

## BURNOUT AMONG ESL UNIVERSITI TEKNOLOGI MALAYSIA EDUCATORS

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### Abstract

This purpose of this research is to investigate the issue of burnout among ESL educators in Universiti Teknologi Malaysia in terms of the three dimensions of burnout and its relationship with four selected demographic characteristics. Apart from that, the level of job satisfaction which is related to burnout was also examined with its relationship (general satisfaction) to all three levels of burnouts. The four selected demographic factors are age, marital status, health condition and academic rank were used as the variables. The three dimensions of burnout as cited in Maslach et.al (1996, 2001) are emotional exhaustion, depersonalization and personal accomplishment. The respondents of this research consisted of total 17 ESL UTM practitioners who answered the questionnaire from Language Academy. The research is survey-correlational study with questionnaire is used as instrument. A number of statistical analyses were employed in order to analyze the data including descriptive statistics and Pearson Correlation. The results indicated that majority of the respondents experienced moderate level of burnout in all three Maslach's burnout dimensions (EE, DP and PA) with no significant relationship between all three dimensions with marital status, health condition and academic rank except for significant relationship between age and depersonalization dimension. Besides that, majority of ESL UTM practitioners experienced moderate level of job satisfaction and no significant relationship were found between general satisfaction sub-scale and all three burnout dimensions (EE, DP and PA).

**Index Terms**-- Depersonalization (DP), Emotional Exhaustion (EE), Maslach Burnout Inventory-Education Survey (MBI-ES), Minnesota Satisfaction Questionnaire (MSQ) and Reduced Personal Accomplishment (PA).

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### INTRODUCTION

Stress and burnout is a psychological disease that gradually gaining momentum in today's culture especially in education system. Educators among many other occupations are considered as one of the stressful jobs in the world (Hui and Chan, 1995 and Adams, 2001). In relation to Malaysian context, the stress level of teachers in the country is consistently rising due to the workload (Abdul Muin Sapidin, 2005). This is indeed an alarming matter as the more stressful the educators are, the higher the risk for them to develop burnout that can decrease the education quality in Malaysian education system which later leads to high turnover. According to King and Kokores's study findings (2017), they highly promote potential mindset intervention for burnout educators to blend in with burn-in educators (less teaching experience with high level of enthusiasm) and strike a balance of emotional support in their teaching environment. Educators have to deal with emotionally challenging engagement with students, colleagues and administration. In the sense, many challenges and changes that teachers have to adjust go beyond restructuring the educational system and fully affect the very concept of teaching profession (Gold and Roth, 1993). As part of finding ground to adapt to constant changes and overcome challenges, the possibility of teachers to be wary with stress is highly present and will eventually affect their teaching skill in class.

Stress and burnout are two different inter-related ideas that one would experience at some point in his or her life. According to Lazarus (1966), stress occurs when there are demands on a person which taxes or exceeds his or her adjustive resources. Meanwhile, burnout is defined as a specific psychological condition in which people suffer emotional exhaustion, depersonalization and lack of personal accomplishment (Maslach et.al, 1996). Burnout happens when stress continuously exists without being resolved. In Maslach's study in 2004, she stated that burnout is recognized as an occupational hazard with people

oriented professions, such as health care, human services and education. This supported the notion that educators are highly risked to experience burnout. In Malaysian context, the increased number of students in higher education is a positive view in general but on the other side, educators are burdened with increased workload (Abdul Muin Sapidin, 2005) which later can be resulted to burnout as they have to experience constant stress along the teaching process. Many studies on stress and burnout have been carried out in Malaysian context with limited published works that relate to teachers in primary and secondary level. Teacher plays various roles apart from teaching such as a counselor, parent, administrator and many more.

According to Nayania and Babayan (2019), emotional exhaustion (EE) in teachers burnout is defined when one feels emotionally exhausted and depleted. Cynicism or Depersonalization (DP) refers to situation when teachers become callous and indifferent toward their students and their job. Eventually, reduced personal accomplishment (PA) happens when teachers feel themselves ineffective or incompetent in helping their students learn (Maslach and Jackson 1981; Maslach et al. 1996; Maslach et al. 2001). Based on the same research by Jayakaran Mukunda and Khandehroo, it was mentioned that "lack of feeling of success and accomplishment among teachers is defined as reduced professional efficacy, which is the negative belief of oneself capability in classroom" (2009:93). Multitasking can be stressful but educators (teachers or lecturers) are prone to play this role nonetheless. Makinde and Alao (1987) taken from Salami (1994) pointed out that the work of a lecturer comprises teaching, conducting research, civil obligation and administration. Lecturers are also bound to experience burnout if they face constant stress to perform successfully in each and every task. Inner motivation will indefinitely help them but for those who are unable to cope with the constant pressure are bound to experience burnout. Celen (2019) stated in her study that in order to ensure teachers' motivation in this profession to sustain

