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## **Burnout Experience of Secondary and Preparatory School Teachers in West Gojjam and Awi Zones in Amhara Regional State**

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### **Abstract**

The purpose of the study was to assess Burnout experience of secondary and preparatory school teachers in West Gojjam and Awi Zones in Amhara regional state. Participants of the study were selected by simple random sampling technique. The study employed cross-sectional survey design method to answer the proposed research objectives regarding burnout experience by secondary school and preparatory school teachers. The primary data collection tool for the study was questionnaire. The level of burnout was assessed using standardized questionnaire, and these standardized questionnaires were adopted from the original English version Maslach burnout inventory Human service Survey to assess the level of burnout. The descriptive statistics on the mean scores of the three dimensions of burnout indicated that teachers were experiencing high levels of burnout in all the three dimensions of burnout. The independent samples t-test result showed that there were no statistically significant differences between the two groups (male and female) in EE and PA burnout levels ( $t = 1.35$ ,  $df = 286$ ,  $p = .176 > .05$ ) and ( $t = -1.007$ ,  $df = 286$ ,  $p = .315 > .05$ ).

**Keywords:** Burnout, Experience, Secondary School, Preparatory School, Teachers

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## **Introduction**

Maslach, Schaufeli & Leiter (2001) defined burnout as a syndrome of chronic emotional and interpersonal limitation at work environment which are represented by emotional exhaustion, cynicism and inefficacy. The definition incorporates three main dimensions which are: emotional exhaustion refers to feelings of being emotionally weak by one's work; depersonalization which is characterized by thoughts of insensitivity and impersonal responses; and personal accomplishment is about feelings of competence and effective achievement in one's work.

Studies conducted by researchers indicated that emotional (draining of mental energy) and cynicism (negative attitude towards work and reduced professional efficacy) are common burnout problems faced by teachers in human service areas (Maslach, Schaufli, & Leiter, 2001; Bakker, Demerouti, & Schaufeli, 2002).

Burnout is a metaphor that describes a particular syndrome which is assumed to be linked to the emotional strain of working frequently and intensively with other people. In particular, human-service professionals such as teachers, nurses, physicians, and social workers are vulnerable to burnout (Maslach, 1982, 1993). The most widely accepted conceptualization of burnout originates from the work of (Maslach and Jackson, 1996).

As indicated by researchers, burnout among human service professionals, such as teachers, was studied in different countries for many years such as in Europe, Asias and some African countries by using the Maslach Burnout Inventory (MBI) (Beckstead, 2002). As a result due attention has been given for occupational health issues on teaching profession in developed countries. Although mass turnover of teachers by changing to other professions is a major problem in the education sector in our country, not much has been done on the issue to improve teachers' condition. As per the researchers, so far there was no investigation about burnout experience among teachers particularly in West Gojjam and Awi Zones in Amhara Regional State. Therefore, the current research was intended to explore this issue in detail and aimed at to assess the burnout experience among teachers who were working in 15 selected secondary and/or preparatory schools of teachers in West Gojjam and Awi Zones in Amhara Regional State. Objectives of the Study=

The general objective of this study is assessing burnout experience among secondary school and preparatory school teachers in West Gojjam and Awi Zones Amhara Regional State. More specifically it attempted:

1. To assess the level of burnout among secondary school and preparatory school teachers in West Gojjam and Awi Zones in Amhara Regional State.
2. To investigate the factors contributing to burnout among secondary school and preparatory school teachers in West Gojjam and Awi Zones in Amhara Regional State.
3. To examine if there is statistically significant difference between socio-demographic variables (age, sex, marital status, service years in the profession and others) and burnout experience.
4. To find out the statistically significant relationship among the three burnout dimensions.

## **Method**

### **Study Design**

The study employed cross-sectional survey design method to answer the proposed research objectives regarding burnout experienced by secondary school and preparatory school teachers. Besides, this design is appropriate to collect and analyze data at a time to reach on a conclusion in such limited time.

### **Study Site**

The study was carried out in Amhara Regional State. There are 11 Zonal Administrative units in the Regional State. Among these administrative Zones West Gojjam and Awi zones were selected as study sites of the present study. These zones are selected because they are relatively closer to the work place of researchers to collect all relevant data without many effects on other responsibilities of the researchers.

