Journal of Elementary Education
Volume 27, No. 2, pp. 1-20

Influence of Demographic Characteristics towards Emotional Burnout among Public School Teachers in Punjab

Faiza Shaheen[*] and Nasir Mahmood[**]

Abstract

This study addressed the phenomenon of teachers' burnout in its three dimensions explaining emotional exhaustion (EE), depersonalization (DP) and lack of personal accomplishment (PA) (Maslach, Schaufeli, & Leiter, 2001). The knowledge about status of teachers' burnout in response to the demographic variables is important to improve learning conditions at classroom level as well as to advance school environment. The contribution of demographic variables (age, experience, marital status, gender, locale, qualification, job status, job rank, level of school) on the way of exploring burnout rate of teachers on job has been reported in this study. It was a descriptive cross-sectional study conducted in the district of Punjab by employing a sample of 1688 (Males=957; Females=731) school teachers using multi-stage sampling. Emotional burnout scale (α=.89) was administered along a list of demographic variables to meet the study objectives. Descriptive (Mean and SD) and Inferential statistics (t-test, and ANOVA) were used to know the difference among study variables. The results showed significant differences of age and experience on three dimensions of burnout. Gender, marital status, locale and qualification were significant to three dimensions of burnout differently whereas job status, job rank, and level of school were not found significantly contributing variables to all dimensions of burnout. The demographic variables, investigated in this study, were not conclusively determinants of burnout but in interaction with other factors might be contributive in augmenting burnout. Some recommendations such as to allocate the job tasks while keeping harmony between characteristics and skills of teachers were made in light of the findings of current study.

Keywords: Emotional exhaustion, depersonalization, personal accomplishment, burnout, school teachers, demographic variables

[*] Lecturer Education, University of Education, Bank Road Campus, Lahore Email: fizjanjua@gmail.com
[**] Professor, Department of Early Childhood and Elementary Teacher Education
Allama Iqbal Open University, Islamabad. Email: nasir.mahmood@aiou.edu,pk

Introduction

It has been observed that the ways to access to knowledge got a rapid change in the community. The expectations of most of the stakeholders of schools have also become higher for adapting to this change. Role of teachers has got a complex shape whereas the level of pupil difficulty, pupil needs, and their interests are yet demanding as earlier. Having higher status of teachers in community is an unmet response expectation that makes teachers more prone to the feeling of low concept. Research helps to establish the fact that the people who are more dedicated and passionate towards work are more likely to burnout as they dedicate their quality time on job that may also be a compensation of social life (Freudenberger 1980; Gold, 2001). The behavioral patterns of teachers when observed establish any state of burnout that is likely identifiable in form of their fatigue, tiredness, stress, being resentful, and ineffectiveness of tasks' accomplishment. Imbalanced pupil ratios in class, less salary, heavy workloads, poor access to necessary materials for teaching, difficult students and behaviors of parents add to the feeling of strain among teachers (Maslach & Jackson, 1981; (Maslach, Schaufeli, & Leiter, 2001).

Freudenberger (1974) first introduced the term of burnout empirically. The work done by Maslach (1976) has a milestone value to add meaning to the phenomenon and making it an academic construct. It is usually considered as a decline in resources and energy on job where the professional undergoes stress and fatigue. A constant contact with the job recipients and sensitivity towards their needs result in lacking the energy to an observable level.

Burnout has been reported as a three dimensional construct namely emotional exhaustion (EE) the state of emotional tiredness, depersonalization (DP) the resentful and cynical attitude towards students, and reduced personal accomplishment (PA) the degree of lack of fulfillment of tasks. In short, burnout is an overall tendency of detachment on job that teachers lose concerns for the students and people on job and start treating them in dehumanizing manner (Maslach, Schaufeli, & Leiter, 2001). The initial work on burnout comprise on theory development and association of burnout with some models. Later on the variables such as personality characteristics and demographic variables became a subject of research.

According to the demands of varied professions, different set of skills are required to progress in certain professions. The helping and service providing professionals such as teachers, administrators, counselors, doctors, nurses, and police officers have the responsibility to deal with bulk of demands of clientsunder work stressors such as lack of resources, heavy workloads, difficult clients etc.(Maslach, Schaufeli, & Leiter, 2001). When contrasting the precursors of burnout with teaching

profession, many of the causes are found prominent in this profession that make it stressful job (Travers & Cooper, 1993; Schwab, Jackson, & Schuler, 1986). Among the helping professions, teaching has been considered more emotionally tiring job (Schaufeli & Enzmann, 1998; Innstrand, Langballe, Falkum, & Aasland, 2011; Stoeber & Rennert, 2008) due to being shouldered with the responsibility for fulfilling the demands of students, parents and school administration.

Burnout occurs across a range of characteristics possessed by professionals. Research has been conducted to determine the link between insightful teaching and burnout (Javadi, & Khatib, 2014). The teachers who are less prone to burnout are creative, confident, and competent as their job involvement is evidence of their work efficiency (Howard and Johnson 2004). The baseline variables cannot be determined that cause burnout because it has been associated with diverse variables.

