and information sharing. This HR practice was also expected to weaken the relationship between workload and burnout. Table 6 shows that there is no significant effect of the moderating role of participation and communication on the relation between workload and burnout. Therefore for this HR practice, hypothesis 2 is rejected ($\beta = .141$, $p= .726$, see Table 3 model 10). However participation and communication does have a direct significant negative effect on burnout ($\beta = -.259$, $p<.01$).

Career development. This HR practice was also expected to weaken the relationship between workload and burnout. Table 7 shows that there is no significant effect of the moderating role of career development on the relation between workload and burnout. Therefore for this HR practice, hypothesis

2 is rejected ($\beta = -.582, p = .151$, see Table 3 model 12). However career development does have a direct significant negative effect on burnout ($\beta = -.292, p < .01$).

Table 3. Regression analysis moderating effects of HR practices

	M1	M2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M12
Variables	β	β	β	β	β	β	β	β	β	β	β	β
Age	.118	.105	.092	0.96	.069	.067	.101	.103	.085	.086	.068	.073
Gender	-.040	-.107	-.108	-.109	-.090	-.085	-.104	-.101	-.097	-.100	-.076	-.064
Workload		0.475**	.449**	.266	.425**	.759*	.459**	.779*	.455**	.340	.433**	.937**
Performance management			-.156**	-.312								
Autonomy					-.261**	-.027						
Work-life balance							-.128*	.124				
Participation and communication									-.178**	-.270		
Career development											-.292**	.058
Workload x performance management ¹				.222								
Workload x autonomy ²						-.375						
Workload x work-life balance ³								-.401				
Workload x participation and communication ⁴										.141		
Workload x career development ⁵												-.582
Model fit												
R ² change moderation effect ¹	.017	.222**	.023**	.001								
R ² change moderating effect ²					.064**	.003						
R ² change moderating effect ³							.016*	.003				
R ² change moderating effect ⁴									.031**	.000		
R ² change moderating effect ⁵											.081**	.006

Note. Burnout is the dependent variable.

* $p < .05$. ** $p < .01$.

Discussion

This study tested the moderating role of perceived HRM on the relationship between workload and burnout. The research question of this paper was: *“To what extent does workload influence the appearance of burnout and to what extent does perceived HRM moderate this relationship?”* To answer the research question, two hypotheses were formulated, based on the JDR- model and empirical evidence. In order to test the hypotheses, several hierarchical regression analyses were executed. The first hypotheses expected a direct positive relation between workload and burnout. The second hypothesis expected a weakening moderating role of employees’ perceived HR on the relationship between workload and burnout. These hypothesis were tested by performing linear regression analyses. These analyses showed that there are no significant moderation effects of any the HR practices on the relationship between workload and burnout. However, in contrast to the expectations, all HR practices are directly negatively related to burnout. This means that the more employees perceive HR practices, the lower the levels of burnout. These analyses showed that there is indeed a significant positive relationship between workload and burnout. In contrast to the expectations, no significant moderating effect of any of the HR practices on the relationship between workload and burnout was found. However, all the HR practices were significantly negatively related to burnout. In this section, the findings of this study will be discussed.

Hypothesis 1 argued that workload was positively related to burnout. This hypothesis was supported by the results of this study. The regression analysis showed a positive significant relation between workload and burnout. This can be explained by the JDR- Model, which suggests that workload can be perceived as a job demand, and when this job demand exceeds, this can lead to experiencing higher levels of exhaustion, the key dimension of burnout (Demerouti et al., 2001). Building on this, the study of Schaufeli & Bakker (2004) also states that burnout is mainly predicted by job demands. This way of reasoning also follows the health impairment process of the JRD- Model, which is one of the two processes the model suggests (Demerouti et al., 2001). This process is about the demanding aspects of one’s job that can lead to constant overtaxing and in the end result in exhaustion (Bakker & Demerouti, 2007). This study of Bakker and Demerouti (2007) also confirms that a job demand, like high workload, emotional demands and role ambiguity leads to exhaustion, sleeping problems and health impairment. The study of Male & May (1997) shows that there is evidence for a high level of emotional exhaustion, the stress dimension of burnout, because of caused stress by, among other things, workload. The JDR- model also suggests that job demands, such as workload can increase levels of burnout when job resources lack (Demerouti et al., 2001).

Hypothesis 2 argued that employees’ perceived HRM moderates the relationship between workload and burnout. This hypothesis was not supported by the results of this research, which means no moderating effect for any of the HR practices was found. In contrast to the expectations, a negative direct effect between employees’ perceived HRM and burnout was found. This means that the higher

the level of employees' perceived HRM, the lower the levels of burnout. This can be explained by the study of (Bakker & Demerouti, 2007) which states that job resources may buffer the effect of job demands on job strain, including burnout. However, this study also shows that this depends on the fact that there are several different job resources which are able to play the role of buffer for several different job demands. This means that the right job resources that are able to buffer particular demands, such as workload, depends on the specific characteristics of a job. In addition to this, since employees' perceived HR practices were perceived as those job resources, in this case, it might be that the specific HR practices used in this study do not buffer the effect of workload and burnout in an educational environment, but might buffer workload in another specific work environment. To find out whether these specific HR practices buffer the effect of workload and burnout in other working environments, or whether other (combinations of) HR practices can buffer the relation between workload and burnout in education, more research is required.

