EFL Teachers' Job Burnout Its Associated Factors: Public Primary School of Jimma Zone in Focus

El burnout laboral de los docentes de EFL y sus factores asociados: Un enfoque en las escuelas primarias públicas de la Zona de Jimma

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Abstract

Because of environmental and personal factors, EFL teachers are often exposed to job burnout. However, the problem and factors that form causal associations seem ignored in the context of the study. This study, thus, aims to investigate EFL teachers' burnout and its associated factors among public primary schools in Jimma Zone, Ethiopia. A mixed methods research design was used for the study. Cluster sampling and judgmental sampling techniques were employed to select 100 EFL teachers, and a questionnaire and an interview were utilized to collect data. Both descriptive and inferential statistics were used for data analysis. The finding shows that the majority of EFL teachers underwent a high level of burnout, and all the hypothesized factors had a significant association with burnout and its dimensions. The major finding is that job burnout negatively affected EFL teachers' work engagement. Considering this finding, the provision of training on coping strategies is recommended. The pedagogical implication of the finding is to incorporate content on emotional intelligence and stress-coping mechanisms in EFL teaching methodology courses. Finally, further study is recommended to be undertaken on a large scale to understand the magnitude of expansion of the problem in the region and nationwide as the sample is small to generalize to these contexts.

Keywords: EFL teachers, job burnout, emotional exhaustion, depersonalization, personal accomplishment, coping strategies

Resumen

Debido a factores ambientales y personales, los docentes de inglés como lengua extranjera (EFL) a menudo están expuestos al *burnout* laboral. Sin embargo, el problema y los factores que forman asociaciones causales parecen ser ignorados en el contexto de estudio. Por lo tanto, este estudio tiene como objetivo investigar el *burnout* de los docentes de EFL y los factores asociados en las escuelas primarias públicas de la Zona de Jimma, Etiopía. Se utilizó un diseño de investigación de métodos mixtos para el estudio. Se emplearon técnicas de muestreo por conglomerados y muestreo por juicio para seleccionar a 100 docentes de EFL, y se utilizaron un cuestionario y una entrevista para recopilar los datos. Se utilizaron tanto estadísticas descriptivas como inferenciales para el análisis de los datos. Los hallazgos muestran que la mayoría de los docentes de EFL experimentaron un alto nivel de *burnout,* y todos los factores hipotetizados tuvieron una asociación significativa con el *burnout* y sus dimensiones. El hallazgo principal es que el *burnout* laboral afectó negativamente el compromiso laboral de los docentes de EFL. A la luz de este hallazgo, se recomienda la provisión de capacitación sobre estrategias de afrontamiento. La implicación pedagógica del hallazgo es incorporar contenido sobre inteligencia emocional y mecanismos de afrontamiento del estrés en los cursos de metodología de enseñanza de EFL. Finalmente, se recomienda realizar un estudio adicional a gran escala para comprender la magnitud del problema en la región y a nivel nacional, ya que la muestra es pequeña para generalizar estos resultados a estos contextos.

Palabras clave: docentes de EFL, burnout laboral, agotamiento emocional, despersonalización, realización personal, estrategias de afrontamiento

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Resumo

Devido a fatores ambientais e pessoais, os professores de inglês como língua estrangeira (EFL) muitas vezes estão expostos ao burnout profissional. No entanto, o problema e os fatores que formam associações causais parecem ser ignorados no contexto do estudo. Portanto, este estudo tem como objetivo investigar o burnout dos professores de EFL e os fatores associados nas escolas primárias públicas da Zona de Jimma, Etiópia. Foi utilizado um desenho de pesquisa de métodos mistos para o estudo. Foram empregadas técnicas de amostragem por conglomerados e amostragem por julgamento para selecionar 100 professores de EFL, e foram utilizados um questionário e uma entrevista para coletar os dados. Tanto as estatísticas descritivas quanto as inferenciais foram utilizadas para a análise dos dados. Os resultados mostram que a maioria dos professores de EFL experimentou um alto nível de burnout, e todos os fatores hipotetizados tiveram uma associação significativa com o burnout e suas dimensões. O principal achado é que o burnout profissional afetou negativamente o engajamento no trabalho dos professores de EFL. À luz desse achado, recomenda-se a oferta de capacitação sobre estratégias de enfrentamento. A implicação pedagógica do achado é incorporar conteúdo sobre inteligência emocional e mecanismos de enfrentamento do estresse nos cursos de metodologia de ensino de EFL. Finalmente, recomenda-se realizar um estudo adicional em larga escala para compreender a magnitude do problema na região e em nível nacional, uma vez que a amostra é pequena para generalizar esses resultados para esses contextos.

Palavras-chave: professores de EFL, burnout profissional, esgotamento emocional, despersonalização, realização pessoal, estratégias de enfrentamento

Introduction

Background of the Study

Over the last few decades, a growing number of burnout studies (e.g., Gaitan, 2009; Heinemann & Heinemann, 2017; Kamtsios, 2018; Mukundan & Kehandehroo, 2010; Özkara, 2019) have been observed globally. Burnout is a psychological strain characterized by emotional exhaustion, depersonalization, and reduced efficacy that mainly affects service-giving professionals like teachers. The etymology of the term goes back to the year 1961 when the German novelist "Greene" coined and used it for the first time in his novel entitled "A Burn Out Case" (Lou & Chen, 2016; Schabracq et al., 2003). However, the concept has become popular and used widely in scientific discourses after Herbert Freudenberger, a popular psychiatrist and pioneering researcher of the construct, used it to describe a mental disorder caused by work-related stressors (Schabracq et al., 2003). At a similar time, another prominent social psychologist, Christian Maslach, explored a psycho-social disorder and labeled it as burnout (Schabracq et al., 2003). More importantly, Maslach operationalized the concept as a multidimensional construct and introduced a scale used to measure the factor. These two pioneer researchers (Freudenberger and Maslach) made burnout public and the main agenda of mainstream media (Casserley & Megginson, 2009; Schabracq et al., 2003).

