

An Assessment of Primary School EFL Teachers' Job Burnout

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Abstract: The study is to examine the level of EFL Teachers' Burnout in Jimma Zone, Oromiya Regional State, Ethiopia for many public primary schools EFL teachers in the Zone have shown their dissatisfaction and demotivation towards their job in different ways. The phenomenon implies that teachers in the Zone might experience occupational stress. To enable EFL teachers discharge their full responsibility, their problems need to be assessed and addressed properly. This is because the teachers who experience negative emotional states and burnout cannot care about their work, their students, their colleagues, and even for themselves. Moreover, the teachers who experienced such harmful feeling cannot get prepared for everyday lessons properly, cannot teach and assess students meaningfully, and can miss classes frequently, etc. because they are emotionally ill and react to such state of mind wrongly. The objectives of the study are to examine the level and impact of burnout among EFL teachers' and which gender group does burnout affect more seriously; thus, descriptive survey with mixed design was applied. The result obtained suggests that most EFL teachers in the Zone experience high level of burnout. Specifically, female EFL teachers experience higher level of burnout compared to their male counterparts.

Key words: Burnout, Emotional Exhaustion, Reduced personal Accomplishments.

I. INTRODUCTION

Education is a key to build a nation because it enlightens citizens and ensures overall development. Through education, as we know, human beings pass their knowledge and skills, their culture and way of life from generation to generation. Education is indeed one of the fundamental rights of human beings to which every nation discharges a great deal of resources to deliver an efficient education system for citizens and to create vital human capital via training and other educational programmes (Ayalew, 1991, Eyasu, Aweke, Kassa, Mulugeta, and Yenealem, 2017).

Education, as the core system for all systems, must be well founded. If so, it boosts up social capital; enhance economic growth and/or productivity; supply competent and qualified labor or human resource to various institutions. This makes the sector to be viewed as the backbone of every sector and a nation as well. In support to this, Herzberg (1976) as cited in Demeke (2014) points out that education helps to guide culture, politics, and socioeconomic development of a country. Above all, it helps to overhaul personality of citizens and to manage intellectual, behavioral, and attitudinal changes. Therefore, these benefits of education are assumed to

be attained from Ethiopian education system wherein English language plays pertinent role. The country applies English as a medium of instruction and a channel to reach various contents to students attending at secondary and tertiary levels. Therefore, it would be difficult to maintain quality of education without mainlining quality of English education. In addition, the language is very rich and a different kind of knowledge is accumulated by. Moreover, English is the main channel of communication and the means to access the world of science and technology that most developing countries like Ethiopia are lacking.

Successive studies were conducted by MoE nationwide to examine quality of education and academic achievements of primary, secondary, and preparatory schools students in the year between 2011 to 2015 indicated that the presence of various problems in the country's education system. According to the studies, English subject achievement of grade 8 students at national level was very low. For instance, from the total students who sat for the examination, only 17.5 % of them scored 50 % and above in the year 2011. Again only 25.2 % of the students scored 50% and above in the exam in the year 2015 (MoE, 2017). These figures show that primary school English education system of the country is in a serious problem and failed to produce students who meet at least the minimum standard indicated in the policy document. Thus, for this crisis, EFL teachers would be among the stakeholders to be responsible for. As Jabbarpoor (2016, P. 91) marked, "... of the three angles of language learning — the teacher, the learner, and the material — it is the teacher who ranks in the first priority, and would co-ordinate the other two".

As mentioned right above, EFL teachers are most likely responsible for the problem faced because as Nyamubi (2017) stated, teachers are the nucleus of classroom instruction and key to learners achievement. Tekeste (2006) in his part points out that teacher play a great role either to improvise or worsen the learning process because they are mediators between the subject matter and students. Therefore, if the teachers failed to act properly, the learning outcome would be affected. This means in other words quality of education and students success are most likely rested on the hands of teachers likewise quality of English education and students achievement are also rested on the hands of EFL teachers too.

However, several studies that were conducted on Ethiopian EFL teachers showed that a lot of EFL teachers hold

grievances towards their profession and living condition. Similarly, in the current situation high achievers students in the University Entrance Exam hardly join teaching profession. Moreover, the studies of Girma (2014) and Jeylan (2013) specifically indicated that EFL teachers have experienced various work related problems such as emotional, social and intellectual problems. These challenges can be linked to EFL teachers' job burnout, which is a psychological syndrome characterized by Emotional Exhaustion (EE), Depersonalisation (DP) and Reduced Personal Accomplishment (RPA). The study of Demeke (2014) indicated that most teachers have highly been demotivated because of poor payment, maladministration, low status of teaching, and poor interpersonal relationships. Girma (2014) further showed that EFL teachers have experienced low level emotional inelegance and self-efficacy belief. Furthermore, Jeylan (2013) indicated that most EFL teachers have experienced a range of negative emotions due to the feeling of their professional identities are endangered. Therefore, all these findings suggest that the presence of different factors that can influence the psycho-social mindset of EFL teachers and can trigger to experience job burnout, which the study is intended to examine.

Statement of the Problem

English is not only a lingua franca but also the language of science and technology. It is used by more than 1.5 billion people worldwide (Borg, 2009). Ethiopia adopts this global language into country's curriculum and offers as compulsory subject since early grade to enable citizens attain the multidimensional benefit of the language: to access a great deal of literature on various issues, to share the gift of modern science and technology, to run international diplomacy, etc. However, the vision seems un realized, and English education system of the country has appeared to suffer a lot at all levels (MOE, 2010; MOE, 2017; Tekeste, 2006; Abiy, 2005).