Besides the fact that no moderating effect was found in this study, the results showed a direct effect between the separate HR practices and burnout. The research of Castanheira and Chambel (2010) supports this. This research states that an 'HR involvement system' decreases worker's burnout because it alleviates the job demands of emotional dissonance and quantitative demands. This statement implies a direct effect. The study of Bakker & Demerouti (2007) also found that job resources are negatively related to the cynicism dimension of burnout, which also implies a direct effect between job resources and this dimension of burnout, instead of a moderating effect. This is also confirmed by the study of Shaufeli (2004). From this it is clear that job resources are more likely to have a direct effect on burnout. Since employees' perceived HR practices were perceived as job resources in this study, it is assumable that these specific separated HR practices are also more directly related to burnout, which the results of this study indicated.

Limitations and suggestions for future research

In this study there are a few limitations that need to be taken into account. First of all, the design of the study was a cross-sectional design. This means that respondents were asked to fill out the questionnaire at one point in time. When using this design it is impossible to draw conclusions about causality between the variables. A suggestion for this limitation for future research could be the use of a longitudinal design, where respondents are asked to fill out the questionnaire at different points in time. In this way, causality between variables can be discussed. A second limitation for this study is that the questions in the questionnaire were mainly based on self-ratings. This means that respondents determine for themselves in which category they belong or in which category they do not belong. These self-ratings can therefore be biased, because they are based on subjectivity and self-evaluations. A suggestion for this could be to also give peers or supervisors questionnaires in order to rate the employees.

A third limitation of this study is the sample of this study. The sample of this study consisted only of teachers in primary or secondary school in regular as well as special education. Therefore the

results of this study are only applicable in the education sector and are not generalizable to other organizations in other sectors. In order to address this limitation, it is recommended for future research to establish a sample with employees who work in different professions, so that the results can be of use for more organizations.

A last limitation of this study is the way the HR practices in this study are examined. In this study the moderating role of the HR practices that are used, are examined separately. This could be a limitations because HR practices are able to reinforce each other or influence each other in another way, when combined with other HR practices in a bundle (Kooij et al., 2013). A suggestion for future research is to examine these HR practices as a bundle or as bundles of HR practices.

Implications

The aim of this study was to create a better understanding of the effect of employees' perceived HRM on the relation between workload and burnout. Research often investigated the relation between HR practices and performance. This study found that HR practices decrease levels of burnout in a direct way and focusses on enhancing the well- being of teachers in both regular and special education. Since according to Hakanen, Bakker, & Schaufeli (2006) burnout and decreasing commitment have been regarded as major problems in teaching, this study contributes by science showing that HR practices are not only effective when focusing on performance, but can also contribute to employee well-being. For the education sector, this study might therefore be a good starting point for investing and applying those HR practices to decrease burnout and enhance employee well-being.

Both HR professionals (see interviews appendix 2) mentioned that specifically work- life balance and autonomy, as HR practices, are an important tool to prevent and decrease workload and burnout. They also both confirmed that there are certain age categories where employees are more subject to experience workload, due to struggles in their work- life balance. So a practical implication for the education sector can be to focus and monitor that certain age group more than other age categories, in order to prevent workload and burnout. Monitoring teachers could imply having conversations with the teacher, in which the employer/ director finds out how the teacher is doing. However, this could take a lot of time and effort for employers besides their other tasks. To address this, schools could create a structure in which the classes of the school are clustered. This means the group of the school can be divided in bigger subgroups with a coordinator as the head of this group. The coordinators can directly communicate with the employer/ director of the school. In this way both the director and coordinators are close to the teachers who work in the school and this approach is much more time efficient.

The professionals also both mentioned that it is important to detect workload and burnout in early stages by offering training and coaching in order to match employees' abilities to their tasks and therefore prevent workload. Personal attention and testing psychological stress due to workload, also seems important to prevent workload and burnout, because conversations with employees regarding

these subjects make employees and employers conscious and give them the opportunity to talk about it. This also gives the employer/ director the opportunity to do something when workload or burnout is experienced by teachers.

Conclusion

Because of the high number of teachers that suffer from burnout complaints in education due to workload, the aim of this study was to examine whether employees perceived HRM to enhance well-being could weaken the relation between workload and burnout in education. In addition, employee well-being is seen as an important outcome by studies focusing on the effect of HR practices on employees. This study successfully found and explained the positive relationship between workload and burnout, which was expected based on the JDR- Model (Demerouti et al., 2001). However this study did not show a significant moderating role of employees' perceived HRM on the confirmed relationship between workload and burnout. Besides this, the results of this study did show a significant negative relation between employees' perceived HRM and burnout. To conclude and to answer the research question of this study, this study shows that higher levels of burnout lead to higher levels of burnout. This study also showed that employee's perceived HRM does not play a moderating role on this relationship. In contrast to this, all five HR practices are negatively related to burnout, which means that higher levels of employees' perceived HR practices lead to lower levels of burnout.

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Appendix 1 The questionnaire

CONTROL VARIABLES

Wat is uw leeftijd? (in jaren)

Wat is uw geslacht? '0'= vrouw, '1'= man

Op wat voor school bent u werkzaam? '0'= speciaal onderwijs, '1'= regulier onderwijs

HR PRACTICES: '1' zeer negatief – '5' zeer positief

EMPLOYEE DEVELOPMENT

Ik krijg de mogelijkheid om trainingen, cursussen en workshops te volgen.

Ik krijg de mogelijkheid om nieuwe kennis en vaardigheden te ontwikkelen.

Ik word gecoacht in de ontwikkeling van mijn kennis en vaardigheden.

CAREER OPPORTUNITIES

Ik krijg begeleiding bij mijn loopbaanontwikkeling.

Ik heb de mogelijkheid om een andere functie te vervullen binnen het onderwijs.

Ik heb carrièremogelijkheden binnen het onderwijs.

PERFORMANCE APPRAISAL

Mijn prestaties worden periodiek beoordeeld door mijn leidinggevende.

