



<http://www.eab.org.tr>

Educational Research Association

The International Journal of Research in Teacher Education

2019, 10(1): 1-18

ISSN: 1308-951X



<http://ijrte.eab.org.tr>

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

Abraham Kebede Wolde¹
Mebrat Gedfie Wondim²

Abstract

Burnout is a psychological syndrome, stemming as a response to chronic interpersonal jobs stressor, characterized by three principal dimensions: Emotional Exhaustion, depersonalization and personal accomplishment. The purpose of this study was to assess burnout experience among Public Universities of Amhara Regional State. For this purpose, a sample of 298 teachers properly returned the questionnaire from 384 distributed questionnaires. This study employed multistage cluster and simple random sampling techniques to select the required participants. Descriptive and inferential statistics were used for data analysis techniques. Findings indicated that majority of teachers in public universities were experiencing high level of burnout. The overall burnout dimensions prevalence rate was 55.05%, 67.8% and 65.1% for EE, DP and PA, respectively. There was no statistically significant difference in the three dimensions of burnout as function of working experience and educational status of teachers. In addition, statistical significant differences were not observed in teacher's level of EE and DP as a function of working university and class in credit hour. One-way ANOVA also revealed that statistically significant difference were observed in teacher's level of PA as a function of working university and class in credit hour. Co relational analysis indicated that there was no statistically significant relationship between demographic variables (age and monthly salary) and the level of the three dimensions of burnout. In conclusion, teachers had developed high level of burnout in the study area. Therefore, early intervention shall be taken.

Key Words: Burnout, Emotional Exhaustion, Depersonalization and Personal Accomplishment

¹Department of Psychology, College of Education and Behavioral Science, Bahir Dar University, Email- abrishkebe@gmail.com

²PhD Candidate of Education at Haramaya University, Email mebratgedfie2@gmail.com

Introduction

Teaching is not an easy task: during the last years, students and their families have become increasingly critical and demanding towards teachers; the students have been developing many expectations, classes are overcrowded, so that the workload of teachers has increased dramatically in which burnout is common (Caruso, Giammanco, Yu, 2005 & Gitto, 2014).

Teaching is one of the most stressful professions among the human service professions all over the world because of the nature of working condition. The profession of teaching needs fostering of life and focus with human related activities, so that the physical demanding and dealing with human function leads to mental exhaustion as a result of continuous exposure to stressful events and situations found in the work environment that makes the workers to experience burnout (Adekola & Bola, 2010 and Maslach & Jackson, 1981).

Maslach, Jackson and Leiter (1996), Freudenberger (1974) and Maslach and Jackson (1986), some of the most well-known researchers of burnout, constructed burnout as a combination of three components: emotional exhaustion, personal accomplishment, and depersonalization. "Emotional exhaustion" is the emotional lassitude a person experiences when they are fatigued and frustrated. "Personal accomplishment" is the person's self-evaluation of their own work. The final component, "depersonalization," is when a person has a tendency to isolate themselves from others.

The term "work-burnout" has been applied to the experience of stressors at work that often lead to depressed mood, exhaustion, poor performance and attitude and personality changes which in turn lead to turnover, illness and premature retirement. Burnout is considered as the most harmful emotional and physical reaction which resulted from the interaction between workers and working environment where the demands of the job go beyond the worker's ability and resources (Adekola, 2012 & Tzeng, 2002).

Studying burnout among higher education lecturers has implications for improving understanding of job-stress and burnout as well as for enhancing their working life. Understanding environmental and personal influences on burnout may hold benefits for institutions and lecturers. Appreciating the environmental and personal factors that influence burnout can help human resource specialists and career counselors forecast burnout as well as factors related to early manifestation of burnout. From such information, appropriate intervention strategies that will combat burnout and enhance employee and organizational wellness can be developed. Although considerable research has studied burnout in developed countries, further research is warranted to identify level of burnout and new factors that might mediate job stress-burnout link (Maslach, Schaufli, & Leiter 2001, Adekola, 2012 & Tzeng, 2002).

International research evidence has shown that there is high level of burnout experience caused by different work related and interpersonal factors among lecturers in higher educational institutions which has a negative impact on organizations wellness (Adekola, 2012).

There have been identified many causes from which burnout can originate, grouped within two main categories. The first category is related to subjects' individual factors, both social and personal, as age, education, experience, etc.; the second one includes environmental factors, related to heavy workload, working under pressure, large classes, students' disruption of lectures and delayed and inadequate salaries as sources of burnout among higher education institutions lecturers (Swider & Zimmermann, 2010 & Hogan, Mark & Knight, 2007 & Salami, 2006).

A study conducted by Haque & Aslam (2011) & Bakker, Demerouti, & Schaufeli (2002) pointed out that work place behaviors such as burnout at work are well researched in developed countries in educational institutions but they are not clearly researched in developing countries particularly in Africa. It is also true that employees that are happy with their work are highly

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

motivated and more productive than other employees that are over exhausted and experiencing high level of burnout which in turn results high turnover and reduction of services to customers.

From the point of extensive literature, it is possible to say university teachers are vulnerable to burnout can be caused by different factors which is not properly investigated in Ethiopia particularly in Universities found in Amhara Regional State. Therefore, this research attempted to address the gaps that we have on the issue.

Statement of the Problem

Teachers are very important to address the diverse needs of the society and they spend their working days /time on others before themselves which exposes them to emotional strain. This emotional damage joined with other personal and work-related factors in the work environment make workers especially teachers to be vulnerable to burnout (Maslach, 2003 & Salami, 2006). International research evidence has shown that there is high level of burnout experience caused by different factors among lecturers in higher educational institutions which is not properly investigated by researchers in Ethiopian universities particularly in Amhara Regional State Universities (Adekola, 2012).

