

Female University Teachers Burnout and its Association with their Demographic Variables

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The study investigated three aspects of female university teachers' burn out: personal, work-related and student-related, in relation to their demographic variables (viz., age, income and qualification). From the total population of 500 university teachers, 30 percent of the population was selected as a sample using a simple random sampling technique. A questionnaire was distributed among 150 university teachers, out of which, 115 returned the questionnaire to the researcher, and the response rate was 76 percent. Copenhagen Burnout Inventory and a demographic questionnaire were administered to gather data from the participants. Data were analyzed by using one-way ANOVA to analyze personal, work related and student related aspects of burnout in university teachers in relation to their demographic variables. The study showed the highly significant impact of university teachers' age on their work related burnout. The results of the study revealed statistically significant differences on work-related burnout with relation to age, as 31 to 41 years old faculty reported significantly higher work related burnout as compared to other groups. With respect to qualification, the higher burnout appeared in M.Phil. Qualified faculty and lower burnout in PhD faculty. The study also found significant impact of teachers' yearly income and personal, work-related and student-related aspects of burnout.

Keywords: burnout, demographics, group differences, university teachers

Burnout is a psychological observable fact which results in an individual following prolonged exposure to different situations or conditions. It is caused due to conflicts, heavy work load and low acknowledgement and emotional rewards at work place (Gil-Monte, 2008). The term burn out is highlighted as the sign of fire or slake of candle that will be quenched in a while, if it will not get the sufficient possessions (Schaufiel et al., 2009). Freudenberger (1974) observed that the people who enter in a profession with high motivation and interest, shortly thereafter will lose their passion and energy that is required for the profession. The concept "job burnout" was introduced in 1970s that is taken as something very serious regarding workplace experiences. Burnout and attrition rates are the most reported issues in teaching occupation. When teachers face constant stress and anxiety, they get haunted by burnout. Maslach (1999), Hamann & Gordon (2000), highlighted the main cause of rapidly increasing level of burnout among university teachers is continual stress.

Since 1970, a lot of work has been done on burnout phenomena and with reference to previous researches on burnout, it is taken as a psychological issue or cultural mess. From that time onwards till date, burnout is commonly observed in many people (Schaufeli et al., 2008). Different professions require special set of skills which are compulsory for that profession. All professionals like medical officers, instructors, counselors, administrators and police officers have to deal with different clients who sometimes become the cause of burnout due to lack of resources and heavy work load (Maslach, Schaufeli, & Leiter, 2001). The teaching profession is rooted in the society in such a way that all members of society are linked with teachers that are in turn affected by the facilities provided to them as well as adversely affected by the difficulties they face in school. The healthy work environment for teachers helps to develop healthy relationship with school administrators, parents, colleagues and

students (Christle, Jolivet & Nelson, 2005). Cephe (2010) stated that teachers' stress directly or indirectly affects the students and teaching learning process. In the previous years, mostly the term burnout was reserved for the newly inducted teachers more than it was used to address the problems of stress in experienced teachers (Desimone et al., 2014; Muller et al., 2011). Güneş, Bayraktaroğlu and Kutanis (2009) conducted a research by using a burnout inventory of Maslach and concluded that there was negative relationship in the organizational commitment of workers and their work burnout levels. Marmaya, Hitam, Zawawi, and Jody (2011) reported a study regarding work place burnout in 50 employees, which presented three aspects of institutional compulsions over teachers and involved affective accountability, normative promise and persistence obligation. The study concluded that only affective commitment has an effect on workplace burnout.

Peeters and Rutte (2005) stated that emotional tiredness is likely to happen due to self-sufficiency, high work demand and mismanagement of available time. As cited by Hismanoglu and Ersan (2016), the literature review presented by many studies which was conducted to measure the workplace burnout of teachers in relation to their age (Güven, 2010; Kırılmaz, Celen & Sarp, 2003; Özkanal & Arıkan, 2010; Tuğrul & Çelik, 2002), teaching practice (Öztürk, 2013; Ceylan & Mohammadzadeh, 2016), femininity (Güven, 2010; Hastings & Bham, 2003; Rosenbaltt, 2001), learning background (Kurtoğlu, 2011; Öztürk, 2013), organization (Koruklu, Feyzioglu, Kiremit & Aladağ, 2012), weekly work load (Kurtoğlu, 2011; Öztürk, 2013), managerial duty (Konakay & Altaş, 2011; Syed & Nazir, 2008), and monthly earnings (Lackritz, 2004; Bilge, 2006; Ceylan & Mohammadzadeh, 2016). Martinussen et al., (2007) was of the view that only age is affective for burnout not gender because in adult age emotional fatigue is high. Interestingly, it was found that in police officers, burnout was not higher compared to other professional administrations. For all three conditions of burnout, family burden was identified as an important factor. According to Bakker et al. (2002), mostly burnout happens among women rather than the men.