### **Study Population, Sample Size and Sampling**

Amhara National Regional State (ANRS) has a total of 11 Zonal Administration units. Of these zones West Gojjam and Awi Zones were purposively selected as sample study sites of this study. These zones were selected purposively because they are relatively closer to the work place of researchers to collect all relevant data without many effects on other responsibilities of the researchers. West Gojjam zone and Awi zone have a total of 18 and 11 woredas including city administrations respectively. Each district in the selected two zones has at least one secondary school and/or preparatory school. First of the total districts of the two zones 9 districts from West Gojjam and 6 districts from Awi Zone were selected randomly using lottery method as sample representative districts for this study. The total selected 15 sample districts constituted 50% of the districts existed in the two zones. Each selected sample district might have more than one secondary school and preparatory school, so one secondary school and/or preparatory school from each sample district was selected randomly as a representative sample secondary schools and preparatory schools for this study. Hence, the total number of sample secondary schools and preparatory schools for this study were 15. Finally, 30% teachers who have at least more than one year work experience in the teaching profession and who are currently working as teacher in each selected sample secondary school and preparatory school were selected using simple random sampling method as final representative secondary school and preparatory school teachers for the issue under investigation. Totally 288 participants were involved in the study. Based on the number of male and female teachers in each sample secondary school and preparatory school gender was considered while selecting sample teachers.

### **Data Collection Tool**

The primary data collection tool for the study was questionnaire. The Maslach Burnout Inventory-Human Service Survey (MBI-HSS) consists of 22 statements of feelings related to work and involves three independent aspects of burnout: emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (PA) (Maslach, 1996).

Regarding scoring of Maslach Burnout Inventory, the instrument has seven point likert type scales scored based on a rate that ranges from 0 to 6. The standard range of experienced burnout or the numerical cut- off points of the Maslach Burnout Inventory is already available in the manual of the instrument as follows:

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**Table 1. Norms of the Maslach Burnout Inventory**

Subscales	Items	per	Low	Average	High
<b>Emotional Exhaustion (EE)</b>	9		<16	17-26	>27
<b>Depersonalization (DP)</b>	5		<6	7-12	>13
<b>Reduced Personal Accomplishment (PA)</b>	8		>39	38-32	<31

The cut-off point is taken from (MBI Manual, 1996).

### **Piloting**

Prior to major data collection a pilot study was conducted in three schools. Since all of the items of the measurement were taken and adopted from literatures, checking their reliability is considered important. In doing so, the questionnaires were distributed to 35 teachers of the three schools. Pilot test result reliability coefficients for the subscales were checked using Chronbach's alpha for each of the three subscales. Accordingly, the pilot test results revealed that Chronbach alpha coefficient values of 0.842 (9 items), 0.751 (5 items), and 0.719 (8 items) for EE, DP, and PA subscale respectively. All the three subscales had Chronbach alpha coefficient values .70 and above. Thus, all the 22 items in the three subscales with adoption in the teaching profession were finally used as data collection tool for this study.

### **Methods of Data Analysis**

The data that was collected through questionnaire is chiefly quantitative. Then, the data was entered to SPSS software version 20 and finally the results were analyzed to answer the basic research questions, with a variety of statistical techniques. This study employed both descriptive and inferential statistics. The Independent sample t-test was executed to see the statistical significant difference between socio-demographic variables (sex, work load, conflict with colleagues, conflict with students and support from bosses and organization) and burnout. Similarly, one way ANOVA was computed to examine statistical significant difference between some socio-demographic variables (educational status, marriage, and plan to leave work) and burnout. Finally, Pearson product correlation movement analysis was computed to see the statistical significant association among the three dimensions of burnout (EE, DP and PA) each other. The results obtained from interviews were analyzed using qualitative methods such as through word narratives and descriptions.

### **Variables in the Study**

The dependent and independent variables that were employed in this study for statistical comparisons includes:

#### **Independent Variables**

Socio-demographic characteristics such as age, educational status, marital status, and monthly income, duration of time in the profession, working load, interpersonal conflicts and others were considered as independent variable.

#### **Dependent Variable**

**Burnout** – was taken as dependent variable and it was assessed using standardized questionnaire of Maslach Burnout Inventory.