and unwavering is to prepare them for any harsh realities in teaching environment. Teaching English as second language (ESL) in higher education might be different from primary and secondary level in terms of students' level of understanding, still, lecturers who experienced any routine or excessive routinization (Coombe, 2008) of teaching in class will likely be experiencing burnout in some level of their teaching lives. Due to this upsetting scenario, this study will explore more specifically on higher education English lecturers' burnout level and the contributing factors to the phenomenon.

### PROBLEM STATEMENT

According to Maslach et al (2001:407), a combination of "experienced workload and time pressure are strongly and consistently related to burnout, particularly the exhaustion dimension". Experienced workload refers to excessive overload, in which a situation that demands too many work that consequently, exhausting individual's energy to the extent that recovery becomes impossible. The stage of impossible recovery is known as burnout. When this kind of overload is a chronic job condition, not an occasional emergency, there is little opportunity to rest, recover, and restore balance (Maslach & Leiter, 2008). People who have to suffer mentally due to oppression of time and overloading work are highly in risk to suffer from burnout syndrome. Workload is also mentioned many times as one of the characteristics of job demands that have been repeatedly mentioned in previous studies that predict exhaustion (i.e. the experience of severe fatigue) among various occupational groups (Bakker, Demerouti, & Verbeke, 2004).

Lecturers in higher education are mostly consists of experienced educators. Experienced educators is different from novice educators in one crucial way which is they are likely to need professional development that affirms the knowledge, experience, and intuitive judgment they have cultivated during their careers (McKay and Rodriguez, 2010). As likely in relation to experienced educators, the need to have professional development is due to the fact that burnout is usurping in their stage of teaching. Based on Coombe (2008), there are three ways on reaction to stress and burnout which are intention to quit, downshifting and professional development. In a study of Merseth (1992), taken from Chuan (2001), the reason behind the resignation of the 50% of teachers who resigned from their profession within 7 years of experience was also due to burnout. This strengthens the notion that experienced educators are likely to suffer from burnout. Another relief to stress is to undergo downshifting which is to take less demanding role and redefining their job by delegating workload to other colleagues. The last way in coping with stress and burnout is to be involved in professional development activities. As mentioned by McKay and Rodriguez (2010:4),

"Professional development activities designed to meet the needs and desires of experienced teachers have the potential to guide these teachers into new and challenging roles; expose them to new information in the field; and lead them into fruitful self-reflection, collaboration with colleagues, and investigations within their own classrooms."

Job satisfaction is another point that is will be highlighted in this research. Hirschfeld (2000) defined job satisfaction as job satisfaction as an "anticipatory emotional set" when a worker undertakes work tasks, with greater satisfaction and well-being as cited in Rush (2003). In a study by Grayson (2006), increases in 10 teacher satisfaction correlation with decreases of teacher burnout is proven to be significant in the study. The statement is vital in this study as it will tackle the same issue which is the relationship between ESL lecturers' burnout level and job satisfaction level. After the final revelation of the level of teaching satisfaction, one of the possible remedy to increase teaching satisfaction is through participating in challenging, role-

changing, experimental activities that may increase teachers' satisfaction and help them learn and grow (Rodriguez and McKay, 2010). According to Maslach (1982) taken from Coombe (2008), the unique view of burnout is that the stress arises from the social interaction between helper and recipient. In relation to language classroom, lecturers similar to secondary or primary teachers find that relationship between educators and students plays vital role in determining the level of burnout suffers by them. Huda et al (2004) revealed that the prevalence of job strain (referred to as high job strain) or job dissatisfaction on University Sains Malaysia (USM) lecturers was 42.6%. Educators suffering from stress are common but unrelieved stress can result to burnout. A research by George, Louw and Badenhorst (2008) noted a significant correlation between job satisfaction and burnout. Based on the study, Namibian teachers who possess high levels of emotional exhaustion and depersonalization are indicative of a low level of job satisfaction. ESL lecturers are not exempted to experience job satisfaction which caused by several detrimental factors. Other than immense burden of increased workload that is synonymous with the increase number of students every year, several factors that contribute to burnout have been discovered in many related previous studies.