For the problem observed, the contribution of EFL teachers seems higher because they are not engaged in their job teaching as hard as possible. In fact, there are several EFL teachers who are worried and highly concerned about their profession and working devotedly confronting with various challenges. Unlike them, there are also a number of teachers in the opposite realm and consider teaching a daunting (Jeylan, 2013). One of the possible reasons can be the job teaching is very demanding, which requires strong determination, dedication, self-investment, and it is extremely influenced by internal/intangible or external/ tangible factors (Manna & Tesfaye, 2000; Getachew,1999; Aklilu, 1967). These suggest that the act of teaching is a complex process which can be influenced by feeling, perception, and judgment of the practitioner.

The other overwhelming circumstance in the profession is the imbalance between the course demand and resource available, workload and assessment procedure. These phenomena can lead teachers to experience stress (Sadeghi & Sa'adatpourvahid, 2016). Furthermore, Abiy (2005) also

points out that linguistic and cultural background of students, lack of comprehensive curriculum fitting learners' socio-cultural and language background made English classes challenging and put EFL teachers into dilemma. These conditions are observed in different schools nationwide wherein a large number of EFL teachers are complaining about inconsistency between students ability and demand of the curriculum, large class size and assessment procedures, workload and maladministration, socio-cultural background, etc. (Girma, 2014; Jeylan, 2013).

Researcher like Nyamubi (2017) also explains that if teachers feel unsatisfied with their job due to workload, teaching facilities, working environment, or some other reasons, they tend to be unmotivated. Girma (2014) also points out that many EFL teachers in Ethiopia are dissatisfied with their job because of workload and other matters. He further indicates that most Ethiopian primary schools EFL teachers are overloaded which is one of the most challenging factors. This reality affects not only the teachers effort but also quality of EFL education.

The workload related challenge has been observed in the study context. For instance, the Zonal education office information desk officer said that the average PTR of primary schools in the Zone is 63. This is beyond the standard indicated in the policy document. In this regard, the report compiled by UNESCO (2013, P. 18) indicates, " ... in Ethiopia, the standard set for Pupil Teacher Ratio (PTR) is 50 at primary school (1-8)." Consequently, EFL teachers in the Zone have experienced high level of workload in teaching and assessing a large number of students. Furthermore, the teacher shoulder additional responsibility such as running clubs, serving as homeroom teacher, doing Continuous Professional Development (CPD) tasks. These activities can put a great pressure on their daily work and can lead them to experience chronic stress and burnout.

Therefore, this study is conducted to examine the level job burnout among EFL teachers teaching in public primary schools in the Zone. One of the pushing factor to conduct this study is the researcher his own experience of teaching some in-service EFL teachers working in the Zone during successive summer programmes in the years between 2015 to 2017. In those times, the researcher has made informal observation and discussion with some selected trainees working in the Zone. From which, he obtained some insight about the problem. For instance, from the observation it has been learned that some trainees were carelessly involved in the teaching learning process; some others were also lacked motivation and interest to attend classes attentively. These experiences have led the researcher to hold a belief that EFL teachers in the Zone might be immersed into job burnout. In support to this, Hismanoglu and Ersan (2016) indicates that EFL teachers with burnout manifest lack of interest, poor performance, conflict with others, absenteeism, etc. They further state that teachers with job burnout feel their action is unwanted; unappreciated and/or unrecognized; therefore, they

are engaged in duties mechanically. The other pushing factor to examine the problem in the given level is primary school EFL education is fundamental for the rest years of schooling because the language is better learnt at early years because the students are in the critical age for language learning. Thus, identifying and tackling such problem contribute a lot to improve EFL education and help EFL teachers to manage the problem.

Finally, there are several studies on EFL teachers' burnout worldwide (e.g. Akbari and Eghtesadi, 2017; Bowen 2013; Ghazalbash and Jahedizadeh, 2015; Lou and Chen, 2016; Soroor, et al., 2015). These studies confirmed that burnout has a serious implication to the teaching and learning process. Among the studies, for instance, the study of Bowen (2013) focused on TESOL teachers teaching in private language schools in Johannesburg, South Africa. She examined the level of teachers' burnout, causes of their stress, available support structures, and combating strategies. Similarly, Soroor et al. (2015) conducted a study to investigate Iranian EFL Teachers' burnout across two different schooling contexts: high schools and language institutes. They found that EFL teachers in official context experienced higher levels of burnout compared to teachers in non-official context. Furthermore, Akbari and Eghtesadi (2017) conducted a qualitative study to investigate coping strategies of Iranian high school EFL teachers never show burnout when measured by MBI-ES. Then, the researchers came up with the finding indicating that participants of the study applied coping strategies but with low frequency. Generally, the present study is different from all the stated studies at least in its purpose, grade level, and setting. Therefore, the current study is meant to examine the level of EFL teachers' burnout and its association with gender.

Research Questions

The study intends to address the following research questions:

1. To what extent do primary school EFL teachers in Jimma Zone experience job burnout?
2. Which gender experience job burnout more seriously?

Objectives of the Study

This study is aimed at investigating EFL teachers' level of job burnout. Specifically, it is intended to address the following specific objectives:

- i. to identify the level of job burnout of EFL teachers teaching in public primary schools
- ii. to find out the difference in the level of job burnout between the two genders .

II. REVIEW OF RELATED LITERATURE

The Concept of Teacher's Burnout

Different scholars provided definitions to teachers' burnout. Among them, the definitions of Bowen (2013), Gaitan (2009), and Maslach (1993) are given hereunder.

Teacher's burnout is a process resulting from excessive job tension, which produces strain. The process is completed when the teacher defensively cope with the problem by detaching him/herself from the job and becoming indifferent (Bowen, 2013).

Gaitan (2009) defined teacher's burnout as a psychological syndrome with three-components: emotional exhaustion, depersonalization, and feeling of low personal accomplishment. Quoting Maslach et al. (2001) and Schuler (1986) she explains that emotional exhaustion is the central component of burnout, depersonalization occurs when teachers distancing themselves from their students and become indifferent, and reduced personal accomplishment is developed when the teachers no longer believe their actions can make a positive change.