There is scarcity of studies conducted regarding to the level of burnout experience and the relationship of burnout with other related factors which is not clearly investigated in teachers of higher education (Hogan, Mark & Knight, 2007) but still there is scarce research findings which are conducted in Ethiopian universities particularly in Amhara Regional State universities on the issue as far as the researcher find out. Furthermore, the negative consequences of burnout on the work of the lecturers' call for further research on the job related and socio-demographic factors and burnout linkage in order to increase our understanding on how to stop the turnover among lecturers in universities in Amhara regional state universities.

Experience also shows that teachers in universities seem to be exposed work-related burnout or diminished interest to work due to different factors which might decrease the quality of education. As the researcher's observation and communication with different universities in Amhara Regional State, there is high turnover rate. For instance, in Debre Tabor University more than 70 teachers leave the work in a single year due to different unstudied factors. Therefore, this research is intended to explore the level of burnout and its contributing factors among a previously unstudied element of the population, public university teachers in Amhara Regional State.

Research Questions

- What is the level of burnout experience among public university teachers?
- What are the factors contributing to burnout?
- Are there any statistically significant differences in the level of burnout as a function of socio-demographic variables (educational status, working university, class in credit hour and work experience)?
- Are there any statistically significant relationship between socio-demographic variables (age and monthly salary) and burnout?

Objectives of the Study

The general objective of this study was to assess the level of burnout and its Contributing Factors among University Teachers. More specifically it would attempt:

- To assess the level of burnout among teachers in Amhara Regional state Universities.
- To identify factors contributing to burnout of university teachers.
- To examine if there are statistical significant difference in the level of burnout experience as a function of socio-demographic variables (age, educational background, working university, monthly income and service years in the profession).

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

- To examine if there are statistical significant relationship between socio-demographic variables (age and monthly salary) and burnout?

Significance of the Study

The result of this study is expected to provide the following advantages:

1. The study would provide baseline information for MoE, universities, policy makers and other concerned bodies about levels of burnout and related factors among university teachers.
2. A better understanding of these factors in teachers in universities would allow the concerned bodies like MoE for identification of strategies to improve the working conditions.
3. It would serve as a stepping stone for other researchers who want to conduct on this issue and related areas.

Delimitation of the Study

The research was delimited to assess the level of burnout dimensions (emotional exhaustion, depersonalization and reduced personal accomplishment) and contributing demographic factors among public university teacher of Amhara Regional state. Geographically, it was delimited to public universities of Amhara Regional State.

Operational Definition

Burnout: physical and psychological exhaustion and reduced personal interest to work that will be scored high on Emotional Exhaustion, Depersonalization and low scored on personal accomplishment based on Maslach Burnout inventory scoring key.

Contributing factors: Those factors which are personal (age, educational status, work experience, monthly income, class in credit hour and working university).

Research Methods

Study Design

The research employed cross-sectional survey design method to answer the proposed research questions. This is because, cross-sectional surveys are very important to decide the prevalence of particular attributes such as health related situations at a particular point in time like burnout (Public Health Action Support Team, 2011). Besides, this design was appropriate to collect and analyze data at a time to reach a conclusion in such limited time and budget. It was also very important to describe variables, examine differences and relationships among variables, (Burns & Grove, 2001).

Study Site

The study was carried out in public universities found in Amhara National Regional State. There were 7 public universities in the region. The universities were divided as first generation (Bahir Dar and Gondar, second generation (Debre Berhan , Debre Markos and Debre Berhan) and third generation (Debre Tabor and Woldia). Potential

Study Population

This study involved all female and male teachers who were working in those selected universities. In this study, the target populations were three universities (Debre Tabor from 3rd generation (411 teachers), Debre Berhan from 2nd generation (884 teachers) and Gondar from the 1st generation (1312 teachers)). The total numbers of teachers were 2607.

Inclusion Criteria

All female and male teachers working in different universities who had work experience of at

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

least one year or more in teaching /academic area in those selected universities.

Exclusion Criteria

This study excluded those participants who are on sick, study or other leaves, working out of the universities during the data collection period; and those teachers with work experience of less than one year.

Sampling Procedure

Punch (2001:54) cited in Dejenie Tefera (2015) stated the why of sampling as “All empirical researches involve sampling as one cannot study everyone, everywhere, doing everything”. It implies it is impractical to use all population in all places as a sample in research.

Therefore, Cross-sectional studies with multistage stratified sampling method followed by simple random sampling techniques were used. Universities were selected randomly by generation considering as they are representative. So, Gondar is selected from 1st generation universities, Debre Berhan are from 2nd generation universities and Debre Tabor Universities is from the third generation universities through simple random sampling technique. Then, each university teachers considered proportionally according to the number of teachers found in the universities.

In short, the participants were selected using multi-stage stratified sampling technique, simple random sampling method proportionally. This procedure has been summarized in figure: 1.