As job satisfaction is inter-related with one's inner necessity to be fulfilled such as self-motivation, hence, it carries merit as one of the contributing factor (Celen, 2019). There are several intrapersonal (within oneself) and interpersonal or environmental factors that are possible to be noted as contributing factors towards this syndrome. As stated by Cano-Garcia, et al. (2005) cited in Ozkanal & Arikan (2010:167), in education context, "...the role of context and school environment is stated to be effective by either facilitating or inhibiting an individual's emotional and attitudinal characteristics". In other words, factors or causes of burnout is crucial in understanding burnout and provide a new window for people to easily check themselves if they were to experience burnout at that particular moment.

Burnout is also heavily influenced by attitudes, expectations of achievable outcomes, and teacher motivations (Vanheule & Verhaeghe, 2004) as cited in Grayson (2006). Personality or attitude is an important determiner towards learning success as educator negative stricken attitudes would not motivate or encourage the students to be optimistic towards their learning goal.

ESL educators in tertiary level are not only burdened with teaching, lecturing, conducting research, supervising students' academic papers, administrative and civil work. Other than that, the aspect of language deficiency and lack self-confidence by ESL educators might be possible factors despites demographical characteristics such as age, job or tenure status, workload, academic ranking and so on that leads to burnout (Salami, 1994, Brown, 2009, Rush, 2003, Jayakaran Mukhundan and Koroush Khandehroo, 2009, Lau et.al, 2005, and Grayson, 2006). This research will uncover the relationship between ESL lecturers and burnout and the relationship between job satisfaction and burnout.

### Research Objectives

1. To investigate the level of burnout experienced by ESL practitioners in UTM.
2. To investigate the correlation between 3 major aspects (Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment) in Maslach Burnout Inventory (MBI-ES) with age, marital status, health condition and academic rank demographic characteristics.
3. To determine the level of job satisfaction among ESL practitioners in UTM.
4. To investigate the relationship between job satisfaction and burnout among the ESL practitioners in UTM.

**RESEARCH METHOD**

This research used quantitative method with the details as below:

**A. Sample and Sampling Technique**

Convenient sampling was used in the study as the subjects are targeted before the distribution process. There are a total of 60 ESL lecturers in UTM and in this research, only 30% that is 18 lecturers were targeted to fill the questionnaire. The subjects for

the questionnaire were targeted to be 18 ESL lecturers. Sampling technique is convenience sampling.

**B. Research Design**

This research was a survey and correlational research that focused on the relationship between three dimensions of burnout (emotional exhaustion, depersonalization and reduced accomplishment) demographic variables and job satisfaction.

Research Objectives	Instruments	Data Analysis
RO1: Level of Burnout	Questionnaire - Maslach Burnout Inventory-Education Survey(MBI-ES) (Part C)	Descriptive analysis (means and SD)
RO2: Correlation of Burnout Levels and Four Selected Demographic Factors	Questionnaire - Demographic Data (Selected Factors in Part A) & MBI-ES (Part C)	Pearson Correlation
RO3: Level of Job Satisfaction	Questionnaire - Minnesota Satisfaction Questionnaire (MSQ) (Part B)	Descriptive Analysis
RO4: Correlation of Job Satisfaction and Burnout Levels	Questionnaire - MSQ (Part B) & MBI-ES (Part C)	Pearson Correlation

**C. Instrument**

The instruments used in this research are questionnaire with three types of surveys in it. Part A of the questionnaire consists of Demographic Data Questionnaire, Part B of the questionnaire consists of Minnesota Satisfaction Questionnaire –Short Form and lastly, Part C of the questionnaire consists of the Maslach Burnout Inventory, Form Educators Survey (MBI-ES).

**FINDINGS & DISCUSSION**

This chapter focuses on the findings and discussion of the research. As mentioned in the previous chapter, the findings and discussions were discussed according to the research objectives. The central objective of the study is to evaluate the level of burnout experienced by UTM ESL practitioners. Although burnout is the main focus of the study, the significant relationship between all three sub-scales of burnout (Emotional Exhaustion, Depersonalization and Lack of Personal Accomplishment) with general job satisfaction and several selected demographic characteristics are also investigated in the study. Only 17 questionnaires can be used as 1 questionnaire has incomplete filled data.