Ik heb periodiek een gesprek met mijn leidinggevende over mijn prestaties.

Mijn prestatiedoelen worden in gezamenlijk overleg vastgesteld.

Ik heb de mogelijkheid om zelf de kwaliteit van mijn onderwijs te bewaken.

JOB DESIGN

Ik heb afwisseling in mijn werk.

Ik heb uitdagend werk.

Ik heb de mogelijkheid om zelf beslissingen te nemen in mijn werk.

Ik heb de mogelijkheid om zelf verantwoordelijkheid te dragen in mijn werk.

PARTICIPATION

Ik heb inspraak in het beleid.

Ik heb de mogelijkheid om mijn mening te geven over werkgerelateerde kwesties.

Ik neem deel aan overleg waarin de onderlinge taakverdeling bepaald wordt.

COMMUNICATION AND INFORMATION SHARING

Ik word geïnformeerd over de gang van zaken binnen de school.

Het beleid en de procedures binnen de school worden aan mij gecommuniceerd.

Ik krijg informatie over belangrijke veranderingen binnen de school.

Ik krijg inzicht in de manier waarop de besluitvorming binnen de school loopt.

WORK-LIFE BALANCE

Ik krijg ondersteuning bij het combineren van werk en zorg (bijv. dagopvang kinderen, mantelzorg).

Ik heb de mogelijkheid om mijn werkschema aan te passen aan mijn privésituatie.

Als mijn privésituatie er om vraagt, heb ik de mogelijkheid om parttime te werken

JOB SECURITY

Ik heb zekerheid dat ik mijn huidige baan kan behouden voor meer dan twee jaar.

Ik heb een contract dat mij werkzekerheid biedt bij mijn huidige werkgever voor meer dan twee jaar.

VBBA: werktempo en werkhoeveelheid & relatie met collega's: '1' nooit – '4' altijd

Heeft u te veel werk te doen?

Altijd / vaak / soms / nooit

Moet u extra hard werken om iets af te krijgen?

Altijd / vaak / soms / nooit

Moet u zich haasten?

Altijd / vaak / soms / nooit

Heeft u te maken met een achterstand in uw werkzaamheden?

Altijd / vaak / soms / nooit

Heeft u problemen met het werktempo?

Altijd / vaak / soms / nooit

Heeft u problemen met de werkdruk?

Altijd / vaak / soms / nooit

Kunt u op uw collega's rekenen wanneer u het in uw werk wat moeilijk krijgt?

Altijd / vaak / soms / nooit

Kunt u als dat nodig is uw collega's om hulp vragen?

Altijd / vaak / soms / nooit

Is uw verstandhouding met uw collega's goed?

Altijd / vaak / soms / nooit

Heeft u conflicten met uw collega's?

Altijd / vaak / soms / nooit

Heerst er tussen u en uw collega's een prettige sfeer?

Altijd / vaak / soms / nooit

Doen zich tussen u en uw collega's vervelende gebeurtenissen voor?

Altijd / vaak / soms / nooit

Burnout – Schaufeli & van Dierendonck (2000): '1' nooit- '7' altijd

Ik voel me alsof ik aan het einde van mijn latijn ben.

Ik heb het gevoel dat ik te hard werk voor mijn baan.

Ik voel me gefrustreerd door mijn baan.

Ik voel me opgebrand door mijn werk.

Mijn werkdag is een zware belasting voor mij

Ik voel me vermoeid wanneer ik 's ochtends opsta en weer geconfronteerd wordt met een nieuwe werkdag.

Ik voel me uitgeput aan het einde van de dag.

Ik voel me emotioneel uitgeput door mijn werk.

Appendix 2 Interviews with HR professionals

Interview 1: Interview HR professional. Edwin Vugts, Basisschool De Oversteek, 16 december 2016.

Op basisschool De Oversteek zijn ongeveer 45 werknemers werkzaam. Als directeur zijn dat te veel werknemers om als directeur iedere docent apart in de gaten te houden. De HR taken van de directeur vinden plaats naast alle andere taken die de directeur heeft. Voor het welzijn van de docenten acht de directeur het belangrijk om dicht bij zijn docenten te staan. Om dit te bewerkstelligen is een structuur tot stand gekomen, waarbij de afstand tot de docenten zo klein mogelijk blijft. De basisschool is ingedeeld in drie clusters. Het eerste cluster bestaat uit groep één en groep twee. Het tweede cluster bestaat uit de groepen drie, vier en vijf en het derde cluster bestaat uit de groepen zes, zeven en acht. Ieder cluster heeft een clustercoördinator. Deze coördinator is naast docent verantwoordelijk voor het cluster en leidt vergaderingen en observeert in de groepen van de docenten die onder zijn/ haar cluster

vallen. Hierdoor kunnen de clustercoördinatoren direct rapporteren aan de directeur en zo blijven de lijnen tussen directeur en docenten 'kort'. De directeur is zowel bestuurder als beoordelaar van de docenten en op deze manier blijft de directeur op de hoogte van alle werkzame docenten. Volgens de directeur zijn er drie grote invloeden die de werkdruk in het onderwijs verhogen. Er zijn dus ook docenten binnen de Oversteek die werkdruk ervaren. Deze docenten komen zelf naar de directeur of werkdruk wordt opgemerkt door clustercoördinator door middel van prestaties en verzuim en dergelijke. De eerste invloed is de invloed van buitenaf en de snelle veranderingen in het onderwijs. De overheid zet maatschappelijke problemen vaak weg door ze via het onderwijs aan te pakken. Zo moet het onderwijs bijvoorbeeld bezig zijn met pesten en integratie van homoseksuelen. Naast deze dingen zijn er nog veel meer vraagstukken die via het onderwijs aangepakt worden. De tweede invloed is de toegenomen administratielast. Binnen het onderwijs hebben decentralisaties plaatsgevonden, maar de overheid houdt controle op het onderwijs via toenemende administratie. Door deze toenemende last wordt de werkdruk verhoogt. De laatste invloed zijn de ouders van de kinderen. Er is een trend in de mate waarin ouders steeds meer prestatiegericht zijn en de scholen verantwoordelijk achten voor de ontwikkeling en prestaties van hun kind, dit verhoogt de werkdruk voor docenten.

