



Evaluating the Elementary Teachers' Job Burnout Ratio (Case Study: Cities of Tehran Province)

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Abstract

The purpose of this research was to evaluate the degree of burnout of elementary school teachers in the cities of Tehran province. In terms of purpose, the research is applied, and in terms of data collection, it is a descriptive survey. The statistical population of the research included elementary school teachers in Tehran province, 1147 of whom were selected as a statistical sample using the multi-stage cluster sampling method. To collect data, Meslach's standardized job burnout questionnaire was used, the content validity of the questionnaires was confirmed by experts and its reliability was estimated based on Cronbach's alpha method of 0.882. Analysis of research data was done in the form of t-test, one-way analysis of variance and t for two independent groups. The findings of the research indicate that the dimensions of emotional exhaustion and personality damage of primary teachers in Tehran cities are at a low/down level in terms of frequency and intensity, and then the feeling of reduced success is at a high/up level in terms of frequency and intensity. In general, the job burnout of elementary teachers in the cities of Tehran province is at a low/down level in terms of frequency and intensity. Therefore, it is suggested to take necessary measures to create a happy and suitable environment for teachers' activities and improve their mental security, along with planning leisure time and advanced methods of dealing with job stressors.

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Introduction

Today, the importance and decisive role of job in life is not hidden from anyone. Work, in addition to satisfying the material needs of man, is the basis for satisfying many of his non-material needs as well. It is obvious that the productive works of a job depend on the fact that a person experiences a certain degree of job success during the performance of his duties (Ebrahimi Moghaddam and Poorahmad, 2012). Undoubtedly, an efficient and self-motivated human force can be the most efficient for its own growth and development and to achieve the planned organizational goals. In other words, a person's work commitment and emotional response to work, as well as high mental health, increase productivity and work ability. Mental and physical health of people is one of the important and effective features in organizational psychology and human relations. Job burnout is one of the most important factors affecting the physical and mental health of organizational forces (Tarys, 2006). Nowadays, everyone in any place and situation experiences some degree of burnout in the work environment, and this reality is a tangible and undeniable fact in today's organizations. The widespread prevalence of job burnout and the effect of this factor on the occurrence of psychosomatic diseases such as blood pressure and digestive problems have caused attention to job burnout to be among the most important factors that require systematic investigation in the organization (Ton Bromlhos, 2011).

Job burnout refers to negative changes in people's attitude, mood, and behavior when faced with job pressures, and it is a negative response that occurs through the work environment (Lambert et al., 2010). In terms of meaning, job burnout includes a state of physical, emotional and mental fatigue (Lasebikan and Oyetunde, 2012; Blanchard, 2010). This phenomenon is a global concern with disturbing effects on the mental and physical health of individuals and on the organization as a whole (Bahrer-Kohler, 2013), in other words, job burnout, many complications for the individual, family, social life, organization and society. (Lasebikan and Oyetunde, 2012; Blanchard, 2010). Because it leads to negative emotions such as pessimism and anger as a result of feelings of hopelessness and despair, and

negative emotions lead to the persistence of symptoms of emotional exhaustion in a person; And it can act contagiously between colleagues, causing intra-personal and interpersonal disorders, leading to functional and deeper mental and social disorders (Cooper, 1998, cited by Bayrami et al., 1390: 142). In the realm of the threatening consequences of job burnout, several sets of clinical symptoms at the mental and physical levels, along with numerous psychosomatic complaints and biological problems, have always been emphasized (Maslach and Lieter, 2008; Gilibert and Daloz, 2008; Martinus and colleagues, 2007; Angerer, 2003; Danhof-Pont et al., 2011).

