MSc in Human Resource Management and Organizational Psychology
Department of Business

Burnout: Detection and Prevention
Burnout in Upper secondary-level Schools in Iceland

September, 2020
Name of student: Sigrún M. Ammendrup
ID: 030975 – 3249
Supervisor: Freyr Halldórsson
Declaration of Research Work Integrity

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in the candidature of any degree. This thesis is the result of my investigations, except where otherwise stated. Other sources are acknowledged by giving explicit references. A bibliography is appended.

By signing the present document, I confirm and agree that I have read RU’s ethics code of conduct and fully understand the consequences of violating these rules in regards to my thesis.

15.09.2020, Rehejavi, 030975-3249, Sigurd Ammerdarp

Date and place Kennitala Signature
Acknowledgement

First and foremost, I would like to thank my supervisor Dr Freyr Halldórsson for his inspiration and encouragement throughout the whole process as well as his helpful guidance throughout the work of this thesis. A sincere thanks to Sigurbjörg Ásta Hreinsdóttir for her professional proofreading. Finally, I would like to thank my husband and my sons Ágúst and Axel, you are my motivation for wanting to do better every day. Last but not least, my family, my cats, and my friends for their support. Without them, this would not have been possible.
Abstract

This research has two different motivations, even though it is focusing on the same topic, burnout. One part aims at exploring whether teachers in upper secondary-level schools are happy in their work or whether they are showing any signs of burnout or are considering changing their profession. The other part focuses on whether schools in the upper secondary-level have any specific plans when welcoming back teachers to work after burnout. The quantitative research method of sending out questionnaires was used for both parts of this research. CBI or Copenhagen Burnout Inventory was used to measure burnout for teachers, and the questions from the study of Veitch et al. was used to measure work satisfaction and turnover intentions. The questionnaire for managers focused on getting information on whether there was a specific plan for welcoming teachers back. Schools do not seem to have a specific plan for welcoming employees back after burnout, but there are some available resources that they can use to help teachers to come back to work after a long-term sickness. Teachers showed some sign of burnout in all three dimensions of burnout as defined by CBI, or personal burnout, job-related burnout and client/student-related burnout. For individual burnout teachers had 6,9 points, for job-related burnout eight and client-related burnout 6,2. Women seem to show more signs of burnout than men. Due to the small sample size for both questionnaires sent out, it is not easy to generalise from the results of this study. Still, hopefully, the results are of some importance to the profession as well as supporting upper secondary-level school managers to prevent occupational burnout and burnout within their faculty.

Keywords: upper secondary-level schools, managers, teachers, burnout prevention, burnout and quantitative research
1. Introduction

1.1 What is burnout?

1.1.1 Definition

1.1.2 Stages of burnout

1.1.2.1 Cool stage

1.1.2.2 Lukewarm

1.1.2.3 Flaming

1.1.2.4 Melting

1.1.2.5. Burnt out

1.1.3 Measurement

1.2 Causes of burnout

1.3 Effects of burnout

1.3.1 On employees

1.3.2 On organizations

1.4 Current study

1.4.1 Research questions

1.5. Problem Statement

2. Methodology

2.1. Participants and sampling for managers

2.2. Participants and sampling for teachers

2.2 Procedure

2.3 Measures

2.4 Statistical analysis

3. Results

3.1 Managers
3.2. Teachers
3.2.1 Personal Burnout
3.2.2 Work-related burnout
3.2.3 Student-related burnout
3.2.4 Job satisfaction and turnover intention
3.2.5 Work experience and biological age

4. Discussion
4.1 Discussion on research questions
4.2 Limitations
4.3 Future Research

5. Conclusion

Reference
Appendix A
Appendix B
Appendix C
Appendix D
Appendix E
Appendix F
Appendix G
List of tables

Table 1. Interpretation points for measurements .......................................................... 28
Table 2. Results from Likert scale on personal burnout ................................................. 32
Table 3. Results from Likert scale on work-related burnout .......................................... 34
Table 4. Results on Likert scale on student-related burnout ........................................... 36
Table 5. Means, standard deviation and Pearson correlation matrix for continuous
variables ......................................................................................................................... 40
Table 6. Predicting outcomes using the CBI dimensions ............................................... 41
Table 7. Predicting outcomes using CBI, job satisfaction and turnover intentions........ 42
List of figures

Figure 1. CBI Personal Burnout ................................................................. 33
Figure 2. CBI Work-related burnout ......................................................... 35
Figure 3. CBI Student-related burnout ..................................................... 37
Figure 4. Years working as teachers ....................................................... 38
Figure 5. Biological age of teachers ....................................................... 39
Figure 6. Age and gender of teachers ..................................................... 39
1. Introduction

The concept of burnout is fascinating to research because of the impact it has on the workforce and society as a whole (Ghorpade & Singh, 2007), (Maslach & Leiter, 2008). It is interesting to see what preventions can be made and what can be done for those suffering from burnout. There have been articles in the papers about people that have gone through burnout, often extremely competent and noticeable people, who seemed to have to change everything about their work environment, profession and lifestyle to get out of burnout (Ágúst Borghór Sverrisson, 2019), (Ragna Gestsdóttir, 2019). Where there is much pressure to perform, and if the job is emotionally demanding and stressful, burnout can appear (Bruce, 2009), and this is something that needs to be addressed.

The goal of this thesis was twofold. One was to gather information about whether burnout can be found amongst teachers in upper secondary-level school. The other goal was to see whether upper secondary-level schools have specific plans in place to welcome teachers back that have experienced burnout. This research might lead to an understanding of frequency and causes of burnout or at least support previous research done about burnout.

According to previous research, teachers, especially in elementary school, are experiencing more burnout than ever before (Wepfer et al., 2018) so one of the primary purposes and goals of the research was to see whether burnout is apparent or found within the upper secondary-level school teachers in Iceland. This study used CBI or the Copenhagen Burnout Inventory, which is a survey aimed explicitly at detecting burnout to see whether there is personal burnout within the teaching professions, work-related burnout or burnout connected to students. These factors can be found in the three dimensions in the Copenhagen Burnout Inventory. Since the signs of burnout are different from person to person, the research will show whether there are signs in one, two or all three of these dimensions. To get a deeper understanding of the factors at play, job satisfaction and turnover intentions were included in the questionnaire, as well.

When looking into the literature on burnout in Iceland, it is worth noting that some professions within Iceland have previously been researched with regards to burnout. These were for example workers at the IT department and technical department at Íslandsbanki (Ásta Sigriður Skúladóttir, 2011), dentists (Óskar Marinó Sigurðsson, 2012), nurses (Hólmfríður Kolbrún Gunnarsdóttir, 2002), upper secondary-level school teachers (Brynildur Magnúsdóttir, 2012), social workers (Una Björk Kristófersdóttir,
2012), workers in big companies and institutions (Kristín Björg Jónsdóttir, 2012) and principals at secondary and upper secondary-level schools (Gerður Ólina Steinþórsdóttir, 2014). In all these professions, some signs of burnout were found.

Burnout has been researched widely internationally, but many of these researches have been connected with other fields such as job satisfaction, self-efficacy, and stress. Therefore, those signs were included in this research since they are considered to be correlated with burnout.

The other goal of this research was to see whether there was a specific plan in place from managers at upper secondary school to welcome back employees after they have experienced burnout. The reason being that it is costly for both society and the company to lose a person entirely from the workforce.

All research materials were gathered with electronic questionnaires that were sent to all upper secondary-level school managers. The managers were asked to answer one questionnaire aimed at them, and then to forward another survey to their faculty or teachers, which was aimed at them.

1.1 What is burnout?

Burnout is a condition where people are experiencing negative emotions, psychological and physical exhaustion due to prolonged long-term stress that has been festering for years in their work environment (Maslach et al., 2001).

Even though there are specific symptoms for burnout that are in common with depression, such as exhaustion, melancholy and reduced performance, there is an essential distinction between the two, which is that people that have the symptoms of burnout get better when they remove themselves from the workplace. In contrast, those that suffer from depression get worse. Some signs of burnout are therefore closely linked to work and specific problems therein, while depression is not linked to work, but all aspects and circumstances of life and adjoining areas in the person's life (Maslach et al., 2001).

The term burnout is therefore used in connection with work and long-term work-related stress. Those work professions that are most likely to experience burnout are those that are involved in caretaking, teaching and problem solving (Maslach & Jackson, 1981). Since burnout is not defined as a disease or a disorder, most people that are experiencing burnout get diagnosed with anxiety and or depression when they seek help for their condition (Berglind Stefánsdóttir, 2020).
With demands at work and home life, many people, that experience burnout have a feeling of not being able to cope or get through day to day life (Popescu et al., 2018).

1.1.1 Definition

The first mention of burnout is from as early as 1960 with the novel A Burnt-Out Case by Graham Greene (Greene, 1960). In this book, the main character in the book suffers from exhaustion and has lost all will to work. However, focused research of burnout began in 1970 with research by Freudenberger on staff burnout (Freudenberger, 1974), the staff burnout syndrome in alternative institutions (Freudenberger, 1975) and then Human Behavior by Maslach, (Maslach, 1976). First, it was identified as a problem for people working in human-services and caregiving occupations, even though it was not openly discussed since it might send out the message that people in these professions might be considered unprofessional (Maslach, 2017). Freudenberger assumed that individuals that are vulnerable to burnout are those that work too much, for too long in more than their full capacity. Those who are caring and want to help others or also at risk of burnout.

Freudenberger also pointed out that limited challenges and monotony in work can also drive people into burnout (Freudenberger, 1974). At a similar time, the social psychologist Christina Maslach was researching feelings at workplaces, and she was doing interviews with people in the service industry (Maslach et al., 2001).

Even though the definitions of burnout are very similar in the description from Freudenberger and Maslach, their approaches were significantly different (Hakanen & Schaufeli, 2012). In clinical research, which was Freudenberger's research method, it emphasized mental health and the symptoms of burnout. However, in the sociology research, which was Maslach's research focus the main focus was on the connection between the provider and the recipient and the situational context of service occupations (Maslach et al., 2001).

From this early work of Maslach, she proposed that three dimensions emerged with regards to burnout. These dimensions were emotional exhaustion, depersonalisation and or cynicism and a reduced personal accomplishment (Maslach, 2017).

Perception regarding burnout began to change as more and more professionals started writing about burnout based on personal experience, and through that first work,
burnout emerged from exploratory research (Maslach, 2017). The concept of burnout was first thought to be specific to a certain kind of profession as a professional depression. However, subsequently, researchers in the area of organisational psychology conceptualised burnout as a form of job stress (Maslach, 2017).

The 1980s marked the beginning of a period of more systematic empirical research into burnout (Maslach et al., 2001). Researchers started using quantitative research methods to reach as many individuals as possible, and for that, questionnaires and surveys were used. A few different measurements were developed at this time to measure burnout (Kristensen et al., 2005; Maslach & Jackson, 1981). Burnout was examined in terms of work stress related to various factors such as job satisfaction, organisational commitment, employee turnover and job engagement (Maslach et al., 2001; Schaufeli & Bakker, 2004). In the twentieth century, several new trends emerged from empirical research into burnout and studies started to point to the fact that burnout could also occur in other occupations than service and education sectors (Maslach et al., 2001). Research methods also became more sophisticated, and more statistical tools were used (Maslach et al., 2001; W.B. Schaufeli et al., 2009), and several long-term studies were done on burnout. Some of these studies showed links between burnout and the work environment, while others showed relationships between burnout and the individuals' thoughts and feelings (Maslach et al., 2001).

Today the definition of burnout is a combination of emotional exhaustion, depersonalisation, and reduced personal accomplishment caused by chronic work stress (Bianchi et al., 2015). This combination makes the individual feel overwhelming fatigue, loss of motivation, a cynical view of one's job, and a sense of ineffectiveness and failure (Bianchi et al., 2015).

Burnout syndrome is far more severe than just feeling occasional stress at work; burnout syndrome is something that is a culmination of an advanced stage of chronic stress factors which cause many painful symptoms for those that are affected (Popescu et al., 2018). Just the economic effects of stress for organisations are estimated to cost business and society around billions of euros nationally (Psychosocial Risks and Stress at Work - Safety and Health at Work - EU-OSHA, n.d.)