Then, the concept was further expanded with the supplementation of a positive antithesis engagement, and now, a full spectrum of workers' well-being has been studied globally (Schabracq et al., 2003). What is more, these days, a large number of studies on burnout and teachers' burnout have emerged. Maslach and Leiter (2014), as cited in Fontes (2020), pointed out that 1000 articles are published yearly on some aspects of burnout. Rudow (1999), as cited in Heinemann and Heinemann (2017), states that teachers' burnout spreads worldwide, and its prevalence rate reaches roughly 30%. The problem also seriously affects EFL teachers' working behavior in countries where there are major socio-economic challenges that increase pressure on teachers' life situations and lead them to suffer from work-related stress, fatigue, and exhaustion, which are the most prominent signs of job burnout (De Silva, 2015; Fontes, 2020).

The problem, as previously stated, has been researched worldwide. Yet, it appears that the study area and the nation have disregarded the matter and have only started to pay very little attention to it. This circumstance drives the current study to be carried out in the study setting on the issue of EFL teachers' burnout in their jobs and its triggering factors. Teachers' burnout is, therefore, an emotional strain characterized by a feeling of incompetence, ineffectiveness, and exhaustion due to the demands that stem from the job and other environmental and personal stressors. The state of mind also exposes teachers to a cynical and detached attitude towards the school community. The problem can further be seen as an erosion of teachers' engagement and negative

self-evaluation (Gaitan, 2009; Badawy, 2015). The present study, therefore, raised some questions: What factors lead EFL teachers to develop negative behaviors? What factors caused teachers to lose their passion for their job? What makes achieving the EFL teaching process difficult? What are the threats that lead them to burnout? These inquiries, thus, motivated the researcher to conduct a study on job burnout with a particular focus on EFL teachers working at a public primary school in Jimma Zone, Ethiopia.

The stated problem poses a severe threat to developing nations like Ethiopia. In these countries, there is a lack of resources, a high workload, a large class size, and a lack of incentives. These factors make teachers feel exploited and demotivated, affecting their concentration on their work and ability to tolerate maladministration and other challenges. The factors further trigger negative emotions that can easily affect EFL teachers with poor emotional intelligence because such teachers are incapable of dealing with emotional challenges that stem from their everyday teaching activities (Dastgoshadeh & Javanmardi, 2021). In addition, the studies conducted on teachers' emotions (e.g., Gobena, 2018; Shishigu, 2015; Wossenie, 2014; Gonzales, 2010; Valente et al., 2023) also reported that most teachers in Ethiopia underwent various stressors due to lack of resources, low social value, etc. For instance, Wossenie (2014) pointed out that many EFL teachers were obsessed with salaries and living conditions. In line with this, Amanu (2013) also reported that several EFL teachers were dissatisfied with their monthly salary and the absence of fringe benefits. Shishigu (2015), in his part, indicated that most teachers in Ethiopia and most parts of the world have not yet enjoyed due respect. He further noted that a large portion of teachers worked in stressful conditions because of various environmental factors. The reality of the project area was not different from nationwide phenomena. This can inflict work-related emotional strain among EFL teachers, negatively affect their emotions, dismantle their work engagement, and possibly lead them to job burnout; however, a study on EFL teachers' burnout is lacking.

The researcher noticed that some EFL teachers experienced negative behaviors (e.g., carelessness, lack of passion, lack of interest, coming late to class, etc.) while working in the study area. This experience informed him that EFL teachers in the Zone may experience work-related emotional strain because every behavior is influenced by emotion (Pettinelli, 2016). The literature review also suggested that no research study has been conducted on the given topic in the project area. Therefore, the study aims to investigate the level of EFL teachers' job burnout and its associated factors. This would enable us to learn from the lived experiences of EFL teachers' work-related emotional strain to determine the triggering factors and suggest possible interventions to address the problem.

As mentioned earlier, various studies (such as De Silva, 2015; Maroofi & Ghaemi, 2016; Nayernia & Babaya, 2019) reported the presence of risk factors that lead EFL

teachers to job burnout in the different educational institutes where they work; however, it is hard to find a research study on the issue in the context of this study. Therefore, this study investigated EFL teachers' burnout and its associated factors. Teachers' burnout is viewed as an emotional problem characterized by Emotional Exhaustion (EE), Depersonalization (DP), and Reduced Personal Accomplishment (RPA) (Maslch & Jackson, 1981; Maslach & Leither, 1997). This strain is not an incident that happened suddenly. Instead, it develops gradually due to persistent influence that evolves from various environmental and personal factors (e.g., work overload, maladministration, lack of reward, lack of motivation, and perceived stress). The main purpose of this study, thus, is to investigate the level of the problem and its associated factors by focusing on EFL teachers working at public primary schools in Jimma Zone. To achieve this, the following questions were formulated.

Research Questions

1. To what level do EFL teachers at public primary schools experience job burnout?

2. What factors are associated with EFL teachers' job burnout?

3. Which factors predict more EFL teachers' burnout on their jobs?

Conceptual Framework

The study employs a conceptual framework that depicts the possible relationship among the hypothesized factors, job burnout, and gainsay. It hypothesizes that negative personal factors like demotivation, discontent, and a lack of basic pedagogical content knowledge are triggered by environmental factors: workload, insufficient income, low social value, and poor administration. It also demonstrates how the environmental and personal variables somehow influence stress. The constant influence of these variables resulted in persistent stress experiences that ultimately ended up in job burnout. This problem further led to anger, negligence, tardiness, absenteeism, poor performance, etc. (Figure 1). Therefore, the schematic diagram below displays the potential relationship that may exist among the hypothesized variables.