It is said that burnout among teachers, like other special occupations, is sensitive and affected by various factors. Teaching is one of the most stressful occupations and teachers are always faced with various stresses in their field of work, one of the consequences of which is job burnout. Job burnout is affected by occupational stress in people's work environment (Skalvik and Skalvik, 2016; Glashkov et al., 2016). The results of the researches in Iran that investigate the burnout of teachers (Sabri et al., 2010;Ghadimi Moghadem et al., 2005; Mohammadi, 2008; Ahgar, 2008; Badri Gargari, 1995; Behnia, 2000; Babli, 2000; Demouri, 2008) have shown that burnout is common among this occupational group. This psychological problem, which is the result of professional and organizational life, has affected a large number of teachers, and its occupational and social consequences are becoming more visible day by day. Due to its high prevalence and extent, it is not possible to achieve satisfactory results based on individual conditions and factors. The frequency of researches conducted in different countries about the job burnout of teachers has been more than other occupational groups. Researches show that being a professional teacher is stressful and the phenomenon of job burnout is abundantly seen in it. In the teaching profession, factors such as high work pressure, conflict with students, professional responsibilities and issues related to the administrative system are considered major job stressors (Skoholt et al., 2014). In these surveys, it has been seen that job dissatisfaction, which is one of the main indicators of job

burnout, is very high among teachers (Javadi, 2010). Although short working hours, many vacations, not having clients, working with children all make this job seem easy (Foladband, 2011), but the growth of job demands causes concerns about the levels of job burnout of teachers. (Ander and Sari, 2009) and statistical data also show that the number of teachers who leave their profession is increasing.

Hosseini-zadeh Bafrani and Rafiei (2018) in a research titled "Investigation of the degree of burnout of secondary school teachers in Nayin city" showed that most of the subjects have some degree of burnout. There is a significant difference between male and female teachers in terms of job burnout. The level of job burnout of male teachers is higher than that of female teachers in the three dimensions of emotional exhaustion, depersonalization and individual performance. Motlabi and Kayani (2016) in a research titled "The relationship between job burnout and mental health of exceptional school teachers: the mediating role of job participation" showed that job burnout through job participation is correlated with mental health (0.26). Emotional exhaustion is correlated with physical health (-0.21), with anxiety and insomnia (0.17), social functions (0.1) and depression (0.19) through job participation. Depersonalization through job participation is correlated with physical health (-0.14), anxiety and insomnia (0.11), social functions (0.60) and depression (0.17). The lack of personal success through job participation is correlated with physical health (-0.19), anxiety and insomnia (0.15), social functions (0.09) and depression (0.24) ($P < 0.01$). Saberi et al. (2013) in a research entitled "Investigation of the factors related to burnout of school teachers in Kashan city in 2013 concluded that in three dimensions of emotional exhaustion (severe 10.1%, moderate 18%, mild 71.9%) and depersonalization (severe 4.6%, moderate 10.9%, mild 84.5%) and decreased individual performance (severe 2.2 percentage, moderate 11.7%, mild 86.00%) burnout was decreased with increasing age ($P=0.001$) and increasing education degree ($P=0.001$). $P=0$), psychiatric disorders ($P=0.02$), housing type ($P=0.003$), dissatisfaction with married life ($P=0.031$) and male sex ($P<0.01$) significantly increases job burnout.