Een paar jaar geleden was het verzuim binnen de oversteek toegenomen tot 13%. Dit is zeer hoog. Dit hoge verzuim was echter niet arbeid gerelateerd. Echter, het ervaren van werkdruk is 'funest' voor docenten op De Oversteek. Docenten die werkdruk ervaren zijn alleen nog maar bezig met het inplannen van hun tijd en hun taken. Docenten die werkdruk ervaren hebben daarom ook een grote weerstand tegen verandering, omdat zij een verandering er gewoonweg niet bij kunnen hebben. Dit belemmert de ontwikkelingsprocessen binnen de school, zowel ontwikkelingsprocessen ingezet uit eigen initiatief als processen opgelegd door de overheid. Om werkdruk te voorkomen wordt er op De Oversteek op verschillende manieren aandacht besteed aan werkdruk. Ten eerste wordt er geïnvesteerd in scholing en coaching. Dit zorgt ervoor dat de docenten de juiste competenties en manieren hebben om hun werk te doen. Ten tweede worden docenten in de leeftijdsfase van 25- 40 preventief geïnformeerd over hun werkhouding ten opzichte van werkdruk. Dit heeft te maken met de werk- privé omstandigheden van docenten die vooral in deze levensfase aanzienlijk kunnen veranderen. Jonge docenten kunnen kinderen krijgen en bijvoorbeeld parttime gaan werken. Hierdoor kunnen deze jonge docenten wellicht niet meer les geven op de manier die zijn hiervoor hanteerde en hierdoor kan werkdruk ontstaan. Door docenten hiervan bewust te maken, kan werkdruk voorkomen worden.

Interview 2: Interview HR professional. Ingrid Breuer. Bosch Rexroth Boxtel, 5 december 2016

Bij Bosch Rexroth Boxtel zijn ongeveer 700 werknemers werkzaam en dit bedrijf bevindt zich in de technische sector op het gebied van hydrauliek en cilinders. In het bedrijf heerst een zogenaamde mannencultuur. Dat wil zeggen dat er duidelijk meer mannen werkzaam zijn in het bedrijf dan vrouwen. Binnen het bedrijf is het merkbaar dat met name status een stressfactor kan zijn en dat burn-out een taboe is onder mannen, waardoor zij minder snel laten zien dat het niet goed gaat. Het bedrijf is een

groot bedrijf wat gericht is op het gebruik van processen om de bedrijfsvoering te ondersteunen. Deze processen kunnen de werkdruk verhogen doordat werknemers zelf weinig autonomie over hun taken ervaren. Werknemers kunnen werkdruk ervaren doordat zij constant volgens het proces moeten werken en zelf geen zeggenschap meer hebben over het uitvoeren van hun taken. Dit is gerelateerd aan de HR practice 'autonomie'. Werkdruk binnen dit bedrijf wordt op verschillende fronten van het bedrijf ervaren. Technici kunnen bijvoorbeeld moeilijker omgaan met veranderingen. De huidige branche van Bosch Rexroth is sterk aan het veranderen, vooral door de milieu eisen die klanten en overheid stellen. Technici kunnen vaak minder snel antwoorden op deze veranderingen en ervaren daardoor een hogere werkdruk. Ook in de sales is de werkdruk hoger, doordat er steeds meer aanvragen worden gedaan om orders binnen te halen. Bij iedere verandering is de begeleiding van de werknemers daarom zeer belangrijk. Milieueisen en dergelijke zijn externe factoren die invloed kunnen hebben op de werkdruk van de werknemers van het bedrijf. Het bedrijf is een entiteit die zelf in staat is om keuzes te maken welke kant ze op gaan en welke contextuele factoren zij van belang achten. De HR professional voegde hieraan toe dat dit in het onderwijs wellicht moeilijker is, omdat de ouders van de kinderen niet zomaar een omgevingsfactor zijn, maar een externe partij die onmogelijk (tijdelijk) genegeerd kan worden. Dit levert een hogere werkdruk op. In de leeftijd van 25 tot 35 is het ziekteverzuim door psychische uitval hoger binnen Bosch Rexroth. Dit is waarschijnlijk te wijten aan de identiteitscrisis die werknemers rond deze tijd kunnen ervaren. Om frequent verzuim te voorkomen, worden er binnen het bedrijf een aantal testen afgenomen die de psychische stress van de werkbelasting meten. Op deze manier weten HR en de werknemers waar iemand staat en of er actie ondernomen moet worden, bewustwording. Veel ziekteverzuim door psychische uitval komt niet alleen door het werk, maar ook door de situatie thuis. Dit is gerelateerd aan de HR practice 'work-life balance'. Het bedrijf ziet dat coaching vanuit de thuisomgeving een langer ziekteverzuim oplevert dan coaching vanuit de werkomgeving. Twee coachingstrajecten langs elkaar is gewoon weg niet mogelijk en het is voor coaching vanuit de werkomgeving moeilijk om de privé situatie te coachen.