Figure 1. Conceptual Framework
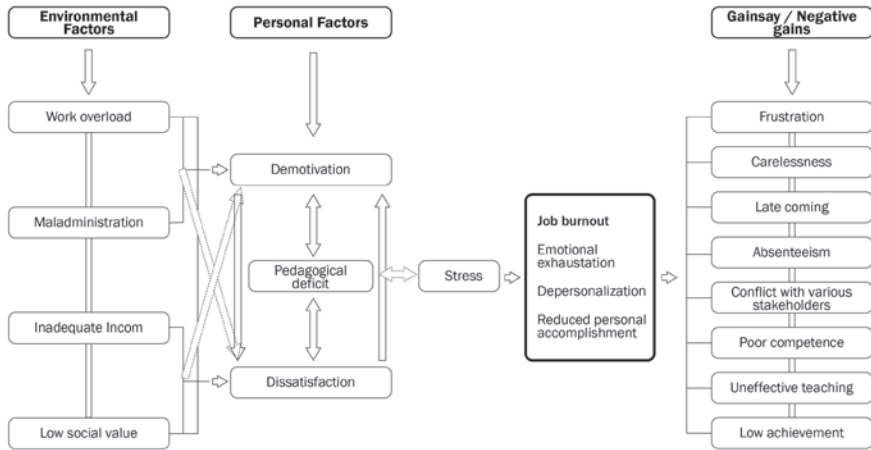
Conceptual Framework of EFL Teachers' Burnout Associated Factors, (Adapted from Teshale et al., 2023)


Research Design

As noted before, this study aimed to investigate EFL teachers' job burnout and its associated factors. Thus, a descriptive survey design that employs a mixed explanatory approach (quantitative dominant over qualitative, QUAN-qual) was used (Creswell, 2009). This design enabled us to explain the problem, determine the associated factors, and better understand EFL teachers' job burnout and its triggering factors. This, in turn, enables us to suggest a possible intervention that facilitates burnout prevention. Thus, the general methodological steps employed from the sample selection to data analysis are explained in the following sections.

The Study Population and Sampling Techniques

Cluster random sampling and judgmental sampling were the two sampling techniques used in this inquiry. The first technique was employed to select participants for a quantitative study, whereas the second method was used to choose samples for an interview. There were only 407 English major teachers in the Zone. Out of these teachers, 100 EFL teachers were randomly selected from the specified number (see Figure 2). On the other hand, a judgmental sampling technique, as just mentioned, was utilized for the qualitative part of the study wherein 13 EFL teachers were selected from four districts in the Zone—three teachers from Goma, three teachers from Limu Kossa, three teachers from Omo Nada, and four teachers from Seka Chekorsa.

Figure 2. Sampling Technique
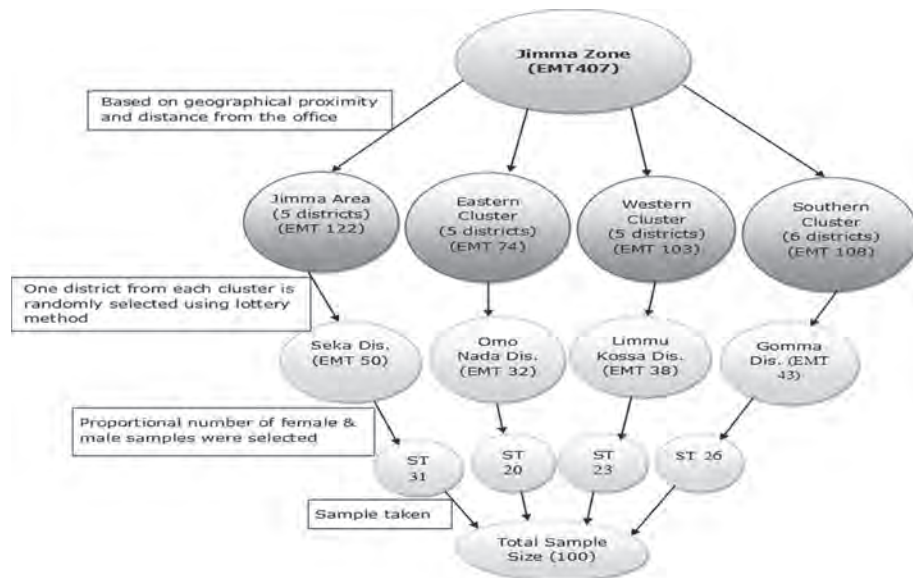
Key: EMT: English Majoring Teachers, ST: Sample taken from each district, Dis.: District

The Cluster and proportional Sampling Techniques

As previously mentioned, the data were gathered using two instruments: a questionnaire and a semi-structured interview guideline. Each of these instruments is explained below.

Questionnaire

The questionnaire was utilized to collect quantitative data for the study. It has two major parts: the six-point rating scale and the five-point rating scale. The first part is the psychometric Maslach Burnout Inventory-Educators Survey (MBI-ES), which was designed by Maslach et al. (1981), as cited in Bowen (2013), to measure burnout. This scale consists of 22 items that measure the three components of burnout: Emotional Exhaustion/EE (9) items, Depersonalization/DP (5) items, and Personal Accomplishment/PA (8) items. The second part of the scale consists of a five-point Likert scale questionnaire with 69 items divided into eight subscales, including

items on job dissatisfaction (10), inadequate pedagogical content knowledge (10), perceived stress (10), low social value (6), lack of motivation (9), work overload (8), maladministration (8), low salary and other benefits (8), and perceived stress (10) that were taken from various literature (Agegnehu, 2014; Cohen & Williamson, 1994; Getachew, 2007; Gezimu, 2013; Jima, 2018) to measure if the stated variables form a causal relationship with job burnout.

The instrument was piloted with 33 EFL teachers to test its feasibility in the study context. After completing the pilot test, the alpha coefficient was measured to determine the item reliability, the correlation between items, and the overall correlation among items. Consequently, the following coefficients of alpha were obtained from the test: 0.3 and above for a single item and 0.73 for total items in the scale of MBI-ES; then 0.3 and above for a single item and 0.80 for the total items in the scale set to measure factors that are associated with burnout. These findings suggested that the overall scale items could be applied confidently for the main study. In the process, the items with weak alpha coefficients of the subscales to measure factors associated with burnout were removed, and only the items with good alpha levels were retained for the main study. According to Cohen et al. (2007) and Hinton et al. (2004), the coefficient alpha is measured as 0.3 and above for a single item and 0.7 and above for the correlation of all items. The subscales adopted, thus, were used for the main study because the coefficient alpha obtained matches the criteria suggested by the scholars. Eventually, 100 participants were given the questionnaire in a face-to-face context. Nevertheless, only 93 of them completed and returned it, which resulted in a 93% response rate with a 7% rejection rate.