It has value to study burnout with some demographic variables also, the way the state of teachers differs in presence of some natural characteristics and damages the productivity. The nature of this stress syndrome is silent, sensitive and attached with lasting effects on performance of workers. Burnout does not immediately damage the outcome whereas it affects the outcomes on gradual and silent ways. Teachers seem persistently less satisfied with the perceived low salary, arbitrary teacher deployment systems, unattractive work locations, unprofessional treatment of teachers, lack of professional development opportunities, and insufficient supportive supervision (International Labour Organization, 2005) and these are likely same reasons that in spite of investing lots of money and resources in education, the ultimate achievement of students has not been achieved. Students' achievement is yet as same as before the initiation of educational reforms.

Coping ways to burnout are different at personal and organizational levels. The early identification of burnout leads to address other issues associated with school teaching such as the problems of teacher attrition, retention and selection or recruitment etc. (Gonzalez, Brown, and Slate, 2008). Investigation of the turnover intention of teachers cannot be studied alone as a separate construct due to the embedded nature of teaching profession with social context of institutions and society. Pomaki, DeLongis, Frey, Short, & Woehrle (2010) identified the role of required social support that helps in optimizing retention of new teachers in profession.

The roots of teaching profession are likely embedded in society so well that all the members associated with teachers also get affected with the provision of ease and support provided at schools. The effects of healthy work environment equally work well for teachers as well as for the recipients of the teaching services such as administrators, colleagues, parents and primarily the students (Christle, Jolivette & Nelson, 2005).The demographic variables also influence the state of burnout among teachers (Lau, Yuen and Chan, 2005).

The perspective that regards teaching a demanding profession, a clear lack in job description of school teaching entails the role of teachers as complex. The stressful, tired, less motivated and dissatisfied state of teachers is obvious when they are kept responsible for performing multiple tasks ranging from administration to teaching and learning (Farbar and Miller, 1981).

Organization cannot do progress when emotional burnout occurs unknowingly among its employees due to the connection of burnout with the efficiency and work productivity of teachers. The bulk of resources fail to produce results if this silently occurring phenomenon is not dealt at early stage of its occurrence. To up bring the within school structure be fitted with the plan and policy recommendations, many of the efforts have been put in by government in the national context of schools. Since the local context of Pakistan also differs with any developed country, the need of this study is absolute where teachers should kept been drawn with the actual state of performance on their job duties. From the said angle this study centers focus on the current status of emotional burnout among teachers with regard to their demographic characteristics.

Objectives of the Study

Following were the objectives of the study:

1. To measure the level of emotional burnout among teachers
2. To examine the difference among teachers' burnout in response to some demographic variables (age, experience, marital status, gender, locale, qualification, job status, job rank, level of school).

Methodology

The current research was a quantitative study. A cross sectional paper-and-pencil survey design was used. Data was collected using a demographic profile sheetand a questionnaire measuring burnout. Both instruments yielded quantitative data.

Population

Population of the study was all the working teachers in the schools of thirty six districts of the province of Punjab. Total number of schools in these districts is 59012. Total number of teachers working in these schools is 342653. Following table shows population of the study.

Table 1
Region wise distribution of schools and teachers among all districts of Punjab

Regions	No. of districts	Schools	Teachers
Southern	10	20619	104538
Central	14	20705	134481
Northern	12	17688	103634
Total	36	59012	342653

http://schoolportal.punjab.gov.pk/schoolcensusNew.htm

Sample

Sample was drawn from working school teachers of 36 districts of Punjab. For this purpose stratified proportionate sampling technique was used. Geographical region wise distribution of all districts of the province of Punjab was as Southern, Central, and Northern comprises 10, 14, 12 districts respectively. At first stage 3 districts from Southern region, 4 districts from Central region, and 3 from Northern region were selected by using proportionate random sampling technique. At second stage, districts were stratified on the base of locale (urban and rural) and schools were selected with the ratio of 1:2 for urban and rural respectively. At third stage, schools were stratified on the base of gender (male and female) equally from each area. At last stage, selected schools were stratified. From each stratum 8-16 teachers were selected by using random sampling technique which led to draw 1688 teachers as a sample of the study.

Measures

The instruments used in this study are described below.

Demographic profile form

The range of demographic characteristics of teachers included age, experience, marital status, gender, locale, qualification, job status, job rank, and level of school. This form was administered along the burnout survey questionnaire.

Emotional Burnout Scale (EBS)

Burnout was measured by using a self-developed instrument, Emotional Burnout Scale (EBS), 31-itemscorresponding to the three sub-factors such as emotional exhaustion (EE), depersonalization (DP), and lack of personal accomplishment (PA). All the items were rated on a 5-point Likert type scale (1 = Strongly Disagree to 5 = Strongly Agree). Reliability of the scale was measured by calculating the Cronbach alpha value (α = .89). Scale validity was assured by taking expert opinion from relevant field experts.

Data Collection

The respondents were asked to answer the questionnaire completely when the meaning of statements was made clear to them.

Data Analysis and Interpretation

For analyzing the data, descriptive (Mean and Standard Deviation) and inferential statistics t-tests, and ANOVA were used in SPSS 22.