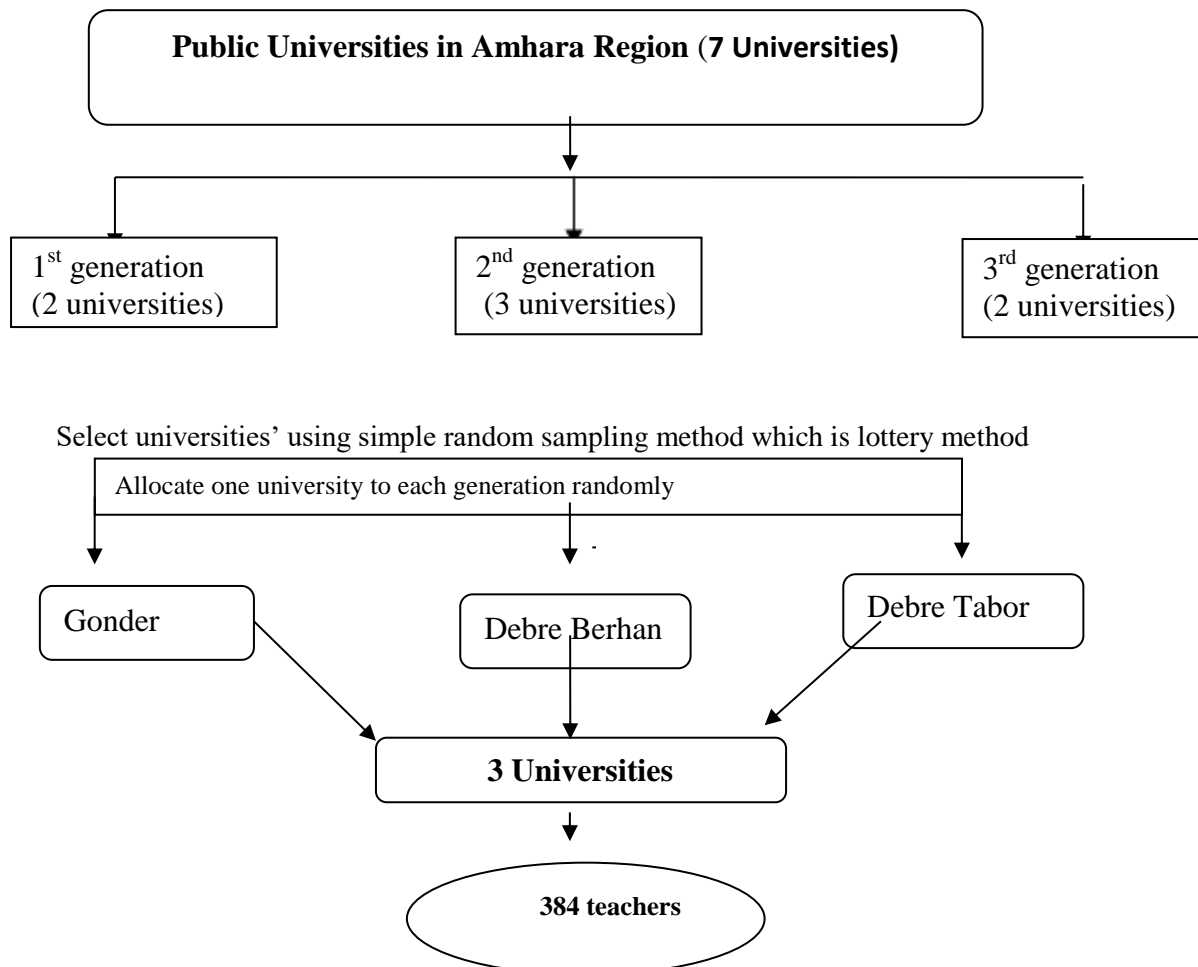


Figure 1: Schematic presentation of the sampling procedure

Sample Size Determination

This research will use the following formula to determine sample size in the study area.

$$n = \frac{Za/2^2 pq}{w^2}$$

Where;

n = the minimum sample size

Za/2= level of confidence (95%=1.96)

P= the proportion of burnout in the area assuming that 50%

q=1-p (50%)

W= margin of error (5%)

Based on the above formula the minimum sample size for this study will be 384.

Variables of the Study

The dependent and independent variables that were employed in this research for statistical comparison includes:

Independent Variables

- Socio-demographic characteristics such as age, educational status, working university, monthly income, class in credit hour and work experience,

Dependent Variable

Burnout - assessed using standardized questionnaire of Maslach Burnout Inventory (Maslach, 2003).

Data Collection Tools

The data collection tool was questionnaire to gather relevant information from the respondents. The questionnaire has two parts:

The first questionnaire was socio-demographic data which is designed to gather information regarding age, level of education, working university, work experience. This questionnaire consisted of four questions.

The second questionnaire was burnout scale which assesses using standardized questionnaire, and these standardized questionnaires adopted to assess the level of burnout among teachers in the selected universities in terms of three dimensions of burnout: emotional exhaustion, depersonalization and reduced personal accomplishment. The Maslach Burnout Inventory-Human Service Survey (MBI-HSS) used to get an indication of the level of burnout among teachers. The Maslach Burnout Inventory-Human Service Survey (MBI-HSS) consists of 22 statements of feelings related to work and involves three independent aspects of the burnout: emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (PA) (Maslach, 1996). The survey questionnaire was a Likert-scale type with alternative responses ranging from every day to never. The statements were stated in both positive and negative way and reverse coding was considered.

Each aspects of the burnout syndrome measured and scored separately. Thus, a high score on emotional exhaustion (9 items) and depersonalization (5 items) and a low score on personal accomplishment (8 items) will be reflected a high level of burnout. A low level of burnout will equivalent to a low score on emotional exhaustion and depersonalization, and a high score on personal accomplishment (Maslach, 1996).

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

Scoring: the likert type of Maslach Burnout Inventory which has seven point scales which will be scored based on the rate that ranges from 0 to 6. The items are stated in both positive and negative way and therefore, reverse coding will be considered. The standard range of burnout or the numerical cut- off points of the Maslach Burnout Inventory will be developed as follow:

Overall sample	Low	Average	High
EE	<16	17-26	>27
DP	<6	7-12	>13
PA	>39	38-32	<31

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

The researchers trained data collectors for one day and the data collected tentatively in March 2008 E.C.

