BURNOUT AMONG ESL PRACTITIONERS IN UNIVERSITI TEKNOLOGI MALAYSIA

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For my beloved Abah, Mak
Akak, Ariff, Hafiz and my amazing set of friends that stand behind me
throughout this journey
I'm forever thankful and indebted for your love and care

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ABSTRACT

This purpose of this research is to investigate the issue of burnout among ESL practitioners in Universiti Teknologi Malaysia (UTM) 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 and 3 ESL practitioners of different academic ranks (interview session) from Language Academy. The research is survey-correlational study with questionnaire and semi-structured interview used as instruments. The questionnaire used in this research was adapted from Rush's study (2003) which comprised of demographic data questionnaire, Maslach Burnout Inventory–Education Survey (MBI-ES) and Minnesota Satisfaction Questionnaire (MSQ). A number of statistical analyses were employed in order to analyze the data including descriptive statistics, Pearson Correlation and ANOVA one-way. 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).

ABSTRAK

Tujuan kajian ini adalah bagi mengenalpasti isu 'burnout' tenaga pengajar bahasa Inggeris sebagai bahasa kedua di Universiti Teknologi Malaysia (UTM) dari segi tiga 'burnout' dimensi dan hubungannya dengan empat pilihan karakter demografi. Selain daripada itu, kepuasan kerja yang saling berkait dengan isu 'burnout' turut dikenalpasti dari segi tahap kepuasan kerja dan hubungan antaranya (kepuasan am) dengan tiga 'burnout' dimensi. Empat pilihan factor demografi yang terdiri daripada umur, status perkahwinan, tahap kesihatan dan taraf akademi digunakan sebagai pembolehubah dalam kajian ini. Tiga 'burnout' dimensi yang dirujuk dalam Maslach et.al (1996, 2001) terdiri daripada kelesuan emosi, dipersonalisasi dan pencapaian peribadi. Responden bagi kajian ini terdiri daripada 17 orang tenaga pengajar bahasa Inggeris sebagai bahasa kedua yang telah mejawab boring soal selidik dan tiga orang tenaga pengajar yang berlainan taraf akademi (sesi temubual) yang telah dipilih dalam Akedemi Bahasa. Kajian korelasi-soal selidik ini menggunakan borang soal selidik dan semi struktur temubual sebagai instrumen. Borang soal selidik yang digunakan di dalam kajian adalah berdasarkan kajian Rush (2003) yang terdiri daripada soal-selidik data demografi, Maslach 'Burnout' Inventori – Kaji Selidik Pendidikan (MBI-ES) dan Minnesota Kaji-Selidik Kepuasan (MSQ). Beberapa kaedah analisis statistik telah digunakan untuk menganalisis data iaitu statistik deskriptif, Pearson Correlation dan ANOVA one way. Hasil kajian menunjukkan majoriti responden mengalami tahap sederhana dalam ketiga-tiga 'burnout' dimensi (EE,DP dan PA) dengan tiada hubungan signifikan antara semua tiga 'burnout' dimensi dengan status perkahwinan, tahap kesihatan dan taraf akademi kecuali faktor umur yang mempunyai hubungan signifikan dengan dimensi 'burnout' dipersonalisasi. Selain itu, majoriti tenaga pengajar bahasa Inggeris dalam bahasa kedua mengalami tahap sederhana dalam kepuasan kerja and tiada hubungan signifikan antara sub-skala kepuasan am dan semua tiga 'burnout' dimensi (EE,DP dan PA).

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CHAPTER 1

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 (Chan and Hui, 1995; Pithers and Forgaty, 1995, Adams, 2001 and New Straits Times, 2011). 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 more higher the risk for them to develop burnout that can decrease the education quality in Malaysian education system. 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 (Gonzales, 2005 and 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 (1976), 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 & Jackson, 1981, 1986). Burnout happens when stress continuously exists without being resolved. In Maslach's study in 2003, 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 (Lewis, 2007). 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. 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 and Diane Freeman Larsen, 1998) of teaching in class will likely be experiencing burnout in some level of their teaching lives. The intricacy of language teaching process which will be further explained in Chapter 2 and other external factor such as burdening workload is likely to increase the number of burnout cases of higher education ESL lecturers.

