



**MSc in Human Resource Management and Organizational  
Psychology**

**Department of Business Administration**

**Job Satisfaction and Occupational  
Burnout among Preschool workers in  
Times of Covid-19**

**May, 2022**

**Name of student:** Sara Katrín Farmer

**ID number:** 2403963789

**Supervisor:** Dr. Auður Arna Arnardóttir

### **Abstract**

Covid-19 has caused a lot of sudden changes around the world, including in the workplace. During the Covid-19 pandemic, much pressure has been on having preschools open while primary schools, colleges, and universities have closed temporarily, leading preschool workers to attend work during these difficult times of Covid-19. Evidence has shown that preschool workers experience heavy workloads, and some even suffer from burnout. This research study aimed to examine burnout among preschool workers during the difficult times of Covid-19. In addition, this study also aimed to examine preschool workers job satisfaction and their attitudes towards how Covid-19 restrictions impacted them. A sample of 186 preschool workers took part in this research study.

An online questionnaire was used to obtain demographic information about participants. The CBI scale was used to measure participants personal burnout, work related burnout, and client related burnout. The questionnaire also included questions concerning job satisfaction to measure participants job satisfaction and questions concerning participants attitudes towards the effects of the Covid-19 restrictions.

The research findings from this study revealed that preschool workers are experiencing moderate to high scores of burnout on all of the three subscales of CBI. A significant relationship was also found between job satisfaction and burnout. In addition, factors related to job satisfaction were also significantly related with burnout.

## Declaration of Research Work Integrity

**Declaration of Research Work Integrity**

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature of any degree. This thesis is the result of my own 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 of my thesis.

01.05.2022

240396-3789

A handwritten signature in black ink, appearing to be 'SKT' with a large, stylized initial 'S' that loops around the 'K'.

Date and place

Kennitala

Signature

### **Foreword/Acknowledgements**

This research project is a 30 ECTS credits final project submitted as a requirement of my MSc degree in Human Resource Management and Organizational Psychology from Reykjavík University.

I want to thank my adviser Dr. Auður Arna Arnardóttir, for her professional and patient guidance throughout the entirety of this thesis. I also want to thank all my friends, family, and co-workers who supported me throughout this journey. Lastly, I thank all the participants that took the time to answer my survey, as this would not have been possible without them.

## Table of Contents

1 Introduction.....	8
1.1 Problem statement and the Present Study .....	11
2. Theoretical Overview.....	11
2.1 Thesis structure.....	12
2.2 Burnout.....	12
2.2.1 Burnout Theories and Researches.....	13
2.2.2 Burnout Measurements .....	16
2.3 Job Satisfaction.....	19
2.3.1 Theories of Job Satisfaction.....	20
2.3.2 Job Satisfaction Measurements .....	20
2.4 Covid-19 and management challenges.....	23
2.4.1 Burnout and Job Satisfaction at the times of Covid-19 .....	25
2.5 Factors influencing Job Satisfaction and Burnout.....	29
2.6 Strategies to increase job satisfaction and reduce Burnout .....	29
3. Method .....	33
3.1 Participants .....	33
3.2 Materials.....	34
3.3 Procedure.....	39
3.4 Research Design and Data Analysis.....	39
4. Results.....	40
4.1 Burnout.....	40
4.1.1 Personal Burnout.....	42
4.1.2 Work related burnout .....	43
4.1.3 Client related Burnout.....	43
4.2 Job Satisfaction.....	44
4.2.1 Attitudes toward Covid-19 restrictions.....	47
4.2.2 Correlations between main variables and scales* .....	48
4.3 The relationship between Covid related variables and job satisfaction, and burnout.....	50
5. Discussion.....	51
6. Conclusion .....	51
6.1 Limitations and Directions for Future Research .....	53
References.....	55

Appendix A .....	69
Appendix B .....	82
Appendix C .....	84
Appendix D .....	86
Appendix E .....	88
Appendix F .....	91

### **List of Figures**

Figure 1. CBI Personal Burnout scoring Categories .....	42
Figure 2. CBI Work related Burnout scoring Categories .....	43
Figure 3. CBI Client related Burnout scoring Categories .....	44
Figure 4. Participants attitudes towards statements regarding Covid- 19 restrictions .....	48

### **List of Tables**

Table 1. Participants Descriptive Statistics .....	34
Table 2. Frame of reference for scoring .....	34
Table 3. Questions concerning job satisfaction and Cronbach alpha .....	37
Table 4. Personal Burnout, Work related burnout, and Client related Burnout .....	40
Table 5. Descriptive statistics of Cronbach alpha reliability coefficients of Job Satisfaction .....	44
Table 6. Correlations between the 15 items concerning Job Satisfaction and Total Burnout .....	45
Table 7. Attitudes towards Covid-19 restrictions .....	47
Table 8. Descriptive statistics and Correlations for Covid-19 variables, job satisfaction and burnout .....	48
Table 9. Correlation between demographic variables, CBI subscales, job satisfaction and Covid-19 attitudes .....	49

Table 10. Correlations between total Job satisfaction, burnout and Covid-19 attitudes.....50

Table 11. Correlations between the Covid-19 variables, job satisfaction, and CBI subscales.  
.....50

## 1. Introduction

Organizations have to remain attentive and adapt to unexpected circumstances, taking into account the organization's financial state, employee welfare, product quality, and service and applying particularly in today's world during the times of the Covid-19 Pandemic. The impact of the Covid-19 pandemic has had a profound effect on communities worldwide. The pandemic was accompanied by great uncertainty among organizations as managers faced the major challenge of managing and changing their workforce in a new matter. In addition, employees were under much pressure working at these challenging times when sudden changes were made within the community and workplace. The aftermath of the Covid-19 pandemic has undoubtedly caused a major strain on workers, especially frontline workers. However, research conducted before the Covid-19 pandemic occurred has found that frontline workers had the highest prevalence of burnout symptoms and common mental disorders (Boström et al., 2020).

On February 28, 2020, the first Covid-19 infection occurred in Iceland. Following this, a press conference was convened, and shortly after, a gathering ban was set on meetings of more than 100 individuals, where there would have to be a two-meter gap between individuals. Subsequently, colleges and universities were closed. Although with a changed format adjusted to Covid-19 regulations, primary schools and preschools continued operations. The first changes included that only half of the students could attend school each day. Shortly after the first gathering ban was imposed, it was reduced to 20 individuals with the two-meter rule still in place. A year after the first Covid-19 infection appeared in Iceland, there have been many changes to the epidemic rules. Therefore, schools have had to change and adjust working conditions following those epidemiology acts. The changes within preschools in Iceland involved how many children could attend school, but a lot of the actions within the workplace had to change, and employees had to adjust to those regularly

changing circumstances. In 2020, research conducted in Iceland examined how preschool managers experienced working conditions during the first wave of the Covid-19 pandemic. In this research, all preschool managers interviewed expressed that they experienced fear and pressure because of the uncertainty stemming from the first wave of Covid-19. Furthermore, they described feeling scared about the children, staff, and parents' general physical and mental health, which added more stress and anxiety.

Also, the preschool managers expressed that they experienced added workload because they found it hard to let go of the stress at work caused by the pandemic situation from their personal life. Some of the interviewees had, at some stage, been ordered to quarantine during the first wave of the Covid-19 pandemic. These individuals all expressed that they had felt bad about not being able to contribute like they would have liked at these times of crisis. Some even experienced intense feelings of guilt because of their absence from work. Although the preschool managers experienced added workload, fear, and stress, they also talked about feeling proud about how they and their staff faced the situation. They described how people at the workplace showed heroic perseverance, focus, and a solution-oriented mentality (Gísladóttir, 2021). These findings indicate that Covid-19 restrictions took a heavy toll on the frontline staff at preschools.

Recent research from Portugal has found that teachers' job satisfaction decreased during Covid-19 compared with teachers' job satisfaction before the pandemic (Alves et al., 2021). International researchers found a decrease in job satisfaction among teachers during the pandemic and an increase in burnout symptoms as teachers perceived more symptoms of depersonalization and feelings of inefficacy (Weißenfels et al., 2021). A relationship between job satisfaction and burnout has been confirmed by recent research and may imply that increasing job satisfaction among employees helps with decreasing burnout symptoms (Gómez-García et al., 2020). At the end of 2020, a study was carried out in Iceland

examining the effect of Covid restrictions on preschool activities. Data were collected using mixed methods. First, interviews were conducted with preschool administrators and department heads, and later a questionnaire was submitted based on data collected from the interviews. Four preschool administrators and four preschool department heads were interviewed. In the quantitative part of the study, 172 preschool administrators participated. The results showed that the managers experienced the restrictions due to covid having had a largely positive effect on the staff's well-being. This was thought to be due to fewer children attending the preschool at this time, and therefore, the quality work of the staff with the children increased the staff experienced less noise and stress. However, it was reported that the managers perceived that the restrictions due to covid had the effect that the preschool workers experienced more loneliness due to isolation and less face-to-face communication with co-workers (Sigurðardóttir & Mörk, 2020). The limitation of these research findings is the preschool management's assessment of how they felt the staff felt at the time but were not asked the staff themselves. In April 2020, another study was carried out in Iceland examining whether the mental health of preschool staff had deteriorated after stricter measures due to Covid-19. The participants were a total of 275 preschool staff. The study results showed that participants rated their health, work ethic, information flow between managers and staff, and organization generally good. However, the study results showed that after intensified operations, the stress and strain of the participant increased. Participants rated their mental health over 40% worse after intensified operations compared to mental health before intensified operations (Sonja Björg Írisar Jóhannsdóttir, 2020).

Burnout has been defined as a syndrome caused by chronic stress at work that has not been successfully managed (Cordes & Dougherty, 1993). Individuals who experience burnout often show symptoms of poor mental health and physical health conditions (Organization, 2019). Disadvantages of employee burnout and dissatisfaction have not only been shown to

negatively affect the individual experiencing symptoms of burnout and job dissatisfaction but also the organization as a whole as job performance decreases and job withdrawal behavior increases (D'Amico et al., 2020). Researchers have even found that job dissatisfaction and burnout among preschool workers affect the quality of care for the children (D'Amico et al., 2020; Pohaci et al., 2021; Totenhagen et al., 2016). Effective communication within the working environment has been found to be a crucial factor when it comes to employee job satisfaction and burnout. This is because effective communication is considered to positively affect job satisfaction and burnout among workers (Dzaga, 2019; Varma et al., 2021)

Job dissatisfaction and burnout among preschoolers can have serious consequences, such as depression and anxiety symptoms (Hozo et al., 2015). Therefore, it is vital to examine whether preschool workers experienced an effect on their job satisfaction and burnout symptoms during the times of Covid-19 and to address these issues.

### **1.1 Problem statement and the Present Study**

It is evident that Covid-19 has caused many changes and concerns within society, including in the workplace. Sudden changes in the workplace and uncertainty among employees can have harmful consequences for employees and organizations. Uncertainty and sudden changes can harm employees' job satisfaction and even lead to burnout symptoms. Job dissatisfaction and symptoms of burnout among preschool workers are not only harmful to the teachers, but also to the organizations and the children in childcare. Similarly to other caregivers, preschool workers were placed in a situation where they were not given the opportunity to work at home and had to attend work during this crisis.

The purpose of this research study is to examine burnout and job satisfaction among preschool workers in Iceland during the difficult times of Covid-19. As well as, to examine the association between factors related to job satisfaction and burnout. This study also aims to examine preschool workers attitudes of how Covid-19 restrictions have impacted them.

The research questions are as follows:

1. Are preschool workers burnt out during these times of Covid-19?
2. Are preschool workers satisfied with their job?
3. What factors concerning job satisfaction associate with preschool workers burnout during these times of Covid-19.

Hypothesis 1: Preschool workers in Iceland are experiencing burnout during the times of Covid-19.

Hypothesis 2: An association is between preschool workers job satisfaction and burnout levels. That is higher levels of burnout would be related to lower levels of job satisfaction.

## **2. Theoretical Overview**

There is a lack of research studies examining burnout among preschool workers during the times of Covid. Furthermore, more research studies are needed to examine preschool workers burnout and job satisfaction during the times of Covid-19. By conducting this study, the results would add to the literate gap in examining burnout and job satisfaction among preschool workers during the pandemic. Also, results from this research study would be helpful for companies and employees to be informed and aware of the factors that could increase job satisfaction and reduce burnout symptoms.

### **2.1 Thesis structure**

The following chapter provides a theoretical background of the different main topics of this research thesis. First, burnout will be as well as the measurements of burnout. Next, Job Satisfaction will be addressed, and the measurements of Job Satisfaction. Next, burnout and job satisfaction at the times of Covid-19 will be addressed, and finally, factors influencing job satisfaction and burnout will be addressed. Subsequently, the methodology used in this study

and its results will be addressed, followed by the conclusions of this thesis, the limitations, and future research recommendations. Lastly, the bibliographic and appendixes are presented.

## **2.2 Burnout**

The American psychologist Herbert Freudenberger first introduced the term burnout in 1974. According to Freudenberger, burnout is emotional and physical exhaustion perceived by workers that decreases organization productivity (Freudenberger, 1974). Over the past decades, researchers have been exploring occupational burnout as it has become a social problem that occurs when chronic stress in the workplace has not been successfully managed (Raudenská et al., 2020). Occupational burnout is a crucial factor when influencing sustainability within organizations, as research has shown that job burnout can impair job performance, employment retainment, and competitive advantage (Han et al., 2020; Sommovigo et al., 2019). Measures, theoretical models, and research studies have been made to understand burnout better. Although several instruments examine burnout, the Maslach Burnout Inventory (MBI) is the most frequently used (Maslach & Leiter, 2017). According to the Maslach Burnout Inventory, there are three dimensions of burnout; emotional exhaustion, depersonalizations, and reduced personal accomplishment (Maslach & Leiter, 2017). The characteristics of occupational burnout are that individuals lose interest and distance themselves from their work, experience exhaustion, and lose faith in themselves and their ability to work successfully (Maslach & Leiter, 2017). The most typical indicator of burnout is emotional exhaustion, and is characterized by a lack of activity (Maslach & Leiter, 2017). Depersonalization has been represented as an interpersonal distancing dimension of burnout where the individual lacks emotional or cognitive involvement with work. Reduced personal accomplishment has been defined as the tendency to evaluate one's work negatively and perceive un-accomplishment at work. Occupational burnout is thought to be a psychological

condition that has a profound effect on individuals' (Maslach & Leiter, 2017). According to research, burnout among teachers appears to be growing (Dias et al., 2021).

### **2.2.1 Burnout Theories**

Researchers struggled to find theories and models explaining burnout when the burnout phenomenon was first discovered (Maslach & Leiter, 2017). These challenges were because the first researchers examining the phenomenon came from the fields of clinical and social psychology and had perspectives that came from those fields (Maslach & Leiter, 2017). Researchers from the clinical perspective described burnout with the concepts: motivation, emotions, and depression (Maslach & Leiter, 2017). However, researchers from the social perspective described burnout as interpersonal relationships, detached concern, attribution process, dehumanization, and similarly to the clinical perspective, emotion, and motivation. Later on, the organizational psychologists described burnout and emphasized behaviors and work attitudes. From this, burnout was a type of job stress focused on the job environment. Burnout theories have been designed to understand burnout by focusing on the factors that influence burnout. By reviewing the possible factors that lead to burnout, employee burnout can be prevented.

In 1979, Robert Karasek presented the Job Demand Model (JDC model) to describe contributing factors and their influence on stress and other distress that employees experience (Karasek Jr, 1979). According to the Job Demand Model, employees experience stress when job demands are high, resources are low, and more likely to experience burnout or other health diseases (Karasek Jr, 1979). In addition, an individual who works hard in a short time but has little or no control over the tasks given or how to conduct the task is more likely to burn out than the one who gets to decide how he meets these work needs (Bakker & Demerouti, 2007). In 1989, Johnson and Hall enhanced the JDC model by including support in the workplace, as supportive relationships at work help with job-related matters (Johnson

& Hall, 1988). After enhancing the JDC model, it was named the Job Design Control Support model (JDCS). In addition, the Job Demand Model is among the most studied models for occupational burnout (De Lange et al., 2003).