**A. Research Objective One: Level of burnout experienced by ESL practitioners in UTM.**

**Table 1.** Level of Burnout among UTM ESL Practitioners

Factor of Burnout	Low	Moderate	High	Means	SD
Emotional Exhaustion (EE)	-	13 76.5%	4 23.5%	2.24	0.44
Depersonalization (DP)	1 5.9%	14 82.4%	2 11.8%	2.06	0.43
Reduced Personal Accomplishment (PA)	4 23.5%	10 58.8%	3 17.6%	1.94	0.66
Burnout (Overall)	-	15 88.2%	2 11.8%	2.12	0.33

The result of Table 1 above shows that all ESL practitioners (n=17) that participated in this research show a moderate level of burnout in terms of all three scales; emotional exhaustion (76.5%, n=13), depersonalization (82.4%, n=14) and reduced personal accomplishment (58.8%, n=10). In emotional exhaustion (EE) factor, majority of 13 respondents with 76.5% stands at moderate level of burnout and only 4 respondents with 23.5% are experiencing high level of burnout. In terms of depersonalization (DP) factor, a majority of 82.4% with 14 ESL practitioners suffered from moderate level of depersonalization, while 2 respondents with 11.8% experienced high level of burnout and 1 respondent with 5.9% experienced low level of burnout in this sub-scale. In the last factor or sub-scale which is reduced personal accomplishment (PA) shows that a majority of

10 respondents with 58.8% experienced moderate level of burnout while 4 respondents (23.5%) had low level of burnout and 3 respondents (17.6%) had high level of burnout. In sum, emotional exhaustion (EE) and depersonalization (DP) factor, majority of (76.5%, n=13) and (82.4%, n=14) ESL practitioners shows a moderate 82 level of burnout. In sum, according to the means of each subscale in Table 4.2, all three sub-scales were stated as moderate level of burnout which means that the 17 respondents of ESL practitioners in UTM suffered from moderate level of burnout.

In comparison in all three sub-scales, the majority of 14 respondents (82.4%) experienced moderate level of burnout in Depersonalization (DP) with mean score at 2.06. Similar to this study's result of moderate Depersonalization (DP) of burnout, Croom's study (2003) also shared the same result. This shows that UTM ESL practitioners experienced modest feelings of being unappreciated and unrecognized for the effort that they put forward in their job. Apart from that, they must feel a bit distant or disengaged with their social and working environment. As the level of DP is still at moderate level, it shows that UTM ESL practitioners' stress level is still manageable. The feeling of unappreciated will leave a person feel less motivated to do his or her work competently (Schaufeli & Greenglass, 2001). In relation to this study, majority UTM ESL practitioners might have the feelings of disengagement with their work and unappreciated for their work. These negative feelings can be very worrisome if they started to manifest into problematic and unprofessional attitudes that the subjects might developed along the time when they get extremely pressured by stress. As mentioned before, in all three subscales of burnout (EE, DP and PA) in this study, majority of UTM ESL lecturers' burnout levels stand at moderate phase.

**B. Research Objective Two: Relationship between burnout (EE, DP and PA) and age, marital status, health condition, academic rank and demographic characteristics.**

**Table 2.** Pearson Product Moment Correlation between Emotional Exhaustion (EE) and Four Selected Demographic Characteristics.

	Pearson Correlation	P value
Age	-0.351	0.168
Marital Status	-0.456	0.066
Health Condition	0.284	0.269
Academic rank	-0.038	0.886

Based on the Table 2 above, all factors were not significant, due to p value > 0.05. Thus, we can conclude that all factors do not

have any significant relationship that affects burnout sub-scale of Emotional Exhaustion. In age and marital factor, the Pearson Correlation value that stood at -0.351 and -0.456 means the relationship had moderate negative relationship with Emotional Exhaustion (EE) sub-scale of burnout. In health condition factor, it showed a positively low association with Emotional Exhaustion (EE) which the value stood at 0.284 and lastly, academic rank (-0.038) had negative negligible association with EE.