Mohammadi (2006) in a research titled comparing coping mechanisms, job burnout and mental health among high school teachers in Iran and India concluded that there is a significant difference in job burnout between male and female teachers and Male teachers have more job burnout compared to female teachers in both countries. Chen et al. (2023) in a research titled "Characteristics and Factors Affecting Work Stress and Burnout of Early Childhood Teachers: A Comparative Study Between China, Ghana and Pakistan" stated that throughout these three countries, female teachers are more likely to be under stress than their male counterparts. Stress is higher with emotional demands and work and family conflicts, and they are more exposed to job burnout with a higher level of emotional exhaustion and a lower level of personal success. In addition, Chinese teachers were the most stressed group with the highest level of job burnout. Compared to teachers in China and Pakistan, early childhood teachers in Ghana have the lowest levels of emotional needs. With the lowest levels of emotional exhaustion and the highest levels of personal accomplishments, Pakistani teachers were unlikely to experience burnout. Vousiopoulos et al. (2019) in a research titled Job satisfaction and burnout among physical education teachers: a comparison in minority schools and public sector schools in Turkey showed that there is a negative relationship between job satisfaction and burnout. The job burnout of teachers is at a medium level and their job satisfaction is at a high level. Also, the findings showed that physical education teachers experience less job satisfaction and burnout than other primary school teachers. Finally, the findings indicated that the type of school is effective on teachers' job burnout, and with increasing job satisfaction, teachers' perceived burnout also decreases. Iham Jamaludin and Woon You (2019) in a research titled burnout in relation to gender, teaching experience and educational level among teachers showed that teachers are emotionally tired and experience their personal success level with high levels of burnout. Both genders showed a high level of emotional burnout regardless of educational qualification. Teachers who have problems with personalization, mostly had a bachelor's degree and less

than 5 years of work experience. Also, the findings indicated that female teachers with a master's degree and with a work experience of 6 to 10 years are strongly affected by the decrease in the level of individual success. In a research entitled self-efficacy and burnout syndrome among teachers, Smetackova (2017) concluded that there is a negative and significant correlation between job burnout and self-efficacy, and the level of burnout among teachers with high self-efficacy is lower and among teachers with low self-efficacy is more Darawad et al. (2015) in a study titled "Relationship between time pressure and burnout syndrome: a cross-sectional study among Jordanian nurses" concluded that the participants reported a high level of time pressure and burnout. Time pressure, emotional exhaustion and personality disorder have a positive and significant correlation. Burnout in the dimension of emotional exhaustion was more in comparison with the dimensions of depersonalization and personal success. Depersonalization had the highest correlation with individual characteristics of the statistical sample. Wang et al. (2015) in a research entitled the effect of managerial job pressure on job burnout, commitment and turnover intention showed that managers' job pressure has a positive relationship with burnout and both cause less organizational commitment and more turnover intention. ; In addition, there is a direct positive relationship between job pressure and turnover intention. Garosa and colleagues (2008) in a study titled "Relationship between demographic factors, job stressors, job burnout and strong personality" showed that job pressures and strong personality have a significant correlation with job burnout. In addition, demographic variables, occupational stressors and personality predict 0.52 of changes in emotional exhaustion, 0.44 of changes in personality distortion and 0.53 of changes in lack of personal achievement.

Considering the functional sensitivity of the role of teachers and the exposure of these people to burnout and its unpleasant personal and organizational effects, it seems necessary to evaluate the level of burnout of teachers to know its prevalence and its influencing factors. In this case, practical solutions can

be provided to prevent or reduce its effects before it causes physical, mental and psychological complications. As a result, they will be assured of their mental health and all their energy will be directed to doing things optimally. Teachers of each level of education face special challenges according to the characteristics of students and the economic, social and cultural backgrounds of their families, province and city where they live. In the meantime, Tehran province and its cities, due to several variables such as being the capital of the country, a very high diversity of economic, political, cultural and social components, the diverse composition of its resident population, are special characteristics and, accordingly, challenges. It has special features. Even the subordinate cities of the province have more special conditions and characteristics compared to the capital of the province. Based on this, according to the role and position of primary school teachers in shaping the behavior, attitude and personality of students, they should be in a favorable and suitable condition from the mental and physical aspects. Therefore, it is necessary and necessary to continuously investigate the factors and components affecting their psychological and physical dimensions. According to the mentioned cases, this research aims to evaluate the job burnout situation of elementary school teachers in Tehran province and outline the current situation, to present the necessary suggestions and solutions to improve the evaluated situation and reach the desired situation. Based on this, the hypotheses of the research are proposed as follows:

- The level of emotional fatigue of elementary school teachers in the cities of Tehran province is lower than the average.
- The amount of personality damage of elementary school teachers in the cities of Tehran province is lower than the average.
- The level of feeling of success of elementary school teachers in the cities of Tehran province is lower than the average.
- Job burnout (emotional exhaustion, reduced sense of achievement, personality damage) of elementary school teachers in the cities of Tehran province according to the variables of gender, age, marital status, educational

level, field of study, service history, type of employment, academic rank/level, the employment status, the way to enter education has a significant difference.