Single employees were found to be in greater burnout danger (Maslach et al., 2001). Barren employees remained more prone to

burnout than the unmarried employees. Married employees recorded lower burnout compared to separated employees in the matrimonial group. Numerous studies revealed that burnout occurs in newer staff, late in recruiting in workers' business that is carried out amongst operational settings, and requires of them to change their work prospects. Burnout ends at this stage but after about 35-40 years of age, workers develop vulnerability to burnout again (Aloha et al., 2006; Bakker et al., 2002). With age or available business skill for all three proportions, the MBI manual indicates a failure in reducing burnout levels (Maslach, Jackson, & Leiter, 1996).

Adebayo and Chineye (2013) specified that the female employees exhibited additional burnout compared to the male employees. It was stated by Khan, Yusoff and Khan (2014) that burnout increased due to absence of facilities and negative working environment and also identified that job insecurity was a major cause of burnout in university teachers.

Burnout at the individual level varies according to socio-demographic factors namely; age, gender, educational level and experience (Khan et al., 2015). Toker (2011) piloted a study on 648 faculty members employed in a university of Turkey. Information was gathered through MBI scale from 31 foundation universities, and the findings revealed that research associates reflected higher level of burnout and depersonalization than the professors, and gender was found not to be meaningfully connected to the workers' burnout but some demographics like age, and marital status were significantly linked to job burnout. Syed and Nazir (2008) examined the relationship of job burnout and teachers' job title. They acquired a sample of 300 university teachers comprising of lecturers, readers and professors. Data were collected by Using Maslach Burnout Inventory-Educator's Survey, where the findings discovered the professors and readers to have lower burnout and emotional exhaustion than the lecturers. After checking burnout level of employees by using MBI burnout scale in four health groups (pharmacologists, health supporters, doctors and nurses, they determined that gender had an important association with burnout. Shoaga et al. (2015) specified that the elementary elements that were central to work anxiety in instructors were uneasiness, greater beliefs or anticipations. Reflections of 150 instructors on the reasons behind burnout included exhaustion, prevention moods and the expressive moods in the office.

Most of the past studies highlighted that the staff who was affected by burnout was mostly working at a junior level which prevented their work capacity and productivity from developing (Bettina & Piko, 2006; Rocca & Konstanski, 2001). Pan, Shen, Liu, Yang, and Wang (2015), presented the conclusion of his study, a cross-sectional research carried out in 6 universities of China with an overall sample of 1500 respondents and concluded the main reason that influences discontentment of teachers, was specified as occupational stress which had an undesirable outcome on the satisfaction level of teachers.

It was highlighted by other studies that the employees, who showed burnout became demotivated and it could affect their job performance as well (Bettina & Piko, 2006; Rocca & Konstanski, 2001). Pan et al. (2015), in a cross-sectional research with 1500 respondents drawn from 6 universities of China found the influence of occupational stress on the contentment level of tutors. occupational stress was found to have a destructive influence on the satisfaction level of instructors.

A research piloted by Shoaga et al. (2015), amongst 150 tutors specified that the elementary influences that were central to work

stress between teachers were their weariness, prevention mechanism, and emotive spirits. The roots of burnouts comprised of anxiety regarding great prospects or expectations from the workplace that were not immediately obvious. A study by Bhatti et al. (2011) on a sample of 400 university teachers about their work stress revealed work load, status consciousness, administrative burden, competition, relationship with others and low salary package as the main causes of burnout. Work related stress has a harmful effect on the well-being of teachers.

A study on 648 faculty teachers' working in the University of Turkey, directed by Toker (2011), collected data by means of MBI scale from 31 basic academia to identify additional levels of burnout associated with the lecturers. Inquiry learning supporters found greater levels of depersonalization to be linked to the academia instructors using lectures and sex was not found to be meaningfully connected to the worker burnout compared with certain demographics like age, and matrimonial position, which were pointedly associated with work stress. A study on a sample of 400 university teachers about work stress, revealed work load, status consciousness, administrative burden, competition, relationship with others and low salary package as the main causes of burnout. Work related stress had a harmful effect on the well-being of teachers (Bhatti et al., 2011), marital status and age were directly related to the workplace burnout while gender had no direct relation with employee's burnout. A study was conducted in HEI's of UK using 85 university teachers' views and students' opinions regarding burnout which concluded that the young staff revealed more burnout condition. Gender was found to be more related to emotional exhaustion (Watts & Robertson, 2011).