Semi-structured Interview Guideline

This tool was developed following the purpose of the study, the core issues outlined in the problem statement, and the literature review. The data obtained through this instrument were primarily used to learn the participants' lived experiences on the problem and to support the quantitative findings. The participants were then asked questions about the three components of burnout and the factors that contribute to it. The participants' responses were recorded and transcribed manually.

Procedures of Data Collection

The aforementioned tools were used in the data collection process. Participants' oral consent to participate in the study was obtained before data collection. This was preferred because participants' limited language proficiency may discourage them from filling out the written consent form and show their willingness to fully partake in the study process. Thus, before the survey questionnaires were given out, they were

first given a clear explanation of the study's objective, which is purely academic and does not hurt anyone. They were given this information to enable them to make an informed decision about taking part in the study.

To encourage each interviewee to freely reflect on their experience of the issue under investigation, it was made clear to each of the selected participants during the interview session that there was no right or wrong answer and that all responses were equally relevant to the study. Each respondent was also informed that their responses would be kept confidential and that they might withdraw from the interview process at any point if they felt uncomfortable. In addition, each participant was made aware that just his or her idea was used when writing the report, and a pseudonym was given to the idea's owner. Finally, it was agreed that the study findings would be shared with the participants. The steps followed, thus, enabled the participants to engage in the study process willingly.

Method of Data Analysis

Both quantitative and qualitative data analysis methods were used. With the help of SPSS software version 20, the quantitative data were analyzed using descriptive statistics (such as percentage and mean) and inferential statistics (such as Regression and Beta coefficients of multiple regression analysis). The qualitative data, however, were examined and interpreted thematically. As a result, the steps of arranging, coding, organizing, and reading carefully were employed in the analysis process to find recurring themes and sub-themes. Then, the result was presented in narrative form, followed by an interpretation.

Results

EFL Teachers' Burnout

EFL teachers' burnout, as mentioned repeatedly, is a multidimensional strain characterized by EE, DP, and reduced PA. The present study also examined the status of the problem and the factors that inflicted it. The result obtained from the analysis suggested that most of the studied EFL teachers suffered from a high level of burnout triggered by several environmental and personal factors. Hence, the results obtained are presented as follows.

Emotional Exhaustion (EE)

EE is the central component of job burnout, characterized by the depletion of emotional and physical resources (Gaitan, 2009). The finding obtained on this factor shows that (n: 80 or 86.02%) of EFL teachers underwent EE. This implies that the majority of the participants suffered from the problem. The overall result gained on this dimension is demonstrated in Figure 3 below.

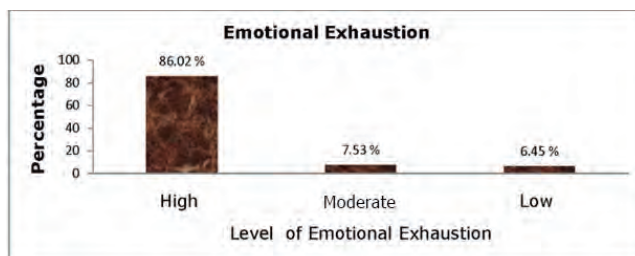*Figure 3.* Distribution of EFL Teacher's Emotional Exhaustion

Figure 3: Distribution of EFL Teachers' Emotional Exhaustion

Depersonalization (DP)

As a component of job burnout, DP is viewed as an act of a teacher distancing themselves from students and becoming indifferent to the needs and qualities of an individual in an attempt to cope with cynicism (Gaitan, 2009). The result of the present study on this dimension shows that the majority (n: 68 or 73.12%) of the participants underwent a high-level DP. The rest of the participants experienced moderate and low levels of DP. Thus, this result denotes that most of the studied EFL teachers suffered from a high level of DP (Figure 4).

Figure 4. Distribution of EFL Teacher's depersonalization
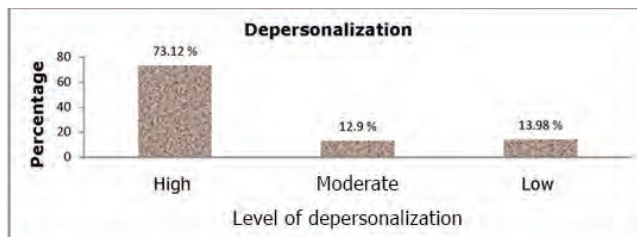
Personal Accomplishment (PA)

Reduced PA is the other dimension of burnout that arises when a teacher no longer believes that their action can positively change student learning. In this regard, the result of the study revealed that 34 (36.6%) of the EFL teachers underwent a low level of PA. The other almost equal proportion (n: 33 or 35.5 %) of the respondents experienced a moderate level. The outcome of the analysis is demonstrated in Figure 5.

Figure 5. Distribution of EFL Teacher's Personal Accomplishment
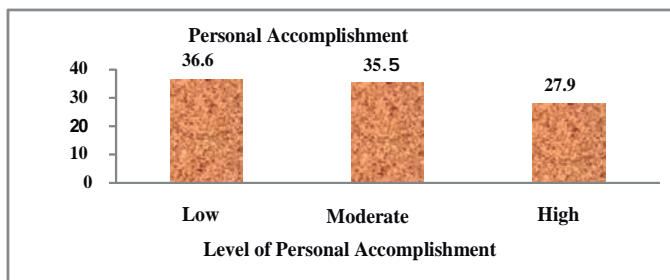
Indeed, burnout, as mentioned earlier, is a multifaceted construct. Each of its dimensions is often measured and described independently as it has been done just before. To describe the overall distribution of the problem, the overall mean score was calculated and described. Therefore, the result obtained indicated that 65.2% of the studied teachers underwent a high level of job burnout, while the rest of the participants experienced moderate and low levels of job burnout, respectively (see Figure 6).