In 1989 The Conservation of Resources Theory (COR) was presented by Hobfoll. It is based on the primes that employees strive to build, protect, and foster their resources. When individuals can not maintain, change or improve their resources, they experience stress, leading to burnout (Hobfoll, 1989). According to the theory, stress occurs under one of three conditions: (1) when resources are threatened, (2) when resources are lost, and (3) when individuals invest resources and do not gain the expected return. The theory states that loss of resources is more salient than resource gain. With that said, employees are more vulnerable to stressors in the work environment that threaten their resources. For instance, teachers demand to discipline students and receive negative evaluations by students, and negative feedback from supervisors will be more salient than the rewards they receive every day. Individuals fear the consequences of losing their resources and try their best to preserve them or add to them to protect themselves in challenging work situations in the future. There are four basic kinds of resources: objects (e.g., car, tools for work), conditions (e.g., employment, job stability, tenure), personal characteristics (e.g., self-efficacy), and energies (e.g., credit, money, favours). The COR theory suggests that burnout occurs when resources are lost and are inadequate to meet demands (Hobfoll, 1989). The main job demands are heavy workload, work pressure, stressful events, role conflict, and role ambiguity (Cordes & Dougherty, 1993). The resources include social support, job enhancement, job autonomy, motivational opportunities, and participation in decision-making (Cordes & Dougherty, 1993). The theory states that loss of resources is more salient than resource gain. However, with that said, employees are more vulnerable to stressors in the work environment that threaten their resources (Hobfoll et al., 2018). For instance, teachers demand is to discipline students and

receive negative evaluations by students, and negative feedback from supervisors will be more salient than the rewards they receive every day.

### **Researches on Burnout among Frontline Workers.**

Marchand and researchers examined the relationship between age, gender, and burnout in a sample of 2073 Canadian workers. The data for this research was collected between the years 2009-2012. Results showed that associations between age and burnout were strongly moderated by gender as burnout symptoms among men seem to decrease with age, but in women, research has shown that charring in women is highest at the age of 20-25 years and next to 55 years (Marchand et al., 2018). Frontline workers providing essential service to the general public show high signs of burnout (Schaufeli & Buunk, 2003). In fact, researchers examining the prevalence of burnout among childcare workers have shown that 20% to 56% of childcare workers in Germany experienced high signs of burnout (Jungbauer & Ehlen, 2014; Koch et al., 2015).

There is a lack of published research articles that examine burnout among frontline workers in Iceland. Although, the researcher of this study was able to find a couple of master's theses examining this. In 2014 Gerður Ólína Steinþórsdóttir examined burnout among preschool and elementary workers in her Master Thesis. An online questionnaire was carried out with a total of 296 participants completing the survey. The Icelandic translation of the Copenhagen Burnout Inventory was used to measure participants' burnout on three levels: personal burnout, work-related burnout, and client-related burnout. Results from this study found that one fourth of participants suffered from burnout. However, a significant difference in burnout was found between preschool workers and elementary workers, as preschool workers experienced higher levels of burnout (Steinþórsdóttir, 2014). Similar research was conducted by Sif Einarsdóttir and her colleagues, examining burnout and its relation to work environment among teachers in Iceland (2019). The MBI-ES measurement tool was used to

measure burnout, the Karolinska Exhaustion Disorder Scale, and the JDRS measurement tool to measure work environment factors. Participants were 515, and 85% of the sample were female. Results revealed that teachers in Iceland experienced high levels of emotional exhaustion and personal accomplishment but low for depersonalization. In addition, this study demonstrated that teachers mainly experienced burnout related to exhaustion and were under heavy workloads.

Regína Erlingsdóttir conducted a research study in Iceland examining whether primary school teachers experienced burnout in their work. Another aim of the study was to examine whether the work environment affected the teachers' burnout and whether there was a connection between these factors. Participant coolness was measured with the MBI-ES instrument, and work-related factors were measured with the JDRS instrument. This study showed that primary school teachers in Reykjavík experience burnout in their work to some extent. Teachers are under heavy workloads and experience much pressure. Researchers have shown that frontline workers are likely to experience burnout and are under much pressure in their work (Erlingsdóttir, (2019).

### **2.2.2 Burnout Measurements**

Occupational burnout measurements are currently measured through patient-reported outcome measures and are widely used in occupational health studies and practice (Lall et al., 2019; Maslach et al., 2008). Several measurement tools were developed in the early 1980s to measure burnout. The most widely used instrument to measure burnout is the Maslach Burnout Inventory (MBI) which measures burnout based on three dimensions: exhaustion, depersonalization, and personal accomplishment. The original MBI measurement was developed based on a project of field research within healthcare and human services in the late 1970s, now known as the MBI-HSS. Several years later, a second version of the MBI was created for use by individuals working in educational settings, known as the MBI-ES.

Because of an increased interest in burnout in occupations that were not as people-orientated, a third version of the MBI was created, known as the MBI-General-Survey (MBI-GS) (Leiter & Schaufeli, 1996). All three versions of the MBI measure burnout through the three dimensions and have been found valid, reliable, and convenient to use. The first MBI scale, the MBI-HSS, consists of 22 items scored in three subscales. The Emotional Exhaustion subscale has nine items that describe feelings of being emotionally overextended and exhausted by one work. The Depersonalization subscale has five items that describe an unfeeling and impersonal response towards recipients of one care or service.

The Personal Accomplishment subscale has eight items that describe the feeling of competence and achievement in one's work with people. For the second version of the MBI-ES, the only adjustment made was changing the word "recipient" to "student" in the items to be more specific for educators as students are their recipients. More broad adjustments were made for the third version, MBI-GS. The changes focused on adapting the MBI to occupations that do not primarily focus on service relationships. Although researchers have widely used the Maslach Burnout Inventory (MBI), it has some limitations. For example, researchers have criticized the scale for skewed response patterns that may affect its reliability (Aboagye et al., 2018). The MBI instrument has also been criticized for having an American bias which is problematic from a cross-cultural point of view (Aboagye et al., 2018; Wood et al., 2020).

Copenhagen Burnout Inventory (CBI) was created to address some of the limitations of the MBI (Kristensen et al., 2005a). The CBI was created by Kristensen et al. (2005) in a longitudinal study in the human resource field and emphasized fatigue and exhaustion. The scale measures burnout with three dimensions; personal burnout, work-related burnout, and client-related burnout. The CBI instrument has been translated into several languages and is used by researchers worldwide. Authors of the CBI reported high reliability, face validity,

and criterion validity for the items. In addition, the CBI instrument emphasizes more on factors related to working with others than the MBI (Lall et al., 2019). Therefore, the CBI may be a more suitable instrument to measure occupational burnout among childcare workers than the MBI.

### **2.3 Job Satisfaction**

A large part of an individual's life is spent at work. For that reason, it is vital to ensure that individuals are satisfied with their job. Job satisfaction is a comprehensive and complex concept and has been extensively researched concerning employees well-being in the labor market (Judge et al., 2017; Landy & Conte, 2016). Researchers have not all agreed upon whether job satisfaction is determined solely by factors in the work environment or if job satisfaction is a combination between individuals experience and the work environment. Though, most researchers consider job satisfaction to be an interplay of individual factors and the environment (Dzaga, 2019; Varma et al., 2021).

The most commonly used definition for job satisfaction comes from Locke (1976), as he states that job satisfaction is a pleasant experience or a positive emotional state caused by the assessment of one's job or experience of working (Locke, 1976). A more recent definition of job satisfaction is how much an individual enjoys their (Ali & Anwar, 2021).

Employee satisfaction has shown to be of great value when it comes to organizational performance and organizational success (Ali & Anwar, 2021). In addition, research has shown that job satisfaction can improve workers' performance (K. Smith et al., 2020). Similar results were found by Wula and colleagues research (2020) as their findings showed that job performance was significantly related to teachers' job satisfaction, indicating that increased job satisfaction will increase job performance (Wula et al., 2020).

According to Wang and Brower (2019), job satisfaction is a key factor to keep in mind when it comes to reducing employee absenteeism (Wang & Brower, 2019).

Additionally, satisfied employees are crucial indicators of productivity within organizations. Lee and Quek (2018) conducted research examining job satisfaction among preschool teachers. This study found that preschool teachers' job satisfaction was strongly related to their relationship with coworkers. In addition, this study found that the work environment was also strongly related to teachers' job satisfaction, as results showed that most of the teachers were satisfied with their job because of their supportive and caring coworkers and management staff (Lee & Quek, 2018).

An Icelandic study conducted examining teachers' job satisfaction in 2018 showed that teachers in upper secondary schools were generally satisfied with their work (Gunnarsdóttir & Gunnarsdóttir, 2018a). In this study, one question "In general, how happy are you with your job" was used to measure overall job satisfaction. Similarly, a research study conducted in 2022 examined job satisfaction among municipal workers in Iceland. Findings showed that most participants were somewhat satisfied with their jobs. Further, findings showed that job satisfaction was positively related to social support. A significant gender difference was found in this research, whereas female participants were more satisfied with their jobs than men (Sigursteinsdóttir & Karlsdóttir, 2022). A research study carried out in Iceland examining job satisfaction among preschool workers has shown that good work ethic within the preschool, communication, and encouragement are vital for job satisfaction (Bjarkason 1977-, 2014; Ólafsdóttir 1980-, 2014). According to Eygló Hallgrímsdóttir's research study (2018) examining job satisfaction and employee turnover among preschool workers in Iceland, job satisfaction among preschool workers leads to greater productivity, originality, and creativity and less absence from work (Eygló Hallgrímsdóttir, 2018).

### **2.3.1 Theories of Job Satisfaction**

As mentioned above, job satisfaction is a complex concept defined in various ways by various researchers, and the same applies to job satisfaction theories. Most job satisfaction

theories assume that individuals have specific employment needs, and when these needs are met, the employee experiences job satisfaction. Researchers have put forward several theories that discuss job satisfaction. These theories are often overlapped with theories discussing human motivation. The reason for this is that motivation is closely related to job satisfaction (Alshmemri et al., 2017; Judge et al., 2017).

In 1943, Abraham Maslow proposed his hierarchical theory of needs. The theory addresses the needs of individuals in a hierarchy arranged in order of importance which contains five levels of needs (Maslow, 1943). At the bottom of the hierarchy pyramid are the primary/physiological human needs required for survival, such as food, water, shelter, and warmth. Once an individual's primary/psychological needs are satisfied the needs for security and safety become salient. Security and safety needs include personal security, financial security, and health and well-being. The third level of need is social, which includes the feeling of belonging and acceptance. Examples of belongingness needs include friendship, intimacy, and love. The fourth level is esteem, which includes self-worth, accomplishment, and respect. The last and highest level in Maslow's hierarchy is self-actualization needs. This need comes after an individual has gained self-esteem and motivation to develop. Self-actualization needs refer to the ongoing need for personal growth that individuals have throughout their lives. Maslow's Hierarchy of Needs is well known in organizational psychology and has often been presented and used to understand and influence employee motivation at work. The hierarchy assumes that employees have needs at work and attempt to satisfy those needs. Despite the theory's popularity, researchers have criticized it (Badubi, 2017; A. Kaur, 2013). Scholars have mainly criticized Maslow's methodology for the theory because Maslow chose a small group of individuals that he believed had reached the self-disclosure stage and studied the individuals through interviews, and from that, he discovered

self-development. Schoolers have also criticized the theory for being a too simplistic version of reality (Badubi, 2017; A. Kaur, 2013).

In 1959, Frederick Herzberg presented the Two Factor Theory of job satisfaction, also called the motivator-hygiene theory (Herzberg et al., 1993). The two-factor theory was adapted from Maslow's Hierarchy of needs pyramid. According to Herzberg, some job-related factors result in job satisfaction while other job factors prevent job satisfaction. The two-factor theory states that employee satisfaction and dissatisfaction depend on two factors: hygiene factors and motivators. The hygiene factors are maintenance factors such as workplace policies, salary, and work conditions. However, these factors do not provide positive satisfaction; they result in dissatisfaction from their absence. The motivators are the factors that give positive satisfaction due to the individual's work, which in turn gives the individual the opportunity to do something or contribute something important to the organization. These factors include achievements, personal growth, recognition, opportunity, and responsibility. Once the hygiene factors have been addressed, the motivators create employee satisfaction.

There are several criticisms of the two-factor theory. For instance, the theory ignores individual differences among employees and is oversimplified. Further, researchers have also criticized the methodology used to develop the motivators and hygiene factors, as some variables represent hygiene factors and motivators (Aamodt, 2015; Thant & Chang, 2021).

In 1976 Hackman and Oldham presented the Job Characteristics Theory, which emphasizes the influence of job characteristics on employees' job satisfaction, motivation, and productivity. According to Hackman and Oldham's theory, five job characteristics must be present to meet employees' needs they are; skill variety, task identity, task significance, autonomy, and feedback (Hackman & Oldham, 1976). The first characteristic is skill variety which refers to the variety of skills and talents the job allows the employee to develop over

time. By this characteristic, the employee experiences meaningfulness at work. The second characteristic of task identity refers to the degree to which a job requires various activities and skills for the employee to complete the work. The third characteristic, task significance, refers to the impact of the work on other people's lives and society as a whole. The fourth characteristic, autonomy, refers to the degree of freedom and independence available for the employee's work. The fifth and final characteristic is feedback which refers to how an employee receives clear performance feedback from work itself. Since employees differ and do not all seek challenges and responsibilities at work, Hackman and Oldham defined three moderators that affect how employees respond to job enrichment and are considered to increase job satisfaction and employee performance. The first moderator is the knowledge and skills needed to perform the work required for the job. The second moderator is growth need strength, which refers to the strength of an individual's need for personal accomplishment, learning, and development. The third moderator is context satisfaction, which refers to how employees are satisfied with their work contexts, such as pay, coworkers, and job security.

The validity of the job characteristic theory has received much empirical support as the five characteristics (skill variety, task identity, task significant, autonomy, and feedback) are positively related to job satisfaction, internal work motivation, and job performance (Fried & Ferris, 1987; Humphrey et al., 2007). However, researchers have criticized the theory for not taking individual differences into account, as individual differences may moderate the influence of motivating job characteristics on psychological states (Barrick et al., 2013; Fisher & Noble, 2004).

### **2.3.2 Job Satisfaction Measurements**

There are several methods for measuring job satisfaction, including surveys and interviews. Online surveys concerning employees' perspectives have become increasingly

used to measure job satisfaction, especially the Job Descriptive Index (JDI) and the Minnesota Satisfaction Index (MSQ) (Weiss et al., 1967). The Job Descriptive Index (JDI) is created by Smith et al. (1969) and provides five subscales that measure various aspects of job satisfaction (T. D. Smith, 2018). The JDI instrument contains 72 items measuring satisfaction with the five facets; coworkers, the work itself, wages, opportunities for promotion, and supervision, and provides a short response format (“Yes, “No, “or “? “). Researchers have widely used the instrument to measure job satisfaction over the past 50 years (Lake et al., 2010). Eventually, Smith and colleagues created the Job in General Index (JIG) to complement the JDI, which contains 18 items assessing job satisfaction. JIG includes descriptive and assessment questions and relates to long-term attitudes, while JDI is related to short-term attitudes. Literature has found that the JIG has higher reliability as a predictor of behavior than the JDI instrument (Brodke et al., 2009).

The Minnesota Satisfaction Index (MSQ) is another well-known instrument to measure job satisfaction. The MSQ was created as a result of the Work Adjustment Project at the University of Minnesota. The instrument consists of 100 items that make up 20 subscales assessing satisfaction; Ability Utilization, Achievement, Activity, Advancement, Authority, Company Policies, and Practices, Compensation, Coworkers, Creativity, Independence, Moral Values, Recognition, Responsibility, Security, Social Service, Social Status, Supervision–Human Relations, Supervision–Technical, Variety, and Working conditions. A shorter version of the MSQ has also been developed consisting of 20 items, one for each dimension of the profession. The two forms of the MSQ instrument are five-point Likert-scale, higher scores indicate greater job satisfaction.

Job Satisfaction Survey (JSS) was developed by Spector (1985) and was initially created for use in human service organizations. However, the instrument is relevant for private and public organizations (Spector, 1985). JSS is a 36-item, nine-facet scale that

assesses employees' attitudes about the job and aspects of the job. The nine facets are; pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. Evidence suggests that several factors can measure job satisfaction, for instance, the work itself, working conditions, promotion, salary/wages, supervision, and coworkers (Wachuka, 2021). In addition, research has shown that professional development and collaborative leadership can measure job satisfaction (Abdulahi, 2020).