## Results

### The Level of Burnout on Teachers

The emotional exhaustion raw scores of the respondents in this study ranged from 0 to 54. The mean score on this subscale was 27.46 (Standard Deviation (SD) = 14.02). This reflects a high level of emotional exhaustion. The depersonalization scores range from 0 to 30, with a mean score of 13.19 and Standard deviation of (SD=7.44). This showed a high level of depersonalization. The personal accomplishment scores ranged from 0 to 48, with a mean score of 30.71 with standard deviation of (SD = 11.16). This score also indicated that high level of reduced personal accomplishments, which needs due attention from concerned bodies.

**Table 2. Descriptive Statistics of the Experiences of Burnout among Sample Teachers**

Burnout Domains	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Exhaustion (EE)	288	.00	54.00	27.46	14.02
Depersonalization (DP)	288	.00	30.00	13.19	7.44
Personal Accomplishments (PA)	288	.00	48.00	30.71	11.16

The authors of the instrument of burnout (Maslach et al., 1996) noted that the scores of the three dimensions of burnout need to be computed separately. The author also indicated that the three sub scales could not be merged into a single total score. Therefore, the three sub scales scores were computed independently for the respondents and the investigators attempted to analyze the frequency of each score in the sample teachers in the tables presented below.

**Table 3. Frequency and Percentage of Emotional Exhaustion among Sample Teachers**

Level of burnout	Frequency	Percentage
Low	80	27.8
Moderate	52	18.1
High	156	54.2
Total	288	100

The descriptive statistics on the level of burnout on the emotional exhaustion sub scale in table 3 above revealed that of the total 288 teacher respondents about 80 (27.8%) of them scored low scores on emotional exhaustion, 52(18.1) of them scored moderate scores in EE and more than half 156(54.2%) of the teachers scored high scores on emotional exhaustion. From these results it could be possible to infer that more than half of the respondent teachers were experiencing high level of burnout in West Gojjam and Awi zones in Amhara Regional State.

**Table 4. Frequency and Percentage of Depersonalization among Sample Teachers**

Level of burnout	Frequency	Percentage
Low	75	26
Moderate	64	22.2
High	149	51.7
Total	288	100

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As shown on table 4 above regarding the level of burnout on the depersonalization sub scale of the total teacher respondents in the two zones more than half of teachers 149 (51.7%) scored high scores on the depersonalization sub scale 52(18.1) while 75 (26%) and 64 (22.2%) teacher respondents scored low and moderate scores in the depersonalization sub scale respectively. These results clearly indicated that more than half of the respondent teachers in West Gojjam and Awi zones at Amhara Regional State were experiencing high level of depersonalization.

**Table 5. Frequency and Percentage of Personal Accomplishment among Sample Teachers**

Level of burnout	Frequency	Percentage
Low	138	47.9
Moderate	68	23.6
High	82	28.5
Total	288	100

The result of personal accomplishment sub scale in the table above showed that one hundred thirty eight (47.9%) of teacher respondents experienced low level of personal accomplishment whereas 68 (23.6%) and 82(28.5%) of the respondents experienced moderate and high levels of personal accomplishment burnout dimension sub scale respectively. According to the author of the burnout instrument employed in the current study (Maslach, 1996) described that the high scores on EE and DP sub scales and low score on PA sub scale are indicators of experiencing high level of burnout on teachers. Accordingly, the results of this study revealed that high school and preparatory school teachers in West Gojjam and Awi Zones of Amhara Regional State were experiencing high level of EE, DP and low level of PA. Hence, the level of burnout among high school and preparatory school teachers in West Gojjam and Awi Zones of Amhara Regional State was found to be high.

**Results of T-test on mean difference of Burnout on Some Socio-Demographic Variables**

This study explored differences of teachers' burnout score between some of the socio-demographic variables and burnout level. The descriptive and inferential statistics pertaining to this type of comparison are shown below.