Piloting

Pilot testing according to studies is part of the process of validating an instrument. It consists of ‘trying it out on a small number of persons having characteristics similar to those of the target groups of respondents. In this assumption the pilot study conducted in Bahir Dar University. Since all of the items of the measurement were taken from literatures, checking their reliability considered as it is important. In doing so, the questionnaires were distributed to 20 instructors/teachers who were not the part of the original study.

The burnout was assessed using standardized questionnaire, Maslach Burnout Inventor. These standardized questionnaires were adopted to assess the level of burnout among nurses in terms of three dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment. The Maslach Burnout Inventory-Human service survey (MBI-HSS) will be used to get an indication of the level of burnout experienced by the helping professions in the research sample. The Maslach Burnout Inventory-Human service survey (MBI-HSS) consist 22 statements of feelings related to work and involves three independent aspects of the burnout: emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (PA). Pilot test showed that the Reliability coefficients for the subscales using chrombach’s alpha were EE, .716, DP, .753 and PA, .820.

Table1: Summary Reliability Indices of the Scales

Scales	No. of Items	Reliability (Cronbach’s alpha)	Decision
EE	9	.716	All accepted
DP	5	.753	All accepted
PA	8	.820	All accepted

Reliability found from the pilot test was acceptable to conduct study because the reliability value was considered to be reasonable to conduct the study.

Methods of Data Analysis

The data that was collected through questionnaire is chiefly quantitative. Then, the data entered to SPSS software version 20 and finally the result analyzed to answer the basic research questions, with a variety of statistical techniques. This research employed both descriptive and inferential statistics. Descriptive statistics of different variables were computed which includes the frequency, percentage, standard deviation, mean, maximum and minimum of variables. Besides, inferential statistics also used to test the difference and association between/among variables such as one-way ANOVA and Correlation (Pearson product movement)

One-way ANOVA was used to see if there were statistical significant differences in the three dimension of burnout as a function of some socio-demographic variables (educational status,

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

work experience, class in credit hour and working university).

Correlation (Pearson product moment) was run to see the statistical significant association between some socio-demographic variables (age and salary) and the three dimensions of burnout (EE, DP and PA).

Ethical Consideration

Formal letter was given to the sampled universities in order to get permission from the office. The information sheet was prepared which includes the purpose of the study, the objective of the study, benefit of the study, rights of the participants, confidentiality and other requirements. Finally, the participant asked for his /her permission to participate in the study. Confidentiality and privacy maintained by omitting their names and by keeping their answers.

Research Findings

In this chapter, the results obtained from the data collected through quantitative techniques were presented. This chapter had two sections. In the first section of the chapter demographic profile (characteristics) of respondents were presented. In the second section, quantitative results related with burnout from close-ended survey items were presented using both descriptive and inferential statistics techniques. Presentation of findings in each section is according to the order of basic research questions of the research.

Socio Demographic Characteristics of the Respondents

Table 2: Socio-Demographic Characteristics of participants

Variables	Groups	Frequency	Percent
Educational level	First Degree	55	19.3
	Masters	213	74.7
	PhD and above	17	6
	Total	285	100
Working University	Gonder	125	41.9
	Debre Berhan	104	34.9
	Debre Tabor	69	23.2
	Total	298	100
Work Experience	less than 5	143	48.2
	5-10	83	27.9
	11-15	46	15.5
	16 and above	25	8.4
	Total	297	100
Class in Credit hour per week	Below 6	47	16.3
	6-12	146	50.5
	12 and above	96	33.2
	Total	289	100

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

Continuous Variables

Variables	Minimum	Maximum	Mean	SD
Age	23	59	29.18	5.34
Salary	4282	8847	6067	1303.8

Data summarized in Table 2 above showed that great majority of teachers were masters' holders which accounts to (74.7%). Only 6% of the teacher participants were PhD holders. In relation to their working university, 41.9 % of the participants were from University of Gondar where as 34.9% of them were from Debre Berhan university.

With regard to their work experience, 48.2% teacher participants have more below five years' experience in the university. 27.9% of the teacher participants had work experience of 5- 10 years in their respective university. 15.5 of them had 11-15 work experience and the rest have above 15 years work experience. Similarly, teacher participants were asked about their class credit hour per week and half of them had 6-12 credit hours and 33.2% of them had more than 12 credit hour per week. With regard to their ages, it ranged from minimum of 23 to maximum of 56 with the mean age of 29.18. Finally, they were asked about their monthly salary, the mean monthly income of the teachers were 6067 with minimum of 4282 and maximum 8847.

The Level of Burnout on University Teachers

The emotional exhaustion raw scores of the respondents in this study ranged from minimum of 0 to maximum of 54. The mean score on this subscale was 27.5 with SD of 9.08. This reflects a high level of emotional exhaustion. The depersonalization scores range from 0 to 38, with a mean score of 15.92 and Standard deviation of (SD = 7.11). This showed a high level of depersonalization among teachers of public universities Amhara National Regional state. The personal accomplishment scores ranged from 0 to 48, with a mean score of 25.69 with standard deviation of (SD = 8.52). This score also indicated that high level of reduced personal accomplishments, which needs due attention from concerned bodies. For further information see table 3 below.

Table 3: Descriptive Statistics for Burnout Dimensions.

Burnout domains	N	Minimum	Maximum	Mean	SD
EE	298	0	54	27.5	9.08
DP	298	0	38	15.92	7.11
PA	298	0	48	25.69	8.52

As the authors of the instrument of burnout (Maslach et al., 1996) indicated, the scores of the three dimensions of burnout need to be calculated separately. The author noted that the three subscales need not be combined into a single total score. Therefore, the three scores were computed for each respondents and the researcher tried to analyze the frequency of each score in the sample which is presented in the table below:

Table 4: Frequency and Percentage of Emotional Exhaustion.