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.

1.1 Background Problem

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 reactions to stress and burnout which is 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."

Example of activities such as embarking in research which sparks their interests in the field of expertise and mentoring other novice colleagues or students are common scenario with lecturers especially in Research University like University of Technology Malaysia (UTM). Nevertheless, the possibility of burnout can also occur if they are not motivated enough or forced to produce the papers. Lecturers who need to experience burdening workload of teaching and producing research papers might cope with the stress of multitasking but some may not. Total workload is calculated from class contact hours plus other professional obligations, such as committee work, research, and student advising. This issue might inevitably contribute to burnout among lecturers. As stated by Sun's study in 2010, full-time equivalent class contact hours with 33.5% of respondents revealing that their program considered 20–30 contact hours a week a full-time workload. The amount of 20 hours and above of teaching per week due to the immense number of classes and students and other administrative works shows a prominent tendency for lecturers to be likely suffering of burnout.

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.

Apart from burdening workload and increasing job dissatisfaction, burnout can also be triggered with external factor such as working climate or support (Kyriacou, 2001, Buchanan, 2009 and Sun, 2010). Working climate which involves having basic facilities like air-conditioning or computer might seem trivial, however, with functioning facilities, lecturers can teach fluidly without the feeling of agitation. For instance, ESL lecturers might need to use computer to ease their jobs especially in teaching phonetics that emphasizes on students' pronunciation. Inadequate teaching facilities is a frustrating matter which proven to affect lecturer's job (Salami, 1994). In Salami's study, teaching facilities shows a significant preference by lecturers who emphasis on effective working facilities can improve their teaching in classroom.

Another factor that contributes to burnout is demographic characteristic such as age or experience in teaching (Salami, 1994 and McKay and Rodriguez, 2010). In Salami's study, it was found that age and experience in teaching has no significant relation to teachers' stress and burnout. Based on the findings in Salami's study (1994), it can be concluded that the more experienced lecturers who have stayed longer on the job might have been saddled with more administrative responsibilities

in addition to teaching workload than novice lecturers. In another study by McKay and Rodriguez (2010), experienced ESL teachers were more concerned with ensuring that learning was taking place and less concerned about students' negative reactions to class activities or to the learning process. Kyriacou and Sutcliffe (1978) study taken from Haji Yahaya, Shahrin Hashim and Tee Sook Kim (2010), which concluded that age and length of teaching experince are associated with teacher stress level. However, Akyel's (1997) study taken from McKay and Rodriguez (2010), experienced ESL teachers would give opportunities for students to participate actively in class as they welcome students' initiations which later resulted to meaningful communicative classroom. In a nutshell, age and teaching experience are not definite contributors to burnout as it depends on various teaching environments.

Salary can be another contributive factor to burnout. Educators have to face the increased amount of teaching hours due to the increased number of students every year and the issue on underpayment of salary can trigger educators' burnout. According to Haberman (2004), salary and working benefits is a motivating factor that recognizes educators' effort and laboring love towards teaching the students. In another study by Demirel, Güler, Toktamis, Özdemir and Sezer (2005) stated that the Turkish teachers who had low money income have high burnout scores. Based on Demirel, Güler, Toktamis, Özdemir and Sezer (2005), external factor such as salary can affect the motivation for teachers to keep teaching without frustration and determine the level of burnout suffers by the lecturers.