**Mean difference of Burnout on sub scales based on sex of respondents**

**Table 6. Results of t-test on mean difference of burnout based on sex of respondents**

Burnout Sub scales	Male , N=230		Female , N=58		T	Df	Sig
	M	Sd	M	Sd			
EE	28.02	14.64	25.22	11.03	1.358	286	0.176
DP	13.73	7.61	11.05	6.35	2.472	286	0.014
PA	30.38	11.48	32.03	9.79	-1.007	286	0.315

Analysis of the data using independent samples t-test showed that there were no statistically significant differences between the two groups (male and female) in EE and PA burnout levels ( $t= 1.35$ ,  $df = 286$ ,  $p =.176 >.05$ ) and ( $t= -1.007$ ,  $df = 286$ ,  $p =.315 >.05$ ). That is, the two groups of teachers were not different in experiencing EE and PA burnout in Awi and West Gojjam zones. However, the t-test result in the same table revealed that there was a statistically significant mean score difference between male and female teachers in experiencing DP sub-scale ( $t= 2.472$ ,  $df = 286$ ,  $p =.014 <.05$ ). This implied that male teachers were experiencing high level of DP burnout than female teachers.

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**Mean difference of Burnout on sub scales based on Workload of respondents**

**Table 7. Results of t-test on mean difference of burnout based on workload of respondents**

Burnout Sub scales	Yes , N=178		No , N=110		T	Df	Sig
	M	Sd	M	Sd			
EE	30.75	14.16	22.13	12.07	5.304	286	.000
DP	14.71	7.41	10.73	6.82	4.568	286	.000
PA	29.27	11.81	33.05	9.63	-2.829	286	.005

The result of the independent samples t- test in the above table revealed that there were statistically significant differences between those teachers who had workload and who had not in their burnout level in all the three sub-scales (EE;t = 5.304, df = 286 , p = .000, < .01, DP; t = 4.568, df = 286 , p = .000, < .01, PA; t = -2.829, df = 286 , p = .005, < .01). That is the two groups of teachers were experiencing different level of burnout in the three sub-scales. These results clearly indicated that those participant teachers who had work load are most likely to experience high level of burnout in all the three sub-scales in the study areas.

**Mean difference of Burnout on sub scales based on Conflict of respondents with colleagues**

**Table 8. Results of t-test on mean difference of burnout based on conflict of respondents with colleagues**

Burnout Sub scales	Yes , N=34		No , N=254		T	Df	Sig
	M	Sd	M	Sd			
EE	33.3235	14.15867	26.6693	13.84131	2.626	286	.009
DP	16.1471	6.35387	12.7953	7.49634	2.489	286	.013
PA	27.5294	7.68799	31.1417	11.49444	-1.779	286	.076

The investigators also employed independent sample t-test to see if there are any statistically significant differences between those respondents who experienced conflict with their colleagues and those who did not experience conflict in the three sub-scales. Accordingly, the t-test results depicted that there were statistically significant differences between the two groups in their burnout level in the EE and DP sub-scales (EE;t = 2.626, df = 286 , p = .009, < .01, DP; t = 2.489, df = 286 , p = .013, < .01,). These results revealed that those teachers who had conflicts with their colleagues were experiencing high levels of burnout in both EE and DP sub-scales. However, the result in the same table showed that the two groups of teachers were not different in their burnout experience in the PA sub-scale ( t = -1.779, df = 286 , p = .076, > .05) .

**Mean difference of Burnout on sub scales based on Conflict of respondents with students**

**Table 9. Results of t-test on mean difference of burnout based on conflict of respondents with students**

Burnout Sub scales	Yes , N=52		No , N=236		T	Df	Sig
	M	Sd	M	Sd			
EE	34.5769	12.43232	25.8856	13.88584	4.160	286	.000



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<b>DP</b>	16.9423	6.53921	12.3644	7.38390	4.127	286	.000
<b>PA</b>	27.1923	10.85201	31.4915	11.10395	-2.538	286	.012

Finally, independent sample t-test was computed to assess whether there are any statistically significant differences between those respondents who experienced conflict with their students and those who did not experience conflict in the three sub-scales. Accordingly, the t-test results found that there were statistically significant differences between the two groups in their burnout level in all the three sub-scales (EE;  $t = 4.160$ ,  $df = 286$ ,  $p = .000$ ,  $< .01$ , DP;  $t = 4.127$ ,  $df = 286$ ,  $p = .000$ ,  $< .01$ , PA:  $t = -2.538$ ,  $df = 286$ ,  $p = .012$ ,  $< 0.05$ ). These results revealed that those teachers who had conflicts with their students were more likely to experience high levels of burnout in all the three sub-scales.