Research methodology

According to the purpose, the research is of applied type. Because its purpose is to respond to a problem, to present its method and application in solving the problem, that is, to evaluate the state of job burnout among primary school teachers in the cities of Tehran province. In terms of the data collection method, it is descriptive-analytical; Because it includes a set of methods whose purpose is to describe and analyze the collected data regarding job burnout. The purpose of descriptive research is to determine the state of phenomena, as they are. The statistical population of the research includes all primary school teachers in the cities of Tehran province, and the appropriate statistical sample was selected using the multi-stage cluster sampling method. In the first step, the cities of Tehran are divided into five clusters based on their geographical location (West of Tehran, East of Tehran, South of Tehran, Southeast of Tehran, Southwest of Tehran), and in the second step, 3 to 5 cities from each cluster. In the third step, girls' and boys' primary schools of 2 regions/regions of each city were randomly selected and the opinions of all the teachers of the selected cities' primary schools were examined. To determine the sample size, Karjesi and Morgan's table was used. In order to collect data, a questionnaire has been used, which has two main parts as follows:

A) background questions related to respondents' personal information (gender, age, marital status, education level, field of study, service history, type of employment, academic rank/level, employment status, method of entering education and training) It is related.

b) measuring the level of job burnout of teachers in three dimensions: emotional exhaustion, personality damage, reduced sense of achievement; Taken from Maslach's job burnout questionnaire, which has been revised based on Iran's environmental, cultural and social conditions. Maslach job burnout questionnaire includes 22 questions, 9 of which are related to measuring the feeling of emotional exhaustion (it allows the respondents to express feelings related to excessive weakness and emotional exhaustion in front of others and the work environment), 5 questions for Measuring personality damage (allows the respondents to express their attitudes in the form of disinterest and indifference towards the audience) and 8 questions to measure the reduction of the sense of success (allows the respondents It is designed to allow them to express the degree of reduction in their sense of competence and success in their work relationship. In order to measure the level of job burnout of teachers, due to the fact that Maslach's standardized questionnaire was used, there was no need to measure the validity and reliability of the questionnaire. To analyze the data, one-sample t-tests, one-way analysis of variance, and t-tests for two independent groups were optimally used. SPSS version 24 software was used for data analysis.

Research findings

A) Examining assumptions

1. Presumption of normality of data distribution

Table 1. The results of the Kolmogorov Smirnov test regarding the normality of data distribution

variable	Test index	
emotional exhaustion	Z value	0.098
	level of significance	0.226
Personal injury	Z value	0.101
	level of significance	0.415
Decreased sense of accomplishment	Z value	0.176
	level of significance	0.225
Burnout	Z value	0.198
	level of significance	0.426

Based on the obtained results, considering that the test value is not significant at the 0.05 level in all three variables, so it can be concluded that the

investigated data are normal and the conditions for using Parametric tests are ready.

2. Presumption of homogeneity of variances test

Table 2. The results of Levine's test to check the homogeneity of variances

Variable	F	Degree of freedom 1	Degree of freedom 2	Significant level
emotional exhaustion	3/158	1	1145	0.141
Personal injury	0.287	1	1145	0.840
Decreased sense of accomplishment	10/154	1	1145	0.948
Burnout	0.546	1	1145	0.427

The results of Levin's test show that in all variables, the significance level is greater than 0.05, so the variances are equal.

b) Evaluation of research variables

In order to investigate the emotional fatigue, personality damage and decrease in teachers' sense of success, a sample T-Tech test has been used.