Recent findings suggest that employees are experiencing increased work-related stress and enjoying less recovery/leisure time (Wepfer et al., 2018). Many articles focus on how to measure burnout best, and there are conflicting results from studies that show
that strategic human resource practices might be contributing to burnout by giving employees more responsibility (Boselie, 2014). Others show that by increasing employee's control, the risk of burnout is decreased (Conte & Landy, 2018).

There have also been monumental changes in the labour market in the last decade, and that is not about to change soon. These changes make it even more critical for companies to address balancing how to maximise their profits as well as employee welfare (Barreiro & Treglown, 2020).

Longitudinal surveys have shown that employees that have high self-efficacy and believe that they can meet the demands of their jobs and have control over their needs within the organisation are more engaged in their workplace. Similarly being highly committed to the workplace can also relate negatively to job stress and burnout where there might be a possibility that they are related continuums (i.e. burnout to not burnt-out; a lack of engagement to engagement) (Barreiro & Treglown, 2020). It also seems that the issue of fairness is the contributing factor when it comes to how employees feel with regards to their roles within companies (Kroon et al., 2009).

To see whether there is a connection between age and burnout is present, one research in Quebec focused on finding that link. In that survey which took place from the years 2009 to 2012, 2073 Canadian workers from 63 workplaces in Quebec were asked to fill in a questionnaire, and the response rate was 73%. The data in that survey were analysed with regards to the linear and non-linear relationship between age and burnout. The analysis calibrated for whether people were married or had children, education was adjusted for as well as the number of working hours in the total sample.

The results showed that age did not follow a linear relationship with emotional exhaustion and burnout, while it was linearly related to cynicism and reduced professional efficacy.

It seems that the level of burnout decreases with age for men, but for women, the highest burnout level is between 20-35 years of age and then over 55 years.

That research did, therefore, show that age is a factor when it comes to burnout and when targeting who could be susceptible to burnout, younger men and women aged between 20-35 should be offered programs or help as well as women over the age of 55 (Marchand et al., 2018).

There are several different research studies when it comes to gender differences and burnout. Some researches point out that because women are often the primary caregiver and housekeepers while simultaneously working, they have the added pressure
of both maintaining high quality of work as well as being mothers, sisters, daughters and keeping the household run efficiently. Therefore they do not get the stress release needed when they get home, which can add to the likelihood of burning out (Sharp & Whitaker-Worth, 2020).

There are even studies that have shown that burnout manifests itself differently between men and women physically. One research indicated that men that have burnt out show 34% higher prolactin levels than women with burnout. However, Prolactin levels are increased by different types of psychosocial stress (Lennartsson et al., 2014). While Prolactin levels are increased in men that are burnt out, it seems that women have a positive correlation to Machiavellianism, or at least in a component-specific manner when they are burnt out while men do not have it. Machiavellianism is conceived of a propensity to engage in deliberate manipulation and exploitation of others, with no regards to the morality or the collective well-being of others. This study did, however, have 83% of responders as women, so maybe it is not fair to draw too much conclusion to this survey (Mirkovic & Bianchi, 2019)

It seems therefore that burnout affects the genders differently at least physically, but according to the articles researched the same psychological effects affect both genders, even though there might be some differences in how they manifest within the person.

Burnout, therefore, is a condition where people are experiencing negative emotions, psychological and physical exhaustion due to prolonged long-term stress that has been festering for years in their work environment (Maslach et al., 2001).

Even though there are specific symptoms for burnout that are in common with depression, such as exhaustion, melancholy and reduced performance, there is an essential distinction between the two, which is that people that have the symptoms of burnout get better when they remove themselves from the workplace. In contrast, those that suffer from depression get worse. Some signs of burnout are therefore closely linked to work and specific problems therein, while depression is not linked to work, but all aspects and circumstances of life and adjoining areas in the person's life (Maslach et al., 2001).

1.1.2 Stages of burnout

Different stages are typical for employees before they reach total burnout (Andersen & Kingston, 2016). These stages are put down into a scale from cool to
burnout. When people are cool, they have a balance between demands, resources, and situations, they are highly functioning, and their work shows quality. They have an interest in their job, and there is quality in their output. They like to come to work, and they have a feeling of being in control of their work environment and have high energy. As the scale goes closer to burning out all of the qualities mentioned above become worse than before, and people start feeling more out of control. Their output at work starts being poor, and people start becoming more prone to mistakes (Andersen & Kingston, 2016).

When employee’s burnout, it is due to the long-term and intense stress, intellectual and emotional flatness, burnout and significant incapacity at work. People are on sick leave and have been away from work for a long time.

1.1.2.1 Cool stage

All managers and owners of companies want to keep their employees in the cool stage. To do so, managers need to speak openly about stress and to have the scales of burnout in open view for employees to see. Managers should be able to see quickly where their employees are on the scale and if their employees are balanced and managing their projects, are constructive and come up with excellent suggestions for solutions they are on the cool stage. Other signs of employees being in the cool stage are when they are engaged and willing to help and have enough energy to be good work companions (Andersen & Kingston, 2016).

When employees are on the cool stage, it minimises stress at the workplace. Research has shown that it can have a positive influence and wellbeing of employees if they can have an impact on important decisions that are related to their job and situation as well as having a good social relationship with their co-workers. If they feel that their roles matter and that their contribution is vital within the company, they get acknowledgement for their participation and have an overview of their projects. Employees should also not feel that there is too much demand or pressure on their work (Andersen & Kingston, 2016).

A leader that wants to contribute positive influence on their employees' well-being should have in mind that they should find ways for employees to have input into decisions made within the company, at least with matters that concern their projects or work. Having the feeling that the employee has some control is especially important if there are continual changes or adjustments to their work surroundings. To see whether employees could have suggestions on how to improve their productivity and organise their projects
or work themselves and also consider whether employees could have decision powers over their work.

For social support, they should consider how they can improve their communication with individual employees and show them more interest as individuals. Find ways to enhance the cohesion of the group and try to have short breaks with fun or chats in between working.

For a leader, it is also vital to see what is essential to every employee. Leaders should examine what motivates them in their work, different projects can encourage individuals differently, so it is crucial to delegate tasks so that each employee gets a project that they find most interesting (Andersen & Kingston, 2016).

Feedback is also critical, and leaders should be aware of how to give feedback and when to give it. They should mention each and everyone's contribution to show that they are noticing what they are doing. Leaders need to know whether their employees have an overview and are in control of their projects.

Leaders should make demands to employees on projects that are on the scale of being easy to moderately demanding so that employees can maximise their productions and their personal growth in their job. Leaders also need to remember that employees can get bored if their tasks are too easy, and if they are too demanding their stress levels will go up (Understanding Job Burnout - Dr Christina Maslach, 2018).

1.1.2.2 Lukewarm

When an employee is on the lukewarm stage, they are seemingly busy, a bit annoyed, skip their coffee breaks and forget things. They start to work during nights and weekends. There seems to be an imbalance between demands, resources and situations and employees are having trouble handing in their projects and doing their best. It is not unusual that there are deadlines for plans and handing in assignments and that stress levels increase during that time (Andersen & Kingston, 2016). What is troublesome is if this situation is left unchanged for some time. When there is continual stress, the "heat" might turn up, and your employees might move on to the flaming stage (Starfsendurhæfingarsjóður, n.d.). When helping a lukewarm employee, managers might want to help them reorganise their work and help them to prioritise their tasks. There might even be a reason to delegate their functions to other employees to give them some relief and also to allow them to approve or check out tasks before they are handed over to them (Starfsendurhæfingarsjóður, n.d.).
1.1.2.3 Flaming

In this stage, the stress levels have gone up, and people are stuck in a vicious cycle. Employees stop having an overview of their projects, and they start making serious errors and start forgetting things. When employees are at this stage, it increases the individual's worries, and they start losing sleep, their fears increase, and their physical health starts deteriorating, which increases the risk of making errors (Andersen & Kingston, 2016). These situations start impacting self-esteem and self-worth, and the individual begins blaming him or herself for how things are.

When employees are on this stage, preventative measures are not going to help with their stress levels. Stress has overtaken the individual, but if there is an intervention at this stage, sick leave and absenteeism can be avoided.

The signs that managers should be aware of are that the employee is working more hours than usual and are sending emails out at strange times, such as in the middle of the night. The employee is making strange decisions and is impulsive and impatient. On this stage, it is imperative to keep a dialogue open and let the employee know that their situation is noticeable and that the leaders or managers want to help. The manager also needs to take control of the problem and offer help and support to the employee and reduce their workload. Professional advice should also be provided (Starfsendurhæfingarsjóður, n.d.)

1.1.2.4 Melting

Melting is the fourth stage in the scale, and individuals that are on this stage are showing more absenteeism and start making even more mistakes at work. They spend their time working on unnecessary projects, or they have many open projects and do not finish any of them. Their behaviour is unpredictable, and people around them get the feeling that something very wrong is going on. Employees on this stage are aware that they are out of control, but they do not have any means to fix their behaviour (Andersen & Kingston, 2016).

Signs to look for at this stage are that the employee is very concerned about their job, show very erratic behaviour and show signs of amnesia and are not mentally present at meetings. They have trouble making decisions and are away on sick leave a lot (Andersen & Kingston, 2016).
On this stage, communication is crucial, and the employee will react positively to the intervention, even though they might have trouble with comprehending the help being offered. There are different opinions on whether the sick leave is helpful at this stage. However, if they do take one, the manager should be in contact with the employee during this period (Starfsendurhæfingarsjóður, n.d.). Work hours of the employee should be decreased, and projects minimised according to what the employee is fit for doing. Difficult tasks or time consuming should be delegated to other employees during this time.

1.1.2.5. Burnt out

Individuals on this stage have been under prolonged and intense stress which has caused them to burn out (Andersen & Kingston, 2016). What characterises people that are burnt out is that they seem to have a flat affect, both on the intellectual and emotional side. They are not handling their tasks or job in any way, and they are sick most of the time (Starfsendurhæfingarsjóður, n.d.). In this stage, there is nothing that management can do to help; the need for professional medical help is very evident at this last stage.

1.1.3 Measurement

In the previous chapter description on different stages for burnout in an individual was explained. However, to be able to do more comprehensive research on burnout, other measurements need to be used. In previous years, different measurements have been used and developed to measure burnout. The most common one when researching burnout is Maslach's Burnout Inventory (MBI) which was first published in the year 1981 (Schaufeli & Taris, 2005) and was initially made to measure burnout for individuals in service professions (Maslach et al., 2001). Other measurements that have been used to measure burnout are Burnout Measure (BM) which measures physical, emotional and psychological exhaustion (Pines & Keinan, 2005), Oldenburg Burnout Inventory (OLBI) which measures burnout and job commitment (Demerouti et al., 2003), and Shirom Melamed Burnout Questionnaire (SMBQ) which measures emotional exhaustion, physical and psychological exhaustion (Melamed et al., 1999).

Even though Maslach's Burnout Inventory is the most common one, there have been some criticisms on how the questions are asked and that it is said to be a bit negative. For example, (Demerouti et al., 2003) have noted that in the third dimension of her measurements, declining job results can develop independently of the other dimensions.
Another criticism is that the wording of the questions in two dimensions can be perceived as unfavourable, and there is a lack of standards or protocols. Lastly, one of the negative points is that it is expensive to use the measurement.

The Copenhagen Burnout Inventory (CBI) was developed to measure burnout after three dimensions, like Maslach's Burnout Inventory. It was developed with that in mind to increase choices for researchers and to answer and improve the proposed shortcomings in the Maslach Burnout Inventory. In CBI (Copenhagen Burnout Inventory), the focus is on three measurements, fatigue and exhaustion of the individual in a specific field in their life (Kristensen et al., 2005). The first measurement has to do with personal burnout with six questions to see how much individuals experience physical and psychological tiredness and exhaustion. This measurement is general and not tied to work. Job-related burnout is measured with seven questions, and there it is expected that those that are answering are employed. In the last dimension, burnout related to working with clients, there are six questions (Kristensen et al., 2005). These two measurements have been the ones used most often in studies both within Iceland as well as abroad.