**Results of ANOVA on mean difference of Burnout on Some Socio Demographic Variables**

In addition to the analysis from t-test statistics, one-way ANOVA (analysis of variance) was used to see if there were any statistically significant mean score differences on respondents' burnout item scores due to demographic factor listed in the respondents.

**Results of ANOVA on Mean difference of Burnout among respondents age category**

**Table 10. Respondents' Age Category and Mean Score differences on burnout subscales**

Burnout sub scales	Age	Sum of Squares	df	Mean square	f	Sig
EE	Between Groups	1302.758	2	651.379	3.369	.036
	Within Groups	55110.656	285	193.371		
	Total	56413.413	287			
DP	Between Groups	571.735	2	285.868	5.320	.005
	Within Groups	15314.761	285	53.736		
	Total	15886.497	287			
PA	Between Groups	475.504	2	237.752	1.920	.149
	Within Groups	35293.149	285	123.836		
	Total	35768.653	287			

As the one way analysis of variance in table 10 which values EE, DP, and PA of respondent teachers as dependent variables and teachers age category as independent variables found a statistically significant mean differences in both EE ( $F = 3.369$ ,  $df = 2$ ,  $p < 0.05$ ) and DP ( $F = 5.32$ ,  $df = 2$ ,  $p < 0.01$ ) subscales of burnout among teachers in different age categories. However, the result in the same table revealed that there was no statistically significant mean difference on level of burnout in the PA subscale ( $F = 1.92$ ,  $df = 2$ ,  $p > 0.05$ ).



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**Results of ANOVA on Mean difference of Burnout among respondents Educational Status**

**Table 11. Respondents' Educational Status and Mean Scores of burnout**

Burnout sub scales		Sum of Squares	df	Mean square	f	Sig
EE	Between Groups	76.452	2	38.226	.193	.824
	Within Groups	56336.962	285	197.674		
	Total	56413.413	287			
DP	Between Groups	14.673	2	7.337	.132	.877
	Within Groups	15871.823	285	55.691		
	Total	15886.497	287			
PA	Between Groups	58.437	2	29.219	.233	.792
	Within Groups	35710.215	285	125.299		
	Total	35768.653	287			

\*. The mean difference is significant at the 0.05 level.

As shown in the finding of one way analysis of variance in table 11 above there are no statistically significant mean differences in all the three subscales of burnout among diploma, degree and master degree holder in their levels of burnout at  $p < 0.05$  level.

**Table 12. Respondents' Grade Level of Teaching and Mean Scores of burnout**

Burnout sub scales		Sum of Squares	df	Mean square	f	Sig
EE	Between Groups	107.244	2	53.622	.271	.762
	Within Groups	56306.169	285	197.566		
	Total	56413.413	287			
DP	Between Groups	13.774	2	6.887	.124	.884
	Within Groups	15872.723	285	55.694		
	Total	15886.497	287			
PA	Between Groups	429.942	2	214.971	1.734	.178
	Within Groups	35338.711	285	123.995		
	Total	35768.653	287			

\*. The mean difference is significant at the 0.05 level.

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The finding of one way analysis of variance in table 12 above also indicates that there are no statistically significant mean differences in all the three subscales of burnout among teachers who teach at different grade levels in their levels of burnout at  $p < 0.05$  level.

**Table 13. Respondents' Marital Status and Mean Scores of burnout**

Burnout sub scales		Sum of Squares	df	Mean square	f	Sig
EE	Between Groups	648.164	3	216.055	1.100	.349
	Within Groups	55765.249	284	196.357		
	Total	56413.413	287			
DP	Between Groups	406.013	3	135.338	2.483	.061
	Within Groups	15480.484	284	54.509		
	Total	15886.497	287			
PA	Between Groups	927.529	3	309.176	2.520	.058
	Within Groups	34841.124	284	122.680		
	Total	35768.653	287			

\*. The mean difference is significant at the 0.05 level.

The finding of one way analysis of variance in table 13 above indicates that there are no statistically significant mean differences in all the three subscales of burnout among teachers among teachers with different marital status in their levels of burnout at  $p < 0.05$  level.

