

41. Richard, G.; Marion, G.; & Marich, E., (2006). Beginning Teacher Burnout in Queensland Schools Associations with Serious Intentions to Leave, *The Australian Educational Researcher*, Vol. 33, (2), 61 – 76.
42. Schonfeld, I. S., (2001). Stress in First Year Woman Teachers: The Context of Social Support and Coping. *Genetic, Social, and General Psychology Monograph*, Vol. 127, 133 – 168.
43. Simpson, R. I.; Lacava, P. G.; & Graner, P. S. C., (2004). The No Child Left Behind Act Challenges and Implications for Educators. *Intervention in School and Clinic*, Vol. 40, (2), 67 – 75.
44. Uleimat, M. (1993). A Pilot Study about Burnout Phenomenon of the Vocational Secondary Education Teachers in the Irbid Province and the Effect of the Experience, Gender, and Career Variables. *Faculty of Education Magazine, Al-Mustanseriya University*, (2), 215 – 237.
45. Zhou, Y. & Wen, J. (2007). The Burnout Phenomenon of Teachers under Various Conflicts. *US-China Education Review*, Vol. 4, (1) (Serial No. 26), 37 - 44.

31. Johnson, F. D., (2006). An Inquiry of Middle School Teacher Stress and Burnout with Primitive Analysis of the Characteristics of Teacher most Likely to Experiences Emotional Exhaustion Depersonalization and Low Personal Accomplishment with In-depth Interviews. Ed Dinunon University DIA – 6611, p. 3878.
32. Lee, A. (2004). Occupational Stress and Burnout Among Korean Secondary Physical Education Teacher: Testing the Job Demand-Control-Support Model (Korean Text), DAI-A. 65/03, p. 875.
33. Mabry, R. D., (2006). Teacher Burnout Factors: A Study of Teachers in the Maury County Tennessee, School System Ed. D. in Tennessee State University DAI-A 66/. 8. p. 2793.
34. Magableh, N. Y. (1995). The Effect of Control Centre and some Demographic Variables on Burnout of a Sample of Teachers, Al-Mansourah College Magazine, (105), 29, 18.
35. Magableh, N. Y. & Salameh, K. M. (1993). Study of the Burnout Phenomenon of a Sample of Jordanian Teachers through a Number of Variables, Journal of Damascus University, Vol. 9, (33, 34), 179 – 214.
36. Maslach, C. (1978). The Client Role in Staff Burn-Out, Journal of social Issues, Vol. 34, (4), 111 – 124.
37. Maslach, C., (2003). Job Burnout: New Directions in Research and Intervention, Current Directions in Psychological Sciences, Vol. 12 (5), 189 – 192.
38. Maslach, C. & Jackson, S. E. (1981). The Measurement of Experienced Burnout, Journal of Organizational Behavior, Vol. 2, (2), 99 – 113.
39. Natharat, P., (1994). Defining Teacher Burnout in Public and Private Elementary School in Bangkok, Thailand, Dissertation Abstracts International, Vol. 56 (10),3893 – A.
40. Ozdemir, Y. (2007). The Role of Classroom Management Efficacy in Predicting Teacher Burnout. International Journal of Social Sciences, 2; 4.

Fulfillment of the Requirements for the Degree of Masters of Arts in Psychology, Department of Psychology, Central Connecticut State University, New Britain, Connecticut.

21. Dardeeri, N. K. A. A. (2007). Burnout of Teachers with B Type and its relation with the methods of Encountering Problems, Unpublished Master Thesis, Al-Fayum University, Egypt.
22. Davis, A. R., (2003). Teacher burnout using a teacher mentor program as an intervention, Digital Dissertations A AT 3097866, 1- 25.
23. El-Omari, A. H., (2002). Language Learning Strategies Employed by Jordanian Secondary School Learners Learning English as a Foreign Language, Unpublished Ph.D. Thesis, Faculty of Education, UKM, Malaysia.
24. Farah, A. (2001). Burnout of People Working with the Disabled in the State of Qatar, Studies of Educational Sciences, Jordan University, vol. 28 (2), 247 – 270.
25. Freudenberger, H. J. (1974), Staff Burn-Out. Journal of Social Issues, (30), 159–165.
26. Friedman, I. A. (1991). High and Low Burnout Schools: School Culture Aspects of Teacher Burnout. The Journal of Educational Research, Vol. 84 (6), 325 – 333.
27. Garette, S., (1998). Relationship of Teacher Burnout and Dimensions of Shared Decision-making in Selected Georgia High School, Dissertation Abstract International, Vol. 56 (3), 775-A.
28. Issa, M. (1995). Job Agreement and its Relation with Psycho-burnout of Female Teachers of Riyadh, Educational Magazine, Vol. 9, (34), 117 – 161.
29. Iwanicki, E. & Scwab R. (1980). A Cross Validation Study of the Maslach Burnout Inventory. Educational and Psychological Measurement, (41), 1167 – 1174.
30. Jason J. T. (2006). Teacher Temperament: Correlates with Teacher Caring, Burnout, and Organizational Outcomes. Communication Education, Vol. 56, (3), July 2007, 382 – 400.