Maslach (1993) also defines teacher's burnout as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment, which can occur among individual teachers working with some capacity.

From these definitions, it can be learnt that teacher's burnout is a multidimensional construct characterized by emotional exhaustion, depersonalization, reduced personal accomplishment caused by excessive work related challenges and stress.

Historical Developments of Burnout Research

Historically, the term burnout was first coined and introduced by a German novelist named Greene in his novel entitled "A Burn-Out Case" written in 1961 (Lou & Chen; 2016; Maslach, Schaufeli, & Leiter, 2001). However, Freudenberger as cited in Schaufeli and Buunk (1996) is a known psychiatrist who used the term burnout for the first time in his scientific discourse and brought it into the light and introduced to be applied in the scientific discussion to denote a kind of psychological disorder. As a result, Freudenberger is considered as the founding father of burnout research (Maslach, & Jackson, 1981; Schaufeli & Buunk, 1996). In almost a similar time, another researcher named Maslach, a social psychologist, made an exploratory research on what she assumed a psycho-social disorder later named it burnout. These two pioneer researchers made the topic public and the main agenda of the then mainstream media (Maslach et al., 2001; Schaufeli & Buunk, 1996).

Dimension of Burnout

Burnout is viewed as a multidimensional construct, which characterized by Emotional Exhaustion (EE), Depersonalization (DP), and Reduced Personal Accomplishment (RPA) (Leiter & Maslach, 1988; Maslach, 1997; Maslach et al., 2001, Schaufeli & Buunk, 1996) Therefore, a brief explanation of each dimensions are presented hereunder.

Emotional Exhaustion (EE)

The sub-construct EE is defined as the consequence of intense physical, affective, and cognitive strain, or it is a long-term consequence of prolonged exposure to excessive job demands (Tuithof et al., 2017). This dimension is basically representing permanent job related stress and feeling of being overextended and weakened in one's emotional and physical resources (Maslach et al., 2001). According to the scholars, EE is the core dimension of burnout with severe consequences that can be served the main proxy to job burnout. The phenomenon is usually associated with job-related functioning and/or chronic job demands (quantitative and/or qualitative). EE can be characterized by late coming, reduced functioning, poor performance, absenteeism, etc. (Maslach et al., 2001; Tuithof et al., 2017).

Depersonalization (DP)

Maslach and et al. (2001) define DP as distancing oneself emotionally from service recipients. Or it can also be viewed as alienating oneself to lose a sense of personal identity and external reality. For Simeon (2004) DP is a disruption of integrated functions of consciousness, memory, perception, and identity. Thus, an individual in the state of DP is subjected to feel alienated, detached or disconnected from her/his own being and her/his clients. In this context, DP holds both intrapersonal and interpersonal dimensions. The teacher with this dysfunctional state can become impersonal and insensitive to his work, students, schools, and build negative feelings. In addition, if the DP and cynicism feeling towards job and clients persist, the workers' feeling of self-efficacy and achievement is diminished (Simeon, 2004; Maslach et al., 2001).

Reduced Personal Accomplishment (RPA)

The RPA is defined as the feeling of decline in one's own competence, performance, and productivity. (Breso, Salanova & Schaufeli, 2007). This dimension represents a self-evaluation component of burnout, which is manifested through feelings of incompetence, lack of accomplishment, and reduced efficiency (Maslach et al., 2001). According to Bandura (1977) individual level of self-efficacy can be determined how a person will behave; emotionally respond to difficult situations, her/his choice of activities, and her/his preferred environmental settings. He also underlines that individual with low sense of self-efficacy more likely to experience self-doubt, dwell in her/his past failures, judge her/him as inefficacious, and perceived potential obstacles. Therefore, such an individual for one thing does not overcome the problem for the other does not show willingness to learn from their failure.

EFL Teacher's Burnout

From the very beginning, burnout research has involved teachers and teaching profession. The profession caught the attention researcher because teaching is the service giving profession and burnout attacks service giving professionals.

For instance, Maslach (1982) in her early exploratory study, she involved teachers. Therefore, burnout has become the main concern in the world of teaching profession and has affected a large number of teachers in many ways. Fives (2007) indicates that burnout can occur at any time in the teaching profession, but mostly he argued that it occurs in the early years of teaching. Conversely, Fakhodi (2018) has argued that teachers' burnout is usually happened among teachers who stayed in the profession for a long period. Therefore, from these two competing findings, it is possible to draw out a key point that is burnout can be experienced by any teachers of any level of work experiences: novice or veteran teachers.

There are many contributing factors prevailing in the school to put EFL teachers to experience burnout (Hismanoglu & Ersan, 2016; Özdemir, 2016). Currently, EFL teachers' burnout has got great recognition globally because many teachers in the field have been found with the problem. The study of Rihani and Sagar (2015) underlines that a large number of EFL teachers have highly been challenged because they are supposed to deal with students whose mother tongue and culture are different from the target language. They further indicate that the state of burnout extremely affects the workforce of teaching both internally and externally. Moreover, Bowen (2013) states that EFL teachers in the state of burnout spend less time and energy to their work and absent from the work frequently. According to her, these teachers show high tendency to withdraw from their jobs both physically and psychologically. Teaching always keeps teachers busy even at weekends or semester breaks. Apart from active teaching hours, the teachers are supposed to prepare lessons, mark student papers, prepare tests, and try to keep update themselves. These routines may put them to experience burnout (Lou & Chen, 2016). In support this, Hismanoglu and Ersan (2016) indicated that EFL teachers in the state of burnout can manifest absenteeism, poor performance, conflict with others, turnover, etc. Furthermore, teachers experiencing burnout feel their action is unwanted; feel unappreciated, unrecognized, and unimportant. These phenomena intentionally or unintentionally affect their job. Next to this the theoretical frame of the study is presented briefly.