**Table 14. Respondents' Plan to Leave Work and Mean Score of Burnout**

Burnout sub scales		Sum of Squares	df	Mean square	f	Sig
EE	Between Groups	5912.558	2	2956.279	16.684	.000
	Within Groups	50500.855	285	177.196		
	Total	56413.413	287			
DP	Between Groups	1466.621	2	733.311	14.493	.000
	Within Groups	14419.875	285	50.596		
	Total	15886.497	287			
PA	Between Groups	1174.731	2	587.365	4.839	.009
	Within Groups	34593.922	285	121.382		
	Total	35768.653	287			

\*. The mean difference is significant at the 0.01 level.

Finally the result of one way analysis of variance in table 14 which values EE, DP, and PA of respondent teachers as dependent variables and teachers future plan to leave the profession as

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independent variables found a statistically significant mean differences in all subscales of burnout EE ( $F=16.684$ ,  $df=2$ ,  $p<0.001$ ), DP ( $F=14.493$ ,  $df=2$ ,  $p<0.001$ ), and PA ( $F=4.839$ ,  $df=2$ ,  $p<0.01$ ) subscales of burnout among teachers who had different plans to leave the teaching profession. In order to see differences in burnout levels in the EE, DP and PA subscales between teachers in each different plans of leaving the profession post hoc pair wise statistical comparisons were computed using Least Significant Difference (LSD) model for each burnout subscale and the results are presented as follow.

### **Correlation among the Three Sub scales of Burnout**

For the purpose of examining the relationships among the three dimensions of burnout subscale Person correlation product moment was computed in table 21 below. Accordingly the result from Table 21 shows that EE sub scale of burnout has significant and positive correlation with DP sub scale of burnout at  $p<0.01$  level. The correlation result also depicts that both EE and DP subscales of burnout have strong and negative correlations with level of PA subscale at  $p<0.01$  level. From these results it could be possible to note that high level PA burnout is inversely related with both EE and DP burnouts and vice versa.

**Table 15. Relations between the Three Dimensions of Burnout (EE, DP and PA)**

No	The three sub scales of burnout	1	2	3
1	EE	-	.818**	-.593**
2	DP	-	-	-.442**
3	PA	-	-	-

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## **Discussion**

### **Levels of Burnout among Teachers**

Human service professionals like teachers face tremendous health challenges like burnout because of the service provision nature of the profession and continuous interaction with others. The descriptive statistics on the mean scores of the three dimensions of burnout indicated that teachers were experiencing high levels of burnout in all the three dimensions of burnout. The results of the study clearly revealed that majority of the teachers were experiencing high levels of emotional exhaustion (54.2%), depersonalization (51.7%) and reduced levels of personal accomplishment (47.9%). From these results it could be possible to infer that high school and preparatory school teachers in West Gojjam and Awi Zones of Amhara Regional State were experiencing high level of EE, DP and low level of PA. Hence, the level of burnout among high school and preparatory school teachers in West Gojjam and Awi Zones of Amhara Regional State was found to be high. The findings of this study are consistent to other previous studies that indicated that teachers are among the human service professionals that are highly susceptible and affected by burnout.

Previous research results on the level of burnout in teachers revealed different figures on the level of burnout among teachers in different countries. A study conducted in USA indicated that teachers in USA had experienced high levels of burnout in all the three dimensions of burnout (Maslach & Jackson, 1986). Another study conducted in Namibia found that the Namibian teachers' were experiencing higher level of emotional exhaustion and lower level of personal accomplishment burnout sub-scales. However, the findings of the same study suggest lower depersonalization in Namibian teachers when compared to the results of (Maslach and Jackson, 1986).

### **Mean differences of Burnout on Some Socio-Demographic Variables of Teachers**

This study tried to examine differences of teachers' burnout score between some of the socio-demographic variables and burnout level. The results of the study indicated that there were several differences on the level of experiencing burnout in terms of teachers' demographic characteristics. Result of the independent samples t-test showed that there were no statistically significant mean differences between male and female teachers in EE and PA burnout levels at  $p < .05$ . That is, male and female teachers did show differences in their experiencing of EE and PA burnout dimensions in Awi and West Gojjam zones. However, the t-test result revealed that there was a statistically significant mean score difference between male and female teachers in their experiencing of DP sub-scale  $p < .05$ . From this result it could be possible to conclude that male teachers were experiencing high level of DP burnout than female teachers.