10. Al-Rashdan, M. A. A. (1995). Burnout of Jordanian State Universities' Staff, Unpublished Master Thesis, Yarmouk University, Irbid – Jordan.
11. Al-Wabili, S. (1995). Burnout of Public Education Teachers in Mecca Al-Mukarramah City in Light of the Arabic Translated Maslach Meter. Centre of Educational Researches, Ummul Qura University. Mecca Al-Mukarramah.
12. Attahaineh, Z. & Issa, S. (1996). Levels of Burnout of Physical Education Teachers in Jordan and their Relation with some Variables. *Studies of Educational Sciences*, Vol. 23 (1), 131 – 184.
13. Attawalbeh, M. A. (1999). Levels of Burnout of Computer Teachers at Schools belonging to Irbid, Mafraq, Ajloun, and Jarash Provinces, *Mu'ta for Research and Studies*, Vol. 14 (2), 169 – 195.
14. Audeh, Y. H. M. (1998). Burnout Phenomenon and its Relation with Work Pressures of State School Teachers in the West Bank, Unpublished Master Thesis, Annajah National University, Nablus.
15. Azzuydi, M. H. (2007). Sources of Psycho-pressures and Burnout of Special Education Teachers in the Karak Province and their Relation with some Variables. *Damascus University Magazine*, Vol. 23 (2), 189 –219.
16. Baldo, M. R. (2003). The Relationship between Empowerment and Burnout in K – 12 Public School Teacher in Three Luzerne County School Districts (Pennsylvania) DAI-A. 64/05, p.1469.
17. Carter, S. (2001). Teacher Stress and Burnout. *Children and Youth*, Vol. 3 (5), p. 23.
18. Cano-Garci'a, F. J., Padilla-Mun~oz, E. M., & Ortiz, M. A. (2005). Personality and contextual variables in teacher burnout. *Personality and Individual Differences*, (38), 929 – 940.
19. Chiu, S., & Tsai, M. (2006). Relationships among burnout, job involvement, and organizational citizenship behavior. *Journal of Psychology*, (140), 517 – 530.
20. Colangelo, T. M. (2004). Teacher Stress and Burnout and the Role of Physical Activity and Parent Involvement. A Thesis Submitted in Partial

## References:

1. Al-Ali, M. S. (2003), The Self Concept and the Effect of some Demographic Variables and its Relation with the Burnout Phenomenon of State Secondary Stage Teachers in the Provinces of Jenin and Nablus. Unpublished Master Thesis, Post Graduate Faculty, Annajah National University, Nablus, Palestine.
2. Al-Badawi, T. H. (2000). Degree and Sources of Burnout of Nurses at Hospitals of Ma'an Province, and the Effect of some Variables. Unpublished Masters Thesis, Mu'ta University, Karak, Jordan.
3. Al-Dewani, K.; Kailani, A.; & Ulaiyan, K. (1989). Levels of Burnout of State School Teachers in Jordan, Educational Magazine, Kuwait, Vol. 5. (19), 253 – 273.
4. Al-Hayek, H. I. A. (2000). Levels of Burnout of Computer Teachers at Jordanian State Schools, Unpublished Masters Thesis, Yarmouk University, Irbid, Jordan.
5. Al-Haramleh, A. A. (2007). Levels of Burnout and its Relation with the Self Concept, of Secondary School Teachers in Riyadh City. Unpublished Master thesis, Jordan University – Jordan.
6. Al-Khaldi, M. A. (2002). Administrative Realized Pattern and its relation with Burnout of Secondary School Teachers in Karak Secondary Schools. Unpublished Master Thesis, Mu'ta University, Karak – Jordan
7. Al-Kharabsheh, O.; Arabeyat, A. (2005). Burnout of Teachers Working with Students having Learning Difficulties at Resource Rooms. Ummul Qura University Magazine for Educational, Social, and Humanitarian Sciences, Vol.17 (2), 292 – 331.
8. Al-Mahmoud, F. I. M. (2000). Levels of Burnout among the Teachers of English as a Foreign Language in the Northern governorates of Palestine and their relation-ships with some demographic variables. Master degree thesis submitted to faculty of graduate studies in An-Najah National University, Palestine.
9. Al-Qaryuti, I. A. & Al-Khateeb, F. M. (2006). Burnout of a Sample of Average and Disabled Students' Teachers, Faculty of Education Magazine, University of Emirates, (23), 131 – 154.

acceptance to learn such a foreign language, and the teachers' feeling that this stage is well below their educational level and capabilities.

The reason behind such findings could be referred to the nature of the teachers' responsibilities and the additional duties they have to fulfill, regardless of their gender, qualifications, or years of experience.

### **Recommendations:**

1. Conduct more studies and researches about burnout teachers of English suffer from and its relationship with other personal variables such as, relaxation– introversion, psychological solitariness, achievement incentives, and work contentedness.
2. Give appropriate material and spiritual support to teachers of English for the efforts they pay.
3. Set training programs for the teachers of English to resist work stresses and burnout.

The study shows no significant differences attributed to the variable of gender. It agrees with the findings of Natharat (1994), Audeh (1998), and Al-Hayek (2001). However, it does not agree with Uleimat (1993) and Al-Khaldi (2002) which show significant differences in favor of female teachers' level of burnout, and disagrees with Farah (2001) and Azzuydi (2007) which show male teachers with more burnout than females.

Regarding the educational level, the study shows no significant differences in the burnout level. Another study by Al-Mahmoud (2000) shows that the lower the educational level of the teachers is, the less burnout they experience. A study by Attahaineh and Issa (1996) finds that the diploma holders experience more burnout for the affectionate stress dimension, whereas a study by Al-Haramleh (2007) finds that holders of higher qualifications experience less burnout compared to lower qualifications. The present study agrees with the findings of Attawalbeh (1999), Farah (2001), Al-Wabeli (1995), Al-Hayek (2000), Natharat (1994), Audeh (1998), and Mabry (2006) which find no significant difference for the educational qualification on the level of burnout.