**Table 3.** Pearson Product Moment Correlation between Depersonalization and Four Selected Demographic Characteristics

	Pearson Correlation	P value
Age	-0.492	0.045
Marital Status	-0.307	0.231
Health Condition	-0.017	0.948
Academic rank	-0.314	0.219

Based on Table3, four factors were considered as insignificant as the p value > 0.05, except for age factor (p = 0.045) with depersonalization (DP) burnout dimension. Accordingly, it can be concluded that age significantly affect Depersonalization sub-scale of burnout. The Pearson Correlation value -0.492 means the relationship had negative moderate relationship that indicates the fact that as the age increase, the Depersonalization will decrease. In other words, experienced language practitioners have less burnout compared to the novice language practitioners.

**Table 4.** Pearson Product Moment Correlation between Reduced Personal Accomplishment and Four Selected Demographic Characteristics

	Pearson Correlation	P value
Age	-0.477	0.053
Marital Status	-0.183	0.482
Health Condition	-0.228	0.379
Academic rank	-0.398	0.114

As in Reduced Personal Accomplishment (PA) sub-scale of burnout in Table 4, no significant correlation can be made with all four selected demographic factors, it can also be supported with the result of analysis of burnout overall level with the four factors.

In the findings of objective two in the research, it highlighted 4 selected demographic variables (age, marital status, health condition and academic rank) with 3 sub-scales of burnout in MBI-ES (Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment). These respondents' results indicated that age had a negative moderate association with Emotional Exhaustion (EE) sub-scale of burnout (r = -.351, p =.168), Depersonalization burnout stood at negative moderate association (r = -.492, p = .045) and Reduced Personal Accomplishment (PA) subscale of burnout stood at negative moderate association ( r = -.477, p = .053). This significance correlation p values above indicated that age of respondents has no significant correlation except for Depersonalization burnout scale as p value stood less than 0.05 priory. In other words, age is the only significant correlation with depersonalization (DP) dimension of burnout.

**C. Research Objective Three: Level of job satisfaction among ESL practitioners in UTM.**

**Table 5.** Level of Job Satisfaction among UTM ESL Practitioners

Scales of Minnesota Satisfaction Questionnaire (MSQ)	Low	Moderate	High	Means	SD	Percentage
Intrinsic	-	17 100%	-	2.00	0.00	
Extrinsic	1 5.9%	16 94.1%	-	1.94	0.243	
General	-	17 100%	-	2.00	0.00	
Overall						100

In Table 5, all 17 respondents experienced moderate level of job satisfaction for Intrinsic and General Satisfaction level. In Extrinsic satisfaction level, 16 respondents (94.1%) experienced moderate level of job satisfaction and only 1 respondent (5.9%) had low job satisfaction. In all three scales (intrinsic, extrinsic and general satisfaction), none experienced high level of job satisfaction. Based on all three means of MSQ score with intrinsic (2.00), extrinsic (1.94) and general (2.00) satisfaction, it can be concluded that UTM ESL practitioners experienced moderate level of job satisfaction in both intrinsic and general satisfaction.

Findings for objective three in this research showed that the respondents have a moderate level of 'Intrinsic' and 'General' job satisfaction. As this research only focuses on the 'General' aspect of job satisfaction, it can be concluded that UTM ESL practitioners experienced moderate level of job satisfaction. The idea that most of them feel rather satisfied with their work and lives is a good sign as it symbolizes the feeling of gratefulness. The respondents feel moderate level of personal accomplishment in their lives due to several reasons.

The first reason is UTM ESL practitioners have a positive attitude or personality towards teaching and working. Positive attitude or personality can prevent people from experiencing burnout. In reference to the Five-Factor Model of personality by Christopher (2010), the personality that exploits flexibility to adapt to working or teaching environment is highly recommended in order to lower the chances to get burnout. The personality of being flexible is encouraged especially for the UTM ESL practitioners as it can help them to be more open and willing to compromise with unfamiliar challenges ahead. For example, if one encounters a problematic student who cannot speak English properly, the lecturer needs to find a creative way to teach him or her to understand and speak the language. The flexible personality will decrease the feeling of extreme stress or frustration that the lecturer might feel while handling that type of case. For the one respondent who was grouped under low level of extrinsic job satisfaction in the study is likely to experience burnout compared to the others as the respondent might feel less motivated to achieve any further teaching and working accomplishment. According to Cano-Garcia (2005), the most burnt out practitioners in the study were characterized as practitioners who feel less interested in giving value and prestige to their job and their relationship with students. A feeling of excessive self-deprecating towards the job or task at hand is another extreme scenario of low personal accomplishment. Maslach and Schaufeli (1993) mentioned that the lack of personal accomplishment is defined within the MBI as a lack of feelings in regards to both components of job competence and achievement in individuals' work. The main proponent of high level of burnout is determined with low level of personal accomplishment and high level of emotional exhaustion and depersonalization.