#### **2.4 Covid-19 and Management Challenges**

Change is an unavoidable aspect of life, personal or professional. There are constant societal changes, causing organizations to adapt and change frequently. Although changes can occur for different reasons, such as technological innovations, culture, and organization, they may relate to human activity, leadership, and management. Covid-19 is on a larger scale than we are used to. Due to Covid-19, managers were in challenging positions to guide their employees through this difficult time, where considerable changes occurred within the community and the workplace. The primary challenge researchers have found that Human Resource Managers have had to deal with during the pandemic is adapting to changing working conditions. Namely, new workplace rules, situations that reduce communication between employees, and remote working conditions (Caligiuri et al., 2020). In their research study, Kaur and his colleagues (2021) found that lack of communication between employees was a significant problem employees faced as it created more work-related stress (M. Kaur et al., 2021).

Covid-19 has been a challenging situation causing a great deal of uncertainty and sudden changes inside and outside workplaces, which can have a massive impact on the well-being of employees. Further, a study conducted by Tonja Blom (2018) found that employees perceived stress and fear when sudden changes were made within the workplace. Employees'

understanding of these sudden changes seemed valuable, as lack of understanding led to increased stress and fear. This study also found that employees experienced instability, confusion, and feelings of worthlessness when sudden changes were made within the workplace (Blom Tonja, 2018).

During the pandemic, organizations have experienced communication difficulties due to the ever-changing state of society. Researchers conducted a research study that examined employees' views of the communication they received from their organization during the pandemic. The results found that employees perceived a lack of communication from their organization. Further, they perceived a lack of resource information for mental health issues, lack of transparency and would have wanted a more substantial acknowledgment of the difficulty of the circumstances. Evidence suggests that effective communication within workplaces is vital for job satisfaction. For instance, Findings from Sanders et al. (2020) showed that employee interactions with coworkers had a significant and positive relationship with job satisfaction.

#### **2.4.1 Burnout and Job Satisfaction at the times of Covid-19**

Covid-19 is a contagious disease unknown before the first cases were diagnosed in December 2019 in Wuhan, China. As this was a new disease, there was a great deal of fear among individuals as neither vaccines nor drugs had been developed to prevent or affect the symptoms of Covid 19 (Caligiuri et al., 2020). Research has found that participants that experienced increased fear of Covid-19 were correlated with job dissatisfaction. These findings indicate that individuals who fear Covid-19 were more dissatisfied with their job than those who do not fear Covid-19 (Labrague & Santos, 2021). A recent study conducted by Alves, Lopes, and Precioso (2021) examined factors contributing to teachers' satisfaction and well-being during times of Covid-19 (Alves et al., 2021). Findings from this study showed that teachers' satisfaction decreased and reduced teachers' perception of well-being.

In addition, teachers that had been employed longer (21-40 years) were less satisfied with their job when compared with teachers that had been employed for a shorter period (less than ten years). Results also found that the teachers that taught online were less satisfied than teachers that taught on-site. Lastly, results from this study found that female teachers with less than 20 years of seniority were more satisfied compared to men with less than 20 years of seniority.

Möhring and colleagues (2021) conducted a research study examining how Covid-19 restrictions affected the German population's job satisfaction. The main Covid-19 restrictions examined were; the closure of schools and childcare, working remotely, and being sent on short work. Then, researchers compared data from 2019 and 2020 to examine the effect of the pandemic lockdown on job satisfaction. The overall findings showed a significant decrease in job satisfaction after set restrictions due to Covid-19.

Covid-19 had a significant effect on teachers' lives as the pandemic exposed many new challenges, such as increased workload, changes in daily teaching routines, and fear of Covid-19, causing teachers to experience increased burnout symptoms (Pressley, 2021; Zadok-Gurman et al., 2021). Although teachers experienced more symptoms of burnout due to Covid-19, teacher burnout is not a new dilemma. Teachers have been experiencing symptoms of burnout long before Covid-19 ever began (García-Carmona et al., 2019). However, teacher burnout has been considered the most damaging consequence of the Covid-19 pandemic on teachers (Răducu & Stănculescu, 2021). Matis and colleagues conducted a research study examining burnout among teachers during the Covid-19. The findings of this study revealed that teachers were experiencing burnout due to the restrictions of Covid-19. Further, findings showed that the restrictions due to Covid-19 also negatively affected teachers' teaching methods (Matiz et al., 2020).

Research conducted on teachers during Covid-19 has found that teachers experienced high levels of burnout due to sudden changes in teaching methods and a lack of physical contact with students and colleagues (Cheptea et al., 2021a). However, during the Covid-19 pandemic, researchers have mainly been focusing on medical complications of the Covid-19 disease and the effects that Covid-19 has on medical workers (Abbas et al., 2021; F.-J. Chen et al., 2021; X. Chen et al., 2021). Because of this, it seems as if there is a lack of research examining the direct impact of Covid-19 on occupational burnout among preschool workers, and more research is needed.

Due to Covid-19, some preschools had to close and reopen, this caused a lot of uncertainty and controversy in many countries, and many teachers experienced high stress when returning to work during the pandemic (Beteille et al., 2020; Ozamiz-Etxebarria et al., 2021). In addition, as preschools reopened, teachers had to help prevent the spread of the virus and adjust their working conditions to Covid-19 regulations.

Limited research exists examining burnout and job satisfaction in Iceland during the times of Covid-19. Although, a few Master's theses have been published examining this. In 2021, researchers in Iceland examined teachers' teaching experience during the time of Covid-19 restrictions. This study was conducted during Iceland's first wave of the Covid-19 pandemic. Participants included 13 teachers from three schools. Results from this study revealed that all the teachers believed that the situation created by Covid-19 had negatively affected their mental health. The teachers experienced powerlessness, uncertainty, fear, restraint, and chaos (Gunnþórsdóttir et al., 2021).

Guðbjörg Linda Rafnsdóttir and Hjördís Sigursteinsdóttir conducted a study examining burnout among teachers in Iceland. A questionnaire was sent out in 2019 and 2021. Participants' burnout was measured using the CBI scale. The participants included 1729 elementary teachers, 14.1% male, and 85.6% female. Results from the questionnaire sent out

in 2019 revealed that 33% of participants did not have any signs of burnout, 43.8% of participants had some signs of burnout, 20.5% had signs of burnout that should be taken into consideration, and 2.7% had severe burnout and should seek help. Results from the questionnaire in 2021 revealed that 23.6% of teachers were experiencing signs of burnout that should be considered, and 3.6% with severe burnout should seek help. This study revealed that teachers experienced more burnout symptoms than before the covid-19 restrictions (Rafnsdóttir & Sigursteinsdóttir, 2020).

In 2020, Kristín Gísladóttir examined in her master thesis how preschool managers experienced working during the first wave of the Covid-19 pandemic. Results revealed that the management staff of preschools in Iceland experienced pressure and heavy workloads during the first wave of Covid-19. Further, the management staff expressed that having a clear vision and common goal was crucial for the preschool during the pandemic. The management staff also revealed that communication, encouragement, caring, support, and honesty played a significant role in helping them manage preschools during these difficult times of Covid-19 (Gísladóttir, 2021).

## **2.5 Factors influencing Job Satisfaction and Burnout**

Over the decades, there has been an increased focus on the effects of working conditions on job satisfaction and burnout (Castelli, 2017). As a result, research has found that working conditions can influence employees' job satisfaction and symptoms of burnout (Toropova et al., 2021). Working conditions such as large class size, long hours, lack of resources, support from managers, and excessive workload are crucial factors to consider when it comes to job satisfaction since research has shown that these factors are related to burnout. (Kim et al., 2021; Toropova et al., 2021). Similarly, Toropova and colleagues (2021) found three aspects of the working conditions related to teachers' job satisfaction: student discipline, teacher cooperation, and teacher workload (Toropova et al., 2021). In the same

matter, Parrello and colleagues (2019) found that teachers with high workloads had high levels of burnout (Parrello et al., 2019). The workload is the amount of work or tasks an individual has to complete within a specific amount of time. Working conditions and job satisfaction appear to matter in private and public schools, as research has shown that teachers working at public preschools have been found to experience higher levels of burnout symptoms when compared with teachers working in private preschools (Kabadayi, 2015; Kim et al., 2021).

Effective communication within organizations is considered one of the most important factors for company success (Touhidul & Sorooshian, 2019). With effective communication in organizations, a connection is formed between both employees and the organization. Effective communication within organizations has been found to increase job satisfaction and employee productivity, trust, and commitment (Dzaga, 2019; Varma et al., 2021). In addition to this, research has shown that effective communication enhances organizational culture related to employee satisfaction. Poor communication has a detrimental effect on job satisfaction and leads to employees experiencing disrespect, anger, mistrust, and creating unhealthy workplace culture (Sadia et al., 2018). Despite the importance of effective communication, it is quite often the case that managers have had problems with communication and sharing information with their employees. These barriers are often due to excessive information sharing that is not interpreted correctly or presented at an inappropriate timing (Sadia et al., 2018). Chorbadzhiyska & Mironova (2021) published a research article summarizing research on effective communication within companies. Their research suggested that praising employees for well done work in a personal matter, sharing information with employees, and allowing employees to express their opinions and ideas can lead to effective communication within organizations.

Workplace culture is the culture formed within the walls of the workplace and influences the employee's behavior. It is believed that culture consists of the practices, beliefs, and attitudes that employees and managers have adopted over time. Workplace culture has often been considered one of the critical factors in a company's success (Warrick, 2017). Therefore, organizations must create a good culture within the workplace as it can affect employee job satisfaction and motivation (Shami et al., 2021).

In order to shape and strengthen the workplace culture, it is essential to define the values and standards of the organization and have them visible to employees, documented, and measurable. It is also essential for managers to respect their employees and communicate effectively with them in order to shape workplace culture (Warrick, 2017). According to a research study conducted by Sari & Riyanto (2020) on workplace culture, it is crucial that employees have the opportunity to develop and improve in their work, have clear guidelines, and know what is expected of them in their work, also that equal opportunities are given for all employees. Evidence has also suggested that regular employee feedback is essential for employee satisfaction (Baert, Lippens, Moens, Weytjens, & Sterkens, 2020).

## **2.6 Strategies to increase job satisfaction and reduce Burnout**

As Job dissatisfaction and burnout can cause many disadvantages to an organization and employees' health, it is crucial to have preventative measures and strategies to reduce burnout (Dreison et al., 2018). Evidence has proven that support from coworkers and supervisors, autonomy with decision-making, professional development, and opportunities to grow increase employee engagement, which is crucial in preventing burnout (A. A. Smith, 2021). A research article published in 2019 found that management practices were related to employees' health problems (de Moraes et al., 2019). Researchers of this study stated that with stress management, flexibility in work, leadership skills, and good communication within the organization, it is possible to improve and support the health of employees and the

workforce. Similarly, Haque, Fernando, & Caputi (2019) research study found that management is an essential factor in employees' health. The results from their research stated that responsible management could promote cooperation and a positive work environment, increase commitment and reduce absenteeism in the workplace. Therefore, managers should provide their employee's effective leadership and support at work to maintain a good collaboration that increases job satisfaction. Managers can have a significant impact on employees and the organization. Research has shown that poor management is one of the critical factors leading to employee dissatisfaction (Artz et al., 2017; Bäker & Goodall, 2018).

A research study by Esaki (2020) found that leaders should keep the following management factors in mind to improve employee job satisfaction and reduce employee burnout; support, structure, participation, and affirmation. In addition, recent meta-analysis research conducted by Shifrin & Michel (2021) found that flexible working hours had positive benefits to employees' physical and mental health, resulting in less employee absenteeism. These findings indicate that providing flexible working hours may boost employees' job satisfaction and reduce symptoms of employee burnout. Further research has shown that employee training and employee rewards are positively affected by job satisfaction (Obeng et al., 2021). These research findings suggest that proper training and rewards for well-done work increase job satisfaction.

Further research has shown that good teamwork within workplaces can increase job satisfaction (Ferguson et al., 2019; Gill et al., 2017). In an article by Mobolade & Akinade in (2021) examining teamwork in workplaces it was stated that team building is necessary to create a good and healthy workplace. Organizations that motivate and build successful teams are indirectly organizing successful collaborations of all members, increasing employees' job satisfaction and leading them to leverage their talents and increase their productivity.

## **Current Study**

Covid-19 has caused specific circumstances leading to sudden changes and concerns within workplaces. As discussed in the chapters above, research has found that preschool workers have been experiencing burnout symptoms before the Covid-19 Pandemic. However, since uncertainty and sudden changes can harmfully affect burnout and job satisfaction, more research is needed to examine burnout and job satisfaction among preschool workers in Iceland. Furthermore, Due to specific circumstances now due to Covid-19, workloads have increased. Will burnout and job satisfaction be affected by the load? Even more for preschool workers who had to care more than before. Research questions for this study are, therefore:

1. Are preschool workers burnt out during these times of Covid-19?
2. Are preschool workers satisfied with their job?
3. What factors concerning job satisfaction are associated with preschool workers' burnout during these times of Covid-19.

Hypothesis 1: Preschool workers in Iceland are experiencing burnout during the times of Covid-19.

Hypothesis 2: There is an association between preschool workers' job satisfaction and burnout levels. Higher levels of burnout would be related to lower levels of job satisfaction.

## **3. Method**

The following chapter provides detailed information about the methodology of the present study, including the sampling procedure, sample size, measures, data collection, and data diagnostics.

### **3.1 Participants**

The participants consisted of 186 elementary workers in Iceland. Table 1 presents participants demographic information regarding gender, age, children in household, and

employment period. A total four males (2,3%) and 182 females (97,8%) participated in this study.

**Table 1.**

*Participants Descriptive Statistics.*

	<i>N</i>	%
Gender		
Male	4	2.2
Female	182	97.8
Age		
18-24 years	14	7.5
25-34 years	51	27.4
35-44 years	56	30.1
45-54 years	43	23.1
55-64 years	18	9.7
65 years or older	4	2.2
Children in household		
None	68	36.8
1-2 children	67	33.2
3-4 children	39	21.1
5 children or more	11	5.9
Employment period		
Less than 1 year	11	5.9
1-5 years	77	41.4
6-10 years	45	24.2
11-15 years	23	12.4
16-20 years	17	9.1
21 years or longer	13	7

Note. *N*=186

### 3.2 Materials

The questionnaire, which consisted of 44 questions, was created using Google Forms. The questionnaire consisted of demographic information, questions regarding burnout symptoms, job satisfaction, and Covid-19 restrictions and their effect on participants.

**Demographic measures.** Participants' demographic information was assessed with questions regarding their gender, age, how many children they have, and period of employment. The question regarding participants' gender had three response options; male, female, and other. The question regarding participants' age had six response options; 18-24 years, 25-34 years, 35-44 years, 45-54 years, 55-64 years, and 65 years or older. The question regarding how many children participants had in their personal care had four response options; none, one to two, three to four, and five or more. The question regarding the period of employment had six response options; less than one year, one year to five years, six years to 10 years, 11 years to 15 years, 16 years to 20 years, and 21 years and longer.

**Burnout.** The Copenhagen Burnout Inventory (CBI), translated in Iceland by Vala Jónsdóttir, was chosen to measure participants' symptoms of burnout. The researcher of this present study thought it was the most suitable instrument to measure burnout symptoms for preschool workers in Iceland as research has shown it to be a valid and reliable instrument (Fiorilli et al., 2015; Kristensen et al., 2005b). The CBI is composed of 19 questions distributed in three subscales measuring; personal burnout, work-related burnout, and client-related burnout (Kristensen et al., 2005c). The subscale personal burnout is assessed with six questions, an example of question is „How often do you feel tired?“ the subscale work-related burnout is assessed with seven questions, an example question is „Is your work emotionally exhausting?“ and client-related burnout is assessed with six questions, for example „Do you find it hard to work with clients?“. The scoring of all the subscales ranges from 0-4 points. The first response option (always/almost always) gave four points, the second response option (often) gave three points, the third response option (sometimes) gave two points, the fourth response option (seldom) gave one point and the fifth response option (never/almost never) gave zero points (Appendix B, C, D). Although, scoring for the last question in work-related burnout („Do you have enough energy for friends and family during

leisure times? “) was reverse coded and gave points in the opposite direction. For all three subscales higher scores indicated higher levels of burnout.