The study also shows no significant differences due to the variable of experience period in the burnout level. This agrees with the studies of Farah (2001), Uleimat (1993), Attahaineh and Issa (1996), Issa(1995), Al-Hayek (2000), Audeh (1998), and Mabry (2006). However, the study disagrees with the studies of Al-Kharabsheh and Uleimat (2005), and Al-Haramleh (2007) which show that the burnout level is higher with teachers of more than 5 years experience. The study by Garrette (1998) indicates that teachers with less experience have lower level of burnout.

The study finds no significant differences attributed to the variable of class size. This finding is not confirmed or rejected by any similar studies according to the two researchers' knowledge, as they do not include this variable.

The study finds significant differences attributed to the variable of the educational stage teachers work at. It shows that the burnout level is higher with the teachers of the low basic stage. The reason could be due to the gap between the effort paid through dealing with children at this stage and their

qualification, class size, years of experience, and educational stage. It aimed at identifying the differences amongst teachers attributed to those variables as the teachers see them.

It has been found that teachers of English suffer from high degrees of burnout as per Maslach's inventory with all its dimensions of affectionate stress, apathy, and short feeling of achievement. Results of the present study agree with those of Uleimat (1993), Al-Hayek (2000), Attawalbeh (1999), and Johnson (2006). However, it disagrees with Audeh (1998), Attahaineh and Issa (1996), Kharabsheh and Uleimat (2005), Al-Wabili (1995), Farah (2001), and Al-Haramleh (2007). These findings are a clear indication of the suffering teachers of English have as a result of the problems and daily work burdens they encounter and prevent them from performing their tasks properly. This is clear in Maslach's (1978) study which is quoted in Al-Dewani et al. (1989). It concludes that the professional suffers from burnout when they are encountered by difficulties that hinder them from carrying out their tasks properly. This would result in feeling unable and undergoing depression, stress, and low care and motivation. The positive response of the teachers of English to their daily work stress, and the effective encounter of difficulties which form most of the depression are the ones which enable the appearance of a high degree of burnout. These stresses would be attributed to the nature of the teaching career, as it is a social work of many variables and requirements. Moreover, some societies look at it as an inferior work, whereas teachers are expected to undertake big responsibilities. In the case of the teachers of English the burden becomes more serious when the students do not understand most of what the teacher says and begin to cause him trouble and involve in side talks. Working with such students is a major source of stress, and raises the level of burnout when the teacher becomes unable to encounter the additional requirements of the task. Few students are interested in learning the foreign language i.e. English, therefore it becomes uneasy for the teacher to discipline the majority who are inhibited at hearing the utterances which they do not understand or do not want to understand. This has the teachers translate everything, which makes their mission more difficult and their performance worse. Teachers burnout increases with parents' and school administrations' expectations from them along with the administrative and social responsibilities being piled up on their shoulders.



**Table 8**

Frequency difference analysis (5 - way - ANOVA) of means difference for the level  
of burnout of the variables as in the table.

Difference source	Total means square	Freedom degrees	Means square	F value	Sig.
Gender	29.94	3	29.94	0.06	0.80
qualification	129.59	3	64.79	0.3	0.87
Class size	165.34	3	82.67	0.17	0.84
experience	87.08	3	43.54	0.09	0.09
Edu. stage	111792.48	4	3930.82	8.19	0.00
Error ratio	48445.23	102	479.65		
<b>Total</b>	61879.71	120			

Table 8 above shows no significant difference in the means of burnout levels for the variables (gender, qualification, class size, and years of experience), whereas there is significant difference for the educational stage the teachers teach at, as F is 8.19 and statistic significance 0.00. To find the difference positions, the Scheffe Test is applied for the variable of the educational stage as indicated in table 9 below.

**Table 9**

Scheffe test for the variable of the educational stage

Educational stage	Mean	Low basic	High basic	Secondary
Low basic	93.15		*26.70	14.91
High basic	66.45	*26.70		
Secondary	78.24	*14.91		

Table No. 9 above shows that the difference positions of the variable of educational stage are between the low basic and both of the high basic and secondary stages, in favor of the low basic stage. The mean of the low basic is 93.15, whereas it is 78.24 for the secondary stage, and 66.45 for the high basic. Moreover, there are no significant differences amongst the means of all other educational stages that teachers of English teach at.

## Discussion of the findings:

The study tried to identify the levels of burnout of the teachers of English in the Ajloun province. This is done according to the variables of gender,

of achievement are high (30.92, 17.33, 31.58 respectively) according to Maslach's inventory of burnout for the three dimensions.

Findings related to the second question: "Are there significant differences in the burnout level of the teachers of English in the Ajloun province attributed to gender, qualification, class size, years of experience, and the educational stage teachers teach at?" Table 7 below reflects this relationship.