Figure 6. Distribution of EFL Teacher's Job- Burnout
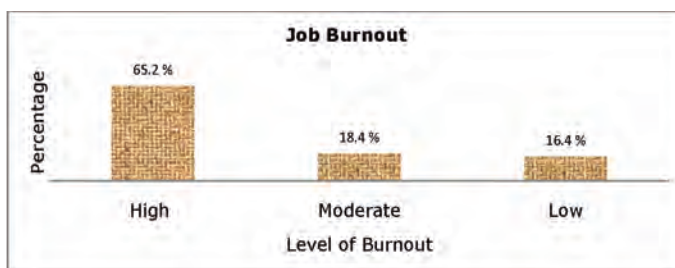
In addition, the result from the qualitative component of the study supported the above findings. Most of the participants reported that they suffered from problems in their jobs due to various work-related stressors such as high workload, student ill behavior, lack of resources, and low income. For instance, Teacher-1 stated:

> The students in this school are ill-disciplined and they do not respect the teacher. Also, it is forbidden to use corporal punishment, which I know is unscientific, but I feel that it should be reconsidered because our students are well accustomed to such practices at home and in the community. Besides, the school leaders at different hierarchies seem not to have the willingness to solve the problem related to work overload. For instance, I teach 30 periods per week, and the class size was very large and I am forced to teach up to 100 students in a narrow class. In such a context, let alone teaching, managing students is very difficult and overwhelming. Sometimes, I feel as if I am holding a meeting, not teaching.[Teacher-1, interview, 7.03.2020]

Besides, most participants stated mistreatment and favoritism by school leaders, who were biased and did not serve all teachers equally. The leaders often chose close teachers for short-term training and created unnecessary bureaucracy for teachers whom they thought unfriendly. These conditions offended several EFL teachers in the study area, who experienced emotional and physical fatigue due to work-related stressors like high workload, negative student behavior, lack of resources, low rewards, maladministration, and lack of school support. EFL teachers experience EE and physical fatigue due to work-related stressors like high workload, student negative behaviors, limited resources, low rewards, and school support. In line with this, Teacher-3 said:

> Firstly, there are a large number of students in a single classroom, which makes EFL teaching and assessment tiresome. In a single classroom, you can find about 80 students. So, it is difficult to teach and assess these students. Secondly, lack of teaching resources (e.g., furniture, textbook, etc.) and absence of a conducive classroom environment has negatively affected my interest and discourages me to involve actively in my job. Finally, the job by itself is frustrating because it makes me toiled without enough compensation [Teacher-3, interview, 12.03.2020].

Concerning teaching resources, Teacher 1 also complained about a shortage of textbooks that made them feel extremely tired of writing everything on the board in every classroom. Teacher-2 and Teacher-3 further complained that the class size was large (more than 70 on average), and they taught 30 periods per week, which brought fatigue. Teacher 4, on their part, stated that the work overload and unfriendly work environment triggered their frustration. They pointed out their experiences as follow:

> I teach 28 periods per week. The class size is large (72 on average). The work environment is unfriendly because of poor leadership practice. For instance, the leaders do not listen to teachers and they are not supportive. I have applied formally to the directors to give me a support letter to be transferred to another school. However, they denied to give it to me. Then, I applied to the district

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education office, but the office refused it as well. On the other hand, I have seen in my eyes when teachers who applied after I did got a transfer. These experiences made me less concerned about my job. [Teacher-1, interview, 7.03.2020].

In addition, most respondents reported poor school relationships and interactional problems with stakeholders, including students, colleagues, and school leaders. This suggests the teachers developed a detached attitude towards the community. Teachers experienced poor interactions with students due to unfriendly behavior and unfriendly leaders. Divergent views on teachers' personal accomplishments were found, with many feeling ineffective due to students and school-related factors. For instance, Teacher-7 was afraid to say they were successful due to students' lack of interest and willingness to learn.

Table 1. Summary of Multiple Regression Analysis as Predictors of Emotional Exhaustion

Model Summary						
R = .901a		R Square= .811		Adj. R Square = .794		Std. Error = 4.156
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	sig.
	Regression	6244.333	8	780.542	45.191	.000b
1	Residual	1450.849	84	17.272		
	Total	7695.183	92			
Coefficients						
Predictors		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	sig.
(Constant)		1.362	9.034		.151	.881
Lack of motivation		.330	.095	.170	3.475	.001
Work overload		.701	.105	.448	6.665	.000
School maladministration		.180	.110	.086	1.632	.106
Low salary and lack other benefits		.128	.139	.048	.919	.361
Low social value		.818	.226	.181	3.611	.001
Lack of job satisfaction		.222	.115	.122	1.932	.057
Lack of proper Pedagogical knowledge		.380	.123	.216	3.092	.003
Perceived stress		.474	.104	.271	4.538	.000

Dependent Variable: Emotional Exhaustion

As can be shown in Table 1, the model of multiple regression analysis was employed to produce regression and beta coefficients. The result indicates Adj. R square = 0.794, F (8, 84) = 45.191, P < 0.05. This implies that all the predictors explain 0.794 of the variability of EE. In other words, the combination of eight predictors contributed 79.4 % to the development of EE. The remaining 20.6% of the influence might be contributed by other factors that were not considered in this study. Also, the beta value (ß) shown under the standardized coefficient, which indicates the strongest level of prediction, makes it simple to compare and explain the relative contributions of each predictor. Thus, in this study, work overload (ß =.448), perceived stress (ß = .271), and lack of pedagogical content knowledge (ß =.216) were found to be strong and significant predictors of EE, respectively. The other predictors, such as lack of motivation and lack of social value, were found to influence EE significantly, but they were not as strong as the aforesaid three predictors. The rest of the predictors did not significantly influence the EE independently.

Table 2. Summary of Multiple Regression Analysis of the Predictors of Depersonalization

Model Summary						
R = .785a		R Square= .616		Adj. R Square = .580	Std. Error = 4.770	
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	sig.
1	Regression	3069.006	8	383.626	16.859	.000b
	Residual	1911.467	84	22.756		
	Total	4980.473	92			
Coefficients						
Predictors		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	sig.
(Constant)		31.301	10.369		3.019	.003
Lack of motivation		.045	.109	.028	.408	.684
Work overload		.332	.121	.264	2.748	.007
School maladministration		.031	.127	.018	.242	.809
Low salary and lack other benefits		.512	.160	.241	3.202	.002
Low social value		.973	.260	.267	3.745	.000
Lack of job satisfaction		.284	.132	.193	2.153	.034
Lack of proper pedagogical knowledge		.350	.141	.247	2.480	.015
Perceived stress		.412	.120	.293	3.433	.001

Dependent Variable: Depersonalization

As depicted in Table 2, Adj. R square = .580, F (8, 84) = 16.859, P < 0.05. This suggests that all the predictors in the model shared 0.580 for the variation that happened in the outcome sub-variable DP, or the predictors together put 58 % influence on DP. The remaining 42 % of the influence may come from other factors that were not considered in this study. Also, the predictors such as perceived stress (β = .293), low social value (β= .267), and work overload (β= .264) have a high beta value compared to the rest of the predictors. Thus, these three factors are found to be strong and significant predictors of DP. The variables such as lack of appropriate pedagogical knowledge, low salary, lack of other benefits, and lack of job satisfaction also have a significant influence on DP, but their influence is not as strong as the above-mentioned three predictors. On the contrary, the contribution of the variables, such as lack of motivation and maladministration, was little to DP development compared to the other predictors.