The internal reliability of the scales have been proven to be good, Cronbach alpha for personal burnout  $\alpha = .87$ , work-related burnout  $\alpha = .87$ , and client-related burnout  $\alpha = .85$  (Kristensen et al., 2005c). In this current study, using the icelandic translation of the CBI measurement tool showed very good reliability, Cronbach alpha for personal burnout  $\alpha = .91$ , work-related burnout  $\alpha = .76$ , and client-related burnout  $\alpha = .87$ ). The scoring results can be interpreted for each subscale, and based on the scoring results, it is possible to assess whether an individual is suffering from burnout and on what scale. The interpretation is based on scoring, which is divided into four categories, see Table 2. For the personal related burnout subscale no/low signs of burnout scores are between 0-5 scores, moderate signs of burnout scores are between 6-11 scores, high signs of burnout are between 12-13 scores and severe signs of burnout are from 18 scores and above. For the work-related burnout subscale no/low signs of burnout scores are between 0-6 scores, moderate signs of burnout scores are between 7-13 scores, high signs of burnout are between 14-20 scores and severe signs of burnout are from 21 scores and above. For the work- related burnout subscale no/low signs of burnout scores are between 0-5 scores, moderate signs of burnout scores are between 6-11 scores, high signs of burnout are between 12-13 scores and severe signs of burnout are from 18 scores and above.

**Table 2.**

*Frame of reference for scoring.*

	Personal related burnout	Work-related burnout	Client-related burnout
No/low signs of burnout	0-5	0-6	0-5
Moderate signs of burnout	6-11	7-13	6-11
High signs of burnout	12-17	14-20	12-17
Severe signs of burnout	18+	21+	18+

(Kristensen et al., 2005a)

### **Job satisfaction.**

Participants job satisfaction was measured with one question „Overall, I am happy with my job“ answered on a five-point Likert scale ranging from 5 = strongly agree, 4 = somewhat agree, 3 = neutral, 2 = somewhat disagree, and 1 =strongly disagree.

To measure factors concerning job satisfaction the researcher emphasized the use of similar questions that have been used in previous studies measuring factors concerning job satisfaction, such as Hildur Þorsteinsdóttir’s research study examining job satisfaction among high school teachers (Hildur Þorsteinsdóttir, 2019). Therefore, Hildur Þorsteinsdóttir questionnaire was taken into account in the preparation questionnaire. In addition, the researcher evaluated the questionnaire and excluded questions that were not relevant to the aims of this study, and reworded some questions to make them more relevant to the aims of this current study (see Appendix A). Table 2 shows the 15 questions concerning job satisfaction. All questions concerning job satisfaction were answered on a five-point Likert scale ranging from 5 = strongly agree, 4 = somewhat agree, 3 = neutral, 2 = somewhat disagree, and 1 = strongly disagree. As seen in Table 3 the Cronbach alpha for the scale was  $\alpha = .87$ .

### **Table 3.**

*Questions concerning job satisfaction and Cronbach alpha.*

		Cron.Alpha
Scale	Sum of 15 questions/15	0.865
Item 1_rev	Overall I am happy with my job	
Item 2_rev	I expect to work at my current workplace permanently	
Item 3_rev	I feel like I have a good balance between work and private life	
Item 4_rev	I know what is expected of me at work	
Item 5	I am under a lot of workloads	
Item 6_rev	A good work ethic prevails within the preschool_reversed	
Item 7_rev	I get support and help with projects from my co-workers when I need them	

Item 8_rev	I have good facilities for acquiring continuing education in my current job
Item 9_rev	I am asked for my opinion on decisions concerning my fields of work
Item 10_rev	Communication flow between management and staff is good
Item 11_rev	Overall, I am happy with the management of the school
Item 12_rev	Overall, I am happy with my next boss
Item 13_rev	I get encouragement from my boss/es in the workplace
Item 14_rev	I believe that my work is important to others
Item 15_rev	I find my job important

---

**Attitudes concerning the effects of Covid-19 Restrictions.** There were seven questions concerning participants' attitudes toward how Covid-19 affected them. The researcher of this study created the questions in accordance with research articles examining the effects of Covid-19 restrictions (Pogue et al., 2020; Sóley Sigmarisdóttir, 2021).

The response options were five on a Likert scale, ranging from 5 = strongly agree, 4 = somewhat agree, 3 = neutral, 2 = somewhat disagree, and 1 = strongly disagree. The questions are an one-item measure of the a given concept, and were worded as follows:

- Well-being: *„The restrictions due to Covid-19 have had a profound effect on my well-being at work“*,
- Workload: *„The restrictions due to Covid-19 have caused my workload to increase“*,
- Stress: *„The restrictions due to Covid-19 have increased my work stress“*,
- Relationships at work: *„The restrictions due to Covid-19 have had a negative impact on my relationships with co-workers“*,
- Communication: *„The restrictions due to Covid-19 have reduced communication flow between managers and employees in my work“*,
- Physical health: *„The restrictions due to Covid-19 have had a negative effect on my physical health“*,

- Mental health: „*The restrictions due to Covid-19 have had a negative effect on my mental health*“.

### **3.3 Procedure**

This research study was carried out from November 7, 2021, to November 20, 2021. A convenience sample was used to recruit participants using the social media platform Facebook. Participants were eligible to participate in the study if they worked in a preschool in Iceland. All ethical standards for conducting psychological research were followed. Participants were informed about the nature of the questionnaire, the estimated time it took to complete it, the anonymity of all responses, and participants could withdraw from the research and were not forced to answer all questions. The participants received no reimbursement from participating in this study. After completing the questionnaire, participants were thanked for their participation.

When the questionnaire had been designed and implemented on the website Google Forms, a website link was published online during the daytime on the social media platform Facebook. By clicking on the website link, the questionnaire survey appeared, and potential participants could answer the questionnaire. All Icelandic-speaking preschool employees were invited to take part in this research see Appendix A. On the first page of the questionnaire, a written debriefing was given for subjects stating that all answers would be untraceable to their identity and that they could withdraw their participation at any time and were not required to answer every question. It took approximately 10 to 15 minutes for subjects to answer. The survey was open for participation for two weeks until a sufficient number of participants had answered.

### **3.4 Research Design and Data Analysis**

The Statistical Package for Social Science (SPSS) version 26.0 was used to analyze the data. Descriptive analyses were computed to describe participants demographic information and responses to the survey questions. Descriptive statistics and reliabilities were also computed to examine the items and scales. To examine symptomology cutoff scores, Burnout was categorized into quadruple variable (see Table 1). Spearman correlation was carried out to examine the relationship between burnout and job satisfaction, items concerning job satisfaction, and attitudes towards the affects of Covid-19 restrictions. Spearman's  $\rho$  was selected over Pearson's  $r$ , as Shapiro-Wilk and Kolmogorov-Smirnov tests demonstrated that the variables do not follow normal distributions (Razali & Wah, 2011; Schmid & Schmidt, 2007; Spandagos et al., 2021).

Some of the variables had to be recoded and reversed, for instance variable „Do you have enough energy for friends and family during leisure times?“ in the work-related burnout subscale was reverse coded so that higher scores would indicate higher signs of burnout. The researcher also recoded and reversed 14 of the 15 variables concerning job satisfaction so that higher scores indicated higher job satisfaction, the variable „I am under a lot of workloads“ was the only item concerning job satisfaction that was not reversed. All seven of the items concerning attitudes towards the effects of Covid-19 restrictions were reverse coded so that higher scores indicated stronger effects of the Covid-19 restrictions.

## **4. Results**

### **4.1 Burnout**

This study aimed to examine if participants experienced burnout. The following hypothesis was put forth: Preschool workers in Iceland are experiencing burnout during the times of Covid-19.

Table 4 shows the means, standard deviations, and Cronbach alpha reliability coefficients obtained for the three CBI subscales; personal burnout, work-related burnout,

and client-related burnout. Reliability analysis indicated that all of the three CBI subscales were reliable.

**Table 4.**

*Personal Burnout, Work related burnout, and Client related Burnout.*

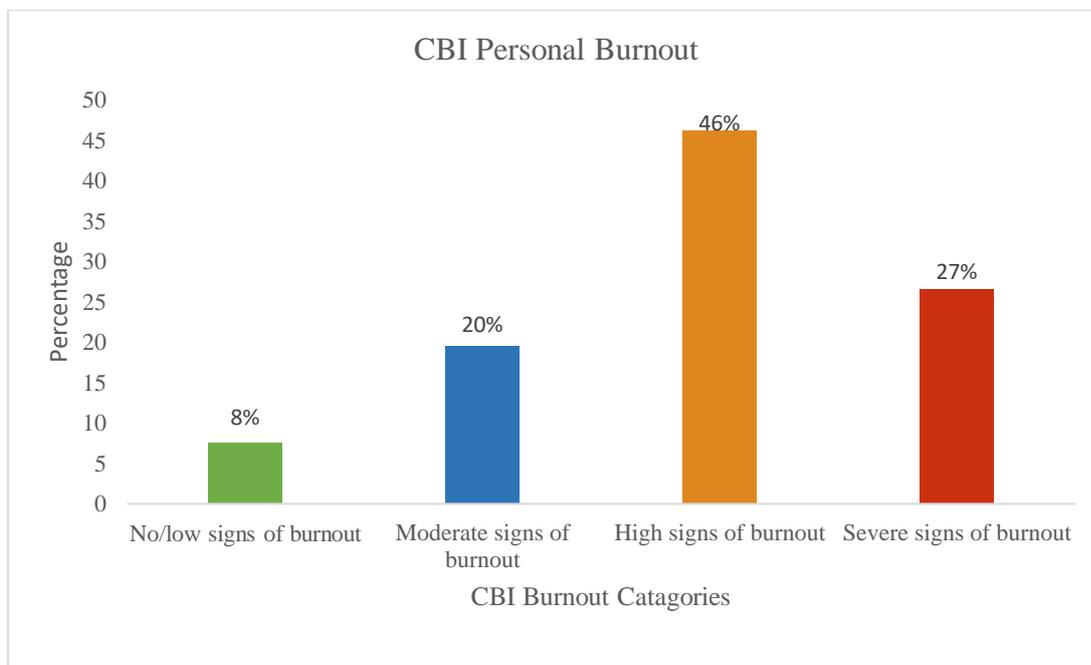
			<i>N</i>	<i>M</i>	<i>SD</i>	<b>Cron. Alpha</b>
<b>Personal Burnout</b>	<b>Scale</b>	<b>Sum of 6 questions/6</b>	<b>184</b>	<b>2.335</b>	<b>0.862</b>	<b>0.913</b>
	Item 1	How often/seldom do you feel tired?		2.93	0.869	
	Item 2	How often /seldom are you physically exhausted?		2.18	1.055	
	Item 3	How often /seldom are you emotionally exhausted?		2.43	1.010	
	Item 4	How often /seldom do you think: „I can't take it anymore“?		2.00	1.145	
	Item 5	How often /seldom do you feel worn out?		2.73	1.013	
	Item 6	How often/seldom do you feel weak and susceptible of weakness?		1.74	1.089	
<b>Work related burnout</b>	<b>Scale</b>	<b>Sum of 7 questions/7</b>	<b>185</b>	<b>2.226</b>	<b>0.824</b>	<b>0.98</b>
	Item 1	Do you feel worn out at the end of the working day?		3.08	0.856	
	Item 2	Do you feel burnt out because of your work?		1.98	1.156	
	Item 3	Does your work frustrate you?		1.96	0.977	
	Item 4	Do you feel worn out at the end of a working day?		2.81	1.040	
	Item 5	Are you exhausted in the morning at the thought of an other day at work?		2.14	1.203	
	Item 6	Do you feel that every working hour is tiring for you?		1.55	1.088	
	Item 7_rev	Do you have enough energy for friends and family during leisure times? _ reversed		3.07	0.961	
<b>Client related burnout</b>	<b>Scale</b>	<b>Sum of 6 questions/6</b>	<b>184</b>	<b>1.837</b>	<b>0.788</b>	<b>0.873</b>
	Item 1	Do you find it hard to work with clients?		1.77	0.859	
	Item 2	Do you find it frustrating to work with clients?		1.84	0.982	
	Item 3	Does it drain your energy to work with clients?		1.97	.940	
	Item 4	Do you feel that you give more than you get back when you work with clients?		1.84	1.114	
	Item 5	Are you tired of working with clients?		1.72	0.968	
	Item 6	Do you sometimes wonder how long you will be able to continue working with clients?		1.89	1.150	

### 4.1.1 Personal Burnout

Data for the personal burnout items were summarized to measure total personal burnout scores among participants. The mean score for the personal burnout scale was 14.01 ( $SD = 5.18$ ). Figure 1 illustrates participants' results in the burnout scoring categories. As seen in Figure 1, most participants showed high signs (46%) or severe signs (27%) of personal burnout. Detailed results from each item of the personal burnout scale can be seen in Appendix B. Results showed that the majority, 53% of participants, reported they often felt tired, and 24.2% of participants reported they always/almost always felt tired (See Appendix B). Almost half of the participants (46%) responded that they were often emotionally exhausted. Similarly, nearly half of the participants, 45.2 %, reported they often felt worn out.

**Figure 1.**

*CBI Personal Burnout scoring Categories.*

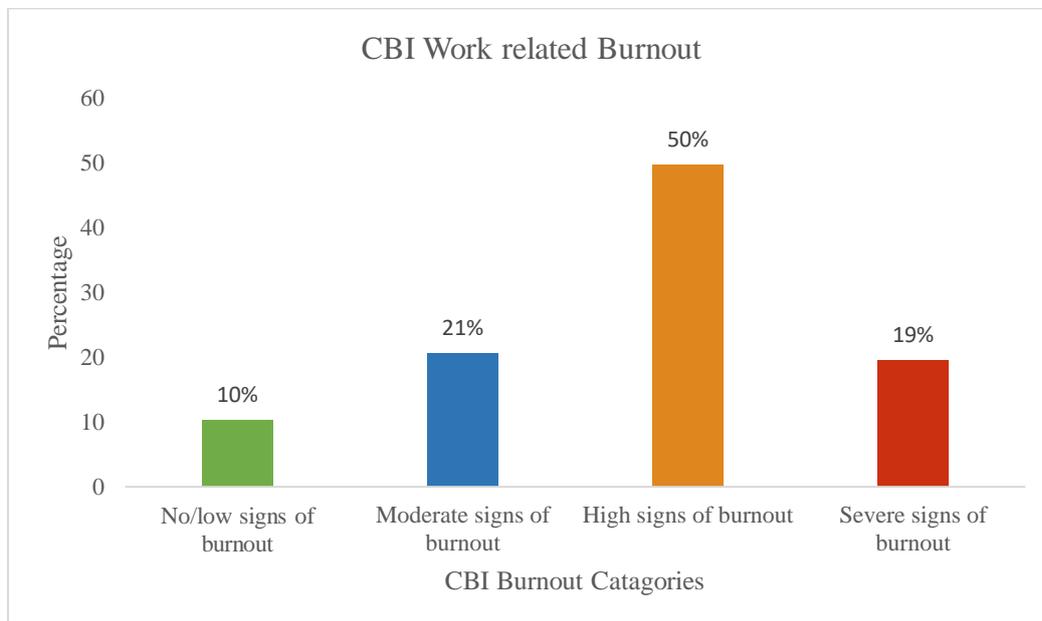


#### 4.1.2 Work related Burnout

Data for the work-related burnout items were summarized to measure total work-related burnout scores among participants. The mean score for work-related burnout was 15.58 ( $SD = 5.77$ ). Figure 2 illustrates participants work related burnout in four categories. As seen in Figure 2, half of the participants showed high burnout signs.

**Figure 2.**

*CBI Work related Burnout scoring Categories,*



Results from each item of the CBI subscale work-related burnout can be seen in Appendix C. Total of 52.7% of participants reported they often felt worn out at the end of the working day, and only 4.3% of participants reported that they seldom felt worn out at the end of working day and 1.6% reported almost never/never felt worn out at the end of the working day (Appendix C).