Theoretical Framework

Having made vast revision of burnout studies conducted for over twenty-five years, Schaufeli and Buunk (1996) noticed that the presence of various theoretical approaches to study burnout. They discussed that efforts made in search of a well-framed and comprehensive theoretical framework to the study the construct. They then come to conclusion that the journey is not yet completed and it remains difficult to complete. Among the suggested theoretical approaches, burnout as mismatch between person and job is applied for this study; it is discussed as follows:

Burnout as Mismatch Between Person and Job

Leiter and Maslach (1988) as cited in Schaufeli and Buunk (1996) came up with a different perspective and they asserted that burnout is a process resulting from a situation of chronic imbalance between job demands and employee's overall capacity. This mismatch is independent of the specific content of the work; therefore, instead of considering a single root cause that is emotional overload to burnout to develop, six types of person–job mismatch are regarded as the potential sources of burnout. The six factors that are supposed to contribute to the development of burnout are indicated hereunder.

1. Work overload i.e. having to do too much work in too little time with too few resources;

2. Lack of control i.e. having no opportunities to make choices and decisions, using one’s Abilities to think and solve problems;
3. Lack of rewards i.e. inadequate monetary rewards as well as internal rewards such as recognition and appreciation;
4. Lack of community i.e. a loose and non-supportive social fabric, social isolation and chronic and unresolved problems;
5. Lack of fairness i.e. employees are treated inequitably, respect & self-worth are not confirmed;
6. Value conflict i.e. the requirements of the job do not agree with personal principles (Schaufeli & Buunk, 1996, pp. 413-14). This model is described using schematic diagram below.

Schematic Representation Theoretical Framework

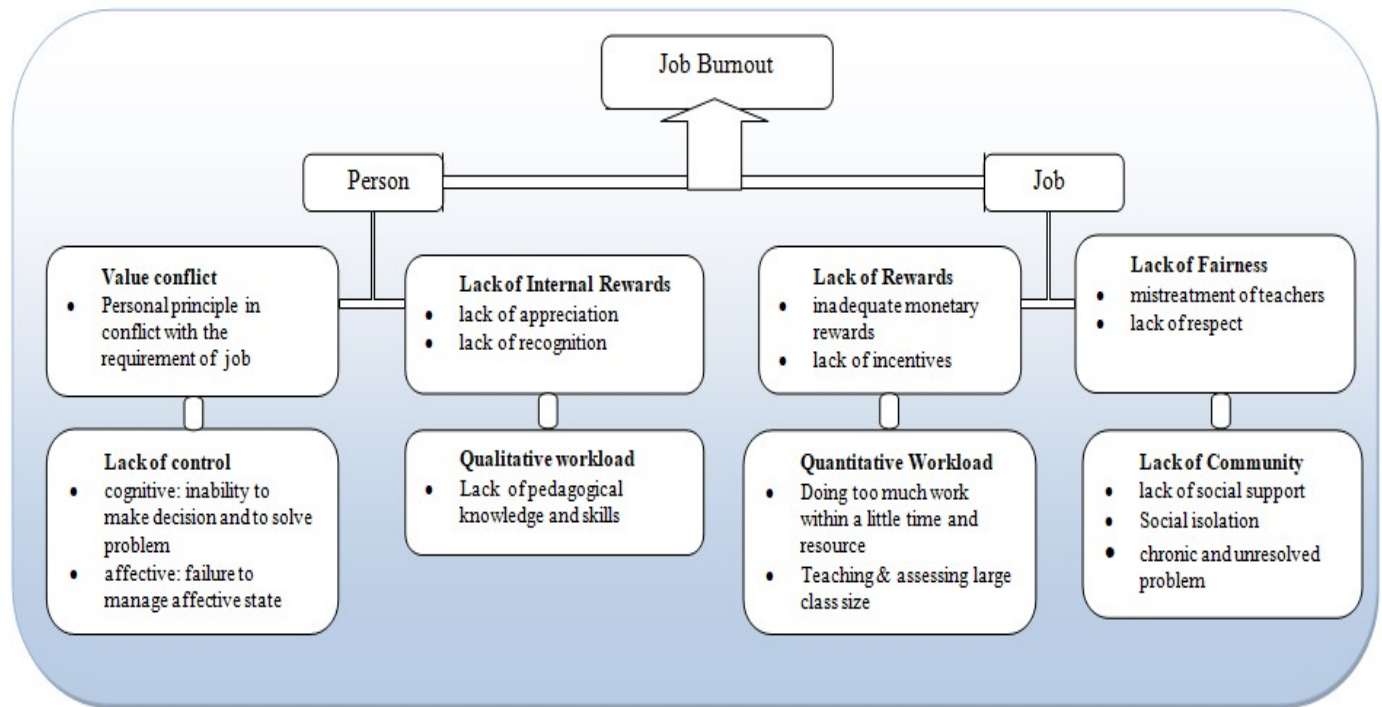


Figure: The Schematic Representation of Theoretical Framework of Burnout

III. THE METHODOLOGY AND RESEARCH DESIGN

For this study, a cross sectional descriptive survey with quantitative and qualitative design was applied to enable the researcher describe respondent's feeling, belief, opinion, and behavior of the past and the present. Many researchers (i.e., Griffee, 2012; Neuman, 2014; Creswell, 2012) favor the survey design to address purposes like description of reality on the ground and/or to explore self-reported beliefs and behaviors of an individual. The survey can be exploratory, descriptive or explanatory. Therefore, it was applied for this study to address the study goal.

Population and Sampling Techniques

The study applied three sampling techniques: cluster random sampling, stratified random sampling, and simple random sampling respectively. The cluster sampling was applied to select representative sample wordas (districts) from the Zone. The stratified sampling and simple random sampling were used together to select proportional number of male and female participants from the total population. And again, simple random sampling was applied to select schools from the wordas. Therefore, a total of 30 teachers were involved in the study that is 19 males and 11 females respectively.