Appendix 3 Factor analyses and reliability analyses

Workload

Table 1

Factor analysis workload

Component	Total variance explained		
	Total	% of the variance	Cumulative %
1	3.652	60.856	60.865
2	.782	13.027	73.892
3	.498	8.300	82.192
4	.414	6.900	89.092
5	.377	6.289	95.382
6	.277	4.618	100.000

Extraction Method: Principal Component Analysis

Table 2

Screeplot workload

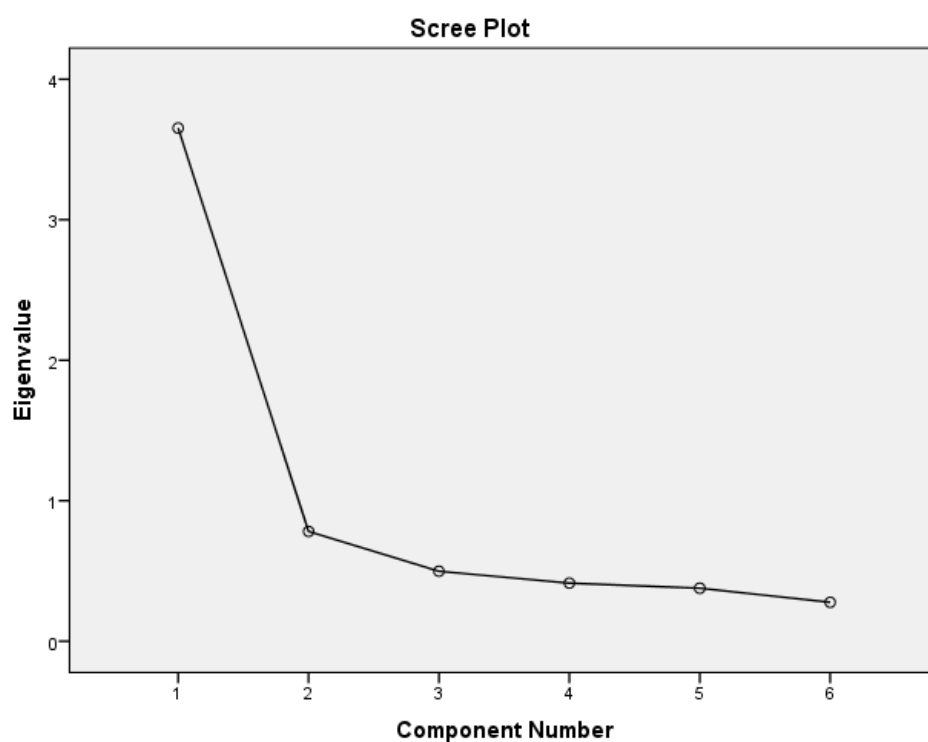


Table 3

Reliability workload

Reliability statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.870	.871	6

Burnout

Table 4
Factor analysis burnout

Component	Total variance explained		
	Total	% of the variance	Cumulative %
1	5.001	55,572	55,572
2	1.237	13,749	69,321
3	.593	6,588	75,909
4	.568	6,307	82,216
5	.423	4,702	86,918
6	.379	4,211	91,129
7	.336	3,736	94,866
8	.269	2,990	97,855
9	.193	2,145	100.000

Extraction Method: Principal Component Analysis

Table 5
Scree plot burnout

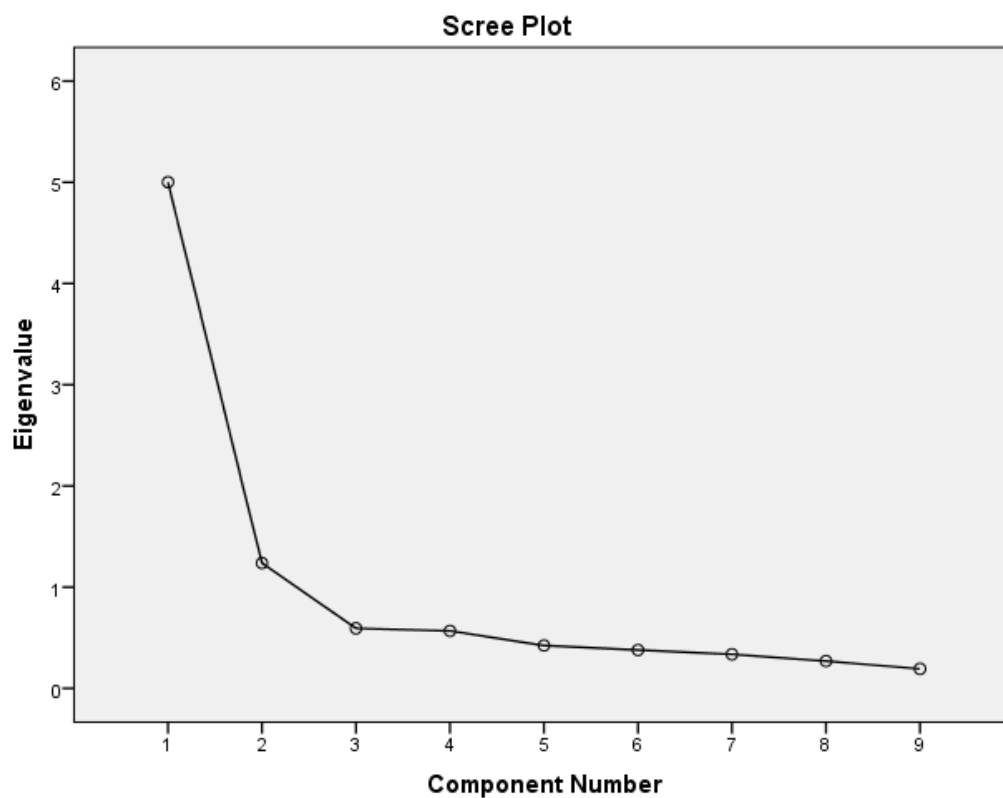


Table 6
Reliability burnout

Reliability statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.899	.902	9

Performance management

Table 7

Factor analysis performance management

Component	Total variance explained		
	Total	% of the variance	Cumulative %
1	2.412	80.411	80.411
2	.419	13.953	94.364
3	.169	5.636	100.000