**Table 7**

Variable analysis of the five variables

Variable	Sub-variable	Mean	Standard deviation
Gender	Male	78.25	20.51
	Female	80.71	25.20
Qualification	MA	84.00	26.60
	BA	79.40	22.28
	Diploma	79.98	24.99
Class size	More than 30	89.50	31.07
	20 – 30	78.32	24.09
	Less than 20	81.07	21.66
Years of experience	1 – 3	83.02	26.31
	3 – 5	80.50	27.66
	5 – above	76.41	18.34
Educational stage	Low basic	93.15	25.59
	High basic	66.45	17.63
	Secondary	78.24	20.02

Table No. 7 above indicates close means for the levels of all the study variables except the means of the educational stage teachers teach at, which ranged between 93.15 – 66.45 . Low basic stage is the highest and high basic the lowest.

To find the differences between the above mentioned means of the burnout levels according to the variables of gender, qualification, class size, years of experience, and the educational stage, the analysis of variance (5 – way ANOVA) is applied, as indicated in table 8 below.

and the total reliability of them altogether. As indicated in table 5 below the item scale for all categories in the inventory show relatively high reliability when applied on the study sample which contained 120 subjects.

**Table 5**

Internal consistency of the inventory according to cronbach-alpha

Dimension	Value of cronbach- alpha
Affectionate stress	0.81
Apathy	0.77
Short feeling of achievement	0.82
<b>Total reliability</b>	<b>0.89</b>

## Study findings:

### ◆ *First: Findings of the first question:*

To answer the first question of the study to find the level of burnout of the teachers of English in Ajloun province, the means of the study sample's performance at the three dimensions of Maslach's burnout inventory were worked out. Table 6 below shows the means categorized according to the three levels (low, middle, high).

**Table 6**

Means of burnout dimensions compared with Maslach's burnout inventory

Dimension	Burnout level	Maslach's Inventory	Sample's mean degrees
Affectionate stress	Low	0 – 17	
	Middle	18 – 29	
	High	30 – above	30.92
	<b>Total</b>		<b>30.92</b>
Apathy	Low	0 – 5	
	Middle	6 – 11	
	High	12 – above	17.33
	<b>Total</b>		<b>17.33</b>
Short feeling of achievement	Low	0 – 11	
	Middle	12 – 22	
	High	23 – above	31.58
	<b>Total</b>		<b>31.58</b>

The table shows that the means of the sample individuals' burnout degrees of the dimensions of affectionate stress, apathy, and short feeling

**Table 3**

Frequency categorization of Maslach's burnout dimensions inventory

Dimensions	High	Middle	Low
Affectionate stress	30 – above	18 – 29	0 – 17
Apathy	12 – above	6 – 11	0 – 5
Short feeling of achievement	24 – above	12 – 23	0 - 11

### Credibility of the Inventory:

It proved to be reliable through its features to distinguish different groups of workers suffering from burnout. This appears through studies conducted by Al-Dewani et al. (1989), Magableh and Salameh (1993), Attahaineh (1995), Attawalbeh (1999), Farah (2001), and Azzyudi (2007). The two researchers decided to check the reliability of the inventory and apply it on teachers of English. Therefore, they asked ten referees specializing in education, measurement and evaluation, and curriculum to approve its linguistic composition, relating items to their fields, clarity of items, proposed amendments, or any other remarks. Most remarks were positive, so referees unanimously approved the inventory's reliability to be applied on teachers of English. Moreover, the two researchers worked out the correlation index between the inventory's sub-grades and total test mark as indicated in table No. 4 below.

**Table 4**

Meter sub-correlation indexes in total test mark

Dimension	True correlation index
Affectionate stress	0.94
Apathy	0.91
Short feeling of achievement	0.92

Table 4 indicates that the correlation indexes between the total inventory and the dimensions of affectionate stress, short feeling of achievement, and apathy were high and significant.

### Reliability of the Inventory:

The internal consistency of the inventory used in the present study was worked out by using cronbach – alpha for each one of the three dimensions,

2. Apathy: It measures carelessness and apathy as a result of working with certain people or about a certain field. It contains items 5, 10, 11, 15, 22.
3. Short feeling of achievement: It measures the method of self evaluation, and the level of one's feeling of work efficiency and satisfaction. It contains items 4, 7, 9, 12, 17, 18, 19, 21.

The items of the inventory take the form of questions which ask about individuals' feelings towards their work. They are usually asked twice to respond to each one of the items. First, how often they feel in a scale ranging from zero to six degrees; and another, about the intensity of the feeling ranging from zero to seven degrees. Since there is high correlation between the two dimensions of frequency and intensity, and aiming at shortening the application time, the researchers only used the subjects' responses to the dimension of the frequency of their feeling towards the items. This is what other studies have found and recommended such as, Iwanicki, E. and Scwab, R. (1980); Maslach and Jackson (1981); Farah (2001); and Al-Kharabsheh and Arabeyat (2005). Therefore, since available choices to respond to the question varies between 0 – 6, the full mark for the test ranges between 0 – 132, and the grade of the subject responding to the dimension of affectionate stress between 0 -54, and for the apathy dimension between 0 – 30, and for the short feeling of achievement between 0 – 48 as it is in table 2 below.

**Table 2**

**Low and high grades of Maslach total inventory and its three dimensions**

<b>Dimension</b>	<b>No. of items</b>	<b>Low grades</b>	<b>High grades</b>
Affectionate stress	9	0 x 9 = 0	6 x 9 = 54
Apathy	5	0 x 5 = 0	6 x 5 = 30
Short feeling of achievement	8	0 x 8 = 0	6 x 8 = 48
<b>Total grade</b>	22	0 x 22 = 0	6 x 22 = 122

Since items of the two dimensions are negative, and items of the third are positive, grades of the subjects' responses about the third dimensions were reversed to take the same direction of the first and second dimensions. Therefore, the high grades on the inventory with its three dimensions mean a high level of burnout, whereas, the low grades mean a low level. As a result, and according to the degree of burnout, teachers of English in the study sample can be categorized into high, middle, or low as indicated in table No. 3 below.