Instruments of Data Collection

Every research has got some objectives to achieve in the course of a study. The objectives could be either to address problems encountered or to contribute some new insight to the existing body of knowledge or for both. Such expected outcomes of a study are entirely relied on evidence, evidences are derived from the sources using various tools. Among these data gathering tools, questionnaire and interview are applied to collect data for the study, which are discussed below.

Questionnaire

Questionnaire is one of the most popular and widely used data gathering tools in most scientific research (Dornyei, 2003). It is advantageous and economical in terms of time, energy, and money. Therefore, for this study, a seven point rating scale questionnaire were applied to collect data. The questionnaire was a standardized i.e., Maslach Burnout Inventory-Education Survey (MBI-ES) which is designed by the known researcher Maslach and Jackson (1981).

Semi-Structured Interview

The second instrument used for data collection was interview, which was semi-structured type. The format was provided information about the topic and kept the researcher not to

abandon the purpose of the study. In addition, the tool helped to explore participant's thoughts, feelings and beliefs of burnout, which is personal and sometimes sensitive (Cohen et al, 2007; Dornyei, 2007).

Method of Data Analysis

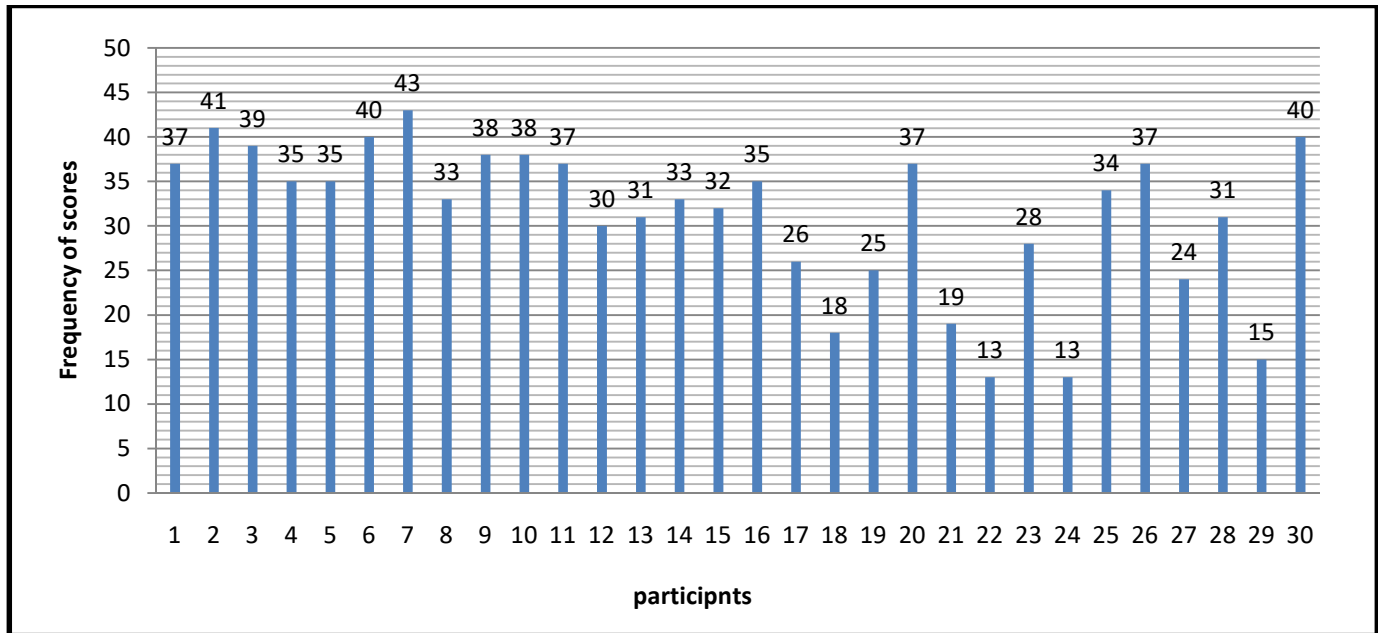
The types of analysis applied for the study was both quantitative and qualitative analysis. The quantitative data obtained from the questionnaires were analyzed with the help of version 20 Statistical Package for Social Sciences (SPSS). Then the output was described using figures.

IV. DATA ANALYSIS AND INTERPRETATION

Emotional Exhaustion

To measure participants' level of Emotional Exhaustion (EE), nine items were applied. As can be shown in Figure 4.1 below, it is found that 22 (73.33%) of the respondents experienced high level of EE. Likewise, it is found that 5 (16.66%) of the respondents experienced moderate level of EE. And the other 3 (10%) of the respondents is found experiencing low level of EE. Therefore, the majority of the respondents experienced high level EE, which is followed by moderate and low levels of EE respectively.