Score	N	(%)
low	38	12.75
moderate	96	32.2
high	164	55.05
Total	298	100

As it is indicated in table 4 above from the total of 298 questionnaires filled by respondents about 38 (12.75%) of teachers participants scored low on Emotional exhaustion, 96 (32.2%) of them scored moderate in Emotional exhaustion and more than half, 90 (55.05) of the teacher

participants scored high in Emotional Exhaustion. These entail that more than half of the respondents were experiencing high level of burnout in the study areas.

Table 5: Frequency and percentage of Depersonalization

Score	N	(%)
low	35	11.74
moderate	61	20.46
high	202	67.8
Total	298	100

As shown in table 5 about 35 (11.74%) of the respondents experienced low level of depersonalization and 61 (20.46%) of them experienced moderate level of depersonalization in their stay. Finally, majority of the teacher participants (n=202 (67.8%) were experiencing high level of depersonalization. This implies teachers were very vulnerable to burnout in public universities of Amhara region.

Table 6: Frequency and Percentage of Personal Accomplishment.

Score	N	(%)
low	194	65.1
moderate	61	20.5
high	43	14.4
Total	298	100

One hundred ninety four (65.1%) of the teacher participants experienced low level of personal accomplishment. About sixty one (20.5%) of them were experienced moderate level of personal accomplishment and forty three (14.4%) of the respondents were experienced high level of the personal accomplishment.

In general, as Maslach (1996) point out that the high level of EE, DP and low level of PA is considered as experiencing high level of burnout on teacher. This research noted that high level of EE, DP and low level of PA on teachers in public universities of Amhara National Rgional State which is in line with what Maslach indicated. Therefore, the levels of burnout among teachers in the study area were considered as high.

Mean differences in the three Dimensions of Burnout as a Function of Socio-Demographic Variables

In addition to the analysis from descriptive statistics, one-way ANOVA (analysis of variance) was used to see if there were any statistical significant mean score differences on the three dimensions of burnout item scores as a function of socio-demographic factors.

Table 7: Respondents' Working University and Mean Scores of EE

	Sum of Squares	df	Mean square	f	sig.
Between groups	234.709	2	117.354	1.426	.242
Within groups	24281.761	295	82.311		
Total	24516.470	297			

Respondents' working university was coded in to three categories (, University of Gonder, Wollo University and Debre Tabor University). One-way ANOVA was used to see if there is a statistically significant difference on respondents means score on EE items that can be attributed to their working university. The result revealed that there is no statistically significant difference at ($\alpha = .05$) among respondents view on their EE score that can be attributed to their working

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

university: $F(2,295) = 1.426, P = .0242 (P > .05)$. This implied that there was no statistical mean score difference in their EE as a function of working university.

Table 8: Respondents' Working University and Mean Scores of DP

	Sum of Squares	df	Mean square	f	sig.
Between groups	234.709	2	99.331	1.972	.141
Within groups	14805.398	294	50.358		
Total	15004.061	296			

Respondents' working university was coded in to three categories (University of Gonder, Wollo University and Debre Tabor University). One-way ANOVA was used to see if there is a statistically significant difference on respondents means score on DP items that can be attributed to their working university. The result revealed that there is no statistically significant difference at $(\alpha = .05)$ among respondents view on their DP score that can be attributed to their working university: $F(2,295) = 1.972, P = .0141 (P > .05)$.

Table 9: Respondents' Working University and Mean Scores of PA

	Sum of Squares	df	Mean square	f	sig.
Between groups	957.903	2	478.952	6.858	.001
Within groups	20533.598	294	69.842		
Total	21491.502	296			

Respondents' working university was coded in to three categories (, University of Gonder, Wollo University and Debre Tabor University). One-way ANOVA was used to see if there is a statistically significant difference on respondents means score on PA items that can be attributed to their working university. The result revealed that there is no statistically significant difference at $(\alpha = .05)$ among respondents view on their PA score that can be attributed to their working university: $F(2,294) = 6.858, P = .0001 (P < .05)$. i.e There is statistically significant differences between teachers of differing working university with regards to their views on PA. Rejection of the null hypothesis in ANOVA only tells us that all population means are not equal. Multiple comparisons are used to assess which group means differ from which others. "Post-Hoc" Tukey HSD (honestly significant difference) test was used to see where the difference is. The mean differences were observed on Gonder and Deber tabor university teachers and mean difference were also observed on Gonder and Debre Berhan university teachers at $F(2, 294) = 6.858, P = 0.001$. The mean and SD scores of these working university groups was found, University of Gonder ($M=28., SD=9.39$), Debre Berhan ($M=24.7, SD=7.3$) and Debre Tabor ($M=23.7, SD=8.43$).

Table 10: Work Experience and Mean Scores of EE.

	Sum of Squares	df	Mean square	f	sig.
Between groups	209.123	3	69.708	.841	.472
Within groups	24295.127	293	82.919		
Total	24504.249	296			

In Table 8 one-way ANOVA was computed to see if there is statistically significant mean score difference on teacher's burnout as a function of educational level. First, the independent

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

variable (work experience) was coded in to four categories (less than 5, 5-10, 11 – 15 and 16 and above). The computed ANOVA result revealed that there is no statistical significant differences ($\alpha = .05$) among teachers EE that can be attributed to their work experience $F(3,296) = .841, P = .0472 (P > .05)$. This implied that there were no statistical mean score difference in teachers EE as a function of work experience.

Table 11: Work Experience and Mean Scores of DP.