Table 3. Summary of Multiple Regression Analysis of the Predictors of Reduced Personal Accomplishment

Model Summary					
R = .766a	R Square= .587		Adj. R Square = .548	Std. Error = 4.092	
ANOVA					
Model		Sum of Squares	Df	Mean Square	F	sig.
1	Regression	1998.315	8	249.789	14.918	.000b
	Residual	1406.480	84	16.744		
	Total	3404.796	92			
Coefficients						
Predictors		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	sig.
(Constant)		30.259	8.894		3.402	.001
Lack of motivation		.379	.094	-.293	4.048	.000
Work overload		-.173	.104	-.166	-1.665	.100
School maladministration		-.245	.109	-.175	-2.250	.027
Low salary and lack other benefits		-.010	.137	-.006	-.072	.943
Low social value		1.323	.223	-.439	5.933	.000
Lack of job satisfaction		-.669	.113	-.551	-5.920	.000
Lack of proper pedagogical knowledge		.007	.121	-.006	.057	.955
Perceived stress		-.294	.103	-.253	-2.862	.005

Dependent Variable: Reduced Personal Accomplishment

Table 3 demonstrates the Adj. R square = 0.548, F (8, 84) = 14.918 = P < 0.05. These figures show that all the predictors in the model contributed 54.8 % to the variation that happened on the outcome sub-variable, PA. The finding obtained from the study also revealed that the strong predictors of PA include lack of job satisfaction (β= -.551), low social value (β=-.439), and lack of motivation (β=-.293). These predictors brought a strong and significant negative influence on PA. The other predictors, such as perceived stress and maladministration, also had a significant independent influence on PA but were not as strong as the stated predictors. Nonetheless, the other two variables (work overload and lack of appropriate pedagogical competence) had little effect on PA independently.

Additionally, the study found that job burnout was influenced by various contextual and individual factors, including poor academic achievement, poor behavior, lack of interest in learning, high workload, low pay, and low social value. Teacher 6 expressed disappointment in students' lack of academic zeal and the social environment, which discouraged focus on education. He also complained about students' behavior to their parents, but no improvement was observed. The social environment discouraged students from acquiring knowledge and skills, preventing them from becoming responsible, self-sufficient citizens. Teacher 7 emphasized the workload and responsibility of teaching 70 students, averaging 25 periods per week. She also mentioned her motherhood and home responsibilities, which consumed her time. Teacher 8 felt unbalanced, and poor compensation made their job disappointing. Teacher-5 argued that educational challenges are beyond school administration and called for regional government intervention. For the majority of the respondents, work overload is the top challenge for EFL teachers in the study context, attributed to a shortage of teachers and large class sizes. Some participants also had extra duties like homeroom teaching and extracurricular activities. There is a small difference in workload distribution among schools, with some having 20-period teaching per week and most having 30-period teaching and extracurricular activities.

According to the findings, school mismanagement results in teachers being unfairly evaluated and treated by school leaders who lack effective management of the workplace. Insufficient resources, poor physical conditions, and lack of staff engagement in school related discussion contribute to a hostile work environment, demoralizing teachers and causing burnout. Administrators lacked attention to teachers' comments, which further exacerbated the issue. The majority of EFL teachers reported they have insufficient monthly income and no additional benefits, with no efforts to reduce burdens. Market inflation negatively impacts their living conditions, and their social value decreases due to low income and poor living conditions. Teachers often dress poorer than students and the community, and trust between teachers and the community is eroded, impacting their professional lives. Environmental factors also decrease EFL teachers' job satisfaction.

Finally, the study found that most teachers lack pedagogical competence in their target language, with gaps in primary skills and needing on-the-job training. Environmental factors, such as high workload, misconduct, and limited resources, contributed to persistent stress among participants. Additionally, the misconduct of the pupils and a lack of resources contributed much to the studied teachers' burnout experience.

Discussion

EFL Teachers' Burnout

The study aimed to investigate EFL teachers' job burnout and the factors that form a causal association and make a prediction of the outcome variable and its dimensions. In other words, the study intends to examine the teachers' burnout in their jobs and to determine the possible influence brought by each of the predictors on the outcome variable and its attributes. For this purpose, the data were collected using a self-administered questionnaire and a semi-structured interview guideline. Then, both quantitative and qualitative analysis techniques were employed to analyze the data. The findings depict that the majority of the studied EFL teachers were suffering from job burnout caused by various environmental and personal factors. This section, therefore, interprets and discusses the results obtained from the study.

The findings from the quantitative component of the study indicated that the majority of EFL teachers underwent a high level of burnout with its three facets. It was found that the majority, 80 (86.02%), of EFL teachers in the study context suffered from EE. This finding is in line with the findings of previous studies (such as De Silva, 2015; Mukundan & Khandehroo, 2010 Özkara, 2019), which reported several EFL teachers underwent a high level of EE. Also, the present study revealed that the studied EFL teachers' EE is triggered by school-related factors such as high workload, maladministration, students' ill behavior, poor working environment, and lack of resources (textbook, teacher's guide, desks, staff room, teachers' lounge, well-equipped libraries, etc.). This suggests that the contribution of the challenges that stem from occupational settings to the development of EE is very high. In this regard, the finding of the present study is in agreement with the finding of a study conducted by Lou and Chen (2016), which reported that students' incompetence and management-related stressors led EFL teachers to develop EE and burnout.