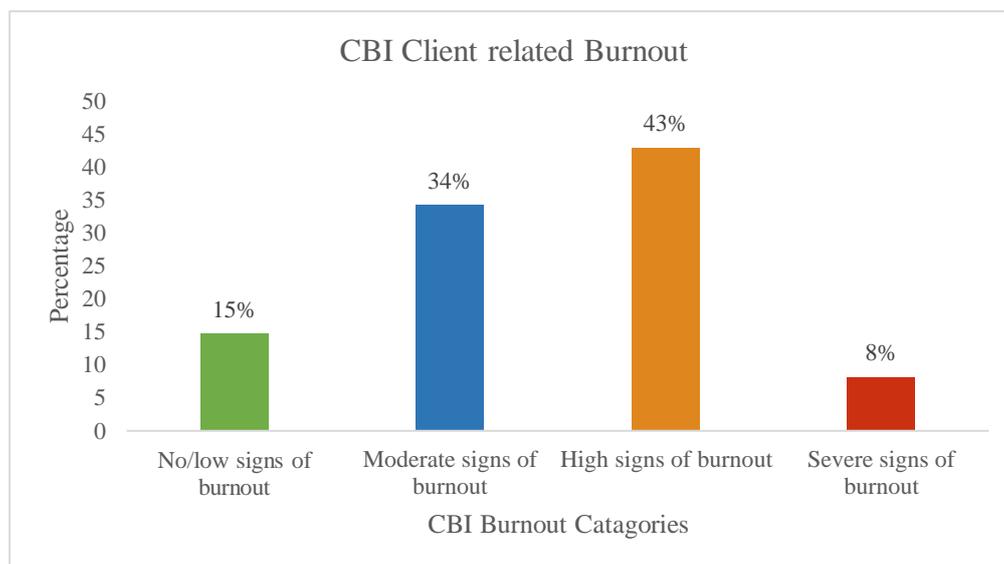
#### 4.1.3 Client related Burnout

Data for the client-related burnout items were summarized to measure total client-related burnout scores among participants. The mean score for work related burnout was

15.58 ( $SD = 5.77$ ). Figure 3 illustrates participants' work-related burnout in four categories. As seen in Figure 3, the majority of the participants had high signs to severe signs of client related burnout. In Appendix D detailed results from the CBI subscale client-related burnout can be seen.

**Figure 3.**

*CBI Client related Burnout scoring Categories*



All three of the CBI scales showed that the participants were experiencing burnout during the times of Covid-19, providing support for Hypothesis 1.

#### **4.2 Job Satisfaction**

Results showed that the majority (71%) of the participants somewhat or strongly agreed with the statement „Overall, I am satisfied with my job“ (See Appendix E). These findings show that majority of participants were satisfied with their job. Further results showed that more than half of the participants (54.3%) strongly agreed with the statement „I am under a lot of workloads“. Table 5 shows the means, standard deviations, and Cronbach alpha reliability coefficients obtained for the scale used to measure factors related to job satisfaction scale. Reliability analysis indicated that the job satisfaction scale was reliable.

**Table 5.***Descriptive statistics of Cronbach alpha reliability coefficients of Job Satisfaction.*

			<i>N</i>	<i>M</i>	<i>SD</i>	Cron. Alpha
Job Satisfaction	Scale	Sum of 15 questions/15	184	3.73	0.61	0.865
	Item 1_rev	Overall I am happy with my job		3.86	0.95	
	Item 2_rev	I expect to work at my current workplace permanently		3.09	1.30	
	Item 3_rev	I feel like I have a good balance between work and private life		3.15	1.11	
	Item 4_rev	I know what is expected of me at work		4.51	0.70	
	Item 5	I am under a lot of workloads		1.61	0.82	
	Item 6_rev	A good work ethic prevails within the preschool_reversed		3.81	1.16	
	Item 7_rev	I get support and help with projects from my co-workers when I need them		4.10	0.91	
	Item 8_rev	I have good facilities for acquiring continuing education in my current job		3.57	1.19	
	Item 9_rev	I am asked for my opinion on decisions concerning my fields of work		3.84	1.16	
	Item 10_rev	Communication flow between management and staff is good		3.95	1.11	
	Item 11_rev	Overall, I am happy with the management of the school		3.80	1.20	
	Item 12_rev	Overall, I am happy with my next boss		4.13	1.01	
	Item 13_rev	I get encouragement from my boss/es in the workplace		4.05	1.07	
	Item 14_rev	I believe that my work is important to others		4.89	0.35	
	Item 15_rev	I find my job important		4.90	3.46	

*Note:* 14 items of 15 items concerning Job Satisfaction were reversed in order for higher scores = higher job satisfaction

This study predicted a negative association between job satisfaction and burnout levels among preschool preschool workers. Implying that higher levels of burnout would be related to lower levels of job satisfaction. A Spearman correlation was conducted to test this hypothesis to examine the relationship between the item „Overall, I am happy with my job“ and the three CBI subscales; personal burnout, work-related burnout, and client-related burnout. The results of the Spearman correlation indicated that there was a strong negative correlation between being overall happy with their job and personal burnout,  $r(184) = -.55$ ,  $p < 0.001$ . An even stronger negative correlation was found between being overall happy with their job and work-related burnout,  $r(185) = .67$ ,  $p < 0.001$ . Similarly, a strong negative

correlation was found between being overall happy with their job and client-related burnout  $r(184) = .53, p < 0.001$ . These results provide support Hypothesis 2.

This study also aimed to examine what factors concerning job satisfaction are related to burnout. To examine this, the three subscales of burnout, Personal-Burnout, Work-related burnout, and Client related burnout, were combined into one scale, and a correlation was computed between the 15 items concerning job satisfaction and total burnout (see Table 6). As shown in Table 6, 13 items of the 15 items concerning job satisfaction were significantly correlated with total burnout. The two items, „I know what is expected of me at work“ and „I find my job important, “ were the only items concerning job satisfaction that were not significantly correlated with total burnout scores. A moderate negative correlation was found between „I feel like I have a good balance between work and private life“ and total burnout (-.53). Similarly, „I am under a lot of workloads“ had a moderate correlation with total burnout (-.50). These findings suggest that heavy workloads and poor balance between work and private life might contribute to higher burnout scores.

**Table 6.**

*Correlations between the 15 items concerning Job Satisfaction and Total Burnout.*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. JS item 1_rev																
2. JS item 2_rev	.59**															
3. JS item 3_rev	.44**	.34**														
4. JS item 4_rev	.25**	.20**	.18**													
5. JS item 5	.33**	.20**	.40**	.03												
6. JS item 6_rev	.50**	.38**	.27**	.20**	.24**											
7. JS item 7_rev	.38**	.17*	.41**	.31**	.24**	.43**										
8. JS item 8_rev	.29**	.20**	.29**	.09	.34**	.17**	.25**									
9. JS item 9_rev	.35**	.24**	.25**	.20**	.25**	.29**	.21**	.42**								
10. JS item 10_rev	.38**	.29**	.21**	.22**	.23**	.63**	.41**	.31**	.48**							
11. JS item 11_rev	.37**	.25**	.27**	.19**	.21**	.62**	.41**	.30**	.40**	.83**						

12. JS item 12_rev	.34**	.31**	.19**	.28**	.18**	.46**	.50**	.13*	.19**	.57**	.63**				
13. JS item 13_rev	.32**	.15*	.16*	.24**	.22**	.48**	.50**	.27**	.39**	.65**	.65**	.64**			
14. JS item 14_rev	.32**	.19**	.21**	.26**	.21**	.27**	.27**	.26**	.37**	.26**	.27**	.17**	.24**		
15. JS item 15_rev	.16*	.08	.03	.26**	-.07	.14*	.24**	.03	-.03	.08	.12*	.15*	.11	.11	
16. CBI total	-	-	-	-.11	-	-	-	-	-	-	-	-	-	-	-
	.64**	.41**	.53**		.50**	.43**	.35**	.32**	.37**	.38**	.35**	.22**	.35**	.31**	.12

Note: JB = Job Satisfaction,

Item 1\_rev: Overall I am happy with my job

Item 2\_rev: I expect to work at my current workplace permanently

Item 3\_rev: I feel like I have a good balance between work and private life,

Item 4\_rev: I know what is expected of me at work

Item 5: I am under a lot of workloads

Item 6\_rev: A good work ethic prevails within the preschool\_reversed

Item 7\_rev: I get support and help with projects from my co-workers when I need them,

Item 8\_rev: I have good facilities for acquiring continuing education in my current job

Item 9\_rev: I am asked for my opinion on decisions concerning my fields of work

Item 10\_rev: Communication flow between management and staff is good

Item 11\_rev: Overall, I am happy with the management of the school

Item 12\_rev: Overall, I am happy with my next boss

Item 13\_rev: I get encouragement from my boss/es in the workplace

Item 14\_rev: 14. I believe that my work is important to others

Item 15\_rev: 15. I find my job important

#### 4.2.1 Attitudes Toward the Effects of Covid-19 Restrictions

This study examined participants' attitudes towards statements regarding the effects of Covid-19 restrictions. Table 7 shows participants' responses to each item and the frequency, means, and standard deviation of each item.

**Table 7.**

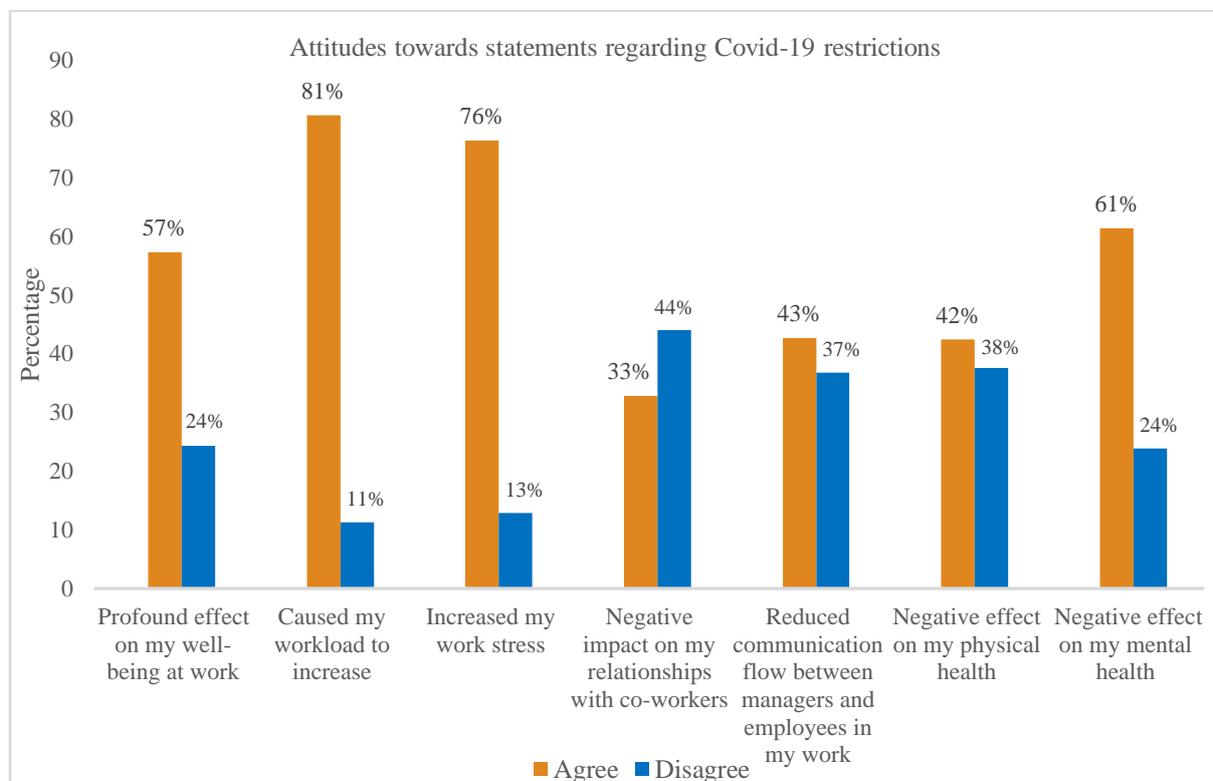
*Attitudes towards Covid-19 restrictions.*

	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Neutral (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>N</i>	<i>M</i>	<i>SD</i>
The restrictions due to Covid-19 have had a profound effect on my well-being at work	8,1	16,2	18,4	37,3	20	186	2,55	1,21
The restrictions due to Covid-19 have caused my workload to increase	8,1	8,1	8,1	32,8	47,8	186	1,86	1,08
The restrictions due to Covid-19 have increased my work stress	3,2	9,7	10,8	31,7	44,6	186	1,95	1,11
The restrictions due to Covid-19 have had a negative impact on my relationships with co-workers	17,7	26,3	23,1	22,6	10,2	186	3,19	1,26
The restrictions due to Covid-19 have reduced communication flow between managers and employees in my work	14,1	22,7	20,5	25,4	17,3	185	2,91	1,32
The restrictions due to Covid-19 have had a negative effect on my physical health	14,5	23,1	19,9	26,3	16,1	186	2,93	1,31
The restrictions due to Covid-19 have had a negative effect on my mental health	10,3	13,6	14,7	28,8	32,6	184	2,4	1,34

As shown in Figure 4, participants agreed with most of the statements regarding the effects of the Covid-19 restrictions. 81% of participants agreed with the statement stating that the restrictions due to Covid-19 caused their workload to increase. 76% of participants agreed with the statement stating that the restrictions due to Covid-19 increased their work stress. However, 44% of participants disagreed with the statement stating that the Covid-19 restrictions had a negative impact on their relationships with co-workers.

**Figure 4.**

*Participants attitudes towards statements regarding the effects of Covid- 19 restrictions*



#### 4.2.2 Correlations between main variables and scales

Table 8 shows the Spearman's rank correlation for covid-19 variables, job satisfaction, and the three subscales of burnout. There was a significant negative correlation between Covid-19 variables and job satisfaction (-.33). These results suggest that preschool workers who experience more effects of Covid-19 have lower job satisfaction. There was a significant positive correlation between Covid-19 variables and personal burnout (.55),

Covid-19 variables and work related burnout (.53), as well as Covid-19 variables and client related burnout (.42). These results suggest that preschool workers who experience stronger effects due to Covid-19 restriction have higher burnout symptoms.

**Table 8.**

*Descriptive statistics and Correlations for Covid-19 variables, job satisfaction and burnout.*

Variable	<i>n</i>	M	SD	1	2	3	4	5
1. Covid-19 variables	182	3,46	0.90					
2. Overall, I am happy with my job	186	3.86	0.95	-.33**				
3. CBI: Personal Burnout	184	2.36	0.86	.55**	-.55**			
4. CBI :Work Burnout	185	2.23	0.82	.53**	-.67**	.85**		
5. CBI: Client Burnout	184	1.84	0.79	.42**	-.53**	.65**	.69**	

*Note.*\*\* Correlation is significant at the 0.01 level (1-tailed).

A Spearman correlation was computed to assess the relationship between the demographic variables, job satisfaction ("Overall, I am happy with my job"), CBI burnout subscales, and attitudes towards Covid-19. As seen in Table 9, participants age was negatively correlated with personal burnout (-.23), work related burnout (-.23), and client related burnout (-.25). These results suggest that younger participants experience higher burnout symptoms.

**Table 9.**

*Correlation between demographic variables, CBI subscales, job satisfaction and Covid-19 attitudes.*

Variables	1	2	3	4	5	6	7	8	9
1. Gender									
2. Age	.04								
3. Work tenure	.13*	.53**							
4. Children	-.03	-.12*	-.07						
5. CBI: personal burnout	.03	-.23**	-.09	.12*					
6. CBI: work related burnout	.06	-.23**	-.06	.03	.81**				
7. CBI: Client related burnout	.10	-.25**	-.01	.01	.66**	.71**			

8. Overall, I am happy with my job	-.06	.24**	.08	-.05	-.56**	-.67**	-.54**	
9. Covid-19 attitudes	.034	-.11	-.02	.03	.56**	.52**	.42**	-.33**

Note.\*\* Correlation is significant at the 0.01 level \* Correlation is significant at the 0.05 level

After the 15 variables concerning job satisfaction were computed into total job satisfaction scores. A Spearman correlation was computed to assess the relationship between the total job satisfaction, burnout and attitudes towards the effects of Covid-19. As shown in Table 10, the total Job Satisfaction scale was negatively correlated with all three subscales of CBI and Covid-19 attitudes.