Another demographic characteristic which can contribute to burnout is the issue of tenure or permanent employment status. Sun (2010) mentioned that only 35.0% indicated that they held full-time positions as ESL teachers. Securing permanent positions of full-time lecturers is the main goal in order to attain higher stable salary, working benefits and so on. However, in Sun's study (2010), there are

two reasons that explained the low percentage of tenure status which is some had to teach for more than one place in order to make a living and some chose to teach at another institution in order to enrich their teaching experience. Staples (1997) explained that tenure is slowly disappearing, being replaced by a system of part time instructors who have no investment in the university. This statement by Staple (1997) shows the exact phenomenon of low number of tenure lecturer in America as mentioned before in Sun's (2010) study. Many educators opt to teach part-time job as it has less working hours that is crucial to prevent themselves from suffering burnout along the way. Some educators find the issue of tenure is crucial as they are bound in stabilizing their source of income and the recognition to be affiliated with certain prestigious university in order to find reassurance in their lives. All in all, tenure or permanent employment status is another factor which can contribute to burnout level of educators.

All in all, various factors apart from several mentioned previously are contributor of burnout among educators in general. Experiencing constant unrelieved stress is the first step which can be bring to a halt by taking the suggested 3 alternatives to react to burnout experience. For instance, by applying 'downshifting' idea in teaching field, one can decrease the possibility of them to have burnout. 'Downshifting' is suggested especially to experienced lecturer as they can eventually cut down their working hours and delegate the work with other colleagues instead of stressing oneself to the point of having burnout. Burnout can be experienced by educators in different education level. This research investigated the burnout level of ESL lecturers in University of Technology Malaysia (UTM) and the contributing factors towards burnout phenomenon.

1.2 Problem Statement

Burnout can be experienced by educators in general but not many research have been done in correlation to ESL educators in higher education. Due to the lack of research that focuses on ESL lecturer, this research investigated the relationship of burnout and its contributing factors and the relationship between job satisfaction and burnout among ESL lecturers in Univesiti Teknologi Malaysia (UTM).

Much research has been done in relation to stress and burnout suffered by primary and secondary educators (Demirel et.al, 2005, Hakanen et.al,2006 and Azizi Hj.Yahya et.al,2010). Similar to teachers in primary and secondary level, lecturers from higher education suffer from stress too. Higher education educators are not just burdened with lecturing but also conducting research, administrative work and civil obligation (Makinde and Alao,1987) taken from (Salami,1994). Lecturers need to attend seminar and conferences, constantly doing research in order to produce and publish academic articles and at the same time supervise undergraduates and postgraduates research. In regards to civil obligation, sometimes lecturers are ought to give speech and conduct educational programmes to people not only educational field but others too that hold the role known as 'public consultant' (Salami,1994). Due to various roles that lecturers need to take during their teaching years, the possibility for them to get stress and burnout is present as also mentioned in several previous studies (Brown, 2009 and Rush, 2003).

Since very little research has been done in regards to ESL lecturers and burnout, therefore, this research will touch further in this area. One issue that might affect ESL educators during the teaching process is language deficiency of educators and students. A research by Mousavi (2007) stated that one of the obvious reasons

that some EFL/ESL educators are experiencing stress due to their own language proficiency. Mousavi mentioned that ideally all English educators are assumed to have good proficiency in English but learning a language is a never-ending process that even when one is regarded as having ample linguistic proficiency, he or she might also be crippled with lack self-confidence.

Another issue is ESL educators can also experience stress due to the unpredictable language content (Tudor, 1993) cited from (Mousavi, 2007). For instance, educators who are applying Communicative Language Theory (CLT) in their teaching have higher chances to get responses from the students that might be beyond the teaching content. Some educators dread unfamiliar situation especially when the educators are accustomed with teacher-centred approach. In relation to Tudor's statement, educators who are unfamiliar with new context (students' ability to respond outside of learning content) with the addition of lack of self-confidence might find it stressful to teach effectively in class. The two issues are language aspects that some ESL educators might find stressful and if the issues are constant struggle for them, it will later eventually lead to burnout. The issues are indeed worrisome. ESL educators who might experience this situation need to find a way to relieve the stress before it turns to burnout. The ability to respond and interact well with students is important in dispersing knowledge as also mentioned by Hanson (2011:3), "Not only must second language teachers, employed in a knowledge-transmission profession, struggle with the lack of a defined knowledge base, but they must master interaction-related expertise."

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

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).