For this research, CBI or the Copenhagen Burnout Inventory was used because of its previous use in studies within Iceland.

1.2 Causes of burnout

There has been some study on burnout and what might cause it and what kind of personalities are more likely to be vulnerable to burnout (Bauer et al., 2006), (Boštjančič & Koračin, 2014), (Popescu et al., 2018). Pines and Aronson (Pines & Aronson, 1988) describe burnout as physical, emotional and psychological exhaustion which is caused by long-term participation of individuals in circumstances that are emotionally demanding. They emphasised that burnout could also happen in other cases and did not need to be only connected to work.

According to the theory of Maslach and Leiter (2008), the leading cause of burnout is found in the work environment, not within the individual. To deepen the understanding of burnout, they developed a job-person fit model that combines individual and situational situations. The model discusses six parts, and every piece is vital for individuals when it comes to their work environment. These six parts are;
(1) Workload. If employees are overloaded with work for long periods or the heavy workload is a chronic work condition.

(2) Control. Employees that perceive a lack of control in their work and are not able to exercise professional autonomy and influence decisions that affect their work.

(3) Community. When there is a lack of social support from other employees and repeating conflicts.

(4) Reward. If there is a perceived lack of reward and recognition for the work, it might increase feelings of helplessness.

(5) Fairness. It is imperative to prevent cynicism and hostility within the workplace. Employees need to feel that work-related decisions made are equal and fair.

(6) Values. Values should ideally match the value of the organisation so that the work the employee wants to do matches that work that needs to be done.

If there is an overlapping and long-term discrepancy between the individual and workplace with regards to these six parts, the likelihood of burnout increases (Maslach & Leiter, 2008).

1.3 Effects of burnout

Seeing that burnout has nothing to do with people being weak, lazy or just not coping has raised awareness of burnout amongst professionals in Iceland, and at the same time showing managers that they can do something to help. It is imperative to intervene soon if a person is going through burnout since burnout can cost a lot both emotionally and financially for the individual himself as well as society as a whole (Ghorpade & Singh, 2007), (Maslach & Leiter, 2008). The cost is both in monetary value as well as with the person's life and mental health. Burnout is also costly for those close to the individual going through burnout.

1.3.1 On employees

Work conditions are also always changing, and people experience the ever-moving and changing working conditions in different ways (Popescu et al., 2018). There is also the threat of computers and programs taking over jobs, and it seems that many people experience that they might become redundant in the future (Popescu et al., 2018). Employees going through burnout would have a low tolerance to criticism, and there can
be changes in values and chronic fatigue, lack of concentration and poor memory and minimal care of personal needs. In some cases, individuals start abusing substances such as alcohol, drugs, tobacco, sex, medication and antidepressants (Popescu et al., 2018). Performance starts to reduce significantly, and health problems begin to occur, such as weakened immune system, sleeping difficulties, loss or increase in appetite and heart disease (Popescu et al., 2018). According to research, women are more absent from work due to burnout than men, but they also show that women are struggling more with emotional exhaustion while men struggle with cynicism (Purvanova & Muros, 2010). Differences in burnout between genders are not visible in all studies.

1.3.2 On organizations

Burnout can manifest in different behaviours, such as an employee starting to show obsessive-compulsive behaviour of telling everyone that they can cope or continually taking on extra work and starting to neglect others because of problems at work (Popescu et al., 2018).

Burnout is associated with stress, and there are a variety of causes that can cause stress within organisations. However, prolonged stressors on human capital can lead to burnout syndrome (Popescu et al., 2018). These stressors can be from an overload of tasks, how working conditions are, and the environment in the company, gaps in communications at the organisational level or unclear information from management to their workers. Changes within the company or a fear of losing their job, frustration or uncertainty regarding career development, lack of recognition and uncertain status within the organisation are also stressors that can harm human resources. Alongside having all these stressors or some of them at work, there is also personal life to deal with which includes the status given by their professional position or role in the company (Popescu et al., 2018).

1.4 Current study

The focus of this research is twofold; one is on how managers at upper secondary-level schools can welcome people back to work, the other is whether there are signs of burnout amongst teachers in upper secondary-level schools. The reason for focusing on upper secondary-level schools is because there has been more discussion about burnout within the profession of teachers and caregivers. Since there is a skew in gender numbers of teachers within elementary schools and pre-school, the focus was put on a school level
where the gender bias is not as skewed. In elementary school, women are 85% of the teachers (Sif Einarsdóttir et al., 2020). According to Statistics Iceland, the gender numbers for teachers on an upper secondary school level are a bit more equal. There are 1833 teachers in total in upper secondary-level schools where male are 840 of upper secondary school level teachers or approximately 46% (PX-Web - Tafla, n.d.).

1.4.1 Research questions

Every time there is a discussion about burnout, the critical question is often, "What can we do about it?" Many ideas have been put forward on how to deal with burnout, but then few of them have ever been implemented or evaluated in a systematic way (Maslach, 2017). The same applies to this study, where the main goal is to delve into research on burnout.

This research aims to delve into two separate issues that are connected. One has to do with how managers at upper secondary-level schools are preparing or welcoming back their teachers, and the other has to do with how teachers themselves at upper secondary-level schools are feeling and perceiving their workplace and their environment. As previously stated, employees that experience burnout, have often been the most conscientious and hard-working employees in the company and are very valuable for the workplace. It is challenging to find research or peer-reviewed articles about coming back to work after burnout and what measures to take so that the individual can go back and continue their work. So the question was whether there was a back-to-work program in upper secondary-level school and if there was would that help with retention and keeping the human capital?

Research question one is, how are managers or principles at upper secondary-level school tackling burnout? Is there a plan for welcoming back teachers after being away on sick leave and are there many teachers that are on prolonged sick leave?

Research question two aims at teachers at the upper secondary school level. How are they feeling in the spring and summer of 2020, are many feeling stress or thinking about leaving their job?

This research aims to delve into two separate issues that are connected. One has to do with how managers at upper secondary-level schools are preparing or welcoming back their teachers, and the other has to do with how teachers themselves at upper secondary-level schools are feeling and perceiving their workplace and their environment.
1.5. Problem Statement

There are not many studies on how to prevent burnout or how managers can prevent burnout with their human capital. There is also not much literature on how to welcome people back from sick leave after burnout. The little there is, it points to the fact that it is imperative to have a plan in place for when people come back as it reduces the likelihood of people leaving the job entirely. Research has shown that top performers and those with perfectionistic personality traits are more predisposed to burnout syndrome (Wood, 2017) and (Tavella et al., 2020). Therefore, companies should focus on trying to keep these individuals working for them within the company.

However, there still exists "no clear and consensual specification" of burnout's key symptoms, valid measurement or differential diagnosis (Tavella et al., 2020). Since there is no specific diagnosis, it might be stopping people from asking for help as well as them having a sense of shame or feeling unprofessional when having these negative feelings at work. This sense of embarrassment seems to be mostly valid here in Iceland, where our work title entwines with who we are and the measure of our self-worth. So that when we are having the feeling of not performing at our job, it then snowballs into us not being able to handle our life at all. Many people quit their job instead or just get fired rather than asking for help (Starfsendurhæfingarsjóður, n.d.). There is a way of escaping this vicious cycle to stop the progress of burnout, but then people need to know about the symptoms. If the information about burnout and its progression is visible to employees and managers, then that will help.

One of the biggest problems in researching burnout is the fact that there is no definition of it as a disease or disorder in international diagnostic systems. Different countries and professionals have an inconsistency in how they conceive the symptoms and how they evaluate them. Due to the lack of definition, there is no reliable data on the prevalence of burnout (Starfsendurhæfingarsjóður, n.d.).

It does not seem that there have been many surveys on back to work programs in Iceland. We believe that by getting the information from companies on how they welcome people back to work after burnout and getting information from specialists in burnout that we can improve and help companies in welcoming people back to their job.

Hopefully, this research will contribute to the lacking literature on this matter and strengthen and help managers to have a training program or some strategy for teachers that are coming back after burnout.
As previously stated, work-related burnout is likely to be a mismatch between an employee's abilities, their expectations, and their jobs characteristics. This mismatch is remaining when they return to work if nothing has improved since the same stressors are still unchanged. Even though the individual has changed and gotten help before coming back, it might not be sufficient to help them when returning to work (Boštjančič & Koračin, 2014).

2. Methodology

There are, in general, four different types of quantitative research methods, Descriptive, Correlational, Causal-Comparative/Quasi-Experimental, and Experimental Research (Pre-Award - Winston-Salem State University, n.d.). The best methodology for this kind of research was considered to be Descriptive research since it seeks to describe the current status in upper secondary-level schools as well as get systematic information. The feature associated with this method is that the researcher focuses on collecting data directly as opposed to depending on data collected from previously done research (Pre-Award - Winston-Salem State University, n.d.). When delving into different types and techniques of descriptive quantitative research, there are three different types. The first one is conducting survey research, second a cross-sectional survey, and third longitudinal surveys (Key Elements of a Research Proposal - Quantitative Design, n.d.). For this thesis, the survey research was chosen, mostly due to the constraints of time.

This research is split into two different research questions. The former part has to do with how schools have dealt with welcoming back teachers that have been away for an extended time on sick leave. The other has to do with whether teachers on the upper secondary-school level have some trace of burnout or are on the verge of burnout.

2.1. Participants and sampling for managers

To be able to get the information needed to answer the research question, two questionnaires were sent out to managers at upper secondary-level schools. The methodology, in the beginning, included two interviews with specialists from VIRK (Vocational Rehabilitation). Due to the COVID-19 pandemic, many things needed to be readjusted when it came to fulfilling the requirements. One of the things that would have helped in preparing the questionnaire that was sent out was to have an in-depth interview with an expert from VIRK so that the survey would focus on getting the information needed on burnout. However, with challenges there often come other means that are
equivalent or even better than what was initially planned. Because of the COVID-19 pandemic, VIRK decided to have a conference talk with Christina Maslach online, open to the public which focused on burnout and how managers and companies can help and identify those that are experiencing burnout or are on the verge of burnout.

To find out which schools to contact a list was made of all upper secondary-level schools. This list was found on the website from the Directorate of Education. The list included all those upper secondary-level schools that have a licence to teach on the upper secondary-level (Listi yfir skóla | Menntamálastofnun, n.d.). The sampling frame is all upper secondary-level schools in Iceland, and it has a total of 38 upper secondary-level schools.

An email was sent to the school office of upper secondary-level schools to ask about who handled human resource matters within the school. This first email was sent to make sure that the questionnaires would be received by those that are managing human resources at the upper secondary-level school. If there was a human resource manager listed within the faculty list of each school, they were contacted to ask who made the decisions regarding human resource matters and made the decisions regarding them.

Since there were two questionnaires, one which aimed at managers or principals at upper secondary-level schools and a second one that was aimed at teachers at the same schools the target group was different, and the two questionnaires regarding them had different questions. Thirty-four upper secondary-level schools were contacted, which are spread around Iceland. Managers from each upper secondary-level school were asked to send a separate questionnaire to their teachers, as well as the association of teachers in the upper secondary-level school was asked to send out to their members the survey aimed at them.

In total, there are 38 upper secondary-level schools according to the website of the minister of education, but not all of them award high school diplomas. For this research to have consistency, those upper secondary-level schools that award high school diplomas were chosen. In the end, 34 schools were contacted for this survey. Of the 34 upper secondary-level schools contacted, seven answered which is 20,6% of all upper secondary-level schools in Iceland.

In all nine managers, principals, assistant principals, and one teacher from seven upper secondary-level schools answered the questionnaire.
2.2. Participants and sampling for teachers

Teachers are in a caregiving profession which is vulnerable to burnout. To get a better feeling for how teachers are doing and since burnout is a condition linked to the work environment (Maslach, 2017), one of the purposes of this questionnaire was to try to see whether questions regarding job satisfaction, turnover intentions and signs of burnout would go hand in hand.