Figure 4.1: Frequency Distribution of EFL teacher level of Emotional Exhaustion



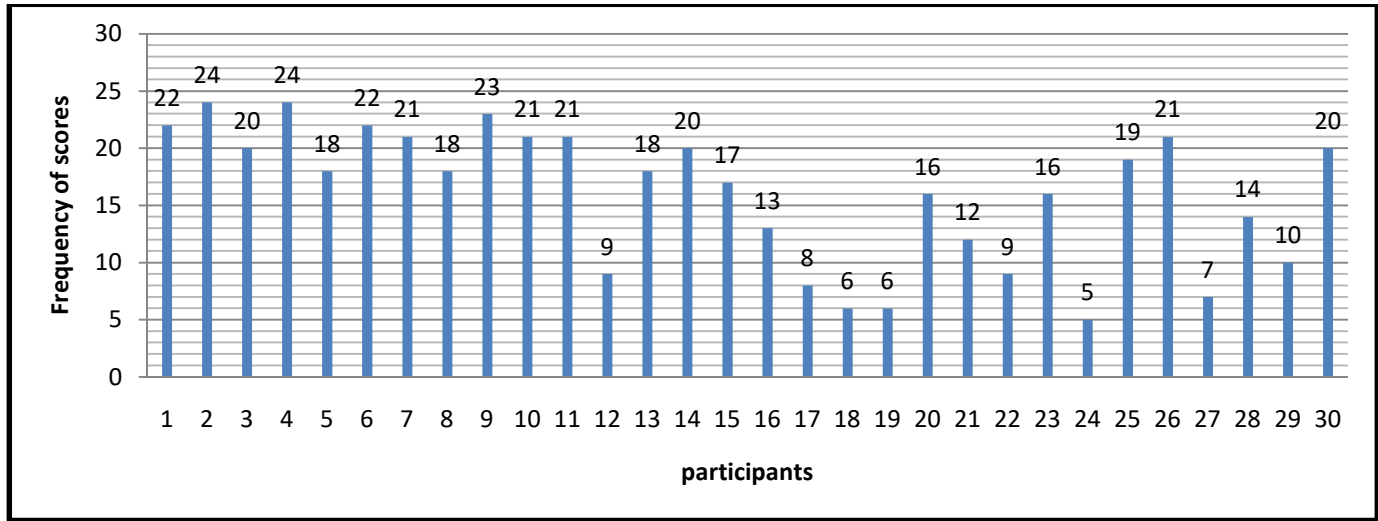
Key: 27+ = high EE, 17-26 = moderate EE, 0-16 = low EE (Bowen, 2013)

Depersonalization

As can be exhibited in the Figure 4.2, it is found that 20 (66.7%) of the participants experienced high level of Depersonalization (DP). The other 6 (20%) and 4 (13.33%) of

the respondents are found experiencing moderate and low levels of DP respectively. Therefore, the result shows that majority of the participants experienced high level of DP, which is followed by moderate and low levels DP respectively.

Figure 4.2: Frequency Distribution of EFL teacher’s level of Depersonalization



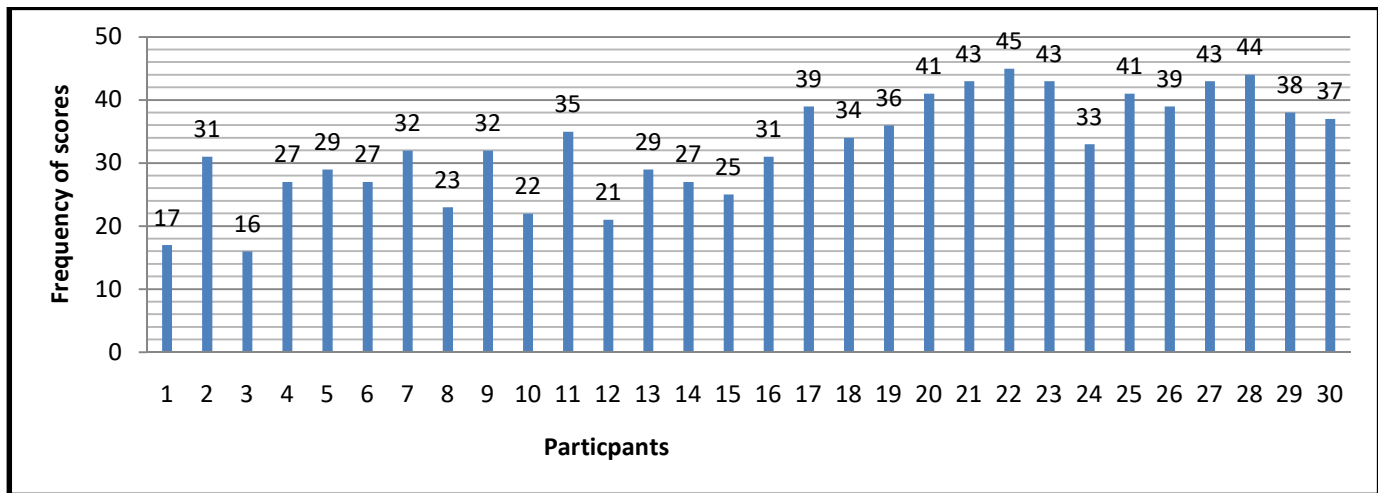
Key: 13+ = high DP, 7-12 = moderate DP, 0-6 = low DP (Bowen, 2013)

Reduced Personal Accomplishment

As can be demonstrated in the Figure 4.3 below, 9 (30 %) of the respondents are found experiencing low level of PA. Likewise, the majority 12 (40%) of the respondents experienced moderate level of PA. The remaining 9 (30%) experienced high level of PA. Concerning this, Maslach

(1981) points out RPA are an overall sense of being unable to cope with challenging situations in the work place. Thus, from the figure above, the largest number of the participants experienced low and moderate level of PA respectively, which together accounts 21 (70%).

Figure 4.3: Frequency Distribution of Personal Accomplishment Subscale



Key: 39 + = low PA, 32-38 = moderate PA, 0-31 = high PA (Bowen, 2013)

Gender and EFL Teachers' Burnout

As it has been stated in the literature review section, a few studies were conducted worldwide to examine the relationship between gender and EFL teachers' burnout in different contexts. In this study, it is intended to examine whether there is relationship between the two variables in the study context or not. With this in mind, the study is investigated the relationship that exists between gender and EFL teachers' burnout. The findings of the study are presented in the subsequent tables.

Table 4.5.1: EFL teachers' responses on the level of their emotional exhaustion

S. No	Gender	Level of Emotional Exhaustion						Total	
		High		Moderate		Low			
		N	%	N	%	N	%	N	%
1	Female	9	81.8	2	19.2	0	0	11	100
2	Male	13	68.4	3	15.8	3	15.8	19	100

As can be seen in Table 4.5.1 9 (81.8 %) of females respondents experienced high level of Emotional Exhaustion (EE). This shows that the majority of female EFL teachers experienced high level of EE compared to male counterparts from whom only 13 (68.4 %) experienced high level of EE. Likewise, only 2 (19.2 %) female teachers experienced moderate level of EE compared to 3 (15.8%) male counterparts. Furthermore, no female EFL teachers experienced low level of EE; however, 3 (15.8 %) male participants experienced moderate level of EE. Thus, majority females are experienced higher level of EE as compared to their male counterparts.