Considering that the scoring method of the questionnaire is based on a 7-point Likert scale from 1 to 7, therefore, in order to accurately evaluate the level of job burnout, emotional exhaustion, personality damage and the

decrease in teachers' sense of success from the indicators

The standard presented in Table 3 is used:

1. Evaluation of emotional fatigue of elementary school teachers in Tehran province

Table 4: One-sample t-test to investigate teachers' emotional exhaustion

Variable	Abundance	average	Standard deviation	Test Value=4		
				T	df	Sig.
Emotional exhaustion from abundance	1147	2/168	1/357	-45/690	1146	0.001
Emotional exhaustion from intensity	1147	2/157	1/338	-46/621	1146	0.001

The results of Table 4 show that the obtained averages for emotional exhaustion are lower than the hypothetical average in terms of frequency and intensity. According to single-sample t values with 0.99 confidence and error level less than 0.01, this difference

is statistically significant ($P \leq 0.01$). Based on the evaluation spectrum presented in Table 1, the emotional exhaustion of elementary school teachers in the cities of Tehran province is at a low/low level in terms of frequency and intensity.

2. Evaluation of personality damage of elementary school teachers in Tehran province

Table 5: One-sample t-test to investigate the personality damage of teachers

Variable	Abundance	average	Standard deviation	Test Value=4		
				T	df	Sig.
Personality damage from the dimension of abundance	1147	1/289	0.627	-146/223	1146	0.001
Personality damage from the severity dimension	1147	1/402	0.751	-117/32	1146	0.001

The results of Table 5 show that the obtained averages for personality damage are lower than the hypothetical average in terms of frequency and intensity. According to single-sample t values with 0.99 confidence and error level less than 0.01, this difference is statistically significant ($P \leq 0.01$). Based on the

evaluation spectrum presented in Table 1, the personality disorders of primary teachers in Tehran provinces are at a low/low level in terms of frequency and severity.

3. Evaluation of the decrease in the sense of success of elementary school teachers in the cities of Tehran province

Table 6: One-sample t-test to investigate the reduction of teachers' sense of achievement

Variable	Abundance	average	Standard deviation	Test Value =4		
				T	df	Sig.
Reducing the sense of success from the dimension of abundance	1147	5/318	1/381	32/323	1146	0.001
Reducing the sense of success from the intensity dimension	1147	5/337	1/242	36/428	1146	0.001

The results of Table 6 show that the averages obtained for reducing the sense of success are higher than the hypothetical average in terms of frequency and intensity. According to single-sample t values with 0.99 confidence and error level less than 0.01, this difference

is statistically significant ($P \leq 0.01$). Based on the evaluation spectrum presented in Table 1, the decrease in the sense of success of elementary school teachers in the cities of Tehran province is at a high/high level in terms of frequency and intensity.

4. Evaluation of job burnout of elementary school teachers in the cities of Tehran province

Table 7: One-sample t-test to investigate teachers' burnout

Variable	Abundance	average	Standard deviation	Test Value =4		
				T	df	Sig.
Job burnout from the dimension of abundance	1147	3/114	0.636	-47/173	1146	0.001
Job burnout from the intensity dimension	1147	3/141	0.617	-47/039	1146	0.001

The results of Table 7 show that the findings indicate that, in general, the average job burnout of teachers is lower than the hypothetical average in terms

of frequency and intensity. Therefore, the burnout of primary teachers in the cities of Tehran province is at a low/low level in terms of frequency and severity.