Variable	Sub- variable	Frequency	Percentage
Years of experience	1 – 3	46	38
	3 – 5	28	24
	More than 5	46	38
	<b>Total</b>	120	100
Educational stage	Low basic	46	38.4
	High basic	38	31.6
	Secondary	36	30
	<b>Total</b>	120	100

### Method of the study:

The two researchers used the descriptive method in the form of a survey that suits the nature and objectives of the study.

**Statistical Treatment:** Findings of the present study were analyzed by using the Statistic Package for Social Sciences SPSS. To answer the first question, the means of responses for each of the three dimensions of the inventory were worked out. They were also compared with Maslach's inventory of burnout. The frequency difference analysis 5-way ANOVA was applied to answer the second question.

### Measurement instrument:

The instrument of measurement is an Arabic translation of the Maslach Inventory of Burnout which is developed by Maslach and Jackson (1981). It has been designed to measure the burnout of workers in humanitarian services. It has been translated by several researches into Arabic to suit the Arab environment, such as Al-Dewani, Kailani, and Ulaiyan (1989), Magableh and Salameh (1993), Attahaineh (1995), Al-Wabeli (1995), Farah (2001), and Azzuydi (2007). *The instrument consists of 22 items about individuals' feelings towards their jobs and distributed into three dimensions:*

1. Affectionate Stress: It measures the level of stress and affectionate tension that an individual feels as a result of working with certain people or about a certain field. It contains items 1, 2, 3, 6, 8, 13, 14, 16, 20.

- **Low basic stage:** It is the educational stage from grade one to grade four.
- **High basic stage:** It is the educational stage from grade five to grade ten.

## Limitations of the study:

The study is limited to the sample which the study instrument was used on. They are teachers of English in government schools in the Ajloun educational province of the school year 2008 \ 2009. The study is also limited to reliability and consistency of the instrument applied in it.

## Study Procedures:

### Population and sample of the study:

Teachers of English at government schools in Ajloun educational directorate, second semester 2008 \ 2009 are the population of the study. They are 200 (115 female and 90 male) teachers. All study population make up the study sample. Out of the 200 teachers, 120 responded to the inventory used in this study with 60%. Table No. 1 below reflects the sample distribution according to the study variables.

**Table 1**  
Sample distribution according to study variables

Variable	Sub- variable	Frequency	Percentage
Gender of teacher	Male	40	33.6
	Female	80	66.4
	<b>Total</b>	120	100
Qualification	Masters	20	17
	Bachelors	70	58
	Diploma	30	25
	<b>Total</b>	120	100
Class size	More than 30	37	31
	20 – 30	44	37
	Less than 20	39	32
	<b>Total</b>	120	100

ministry had started including the subject of English in the teaching plan of schools effectively from grade one in 2000 \ 2001 (El-Omari, 2002). ***This study would contribute in the following:***

- ◆ Acknowledging teachers of English about the factors that would cause the phenomenon of burnout to emerge, and eventually avoid it.
- ◆ Calling the attention of the educational administrations to the factors that would lead to burnout of the teachers of English to minimize them, taking into consideration the well being of the establishment.
- ◆ Enriching the field of studies and research in Jordan and the Arab world with a new study in specifying the levels of burnout of some teachers. This is so important because of the scarcity –as per the two researchers– of studies which deal with the phenomenon of burnout of the teachers of English in Jordan.

### **Procedural Definitions:**

- ***Burnout:*** It is a state of psycho-disturbance which teachers experience as a result of work pressures, and extra burdens that usually include the feeling of affectionate stress, apathy, and feeling short of achievement. It will be measured and evaluated through the total degree on Maslach's inventory for burnout which is employed in the present study.
- ***Affectionate stress:*** It is a feeling of tiredness, fatigue, and physical and psychological power drain which attacks teachers, that they become unable to fulfill work requirements and additional responsibilities. The feeling will be measured through the degree a teacher would get after responding to the items which measure this dimension included in the Maslach inventory for burnout.
- ***Apathy:*** Teachers develop negative feelings and carelessness, and become sarcastic with students and colleagues. This will be measured through the degree the teacher gets after responding to the items which measure this dimension included in Maslach's inventory for burnout.
- **Short feeling of achievement:** Teachers of English tend to devalue themselves especially with students, colleagues, and those who deal with them. They feel unable to teach properly and as required. This will be measured after responding to the items measuring this dimension in Maslach's inventory.



male teachers suffered more from affectionate stress than female teachers did, and there were significant differences attributed to the variable of experience at the dimension of severe apathy for the male teachers, as well as differences due the variable of monthly income at the feeling of short achievement dimension.