One of the primary goals of the research was to examine whether there were any traces of burnout within teachers at upper secondary-level schools. Therefore managers from each upper secondary-level school were asked to send a different questionnaire to their teachers. The association of teachers in the upper secondary-level school were also asked to send out to their members the questionnaire aimed at them. The final number of participants was 69.

The gender balance in the teacher questionnaire was 40% men and 60% female, which gives us the indication that there is more gender balance within the upper secondary school level than in other lower school levels.

2.2 Procedure

Two separate questionnaires were sent to upper secondary-level schools. These two questionnaires had two different motives. One was sent out to managers in upper secondary schools to see whether they had noticed many teachers leaving or taking long sick leaves due to burnout. The other questionnaire was aimed at teachers in upper secondary-level schools to see whether they were showing any signs of burnout.

The questionnaire that managers got focused on how many faculty members they had, how many were on extended sick leave this year or previous years and whether they had a specific plan for welcoming people back from sick leave. There was also a question about whether the plans were dependent on the different reasons for going away. See questionnaire for managers in Appendix A.

The schools got two emails. In the first one, the aim was to find out who was making human resource decisions; in the second email, the details of the research were explained. Managers were encouraged to answer the questionnaire connected to them. Also included in the email was a link to the second questionnaire for teachers and managers were asked to distribute the link to the second questionnaire to their upper secondary-level school teachers.
The questionnaire was designed for teachers at upper secondary-level school built upon the CBI (Copenhagen Burnout Inventory) survey as well as a job satisfaction survey and turnover intention survey. The questionnaire included the three dimensions from the CBI study on personal burnout, job burnout and burnout when working with clients. The questionnaire also included questions about job satisfaction, loyalty to the job and whether they had any plans of quitting their job. The survey is in Appendix B in Icelandic.

The decision of asking these questions is because when people are experiencing burnout or on the verge of burnout they often think about leaving their job, are tired and not motivated and have less tolerance to stress and adversities. The questionnaire used for teachers built upon the questions of CBI or the Copenhagen Burnout Inventory (Copenhagen Burnout Inventory - CBI, n.d.). And the issues regarding work satisfaction and turnover intentions from Veitch (Veitch et al., 2007)

In the first response, for the first questionnaire, five upper secondary-level school managers of 34 had answered the questionnaire focused on them, and around 50 teachers had responded to the questionnaire that contained the questions appointed to them. A week later, a reminder email was sent out to all those that had not responded to the questionnaire. There were two responses collected at that time for the first questionnaire. Around 66 upper secondary-level school teachers had then answered the second questionnaire.

An email was sent out to the association for upper secondary-level school teachers asking them to distribute the questionnaire to their fellow teachers so that there would be more responses from teachers. Unfortunately, they were not able to distribute the questionnaire, but the final number of teachers that answered was 69.

It is worth mentioning that when these questionnaires were sent out, COVID-19 was in its first and second wave in Iceland. Teachers were forced to change their teaching methods from standard classroom setup to teaching courses online. When the school was about to start in the fall of 2020, the second wave of the pandemic arose. This changed reality meant that teachers that planned to work in the standard-setting were forced to rethink how they would teach in the fall semester 2020 on short notice. This situation, very likely lowered the response rate, since teachers were, understandably not focused on anything other than starting the semester in the best way possible.

No questions were mandatory, so people answering could decide not to answer any questions they preferred not to answer. To make sure that the questions could not be
linked, teachers were not asked their name or any identifying questions, and they could not be linked to specific schools.

The questionnaire sent to teachers had questions that aimed at finding out how teachers are doing and whether they show signs of being stressed in their work or whether they might show signs of burnout. For this survey, we wanted to get information on the job satisfaction of teachers and turnover intentions, so a questionnaire proposed by Veitch was used with the translation of Dr Freyr Halldórsson into Icelandic (Veitch et al., 2007).

2.3 Measures

For the questionnaire for managers, the questions asked were not taken from any previous studies. Some of the questions are based on an email received from Berglind Stefánsdóttir, a specialist from VIRK, but she specialises in burnout. Other items were based on the information on VIRK's webpage as well as from a lecture from Christina Maslach on the 13th of May 2020 (Kulmun - Hvad höfum við lært sem nýtist okkur nú?, n.d.). The questions were aimed at finding out how many teachers had been away on prolonged sick leave due to burnout and whether there were specific plans for when they would return to work. Questions were approved by the supervisor as well as read over by several other people before being sent out.

In the questionnaire for teachers, CBI or the Copenhagen Burnout Inventory was used because of its previous use in studies within Iceland. The online tool freeonlinesurveys.com was used to gather the data and set up the questions for the questionnaire. Data were then downloaded from that tool into excel and then to SPSS for statistical research.

The Copenhagen Burnout Inventory (CBI) looks for traces of burnout in three dimensions, and the first dimension has to do with personal burnout with six questions, to see how much individuals experience physical and psychological tiredness and exhaustion. This measurement is general and not tied to work. Job-related burnout is measured with seven questions, and there it is expected that those that are answering are fully employed. The last dimension has to do with burnout related to working with clients (or students in this case) asked in six questions (Kristensen et al., 2005).

In the CBI, questions were answered on a five-point Likert scale from always to never. The first category (always) gave 4 points, second category (often) gave 3 points, third category (sometimes) gave 2 points, fourth category (seldom) gave 1 point, and fifth category (never) gave 0 points. Total points for the scale is the average point for all
questions. The scoring for the last questions in work-related measurement gave points in the opposite direction.

Table 1. Interpretation points for measurements

<table>
<thead>
<tr>
<th></th>
<th>Personal burnout</th>
<th>Job-related burnout</th>
<th>Client-related burnout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual shows no sign of burnout</td>
<td>0-5</td>
<td>0-6</td>
<td>0-5</td>
</tr>
<tr>
<td>There is a small sign that the individual should be aware of</td>
<td>6-11</td>
<td>7-13</td>
<td>6-11</td>
</tr>
<tr>
<td>Individual shows signs of burnout that they should do something about</td>
<td>12-17</td>
<td>14-20</td>
<td>12-17</td>
</tr>
<tr>
<td>The individual is so exhausted and burnout that they should seek help immediately</td>
<td>18+</td>
<td>21+</td>
<td>18+</td>
</tr>
</tbody>
</table>

2.4 Statistical analysis

Answers from each participant were gathered into the software freeonlinesurveys.com survey tool. With the assistance of Excel and SPSS, descriptive statistics were found out as well as Pearson correlation and internal consistency with Cronbach's alpha. All calculations on measures of burnout following the guidelines form CBI were made in Excel.

3. Results

Unfortunately, it seems that the COVID-19 pandemic had a huge impact when trying to get answers from managers and teachers in upper secondary-level schools. Despite sending out the questionnaire three times, the responses were sparse, and it was evident that asking managers to answer surveys, even though very short, was not in top priority. The lack of answers is too understandable; managers all around Iceland are facing a different scenario when managing their schools. Managers have had to adapt their work to these new situations and change their usual methods and management due to the unique challenges that COVID-19 is bringing.
For the first questionnaire, the response was underwhelming, but managers were asked to send out the second questionnaire to their teachers, and the response there was acceptable. Since there was no overview over who had sent out the survey to teachers, the association for upper secondary-level school teachers was contacted, and they were asked to send the link to the questionnaire to their members to encourage more teachers to answer the survey. Unfortunately, the association could not send the questionnaire out, mainly because their members are not all teachers in upper secondary-level schools and to get answers from others in other professions would have skewed the outcome of this research. The questionnaire for managers is in Appendix A and the survey for teachers in Appendix B

3.1 Managers

As previously stated, the schools were contacted before the questionnaire was sent out to make sure that those managing human resource matters would only answer the questionnaire.

The first question was what their part or job description within the school was, most of them answered that they were head of the schools or principals and that their primary job was not to be human resource manager. Principals have many responsibilities, such as having an overview of all of the school's performance, finances, teaching, as well as making sure that everything goes smoothly within the school.

According to the websites of each school, there are specified six human resource managers in six of the schools, but unfortunately, none of them answered this questionnaire. However, two that answered the survey said that they did not have other projects than human resource matters in their job description and could, therefore, focus on those matters. According to the job description of principals in upper secondary-level school, they have to be responsible for all the management. Human resource matters are only a small part of their total work duties.

As one said "Ég stýri bara öllum skólanum og ber ábyrgð á öllu og að allt gangi. Mannauðsmál einu bara brot af því sem ég geri." (I run the entire school and am responsible for making sure that everything runs smoothly. Human resource matters are only a small fraction of my duties; translation SMA).

Another question had to do with the size of the school. How many student numbers were studying at school and the number of teachers. Numbers of students within
each school showed that 38% had 100 - 499 students, 25% of the schools had 500 - 999 students, and 25% had 1000 - 1499 students. Faculty within each school was from eleven teachers to 120 teachers. In question number six, the question was how many teachers had been on long-term sick leave during the past five years (long-term sick leave is a leave that goes over 30 days). The numbers were from 0 to 15 in the largest school. The next questions asked how many had been on extended sick leave during the teaching year 2019-2020, and there the answers were from 0-3 people.

The next question in the survey was aimed at seeing whether they knew if the sick leave was due to burnout or stress at work. Two answered that one teacher was away due to that, and one responded that he could not remember having anyone going on sick leave due to stress at work, more that people could not match their personal life and work-life due to stress or traumatic events in their lives.

When asked whether the schools had any specific prepared plans for welcoming back teachers from sick leave 12,5% or one answered yes, while 87,5% said no with a standard deviation of 3.09.

Question number 10 asks about what the plan entails, and there were four responses there, so those that did not have a specific plan in place, did have some means to welcome back their teachers. The one thing that seems to be problematic is to get them back in part-time work or to have flexible working hours.

The last question before the open text question was whether the plan was flexible or different for different kinds of illnesses. Three answered yes and two no. In the last part of the questionnaire, the question was whether there were any comments or thoughts that the managers would like to add to the survey. There was one comment, which stated that everything that is done needs to help the teacher to come back and that this takes time, but it needs to go in the right direction where the intervention is helping and not limiting the teacher.

It was worth noting that even though there was not a specific plan in place to welcome teachers back from long-term sick leave due to burnout, there were some plans in place. The open question at the end of the survey showed that the managers would treat each case on an individual basis.

One manager pointed out that the teachers had access to psychologists that they could access without having to have to let the manager know. Those that wanted could
book appointments with the psychologist and get the help needed. So far, the budget has been within the limit that the school had set. As one manager said, if they are having problems, they should rather get help from a professional than them. Due to COVID-19, they have been using Kara Connect to get psychological help for their employees.

3.2. Teachers

The survey aimed at teachers had different components to it. It had five different dimensions, starting with the CBI or Copenhagen Burnout Inventory (Kristensen et al., 2005) which has the three dimensions of personal burnout, job-related burnout and burnout related to students. Two next parts were related to job satisfaction and turnover intention survey from Veitch et al. The questionnaire is in Appendix B in Icelandic.

3.2.1 Personal Burnout

The CBI is split into three different categories as previously mentioned which have to do with firstly: Personal Burnout, which has the definition of being a state of prolonged physical and psychological exhaustion. To see whether there is a personal burnout, the questions regarding that are split into six questions which are:

1. How often do you feel tired?
2. How often are you physically exhausted?
3. How often are you emotionally exhausted?
4. How often do you think: "I can not take it anymore"?
5. How often do you feel worn out?
6. How often do you feel weak and susceptible to illness?

Questions were answered on a five-point Likert scale from always to never. The first category (always) gave 4 points, second category (often) gave 3 points, third category (sometimes) gave 2 points, fourth category (seldom) gave 1 point, and fifth category (never) gave 0 points.

In this dimension of the CBI survey, the weighted average of all responses was 2.15 / 5. Detailed results from each item can be seen in Appendix C as well as a figure of the breadth and scale of the answers.

Most of the answers show that there is little sign of teachers getting close to burnout; the highest number is that teachers answer that they are tired. From table 1 in interpretation points for measurements teachers are showing a small sign of personal
burnout, and they should be aware of it. The numbers for that category were from 6-11, and in total, they scored 6,92.