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.

1.3 Theoretical and Conceptual Framework

The theoretical and conceptual frameworks for this study consists of the Job Demands – Resources (JD-R) Model of Burnout (Demerouti et.al,2001) and hypothesized figure of correlation between job satisfaction and burnout level (Grayson,2006).

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  ┌─────────────┐        ┌─────────────┐        ┌─────────────┐
  │ Job demands │───────▶│  Burnout    │───────▶│  Ill health │
  └──────┬──────┘        └──────┬──────┘        └─────────────┘
         │                      │        ╲
         ▼                      ▼         ╲
  ┌─────────────┐        ┌─────────────┐   ╲   ┌──────────────┐
  │Job resources│───────▶│ Engagement  │────────▶│Organizational│
  └─────────────┘        └─────────────┘   ──────▶│ Commitment  │
                                               └──────────────┘
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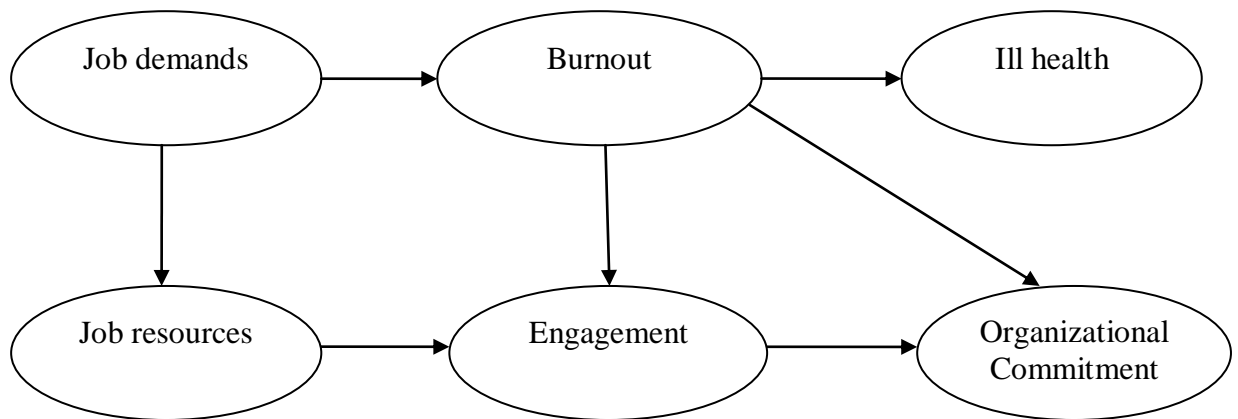
Fig.1.3.1 - Hypothesized Job Demands – Resources Model.

Source from (Bakker, Demerouti, De

Boer, & Schaufeli, 2003; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001)

In this study, the conceptual framework is based from Job Demand-Resources (JD-R) model of burnout is used to emphasize certain matters that are significantly highlighted in this study as factors to influence burnout among lecturers in higher education. Based from Demerouti, Bakker, Nachreiner, & Schaufeli, (2001), Job Demands-Resources (JD-R) Model shows several influencing factors that also known as *stressor*. Based on this model of burnout, Demerouti et.al's (2003) mentioned that every occupations are not excluded from the risk of suffering from burnout especially individuals who are from human service profession. There are two different categories (job demands and resources) in this model that is often assumed as one constituent. Job demands is regarded as physical, psychological, social or organizational aspect of the work that necessitates the physical or psychological (emotional) skills in order to deal with the job strain. Examples are high work pressure, poor environmental conditions, emotionally demanding interactions with clients which in this case students, colleagues or superior management and role overload (Demerouti, Bakker, Nachreiner and Schaufeli; 2001, Demerouti et.al's ; 2003, Demerouti, Bakker and Verbeke; 2004, Demerouti and Bakker; 2006).