Therefore, having low extrinsic and intrinsic (satisfying salary, personal working accomplishment and extrinsic rewards such as praises and award) job satisfaction is an early indicator of having high burnout level. In studies of educational environments, Cedoline (1982) as cited in Rush (2003:175) related the interpretation that dissatisfaction in terms of teaching service payment by mentioning "supervision in the educational work world was strained at best because there seldom seemed to be enough funding to support supervisory ratios as seen in private industry, where productivity is more closely tied to the bottom line- profit". This showed that salary is another contributing factor which needed to be paid attention to as job satisfaction does affect burnout. However, in Adenike (2011)study, working salary of the university shows no correlation with any level of burnout. Salary is known to be an extrinsic motivation to help boost the level of satisfaction ESL practitioners in performing better their job. As a reference to the research interview, one

respondent mentioned of being satisfied with the payment given along the extra work that she has to bear during her teaching career in UTM. In another study by Demerouti et al. (2001), they had mentioned that the working situation on the disability of the organizations to provide or reward employees with job resources, will only resulted to the long-term consequence that is withdrawal from work, and reduced motivation and commitment. Therefore, it can be concluded that extrinsic and intrinsic satisfaction from the working environment should be placed as important factor that can unconsciously affect burnout in one level of the other. According to Maslach, Schaufeli and Leiter (2001) who believed that the sense of belonging in the community, similar to Chernis (1995) as cited in Rush (2003), is very beneficial to feelings of overall satisfaction with the job. It is important to have a sense of belonging in the working place to promote a sense of satisfaction.

**D. Research Objective Four: The relationship of job satisfaction and burnout among the ESL practitioners in UTM.**

**Table 6.** Pearson Product Moment Correlation between General Satisfaction (MSQ) and 3 sub-scales of MBI-ES (EE, DP and PA)

		Emotional Exhaustion(EE)	Depersonalization(DP)	Personal Accomplishment (PA)
General Satisfaction	Pearson Correlation	.023	-.031	.008
	P-value	.931	.905	.977
	N	17	17	17

Based on Table 6 above, Pearson Correlation analysis is used to determine the correlation between only one scale of MSQ which is general satisfaction with all three sub-scales of Maslach Burnout Inventory – Education Survey (MBI-ES) that includes emotional exhaustion, depersonalization and reduced personal accomplishment. The Pearson Correlation shows a low positive correlation ( $r = 0.023$ ). There is no significant relationship between General Satisfaction and Emotional Exhaustion where p value stood at  $0.931(p > 0.05)$ . Hence, we can conclude that General Satisfaction does not depend on Emotional Exhaustion. The Pearson Correlation shows a low negative correlation ( $r = -0.031$ ). There is no significant relationship between General Satisfaction and Depersonalization where  $p=0.905(p > 0.05)$ . Hence, we can conclude that General Satisfaction does not depend on Depersonalization. The Pearson Correlation shows a low positive correlation ( $r = 0.008$ ). There is no significant relationship between General Satisfaction and Personal Accomplishment with standing p value of  $0.977(p > 0.05)$  as shown in table below. Hence, we can conclude that General Satisfaction does not depend on Personal Accomplishment.

All in all, there is no significant correlation between General satisfaction and the three sub-scales of burnout (Emotional Exhaustion, Depersonalization and Personal Accomplishment). Based on the findings of the research, insignificant relationship can be made between Maslach’s three burnout scales (Maslach et.al, 1996) and General satisfaction in Minnesota Satisfaction Questionnaire – MSQ (Weiss, et.al, 1967). Similar to the findings of objective four in this research, a study by George, Louw and Badenhorst (2008) stated that half of the respondents which is a majority of 51.5% had moderate level of General satisfaction. Although the majority of the respondents in George, et.al (2008) study had moderate general satisfaction, the ‘Intrinsic’ satisfaction factor in MSQ scale (Weiss et.al, 1967) is portrayed as low which means that the Namibian secondary school teachers did experience dissatisfaction with their work set-up, and especially with the intrinsic factors of their work. Intrinsic factor is stated by Alexandros-Stamatios G.A. et al. (2003) as cited in Nilufar Ahsan,et.al (2009) as the feelings towards the workload, variety of tasks and rates of pay. As defined by Ryan &