Table 2
The state of teachers' burnout

State of burnout	M	SD	PIM
Emotional Exhaustion (16-80)	29.36	10.668	1.83
Depersonalization (8-40)	14.13	6.295	1.77
Personal Accomplishment (7-35)	15.56	6.430	2.22
Total Burnout (31-155)	59.05	20.079	1.90

N= 1693, M=mean, SD= standard deviation, PIM=per item mean

The score of teachers' burnout has been presented on its three dimensions such as emotional exhaustion, depersonalization, and reduced personal accomplishment. The above table 2 reveals that the mean scores and values of standard deviation on emotional exhaustion (M_{EE} =29.36, SD=10.668, PIM= 1.83) is the state of teachers with tired, drained, and fatigued conditions at the end of work day. The mean and standard deviation values (M_{DP} =14.13, SD=6.295, PIM=1.77) exhibit the degree to which teachers keep a distance with the students and a substantial ignorant behavior from the people on job occurs. The mean and standard deviation scores on personal accomplishment (M_{PA} =15.56, SD=6.430, PIM=2.22) indicate the degree to which teachers feel low fulfilment of job tasks whereas the mean and standard deviation scores on burnout (total) (M_{total} =59.05, SD=20.079, PIM=1.90) show the state of emotional and physical depletion in energy on job in response to the stressors at workplace. This overview of the descriptive scores indicated low rate of burnout among school teachers on its three dimensions and on the burnout collectively.

Table 3

The state of teacher burnout by age

Dimensions of Burnout	Up-to 30 years (young-age) (N=356)		31-40 years (Middle-age) (N=494)		41-60 years (Old-age) (N=838)	
	X	SD	X	SD	X	SD
Emotional Exhaustion (16-80)	31.61	11.601	29.45	11.04	28.38	9.86
Depersonalization (8-40)	15.14	6.837	14.12	6.32	13.71	5.99
Personal Accomplishment (7-35)	15.87	6.190	15.67	6.29	15.32	6.55
Total Burnout (31-155)	62.63	21.27	59.24	20.76	57.41	18.93

(N=1688)

Age-wise mean scores comparison of the dimensions of burnout

The age of teachers is given with their mean scores and standard deviation values on the three dimensions of burnout in table 3. Participants were divided into three age groups (Group 1= young-age up-to 30 years; Group 2= middle-age 31-40 years; Group 3= old-age: 41 and above). The mean score and standard deviation values present the degree of emotional burnout on emotional exhaustion, depersonalization, and lack of personal accomplishment.

Table 4

Comparison of teacher burnout by age groups

Teacher Burnout		Sum of Squares	d*f*	Mean Square	f	Sig.
Emotional Exhaustion (16-80)	Between Groups	2613.993	2	1306.996	11.629	.000
	Within Groups	189377.363	1685	112.390		
	Total	191991.355	1687			
Depersonalization (8-40)	Between Groups	513.946	2	256.973	6.523	.002
	Within Groups	66379.954	1685	39.395		
	Total	66893.900	1687			
Personal Accomplishment (7-35)	Between Groups	88.110	2	44.055	1.074	.342
	Within Groups	69128.983	1685	41.026		
	Total	69217.093	1687			
Total Burnout Score	Between Groups	6830.896	2	3415.448	8.547	.000
	Within Groups	673369.521	1685	399.626		
	Total	680200.418	1687			

(N=1688)

One-way Analysis of Variance (ANOVA) was performed to compare the dimensions of burnout in three categories of age as mentioned in table 4. It is reported that mean score of teachers' burnout with three age categories is significantly different (F= 11.629, p= .000) on the emotional exhaustion dimension of burnout with small effect size (Eta sq=0.01). Further, a significant difference (F= 6.523, p= .002) is also found with the small effect size (Eta sq=0.00) on the depersonalization and on the overall burnout

scores (F= 8.547, p= .000) with effect size (Eta sq=0.01). These values revealed that there is a significant difference in the rate of burnout on two dimensions (EE and DP) and total burnout from age-wise comparison of teachers. Post-hoc comparison using Tukey's test indicated that young teachers were more burnout than old teachers.

Table 5

The state of teachers' burnout by experience

Dimensions of Burnout	Up-to 10 years (Early career) (N=701)		11-20 years (Mid-career) (N=366)		21-42 years (Established in career) (N=621)	
	X	SD	X	SD	X	SD
Emotional Exhaustion (16-80)	30.92	11.472	30.30	10.826	27.08	9.142
Depersonalization (8-40)	14.71	6.545	15.05	6.435	12.94	5.732
Personal Accomplishment (7-35)	15.83	6.229	16.36	6.340	14.73	6.559
Total Burnout (31-155)	61.46	21.101	61.71	20.623	54.75	17.741

(N=1688)

Experience-wise mean scores comparison of the dimensions of burnout

The experience of teachers is given with their mean scores and standard deviation values on the three dimensions of burnout in table 5. Participants were divided into three experience groups (Group 1= early career up-to 10 years; Group 2= mid-career 11-20 years; Group 3=established in career: 21 and above). The mean score and standard deviation values presents a general overview of the average scores of burnout with regard to the experience categories of teachers.