	Sum of Squares	df	Mean square	f	sig.
Between groups	37.182	3	12.394	.241	.867
Within groups	14916.571	292	51.084		
Total	14953.753	295			

In Table 11 one-way ANOVA was computed to see if there is statistically significant mean score difference on teacher's burnout as a function of work experience. The ANOVA result revealed that there is no statistically significant differences ($\alpha = .05$) among teachers DP that can be attributed to their work experience $F(3,295) = .241, P = .0867 (P > .05)$. This implied that there were no statistical mean score difference in teachers DP as a function of work experience.

Table 12: Work Experience and Mean Scores of PA.

	Sum of Squares	df	Mean square	f	sig.
Between groups	310.561	3	103.520	1.433	.233
Within groups	21093.976	292	72.240		
Total	21404.537	295			

In Table 12 one-way ANOVA was also computed to see if there is statistically significant mean score difference on teacher's PA as a function of work experience. The ANOVA result revealed that there are no statistically significant differences ($\alpha = .05$) among teachers PA that can be attributed to their work experience $F(3,295) = 1.433, P = .0233 (P > .05)$.

Table 13: Educational Status and Mean Scores of EE.

	Sum of Squares	df	Mean square	f	sig.
Between groups	94.805	2	47.402	.570	.566
Within groups	23444.058	282	83.135		
Total	23538.863	284			

Similarly, teacher's education level was coded in to three levels: *First degree level, Masters Level and PhD and above level*. One-way ANOVA was used to see if there is a statistically significant difference on teachers means score on EE items that can be attributed to their education level. The result revealed that there is no statistically significant difference on teachers means score on EE that can be ascribed to their education level $F(2,295) = 1.433, P =$

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

.0.233 ($P > .05$). i.e there is no statistically significant differences between teachers of differing education levels with regards to their *level of EE*.

Table 14: Educational Status and Mean Scores of DP.

	Sum of Squares	df	Mean square	f	sig.
Between groups	3.013	2	1.506	.030	.971
Within groups	14246.719	2821	50.700		
Total	14249.732	283			

One-way ANOVA was used to see if there is a statistically significant difference on teachers means score on DP items that can be attributed to their education level. The result revealed that there is no statistically significant difference on teachers means score on DP that can be ascribed to their education level $F(2,283) = .030, P = .971 (P > .05)$. i.e there is no statistically significant differences between teachers of differing education levels with regards to their *level of EE*.

Table 15: Educational Status and Mean Scores of PA.

	Sum of Squares	df	Mean square	f	sig.
Between groups	106.553	2	53.276	.762	.468
Within groups	19646.415	282	69.916		
Total	19752.968	283			

The computed ANOVA result revealed that there is no statistically significant mean score differences at ($\alpha = .05$) among teachers' *level of PA* that can be attributed to their educational status: $F(2, 282) = .762, P = .468 (P > .05)$.

Table 16: Class in Credit Hour per Week and Mean Scores of EE.

	Sum of Squares	df	Mean square	f	sig.
Between groups	93.994	2	46.997	.583	.559
Within groups	23063.072	286	80.640		
Total	23157.066	288			

As table 16 indicated, teacher's class credit hour was coded in to three levels: (below 6 credit hour, 6-12 credit hour and more than 12 credit hours. *And then*, One-way ANOVA was used to see if there is a statistically significant difference on teachers means score on EE items that can be attributed to their class load in credit hour. The result revealed that there is no statistically significant difference on teachers means score on EE that can be ascribed to their education level $F(2,286) = .583, P = .559 (P > .05)$. i.e there is no statistically significant differences between teachers of differing class load in credit hour per week with regards to their *level of EE*.

Table 17: Class in Credit Hour per Week and Mean Scores of DP.

	Sum of Squares	df	Mean square	f	sig.
Between groups	28.374	2	14.187	.283	.754
Within groups	14297.122	285	50.165		
Total	14325.497	287			

One-way ANOVA was also computed to see if there exists statistical significant difference on teachers level of DP that can be attributed to their class load in credit hour per week at ($\alpha = .05$). The ANOVA revealed that ($F (2, 285) = .283, (P > 0.05)$), there are no statistically significant differences between teachers' level of DP as function of class load in credit hour per week.

Table 18: Class in Credit Hour per Week and Mean Scores of PA.

	Sum of Squares	df	Mean square	f	sig.
Between groups	594.728	2	297.364	4.381	.013
Within groups	19342.685	285	67.869		
Total	19937.413	287			

One-way ANOVA was used to see if there is a statistically significant difference on respondents means score on PA items that can be attributed to their class load in credit hour per week. The result revealed that there is statistically significant difference at ($\alpha = .05$) among respondents view on their PA score that can be attributed to their working university: $F (2, 285) = 4.381, P = .013 (P < .05)$. i.e There is statistically significant differences between teachers of differing class load in credit hour per week with regards to the level of PA. Multiple comparisons are used to assess which group means differ from which others. "Post-Hoc" Tukey HSD (honestly significant difference) test was used to see where the difference is. The mean differences were observed on teachers whose class credit hour is below 6 and 6-12 credit hour per week and also mean difference were observed on teachers whose class credit hour is below 6 and above 12 credit hour at $F (2, 285) = 4.381, P = 0.013 (P < .05)$. The mean and SD scores of class credit hour was found, below 6 ($M=27.93, SD=98.55$), 6-12 ($M=25.93, SD=8.25$) and 12 and above ($M=23.76, SD=8.05$).