**Table 10.**

*Correlations between total Job satisfaction, burnout and Covid-19 attitudes.*

Variables	1	2	3	4	5
1. Job Satisfaction total (15 items)					
2. CBI: Personal Burnout	-.60**				
3. CBI: Work Burnout	-.66**	.85**			
4. CBI: Client Burnout	-.49**	.65**	.69**		
5. Covid-19 attitudes	-.44**	.55**	.53**	.42**	

### 4.3 The relationship between Covid related variables and job satisfaction, and burnout

A Spearman correlation was computed to assess the relationship between the variables concerning participants' attitudes towards the effect of Covid-19 restrictions, job satisfaction (Overall, I am happy with my job), and the CBI subscales: personal burnout, work-related burnout, and client-related burnout. As shown in Table 11, there was a negative correlation between all seven Covid-19 variables and "Overall, I am happy with my job. These results indicate that individuals that experienced more effect Covid restrictions have lower job satisfaction. There was a positive correlation between all seven Covid-19 variables and the three subscales of burnout. Thus individuals that experienced more effects of the Covid restrictions have higher burnout.

**Table 11.**

*Correlations between the Covid-19 variables, job satisfaction, and CBI subscales.*

Variable	1	2	3	4	5	6	7	8	9	10
1. Covid: profound effect on well-being at work										
2. Covid: workload to increase	.71**									
3. Covid: increased work stress	.71**	.82**								
4. Covid: negative impact on relationships with co-workers	.47**	.33**	.35**							
5. Covid: reduced communication flow between managers and employees	.32**	.31**	.37**	.38**						
6. Covid: negative effect on physical health	.49**	.41**	.46**	.31**	.27**					
7. Covid: negative effect on mental health	.68**	.62**	.68**	.37**	.31**	.61**				
8. Overall, I am happy with my job	-.26**	-.19**	-.27**	-.20**	-.16*	-.26**	-.36**			
9. CBI: Personal Burnout	.44**	.38**	.49**	.26**	.30**	.47**	.52**	-.55**		
10. CBI :Work Burnout	.46**	.37**	.48**	.25**	.27**	.46**	.52**	-.67**	.85**	
11. Client Burnout	.35**	.33**	.43**	.19**	.22**	.33**	.43**	-.53**	.65**	.69**

*Note.* \*\* Correlation is significant at the 0.01 level \* Correlation is significant at the 0,05 level

## 5. Discussion

The primary research question of this thesis concerned whether preschool workers in Iceland experience burnout during the times of Covid-19. Consequently, to address the primary question, yes, preschool workers in Iceland are experiencing burnout. This study showed that most participants had high to severe signs of burnout on all three CBI subscales, measuring Personal Burnout, Work related burnout, and Client related burnout. As this research thesis had predicted, preschool workers are experiencing high burnout during the times of Covid-19. This study showed that Preschool workers are not only experiencing high signs of burnout as many participants had severe signs of burnout. The current data support Cheptea et al., (2021b) research findings revealing that preschool workers are experiencing high signs of burnout during Covid-19. However, as previously mentioned, burnout among childcare workers is not a new dilemma: childcare workers have experienced high burnout signs long before Covid-19 occurred (García-Carmona et al., 2019).

The secondary question of this study concerned whether preschool workers in Iceland were satisfied with their job. To answer that question, participants in this current study were asked how strongly they agreed/disagreed with the question „Overall, I am happy with my job“ results showed that the majority of the participants somewhat agreed with this question suggesting preschool workers are relatively satisfied with their job. These findings align with previous research examining job satisfaction among frontline workers in Iceland (Gunnarsdóttir & Gunnarsdóttir, 2018b; Sigursteinsdóttir & Karlsdóttir, 2022).

The third research question set in this study aimed to examine if factors concerning job satisfaction were related to preschool workers' burnout. Findings showed a significant negative correlation between 13 of 15 items concerning job satisfaction. Further, findings revealed that heavy workloads among preschool workers were negatively related to burnout which is in line with previous research findings revealing that teachers mainly experienced burnout related to exhaustion due to heavy workloads (Einarsdóttir et al., 2019).

This study also predicted a relationship between job satisfaction and burnout scores, that higher signs of burnout would be related to lower signs of job satisfaction. This prediction was supported as results from this study showed a strong negative relationship between job satisfaction and the three CBI subscales: personal burnout, work related burnout and client related burnout.

This study also aimed to examine participants attitudes towards the effects of the Covid-19 restrictions. Results showed that most participants agreed with the statements regarding the effects of Covid-19 restrictions. For instance, the majority of participants felt that their workloads increased due to Covid-19 restrictions, and most participants perceived that the Covid-19 restrictions had adverse effects on their mental and physical health.

Although the current study did not examine preschool workers burnout signs prior to Covid-19 and post Covid-19, this study did find a significant relationship between

participants' attitudes towards the effects of Covid-19 restriction, burnout, and job satisfaction. These findings suggest that the restrictions due to Covid-19 negatively affected preschool workers burnout and job satisfaction, which is in line with previous research revealing that childcare workers are experiencing more symptoms of burnout due to Covid-19 (Pressley, 2021).

Further, when examining the relationship between demographic information, burnout, job satisfaction, and attitudes towards the Covid-19 restrictions, a significant negative relationship was found between age and burnout, and a significant negative relationship was found between age and job satisfaction. These findings revealed that younger preschool workers experience more burnout signs and less job satisfaction than older preschool workers. These findings are similar to prior research findings Marchand et al., (2018).

## **6. Conclusion**

These research findings may help shed light on how common burnout is among preschool workers in Iceland and how crucial it is to be aware of the burnout symptoms. Also, as this study found that job satisfaction is related to burnout, similar to previous findings, it may be possible to prevent burnout among preschool workers by increasing their job satisfaction. With that said, managers in preschool settings could focus on the factors related to job satisfaction and implement a strategy to improve these factors within the preschool settings to increase job satisfaction and reduce burnout signs among workers.

### **6.1 Limitations and Directions for Future Research**

The current study had several limitations to consider. For instance, one of the study's limitations is the sample, as only four males were part of this study and 182 females. Due to the lack of male participants in this study, information regarding gender differences could not be provided when examining burnout and job satisfaction. Additional research with more male participants would enable more comprehensive results regarding gender differences.

Future studies may also expand the generalizability of findings by examining a larger sample of participants. Another limitation of this study was the scale used to measure factors concerning job satisfaction. The scale has not been widely studied and therefore has limited research supporting the use of the scale, although, the current study tested the scale's reliability and found it to be moderate to highly reliable. Finally, the questionnaire used in this study was only provided in Icelandic, leading to a limitation for preschool workers that do not understand Icelandic. More research is needed to examine burnout and preschool among frontline workers' in Iceland during the times of Covid-19. The long-term consequences of Covid-19 and its impact on burnout and job satisfaction among preschool workers are not known yet. Therefore, future research could consider examining this.

## References

- Aamodt, M. G. (2015). *Industrial/organizational psychology: An applied approach*. Cengage Learning.
- Abbas, A. M., AbouBakr, A., Magdy, S., Refai, A., Ismail, Y., Mahmoud, N., & AbuElmagd, M. E. (2021). Psychological effect of COVID-19 on medical health-care workers. *International Journal of Psychiatry in Clinical Practice*, 25(2), 140–141.
- Abdulahi, B. A. (2020). Determinants of teachers' job satisfaction: School culture perspective. *Humaniora*, 32(2), 151.
- Aboagye, M. O., Qin, J., Qayyum, A., Antwi, C. O., Jababu, Y., & Affum-Osei, E. (2018). Teacher burnout in pre-schools: A cross-cultural factorial validity, measurement invariance and latent mean comparison of the Maslach Burnout Inventory, Educators Survey (MBI-ES). *Children and Youth Services Review*, 94, 186–197.  
<https://doi.org/10.1016/j.chilyouth.2018.09.041>
- Ali, B. J., & Anwar, G. (2021). An Empirical Study of Employees' Motivation and its Influence Job Satisfaction. *Ali, B.J, & Anwar, G.(2021). An Empirical Study of Employees' Motivation and Its Influence Job Satisfaction. International Journal of Engineering, Business and Management*, 5(2), 21–30.
- Alshmemri, M., Shahwan-Akl, L., & Maude, P. (2017). Herzberg's two-factor theory. *Life Science Journal*, 14(5), 12–16.
- Alves, R., Lopes, T., & Precioso, J. (2021). Teachers' well-being in times of Covid-19 pandemic: Factors that explain professional well-being. *IJERI: International Journal of Educational Research and Innovation*, 15, 203–217.
- Artz, B. M., Goodall, A. H., & Oswald, A. J. (2017). Boss competence and worker well-being. *IIR Review*, 70(2), 419–450.

- Badubi, R. M. (2017). Theories of motivation and their application in organizations: A risk analysis. *International Journal of Innovation and Economic Development*, 3(3), 44–51.
- Bäker, A., & Goodall, A. H. (2018). *Which doctors make the best leaders? The influence of line managers on employee job satisfaction*. Working paper, Cass Business School.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*.
- Barrick, M. R., Mount, M. K., & Li, N. (2013). The Theory of Purposeful Work Behavior: The Role of Personality, Higher-Order Goals, and Job Characteristics. *Academy of Management Review*, 38(1), 132–153. <https://doi.org/10.5465/amr.2010.0479>
- Beteille, T., Ding, E., Molina, E., Pushparatnam, A., & Wilichowski, T. (2020). *Three principles to support teacher effectiveness during COVID-19*.
- Bjarkason 1977-, Ó. (2014). *Samspil jákvæðni og starfsánægju: Rannsókn meðal leikskólustjóra*. [Masters Thesis]. <https://skemman.is/handle/1946/19661>
- Blom Tonja. (2018). Organisational wellness: Human reaction to change. *South African Journal of Business Management*, 49(1), 1–10. <https://doi.org/10.4102/sajbm.v49i1.2>
- Boström, M., Björklund, C., Bergström, G., Nybergh, L., Schäfer Elinder, L., Stigmar, K., Wåhlin, C., Jensen, I., & Kwak, L. (2020). Health and work environment among female and male Swedish elementary school teachers—A cross-sectional study. *International Journal of Environmental Research and Public Health*, 17(1), 227.
- Brodke, M., Sliter, M., Balzer, W., Gillespie, J., Gillespie, M., Gopalkrishnan, P., & Yankelevich, M. (2009). The job descriptive index and job in general: 2009 revision quick reference guide. *Bowling Green, OH: Bowling Green State University*.
- Bulińska-Stangrecka, H., & Bagieńska, A. (2021). The role of employee relations in shaping job satisfaction as an element promoting positive mental health at work in the era of

- COVID-19. *International Journal of Environmental Research and Public Health*, 18(4), 1903.
- Caligiuri, P., De Cieri, H., Minbaeva, D., Verbeke, A., & Zimmermann, A. (2020). International HRM insights for navigating the COVID-19 pandemic: Implications for future research and practice. *Journal of International Business Studies*, 51(5), 697–713. <https://doi.org/10.1057/s41267-020-00335-9>
- Castelli, L. (2017). *Lavorare a scuola: Condizioni di benessere per gli insegnanti*. SUPSI-DFA, Centro innovazione e ricerca sui sistemi educativi.
- Chen, F.-J., Li, F.-R., Zheng, J.-Z., Zhou, R., Liu, H.-M., Wu, K.-Y., Zhang, B., Dong, H., Lu, J.-Y., & Lei, C.-L. (2021). Factors associated with duration of hospital stay and complications in patients with COVID-19. *Journal of Public Health and Emergency*, 5(0), 6–6.
- Chen, X., Laurent, S., Onur, O. A., Kleineberg, N. N., Fink, G. R., Schweitzer, F., & Warnke, C. (2021). A systematic review of neurological symptoms and complications of COVID-19. *Journal of Neurology*, 268(2), 392–402.
- Cheptea, D., Russu-Deleu, R., Meşina, V., Friptuleac, G., & Cebanu, S. (2021a). Assessment of burnout among teachers during the covid-19 pandemic. *Archives of the Balkan Medical Union*, 56(2), 179–184.
- Cheptea, D., Russu-Deleu, R., Meşina, V., Friptuleac, G., & Cebanu, S. (2021b). Assessment of burnout among teachers during the covid-19 pandemic. *Archives of the Balkan Medical Union*, 56(2), 179–184.
- Chorbadzhiyska, D., & Mironova, N. (2021). Communication As A Factor Of Leadership Style. *Economics and Management*, 18(1), 72–80.
- Cordes, C. L., & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *Academy of Management Review*, 18(4), 621–656.

- D'Amico, A., Geraci, A., & Tarantino, C. (2020). The relationship between perceived emotional intelligence, work engagement, job satisfaction, and burnout in Italian school teachers: An exploratory study. *Psihologijske Teme*, 29(1), 63–84.
- De Lange, A. H., Taris, T. W., Kompier, M. A., Houtman, I. L., & Bongers, P. M. (2003). 'The very best of the millennium': Longitudinal research and the demand-control- (support) model. *Journal of Occupational Health Psychology*, 8(4), 282.
- de Moraes, A. T., da Silva, L. F., de Hoyos Guevara, A. J., & Grandeur, G. (2019). *Sick Organizational Culture: Leadership that Makes People Sick*.
- Dias, P. C., Peixoto, R., & Cadime, I. (2021). Associations between burnout and personal and professional characteristics: A study of Portuguese teachers. *Social Psychology of Education*, 24(4), 965–984. <https://doi.org/10.1007/s11218-021-09640-z>
- Dreison, K. C., Luther, L., Bonfils, K. A., Sliter, M. T., McGrew, J. H., & Salyers, M. P. (2018). Job burnout in mental health providers: A meta-analysis of 35 years of intervention research. *Journal of Occupational Health Psychology*, 23(1), 18.
- Dzaga, T. V. (2019). *The role of internal communication in the morale of staff and improvement of productivity: A case of the University of Venda*.
- Einarsdóttir, S., Erlingsdóttir, R. B., Björnsdóttir, A., & Snorradóttir, Á. (2019). *Kulnun kennara og starfsaðstæður: Þróun og samanburður við aðra opinbera sérfræðinga*.
- Esaki, N. (2020). Trauma-responsive Organizational Cultures: How Safe and Supported do Employees Feel? *Human Service Organizations: Management, Leadership & Governance*, 44(1), 1–8.
- Eygló Hallgrímsdóttir. (2018). *Starfsmannavelta og starfsánægja. Staðan í leikskólum Garðabæja* [Masters Thesis]. Háskóli Íslands.
- Ferguson, A. J., Ormiston, M. E., & Wong, E. M. (2019). The Effects of Cohesion and Structural Position on the Top Management Team Boundary Spanning–Firm

- Performance Relationship. *Group & Organization Management*, 44(6), 1099–1135.  
<https://doi.org/10.1177/1059601119840941>
- Fiorilli, C., De Stasio, S., Benevene, P., FIOREDISTELLA IEZZI, D., Pepe, A., & Albanese, O. (2015). Copenhagen burnout inventory (CBI): A validation study in an Italian teacher group. *TPM: Testing, Psychometrics, Methodology in Applied Psychology*, 22(4).
- Fisher, C. D., & Noble, C. S. (2004). A Within-Person Examination of Correlates of Performance and Emotions While Working. *Human Performance*, 17(2), 145–168.  
[https://doi.org/10.1207/s15327043hup1702\\_2](https://doi.org/10.1207/s15327043hup1702_2)
- Freudenberger, H. J. (1974). Staff burn-out. *Journal of Social Issues*, 30(1), 159–165.
- Fried, Y., & Ferris, G. R. (1987). The validity of the job characteristics model: A review and meta-analysis. *Personnel Psychology*, 40(2), 287–322.
- García-Carmona, M., Marín, M. D., & Aguayo, R. (2019). Burnout syndrome in secondary school teachers: A systematic review and meta-analysis. *Social Psychology of Education*, 22(1), 189–208. <https://doi.org/10.1007/s11218-018-9471-9>
- Gill, D. L., Williams, L., & Reifsteck, E. J. (2017). *Psychological dynamics of sport and exercise*. Human Kinetics.
- Gísladóttir, K. (2021). *Fordæmalausir tímar: Reynsla leikskólustjóra á tímum Covid-19* [Masters Thesis]. Háskólinn á Akureyri.
- Gómez-García, R., Bayón-Calvo, S., & Lucas-García, J. (2020). The Relationship between Burnout and Job Satisfaction in a Sample of Spanish Social Workers. *The British Journal of Social Work*, bcaa150. <https://doi.org/10.1093/bjsw/bcaa150>
- Gunnarsdóttir, S., & Gunnarsdóttir, S. B. (2018a). Þjónandi forysta og starfsánægja í framhaldsskólum. *Netla*.