Objective of the study

The study was designed to investigate three aspects of university teacher's burn out: personal, work-related, and student-related, in relation to their demographic variables (viz., age, income and qualification).

Hypotheses

H₁: There are significant differences on burnout among different age groups of teachers

H₂: There are significant differences on burnout among different income groups of teachers

H₃: There are significant differences on burnout among different qualification groups of teachers

Method

Sampling

The target population of this research comprised of lecturers, assistant professors, associate professors and professors from a female university of Lahore. The total population of the study consisted of 500 university teachers, and 30 percent of the whole population was selected as the sample size of the current study. A questionnaire was distributed among 150 university teachers, and from a total of 150 participants, 115 returned the questionnaire to the researcher. There was no associate professor respondent to the questionnaire. The researcher collected the data personally. Some were busy in their projects or viva and completing their syllabus, so

they could not fill the questionnaires timely, and thus the response rate was 76 percent.

Table 1
Sample Characteristics (N=115)

Designation	Lecturers n=40	Assistant Prof. n=59	Professors n=16
Age Range	31-40	41-55	51-60
Qualification	M.Phil.	PhD	PhD/Post Doc
Yearly Income	5-10 Lac	11-15 Lac	20 Lac and above

Instruments

The current study employed the quantitative research method to investigate the demographic information. A self-constructed background information questionnaire was used to examine the university teachers burnout with relation to their demographic variables (viz., age, income and qualification). Copenhagen Burnout inventory (CBI) by Kristensen, Borritz, Villadsen, & Christensen (2005) was administered to collect the information from the participants. In order to administer the Copenhagen Burnout inventory on the selected sample, written consent was first taken from the author. The data were collected from all the university teachers of women's university of Lahore. The reliability of instrument was checked by using Cronbach's alpha. Cronbach's alpha level found to be .92 which was a high level of reliability. The Cronbach's alpha (.92) shows that the scale is reliable to be used in the research.

The Copenhagen Burnout Inventory measures three burnout sub dimensions: personal, work-related, and student-related, which measures the degree of psychological fatigue experienced in three sub-dimensions of burnout. The personal burnout sub scale is generic, in that, it can be answered by any individual. The work-related burnout sub scale assumes that the person undertaking the questionnaire has some kind of paid employment, while the student-related burnout scale assumes that the individual's work involves students (Kristensen et al., 2005).

The CBI survey contained 19 items with five response categories for each question: Always, Often, Sometimes, Seldom, Never/Almost, and Never. For some of the questions, the response categories are adjusted as follows: To a very high degree, To a high degree, Somewhat, To a low degree, To a very low degree. Participants are required to choose only one answer for every question. The response categories were re-scaled to a 0-100 metric (0 = *never/almost never/to a very low degree*, 25 = *seldom/to a low degree*, 50 = *sometimes/somewhat*, 75 = *often/to a high degree*, 100 = *always/to a very high degree*).

Kristensen recommends using 5 cut off points (when applying the CBI to a professional population): nil, low, moderate, high and very high burnout. These are defined as: nil= score equal to lowest 25 percent of distribution of scores, low= score of next higher 25 percent of distribution of scores, moderate= score of the next 12.5 percent of distribution of scores, high= score of the next 12.5 percent of distribution of scores, and very high= score of the highest 25 percent of distribution of scores (Kristensen, 2000).

Procedure

The study used a simple random sampling technique to collect information from the participants of Humanities & Social sciences and the Natural sciences departments. The consensus of

participants was orally acquired; the researcher collected data personally, defined the survey procedure and followed the ethical considerations regarding responses. Few teachers completed and returned the questionnaire within 10 minutes. However, most of the teachers especially, professors took more time (4 to 5 days) to return this questionnaire; there was no response by associate professors.

Data Analysis

IBM SPSS Statistics for Windows, version 22.0 software was used for analysis. One-way ANOVA and Scheffe post hoc test were used to analyze three aspects (Personal, work related and student related) in university teacher's burnout in relation to their demographic variables. Parametric tests provide a strong and more solid conclusion than nonparametric tests. Analysis of variance (ANOVA) is a test that incorporates means and variances to determine the test statistic. The test statistic was then used to determine whether groups of data were same or different.