Table 2. Results from Likert scale on personal burnout

<table>
<thead>
<tr>
<th>Question nr.</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Total</th>
<th>Responses</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0</td>
<td>14</td>
<td>52</td>
<td>31</td>
<td>8</td>
<td>133</td>
<td>67</td>
<td>2.01</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>27</td>
<td>30</td>
<td>9</td>
<td>0</td>
<td>66</td>
<td>67</td>
<td>0.98</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>21</td>
<td>42</td>
<td>24</td>
<td>4</td>
<td>91</td>
<td>66</td>
<td>1.38</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>17</td>
<td>24</td>
<td>3</td>
<td>4</td>
<td>48</td>
<td>67</td>
<td>0.72</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>24</td>
<td>34</td>
<td>18</td>
<td>4</td>
<td>80</td>
<td>66</td>
<td>1.21</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>23</td>
<td>16</td>
<td>3</td>
<td>0</td>
<td>42</td>
<td>68</td>
<td>0.61</td>
</tr>
</tbody>
</table>

462 6.92

For every individual that answered the questions about personal burnout, there were thirty-two that fell under category one. Category one is where there is no sign of burnout. Twenty-six had a small sign of burnout that they should be made aware of, ten show sign of burnout that they need to do something about and one fell in category four which is where an individual is so exhausted and burnt out that they should seek help immediately. Further details can be seen in figure 1.
Cronbach's Alpha or the internal consistency for personal burnout is .905 for these six questions.

### 3.2.2 Work-related burnout

Part two of the CBI questionnaire has to do with **Work-related burnout**. The definition of that is a prolonged physical and psychological exhaustion, which is perceived as related to the person's work. In this part, there are seven questions:

1. Is your work emotionally exhausting?
2. Do you feel burnt out because of your work?
3. Does your work frustrate you?
4. Do you feel worn out at the end of the working day?
5. Are you exhausted in the morning at the thought of another day at work?
6. Do you feel that every working hour is tiring for you?
7. Do you have enough energy for family and friends during leisure time?

The response categories were: Always, Often, Sometimes, Seldom, Never/almost never. Questions were answered on a five-point Likert scale from always to never. The first category (always) gave 4 points, second category (often) gave 3 points, third category (sometimes) gave 2 points, fourth category (seldom) gave 1 point, and fifth category (never) gave 0 points. The scoring for the last question in work-related measurement gave points in the opposite direction.
In this dimension of the CBI survey, the weighted average of all responses was 2.29 / 5. Detailed results from each item can be seen in Appendix D as well as a figure of the breadth and scale of the answers.

In work-related burnout teachers are showing small signs of burnout, the measurement for this category from table 1 in interpretation points for measurements is from 7-13, and the total number here is 8.

*Table 3. Results from Likert scale on work-related burnout*

<table>
<thead>
<tr>
<th>Question nr.</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Total</th>
<th>Responses</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>12</td>
<td>48</td>
<td>72</td>
<td>12</td>
<td>144</td>
<td>65</td>
<td>2.21</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>26</td>
<td>12</td>
<td>9</td>
<td>0</td>
<td>47</td>
<td>65</td>
<td>0.72</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>32</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>55</td>
<td>62</td>
<td>0.89</td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>23</td>
<td>44</td>
<td>27</td>
<td>0</td>
<td>94</td>
<td>64</td>
<td>1.47</td>
</tr>
<tr>
<td>5.</td>
<td>0</td>
<td>26</td>
<td>16</td>
<td>6</td>
<td>4</td>
<td>52</td>
<td>64</td>
<td>0.81</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>20</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>28</td>
<td>64</td>
<td>0.44</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
<td>33</td>
<td>26</td>
<td>24</td>
<td>0</td>
<td>99</td>
<td>65</td>
<td>1.52</td>
</tr>
</tbody>
</table>

For every individual that answered the questions regarding work-related burnout, there were twenty-six that fell under category one, where there is no sign of burnout. Thirty-three had a small sign of burnout. Seven individuals show sign of burnout that they need to do something about and no one fell in category four which is where an individual is so exhausted and burnt out that they should seek help immediately. Further details can be seen in figure 2.
3.2.3 Student-related burnout

Part three is related to **Student-related burnout**. In this, the question was changed from client to student. Therefore the word "client" was eliminated in the questions, and the word "student" added to it. All conclusions from this part will, therefore, relate to student, not client.

The definition of client/student-related burnout is a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work with clients/students. There are six questions:

1. Do you find it hard to work with students?
2. Do you find it frustrating to work with students?
3. Does it drain your energy to work with students?
4. Do you feel that you give more than you get back when you work with students?
5. Are you tired of working with students?
6. Do you sometimes wonder how long you will be able to continue working with students?

The response categories were: Always, Often, Sometimes, Seldom, Never/almost never.
Questions were answered on a five-point Likert scale from always to never. The first category (always) gave 4 points, second category (often) gave 3 points, third category (sometimes) gave 2 points, fourth category (seldom) gave 1 point, and fifth category (never) gave 0 points.

In this dimension of the CBI survey, the weighted average of all responses was 2.04 / 5. Detailed results from each item can be seen in Appendix E as well as a figure of the breadth and scale of the answers.

In student-related burnout teachers are showing small signs of burnout, which they should be aware of from the measurement for this category from table 1 in interpretation points for measurements the points are from 6-11 and in total they have 6,23.

Table 4. Results on Likert scale on student-related burnout

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Total</th>
<th>Responses</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>24</td>
<td>36</td>
<td>3</td>
<td>0</td>
<td>63</td>
<td>65</td>
<td>0.97</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>31</td>
<td>28</td>
<td>3</td>
<td>0</td>
<td>62</td>
<td>64</td>
<td>0.97</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>27</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>63</td>
<td>65</td>
<td>0.97</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>20</td>
<td>62</td>
<td>24</td>
<td>4</td>
<td>110</td>
<td>64</td>
<td>1.72</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>33</td>
<td>18</td>
<td>3</td>
<td>0</td>
<td>54</td>
<td>63</td>
<td>0.86</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>19</td>
<td>22</td>
<td>5</td>
<td>0</td>
<td>47</td>
<td>63</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>399</td>
<td></td>
<td>6.23</td>
</tr>
</tbody>
</table>

From the answers from every individual on student-related burnout there were twenty-four that fell under category one, where there is no sign of burnout. Thirty-eight had a small sign of burnout. Four individuals show sign of burnout that they need to do something about and no one fell in category four which is where an individual is so exhausted and burnt out that they should seek help immediately. Further details can be seen in figure 3.
Cronbach's Alpha or the internal consistency for the questions regarding student-related burnout is 0.836 for these six questions.

### 3.2.4 Job satisfaction and turnover intention

In the latter half of the questionnaire, the questions focused on job satisfaction, and turnover intention which was adapted from a survey from (Veitch et al., 2007). The questions had two different aspects or dimensions to add to the overall survey. First three questions were to see job satisfaction and the latter three questions were focusing on finding out turnover intentions. The questions were:

**Job satisfaction**

1. I like working in my workplace.
2. I am happy with my work.
3. Overall I am happy in my work.

**Turnover intention**

4. I often think about quitting my job.
5. I will likely search for another job with another employer.
6. I will likely quit my job.

The response categories were (scale from strongly disagree, disagree, neutral, agree, strongly agree). All questions were translated to Icelandic, as can be seen in Appendix B.

For the questions related to job satisfaction, the Cronbach's Alpha or the internal consistency is 0.900 for the three questions, but for turnover intentions, it is 0.854.
Detailed information on scores for each category can be found in Appendix F, both for job satisfaction as well as turnover intention. Findings show that teachers that answered these questions are showing high job satisfaction. The first three questions have a high weighted average or 4.18 to 4.34 out of 5, which shows happiness with the work environment. The likelihood of teachers leaving their work or quitting or turnover intention is very low, and there the weighted average is from 1.66 to 1.85 out of five.

3.2.5 Work experience and biological age

Most of those teachers that participated in this survey have been working as teachers for over 16 years. As previously mentioned in other studies, teachers have been said to be in a vulnerable profession when it comes to burnout. The teachers that answered this survey had most been working for many years as teachers, so they have had a long experience. In figure 4, it is noticeable that the teachers that answered the questionnaire have been working for many years. Two of them have been working between 41 and 45 years.

*Figure 4. Years working as teachers*

![Years working as teachers](image)

The average biological age of those teachers that answered is 52.3 years; the distribution of biological age can be seen in figure 5.
According to a report made by The Icelandic Directorate of Labour in 2018, the average age of teachers is 47.5 and in 2019 46.4 in all levels of teaching (PX-Web - Tafla, n.d.), and it seems that the teachers that answered this survey were of similar age. One of the reasons for asking about the biological age of the teachers was to get a better understanding of the background of those that were answering the survey.

As had been previously discussed in another study, there was some correlation between age and burnout. In contrast, the older the men get, burnout decreases, but for women, the highest burnout level is between 20-35 years of age and then over 55 years of age.
side and have a long teaching history. There also appears to be a drop in the number of female teachers in the age group of 55-59. Whether that is because they decide not to continue teaching at that age or whether there were fewer female teachers in that age group, to begin with, is, of course, difficult to evaluate or speculate on at this point and with the current data.

When looking into the statistics of the data, some results are not surprising such as that there is a high correlation between biological age and years on the job as well as that turnover intention are correlated with job satisfaction. When looking into other correlations, there are other significant correlations such as student-related burnout with personal burnout as well as student-related burnout with work-related burnout. Gender correlates with biological age, personal burnout and then work-related burnout. These all have high correlations. There is also a correlation between job satisfaction and personal burnout, work-related burnout and student-related burnout. There is also a notable correlation between biological age and personal burnout.

Table 5. Means, standard deviation and Pearson correlation matrix for continuous variables

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BA</td>
<td>52.3</td>
<td>9.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>2. YOJ</td>
<td>16.7</td>
<td>10.93</td>
<td>.641**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>3. PB</td>
<td>2.13</td>
<td>.73</td>
<td>-.270*</td>
<td>-.149</td>
<td>(.905)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>4. WR</td>
<td>2.28</td>
<td>.47</td>
<td>-.224</td>
<td>-.248*</td>
<td>.704**</td>
<td>(.811)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>5. SR</td>
<td>2.03</td>
<td>.61</td>
<td>-.057</td>
<td>-.087</td>
<td>.461**</td>
<td>.682**</td>
<td>(.836)</td>
<td></td>
<td></td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>6. Gender</td>
<td>.6</td>
<td>.49</td>
<td>-.376**</td>
<td>-.141</td>
<td>.418**</td>
<td>.304*</td>
<td>.104</td>
<td></td>
<td></td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>7. JS</td>
<td>4.25</td>
<td>.8</td>
<td>-.132</td>
<td>-.166</td>
<td>-.285*</td>
<td>-.305*</td>
<td>-.277*</td>
<td>-.163</td>
<td>(.900)</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>8. TI</td>
<td>1.76</td>
<td>.88</td>
<td>-.085</td>
<td>.181</td>
<td>.231</td>
<td>.204</td>
<td>.182</td>
<td>.100</td>
<td>-.636**</td>
<td>(.854)</td>
<td>63</td>
</tr>
</tbody>
</table>

BA: Biological age; YOJ: Years on Job; PB: Personal Burnout; WR: Work-related Burnout; SR: Student-related Burnout; JS: Job Satisfaction; TI: Turnover Intentions
**. Correlation is significant at the 0.01 level (2-tailed).

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

Cronbach's alphas are shown in the diagonal.

There is a relationship between gender on personal burnout and work-related burnout with women reporting higher burnout. There is also a significant effect of age on personal burnout with older employees reporting burnout. There is a significant effect of tenure on work-related burnout with employees with longer tenure reporting more burnout. There are no significant effects of gender, age, or tenure on student-related burnout.