The participants of the interview also reflected that they often experienced EE due to factors related to students, parents, and schools. Most of them mentioned students' factors such as lack of interest, carelessness, disrespect, late coming, absenteeism, not completing the tasks given, etc., that triggered their emotional strain. These teachers, therefore, underwent negative stimuli that happened in their work environment and led them to develop a negative emotion, EE. In addition, the school-related factors

such as high workload, poor learning facilities, shortage of textbooks, and lack of rewards brought mental fatigue that led them to frustration and reduced efficacy. Societal factors such as lack of follow-up of their own children, lack of support, and low value to teachers and the teaching profession contributed to their EE.

The study also revealed that 68 (73.12%) of the teachers studied underwent high-level DP. This factor is an immediate reaction developed to the strain of EE: meaning an emotionally exhausted and physically fatigued teacher is usually detached from the community he/she works with and prefers to avoid contact with his/her students and other coworkers. This is supportive of the findings of Jacobson (2016) who noted that DP is a reaction developed by a practitioner to recover from the strain of EE. The finding of the present study also supports the finding of Benita et al. (2018), which indicated that teachers could develop DP and cynicism due to various environmental and personal stressors. The researchers further indicated that DP brings adverse effects on teachers' working behaviors and the teaching-learning process. The problem also influences students' behaviors and creates a disruptive classroom atmosphere because teachers in the state of depersonalization cannot interact with students properly and cannot address their needs meaningfully. This condition can lead the students to stop paying respect to their teachers and cease to obey them. Thus, it is possible to infer that DP can seriously harm the quality of the target language education and students' achievement in the study area because teaching is naturally an interpersonal and caring occupation that can easily be influenced by the nature of interaction that exists in the classroom between teachers and students. The interview findings on this issue also supported the quantitative finding. Most of the participants stated that they distanced themselves from the students and school leaders. With regard to this, Maslach et al. (2001) stated that if a worker once felt EE, they intend to distance themselves from the community (students, colleagues, and parents) where they work.

Concerning the third dimension of PA, the finding of the study indicated that a large number of teachers, 34 (36.6%), were less successful in their work, and an equal proportion, 33 (35.5 %), of them also underwent moderate levels of PA. This suggests that most EFL teachers in the project area underwent a low level of personal accomplishment and an almost equal number of teachers also experienced a moderate level of PA. This implies that unless some intervention is introduced, EFL teachers who underwent a moderate level of PA possibly downgrade to low PA because there are abundant triggering factors (e.g., work overload, ill-mannered students, large class size, lack of resources, less concerned parents, lack of fairness, etc.) in the study context. In this sense, the present study's finding partially supports the findings of Genç (2016) and Kamtsios (2018), who reported that teachers' reduced PA mainly results from work overload, students' ill behavior, unfriendly work environment, and lack of support from school leaders and other coworkers. Therefore, it is possible to deduce that EFL teachers in the study area underwent inefficacy due to work-related environmental factors such as high workload, lack of cooperation and cohesion among staff, etc. The findings from the interview also showed that the teachers in the study area perceived

that their occupational setting was unfriendly, their colleagues were unsupportive, and their PA was low. This mindset blocks teachers' reasonable thinking which helps them to solve their problems. In addition, it causes them to blame themselves for not being in the right place to work and leave their profession. This experience, in turn, increases teachers turnover, aggravates workload, and harms EFL education in the study area.

In general, the overall mean score obtained on the three facets of burnout revealed that the majority (65.2 %) of the studied EFL teachers suffered from a high level of burnout and its three dimensions. In this regard, the present finding is in agreement with the finding of Mukundan and Khandehroo (2010), which showed the prevalence of a high level of burnout with its three facets among EFL teachers. It is also partially similar to the finding of Roohani and Dayeri (2019), which reported that a low reward made EFL teachers demotivated, frustrated, and ineffective in their work. Compared to the studies conducted on teachers' burnout in different parts of the world and the rates reported by these studies, the finding of the present study shows that the rate of burnout in the present study area is very high. For instance, the indicated rate (65.2 %) of burnout in the current study is much higher than the rate of burnout (26%) observed among Taiwanese primary school teachers (De Silva, 2015). Likewise, it is also a higher rate compared to the rate (one-third) of burnout in Australian teachers and the rate (40%) of UK teachers, respectively (Smith, 2000; Byrne, 2003, as cited in De Silva, 2015). These show that the prevalence rate of the problem has great disparity from place to place. The possible reasons for the observed variation can be attributed to socio-cultural, socio-economic, and/or occupational settings dissimilarity that exists between the aforesaid studies and the present one.

Factors Associated with EFL Teachers' Burnout

The other key issue the study dealt with was to determine the level of association that existed among the hypothesized factors and EFL teachers' job burnout. The study, thus, intended to identify the factors that made associations with the outcome variable and to find out factors that predict the three facets of burnout more. To achieve this, questions are set as:

What factors are associated with EFL teachers' job burnout?

Which factors predict EFL teachers' burnout on their job more?

To address these questions, multiple regression analysis were employed. The results obtained indicate that all the postulated factors made a strong and significant association with the outcome variable and its dimensions. A case in point, variables such as perceived stress, low social value, and work overload predict EE and DP more strongly than others. Also, variables such as job dissatisfaction, low social value, and lack of motivation strongly explained reduced PA than the rest of the predictors. Thus, the overall results obtained are discussed as follows.

Factors Associated with Emotional Exhaustion

The finding of multiple linear regression analysis (MLRA) showed that all predictors in the model explained 79.4% of the participants' EE. The remaining (20.6%) of the influence was caused by some other factors that were not accounted for in the current study. The study also identified the major factors that contributed much to EFL teachers' EE; hence, the predictors of work overload (ß =.448), perceived stress (ß =.271), and lack of pedagogical content knowledge/LPCK (ß =.216) were found to be strong and significant predictors of EE respectively. Thus, a unit of change on the level of work overload brought 0.448 change on EE; a unit of change on the level of perceived stress had an effect of 0.293 on EE; a unit of change on the level of LPCK 0.216 change on EE. The other variables, such as lack of motivation, low social value, low salary, and lack of other benefits, also had a significant influence on EE. The remaining two variables (job dissatisfaction and maladministration) had little effect on the factor independently.