Table 6

Comparison of teacher burnout by experience categories

Teacher Burnout		Sum of Squares	d*f*	Mean Square	f	Sig.
Emotional Exhaustion (16-80)	Between Groups	5261.929	2	2630.965	23.741	.000
	Within Groups	186729.426	1685	110.819		
	Total	191991.355	1687			
Depersonalization (8-40)	Between Groups	1422.700	2	711.350	18.308	.000
	Within Groups	65471.200	1685	38.855		
	Total	66893.900	1687			
Personal Accomplishment (7-35)	Between Groups	713.089	2	356.544	8.770	.000
	Within Groups	68504.005	1685	40.655		
	Total	69217.093	1687			
Total Burnout Score (31-155)	Between Groups	18136.839	2	9068.419	23.080	.000
	Within Groups	662063.579	1685	392.916		
	Total	680200.418	1687			

N=1688

One-way Analysis of Variance (ANOVA) was run to compare the dimensions of burnout in three categories of experience as mentioned in table 6. It is reported that mean score of teachers' burnout with three experience categories is significantly different (F= 23.741, p= .000) on emotional exhaustion small effect size (0.02), depersonalization small effect size (0.02) (F= 18.308, p= .000), reduced personal accomplishment small effect size (0.01) (F= 8.770, p= .000), and on total burnout small effect size (0.02) (F= 23.080, p= .000). These values revealed that there is a significant difference in the rate of burnout on three dimensions (EE, DP, and PA) and total burnout from experience-wise comparison of teachers. Further, Post-hoc comparison using Tukey's test indicated that early career teachers were more burnout as compared to teachers established in career.

Table 7

Comparison in the dimensions of burnout of Married and Unmarried school teachers

Variables	Marital status	N	Mean	SD	*t-value*	d*f*	Sig
Emotional Exhaustion	Married	1365	28.74	10.151	-5.024	1686	.000
	Unmarried	323	32.03	12.286			
Depersonalization	Married	1365	13.86	6.124	-3.707	1686	.000
	Unmarried	323	15.31	6.870			
Reduced Personal Accomplishment	Married	1365	15.49	6.471	-.717	1686	.245
	Unmarried	323	15.77	6.124			
Total Burnout	Married	1365	58.08	19.452	-4.065	1686	.000
	Unmarried	323	63.11	22.117			

N=1688

Independent sample t-test was applied to compare the burnout mean scores difference with respect to marital status of teachers: married and unmarried. The mean scores values given in table 8 show more EE, DP, and overall burnout among unmarried teachers as compared to the mean scores of married teachers. The mean score values of unmarried teachers (Munmarried =32.03, SD = 12.286) were significantly different (*p*=.000) with married teachers (Mmarried = 28.74, SD = 10.151) with small effect size (eta sq=0.01) showing unmarried teachers as more emotionally exhausted and tired. Similarly, unmarried teachers were found high on depersonalization (Munmarried =15.31, SD=6.124) than married teachers (Mmarried =13.86, SD=6.870) (p=.000) with small effect size (eta sq=0.00). A significant difference (p=.000) was also found when unmarried teachers (Munmarried =63.11, SD=22.117) were compared with married teachers (Mmarried =58.08, SD=19.452) on total score of burnout with small effect size (eta sq=0.00). It is revealed that unmarried teachers were more burnout than married teachers.

Table 8

Comparison in the dimensions of burnout of school teachers on the basis of gender

Variables	Gender	N	Mean	SD	*t-values*	d*f*	Sig
Emotional Exhaustion	Male	957	28.56	10.375	-3.570	1686	.059
	Female	731	30.43	10.957			
Depersonalization	Male	957	13.88	6.048	-1.874	1686	.003
	Female	731	14.46	6.599			
Personal Accomplishment	Male	957	15.91	6.658	2.749	1686	.014
	Female	731	15.05	6.029			
Total Burnout	Male	957	58.36	19.537	-1.603	1686	.010
	Female	731	59.94	20.749			

N=1688

Independent sample t-test was applied to compare the burnout mean scores difference with respect to the gender of teachers: male and female. The mean scores values given in table 8 show more DP among female teachers as compared to the mean scores of male teachers. The mean score values of female teachers (M_{female} =14.46, SD=6.599) were significantly different (*p*=.003) with male teachers (M_{male}= 13.88, SD=6.048) with small effect size (eta sq=0.00) showing female teachers as more depersonalized. The mean scores of male teachers were found high on reduced personal accomplishment (M_{male}=15.91 SD=6.658) than female teachers (M_{female} =15.05, SD=6.029) (p=.014) with small effect size (eta sq=0.00). A significant difference (p=.010) was also found when male teachers (M_{male}=58.36, SD=19.537) were compared with female teachers (M_{female} =59.94, SD=20.749) on total score of burnout with small effect size (eta sq=0.00). It is revealed that teachers were different when compared gender-wise.