Extraction Method: Principal Component Analysis

Table 8

Scree plot performance management

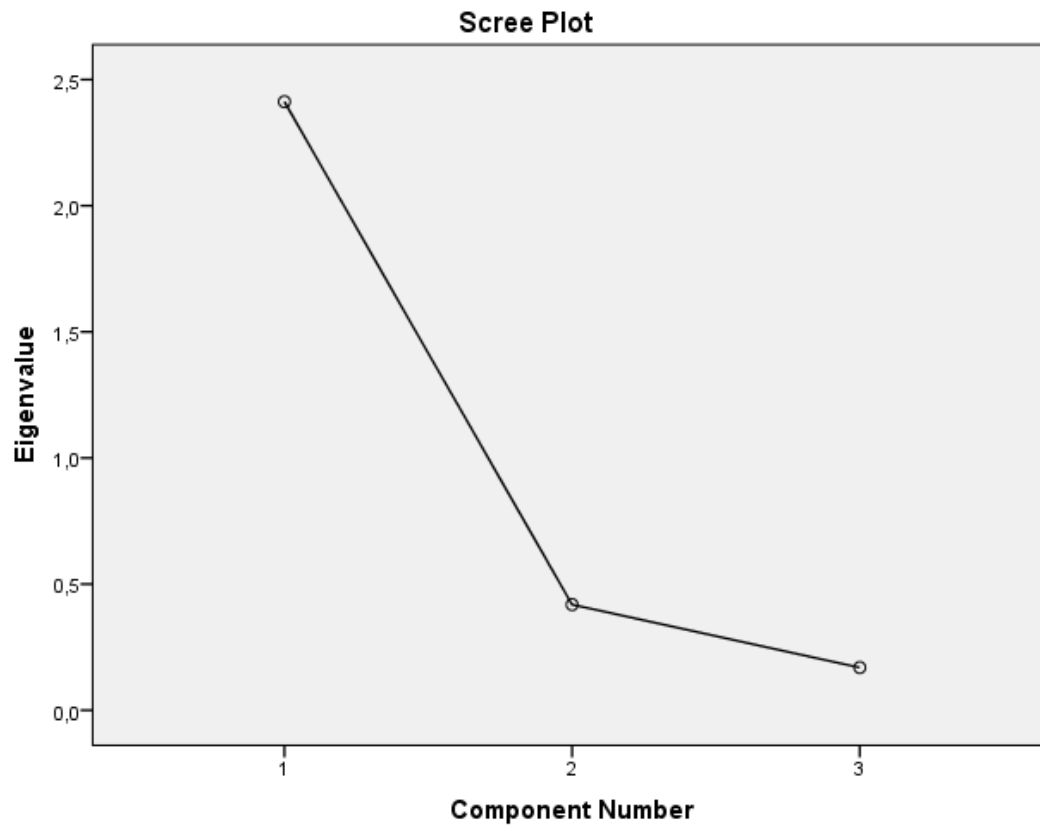


Table 9

Reliability performance management

Reliability statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.877	.877	3

Autonomy

Table 10

Factor analysis autonomy

Component	Total variance explained		
	Total	% of the variance	Cumulative %
1	2.093	69.770	69.770
2	.636	21.192	90.962
3	.271	9.038	100.000