In this regard, the present study is in agreement with the findings of various researchers (e.g., Genç, 2016; Ghanizadeh & Jahedizadeh, 2016; Maroofi & Ghaemi, 2016; Özkara, 2019). These studies reported that EE was caused by different environmental and personal factors. For instance, the finding of Özkara (2019) revealed the presence of a significant and negative relationship between EE and self-efficacy, which is in line with the finding of the present study that showed the studied EFL teachers underwent EE that reduced their PA. Likewise, the findings of Genç (2016) indicated the presence of an inverse relationship between learned resourcefulness and EE. Concerning this, the present study shows that a perceived lack of suitable pedagogical content knowledge was one of the strong and significant predictors of EE (see Table 1). Therefore, it is possible to say that the majority of EFL teachers in the study context suffered from EE due to environmental and personal stressors.

Factors Associated with Depersonalization

The results of the regression analysis indicated that all the independent variables brought a 58 % influence on the participants' DP dimension. The factors that arose a strong influence on DP include perceived stress (β.293), low social value (β.267), and work overload (β.264). To put it differently, a unit of change on perceived stress caused a 0.293 change on DP; a unit of change on lack of social value brought a 0.267 change on DP; a unit of change on work overload brought 0.264 variation on DP respectively. From these findings, it is thus inferred that the best predictors of DP are perceived stress, lack of social value, and work overload, respectively. On the other hand, maladministration and lack of motivation had little effect on DP independently.

Concerning this, the studies (e.g., Genç, 2016; Ghanizadeh & Jahedizadeh, 2016; Jacobson, 2016; Maroofi & Ghaemi, 2016; Özkara, 2019) reported that DP is a factor that is inflicted by several environmental and personal stressors. For instance, Genç (2016) showed that teachers' self-efficacy is negatively associated with the other two dimensions of burnout. This result, thus, is consistent with the present finding, which indicates that LAPCK had a significant association with DP (see Table 2). The result of the current study is also similar to the study finding of Nayernia and Babaya (2019), which reported that language proficiency had a significant negative relationship with DP. Moreover, the present study supports the finding of Kamtsios (2018), which indicated that workload, time pressure, and students' misbehavior were the most prevalent factors that led EFL teachers to DP and the other two dimensions.

Factors Associated with Reduced Personal Accomplishment

The finding on the factor of PA indicated that all predictors together had a 54.7 % influence on PA. The rest 45.3 % of the influence might have come from other factors that were not considered in this study. The other important aspect of the model is that the constant regression coefficient Beta (β) that showed dissatisfaction (β. 551) strongly influenced PA; that is, a unit of change in this predictor can cause a .551 change in the level of PA. Then, a unit of change on lack of social value brought a .439 change in PA, and a unit of change on lack of motivation contributed to the reduction of .293 in PA. Therefore, from these findings, it is deduced that the best predictors of PA are job dissatisfaction, lack of social value, and lack of motivation, respectively. Regarding this, the finding of the present study is, in one way or another, consistent with the findings of other researchers (e.g., Genç, 2016; Ghanizadeh & Jahedizadeh, 2016; Maroofi & Ghaemi, 2016; Jacobson, 2016; Özkara, 2019). These studies reported that environmental and personal factors imposed a negative influence on EFL teachers' PA. For instance, Özkara (2019) reported the presence of a negative relationship between PA and affective factors. Likewise, the findings from Genç (2016) suggested that there was an inverse relationship between learned resourcefulness and low PA.

Conclusions and Implications

The problem of job burnout has become a serious threat among EFL teachers of public primary schools in the study context due to the existence of several risk factors in the work environment. This study, thus, was conducted to investigate EFL teachers' burnout and examine the level of influence brought by the hypothesized factors on this psychological strain. To achieve these, the study employed a survey design of the descriptive study with quantitative dominant over qualitative sequential explanatory

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methods. The finding revealed that the majority of EFL teachers experienced burnout due to several environmental and personal factors. Based on the findings, suggestions are made to help the teachers protect themselves from burnout, and possible interventions are indicated to improve the teaching-learning process. It also has a different implication for EFL teachers, who are the main contributors to the teaching-learning process, because job burnout affects their performance and overall educational success. The problem hinders their proper preparation and the teachers' rapport with students, colleagues, and school leaders. Thus, EFL teachers must be given special concern. Their protection enables the protection of the entire educational process.

To reduce the impacts of the problem, it is suggested that EFL teachers receive on-the-job training in emotional, cognitive, and behavioral coping strategies, which reduce stress and improve their mental health. Emotional coping mechanisms, for instance, involve finding something positive out of negative experiences, which helps them maintain better emotional control amid stress. The other is the use of cognitive coping strategies, which let the teachers use reason and logic to remain calm while giving themselves space to vent their feelings. Finally, behavioral coping strategies involve relaxation techniques like going to a natural setting, exercising, listening to music, etc. These methods help the teachers deal with the problem and lessen their bodily stress. Also, the training enhances teachers' understanding of the problem, problem-solving techniques, and the importance of a healthy lifestyle, ultimately improving their mental health and students' academic performance.

Moreover, teacher training institutions should incorporate courses on coping techniques and emotional intelligence into EFL methodology courses to prepare trainees for workplace challenges and overcome similar challenges in their professional lives in the future. The findings of the study further showed that environmental factors like work overload, poor management, insufficient pay, and a lack of social value. To improve the situation, a collaborative effort is needed from various stakeholders. For instance, the regional and zonal education bureaus should work closely to provide a manageable workload, ensuring fair administration and giving reasonable compensation to the EFL teachers in the study area. These efforts help the teachers manage their stress at work, motivate them to have a good attitude about what they do, demonstrate commitment to their daily activities, and enhance the teaching-learning process as a whole.

Though the study provides many useful insights about EFL teachers' job burnout and other related issues, it suffers from some limitations. As it was conducted in a specific setting and on limited samples, the findings from the study cannot be generalized to a wider population of EFL teachers who have been working in public primary schools in the region and nationwide. Thus, further study should be carried out on a large scale to understand the magnitude and expansion of the problem in the region and nationwide.

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