Table 9

Comparison in the dimensions of burnout of school teachers on the basis of locale

Variables	Locale	N	Mean	SD	*t-value*	d*f*	Sig
Emotional Exhaustion	Rural	984	28.42	10.364	-4.335	1686	.000
	Urban	704	30.70	10.949			
Depersonalization	Rural	984	13.59	6.151	-4.172	1686	.004
	Urban	704	14.88	6.425			
Reduced Personal Accomplishment	Rural	984	15.25	6.435	-2.195	1686	.206
	Urban	704	15.94	6.347			
Total Score on Burnout	Rural	984	57.27	19.336	-4.315	1686	.000
	Urban	704	61.52	20.837			

N= 1688

Independent sample t-test was applied to compare the burnout mean scores difference with respect to the locale of teachers: rural and urban. The mean scores values given in table 9show more EE, DP, and overall burnout among urban teachers as compared to the mean scores of teachers belonging to rural areas. The mean score values of urban teachers (M_{urban}=30.70, SD=10.949) were significantly different (*p*=.000) with rural teachers (M_{rural}=28.42, SD=10.364) with small effect size (eta sq=0.01) showing urban teachers as more emotionally exhausted and drained. Similarly, urban teachers were found high on depersonalization (M_{urban} =14.88, SD=6.425) than rural teachers (M_{rural} =13.59, SD=6.151) (p=.004) with small effect size (eta sq=0.01). A significant difference (p=.000) was also found when urban teachers (M_{urban} =61.52, SD=20.837) were compared with rural teachers (M_{rural} =57.27, SD=19.336)on total score of burnout with small effect size (eta sq=0.01). It is revealed that urban teachers were more burnout than rural teachers.

Table 10

The state of Teachers' burnout by Qualification

Dimensions of Burnout	Matric (N=166)		Intermediate (N=142)		Graduation (N=470)		MA/Mphil/PhD (N=910)	
	X	SD	X	SD	X	SD	X	SD
Emotional Exhaustion (16-80)	26.47	9.052	31.03	11.546	30.09	10.699	29.27	10.694
Depersonalization (8-40)	12.75	5.574	15.45	6.608	14.76	6.811	13.85	6.028
Personal Accomplishment (7-35)	14.60	6.625	15.76	6.525	15.92	6.509	15.48	6.283
Total Burnout (31-155)	53.82	17.238	62.25	21.089	60.77	20.881	58.61	19.802

(N=1688)

Mean and standard deviation scores on dimensions of burnout by qualification

Participants were divided into four qualification categories (Group 1 Matric, Group 2 Intermediate, Group 3 Graduation, Group 4 Masters, M Phil and above). Table 10 presents the mean and standard deviation scores on the dimensions of burnout by qualification.

Table 11

Comparison in the dimensions of burnout of school teachers on the basis of qualification

Teacher Burnout		Sum of Squares	d*f*	Mean Square	f	Sig.
Emotional Exhaustion (16-80)	Between Groups	2041.020	3	680.340	6.032	.000
	Within Groups	189950.335	1684			
	Total	191991.355	1687			
Depersonalization (8-40)	Between Groups	822.105	3	274.035	6.984	.000
	Within Groups	66071.795	1684	39.235		
	Total	66893.900	1687			
Personal Accomplishment (7-35)	Between Groups	222.969	3	74.323	1.814	.143
	Within Groups	68994.124	1684	40.970		
	Total	69217.093	1687			
Total Burnout Score (31-155)	Between Groups	7554.853	3	2518.284	6.305	.000
	Within Groups	672645.565	1684	399.433		
	Total	680200.418	1687			

(N=1688)

One-way Analysis of Variance (ANOVA) was run to compare the mean difference explained by the four different groups of qualification as mentioned in table 11. It is note-worthy that mean score of teachers' burnout with four qualification groups is significantly different (F= 6.032, p= .000) on emotional exhaustion with small effect size (Eta sq= 0.01), depersonalization (F=6.984, p= .000)with small effect size (Eta sq= 0.01), and on total burnout (F= 6.305, p= .000)with small effect size (Eta sq=0.01). These values revealed that there is a significant difference in the rate of burnout on two dimensions (EE and DP) and total scores of burnout from qualification-wise comparison of teachers. Further, Post-hoc comparison using Tukey's test indicated that higher qualified teachers were more burnout as compared to teachers with less qualification.

Table 12

Comparison in the dimensions of burnout of school teachers on the basis of job status

Variables	Locale	N	Mean	SD	*t-value*	d*f*	Sig
Emotional Exhaustion	Temporary	244	28.53	10.565	-1.333	1686	.067
	Permanent	1444	29.51	10.682			
Depersonalization	Temporary	244	13.50	5.874	-1.706	1686	.023
	Permanent	1444	14.24	6.361			
Reduced Personal Accomplishment	Temporary	244	15.05	6.159	-1.300	1686	.049
	Permanent	1444	15.62	6.445			
			57.07	18.771			
Total Score on Burnout	Temporary	244	59.38	20.280	-1.658	1686	.003
	Permanent	1444					

N= 1688

Independent sample t-test was applied to compare the burnout mean scores difference with respect to the job status of teachers: temporary and permanent. The mean scores values given in table 12 show more DP, PA and overall burnout for permanent teachers as compared to the mean scores of teachers with temporary job status. The mean score values of permanent teachers (M_{DP} =14.24, SD=6.361) were significantly different (p=.023) with temporary teachers (M_{DP} =13.50, SD=5.874) with small effect size (eta sq=0.00) showing higher depersonalization in permanent teachers. Similarly, permanent teachers were found high on reduced personal accomplishment (M_{PA} =15.62, SD=6.445) than temporary teachers (M_{PA} =15.05, SD=6.159) (p=.049) with small effect size (eta sq=0.00). A significant difference (p=.003) was also found when permanent teachers (M_{total} =59.38, SD=20.280) were compared with temporary teachers (M_{total} =57.07, SD=18.771) with small effect size (eta sq=0.00) on total score of burnout.