Job resources is defined as "physical, psychological, social, or organizational aspects of the job that may (1) reduce job demands and the associated physiological and psychological costs, (2) are functional in achieving work goals, and (3) stimulate personal growth, learning, and development."(J.J. Hakanen et al., 2006:497). Examples of job resources are salary, career opportunities and security, working team climate, clear role in the organization, performance feedback, the power of autonomy and variety of skills. Some of these aspects from both categories are used as factors that mostly associated with burnout which are emphasized in this study. In the questionnaire used in this study, some of the aspects are posed to observe the relationship between the selected factors (stressors) with burnout among ESL lecturers.

Job Demand-Resources (JD-R) model of burnout is controversial as it can be viewed as negative or positive depending on individuals' tolerance of dealing with the stress. In the first scenario, when the overload of work is burdening and taking its toll towards ones' physical and psychological (emotional) aspects, subsequently, with the constant overtaxing situation will lead to exhaustion phase (burnout). The relationship of overtaxing workload (job demand) will decrease some aspects in resources such as loss of will and effort in performing the work. This situation is known as mental fatigue which according to Demerouti, Bakker and Verbeke (2004:87), "Mental fatigue is a response of the mind and body to the reduction in resources due to mental task execution." It is a normal situation when one experience extreme fatigue and still, managed to pull off the assigned overloading work. This alarming condition however is unstable for the sufferer as due to extreme physical and psychological strain in performing the task, individuals need to compensate the drained energy with more energy in order to stabilize future task performance. In other words, more energy or effort exerted in doing the task at hand, "the greater the physiological costs for the individual." (Demerouti and Bakker, 2006:313). Another scenario is this model can also be viewed positively. Pushing oneself to his or her full potential can be regarded as motivational in nature as " job

resources have motivational potential and lead to high work engagement, low cynicism, and excellent performance." (Demerouti and Bakker, 2006:313). Job resources can be an intrinsic motivation as when one is content with the working climate, they will be more independent (sense of autonomy) and motivated to do the work regardless of the pressure to overloading task. It can also be an extrinsic motivation, for instance, great working environment (physical and socially) will inculcate the willingness of individuals to work even under pressure. In relation to higher education aspect, lecturer might find more motivated to do research when they get positive feedback and support from others (superior, colleagues or family members) and the facilities in the faculty is easily accessible for obtaining research information. Job Demands-Resources (JD-R) model of burnout is also linked to the previous Karasek's Demands-Control Model (DCM) that was proposed in 1979. Karasek's Demands-Control Model (DCM), showed an interaction between job demand and control that is often associated with working stress. The similarity between Demands-Control Model (DCM) and Job Demands-Resources (JD-R) model was that the interaction between working demands and individuals' control (autonomy) towards the given task are determinants in stress level that one can experience. However, in Job Demands-Resources (JD-R) model, there were many types of job demands and job resources that can interact in predicting job stress (Demerouti, Bakker and Verbeke, 2004).

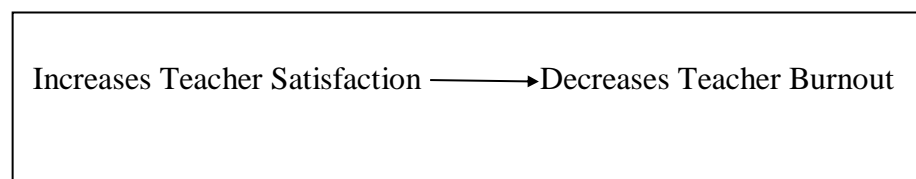Increases Teacher Satisfaction ⟶ Decreases Teacher Burnout

Fig.1.3.2- Hypothesized Relationship of Teaching Satisfaction and Burnout

Adapted from (Grayson, 2006)

Apart from Job Demands-Resources (JD-R) model of burnout used as conceptual framework for this study, another concept is also adapted from Grayson's study in 2006. Grayson's conceptual captures the main idea on the relationship

between teacher's satisfaction and burnout that is also used as hypothesis in this study. The hypothesis is high level of job satisfaction will determine low level of burnout and vice-versa (high level of burnout will be determined by low level of job satisfaction).