Deci (2000:57), “Intrinsic motivation focuses primarily on psychological needs—namely, the innate needs for competence, autonomy, and relatedness—but we of course recognize that basic need satisfaction accrues in part from engaging in interesting activities”. The feeling of the respondents is also crucial as it can determine the intrinsic motivation that one can possess while performing their works. The inner motivation that is also known as intrinsic motivation shows the ability to find positive meaning in their work which can later be translated to enjoyable and less stressful working life. Regardless of having moderate level of satisfaction, the UTM ESL practitioners should be more positively expressive in order to further understand their limit while facing the challenging obstacles in working place that stressed them out. The ESL lecturers need to be reminded that through cultivating self-motivation while performing their work (teaching, doing research and administrative work) is indeed beneficial as it promotes autonomous working desire. Thus, it can lessen the stress and burnout level that one might suffer at any moment in their lives.

As mentioned before, the higher the level of personal accomplishment, the lesser one can be affected by burnout. In reference to The Job Demands – Resources (JD-R) Model of Burnout by Demerouti, Bakker, Schaufeli & Nachreiner (2001), job resources is a second process which includes factors such as feedback, rewards, job control, job participation, supervisory support and job security is crucial for self-improvement. In this case, UTM ESL practitioners should be able to control their own limit to effectively perform in class and other administrative work. As majority of the respondents only experienced moderate level of satisfaction, it means that they are not motivated enough to become better practitioners. This is due to fact that they are not intrinsically or extrinsically motivated to become better ESL educators regardless of their many benefits that should be ample for better professional development. According to Menyhart (2008:121), “Intrinsically motivated people perform an activity because it challenges their creativity, and they find pleasure and enjoyment in it, while people who are extrinsically motivated do the activity to gain some reward or avoid punishment”. Inner satisfaction that can be generated through a great will to become better in something makes people strive to fulfill their innate self-satisfaction. Therefore, In relation to this research and based on the Job Demands – Resources (JD-R) Model of Burnout by Demerouti, Bakker, Schaufeli & Nachreiner (2001) model, it can be said that when one is given positive feedback and support from university management, he or she can achieve the target goals set by the faculty. Ultimately, UTM ESL practitioners can undeniably perform better with positive reinforcement which in this case, when feedback, acknowledgment and support that are given to them. In addition, in order to achieve self-satisfaction, one must fulfill his or her basic needs in life to thrive as a successful individual. Based on the famous theory of ‘Hierarchy of Needs’ by Maslow (1970), it mentioned that one needs to fulfill their basic needs in life such as basic livelihood, safety, love and companion, self-esteem and self-actualization. The same idea was applied to this research as it emphasizes on the need to become satisfied with every possible task given to them in order to get become better ESL educators. The feeling of satisfaction will later be translated to better work or self-achievement and undeniably, less stress and burnout.

**CONCLUSION**

In conclusion, the level of burnout of UTM ESL practitioners in all three burnout dimensions stood at moderate level. In relation to Burnout Engagement- Continuum Model by Maslach & Leiter (2008), multitasking is considered and viewed as a positive stress or also known as ‘eustress’, it can be a positive and encouraging turnover to prevent stress and burnout. In the findings of second objective, age is the only factor that has significant relationship with Depersonalization (DP) dimension of burnout. Similar to the result of Toker’s study (2011), majority

of older UTM ESL practitioners experienced less burnout compared to the younger lecturers in this study. Although research writing, teaching and administrative work can be considered as burdensome (stressor), experienced lecturers can apply their own specialized coping techniques to alleviate their stress (Salami, 1994). In the third objective of this research UTM ESL practitioners experienced moderate level of job satisfaction. The feeling of satisfaction is encouraged as the higher it is the more unlikely for the UTM ESL practitioners to feel stress or burnout. That statement is supported by Ispir (2010) that mentioned, the higher a sense of satisfaction in one's achievement, the lesser of chances for individuals to get stress. Lastly, there is no significant relationship between General satisfaction and all three dimensions of burnout (EE, DP & PA) in this research. In other words, job satisfaction is not a determinant or affecting factor that contributes to burnout. Future research in determining burnout can be expanded in different aspects or environment especially in education sector in Malaysia. This is to further understand its effect on the society as a whole.

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