Table 13

The state of teacher burnout by rank of job

Dimensions of Burnout	Pre-primary (N=12)		Primary (N=725)		Elementary (N=544)		High (N=407)	
	X	SD	X	SD	X	SD	X	SD
Emotional Exhaustion (16-80)	29.42	10.255	29.87	10.721	28.94	10.898	29.06	10.267
Depersonalization (8-40)	13.50	4.700	14.63	6.541	13.68	6.223	13.87	5.938
Personal Accomplishment (7-35)	18.42	6.895	15.90	6.460	15.03	6.393	15.51	6.270
Total Burnout (31-155)	61.33	14.157	60.40	20.330	57.65	20.157	58.44	19.572

(N=1688)

Job rank wise Mean scores and standard deviation of the dimensions of burnout

Participants were divided into four qualification categories (Group 1 pre-primary, Group 2 Primary, Group 3 Elementary, and Group 4 High teachers). Table 13presents the mean and standard deviation scores on the dimensions of burnout by job rank.

Table 14

Comparison in the dimensions of burnout of school teachers on the basis of job rank

Teacher Burnout		Sum of Squares	d*f*	Mean Square	f	Sig.
Emotional Exhaustion (16-80)	Between Groups	318.284	3	106.095	.932	.424
	Within Groups	191673.072	1684	113.820		
	Total	191991.355	1687			
Depersonalization (8-40)	Between Groups	327.808	3	109.269	2.764	.041
	Within Groups	66566.092	1684	39.529		
	Total	66893.900	1687			
Personal Accomplishment (7-35)	Between Groups	333.064	3	111.021	2.714	.043
	Within Groups	68884.029	1684	40.905		
	Total	69217.093	1687			
Total Burnout Score (31-155)	Between Groups	2599.811	3	866.604	2.154	.092
	Within Groups	677600.607	1684	402.376		
	Total	680200.418	1687			

(N=1688)

One-way Analysis of Variance (ANOVA) was conducted to compare the mean difference explained by the four different categories of job rank that have been mentioned in table 14. It is notable that mean score of teachers' burnout with four job rank categories is only significantly different (F= 2.764, p= .041) on depersonalization with small effect size (Eta sq= 0.00), and on personal accomplishment (F= 2.714, p= .043)with small effect size (Eta sq=0.00). These values revealed that there is a significant difference in the rate of burnout on two dimensions (DP and PA) of burnout from job rank-wise comparison of teachers. Further, Post-hoc comparison using Tukey's test indicated that primary teachers had more depersonalization than elementary teachers whereas post-hoc did not specify the difference on personal accomplishment when job rank categories of teachers were compared.

Table 15

The state of teacher burnout by level of school

Dimensions of Burnout	Pre-primary (N=12)		Primary (N=578)		Elementary (N=451)		High (N=647)	
	X	SD	X	SD	X	SD	X	SD
Emotional Exhaustion (16-80)	28.69	13.78	29.88	11.00	28.94	10.80	29.23	10.21
Depersonalization (8-40)	14.83	7.15	14.66	6.60	13.61	5.95	14.02	6.21
Personal Accomplishment (7-35)	18.17	9.30	16.25	6.76	15.14	6.16	15.13	6.13
Total Burnout (31-155)	61.69	23.47	60.80	20.78	57.69	19.56	58.37	19.67

N=1688

School level wise Mean and standard deviation scores on dimensions of teachers' burnout

Participants were divided into four groups of school level (Group 1 pre-primary, Group 2 Primary, Group 3 Elementary, Group 4 Secondary). Table 15 presents the mean and standard deviation scores on the dimensions of burnout by four groups of school level.

Table 16

Comparison in the dimensions of burnout of school teachers by level of school

Teacher Burnout		Sum of Squares	d*f*	Mean Square	F	Sig.
Emotional Exhaustion (16-80)	Between Groups	253.502	3	84.501	6.032	.527
	Within Groups	191737.854	1684	113.859		
	Total	191991.355	1687			
Depersonalization (8-40)	Between Groups	297.594	3	99.198	6.984	.057
	Within Groups	66596.306	1684	39.546		
	Total	66893.900	1687			
Personal Accomplishment (7-35)	Between Groups	557.965	3	185.988	1.814	**.003**
	Within Groups	68659.128	1684	40.771		
	Total	69217.093	1687			
Total Burnout Score (31-155)	Between Groups	2974.124	3	991.375	6.305	.061
	Within Groups	677226.294	1684	402.153		
	Total	680200.418	1687			

(N=1688)

One-way Analysis of Variance (ANOVA) was run to compare the dimensions of burnout in four groups of school level as mentioned in table 16. It is important to note that mean score of teachers' burnout with four groups of school level is only significantly different (F= 1.814, p= .003) on personal accomplishment with small (0.00) effect size. These values revealed that school level wise difference was only found on personal accomplishment. Post-hoc comparison (Tukey HSD) indicated that teachers with primary school level were different with its counterparts i.e. elementary and high school level teachers.