Table 6. Predicting outcomes using the CBI dimensions

<table>
<thead>
<tr>
<th></th>
<th>Personal Burnout</th>
<th>Work-related Burnout</th>
<th>Student-related Burnout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological age</td>
<td>-.009</td>
<td>.001</td>
<td>.003</td>
</tr>
<tr>
<td>Years on job</td>
<td>-.001</td>
<td>-.010</td>
<td>-.006</td>
</tr>
<tr>
<td>Gender</td>
<td>.531*</td>
<td>.269*</td>
<td>.130</td>
</tr>
<tr>
<td>F</td>
<td>4.613</td>
<td>3.098</td>
<td>3.352</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>.149</td>
<td>.092</td>
<td>-.032</td>
</tr>
<tr>
<td>n</td>
<td>63</td>
<td>63</td>
<td>63</td>
</tr>
</tbody>
</table>

In table seven, the total CBI score was used as well to see whether years on the job, biological age or gender could predict, effect or contribute to job satisfaction or turnover intentions. According to table seven burnout affects turnover intentions independently of tenure but both connections are significant. There is also a negative connection between burnout and job satisfaction meaning that those that are unhappy in their job, are more likely to be burnt out, or that those that are burnt out are unhappy in their job.
Table 7. Predicting outcomes using CBI, job satisfaction and turnover intentions

<table>
<thead>
<tr>
<th></th>
<th>Job Satisfaction</th>
<th>Turnover Intentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBI total</td>
<td>-0.553*</td>
<td>0.263*</td>
</tr>
<tr>
<td>Biological age</td>
<td>-0.014</td>
<td>-0.318</td>
</tr>
<tr>
<td>Years on job</td>
<td>-0.010</td>
<td>0.425*</td>
</tr>
<tr>
<td>Gender</td>
<td>-0.211</td>
<td>-0.046</td>
</tr>
<tr>
<td>F</td>
<td>3.250</td>
<td>2.811</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>0.127</td>
<td>0.105</td>
</tr>
<tr>
<td>n</td>
<td>63</td>
<td>63</td>
</tr>
</tbody>
</table>

4. Discussion

As previously mentioned, this research was twofold, one survey focusing on managers, and the other focusing on seeing whether burnout could be found within teachers at upper secondary-level schools. With the managers, the answer rate was not as good as hoped for, but what seemed to emerge from that was that there are no specific measures for welcoming teachers back from long term sick leave due to burnout. Nevertheless, it is also worth noting that managers are spreading themselves thin in working on many different things and human resource management is only one of the many various aspects of their job. For the teachers, the things researched was whether there was a link between the work environment, personal burnout, burnout in working with students and then overall job satisfaction and turnover intentions. There is a small sign of burnout in the CBI (Copenhagen Burnout Inventory) and a statistical connection between genders when it comes to burnout. Women seem to be more likely to suffer from burnout than men.
There were a few open-ended comments at the end of the survey. Those were so that the teachers could comment on the study or just on the topic. There was a comment saying that the work is sometimes psychologically demanding, but that it is not in a negative way. The challenge is fun even though it can be tiring and emotionally draining, but since the work involves teenagers, it is not difficult tiredness but more happy tiredness. There was a comment that some of the questions asked in the survey were sounding a bit negative, as the purpose of the study was to make them feel and answer negatively.

There were also other comments that the work is often draining and stressful but overall, that teaching is a great job. The exhaustion and the negative things answered in the survey can mostly be directed to the work environment and the considerable demand on continuous assessment, endless discussions about the future of schools in the upper secondary-level, negativity inside of the profession and continual lack of money, which hinders fruitful and creative discussions and development within the profession. There is little to no space for innovation in their opinion.

There is also a sense that there is a lack of trust between people, this could be due in fact to the pressure of getting students and teachers to compete to get them involved in their field, or they might not even have a place within the school if there are too few students attending their course. Then there is also the fact that people do not often know for sure what they will be teaching until there are two weeks before the semester starts, which makes the teachers feel worn out because they have to prepare for the semester with such short notice.

Overall it seems that these teachers love their profession and their work. Some things can be improved, and as with so many other tasks, there are always ways to fix and make things better.

Other negative things mentioned in the survey was that the working conditions were poor and that there is little renewal in school equipment such as computers, which hurts teaching and learning. Buying new equipment makes up such a small amount of the total budget for school but means so much in the overall experience of teaching and learning.

The results of this survey show that teachers seem to have a pretty high satisfaction rate within their workplace and working with their students. Even though the job is complicated and sometimes draining, it appears that the teachers that answered the
questionnaire are satisfied with their work and that it is giving them fulfilment and enjoyment in their work. There are some signs of burnout in the CBI questionnaire in all three dimensions, personal burnout, work-related related burnout and student-related burnout. From the free text written by the teachers in the survey, it seems to give some indication on why that might be.

Through regression analysis it shows that there is a correlation for burnout and gender, women seem to be more vulnerable to showing signs of burnout.

### 4.1 Discussion on research questions

One of the inspirations for this research was a quote from Denise Wilkerson in her book Hire with Fire:

*As a manager, you have the potential to create a fire—passion—in others, but to do this, first, we have to create a spark. Think of the Fourth of July. People gather to watch the sky light up with beautiful fireworks. It’s fun watching a child gaze into the dark sky to see it light up with a spectrum of colours. And how much fun are sparklers, right? From sparklers to rockets, fireworks have one thing in common—they start with a spark. They are ignited! This spark allows each firework to leave the ground and explode, and thereby create joy for all those watching. Sometimes fireworks are beautiful, but if not done correctly they can just fizzle out. Consider yourself a pyro-technician of people. A pyro-technician is the person responsible for the safe storage, handling, and functioning of fireworks and some explosives. As managers, you are in charge of the safe storage, handling, and functioning of the people you supervise. The fireworks you see will be displayed in your employee’s attitudes. When an employee is fizzling out, we call this burnout and it can happen to any employee, even yourself. You need to be able to recognize it.*

(Wilkerson & Wilkerson, 2019)

The responsibility of managers is multifaceted, and it is always helpful to know how to react or handle particular situations with employees. Nobody has the plan of making their employees burnout and managers want to get the best performance from their employees.

For this research, the first research question was how schools at upper secondary-level were tackling burnout and whether they had any specific plans in place for
welcoming teachers back to work after having been away on an extended sick leave. According to those managers that answered the question, it seems that they do not have a specific plan that can be used, but each case is handled on a one to one basis. It also appears by the answers received through the questionnaire that there are not that many teachers that go on extended sick leave due to stress or burnout, so it is not strange that managers have not gone to the extent of having one ready. The measures they had prepared had to do with part-time work, changing projects and trying to relieve stress from the teacher.

There also seems to be that having flexible working hours is not something that would work for people coming back, but there are some other considerations that can be done.

Research question two aimed at finding burnout within teachers at the upper secondary level, how their job satisfaction was and whether they intended to leave their job. How are teachers feeling in the spring and summer of 2020, are many feeling stress or thinking about leaving their work? In all of the parts of the CBI three dimensions, teachers that answered the survey showed small signs of burnout and they should be made aware of it so that it does not progress into a more dangerous stage. According to research within Iceland, teachers, especially in elementary schools, are experiencing more burnout than ever before (Einarsdóttir et al., 2020). In the first part of CBI which has to do with personal burnout, collectively the teachers scored 6.9. The measurement for having a small sign of burnout on a personal level is 6-11. The next part has to do with job-related burnout, and again teachers were showing minor signs of burnout and that they should be made aware of it. The total score from the CBI interpretation points for measurements showed 8.1, which is within the frame of 7-13 points which indicates a lukewarm stage. In the third part which has to do with student-related burnout, the numbers were consistent with the numbers in the previous two steps. The total points for student-related burnout were 6.2, which is a small indicator of burnout, but individuals should be looking out for it. There was a statistical correlation with gender and burnout, and women seem to be more vulnerable to burnout.

The results for the questionnaire for the teachers on happiness in the workplace showed that for those that answered that they are relatively happy in their work, not many are showing signs of wanting to change their job or leave it altogether. The yearly poll from Sameyki, which shows how companies are doing also seems to indicate that upper secondary-level schools are doing pretty well with regards to overall happiness with their
workplace. In the survey with Sameyki, they ask about different aspects of the company, such as management, work environment, salaries, working conditions, flexibility at work, independence at work, company image, pride, joy and equality (Sameyki.is, n.d.). For this research, the interest lay in the numbers for management, work environment, working conditions, flexibility at work, independence in work, pride and joy and then the total number. It is, of course, interesting to see how similar each different factor is for the total of the score, i.e. it seems that if people are happy, all elements are in order and the scores high, but when they are unhappy, that shows for all factors and scores are low.

When calculating the average score of the total grade from Sameyki, upper secondary-level schools have in whole the score of 4.14. For management 4.14, for work morale 4.29, for work conditions 3.98, for flexibility at work 4.01, for independence at work 4.42 and happiness and pride in their workplace had the score 4.38. More detailed information is in Appendix G. In this research happiness at work was from 4.18 to 4.34, and the likelihood of people leaving their job was very low or 1.66 to 1.85. Overall satisfaction with the workplace seems to indicate that the teachers that participated in this research are pretty satisfied and happy in their work. The scores from Sameyki correlate with the results of this research.

4.2. Limitations

The limitations experienced was that not many managers at upper secondary-level schools answered the survey sent out. The survey was sent out three times, twice at the end of June and beginning of July and once at the beginning of August. The sample size was therefore not as big as hoped. The lack of participation is considered to be due to the COVID-19 breakout that was taking most of everyone's time. It is, therefore, difficult to generalise the conclusions of this research. Since there was a higher response rate amongst teachers, those answers were more comfortable to interpret.

Other limitations were that the questionnaires were both in Icelandic, so if there were participants that did not understand Icelandic, they were unfortunately excluded from this research.

Teachers in the upper secondary school level seem to have long tenure and be teaching for a long time, so they are not changing their profession often. However, this research would have benefitted from asking whether they had worked at the same school
for long. Another interesting question would have been whether they had been changing
schools or workplaces a lot during their teaching career.

There is no specific diagnosis for burnout, in ICD or International Classification
of Diseases and Related Conditions from WHO, the World Health Organisation. This lack
of diagnosis makes it impossible to get the official number on how many are from work
due to burnout and also makes it difficult to measure how much burnout is affecting the
Icelandic workforce. This information would have helped when trying to find out whether
teachers are in danger of burning out or whether other professions are at more risk.

4.3. Future Research

It was challenging to find research or peer-reviewed articles of the prevention of
burnout, even though burnout has been researched considerably worldwide. Most papers,
especially within Iceland, are focused on particular professions and how to measure
burnout within each profession. There is not much to find when looking into how to train
managers or help them see or noticing signs of burnout. VIRK has been doing great
things, but according to their site, they are often only called after the person has burnt out
and then managers can get training on how to welcome that specific worker back if they
are interested in doing so. There is also the problem that since burnout is not classified as
a particular disease or a condition, people cannot go on sick leave due to burnout, but
more under the hat of overwhelming stress, depression or other mental illnesses.

It would be fascinating to do this kind of research again with more participation
from principals and teachers from upper secondary-level schools, especially after the
unprecedented times of COVID-19 and the stress and changing of the historical role of
the teacher.

5. Conclusion

According to the literature on burnout, there should be something in place when
people come back to work after having recuperated. As the saying says, if a boiled pot is
put directly on the hot stove again, it will boil over again very shortly. It is also essential
for both managers and employees to know the symptoms of burnout. When the symptoms
are known, it is possible to prevent burnout early and to get help for those afflicted.
This research was twofold. It looked into whether there was a specific plan or measurements made for teachers coming back after an extended sick leave and whether there were signs of burnout in teachers.

As stated by the literature and as previously mentioned in the thesis burnout is a serious condition that can affect those that work under a prolonged stressful environment at their workplace. There are stages that individuals go through before being burnt out, and in each step, there are measures and signs that managers can watch for and intervene so that their employees do not burnout. These signs can go through unnoticed if managers are not careful to look out for them, but co-workers of those that are afflicted can be trained to see the characteristics of burnout, as well as maybe noticing it in themselves.

For this research, the aim was to see whether there were many or any teachers that have been away due to burnout or stress-related symptoms and whether schools had any prepared plans to welcome workers back. Some measures should be taken when receiving employees back so that they do not return to the same environment they were in when they burnt out.