## Statement of the Problem:

Like many of those working in the human and social fields, teachers of English are exposed to many of the work pressures such as big class size, meager pay, little support from society and administration, scarcity of incentives, high expectations from surrounding environment, and teachers' feeling of being unable to provide students with the necessary skills to acquire English language, which all require special teaching methods that are appropriate to the age of students. Such conditions would develop burnout to the teachers of English which would reflect negatively on their performance and on the students they deal with. As stated by *El-Omari (2002)*, English has always been a major problem that many Jordanian students encounter at school. He adds that many of them skip school because of their poor achievement in English which sometimes causes them to hinder the teaching-learning process and eventually ends in hating the teacher of English and may be the whole school. This requires to be investigated if the educational process in the schools is to achieve its goals. The present research suffers from the scarcity of studies –as is believed by the researchers– which investigate the phenomenon of burnout which teachers of English in the Ajloun province experience along with its levels and how it is affected by gender, educational stage, years of experience, qualification, and class size, *through answering the following questions:*

- ◆ What is the level of burnout of teachers of English language in the Ajloun province?
- ◆ Are there significant differences in the level of burnout of the teachers of English in the Ajloun province attributed to gender, educational stage, years of experience, qualification, and class size?

## Importance of the Study:

The importance of this study stems from the importance of the teachers of English and their important role in the educational process, as well as the importance which the ministry of Education gives to it especially after the

Negative feelings of personal achievement included the final stage of burnout. The study sample was 116 female teachers and 19 males from a district in the middle of USA. The study found that females experience higher levels of affectionate stress than the males, although there were differences of little significance according to the sub-inventories. Findings indicated there were no significant features of the teachers that would help to foresee burnout with teachers of intermediate level. It also found that there were certain stresses on intensive clerical work, and short support from students' parents, administration and students' improper behaviors.

A study by *Al-Qaryuti* and *Al-Khateeb (2006)* aimed at recognizing levels of burnout of a sample of teachers of average students and teachers of disabled students in Jordan. Variables were students' category, teachers' gender, monthly income, social status, and major. The study sample was 447 teachers (129 male and 318 female). Sharnk's inventory for burnout, developed in 1996, was used. Findings showed that there were no significant differences attributed to gender or social status. Whereas there were significant differences attributed to medium and low income compared with those of high income. There were also significant differences due to students' category (able and disabled) at burnout degree for teachers of blind and gifted students compared with teachers of average students, and for teachers of the blind compared with teachers of the deaf and multi disability students, and for teachers of the deaf compared with teachers of the mental disability students, and for teachers of the talented compared with multi disability students.

*Azzyudi (2007)* conducted a study that aimed at detecting the phenomenon of pressure and burnout of special education teachers in the southern region of Jordan and its relationship with some demographic variables such as, gender, age, social status, teaching experience, and educational qualification. The study sample was 110 male and female teachers who were randomly selected from schools in southern Jordan during the second semester 2003 \ 2004. Subjects were interviewed and Maslach's inventory which contained three dimensions distributed to 22 items was applied. Study findings indicated that teachers of special education in southern Jordan suffer from levels of burnout that ranged from medium to high. Most pressure sources were meager monthly income, crowded schedule of behavioral problems, relations with administration, unavailability of school facilities, crowded classrooms, no financial support, no cooperation with colleagues, social devaluation of the teaching career, and relations with students. The study also indicated that

dimensions for the older male teachers as they reflected lower levels than the younger. There were also significant differences attributed to the educational level. Low level teachers showed lower levels of burnout than those of the higher educational level.

*Farah (2001)* conducted a study that aimed at detecting burnout levels of people working with the disabled in Qatar. The study sample was 122 teachers, administrators, specialists, and trainers in related establishments in the Qatar State. Maslach's inventory was used. The study found that the degree of burnout was medium with the sample subjects, and the male realized their short achievement than the female. No significant differences attributed to the dimensions of educational level or years of experience were found amongst the sample subjects related to the whole degree of the inventory or its three sub-dimensions.

*Al-Khaldi's (2002)* study aimed at investigating the burnout that secondary school teachers of Karak, Jordan suffer from. The sample subjects were 325 male and female teachers. High degree of burnout with the affectionate stress dimension was found, and a medium degree with the feeling short of achievement, and a low degree with apathy dimension. There were significant differences in the burnout degrees attributed to the gender variable for the male with the three dimensions.

*Al-Ali's (2003)* study aimed at investigating the relationship between the self concept and the effect of some demographic variables with the burnout of state secondary level in the two provinces of Nablus and Jenin. The study sample was 212 male and female teachers. It was found that the burnout level was high with the affectionate stress dimension, low with the feeling short of achievement, and medium with the apathy. There was significance correlation between the self concept and burnout with its three dimensions.

*Johnson (2006)* conducted a study that aimed at recognizing the burnout degree of teachers and identifying the stresses they encounter. The study tried to identify the effect of different stress factors depending on selected demographic data. It also tried to measure burnout experience at each level using Maslach's inventory. The affectionate stress, apathy, and non-feeling of the personal achievement were measured. Affectionate stress was detected through the increased feeling of draining the affectionate sources and feelings, and being unable to deal with others according to the personal parameter. As for apathy, it was identified through the negative situations towards students.

A study by *Al-Wabli (1995)* investigated levels of burnout of public education teachers in the city of Mecca Al-Mukarramah applying Maslach's inventory. The study sample was 457 teachers (male and female). The study found that public education teachers had medially suffered from the burnout phenomenon regarding frequency and severity at the two dimensions of affectionate stress and apathy towards students, and highly in the feeling short of achievement. However, no significant differences appeared amongst variable categories of age, educational qualification, educational level, and social status regarding the affectionate stress and feeling short of achievement dimensions.