Figure 4.5.1: Gender and Distribution of Level of Emotional Exhaustion

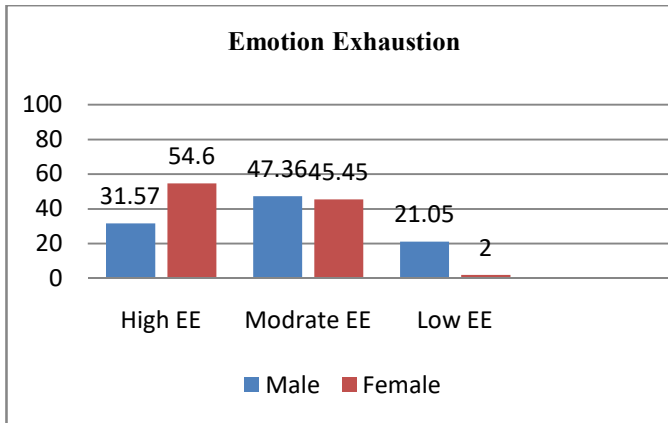


Table 4.5.2: Responses gained on EFL teachers' level of depersonalization

S. No	Gender	Level of Depersonalization						Total	
		High		Moderate		Low			
		N	%	N	%	N	%	N	%
1	Female	8	72.72	2	18.2	1	9.1	11	100
2	Male	12	63.2	4	21.06	3	15.8	19	100

In the Table 4.5.2, the scores obtained from female respondents on the second dimension of burnout, Depersonalization (DP) are 8 (72.7 %), 2 (18.2 %), and 1(9.1%) for high, moderate, and low levels of DP respectively. On the other hand, the scores obtained from male participants on the same dimension are 12 (63.2%), 4 (21.06 %), and 3 (15.8 %) for high, moderate, and low levels of DP respectively. Therefore, from these data, it can be inferred that female participants experienced higher level of DP as compared to their male counterparts.

Figure 4.5.1: Gender and Distribution of Level of Depersonalization

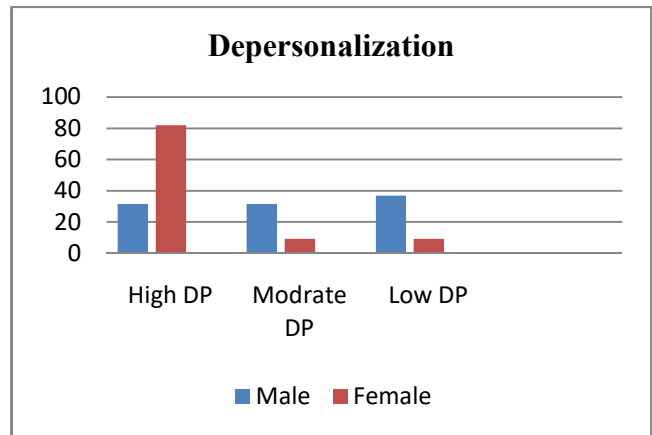
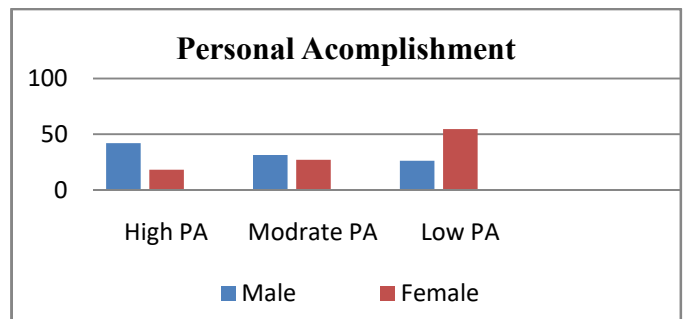


Table 4.5.3: Responses obtained on EFL teachers' level of personal accomplishment

S. No	Gender	Level of Personal Accomplishment						Total	
		Low		Moderate		High			
		N	%	N	%	N	%	N	%
1	Female	5	45.6	4	36.4	2	18.18	11	100
2	Male	5	26.4	6	31.57	8	42.1	19	100

As can be seen in Table 4.5.3, the scores obtained from females respondents show that majority of them 5 (45.6%) experienced lower Personal Accomplishment (PA) as compared to their male counterparts, of whom only 5 (26.4%) experienced lower level of PA. The other 4 (36.4 %) of female participants experienced moderate level of PA. When it is compared with male counterparts, of whom only 6 (31.57%) experienced moderate level of PA. Here also the number of female's participants exceeds male counterparts. The remaining 2 (18.18%) are experienced high level of PA. When this score is compared with male counterparts, of whom 8 (42.1%) experienced higher level PA. Generally, from the result obtained, it can be inferred that females' EFL teachers experienced lower level of PA as compared to their male counterparts. It is depicted in the following figure.

Figure 4.5.1: Gender and Distribution of Level of Personal Accomplishment



V. RESULT AND DISCUSSION OF EFL TEACHERS' JOB BURNOUT

As indicated in the analysis section (See Figure 4.1) the descriptive statistics revealed that the majority (73.33%) of EFL teachers experienced Emotional Exhaustion (EE). It is the major factors that contribute to develop job burnout. So, if the teachers are emotionally exhausted, they may refrain from doing their work properly and gradually withdraw from their job. The interview result also supports this finding. It shows that EFL teachers did not hold positive affects towards their job and profession. The majority of the respondents reflected that they often experienced EE due to various reasons. The reasons were mostly students and school related stressors and partly social related problem. The students' related challenges include: lack of interest, carelessness, disrespect, late coming, absenteeism, and not doing class and home work.