Extraction Method: Principal Component Analysis

Table 11

Scree plot autonomy

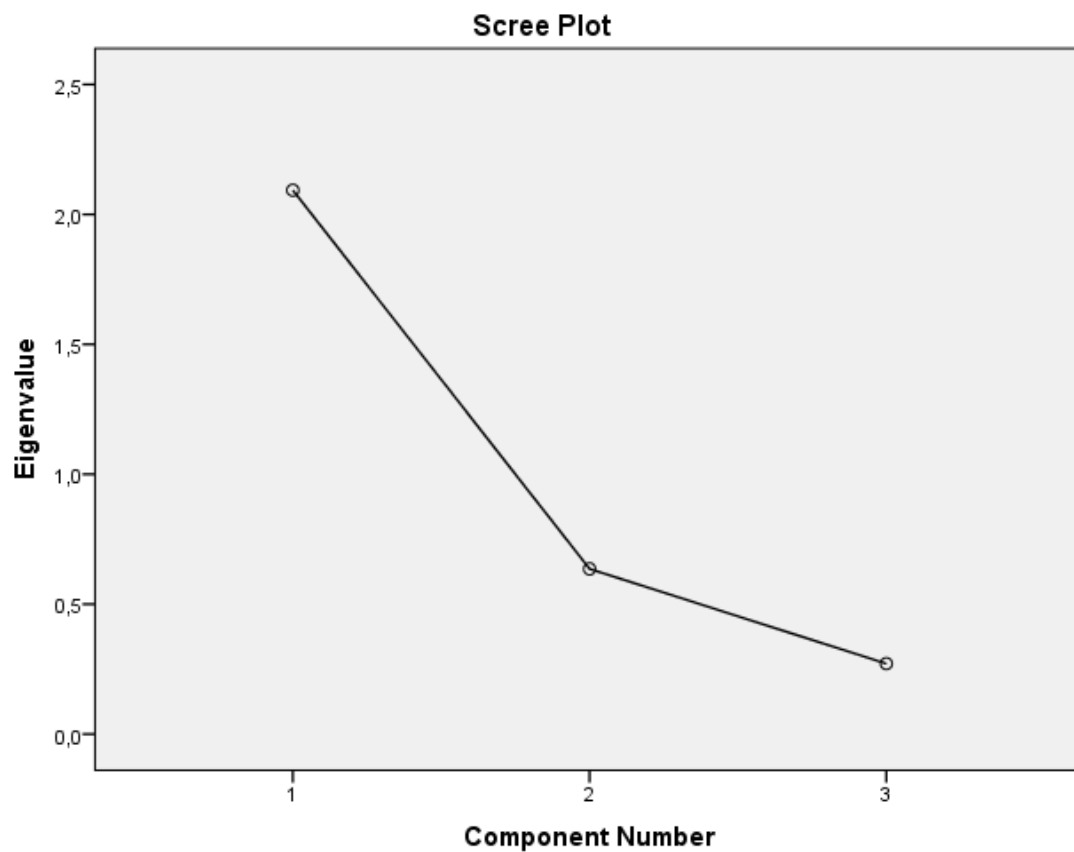


Table 12

Reliability autonomy

Reliability statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.722	.779	3

Work-life balance

Table 13

Factor analysis work-life balance

Component	Total variance explained		
	Total	% of the variance	Cumulative %
1	1.795	59.842	59.842
2	.654	21.807	81.649
3	.551	18.351	100.000

Extraction Method: Principal Component Analysis

Table 14

Scree plot work- life balance

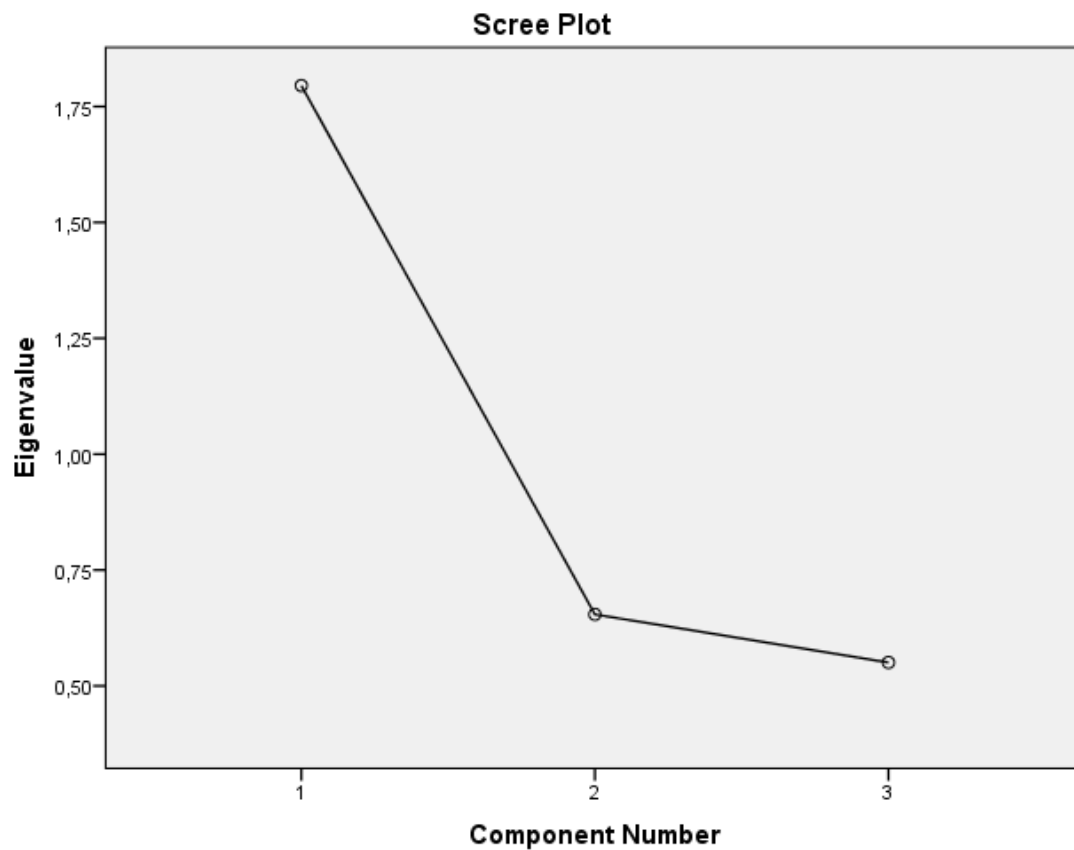


Table 15

Reliability work-life balance

Reliability statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.662	.664	3

Participation and communication

Table 16

Factor analysis participation, communication and information sharing

Component	Total variance explained		
	Total	% of the variance	Cumulative %
1	2.679	66.966	66.966
2	.664	16.592	83.557
3	.431	10.786	94.343
4	.226	5.657	100.000