Correlation Matrix

Table 19: Relations between Socio-Demographic Factors (Age and Salary) and the Three Dimension of Burnout (EE, DP and PA)

No	Variables	EE	DP	PA
1	Age	-.091	-.096	.061
2	Salary	.063	.087	.075

Examination of association was run to see if there were statistically significant relationship between age and the three dimensions of burnout. Accordingly, age had not any statistical significant relationship with all dimensions of burnout (EE, DP and PA) with the average magnitude of ($r = -0.091, -0.96$ and 0.061) respectively which had very weak relation.

In addition, Correlation was run to see the statistically significant correlation of monthly salary

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

with the three dimension of burnout. The result of Pearson product movement revealed that there was no statistically significant relation between monthly salary and the three dimensions of burnout with the average magnitude of ($r = .063, .087$ and 0.075) respectively which had very insignificant relation.

Discussion

In this part, the results presented in the previous section are interpreted and discussed in relation to different studies conducted on this issue on similar theme. Here, attempts are also made to draw implications of the findings and to answer the research questions temporarily which were raised initially. Therefore, this discussion is presented based on the research questions raised in the introduction section.

Levels of Burnout

The mean score of the three dimensions of burnout indicated high level of burnout among teachers of public universities in the study area which needs due attention. This research clearly tried to identify high levels of emotional exhaustion (55.06%), depersonalization (67.8%) and lower levels of personal accomplishment (65.1%) that the majority of teachers experienced. This implied that teachers were vulnerable to high level of burnout in the study area. The finding of this study is consistent to previous studies conducted by McCann & Holt (2009) and Hogan, Mark and Knight (2007). This result is also consistent with a study conducted by Nazir (2008). Even though those studies indicated how the problem is sever, the present study is more serious than others.

Another study conducted by Okwaraji F. & Aguwa E. (2014), showed that Burnout is taken as a serious problem among university teachers with the three dimension of burnout which accounts EE (40.0%), DP (39.4%) and Reduced PA (63.2.%) which is almost consistent with the present study. Therefore, it is highly recommended to the concerned bodies to design strategies to deal with it.

Burnout Dimensions and Socio-demographic Characteristics

This research showed that statistically significant difference was not observed in the three dimensions of burnout as a function of age. This finding is consistent with a research conducted by Salami S. (2011) which reveals there are no statistically significant differences on respondents' mean score on burnout dimensions items that can be attributed to their age. This may be due to teachers are vulnerable to the different factors regardless of their age. According to Fisher (2011) age did not show statistical difference in the three dimensions of burnout which is in line with the current study.

These findings are not consistent with findings from Maslach et., al (2001) and Ayala (2013), which indicated the existence of inverse relation between EE & 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 professionals experienced significantly higher levels of burnout than did their older counterparts. They explain this by hypothesizing that younger professionals are less efficient at blocking out their own personal feelings in stressful situations, ability at which older and more experienced presumably more efficient.

This research also detected that the computed ANOVA result revealed that there are no statistically significant differences among teachers' burnout level that can be attributed to their work experience. The finding is consistence with research findings by Salami S. (2011) which showed statistically significant difference were not observed in the mean score of burnouts as a function of work experience. It is also consistent with the studies conducted by Fisher (2011) and McCann & Holt (2009) where statistically significant relationship was not observed in the mean score of burnout dimensions as a function of work experience.

This study also revealed that there was no statistically significant difference in the two

dimensions of burnout (EE and DP) as a function of class load in credit hour. But statistically significant difference was observed in the mean score of teacher's reduced personal accomplishment as a function of class credit hour per week. This implied that those who had high credit hours are more vulnerable to low personal accomplishment. Differently, Burnout studies have indicated that there is consistent relation between burnout, particularly the emotional exhaustion dimension and workload (Maslach et al., 2001).

The study showed that there was no statistically significant difference in teacher's burnout dimensions as a function of educational status. The finding is consistent with a study conducted by McCann & Holt (2009). This implied that education did not make difference in their level of burnout dimensions.

Finally, the ANOVA result confirmed that statistically significant difference was not observed in the mean score of the two dimensions of burnout (EE and DP) as a result of their working university. This implied that those teachers were experienced high level of EE and DP regardless of their working university. But statistically significant mean score difference was observed in teacher level of reduced personal accomplishment as a function of working university. The finding revealed that teachers working in Debre Tabor University and Debre Berhan University experienced low personal accomplished than those teacher from University of Gonder. This may be due to university of Gonder is first generation university which may have conducive environment than others.

Conclusions and Recommendations

This part presents the major conclusions drawn from the data and their subsequent analysis and interpretation. Further, the implications of the findings are stated so as to recommend solutions for the problem in the study area.

Conclusions

Majority of teacher participants reported that they experienced high levels of burnout with 55.05% high levels of emotional exhaustion, 67.8% of the participants were experiencing high level of depersonalization and 65.1% experienced low levels of personal accomplishment. Therefore, most of the teachers in the study area developed high level of burnout.

Correlational (Pearson product movement) analysis revealed that there were no statistically significant relationships between the three dimensions of burnout (EE, DP and PA) and some the socio-demographic variables (salary and age).

The ANOVA result showed that statistically significant differences were not observed in the mean score of the three dimensions of burnout (EE, DP and PA) as a function of some socio-demographic variables (Educational status and work experience). This implied that educational status and work experience could not be taken as a factor which can affect the level of burnout on university teachers.

The ANOVA indicated that there were no statistically significant difference in teacher's level of EE and DP as a function of working university and class in credit hour. But statistically significant differences were observed in the mean score of reduced personal accomplishment as a function of working university and class in credit hour per week. That is, Teachers from Debre Tabor and Debre Berhan University were experienced low level of personal accomplishment. University Teachers having class credit hour more than 12 per week experienced low personal accomplishment than others.