On the other hand, school related challenges were workload, maladministration, lack of incentives, and lack of resources (text book, teachers' guide, etc.). In this regard, the study of Heidari and Gorjian (2017) showed that EE is the core factor to develop job burnout. These scholars stated that EE is the state of chronic stress resulting from excessive job and personal demands, which is characterized by the feeling of emotionally drained and physical fatigued. This can be emanated from internal stressors associated with personality and professional commitment and/or external stressors associated with things that are outside of an individual including work overload, time pressure, abnormal interaction with colleagues, etc. Therefore, from points made, it is possible to infer that the majority of EFL teachers in the study context experienced EE due to internal or external stressors.

The other component of burnout is Depersonalization (DP) which is supposed to happen immediately after EE is experienced. As it is indicated in the analyses section (see Figure 4.2) the majority of the participants experienced high level of DP; however, the data that come from the interview sessions did not support this. This might be happened because such behavior the participants speculate socially unacceptable. As a result, they replied that they have had good interaction with the students, colleagues, and school leadership. That is to show they did not experience DP. Paradoxically, if a teacher experience EE, there is no way to escape from experiencing DP because EE by default triggers DP. Even many scholars argued that DP is a reaction made by a person to recover from the pain of EE (Maslach et al., 2001). These authors stated that if a worker felt emotionally exhausted, he/she isolates him/herself from giving service properly. Therefore, DP is occurred as a reaction to EE to avoid the risk brought by.

Furthermore, during interview sessions, most participants showed negative attitude towards students, school leadership, and their job. Even some said that they had an intention to change their job if they got chance, other to quit it for good, and some others waiting their retirement. All these are signs of DP and cynicism. DP as the component of burnout, lead a teacher to less involvement in teaching activity; undermine students' engagement in a classroom. Teachers with this mind set are frequently absent from school, disengaged from work,

and develop negative attitudes towards students. This might have an impact on student's classroom behaviors and may lead to conflict with a teacher. Many studies showed that the positive association of teacher's burnout and students' misbehavior. Teachers holding negative feeling towards the students, develop DP; feel less interactive with students, and hold less value for teaching (Benita et al. 2018). Therefore, DP is the reaction to EE and it is an interpersonal relation problem in a work context. On the basis of the evidence obtained from the survey and interview, it can be speculated that the majority of EFL teachers experience DP.

The third component of burnout is Reduced Personal Accomplishment (RPA). The response obtained from the survey on this factor is scattered. By and large, the finding of the survey showed the majority of EFL teachers experience high level of PA. However equal number of participants experienced moderate low level of PA. However, the responses obtained from interview sessions were against the survey result. In which, the majority of the respondents replied that they were more or less successful in their work though they faced some challenges. Moreover, the respondents externalized the causes of the observed problem, and they said that EFL teaching learning process is suffered because of the Educational Policy and school administration system respectively and they are not responsible for.

Therefore, comparing the data that come from both sources, it can be speculated that EFL teachers' PA seems moderate. Concerning this, Wossenie (2014) indicated that EFL teachers' self-efficacy belief was low, students' achievement was also poor. Hence, EFL training centers and professional development programme should concentrate on the affective components of the teachers. This finding is quite supportive to the responses obtained from some participants who rated low in the survey and who said low during interview sessions. In the interview session, some respondents replied by saying low and reasoned out that in the past there were short-term on job trainings offered under English Language Improvement Program (ELIP) which was helpful for them, but then the programme was ceased. The finding of the present study is more or less in congruent with the finding of Mukundan and Khandehroo (2010). Who found out that the prevalence of high levels of burnout among EFL teachers within the three dimensions? The study of Özkara (2019) also to some extent in congruent with the finding of the current study. He found that a negative relationship between emotional exhaustion (EE) and personal accomplishment (PA); a negative relationship between PA and depersonalization (DP).

Result and Discussion of Gender and EFL Teachers' Burnout

This study is also intended to address the question if there is relationship between gender and EFL teachers' burnout. Thus, the data collected in terms of gender was analyzed and interpreted. The results obtained shows (see Table 4.5.1, Table 4.5.2, and Table 4.5.3) that there was relationship among the three dimensions of job burnout and gender. The

descriptive statistics result demonstrated that females' participants experienced higher level of EE and DP and lower PA as compared to their male counterparts. These findings are in congruent with the finding of Farshi and Omranzadeh (2014), who found out that the presence of significant difference between male and female teachers in their level of burnout. The study is also partially in congruent with the finding of Korso (2013), who found out that the level of self-efficacy among novice female teachers was lower as compared to veteran teachers. The researcher stated that novice female teachers teaching in public schools in Ethiopia tend to have lower self-efficacy. Conversely, the finding of this study is against the finding of Lou and Chen (2016), who found out that there was no significant differences in the aspects of gender in experiencing job burnout. In addition, the current study is against the finding of Farshi and Omranzadeh (2014), who found out that no significant difference in the aspects of gender and job burnout.

VI. CONCLUSION AND RECOMMENDATION

The study was mainly conducted to assess EFL teachers' level of job burnout. The investigation was carried out using mixed research design wherein two instruments, questionnaire and interview, were applied to gather data. In the study, a total of thirty EFL teachers (twenty-two males and eleven females) teaching in twelve primary schools were involved. The result of the survey showed that the majority of EFL teachers working in the study context experienced high level of burnout due to factors such as lack motivation, workload, lack of satisfaction, etc. The study also revealed that female EFL teachers working in the Zone experienced high level of burnout compared to male counterparts. The data that were obtained from interviewees also verified that EFL teachers working in the Zone experienced high level of exhaustion and burnout. In general, EFL teachers working in the zone experienced high level of burnout which requires an intervention. Therefore, EFL teachers in the Zone must be trained different coping strategies that would enable them to manage their level of burnout.

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