A study conducted by *Audeh (1998)* aimed at identifying the level of burnout and its relationship with work stress that state secondary school teachers in the West Bank have. Moreover, he uncovered the relationship between the phenomenon of burnout and a number of variables. The study sample consisted of 130 male and female teachers. It used Maslach's inventory and the work stress questionnaire prepared by the researcher. It was found that the spread of the phenomenon of burnout was medium as well as work stress. There was no effect of the age, gender, educational qualification, social status, and experience variables on both of burnout and work stress. There was positive correlation and significant indication between work stress and burnout.

A study by *Attawalbeh (1999)*, aimed at detecting the levels of burnout of teachers of computer in Jordan, as well as the effect of the variables of gender, appointment nature, number of classes per week, and number of schools which the teacher works at. The study sample consisted of 100 male and female teachers. Maslach's inventory was used. The study found that computer teachers severely suffer from burnout. There were no significant differences attributed to any of the independent variables or any of the dual reactions between these variables.

*Al-Mahmoud's (2000)* study aimed at measuring levels of burning amongst teachers of English as a foreign language in north provinces of Palestine and their relationship with some demographic variables. The study sample was 400 male and female teachers. The study found that the levels of burnout were high with the affectionate stress dimension, and mild with the dimensions of apathy and feeling short of achievement. There were significant differences attributed to the gender variable with all of the burnout

school site as being inappropriate and does not fit their capabilities.

- ***Feeling short of Achievement:*** Teachers negatively assess themselves and feel incapable and unable to excel and that they are unqualified to deal with the students or help them. They also feel unable to face problems in work which leads to complaints about their work choices.

## Literature Review:

Teachers suffering from burnout has always been researched and investigated by many educationists and psychologists. *Uleimat (1993)* conducted a study to detect levels of burnout of vocational education teachers in Jordan. Maslach's inventory of burnout is used with its three dimensions. The study sample was all 58 teachers (male and female) of the vocational education in the Irbid province. The study found that teachers severely suffer from burnout, and there were no significant differences between the educational qualification levels and gender regarding the severity of affectionate stress and the low feeling of achievement. The study also showed that female holders of diploma and bachelor degrees suffered from higher burnout than males holding the same qualifications regarding the apathy dimension. The study also found that teachers of industrial education had showed less burnout than the teachers of nursing and commerce who did not show any differences regarding the three dimensions of the inventory, and their repetition was due to the teacher's experience.

The study conducted by *Natharat (1994)* aimed at assessing the level of burnout amongst Thai teachers. Her study also identified the factors related to burnout. She focused on established variables (class size, school size, school type), in addition to other non-established variables (age, gender, qualification, number of years in the present job, number of years in teaching). Maslach's inventory for burnout was used in the study. The study sample consisted of 466 teachers of the lower grades up to the sixth. Out of these, 198 teachers from state school, 268 from private. It was found that burnout amongst Thai teachers was more probably to appear in feeling short of achievement than in affectionate stress and apathy. There was also positive correlation between number of years in present job and teaching career along with the individual's feeling of personal achievement. Class size would also lead to greater feeling of apathy. However, this correlation was meager, and no correlation had appeared amongst personal factors such as, age, gender, social status, level of education and salary on the one hand, and the degrees of Maslach's inventory dimensions on the other.

and trends of the teachers and gets them to be restless and lose gradually the delight to teach.

The two researchers define burnout as a psychological state that causes exhaust and effort drain to the workers in human sciences as a result of the work load and requirements imposed on the individual, which negatively reflect on the work and addressees on the one hand, and gets the individual feel unmotivated, devalue work, and degrade oneself by doing this kind of job on the other. Burnout does not occur suddenly but consecutively and upon stages:

1. Instability in one's ability of endurance for the requirements and stresses of the job.
2. Negative trends to methods of dealing with students develop routinely and form what is called careless feelings. This is a defensive strategy to minimize the affectionate burdens used by those suffering from burnout to protect themselves against the pressures of the social environment. However, this is considered a confrontational strategy that would increase the psycho-pressure more than decreasing it, since it would end the relationship between customers, and consequently pull down the teachers' efficiency to achieve their objectives.
3. Personal achievement disappears, and feeling incapable to compete develops, suspecting self ability.

*Some researchers such as, Jason (2006), Chiu and Tsai (2006), and Maslach (2003) said that burnout has three dimensions:*

- **Affectionate apathy:** Teachers get fatigued, unable, worried and nervous, low spirited and lose interest in the subject (English) they teach. As a result of excessive work pressure, they also feel short of having anything to give to students. This feeling is purely affectionate resulting from affectionate energy draining.
- **Feeling apathy:** Since they are hard hearted, teachers develop negative, sarcastic, and mocking situations towards work and students, and they refuse to deal with students as human beings, but as things, a behavior by which they try to lower the apathy feeling. The result of this feeling is directed towards work rather than individuals. Those teachers feel that they have no value, and sometimes they become sarcastic towards the

in burnout to teachers in general and to teachers of English in specific.