Extraction Method: Principal Component Analysis

Table 19

Scree plot participation, communication and information sharing

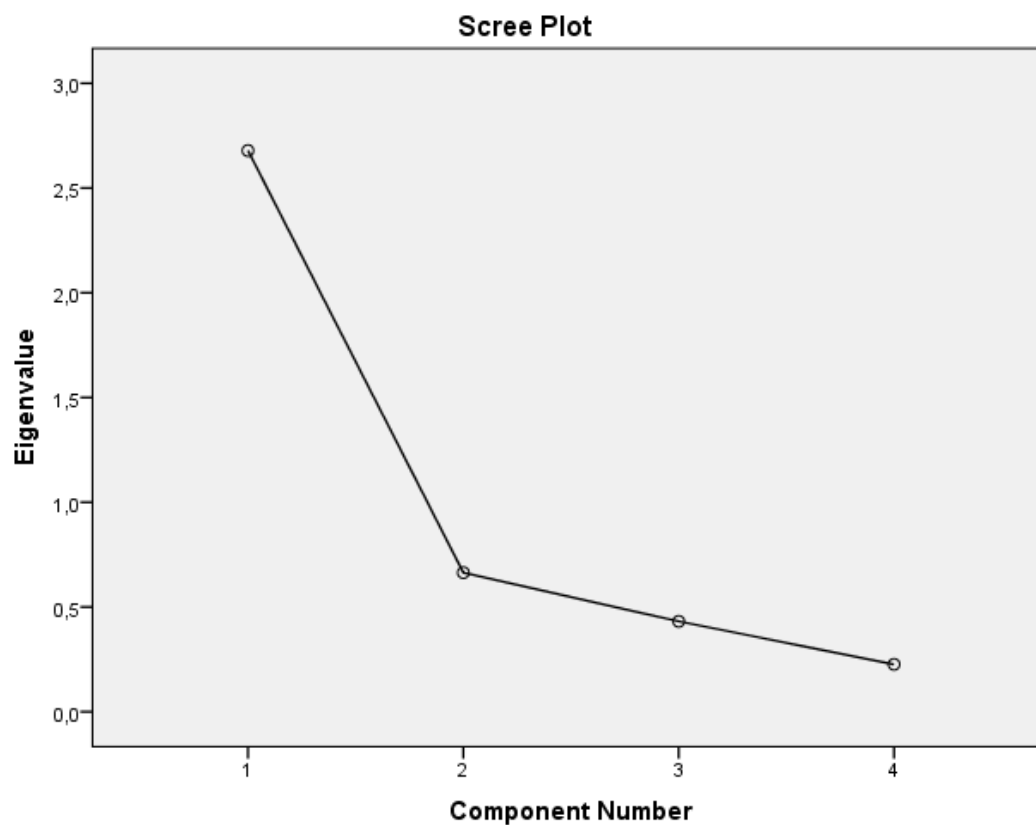


Table 20

Reliability participation, communication and informing sharing

Reliability statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.834	.834	4

Career development

Table 21

Factor analysis career development

Component	Total variance explained		
	Total	% of the variance	Cumulative %
1	2.048	51.193	51.193
2	.770	19.243	70.436
3	.666	16.653	87.089
4	.516	12.911	100.000

Extraction Method: Principal Component Analysis

Table 22

Scree plot career development

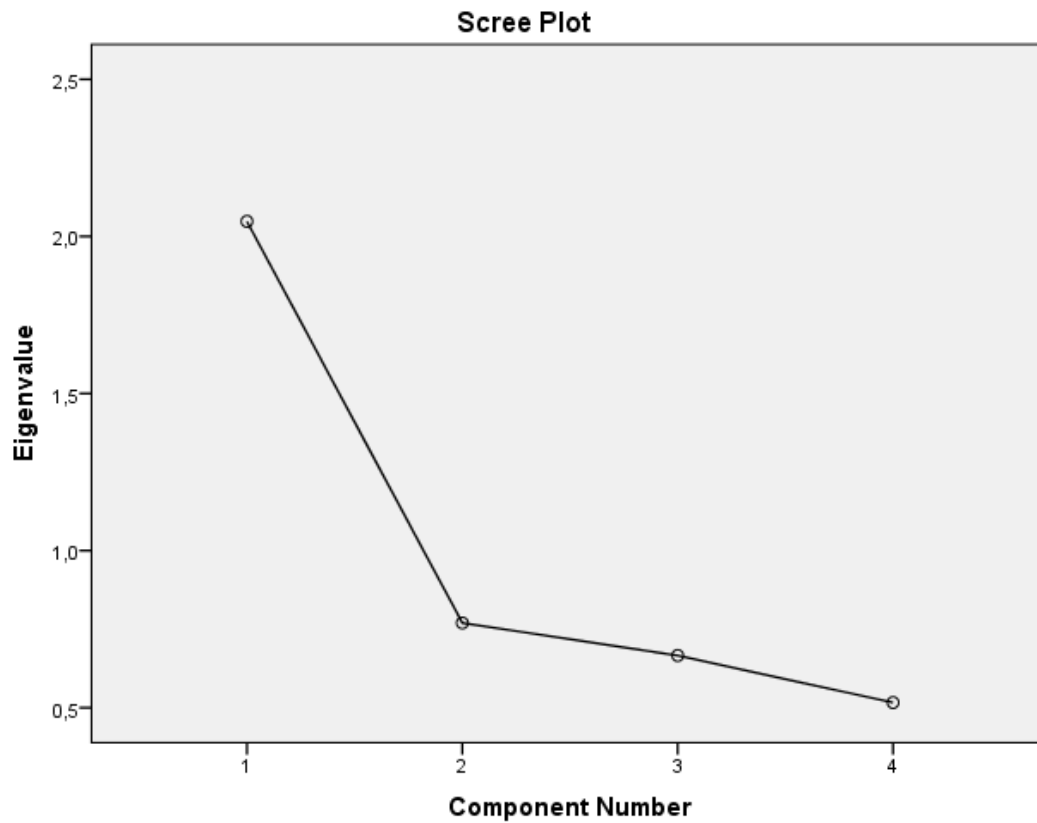


Table 23

Reliability career development

Reliability statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.680	.681	4