Results

Table 2
One-way Analysis of Variance (ANOVA) for Teachers Burnout by Age (N=115)

Teacher's burnout with relation to age		df	SS	MS	F	p
Personal Burnout	Between Groups	3	2.63	.87	2.12	.10
	Within Groups	68	28.10	.41		
	Total	71	30.73			
Work related Burnout	Between Groups	3	10.68	3.56	8.55	.00
	Within Groups	68	28.33	.41		
	Total	71	39.02			
Student Related Burnout	Between Groups	3	1.81	.60	1.17	.32
	Within Groups	68	35.02	.51		
	Total	71	36.83			
Overall					4.38	.00

A one way analyses of variance (ANOVA) was run to determine the influence of age on burnout. The results in Table 2 report statistically significant difference between work- related burnout in relation to age, $F(3, 115) = 8.55, p=.000$. The results of the Scheffe post hoc test indicate a significant difference in work related burnout among the faculty between the age level of 31 to 40 ($M=2.87, SD=.64$) and 41 to 50 ($M=1.98, SD=.62$), with the former age group showing more burnout as compared to the latter.

Table 3
One-way Analysis of Variance (ANOVA) for Teachers burn out by income (N=115)

Three aspects of teacher's burnout in relation yearly to income	Df	SS	MS	F	p
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Personal Burnout	Between Groups	4	5.52	1.38	3.66	.009	Student Related Burnout	Between Groups	2.822	2	1.411	2.86	.064
	Within Groups	67	25.21	.376				Within Groups	34.011	69	.493		
	Total	71	30.73					Total	36.833	71			
Work related Burnout	Between Groups	4	7.46	1.85	3.93	.006	Overall					4.71	.012
	Within Groups	67	31.60	.472									
	Total	71	39.02										
Student Related Burnout	Between Groups	4	6.62	1.65	3.67	.009							
	Within Groups	67	30.20	.451									
	Total	71	36.83										
Overall					5.23	.001							

The result reported in Table 3, a significant difference found among the university teachers yearly income and the three aspects (personal, work & student related) of burn out. The overall $P = .001$ and ($M=2.52$, $SD=.71$) of three aspects of burnout indicate that there is a strong relation between the faculty's yearly income and burnout. The result reveals that yearly income has a significant effect on the teacher's personal, work related and student related burnout. The results in Table 3 reports statistically significant difference in personal $F(4, 115) = 3.66$, $p=.009$, work related $F(4, 115) = 3.93$, $p=.006$, and student related burnout $F(4, 115) = 3.67$, $p=.009$ among the faculty with the income 5-10 lac and 16 to 20 lac. The results of the Scheffe post hoc test indicate a significant difference in personal burnout among the faculty with the income 5-10 lac revealing greater burnout ($M= 3.34$, $SD= .72$) as compared to 16 to 20 lac ($M= 2.50$, $SD= .28$). A comparison of work related burnout with income group 5-10 lac ($M= 2.85$, $SD=.59$) reported significantly higher burnout than income group 16-20 lacs ($M= 1.69$, $SD= .19$). Similarly a comparison of student related burnout with income group 5-10 lac ($M= 2.22$, $SD=.62$) reported significantly higher burnout than income group 16-20 lacs ($M= 1.26$, $SD= .23$).

Table 4
One-way Analysis of Variance (ANOVA) of Teachers burn out by qualification (N=115)

Three aspects of teacher's burnout in relation to qualification		Df	SS	MS	F	p
Personal Burnout	Between Groups	5.815	2	2.908	8.05	.001
	Within Groups	24.916	69	.361		
	Total	30.731	71			
Work related Burnout	Between Groups	2.171	2	1.085	2.03	.139
	Within Groups	36.850	69	.534		
	Total	39.020	71			

Table 4 shows the statistically significant difference between the university teachers' personal burnout in comparison with their qualification. The other two aspects of burnout (work and student related) have no significant relation with teachers' qualification. The results of the Scheffe post hoc test indicate a significant difference in personal burnout among the faculty with M Phil revealing greater burnout ($M= 3.32$, $SD= .60$) as compared to Phd ($M= 2.81$, $SD= .54$).