Concerning gender differences on level of burnout among teachers reported inconsistent findings in different countries. For example, studies conducted by Maslach and Jackson (1986). The research that Decker and Borgen (1993) conducted also supports the significance of gender differences in burnout.

Other studies like the one by Beer and Beer (1992) maintain that men and women experience burnout in similar ways. The essential differences lie in what they experience as stressors. For men, the sources of stress centre on the work environment and relate to the gap they experience between individual and environmental demands. Women find that time is the major source of stress. Time management, in coping with their family and career demands, becomes difficult and causes role conflict. Contrary to current study finding Bhadoria and Singh (2011) found the opposite. Female participants showed higher levels of depersonalization. Variables, like cultural factors and concept interpretation, could have led to different findings and should be further investigated.

The result of the independent samples t- test also showed that there were statistically significant mean differences between those teachers who had workload and who had not in their burnout level in all the three sub-scales of burnout at  $p < .01$  level. From the results of the t-test it could be safe to declare that those participant teachers who had work load are most likely to experience high level of burnout in all the three sub-scales of burnout in the study areas.

Consistent with the result of this study there is evidence showing that newly appointed teachers who actually tend to think the resignation are more prone to experiencing burnout. However, many researchers argue that the intense occupational stress does not necessarily mean burnout. Among the most important factors that affect teachers is role ambiguity, role conflict (Kantas, 1995), workload, time pressure (Tsiakkios & Pasiardis, 2002), lack of autonomy and self-motivation (Olivier & Williams, 2005), lack of participation in decision-making (Kantas, 1995), competitive relationships between the teacher and his/her colleagues or superiors, lack of recognition of the professional role, methods of disengagement from a stressful situation (Riulli & Savicki, 2002), levels of personal satisfaction, the fulfillment or frustration of expectations and the clash of values. Furthermore, the results of the independent samples t-test revealed that there were statistically significant mean differences between those respondents who experienced conflict with their colleagues and those who did not experience conflict in the EE and DP burnout sub-scales  $p < .01$  levels. In other words, teachers who experienced conflicts with their colleagues were more likely to experience high levels of EE and DP burnout. However, the result in the same table showed that the two groups of teachers were not different in their burnout experience in the PA sub-scale at  $p < .05$  level.

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Finally, independent sample t-test results found that there were statistically significant differences between those respondents who experienced conflict with their students and those who did not experience conflict in their burnout level in all the three sub-scales of burnout at  $p < .01$  (EE and DP) and  $p < 0.05$  (PA) levels. These results revealed that those teachers who had conflicts with their students were more likely to experience high levels of burnout in all the three sub-scales.

### **Results of ANOVA on mean difference of Burnout on Some Socio Demographic Variables**

In addition to the analysis from t-test statistics, one-way ANOVA (analysis of variance) was computed to see if there were any statistically significant mean score differences on respondents' burnout levels based on some of their demographic characteristics. The result of the one way analysis of variance on EE and DP subscales mean scores of respondent teachers and their age category in teachers with in each age group found a statistically significant mean differences in both EE at  $p < 0.05$  level and DP at  $p < 0.01$  level in their experiences of burnout among teachers in different age categories. However, the result revealed that there was no statistically significant mean difference on level of burnout in the PA subscale among teachers in the different age categories at  $p < 0.05$  level.

Regarding age differences on teachers' burnout previous researches yielded different results but, most findings confirm that there appears to be a clear relationship between age and burnout. Research shows that younger employees are the most susceptible to burnout (Antoniou, Polychroni & Walters, 2000; Luk, Chan, Selwyne, Cheong & Ko, 2010). Young teachers, who are new in the profession, tend to be idealistic and are often very anxious to perform and achieve professionally (Gibbs, 2010; Friedman, 2000). When they fail to reach their students, they feel undervalued and unappreciated in their performance. These findings are also consistent with findings from Maslach et., al (2001) which indicated the existence of inverse relation between EE and DP dimensions and age of participant. In line with what has been reported in human service careers, where high levels of burnout are encountered among younger employees and lower levels among older employees and also found that younger teachers experienced significantly higher levels of burnout than did their older counterparts. They explain this by hypothesizing that younger teachers are less efficient at blocking out their own personal feelings in stressful situations, ability at which older and more experienced teachers is presumably more efficient. However, Burke and Greenglass (1993) found that age was not significant in teacher burnout.