- Gunnarsdóttir, S., & Gunnarsdóttir, S. B. (2018b). Þjónandi forysta og starfsánægja í framhaldsskólum. *Netla*.
- Gunnþórsdóttir, H., Gísladóttir, B., & Sigurðardóttir, Y. G. (2021). Teachers in new situations during the COVID-19 period: Impact on professional collaboration and quality of teaching. *Education in the North*.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, *16*(2), 250–279.
- Han, J., Yin, H., Wang, J., & Zhang, J. (2020). Job demands and resources as antecedents of university teachers' exhaustion, engagement and job satisfaction. *Educational Psychology*, *40*(3), 318–335. <https://doi.org/10.1080/01443410.2019.1674249>
- Haque, A., Fernando, M., & Caputi, P. (2019). The relationship between responsible leadership and organisational commitment and the mediating effect of employee turnover intentions: An empirical study with Australian employees. *Journal of Business Ethics*, *156*(3), 759–774.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1993). The motivation to work: With a new introduction by Frederick Herzberg. *New Brunswick: NJ Transaction Publisher, Cop.*
- Hildur Þorsteinsdóttir. (2019). *Starfsánægja framhaldsskólakennara* [Masters Thesis, Háskóli Íslands]. Skemman. <http://hdl.handle.net/1946/32131>
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, *44*(3), 513–524. <https://doi.org/10.1037/0003-066X.44.3.513>
- Hobfoll, S. E., Halbesleben, J., Neveu, J.-P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, *5*, 103–128.

- Hozo, E. R., Sucic, G., & Zaja, I. (2015). BURNOUT SYNDROME AMONG EDUCATORS IN PRE-SCHOOL INSTITUTIONS. *Materia Socio-Medica*, 27(6), 399–403. <https://doi.org/10.5455/msm.2015.27.399-403>
- Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (2007). Integrating motivational, social, and contextual work design features: A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*, 92(5), 1332.
- Johnson, J. V., & Hall, E. M. (1988). Job strain, work place social support, and cardiovascular disease: A cross-sectional study of a random sample of the Swedish working population. *American Journal of Public Health*, 78(10), 1336–1342. <https://doi.org/10.2105/AJPH.78.10.1336>
- Judge, T. A., Weiss, H. M., Kammeyer-Mueller, J. D., & Hulin, C. L. (2017). Job attitudes, job satisfaction, and job affect: A century of continuity and of change. *Journal of Applied Psychology*, 102(3), 356.
- Kabadayi, A. (2015). Investigating the Burn-Out Levels of Turkish Preschool Teachers. *Procedia - Social and Behavioral Sciences*, 197, 156–160. <https://doi.org/10.1016/j.sbspro.2015.07.073>
- Karasek Jr, R. A. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 285–308.
- Kaur, A. (2013). Maslow's need hierarchy theory: Applications and criticisms. *Global Journal of Management and Business Studies*, 3(10), 1061–1064.
- Kaur, M., Sinha, R., Chaudhary, V., Sikandar, M. A., Jain, V., Gambhir, V., & Dhiman, V. (2021). Impact of COVID19 pandemic on the livelihood of employees in different sectors. *Materials Today: Proceedings*.
- Kim, J., Lee, M., & Park, Y. (2021). The Impacts of Emotional Labor, Social Relationships, and Working Conditions on Psychological Burnout in Korean Childcare Teachers.

- Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(13), 6040–6049.
- Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005a). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress*, 19(3), 192–207.
- Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005b). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress*, 19(3), 192–207. <https://doi.org/10.1080/02678370500297720>
- Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005c). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress*, 19(3), 192–207. <https://doi.org/10.1080/02678370500297720>
- Labrague, L. J., & Santos, J. A. A. de los. (2021). Fear of COVID-19, psychological distress, work satisfaction and turnover intention among frontline nurses. *Journal of Nursing Management*, 29(3), 395–403. <https://doi.org/10.1111/jonm.13168>
- Lake, C. J., Gopalkrishnan, P., Sliter, M. T., & Withrow, S. (2010). The Job Descriptive Index: Newly updated and available for download. *The Industrial-Organizational Psychologist*, 48(1), 47–49.
- Lall, M. D., Gaeta, T. J., Chung, A. S., Dehon, E., Malcolm, W., Ross, A., Way, D. P., Weichenthal, L., & Himelfarb, N. T. (2019). Assessment of Physician Well-being, Part One: Burnout and Other Negative States. *Western Journal of Emergency Medicine*, 20(2), 278–290. <https://doi.org/10.5811/westjem.2019.1.39665>
- Landy, F. J., & Conte, J. M. (2016). *Work in the 21st century: An introduction to industrial and organizational psychology*. John Wiley & Sons.

- Lee, P. M. J., & Quek, C. L. (2018). Preschool teachers' perceptions of school learning environment and job satisfaction. *Learning Environments Research*, 21(3), 369–386.  
<https://doi.org/10.1007/s10984-017-9256-7>
- Leiter, M. P., & Schaufeli, W. B. (1996). Consistency of the burnout construct across occupations. *Anxiety, Stress, and Coping*, 9(3), 229–243.
- Locke, E. A. (1976). The nature and causes of job satisfaction. *Handbook of Industrial and Organizational Psychology*.
- Maslach, C., & Leiter, M. P. (2017). *Understanding burnout: New models*.
- Maslach, C., Leiter, M. P., & Schaufeli, W. (2008). *The Oxford Handbook of Organizational Wellbeing, Chapter 5: Measuring Burnout*. New York: Oxford University Press.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370.
- Matiz, A., Fabbro, F., Paschetto, A., Cantone, D., Paolone, A. R., & Crescentini, C. (2020). Positive impact of mindfulness meditation on mental health of female teachers during the COVID-19 outbreak in Italy. *International Journal of Environmental Research and Public Health*, 17(18), 6450.
- Mobolade, G. O., & Akinade, M. E. (2021). TEAM BUILDING AND TEAMWORK IN ORGANIZATIONS: IMPLICATIONS TO MANAGERS AND EMPLOYEES IN WORK PLACES. *INTERNATIONAL JOURNAL OF MANAGEMENT, SOCIAL SCIENCES, PEACE AND CONFLICT STUDIES*, 4(1).
- Möhring, K., Naumann, E., Reifenscheid, M., Wenz, A., Rettig, T., Krieger, U., Friedel, S., Finkel, M., Cornesse, C., & Blom, A. G. (2021). The COVID-19 pandemic and subjective well-being: Longitudinal evidence on satisfaction with work and family. *European Societies*, 23(sup1), S601–S617.  
<https://doi.org/10.1080/14616696.2020.1833066>

- Obeng, A. F., Zhu, Y., Quansah, P. E., Ntarmah, A. H., & Cobbinah, E. (2021). High-Performance Work Practices and Turnover Intention: Investigating the Mediating Role of Employee Morale and the Moderating Role of Psychological Capital. *SAGE Open*, *11*(1), 2158244020988557. <https://doi.org/10.1177/2158244020988557>
- Ólafsdóttir 1980-, Þ. V. (2014). *Starfsánægja leikskóla- og grunnskólakennara: Hvað hvetur og hvað letur?* [Masters Thesis]. <https://skemman.is/handle/1946/19731>
- Ozamiz-Etxebarria, N., Dosil Santamaría, M., Idoiaga Mondragon, N., & Berasategi Santxo, N. (2021). Estado emocional del profesorado de colegios y universidades en el norte de España ante la COVID-19. *Revista Española de Salud Pública*, *95*(1), e1–e8.
- Parrello, S., Ambrosetti, A., Iorio, I., & Castelli, L. (2019a). School Burnout, Relational, and Organizational Factors. *Frontiers in Psychology*, *10*, 1695. <https://doi.org/10.3389/fpsyg.2019.01695>
- Parrello, S., Ambrosetti, A., Iorio, I., & Castelli, L. (2019b). School burnout, relational, and organizational factors. *Frontiers in Psychology*, *10*, 1695.
- Pohaci, A., Rus, M., Sandu, M. L., & Rus, C. V. (2021). Burn-out syndrome and teacher job satisfaction. *Technium Soc. Sci. J.*, *20*, 600.
- Pressley, T. (2021). Factors Contributing to Teacher Burnout During COVID-19. *Educational Researcher*, 0013189X211004138.
- Răducu, C.-M., & Stănculescu, E. (2021). *Protective Factors and Teachers' Risk to Burnout during the Covid-19 Pandemic. Do Kolb's Educator Roles Matter?-A Cluster Analysis.*
- Rafnsdóttir, G. L., & Sigursteinsdóttir, H. (2020). Líðan leikskólakennara og leiðbeinenda í leikskólum í kjölfar efnahagshrunsins. *Netla*. <https://doi.org/10.24270/serritnetla.2019.38>

- Raudenská, J., Steinerová, V., Javůrková, A., Urits, I., Kaye, A. D., Viswanath, O., & Varrassi, G. (2020). Occupational burnout syndrome and post-traumatic stress among healthcare professionals during the novel coronavirus disease 2019 (COVID-19) pandemic. *Best Practice & Research. Clinical Anaesthesiology*, *34*(3), 553–560. <https://doi.org/10.1016/j.bpa.2020.07.008>
- Sadia, A., Salleh, B. M., Zulida, A. K., & Sazuliana, A. (2018). Investigating hindrance to effective communication between the management and academic staff of universities in Malaysia: A qualitative case study. *International Journal of Education and Psychological Research*, *7*(2), 1–4.
- Sari, R. K., & Riyanto, S. (2020). How Important Leadership and Organizational Culture to Build Working Motivation. *International Journal of Research and Innovation in Social Science (IJRISS)*, *4*.
- Shami, G. M., Rasool, Y., Syed, N., Mirza, F., & Ali, M. (2021). Mediating Role Of Organization Culture Between Knowledge Management Practices And Employee Performance. *Multicultural Education*, *7*(8).
- Shifrin, N. V., & Michel, J. S. (2021). Flexible work arrangements and employee health: A meta-analytic review. *Work & Stress*, 1–26.
- Sigurðardóttir, I. Ó., & Mörk, S. B. (2020). Kófið og leikskólinn: „Þetta var mögnuð „tilraun “til að sjá gæðastarf verða til við skrítnar aðstæður “. *Netla*.
- Sigursteinsdóttir, H., & Karlsdóttir, F. B. (2022). Does social support matter in the workplace? Social support, job satisfaction, bullying and harassment in the workplace during COVID-19. *International Journal of Environmental Research and Public Health*, *19*(8), 4724.
- Smith, A. A. (2021). *Strategies Healthcare Leaders Use to Reduce Employee Burnout*. Walden University.

- Smith, K., Davis, M., Malone, C. F., & Owens-Jackson, L. A. (2020). Faculty That Look Like Me: An Examination of HBCU Accounting Faculty Motivation and Job Satisfaction. *Available at SSRN 3744399*.
- Smith, T. D. (2018). An assessment of safety climate, job satisfaction and turnover intention relationships using a national sample of workers from the USA. *International Journal of Occupational Safety and Ergonomics*, 24(1), 27–34.
- Sommovigo, V., Setti, I., & Argentero, P. (2019). The Role of Service Providers' Resilience in Buffering the Negative Impact of Customer Incivility on Service Recovery Performance. *Sustainability*, 11(1), 285. <https://doi.org/10.3390/su11010285>
- Sonja Björg Írisar Jóhannsdóttir. (2020). „Fordæmalausir tímar” Andleg heilsa starfsfólks í leikskólum á tímum Covid-19 [Master's thesis]. Skemman.  
<http://hdl.handle.net/1946/36350>
- Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13(6), 693–713.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences* (Vol. 3). Sage.
- Steinþórsdóttir, G. Ó. (2014). *Er kertið þitt að brenna út skólastjóri?: Kulnun grunn-og leikskólastjóra* [Masters Thesis, Háskóli Íslands].  
<https://skemman.is/handle/1946/19482>
- Thant, Z. M., & Chang, Y. (2021). Determinants of Public Employee Job Satisfaction in Myanmar: Focus on Herzberg's Two Factor Theory. *Public Organization Review*, 21(1), 157–175. <https://doi.org/10.1007/s11115-020-00481-6>

- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97.
- Totenhagen, C. J., Hawkins, S. A., Casper, D. M., Bosch, L. A., Hawkey, K. R., & Borden, L. M. (2016). Retaining Early Childhood Education Workers: A Review of the Empirical Literature. *Journal of Research in Childhood Education*, 30(4), 585–599. <https://doi.org/10.1080/02568543.2016.1214652>
- Touhidul, I. A. S. M., & Sorooshian, S. (2019). Balancing for an Effective Communication in Organizations. *Science and Engineering Ethics*, 25(5), 1605–1607. <https://doi.org/10.1007/s11948-018-0055-z>
- Varma, S. B., Abidin, N. S. Z., Amir, N., Sukimin, I. S., Nadri, H. N., & Rahmat, N. H. (2021). Workplace Communication Hindrances: The Contextual, Structural and Behavioural Factors. *Journal of Academic Research in Business and Social Sciences*, 11(9), 1844–1855.
- Wachuka, W. S. (2021). Factors Promoting Job Satisfaction among Teachers in Rural Secondary Schools in Murang'a South District, Kenya. *Journal of Education*, 4(4), 65–75.
- Wang, T. K., & Brower, R. (2019). Job satisfaction among federal employees: The role of employee interaction with work environment. *Public Personnel Management*, 48(1), 3–26.
- Warrick, D. D. (2017). What leaders need to know about organizational culture. *Business Horizons*, 60(3), 395–404.
- Weiss, D. J., Dawis, R. V., & England, G. W. (1967). Manual for the Minnesota satisfaction questionnaire. *Minnesota Studies in Vocational Rehabilitation*.

- Weißenfels, M., Klopp, E., & Perels, F. (2021). *Changes in Teacher Burnout and Self-Efficacy During the COVID-19 Pandemic: Interrelations and Variables Related to Change*.
- Wood, B. A., Guimaraes, A. B., Holm, C. E., Hayes, S. W., & Brooks, K. R. (2020). Academic librarian burnout: A survey using the Copenhagen Burnout Inventory (CBI). *Journal of Library Administration*, 60(5), 512–531.
- Wula, P., Yunarti, B. S., Wolomasi, A. K., Turu, D. W., Wulur, M. M., Krowin, M. M., Asaloei, S. I., & Werang, B. R. (2020). Job Satisfaction and Performance of Elementary School Teachers in Southern Papua, Indonesia. *Universal Journal of Educational Research*, 8(7), 2907–2913.
- Zadok-Gurman, T., Jakobovich, R., Dvash, E., Zafrani, K., Rolnik, B., Ganz, A. B., & Lev-Ari, S. (2021). Effect of Inquiry-Based Stress Reduction (IBSR) Intervention on Well-Being, Resilience and Burnout of Teachers during the COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 18(7), 3689.

## Appendix A

### Questionnaire

Kæri þátttakandi

Ég heiti Sara Katrín Farmer og er að vinna lokaverkefni í meistaranámi í mannauðsstjórnun og vinnusálfræði við Háskóla Reykjavíkur. Leiðbeinandi minn er Dr. Auður Arna Arnardóttir.

Tilgangur þessara rannsóknar er að afla upplýsinga um tíðni starfsánægju og kulnunar leikskólastarfsmanna á meðan Covid-19 stendur. Einnig er það markmiðið að skoða hvaða þættir hafa áhrif á starfsánægju og kulnun leikskólastarfsmanna.

Hér á eftir er spurningalisti sem þú ert beðin(n) um að svara. Ég vona að þú svarir þeim af samviskusemi því svör þín skipta miklu máli og mikilvægt er að þínar skoðanir komi rétt fram. Ætla má að það taki um 10-15 mínútur að svara öllum spurningum og bið ég þig um að svara þeim öllum svo svör þín komi að sem mestu gagni. Þér er þó ekki skylt að svara öllum spurningunum og þér er heimilt að hætta þátttöku hvenær sem er.