Recommendations

Based on the results of the study and conclusion drawn, the following recommendations are put forward:

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

- The Ministry of education and universities shall develop programs that focus on prevention and reduction of burnout to keep the psychological well-being of university teachers.
- The Ministry of education need to take actions in collaboration with the universities like occupational health management trainings for teachers
- This study is a cross-sectional research and it used self-report measures and therefore, Further rigorous studies are recommended to identify factors (work and environment related) that are responsible for and associated with high levels of burnout among university teachers.

Acknowledgement: We would like to thank all Debre Tabor University for funding this research work; we would like to extend our heart full thanks to those who are participant of this student and we are also thank full for those who supported us in data collection.

Conflict of interest: None declared

References

- Adekola B. (2012). Work Burnout Experience among University Teaching Staff: A Gender Approach. *International Journal of Academic Research in Business and Social Sciences: January 2012, Vol. 2, No. 1 ISSN: 2222-6990.*
- Adekola & Bola (2010). Gender difference in the experience of work burnout among University Staff, *African journal of Business Management*, Vol 6, 886-889, June 2010,
- Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2002). Validation of the Maslach Burnout Inventory–General Survey: An Internet study. *Anxiety, Stress, & Coping*, 15, 245-260.
- Burns and Grove, (2001). *The Practice of Nursing Research Conduct on Critique & Utilization* 4th ed. philadelephi-websouder-www./books pdf.org.
- Caruso A., Giammanco M. & Gitto L. (2014). Burnout Experience among Teachers: A Case Study. *Mediterranean Journal of Clinical Psychology MJCP* ISSN: 2282-1619 VOL II N.3.
- Chand P. And Kumari N. (1991). A Study of the Correlates of Job Stress and Burnout Among Technical Teachers.
- Dejene T. (2015). The status of PI practice in children’s education across two systems (home and school) in Hawassa city administration ECCE schools as a case study.
- Fisher, M. H. (2011). Factors Influencing Stress, Burnout, and Retention of Secondary Teachers. *Current Issues in Education*, 14(1). Retrieved from <http://cie.asu.edu/>.
- Freudenberger, N.J. (1974). Staff Burnout. *Journal of Social Issues*, 30, 159 - 165.
- Hagos Atsbeha (2015). Occupational Stress among Secondary School Teachers and their Coping Strategies: The Case of Central Zone of Tigray Region.
- Haque A., & Aslam, M. S. (2011). The Influence of Demographics on Job Burnout. *Journal of Psychology and Business* Vol. 4, No 2. Far East.
- Hogan L., Mark A. Knight M. (2007). Exploring burnout among university online instructors: An initial investigation. *Internet and Higher Education* 10 117–124.
- Houston, D., Meyer, L. H., & Paewai, S. (2004). Academic staff workloads and job satisfaction: expectations and values in academe. Massey University, New Zealand.
- Krejcie & Morgan (1970). Sample Size Determination Using Krejcie & Morgan Table.

Burnout Experience among Public Universities of Amhara Regional State, Ethiopia

- Maslach, C., Jackson, S.E.. (1981). MBI: Maslach Burnout Inventory. Consulting Psychologists Press, Palo Alto, CA.
- Maslach, C., & Leiter, M. P. (1997). *The Truth about Burnout: How Organizations Cause Personal Stress & What to Do about it*. San Francisco, CA. Jossey. Bass.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). *Job Burnout*. *Annual Review of Psychology*, 52, 397–422.
- Maslach, C. (2003). *Burnout: The Cost of Caring*; Malor Books: Cambridge, USA, pp. 25–121.
- Maslach, C. and Jackson, SE: Maslach (1986). Burnout Inventory Manual, 2nd ed. Palo Alto: Consulting Psychologists Press, Inc.
- Maslach ,C., Jackson ,SE. and Leiter, MP: Maslach (1996). Burnout Inventory Manual, 3rd ed. Palo Alto: Consulting Psychologist’s Press.
- McCann J. & Holt R. (2009). An Exploration of Burnout among Online University Professors: *Journal Of Distance Education: VOL. 23, No. 3, 97-110*
- Naude, J. L. & Rothmann, S. (2004). The validation of the Maslach burnout inventory human services survey for emergency medical technicians in Gauteng. *SA Journal of Industrial Psychology*, 30(3), 21-28
- Nazir A. (2008). A study of Job Burnout among University Teachers in Allahabad University. Vol 20.
- Okwaraji F. & Aguwa E. (2014). Burnout, Psychological Distress and Job Satisfaction among Secondary School Teachers in Enugu, South East Nigeria.
- Posing, M. & Kickul , J. (2003). Extending Our Understanding of Burnout: Test of an Integrated model in Non Service Occupations. *Journal of Occupational health psychology*, Vol. 8, No.1, 3-19.
- Salami S. (2011). Job Stress and Burnout among Lecturers: Personality and Social Support as Moderators.
- Spector, P. E., & Jex, S. M. (1998). Development of four Self-report Measures of Job Stressors & Strains. International Conflict At Work Scale, Organizational Constrains Scale Quantitative Work Load Inventory and Physical Symptoms Inventory. *Journal of occupational health psychology* (3),4,356-367.
- Tzeng, H. (2002). The Influence Working Motivation and Job Satisfaction on Intention to Quit: An Empirical Investigation in Taiwan. *International Journal of Nursing Studies.*; 39:867.
- Wright, T. A., & Bonet, D. G. (1997). The Contribution of Burnout to Work Performance. *Journal of Organizational behavior*,18,(p.491-499).
- Yu S. (2005). Burnout in higher education “two-course” teachers and some suggested approaches to the problem. *Chinese Education & Society*, 38(6), 53- 60.