Burnout has negative effects on teachers' physical and psychological health. Regarding the physical health, it increases teachers' feeling unwell, tension, high blood pressure, backache, headache, indisposition, insomnia, frequent flue. Psychologically, it increases self-inferiority, depression and despair, low self-confidence, amnesia, sadness, feeling disable, dull, uneasy and angry (Schonfeld, 2001). Socially, teachers' social relationships with their colleagues and students collapse, as they prefer to stay alone. Burnout affects teachers' relationship with their families (Cano-Garcia, Padilla-Mun˜oz, and Ortiz 2005). Teachers' performance at school is also affected. They lack the sense of humor, creativity, and imagination. They neglect their personal priorities, become unable to estimate problems and solutions, and unwilling to go to school. They also lose interest in the subject they teach, and feel unable to help their students, or overcome difficulties and obstacles (Colangelo, 2004). Therefore, teachers' psyches affect students negatively as they become less integrated and motivated in the classroom (Simpson la Cava and Graner, 2004). Teachers' burnout also affects school negatively, as they frequently absent themselves causing their performance to decline. This is reflected on the school and students' achievement, eventually asking for substitute teachers, which will be on the expense of quality and students' performance (Davis, 2003). Those negative effects also expose teachers to self conflict, and conflicts with the school administration and other teachers, which would have negative effects on students and their mental health, and the society in general (Zhou Yan; Wen Jian- Xin, 2007). Therefore, burnout is considered an infectious disease to work environment which has bad effects and causes individuals' energy and their work capability to decrease (Maslach 2003).

### **Definition of Burnout:**

Freudenberger quoted in Dardeeri (2007) defines burnout as a state of affectionate drain and physical exhaust which result from the stresses that an individual would be exposed to, as well as being unable to fulfill the requirements of the job. Al-Rashdan (1995, 24) believes that burnout drains the psycho power stored in the individual which leads to a state of psycho instability as a result of severe psycho stresses caused by work requirements. This would negatively affect clients and the establishment the teacher works for. Carter (2001) defines it as disturbance that affects the body, affections,

## **Introduction:**

In education, the teacher is an essential element in the teaching-learning process. For various reasons, teachers undergo some circumstances which they cannot control, and eventually feel unable to properly perform the tasks required from them as expected by administrators and decision makers, as well as the seriously negative effects they have on students teaching. Feeling disabled and exhausted, teachers become affectionately fatigued and psychologically drawn off (Magableh, 1995). In other words they are burnt out.

The concept of burnout is relatively new. In 1974, Freudenberger was the first to use this concept indicating the physical and affectionate responses resulting from workers long term exposure to stress in occupations developing high expectations without protection especially those providing human services such as, health, media, police, education, etc ... (Richard, Marion, and Marich 2006). Maslach (2003) believes that burning affects workers encountering obstacles which prevent them from doing their work tasks properly, and cause them to feel unable to do the job in the required standards. This usually results in psycho- stress that forces the worker to adapt to minimizing his feeling of disability. This type of adaptation is accompanied by a low level of motivation, dissatisfaction, and hard relationship with clients (Al-Dewani, Kailani, and Ulaiyan, 1989).

According to Jason (2006), Ozdemir (2007), and Colangelo (2004), teachers are exposed to various negative experiences and situations related to the teaching process which are reflected on their trends and feelings towards others and the work. They also affect the teachers' achievement and causes burnout. Amongst these negative experiences and situations are lack of support by those around them, crowded classrooms, long work hours, uncooperative administration, unclear role of teaches, students' bad behavior, short financial support available for the teacher at school to fulfill some teaching tasks, amount of tasks teaches are expected to perform, no participation in taking educational decisions related to teachers or the educational process, few financial incentives, and feeling unable to control work environment requirements. Friedman (1991) states that students' frequent negative behaviors such as, disrespect, not paying attention to the teacher, little concentration and motivation and effort, and carelessness result



## ***Abstract:***

The study aimed at highlighting the levels of burnout that Jordanian teachers of English have; and the effect of the variables of gender, students' school level, years of experience, qualification, and class size. The study sample consisted of the teachers of English in the Directorate of Education in Ajloun province. The researchers used Maslach's inventory of burnout as a study instrument. It was found that the teachers of English in Ajloun Province seriously suffer from burnout. The study also found that there are no significant differences attributed to any of the independent variables, i.e. gender, experience, qualification, or class size; whereas it found that there are significant differences due to the students' school level at the low basic stage.

***Keywords:*** burnout, Jordanian teachers of English, Maslach inventory, Ajloun

## ملخص:

تهدف الدراسة الى الكشف عن مستويات الاحتراق النفسي التي يعاني منها معلمو اللغة الإنجليزية في الاردن، وبيان أثر متغيرات الجنس ومستوى المدرسة وسنوات الخبرة والمؤهل وحجم الصف على مستوى الاحتراق النفسي. وقد تكونت عينة الدراسة من معلمي اللغة الانجليزية في مديرية التربية والتعليم لمحافظة عجلون. وقد استخدم الباحثان معيار ماسلاك للاحتراق النفسي أداة للدراسة. وقد وجد أن معلمي اللغة الانجليزية في محافظة عجلون يعانون بشدة من الاحتراق النفسي. وقد وجد كذلك أنه لا توجد فروق دالة تعزى لأي من المتغيرات المستقلة للجنس أو الخبرة أو المؤهل أو حجم الصف؛ بينما وجد أن هناك فروقا دالة تعزى الى مستوى المدرسة في المرحلة الاساسية الدنيا.

# **Burnout Levels of Jordanian Teachers of English in Ajloun Province**

**Abdallah Hussein El-Omari<sup>\*</sup>**

**Ammar Ahmad Freihat<sup>\*\*</sup>**

---

**\* Methods of Teaching English, Al-Balqa Applied University, Ajloun University College, Ajloun- Jordan.**

**\*\*Educational Psychology, Al-Balqa Applied University, Ajloun University College, Ajloun- Jordan.**