Discussion

The focus of the present study was to investigate the three aspects of University teacher's burn out: personal, work-related, and student-related, in relation to their demographic variables (viz., age, education, and income). The findings showed that age had statistically significant impact on teachers' work related burnout. With the passage of time, an individual seems to learn how to deal with work related issues and challenges with his/her own experiences, and also learns from others' experiences. Past researches also highlighted that age had a significant effect on teacher's burnout, and fresh teachers face more burnout, but with the passage of time they become more able to adjust to their work circumstances, thereafter between 35-45 years of age teachers again start to be affected by burnout (Aloha et al., 2006; Bakker et al., 2002). These findings strengthen the results of current study as it is reported that teachers between the age level of 31 to 41 are affected more with work related burnout. Smith (2007) also described a strong association between age and burnout, age affects more on teacher's burnout compared to the other demographic variables. The study results revealed no significant difference between personal and student related burnout in relation to age. Bodhe et al. (2015) also had similar findings. The conclusion of the existing study also specified that there was a statistically significant difference in aspects of burnout related to university teacher's yearly income. The result indicates that yearly income highly affected the teachers' personal, work related and student related burnout. Income works as an incentive which could be helpful to enhance the teachers' productivity and work capacity. Income was found to have a highly significant effect on teachers' personal, work related and student related burnout because when an individual's personal needs and desires are satisfied, greater work capability and output is developed. When teachers are pleased, they enjoy their work and feel more comfortable with students, which is beneficial for institutional progress. Findings of the previous studies also emphasized that incentives like organizational support, family status, self-efficacy and an appropriate salary package play a very significant role in decreasing teachers' stress (Hobfoll, 2002). It is stated that incompetence, self-insufficiency, limited institutional resources and low salary package have increased work anxiety and stress level of teachers (Betoret, 2006).

The third independent variable, teachers' qualification revealed the significant impact on teachers' personal-related burnout with their qualifications. As the result identified, teachers

with low qualifications had higher burnout than the highly qualified teachers because they faced competition with more qualified people in university, and consequently, they became exhausted and burned out. Past studies also strengthen this connection between low work experience and high qualification demands that are a big reason of burn out in female teachers (Maslach et al., 2001). The current study also concluded that the other two aspects (work and student-related) of burn out have no significant relationship with qualification variable. Hismanoglu and Ersan (2016) reported similar findings, which specified that demographic variables including, age, gender, work load and teachers' education level did not have a significant relationship with burnout. The researcher feels that teachers' performance can be improved if added financial benefits are provided. An improved salary package can compensate teachers' adequately in case any shortcomings exist in the educational institutions. Investment in teachers' professional development along the lines of new methodologies of teaching can remove the over reliance on the old established ways of didactic teaching using lectures. Greater qualification develops greater initiative in teachers to try new, novel ways of instruction with the confidence that they can keep the learners on task without using the chalk and talk drill. Students in the twenty first century have greater access to technology and therefore, they have become autonomous learners. Greater qualification can prepare teachers to reduce their own burden and involve students in collaborative, activity based learning wherein there is more output generated from students who work under the direction of teachers to meet deadlines. Teaching experience cannot compensate for qualification gap since years spent doing the same chores over and over again cannot hold an argument with more efficient, directive ways of working with learners of varying abilities and individual strengths. Teachers nowadays are expected to identify the learning styles of individual learners and adopt approaches that engage learners in self-directed learning.

Conclusion

The present study concluded that teachers' work related burnout was significantly affected by age while personal and student related burnout was not influenced by it. The conclusion of the existing study also specified that there is a statistically significant difference found in university teacher's yearly income in relation to three aspects of burnout. The study also concluded that teachers' with low qualifications have higher burnout than the highly qualified teachers because they face competition with more qualified people in university, and consequently, they became exhausted and burned out. The current study also concluded that the other two aspects (work & student-related) of burnout have no significant relationship with qualification variable.

Limitations

The current research is delimited to female university teachers of Lahore. The study suggested to investigate the teachers' burnout and more teachers (male and female) from various educational institutions should be the part of future studies related to the burnout phenomena. The study also emphasized that educational organizations should seriously focus on removing those factors which decrease teachers' productivity and competence. Teachers should be given the opportunity to pursue training and professional development in work related environments. This will develop their

self-esteem and pride. Teaching is not an idle profession and should not be taken lightly for teachers are investing in the future of the youngsters under their care. Government and private institutions can initiate plans for providing greater benefits for teachers so that they can pursue teaching with a mind that is free from cares and worries of financial responsibilities, and loans etc.

Recommendations

The study suggests to investigate the teachers' burnout and more teachers (male and female) from various educational institutions should be part of the studies related to the burnout phenomena. The study also emphasizes that educational organizations should seriously focus on removing those factors which decrease teachers' productivity and competence. Teachers should be given the opportunity to pursue training and professional development in work related environments. This will develop their self-esteem and pride. Teaching is not an idle profession and should not be taken lightly for teachers are investing in the future of the youngsters under their care. Government and private institutions can initiate plans for providing greater benefits for teachers so that they can pursue teaching with a mind that is free from cares and worries of financial responsibilities and loans etc.

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