Öll þátttaka er nafnlaus og svör verða ekki rakin til einstaklinga. Farið verður að settum reglum varðandi gagnaöflun og úrvinnslu.

Vinsamlegast leitið til rannsakanda ef einhverjar spurningar vakna við svörun spurningalistans. Til þess að hafa samband sendið mail á: [saraf17@ru.is](mailto:saraf17@ru.is).

Kærar þakkir fyrir þátttökuna

Sara Katrín Farmer

## Spurningalisti

1. Hvert er kyn þitt?

- Karl (1)
- Kona (2)
- Annað (3)

2. Hver er aldur þinn?

- 18-24 ára (1)
- 25-34 ára (2)
- 35-44 ára (3)
- 45-54 ára (4)
- 55-64 ára (5)
- 65 ára eða eldri (6)

3. Hversu mörg börn ertu með á þínu framfæri?

- Engin (1)
- 1-2 börn (2)
- 3-4 börn (3)
- 5 eða fleiri börn (4)

4. Hve lengi hefur þú starfað á núverandi vinnustað?

- Skemur en 1 ár (1)
- 1-5 ár (2)
- 6-10 ár (3)
- 11-15 ár (4)
- 16-20 ár (5)
- 21 ár eða lengur (6)

**Copenhagen Burnout Inventory (CBI)-****Persónutengd kulnun.**

*Hér að neðan eru spurningar um daglega líðan þína.*

5. Hversu sjaldan eða oft finnur þú fyrir þreytu?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

6. Hversu sjaldan eða oft ert þú líkamlega örmagna?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

7. Hversu sjaldan eða oft ert þú tilfinningalega örmagna?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

8. Hversu sjaldan eða oft hugsar þú „ég get þetta ekki lengur“?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum

- Oft
- Alltaf/næstum alltaf

9. Hversu sjaldan eða oft ert þú úrvinda?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

10. Hversu sjaldan eða oft finnst þér þú vera viðkvæm/ur og að þú veikist auðveldlega?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

### **Vinnutengt kulnun**

*Hér að neðan eru spurningar um starfstengda líðan þína*

11. Hversu sjaldan eða oft upplifir þú vinnuna þína vera andlega krefjandi?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

12. Hversu sjaldan eða oft upplifir þú þig vera útbrunnin(n) vegna starfs þíns?

- Aldrei/næstum aldrei
- Sjaldan

- Stundum
- Oft
- Alltaf/næstum alltaf

13. Hversu sjaldan eða oft gerir starfið þitt þig pirraða(n) eða ergilega(n)?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

14. Hversu sjaldan eða oft upplifir þú þig vera úrvinda í lok vinnudags?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

15. Hversu sjaldan eða oft upplifir þú þig þreytta/n að morgni dags við tilhugsunina um annan vinnudag?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

16. Hversu sjaldan eða oft finnst þér hver klukkustund vera þreytandi í vinnunni?

- Aldrei/næstum aldrei
- Sjaldan

- Stundum
- Oft
- Alltaf/næstum alltaf

17. Hversu sjaldan eða oft upplifir þú þig vera með næga orku fyrir vinum/vinkonum og fjölskyldu í frítíma þínum?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

### **Kulnun tengd skjólstæðingum (leikskólabörnum)**

*Hér að neðan eru spurningar um líðan þína í samskiptum við skjólstæðinga (leikskólabörnin)*

18. Hversu sjaldan eða oft upplifir þú það erfitt að vinna með skjólstæðingum?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

19. Hversu sjaldan eða oft upplifir þú að vinnan þín með skjólstæðingum reyni á skap þitt?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

20. Hversu sjaldan eða oft verður þú orkulaus á að vinna með skjólstæðingum?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

21. Hversu sjaldan eða oft finnst þér þú gefa meira af þér en þú færð til baka í samstarfi með skjólstæðinga?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

22. Hversu sjaldan eða oft upplifir þú þig þreytta/n á að vinna með skjólstæðingum?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft
- Alltaf/næstum alltaf

23. Hversu sjaldan eða oft veltir þú því fyrir þér hversu lengi þú munt endast við að vinna með skjólstæðingum?

- Aldrei/næstum aldrei
- Sjaldan
- Stundum
- Oft

- Alltaf/næstum alltaf

### Starfsánægja

*Hér að neðan er listi staðhæfinga þar sem þú er beðin/nn um að taka afstöðu til hversu sammála eða ósammála þú ert ákveðnum staðhæfingum*

24. Þegar á heildina er litið er ég ánægð/ur í starfi mínu

- Mjög sammála
- Frekar sammála
- Hvorki sammála né ósammála
- Frekar ósammála
- Mjög ósammála

25. Ég býst við að vinna á núverandi vinnustað til frambúðar

- Mjög sammála
- Frekar sammála
- Hvorki sammála né ósammála
- Frekar ósammála
- Mjög ósammála

26. Mér finnst vera gott jafnvægi hjá mér á milli vinnu og einkalífs

- Mjög sammála
- Frekar sammála
- Hvorki sammála né ósammála
- Frekar ósammála
- Mjög ósammála

27. Ég veit til hvers er ætlast af mér í starfi mínu

- Mjög sammála
- Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

28. Ég er undir miklu vinnuálagi

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

29. Góður starfsandi er ríkjandi innan leikskólans

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

30. Ég fæ stuðning og hjálp frá vinnufélögum mínum þegar ég þarf á því að halda

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

31. Ég tel að öðrum þyki starf mitt mikilvægt

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

32. Mér finnst starf mitt mikilvægt

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

33. Ég hef góða aðstöðu til að afla mér sí-/endurmenntunar í núverandi starfi

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

34. Ég er spurð(ur) álits á ákvörðunum sem snerta starfssvið mitt

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

35. Samskipti milli stjórnenda og starfsfólks eru góð

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

36. Þegar á heildina er litið er ég ánægð(ur) með stjórnun leikskólans

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

37. Þegar á heildina er litið er ég ánægð/ur með næsta yfirmann minn

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

38. Ég fæ hvatningu frá yfirmönnum mínum á vinnustaðnum

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

### **Covid-19 takmarkanir**

*Hér að neðan er listi staðhæfinga þar sem þú er beðin/nn um að taka afstöðu til hversu sammála eða ósammála þú ert ákveðnum staðhæfingum*

39. Takmarkanir vegna Covid-19 hafa haft slæm áhrif á líðan mína í starfi

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

40. Takmarkanir vegna Covid-19 hafa aukið álag í starfi mínu

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

41. Takmarkanir vegna Covid-19 hafa aukið streitu í starfi mínu

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

42. Takmarkanir vegna Covid-19 hafa haft neikvæð áhrif á samskipti mín við vinnufélaga

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

43. Takmarkanir vegna Covid-19 hafa dregið úr upplýsingaflæði milli stjórnenda og starfsmanna í starfi mínu

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

44. Takmarkanir vegna Covid-19 hafa haft neikvæð áhrif á líkamlega heilsu mína

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

45. Takmarkanir vegna Covid-19 hafa haft neikvæð áhrif á andlega heilsu mína

Mjög sammála

Frekar sammála

Hvorki sammála né ósammála

Frekar ósammála

Mjög ósammála

## Appendix B

### CBI Personal Burnout item responses

**Table B1**

*CBI Personal Burnout*

	<i>n</i>	%
<b><i>Personal burnout</i></b>		
How often/seldom do you feel tired?		
Always/almost always	45	24.2
Often	99	53.2
Sometimes	28	15.1
Seldom	12	6.5
Never/almost never	2	1.1
How often /seldom are you physically exhausted?		
Always/almost always	14	7.5
Often	67	36.0
Sometimes	57	30.6
Seldom	35	18.8
Never/almost never	13	7.0
How often /seldom are you emotionally exhausted?		
Always/almost always	18	9.7
Often	86	46.2
Sometimes	47	25.3
Seldom	26	14.0
Never/almost never	9	4.8
How often /seldom do you think: „I can't take it anymore“?		

---

Always/almost always	13	7.0
Often	56	30.1
Sometimes	59	31.7
Seldom	33	17.7
Never/almost never	25	13.4
How often /seldom do you feel worn out?		
Always/almost always	41	22.0
Often	84	45.2
Sometimes	32	17.2
Seldom	24	12.9
Never/almost never	4	2.2
How often/seldom do you feel weak and susceptible of weakness?		
Always/almost always	41	22.0
Often	84	45.2
Sometimes	32	17.2
Seldom	24	12.9
Never/almost never	4	2.2

---

## Appendix C

### CBI Work related Burnout item responses

**Table C1**

*CBI Work-related Burnout*

	<i>n</i>	%
<hr/>		
Do you feel worn out at the end of the working day?		
Always/almost always	58	31.2
Often	98	52.7
Sometimes	19	10.2
Seldom	8	4.3
Never/almost never	3	1.6
Do you feel burnt out because of your work?		
Always/almost always	15	8.1
Often	51	27.4
Sometimes	59	31.7
Seldom	36	19.4
Never/almost never	25	13.4
Does your work frustrate you?		
Always/almost always	6	3.2
Often	50	26.9
Sometimes	75	40.3
Seldom	39	21.0
Never/almost never	16	8.6
Do you feel worn out at the end of a working day?		
Always/almost always	51	27.6

---

---

Often	77	41.6
Sometimes	31	16.8
Seldom	22	11.8
Never/almost never	4	2.2
Are you exhausted in the morning at the thought of an other day at work?		
Always/almost always	24	12.9
Often	56	30.1
Sometimes	47	25.3
Seldom	39	21.0
Never/almost never	20	10.8
Do you feel that every working hour is tiring for you?		
Always/almost always	2	1.1
Often	41	22.0
Sometimes	53	28.5
Seldom	51	27.4
Never/almost never	39	21.0
Do you have enough energy for friends and family during leisure times?		
Always/almost always	12	6.5
Often	37	19.9
Sometimes	71	38.2
Seldom	59	31.7
Never/almost never	7	3.8

---

## Appendix D

### CBI Client Related Burnout item responses

**Table D1.**

*CBI Client-related burnout*

	<i>n</i>	%
Do you find it hard to work with clients?		
Always/almost always	0	0
Often	37	19.9
Sometimes	82	44.1
Seldom	32	28.0
Never/almost never	15	8.1
Do you find it frustrating to work with clients?		
Always/almost always	5	2.7
Often	43	23.1
Sometimes	73	39.2
Seldom	46	24.7
Never/almost never	18	9.7
Does it drain your energy to work with clients?		
Always/almost always	3	1.6
Often	55	29.6
Sometimes	73	39.3
Seldom	40	21.5
Never/almost never	14	7.5
Do you feel that you give more than you get back when you work with clients?		

Always/almost always	12	6.5
Often	44	23.7
Sometimes	52	28.0
Seldom	57	30.6
Never/almost never	21	11.3
Are you tired of working with clients?		
Always/almost always	3	1.6
Often	35	18.8
Sometimes	77	41.4
Seldom	48	25.8
Never/almost never	23	12.4
Do you sometimes wonder how long you will be able to continue working with clients?		
Always/almost always	12	6.5
Often	48	25.8
Sometimes	61	32.8
Seldom	36	19.4
Never/almost never	29	15.6

---

## Appendix E

### Job Satisfaction item responses

**Table E1.**

*Questions regarding participants Job satisfaction*

	<i>n</i>	<i>%</i>
Overall, I am happy with my job		
I strongly agree	48	25.8
I somewhat agree	85	45.7
neutral	35	18.8
I somewhat disagree	15	8.1
I strongly disagree	3	16
I expect to work at my current workplace permanently		
I strongly agree	29	15.6
I somewhat agree	48	25.8
neutral	49	26.3
I somewhat disagree	30	16.1
I strongly disagree	30	16.1
I feel like I have a good balance between work and private life		
I strongly agree	20	10.8
I somewhat agree	56	30.3
neutral	52	28.1
I somewhat disagree	44	23.8
I strongly disagree	13	7.0
I know what is expected of me at work		
I strongly agree	110	59.1

I somewhat agree	66	35.5
neutral	4	2.2
I somewhat disagree	5	2.7
I strongly disagree	1	0.5
I am under a lot of workloads		
I strongly agree	101	54.3
I somewhat agree	65	34.9
neutral	12	6.5
I somewhat disagree	7	3.8
I strongly disagree	1	0.5
A good work ethic prevails within the preschool		
I strongly agree	101	54.3
I somewhat agree	65	34.9
neutral	12	31.7
I somewhat disagree	7	38.7
I strongly disagree	1	12.9
I get support and help with projects from my co-workers when I need them		
I strongly agree	66	35.5
I somewhat agree	87	46.8
neutral	19	10.2
I somewhat disagree	10	5.4
I strongly disagree	3	1.6
I have good facilities for acquiring continuing education in my current job		
I strongly agree	45	24.2
I somewhat agree	65	34.9

neutral	40	21.5
I somewhat disagree	21	11.4
I strongly disagree	14	7.6
I am asked for my opinion on decisions concerning my fields of work		
I strongly agree	61	31.8
I somewhat agree	72	38.7
neutral	25	13.7
I somewhat disagree	17	9.1
I strongly disagree	11	5.9
Communication flow between management and staff is good		
I strongly agree	69	37.1
I somewhat agree	70	37.6
neutral	25	13.4
I somewhat disagree	13	7.0
I strongly disagree	9	4.8
Overall, I am happy with the management of the school		
I strongly agree	58	31.2
I somewhat agree	76	40.9
neutral	24	12.9
I somewhat disagree	12	6.5
I strongly disagree	16	8.6
Overall, I am happy with my next boss		
I strongly agree	80	43
I somewhat agree	69	37.1
neutral	24	12.9

I somewhat disagree	6	3.2
I strongly disagree	7	3.8
I get encouragement from my boss/es in the workplace		
I strongly agree	76	40.9
I somewhat agree	67	36.0
neutral	24	12.9
I somewhat disagree	12	6.5
I strongly disagree	7	3.8
I believe that my work is important to others		
I strongly agree	47	25.3
I somewhat agree	73	39.2
neutral	24	12.9
I somewhat disagree	31	16.7
I strongly disagree	11	5.9
I find my job important		
I strongly agree	168	90.3
I somewhat agree	16	8.6
neutral	2	1.1
I somewhat disagree	0	0.0
I strongly disagree	0	0.0

---

## Appendix F

### Attitudes towards Covid-19 item responses

**Table F1**

*Covid-19 restrictions*

	<i>n</i>	%
<hr/>		
The restrictions due to Covid-19 have had a profound effect on my well-being at work		
I strongly agree	37	19.9
I somewhat agree	69	37.1
neutral	34	18.3
I somewhat disagree	30	16.1
I strongly disagree	15	8.1
The restrictions due to Covid-19 have caused my workload to increase		
I strongly agree	89	47.8
I somewhat agree	61	32.8
neutral	15	8.1
I somewhat disagree	15	8.1
I strongly disagree	6	3.2
The restrictions due to Covid-19 have increased my work stress		
I strongly agree	83	44.6
I somewhat agree	59	31.7
neutral	20	10.8
I somewhat disagree	18	9.7
I strongly disagree	6	3.2
The restrictions due to Covid-19 have had a negative impact on my relationships with co-workers		
I strongly agree	19	10.2
I somewhat agree	42	22.6
<hr/>		

---

neutral	43	23.1
I somewhat disagree	49	26.3
I strongly disagree	33	17.7
The restrictions due to Covid-19 have reduced communication flow between managers and employees in my work		
I strongly agree	32	17.2
I somewhat agree	47	25.3
neutral	38	20.4
I somewhat disagree	42	22.6
I strongly disagree	26	14.0
The restrictions due to Covid-19 have had a negative effect on my physical health		
I strongly agree	30	16.1
I somewhat agree	48	25.8
neutral	38	20.4
I somewhat disagree	43	23.1
I strongly disagree	27	14.5
The restrictions due to Covid-19 have had a negative effect on my mental health		
I strongly agree	60	32.3
I somewhat agree	53	28.5
neutral	27	14.5
I somewhat disagree	25	13.4
I strongly disagree	19	10.2

---