The drawback on making conclusions in this research are unfortunately several, and one is that due to the COVID-19 virus spreading, schools seemed to have less time to respond to the questionnaire, even though being prompted to do so at least three times, before and after summer vacation. The other is that there is no specific diagnosis for burnout in the ICD or International Classification of Diseases and Related Conditions from WHO. Therefore, people cannot officially be on sick leave due to burnout. This lack of official numbers makes finding and comparing numbers on burnout next to impossible. The questions sent to managers were, consequently aimed to ask whether teachers had been on a prolonged sick leave due to stress-related factors or depression. Overall there were not many teachers that had been away under these pretences. Still, there is the possibility that teachers just quit without saying why or giving any reason as to why they are leaving.

In all upper secondary-level schools, which of those that answered this survey; it was clear that there was no specific plan for welcoming people back from long-term sick leave. When there are so few cases of people leaving due to burnout, it is understandable that each occurrence is handled on a personal basis. Still, it might help to have some plan to go to so that both the manager and employee have an understanding of their rights and how to make the teacher’s transition back to work as smooth as possible. There is also help in discussing burnout openly within the workplace so that people recognise the signs
and both employees and co-workers can have an open eye and can report if they feel that
something is amiss or if someone might need help.

The second research question had to do with whether there were signs of burnout
amongst teachers teaching in the upper secondary-level schools. Previous research had
shown that women seem to be more vulnerable to burnout and men, and this research
seems to support that theory. There is a small sign of burnout collectively for the teachers.

The conclusions and the processes will hopefully help managers at upper
secondary-level schools to welcome back teachers that have had to go on sick leave
because of burnout. For them to be able to get the best information on how to welcome
their teachers back, they will be reducing the risk of losing the teacher again and increase
the retention of the workforce.
Reference


Boštjančič, E., & Koračin, N. (2014). Returning to work after suffering from burnout syndrome: Perceived changes in personality, views, values, and behaviors connected with work. *Psihologija, 47*(1), 131–147.


https://doi.org/10.1016/j.paid.2005.02.009


https://doi.org/10.1080/1331677X.2018.1438909

*Pre-Award—Winston-Salem State University.* (n.d.). Retrieved August 6, 2020, from https://www.wssu.edu/about/offices-and-departments/office-of-sponsored-programs/pre-award/


https://doi.org/10.1016/j.jvb.2010.04.006


https://px.hagstofa.is/pxis/pxweb/is/Samfelag/Samfelag__skolamal__3_framhaldsskolastig__2_fsStarfsfolk/SKO03308.px/table/tableViewLayout1/?rxid=774e1d3c-ca2d-45a2-aeb6-995153f9da05

Ragga glímdi við streitu og kulnun—„Maður er bara harður og þetta er eitthvað sem aðrir eru að glíma við en ekki ég“. (2019, May 27). *DV.*


*Sameyki.is.* (n.d.). Retrieved August 15, 2020, from


Schaufeli, Wilmar B., & Taris, T. W. (2005). The conceptualization and measurement of burnout: Common ground and worlds apart The views expressed in Work & Stress Commentaries are those of the author(s), and do not necessarily represent those of any other person or organization, or of the journal. *Work & Stress, 19*(3), 256–262. https://doi.org/10.1080/02678370500385913

https://doi.org/10.1016/j.ijwd.2019.08.004

https://skemman.is/handle/1946/10126

https://skemman.is/handle/1946/10052


https://doi.org/10.1016/j.psychres.2020.112917

*Understanding Job Burnout—Dr. Christina Maslach.* (2018, October 24).
https://www.youtube.com/watch?v=gRBPbCW0R5E&feature=youtu.be

https://doi.org/10.1016/j.jenvp.2007.04.002


Wilkerson, & Wilkerson. (2019). *Hire with Fire. The relationship driven interview and*
hiring method. Dandyworx Productions.


Appendix A

Questionnaire for managers

Endurkoma starfsmanna eftir langvarandi veikindi

Spurningalisti til stjórnenda og mannaauðsstjóra framhaldsskóla landsins varðandi endurkomu starfsmanna til vinnu eftir langvarandi veikindi.

1. Hvert er starfsheiti þitt?
2. Sinnir þú öðrum verkefnum meðfram mannaauðsmálum?

Upplýsingar um skólann

3. Fjöldi nemenda skólaárið 2019-2020?
4. Fjöldi kennara við skólann skólaárið 2019-2020? (þarf ekki að vera nákvæm tala)
5. Nafn skólans?

Upplýsingar um starfsmenn

6. Hversu margir kennarar hafa farið í langtíma veikindaleyfi síðustu fimm árin? (með langtíma veikindaleyfi er átt við yfir 30 daga í einu).
7. Af þeim hversu margir kennarar hafa farið í langtíma veikindaleyfi yfir skólaárið 2019-2020?
8. Hversu margir af þeim telur þú að hafi farið í langtíma veikindaleyfi vegna álags í starfís, kulnunar eða tengdra hluta?
9. Er til staðar sérstök áætlun sem er virkjuð þegar starfsmaður kemur tilbaka úr veikindaleyfi?
10. Inniheldur áætlunin:
    a. Minnkað starfshlutfall?
    b. Létt á vinnuálagi?
    c. Val um sveigjanleika á vinnutíma?
    d. Val um að vinna að einhverju leiti heima?
    e. Skipulögð samtöl við yfírmann til að ræða næstu skref?
    f. Annað (vinsamlega tilgreinið)
11. Ef já, er áætlunin mismunandi eftir eðli veikindanna?
12. Er eitt hvað annað sem þér dettur í hug eða vilt bæta við könnuna?
Appendix B

Questionnaire for teachers

Rannsókn um líðan kennara á framhaldsskólastigi

Líðan kennara á framhaldsskólastigi

Hér að neðan er listi spurninga þar sem þú ert beðin(n) um að taka afstöðu til þess hversu sjaldan eða oft þú upplifir ákveðna líðan í þinu daglega lífi hvort sem þú ert í vinnu eða ekki.

2. Hversu sjaldan eða oft… (skalinn er: aldrei/næstum aldrei, sjaldan, stundum, oft, alltaf/næstum alltaf)
   1. Finnur þú fyrir þreytu?
   2. Ert þú líkamlega örmagna
   3. Ert þú tilfinningalega örmagna?
   4. Hugsar þú “Ég get þetta ekki lengur”?
   5. Ert þú úrvinda?
   6. Finnst þér því vera viðkvæm/ur og að þú veikist auðveldlega?

Vinnutengd kulnun

Hér að neðan er listi spurninga þar sem þú ert beðin(n) um að taka afstöðu til þess hversu sjaldan eða oft þú upplifir ákveðna líðan í starfi þín.

3. Hversu sjaldan eða oft… (skalinn er: aldrei/næstum aldrei, sjaldan, stundum, oft, alltaf/næstum alltaf)
   1. Upplifir þú vinnunina þína vera andlega krefjandi?
   2. Upplifir þú þig vera útbrunnin(n) vegna starfs þíns?
   3. Gerir starfði þitt þig pirraða(n)/ergilegan(n)?
   4. Upplifir þú þig vera úrvinda í lok vinnudags?
   5. Upplifir þú þig þreytta(n) að morgni dags við tilhugsunina um annan vinnudag?
   6. Finnst þér hver klukkustund vera þreytandi í vinnunni?
   7. Upplifir þú þig með næga orku fyrir vini og fjölskyldu í fritíma þínum?

Kulnun tengd nemendum

Hér að neðan er listi spurninga þar sem þú ert beðin(n) um að taka afstöðu til þess hversu sjaldan eða oft þú upplifir ákveðna líðan í starfi í samskiptum þínum við nemendur.

   1. Upplifir þú það erfitt að vinna með nemendum?
   2. Upplifir þú að vinnan þín með nemendum reynt á skap þitt?
   3. Verður þú orkulaus á að vinna með nemendum?
4. Finnst þér þú gefa meira en þú færð tilbaka í samstarfri við nemendur?
5. Upplifir þú þig þreytt(a)n á að vinna með nemendum?
6. Veltir þú því fyrir þér hversu lengi þú munt endast við að vinna með nemendum?

Nánari upplýsingar

5. Hver er starfsaldur þinn í árum og mánuðum?
6. Hver er lífaldur þinn?
7. Hvert er kyn þitt?
8. Við hvaða skóla vinnur þú?
   1. Vinnustaðurinn minn er góður staður til að vinna á.
   2. Ég er ánægð/ur með starf mitt.
   3. Á heildina litið er ég ánægð/ur í starfi.
   4. Ég hugsa oft um að hætta í núverandi starfi.
   5. Það er líklegt að ég muni leita að starfi hjá öðrum vinnuveitanda.
   6. Það er líklegt að ég muni segja upp starfi mínu.
10. Eitthvað annað sem þú vilt koma á framfæri?
## Appendix C

<table>
<thead>
<tr>
<th>Question nr.</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Standard Deviation</th>
<th>Responses</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3 (4%)</td>
<td>14 (21%)</td>
<td><strong>31 (46%)</strong></td>
<td>17 (25%)</td>
<td>2 (3%)</td>
<td>10.59</td>
<td>67</td>
<td>3.01 / 5</td>
</tr>
<tr>
<td>2.</td>
<td>22 (33%)</td>
<td><strong>27 (40%)</strong></td>
<td>15 (22%)</td>
<td>3 (4%)</td>
<td>0 (0%)</td>
<td>10.48</td>
<td>67</td>
<td>1.99 / 5</td>
</tr>
<tr>
<td>3.</td>
<td>15 (23%)</td>
<td><strong>21 (32%)</strong></td>
<td><strong>21 (32%)</strong></td>
<td>8 (12%)</td>
<td>1 (2%)</td>
<td>7.76</td>
<td>66</td>
<td>2.38 / 5</td>
</tr>
<tr>
<td>4.</td>
<td><strong>36 (54%)</strong></td>
<td>17 (25%)</td>
<td>12 (18%)</td>
<td>1 (1%)</td>
<td>1 (1%)</td>
<td>12.91</td>
<td>67</td>
<td>1.72 / 5</td>
</tr>
<tr>
<td>5.</td>
<td>18 (27%)</td>
<td><strong>24 (36%)</strong></td>
<td>17 (26%)</td>
<td>6 (9%)</td>
<td>1 (2%)</td>
<td>8.42</td>
<td>66</td>
<td>2.21 / 5</td>
</tr>
<tr>
<td>6.</td>
<td><strong>36 (53%)</strong></td>
<td>23 (34%)</td>
<td>8 (12%)</td>
<td>1 (1%)</td>
<td>0 (0%)</td>
<td>13.89</td>
<td>68</td>
<td>1.62 / 5</td>
</tr>
</tbody>
</table>

The response categories were: Always, Often, Sometimes, Seldom, Never/almost never.
## Appendix D

<table>
<thead>
<tr>
<th>Question nr.</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Standard Deviation</th>
<th>Responses</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2 (3%)</td>
<td>12 (18%)</td>
<td><strong>24 (37%)</strong></td>
<td><strong>24 (37%)</strong></td>
<td>3 (5%)</td>
<td>9.63</td>
<td>65</td>
<td>3.22 / 5</td>
</tr>
<tr>
<td>2.</td>
<td><strong>30 (46%)</strong></td>
<td>26 (40%)</td>
<td>6 (9%)</td>
<td>3 (5%)</td>
<td>0 (0%)</td>
<td>12.46</td>
<td>65</td>
<td>1.72 / 5</td>
</tr>
<tr>
<td>3.</td>
<td>19 (31%)</td>
<td><strong>32 (52%)</strong></td>
<td>10 (16%)</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>11.98</td>
<td>62</td>
<td>1.89 / 5</td>
</tr>
<tr>
<td>4.</td>
<td>10 (16%)</td>
<td><strong>23 (36%)</strong></td>
<td>22 (34%)</td>
<td>9 (14%)</td>
<td>0 (0%)</td>
<td>8.66</td>
<td>64</td>
<td>2.47 / 5</td>
</tr>
<tr>
<td>5.</td>
<td><strong>27 (42%)</strong></td>
<td>26 (41%)</td>
<td>8 (13%)</td>
<td>2 (3%)</td>
<td>1 (2%)</td>
<td>11.44</td>
<td>64</td>
<td>1.81 / 5</td>
</tr>
<tr>
<td>6.</td>
<td><strong>40 (63%)</strong></td>
<td>20 (31%)</td>
<td>4 (6%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>15.47</td>
<td>64</td>
<td>1.44 / 5</td>
</tr>
<tr>
<td>7.</td>
<td>4 (6%)</td>
<td>11 (17%)</td>
<td>13 (20%)</td>
<td><strong>24 (37%)</strong></td>
<td>13 (20%)</td>
<td>6.42</td>
<td>65</td>
<td>3.48 / 5</td>
</tr>
</tbody>
</table>
## Appendix E