Discussion

The overarching aim of this study was to identify the contribution of demographic characteristics of teachers when scores on dimensions of teachers' burnout were explored. The findings of the study demonstrated the level of teachers' emotional burnout with various intensities followed by demographic variables of teachers. The results of this study showed that levels of burnout in the form of emotional exhaustion, depersonalization, and reduced personal accomplishment in varying tendencies.

Teachers scored high in the reduced personal accomplishment than on emotional exhaustion and depersonalization. The rate of overall burnout was found moderate among school teachers. The nature of emotional exhaustion is likely to occur early in the form of physical and emotional fatigue. It is an obvious response to work stressors that happens while dealing with bulk of the needs of students. The relatively low scores on emotional exhaustion and depersonalization are due to the gradual development of burnout. Most of the time, the fatigue and exhaustion lead to depersonalization or reduced personal accomplishment when not coped or persist for long time. It has also been observed that without being emotionally exhausted, working professionals undergo depersonalization or reduced personal accomplishment. Literature shows burnout as a sequential construct that one state of it translates to the next or other sub-dimension of it as it is a multidimensional construct (Maslach & Jackson, 1986).It has also been supported through literature that development of burnout as a multidimensional construct was led by a sequence of research (Maslach et al., 2001). Research evidence prevails on the inter-links of sub-dimensions of burnout. Considering reduced personal accomplishment as a component of burnout was not established initially. The nature of the reduced personal accomplishment resembles with low self-efficacy beliefs.

Demographic variables contribute differently towards the prevalence of emotional burnout among teachers (Lau, Yuen and Chan, 2005). Age wise teachers differ on the dimensions of burnout, low age teachers had more emotional exhaustion, depersonalization, and overall burnout than aged teachers. Similarly the early career teachers were more burnout as compared to teachers established in career. Experienced teachers were less burnout on three dimensions and overall burnout. High experience does not only increase the adjustment but also experienced teachers learn the system and are likely established in career. Their tendency to become emotionally exhausted, cynical and lack of personal accomplishment is less than the early career teachers. It is a similar finding that (Grayson & Alvarez, 2008), found that years of experience contribute enough in the development of burnout and teachers with beginning career in teaching are more prone to burnout.

One finding was different than the expectation. Unmarried teachers were more emotionally exhausted, depersonalized, and overall burnout than married teachers. It can be related to the high spirit that unmarried teachers have. They normally are younger than the married teachers. Being single, they work individually hard to make a place in career. When their efforts do not result in getting value in profession, they become emotionally exhausted, create a distancing attitude from the students, and undergo the feelings of low energy and burnout.

Gender of teachers is determinants of the dimensions of burnout (Grayson & Alvarez, 2008). Female teachers were more depersonalized and overall burnout than male teachers. Non-significant statistical difference was found on emotional exhaustion albeit the mean score of female teachers is higher but that might occur due to some arbitrary reason other than gender. Male teachers had more personal accomplishment than female teachers. The reason of becoming burnout and becoming distant from students among female teachers may be due to the mismatch between their domestic and job tasks. Normally research supports the prevalence of burnout among female teachers than males (Fisher, 2011), whereas the current finding of having more depersonalized feelings among female teachers may be due to the behavioral characteristics. Teachers educate their students on both content and conduct. Becoming insensitive towards the needs of students among female teachers is led by a continuous process of balancing home and job tasks simultaneously.

Urban teachers had more emotional exhaustion, depersonalization, and overall burnout than rural teachers. The score of rural and urban teachers did not differ on personal accomplishment. It is a similar finding of an earlier study conducted in the local context (Shaheen & Nasir, 2016) where urban teachers were found burnout than the teachers teaching in rural areas.

Teachers with high qualification scored high on emotional exhaustion, depersonalization, and overall burnout. The level of personal accomplishment was not found statistically different among qualification groups. It is observable that increased qualification adds to more jobs' opportunities. Being highly qualified, when all teachers are provided with similar job resources and dealt like others, their greater skills commensurate to high qualification are not acknowledged. It creates the feelings of job detachment among them.

Permanent teachers were found more depersonalized, lack of personal accomplishment and overall burnout than temporary teachers. It is an unexpected finding in the national context of unemployment that instead of temporary teachers, the sub-dimensions of burnout were more found among permanent teachers. The job should ideally be meeting the requirements of employees but when it does not fulfill their needs they gradually develop a state of callous and resentful behavior towards their students regardless of their permanent job status. It has also been known that the state of depersonalization and personal accomplishment can occur with having low rate of emotional exhaustion.