5. Evaluation of job burnout (emotional fatigue, personality damage and reduced sense of achievement) of elementary school teachers in the cities of Tehran province according to the modifying variables of gender, age, marital status, educational level, field of study, service history, type of employment, rank/ Scientific basis, employment status, how to enter education

Table No. 8. Investigating the role of modulating variables on job burnout from the frequency and intensity dimensions

Variable	Job burnout from the dimension of abundance			Job burnout from the intensity dimension		
	Test type	Sig	the result	Test type	Sig	the result
Gender	Independent T	0.309	no difference	Independent T	0.529	no difference
Age	ANOVA	0.001	There is a difference	ANOVA	0.030	There is a difference
married	Independent T	0.207	no difference	Independent T	0.485	no difference
Educational level	ANOVA	0.076	no difference	ANOVA	0.185	no difference
Field of study	ANOVA	0.213	no difference	ANOVA	0.191	no difference
work history	ANOVA	0.001	There is a difference	ANOVA	0.001	There is a difference
Job promotion	Independent T	0.082	no difference	Independent T	0.258	no difference
Change of employment status	ANOVA	0.042	There is a difference	ANOVA	0.574	no difference
How to enter	ANOVA	0.888	no difference	ANOVA	0.987	no difference
Occupational class	ANOVA	0.792	no difference	ANOVA	0.694	no difference
Area of activity	ANOVA	0.062	no difference	ANOVA	0.255	no difference

The t-test for two independent groups showed that there is no significant difference between the average scores of job burnout in the frequency dimension according to gender, marital status and promotion of employment status, but there is a significant difference regarding the change of employment status. The comparison of the averages shows that the job burnout of teachers who had the change of employment status is less than the teachers who did not change the employment status. Also, there is no significant difference between the average scores of job burnout in the intensity dimension according to gender, marital status, promotion of job status and conversion of employment status.

The results of the one-way variance test also showed that there is a significant difference in the

frequency dimension of teachers' burnout according to their age, work experience and type of employment. Tukey's post hoc test showed that in the age variable, there is a difference between the age groups of 26-30 and 46-50, 36-40 and 46-50, the comparison of the means indicates that the burnout of the 46-50 age group compared to There are more age groups of 26-30 and 36-40. In the work experience variable, the difference between the 1-5 years group is 11-15 years, 16-20 years, and more than 20 years. The comparison of averages indicates that the exhaustion of the groups of 11-15, 16-20, and above 20 years is more than the group of 1-5 years. In the type of employment variable, the difference between the teaching fee group and the contract and official groups is also between the contract group and the contract group. The comparison of the averages shows

that the burnout of the contract and formal groups compared to the fee-based group, the contract group faced more burnout than the contract group.

Also, the results of the one-way variance test showed that there is a significant difference in the severity dimension of teachers' burnout according to their age, work experience and type of employment. Tukey's post hoc test showed that in the age variable there is a difference between the age groups of 26-30 and 46-50, 36-40 and 46-50, the comparison of the means indicates that the burnout of the 46-50 age group compared to the There are more age groups 26-30 and 36-40. In the variable of work experience, the difference is between the group of 1-5 years with the groups of 11-15 and above 20 years, and between the group of 16-20 years with above 20 years. The comparison of the averages indicates that the burnout of the groups of 11-15, and above 20 years is more than the group of 1-5 years, the group above 20 years is more than the group of 16-20. In the variable of type of employment, there is also a difference between the fee-paying group and the formal group. The averages show that the official group faced more burnout from the intensity dimension than the tuition group. There is no statistically significant relationship between the rest of the individual characteristics (level of education, field of study, way of entering education and training, occupational class, field of activity) and the frequency and intensity of job burnout.

Discussion and conclusion

The main goal of this research was to evaluate the level of burnout of elementary school teachers in the cities of Tehran province. Based on this, while examining and analyzing the subject, background and researches, the implementation plan of the research was designed and implemented. The findings of the research showed that primary teachers' job burnout is at a low/low level in terms of frequency and intensity. The results of the researches in Iran that investigate the burnout of teachers (Sabri et al., 2013; Moghadim et al., 2014; Mohammadi, 2015; Ahgar, 2015; Badri Gregory, 2014; Behnia, 2014; Babli, 2015; Demouri, 1386; Hosseinzadeh Bafarani and Rafiei, 1396) also show that

burnout is common among this occupational group. Teaching is one of the most stressful jobs and teachers are always faced with various stresses in their profession. Research also shows that job burnout is affected by occupational stress in their work environment (Skalvik and Skalvik, 2016; Glashkov et al., 2016). Today, every person in any place and situation experiences some degree of burnout in the work environment, and this reality is a tangible and undeniable fact in today's organizations. The widespread prevalence of job burnout and the effect of this factor on the occurrence of psychosomatic diseases such as blood pressure and digestive problems have caused that attention to job burnout is one of the most important factors that needs to be investigated in the organization (Ton Bromelhos, 2011).