Both concepts were used in this study to give clear flow on the objectives of the study which are to see the relationship between burnout and several environment factors also known as stressors and the relationship between job satisfaction and burnout level that ESL lecturer might suffer in Universiti Teknologi Malaysia (UTM). The relationship between burnout and environmental factors can be tested in the questionnaire Part A (Demographical characteristics) and Part C (Maslach's Burnout Inventory-Education Survey,MBI-ES). In addition, data to support the relationship between job satisfaction and burnout can be found in Part B (Minnesota Satisfaction Questionnaire, MSQ) and Part C (Maslach's Burnout Inventory-Education Survey,MBI-ES).

All in all, in this theoretical framework, there are two major concepts that are adapted that best suited the objectives of the study. The instrument used to elicit the data which later will be used to analyse the correlation between all three different but inter-related components (factors that influence burnout, job satisfaction and level of burnout) is a questionnaire that consisted of all three different surveys (Demographic Characteristics, Minnesota Satisfaction Questionnaire, MSQ and Maslach's Burnout Inventory-Education Survey,MBI-ES).

1.4 Research Objectives

There are few objectives as in this study as stated below,

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.

1.5 Research Questions

This research investigates the burnout level which consists of three main aspects of emotional exhaustion, depersonalization and lack of personal accomplishment (Maslach & Jackson, 1981, 1986). Apart from the burnout level, demographic questionnaire was also used to elicit the relationship between burnout and few demographic characteristics. The questions are:

1) What is the level of burnout experienced among ESL practitioners in UTM?

2) Is there a relationship between the level of Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment, experienced ESL practitioners and the four selected demographic characteristics (age, marital status, health condition and academic rank)?

3) What is the level of job satisfaction experienced by ESL practitioners in UTM?

4) Is there any relationship between job satisfaction and burnout among the ESL UTM practitioners?

1.6 Scope of the Research

In this research, only one instrument is used which is a set of questionnaire that comprises of three different surveys (Demographic Characteristics, Minnesota General Job Satisfaction Questionnaire, MSQ and Maslach's Burnout Inventory-Education Survey Edition, MBI-ES). The total of 66 items of all three survey components are used in the questionnaire.

In part A, Demographic Data Questionnaire adapted from Ronald Rush's PhD Thesis in 2003 is used to elicit information about factors that might influence burnout syndrome among tertiary level educators. The questionnaire consists of information related to biographical data, personal and work related details. Age, gender, years of teaching, tenure position and several other related external factors which can contribute to burnout is present in the questionnaire.

In part B, Minnesota General Job Satisfaction Questionnaire, MSQ that is first developed in 1977 is used to obtain the information of level of job satisfaction experienced by the educators. MSQ is known to be the general questionnaire which can be filled by many types of profession and not just educators in particular.

In part C, Maslach's Burnout Inventory-Education Survey Edition (MBI-ES) consisting of 20-item statements is used to assess burnout comprising of three dimensions, emotional exhaustion, depersonalization and reduced sense of personal accomplishment. The items arranged using 6-points Scale (from 1st scale of never been experienced to 6th scale of have always been experienced). Chuan (2001) stated the way to analyze the MBI-ES which is "Higher scores on the emotional exhaustion and depersonalisation scales and lower scores on the personal accomplishment scale were associated with burnout." The Educators Survey of Maslach Burnout Inventory (MBI-ES) is suitable to investigate burnout in ESL context (Pennington and Ho, 1992).

The target sample of this research is 18 ESL lecturers in Universiti Teknologi Malaysia (UTM). Quantitative research method is opted as only questionnaire and survey are used to elicit and answer the research questions. The data are analyzed using SPSS software. The ideal time allocated should be approximately 20 minutes be used in filling the questionnaire.