Furthermore, results of one way analysis of variance revealed that there were no statistically significant mean differences in all the three subscales of burnout in terms of teachers educational qualification, grade level of teaching and marital status at  $p < 0.05$  level. These results clearly showed that teachers did not differ in their level of experiencing all the three burnout subscales in terms of their educational qualification, grade level of teaching and marital status.

Many authors on the issue of educational qualification and level of burnout argued that teachers with higher levels of education tend to have higher expectations about what they want to achieve. Failing to meet these expectations makes them prone to burnout (Maslach, 1982). In addition, Altun, Çağlar and Yazici (2011) and Schaufeli and Enzmann (1998) found that employees with higher levels of education are more susceptible to burnout. The result of the current study is different from these previous studies. This result difference might be due to the fact that majority of the sample teachers (90%) were from the same educational qualification (first degree) and further investigation should be to reexamine the issue.

Regarding marital status and level of burnout research studies yielded differing results about marital status and burnout. Similar with the result of this study Sears and Navin (1983) found no significant correlation between marital status and burnout. However, findings of other studies showed that those who are unmarried (especially men) seem to be more prone to burnout compared to those who are married (Erşan, Doğa & Doğan, 2011; McDermott, 1984; Maslach & Jackson, 1985).

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Finally, results of the ANOVA clearly showed that teachers who had future plans to leave the teaching profession were experiencing 12 and 7 times more likely to experience high levels EE and DP burnout dimension than teachers who did have future plan to leave the teaching profession respectively. Inversely teachers who had future plans to leave the teaching profession were experiencing 4.5 times more likely to experience reduced level PA burnout dimension than teachers who did not have future plan to leave the teaching profession. From these results it could be possible to conclude that teachers who had future plans to leave the teaching profession were more likely to experience high levels EE and DP burnout dimensions and a reduced level of PA burnout dimension than teachers who did have future plan to leave the teaching profession. In other words future plan to leave the teaching profession is a significant predictor of high level of burnout among teachers in all the three dimensions.

### **Relationship among the Three Sub scales of Burnout**

For the purpose of examining the relationships among the three dimensions of burnout subscale Person correlation product moment was computed and the result from indicated that EE sub scale of burnout had significant and positive correlation with DP( $r= 0.818$ ) sub scale of burnout at  $p<0.01$  level. The correlation result also depicted that both EE ( $r=-0.593$ ) and DP ( $r=-0.442$ ) subscales of burnout had strong and negative correlations with level of PA subscale at  $p<0.01$  level. From these results it could be possible to note that high level PA burnout was inversely related with both EE and DP burnouts and the reverse also holds true.

### **Conclusions**

Based on the results of the study the following conclusions were drawn:

- Secondary and preparatory school teachers in West Gojjam and Awi Zones were experiencing high levels of both emotional exhaustion and depersonalization related burnout, and reduced level of personal accomplishment.
- Secondary and preparatory school teachers' sex brings differences in their experiences of DP subscale burnout. Male teachers were found to be experienced high level of DP than females. But male and female teachers are not different in their levels of burnout experiences in both EE and PA burnout dimensions.
- Secondary and preparatory school teachers who had experienced conflict with their colleagues were experiencing high levels of both EE and DP burnout dimensions than teachers who did not experience conflict with their work mates.
- Secondary and preparatory school teachers who had experienced conflict with their students were experiencing high levels of in all the three dimensions of burnout than teachers who did not experience conflict with their students.
- Age of secondary and preparatory school teachers brought significant differences in their experience of in both EE and DP dimensions of burnout. In other words younger teachers were found to be experiencing high levels of both EE and DP burnout dimensions than older teachers.
- Secondary and preparatory school teachers who had future plans to leave the teaching profession were more likely to experience high levels EE and DP burnout dimension than teachers who did have future plan to leave the teaching profession. Inversely teachers who had future plans to leave the teaching profession were more likely to experience reduced level PA burnout dimension than teachers who did not have future plan to leave the teaching profession.
- There was significant and positive correlation between EE and DP sub scales of burnout. While both EE and DP subscales of burnout had strong and negative correlations with PA subscale.



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