Primary teachers had more depersonalization than their counterparts. Job rank wise difference in dimensions of burnout was only found in depersonalization and personal accomplishment. Heavy workloads and job responsibilities put teachers on suffering with detached feelings on job. People and work relationships lead to the sensitivity and care issues. Ignoring the needs of recipients and creating a self-doubt of own abilities among primary teachers are due to the extra services that students require. According to another finding, school level at teaching was not a significant determinant of burnout. Primary teachers scored high on personal accomplishment. Other dimensions of burnout were not found different among PSTs, ESTs, and SSTs. Shaheen and Nasir (2016) also found level of school as a less contributing variable to burnout.

Certain findings of burnout tendencies among professionals help to device remedial ways of burnout, as indicated by previous research as well(Gardner, 2010).Other than the indigenous implications of the study specifically made in light of the findings of current study, school administration should develop job description for teachers. The administrative expectations from teachers must be clear to keep them involved on job tasks. The remediating ways of burnout can be shared among the staff members. By sharing the daily experiences among teachers and a practice of using dialogue or talk therapy has been recommended as stress reducing techniques among working professionals (Lim & Eo, 2014). The knowledge related to demographic variables of teachers is also valuable while recruitment of teachers. It is suggested to study emotional burnout with contrast of significantly contributive demographic variables and other organizational variables.

References

Christle, C, A., Jolivette, K., & Nelson, C, M. (2005). Breaking the school to Prison Pipeline. Identifying school risk and protective factors for Youth Delinquency. *Exceptionality*. *Vol 13* (2), p 69-88.

Farber, B. & Miller, J. (1981). Teacher Burnout: a psycho educational perspective. *Teachers College Record,* 83, 235-243.

Freudenberger, H. J., & Richelson, G. I. (1980). Burn-out: The high cost of high achievement. New York: Anchor Press, Doubleday & Company, Inc.

Fisher, M. H. (2011). Factors Influencing Stress, Burnout, and Retention of Secondary Teachers. *Current Issues in Education*, 14(1).

Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education, 24,* 1349-1363. doi:10.1016/j.tate.2007.06.005

Gold, Y. (2001). Burnout: A major problem for the teaching profession. *Education 104*(3), 271- 274.

Gardner, S. (2010). Stress Among Prospective Teachers: a Review of the Literature. *Australian Journal of Teacher Education, 35*(8). 17-28. Retrieved from http://dx.doi.org/10.14221/ajte.2010v35n8.2

Gonzalez, L., Brown, M. S., & Slate, J. R. (2008). Teacher who left the teaching profession: A qualitative understanding. *The Qualitative Report, 13*(1), 1-11.

Howard, S., & Johnson, B. (2004). Resilient teachers: Resisting stress and burnout. *School Psychology of Education, 7*, 399-420.

Innstrand, S. T., Langballe, E. M., Falkum, E., & Aasland, O. G. (2011). Exploring within and between gender differences in burnout: 8 different occupational groups. *International Archives of Occupational and Environmental Health, 84*(7), 813-824.

International Labour Organization. (2005). *Teachers for the Future: Meeting Teacher Shortages to Achieve Education For All.* South Africa: A Publication of the department of Education.

Javadi, F., & Khatib, M. (2014). On the relationship between reflective teaching and teachers' burnout. *International Journal of Research Studies in Language Learning, 3* (4), 85-96. doi: 10.5861/ijrsll.2014.614

Lau, P. S. Y., Yuen, M. T., & Chan, R. M. C. (2005). Do demographic characteristics make a Difference to burnout among hongkong Secondary school teachers?. *Social Indicators Research, 71*. 491–516. DOI 10.1007/s11205-004-8033-z

Lim, S., & Eo, S. (2014). The mediating role of collective teacher efficacy in the relations of teachers' perceptions of school organizational climate to their burnout. *Teaching and Teacher Education, 44,* 138-147. Retrieved from http://dx.doi.org/ 10.1016/j.tate.2014.08.007

Maslach, C. & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behaviour, 2,* 99-113.

Maslach, C. & Jackson, S. E. (1986). *Maslach Burnout Inventor*y. Palo Alto, CA: Consulting PsychologyPress.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job Burnout. *Annu. Rev. Psychol., 52,* 397-422.

Pomaki, G., DeLongis, A., Frey, D., Short, K., & Woehrle, T. (2010). When the going gets nkmtough: Direct, buffering and indirect effects of social support on turnover intention. *Teaching and Teacher Education*, 1340-1346.

Schwab, R. L., Jackson, S. E., & Schuler, R. S. (1986). Educator burnout: sources and consequences. *Educational Research Quarterly, 10*(3), 14-30.

Schaufeli, W. B., & Enzmann, D. (1998). *The Burnout Companion to Study & Practice: A Critical Analysis.* Philadelphia: Taylor & Francis.

Shaheen, F. & Mahmood, N. (2016). Demographic Variables as Determinants of Emotional Burnout among Public School Teachers. *Journal of Research and Reflections in Education 10* (1), 37-50.

Stoeber, J. and Rennert, D. (2008) Perfectionism in school teachers: Relations with stress appraisal, coping styles, and burnout. *Anxiety, Stress, & Coping,* 21. 37-53.

Travers, C. J., & Cooper, C. L. (1993). Mental helath, job satisfaction and occupational stress among UK teachers. *Work and Stress, 7*(3), 203-219.