1.7 Definition of Terms

1.7.1 Burnout

According to Maslach, Schaufeli and Leiter (2001), burnout is categorized as a syndrome that occurs due to extreme fatigue of physical and psychological aspect of human. It is a situation in which people is not happy and excited in their lives and easily get depressed with their jobs. "Symptoms of burnout include impaired work performance, fatigue, insomnia, depression, increased susceptibility to physical illness and reliance on alcohol or other drugs of abuse for temporary relief"(Talbot, Hales, & Yudofsky, Eds., 1988:1344) as cited in (Rush,2003). The symptoms mentioned above are intensely visible after constantly experiencing stress from working place and the environment. According to Casserley and Megginson (2009:14), "Burnout is a negative psychological condition that develops over a long period of time among individuals who do not manifest indicative mental illness." This statement shows that even normal people that rarely have any outburst due to stress are no exception in experiencing burnout.

1.7.2 Emotional Exhaustion

Emotional Exhaustion is a distress condition that affects ones' physical and psychological being. Individuals who suffer from emotional exhaustion can easily feel extreme fatigue regardless of the amount of task given at hand. The extreme fatigue leads to emotionally draining feelings such as frustration and easily angered by trivial matters which consequently affect individuals' effectiveness in their works and relationship with colleagues. This dimension of burnout is a combination of extreme physical stress which affects individuals' psychological state of mind.

1.7.3 Depersonalization

Depersonalization is the second dimension of burnout as mentioned in Maslach's study in 2001. It is a state of negative transformation in terms of one's attitude. The changing phase starts with constant unrelieved stress which later resulted to erratic attitudes such as getting cynical and nonchalant towards his or her working environment. As individuals start to feel detached towards their work, they would eventually get more insensitive towards their colleagues' feelings and succumbed to severe case of cynicism. Excessive hostility and making insensitive remarks towards others are negative attitudes that often portrayed by individuals who suffer from depersonalization.

1.7.4 Reduced Personal Accomplishment

Reduced personal accomplishment is another dimension of burnout. It is a phase of losing the feeling of effectiveness in performing well in his or her work. The feeling of self-inefficacy is triggered from excessive strain in working place that force individuals to feel less motivated in performing their job. As individuals feel less efficient or competent in performing in their work, their needs to achieve better goals in their lives are not present. The combination of feeling self-inefficacy and extreme self-criticizing is a contributor towards individuals' feelings of helplessness in fulfilling their target goals in life. Thus, they have the tendency to experience the state of reduced personal accomplishment in life.

1.7.5 Job Satisfaction

Job satisfaction is defined as the feeling of contentment by the employees in their workplace (Adenike, 2011). According to Fletcher and Williams (2006) as cited in Adenike (2011:153), "It is the personal evaluation of the job conditions (the job itself, the attitude of the administration etc.) or the consequences or (wages, occupational security etc.)". As there are many definition of job satisfaction that have been challenged and refined throughout the years, this term is known as "….an elusive, even mythical concept" (Malik, 2011:49). Job satisfaction is crucial in determining the factors and its relation to burnout syndrome as both terms are well connected and many research have been done in proving the significant correlation between one another.

1.7.6 Intrinsic and Extrinsic Satisfaction

Intrinsic satisfaction is self satisfaction that a person feels based from inner desire or willingness to perform their work. As stated by Ryan and Deci (2000), intrinsic motivation refers to innate interest to perform the duty based on own interests and needs to enjoy the work at hand. Examples of seeking intrinsic values consist of a sense of autonomy in individuals, aim for positive feedbacks and involvement in interesting activities. On the contrary, extrinsic satisfaction is a sense of satisfaction that one gain from the external or instrumental factors of the activity. For instance, self satisfaction can be gained through external factors such as "monetary rewards, job security, convenient working hours, unburdening workload, holidays and power over students" (Hay-Yiu Yau, 2010:22).

1.8 Conclusion

To conclude, this research examines the level of burnout, job satisfaction with its relationship between one another and the contributing factors that influence burnout among ESL lecturers in UTM. As burnout is regarded as 'a silent detrimental syndrome' that can affect people (physically and psychologically) especially to those who are working in public services, lecturers are not excluded from having this. Thus, this research can help uncover the reality of burnout that might be suffered by the lecturers and promotes healthy suggestions in handling this mentally crippling syndrome.

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