<table>
<thead>
<tr>
<th>Question nr.</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Standard Deviation</th>
<th>Responses</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>22 (34%)</td>
<td>24 (37%)</td>
<td>18 (28%)</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>10.39</td>
<td>65</td>
<td>1.97 / 5</td>
</tr>
<tr>
<td>2.</td>
<td>18 (28%)</td>
<td>31 (48%)</td>
<td>14 (22%)</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>11.51</td>
<td>64</td>
<td>1.97 / 5</td>
</tr>
<tr>
<td>3.</td>
<td>20 (31%)</td>
<td>27 (42%)</td>
<td>18 (28%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>11.03</td>
<td>65</td>
<td>1.97 / 5</td>
</tr>
<tr>
<td>4.</td>
<td>4 (6%)</td>
<td>20 (31%)</td>
<td>31 (48%)</td>
<td>8 (13%)</td>
<td>1 (2%)</td>
<td>11.16</td>
<td>64</td>
<td>2.72 / 5</td>
</tr>
<tr>
<td>5.</td>
<td>20 (32%)</td>
<td>33 (52%)</td>
<td>9 (14%)</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>12.47</td>
<td>63</td>
<td>1.86 / 5</td>
</tr>
<tr>
<td>6.</td>
<td>31 (49%)</td>
<td>19 (30%)</td>
<td>11 (17%)</td>
<td>2 (3%)</td>
<td>0 (0%)</td>
<td>11.43</td>
<td>63</td>
<td>1.75 / 5</td>
</tr>
</tbody>
</table>
### Appendix F

<table>
<thead>
<tr>
<th>Question nr.</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Standard Deviation</th>
<th>Responses</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2 (3%)</td>
<td>1 (2%)</td>
<td>6 (10%)</td>
<td>28 (45%)</td>
<td>25 (40%)</td>
<td>11.67</td>
<td>62</td>
<td>4.18 / 5</td>
</tr>
<tr>
<td>2.</td>
<td>2 (3%)</td>
<td>1 (2%)</td>
<td>2 (3%)</td>
<td>26 (42%)</td>
<td>31 (50%)</td>
<td>13.25</td>
<td>62</td>
<td>4.34 / 5</td>
</tr>
<tr>
<td>3.</td>
<td>2 (3%)</td>
<td>0 (0%)</td>
<td>4 (7%)</td>
<td>32 (52%)</td>
<td>23 (38%)</td>
<td>12.87</td>
<td>61</td>
<td>4.21 / 5</td>
</tr>
<tr>
<td>4.</td>
<td>30 (48%)</td>
<td>20 (32%)</td>
<td>6 (10%)</td>
<td>3 (5%)</td>
<td>3 (5%)</td>
<td>10.82</td>
<td>62</td>
<td>1.85 / 5</td>
</tr>
<tr>
<td>5.</td>
<td>30 (49%)</td>
<td>19 (31%)</td>
<td>7 (11%)</td>
<td>4 (7%)</td>
<td>1 (2%)</td>
<td>10.8</td>
<td>61</td>
<td>1.8 / 5</td>
</tr>
<tr>
<td>6.</td>
<td>36 (58%)</td>
<td>15 (24%)</td>
<td>8 (13%)</td>
<td>2 (3%)</td>
<td>1 (2%)</td>
<td>12.82</td>
<td>62</td>
<td>1.66 / 5</td>
</tr>
</tbody>
</table>
### Appendix G

SAMEYKI - Union of Public Servants - workplace of the year

<table>
<thead>
<tr>
<th>Landshlut</th>
<th>Heildar einkun</th>
<th>Stjórnun</th>
<th>Starf sandi</th>
<th>vinnus kilyrði</th>
<th>sveigjanl eiki í vinnu</th>
<th>sjálftæði í vinnu</th>
<th>ánægja og stolt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borgarholtskóli</td>
<td>Höfuðborgarsvæði</td>
<td>3,82</td>
<td>3,74</td>
<td>3,90</td>
<td>3,62</td>
<td>3,54</td>
<td>4,18</td>
</tr>
<tr>
<td>Fjölbrautaskólinn í Breiðholts</td>
<td>Höfuðborgarsvæði</td>
<td>3,77</td>
<td>3,64</td>
<td>4,05</td>
<td>3,26</td>
<td>3,14</td>
<td>4,39</td>
</tr>
<tr>
<td>Fjölbrautaskólinn í Garðabaé</td>
<td>Höfuðborgarsvæði</td>
<td>4,27</td>
<td>4,31</td>
<td>4,53</td>
<td>4,06</td>
<td>3,70</td>
<td>4,56</td>
</tr>
<tr>
<td>Fjölbrautaskólinn við Ármúla</td>
<td>Höfuðborgarsvæði</td>
<td>4,38</td>
<td>4,49</td>
<td>4,72</td>
<td>4,22</td>
<td>3,94</td>
<td>4,57</td>
</tr>
<tr>
<td>Fjölbrautaskóli Norðurlands vestra</td>
<td>Norðurland</td>
<td>4,29</td>
<td>4,38</td>
<td>4,44</td>
<td>4,18</td>
<td>4,49</td>
<td>4,44</td>
</tr>
<tr>
<td>Fjölbrautaskóli Snaefellinga</td>
<td>Vesturland</td>
<td>4,25</td>
<td>4,18</td>
<td>4,51</td>
<td>4,20</td>
<td>4,30</td>
<td>4,31</td>
</tr>
<tr>
<td>Fjölbrautaskóli Suðurlands</td>
<td>Suðurland</td>
<td>4,11</td>
<td>4,16</td>
<td>4,34</td>
<td>3,74</td>
<td>4,03</td>
<td>4,30</td>
</tr>
<tr>
<td>Fjölbrautaskóli Suðurnesja</td>
<td>Reykjanes</td>
<td>4,29</td>
<td>4,28</td>
<td>4,52</td>
<td>4,08</td>
<td>4,17</td>
<td>4,56</td>
</tr>
<tr>
<td>Fjölbrautaskóli Vesturlands</td>
<td>Vesturland</td>
<td>3,47</td>
<td>3,12</td>
<td>3,64</td>
<td>3,99</td>
<td>3,81</td>
<td>4,34</td>
</tr>
<tr>
<td>Flensborgarskólinn í Hafnarfirði</td>
<td>Höfuðborgarsvæði</td>
<td>3,86</td>
<td>3,66</td>
<td>4,04</td>
<td>3,90</td>
<td>3,67</td>
<td>4,38</td>
</tr>
<tr>
<td>Framhaldsskólinn á Húsvík</td>
<td>Norðurland</td>
<td>4,43</td>
<td>4,76</td>
<td>4,62</td>
<td>4,17</td>
<td>4,35</td>
<td>4,64</td>
</tr>
<tr>
<td>Framhaldsskólinn á Laugum</td>
<td>Norðurland</td>
<td>3,96</td>
<td>3,86</td>
<td>3,80</td>
<td>4,16</td>
<td>4,23</td>
<td>4,21</td>
</tr>
<tr>
<td>Framhaldsskólinn í Austur - Skaftafellssýslu</td>
<td>Austurland</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Framhaldsskólinn í Mosfellsbæ</td>
<td>Höfuðborgarsvæði</td>
<td>4,12</td>
<td>3,76</td>
<td>4,29</td>
<td>4,46</td>
<td>3,94</td>
<td>4,54</td>
</tr>
<tr>
<td>Framhaldsskólinn í Vestmannaeyjum</td>
<td>Suðurland</td>
<td>4,71</td>
<td>4,83</td>
<td>4,85</td>
<td>4,75</td>
<td>4,68</td>
<td>4,80</td>
</tr>
<tr>
<td>Kvennaskólinn í Reykjavík</td>
<td>Höfuðborgarsvæði</td>
<td>4,11</td>
<td>4,27</td>
<td>4,36</td>
<td>3,63</td>
<td>3,37</td>
<td>4,45</td>
</tr>
<tr>
<td>Landbúnaðarháskóli Íslands</td>
<td>Vesturland</td>
<td>3,79</td>
<td>3,77</td>
<td>3,86</td>
<td>3,97</td>
<td>4,27</td>
<td>4,08</td>
</tr>
<tr>
<td>Menntaskólinn á Akureyri</td>
<td>Norðurland</td>
<td>4,12</td>
<td>4,27</td>
<td>4,24</td>
<td>3,62</td>
<td>4,06</td>
<td>4,30</td>
</tr>
<tr>
<td>Menntaskólinn á Egilsstöðum</td>
<td>Austurland</td>
<td>4,47</td>
<td>4,60</td>
<td>4,47</td>
<td>4,48</td>
<td>4,32</td>
<td>4,57</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Menntaskólinn á Ísafirði</td>
<td>Vestfirdir</td>
<td>4,15</td>
<td>4,21</td>
<td>4,28</td>
<td>4,00</td>
<td>4,10</td>
<td>4,28</td>
</tr>
<tr>
<td>Menntaskólinn að Laugarvatni</td>
<td>Suðurland</td>
<td>4,61</td>
<td>4,72</td>
<td>4,76</td>
<td>4,43</td>
<td>4,44</td>
<td>4,69</td>
</tr>
<tr>
<td>Menntaskólinn á Tröllaskaga</td>
<td>Norðurland</td>
<td>4,74</td>
<td>4,86</td>
<td>4,73</td>
<td>4,87</td>
<td>4,53</td>
<td>4,75</td>
</tr>
<tr>
<td>Menntaskóli Borgarfjarðar</td>
<td>Vesturland</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menntaskólinn í Kópavogi</td>
<td>Höfuðborgar svæðið</td>
<td>4,02</td>
<td>3,74</td>
<td>4,16</td>
<td>4,10</td>
<td>3,93</td>
<td>4,39</td>
</tr>
<tr>
<td>Menntaskólinn í Reykjavík</td>
<td>Höfuðborgar svæðið</td>
<td>3,77</td>
<td>3,79</td>
<td>3,73</td>
<td>3,40</td>
<td>3,35</td>
<td>4,23</td>
</tr>
<tr>
<td>Menntaskóli í tonlist</td>
<td>Höfuðborgar svæðið</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menntaskólinn við Hamrahlíð</td>
<td>Höfuðborgar svæðið</td>
<td>4,20</td>
<td>4,33</td>
<td>4,48</td>
<td>3,69</td>
<td>3,85</td>
<td>4,59</td>
</tr>
<tr>
<td>Menntaskólinn við Sund</td>
<td>Höfuðborgar svæðið</td>
<td>4,06</td>
<td>3,96</td>
<td>4,11</td>
<td>3,81</td>
<td>3,84</td>
<td>4,46</td>
</tr>
<tr>
<td>Tækniskólinn</td>
<td>Höfuðborgar svæðið</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verkmenntaskóli Austurlands</td>
<td>Austurland</td>
<td>4,26</td>
<td>4,48</td>
<td>4,44</td>
<td>3,71</td>
<td>4,36</td>
<td>4,33</td>
</tr>
<tr>
<td>Verkmenntaskólinn á Akureyri</td>
<td>Norðurland</td>
<td>3,72</td>
<td>3,51</td>
<td>4,09</td>
<td>3,03</td>
<td>3,87</td>
<td>4,09</td>
</tr>
<tr>
<td>Verzlunarskóli Íslands</td>
<td>Höfuðborgar svæðið</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AVG</td>
<td>4,14</td>
<td>4,14</td>
<td>4,29</td>
<td>3,98</td>
<td>4,01</td>
<td>4,42</td>
</tr>
</tbody>
</table>