The findings and results of the research showed that the emotional exhaustion of elementary school teachers in the cities of Tehran province is at a low/low level in terms of frequency and intensity. This part of the findings with the findings of Saberi et al. (2013) in a research concluded that emotional exhaustion (severe 10.1%, moderate 18%, mild 71.9%) was a degree of burnout. , is aligned. Also, Iham Jamaludin and Won Yoo (2019) showed in a research that teachers are emotionally tired and experience their level of personal success with high levels of burnout. Both genders showed a high level of emotional burnout regardless of educational qualification. Bahrami and Mokhtari (2007) in a study came to the conclusion that most of the professors suffered burnout in the dimension of emotional exhaustion and then this burnout existed in the dimension of depersonalization and finally individual performance.

Emotional exhaustion has been described as reducing energy and as a result of being exposed to excessive psychological and emotional demands at work. However, emotional exhaustion cannot be the only characteristic of job burnout (Baysal, 1995; Serguyal, 2006; Azkan, 2012; Agha et al., 2014). This after job burnout implies how and how to respond to stress. People suffer from fatigue when they feel exhausted, frustrated, listless and unable to show up at work (Bayati and Sami, 2013). A person who has

suffered emotional breakdown feels helpless and work is boring for him. Emotional exhaustion is a decrease in emotional and emotional resources that a person has nothing left to offer (Gupta and Rani, 2014). A person's work commitment and emotional response to work, as well as high mental health, increase productivity and work ability. Another problem of people suffering from work fatigue is emotional exhaustion. Depression, feeling helpless, and feeling trapped in their work are part of the emotional problems of these people (Smith and McSherry, 2014).

The findings of the research showed that the personality damage of primary teachers is at a very low/low level in terms of frequency and intensity. This part of the findings is in line with the findings of Saberi et al. (2013) who concluded in a research that in the dimension of depersonalization (severe 4.6 percent, moderate 10.9 percent, mild 84.5 percent) It was a sign of exhaustion. Bahrami and Mokhtari (2007) in a study came to the conclusion that professors were mostly burned out in the dimension of emotional exhaustion, and then this burnout existed in the dimension of depersonalization and finally individual performance. The component of personality distortion refers to negative and fault-finding reactions to other people in the work environment that a person tends to evaluate himself negatively, feels uncomfortable with himself and is not satisfied with his performance. Sass and colleagues, 2011). People who suffer from job fatigue are often suffering from attitudinal exhaustion or, in fact, depersonalization; These people are suspicious of others. This tendency is created in them to treat others more like an object than as a human being and at the same time they develop a negative attitude towards them. People who suffer from job burnout find the tendency to invalidate themselves, the job they are in charge of, their workplace organization and in general, to invalidate live their lives (Sayari et al., 2011).

The findings of the research showed that the decrease in the sense of success of primary teachers is at a high/high level in terms of frequency and intensity. In this regard, the findings of Saberi et al.'s studies (2013) showed that there was a degree of burnout in the dimension of individual performance reduction (severe

2.2%, moderate 11.1%, mild 86.7%). In a research, Samatkova (2017) concluded that there is a negative and significant correlation between job burnout and self-efficacy, and the amount of job burnout is lower among teachers with high self-efficacy and higher among teachers with low self-efficacy. Arefi et al. (2009) in their research reached the conclusion that although the level of job burnout of faculty members is low in terms of emotional analysis and depersonalization, about half of them feel a personal lack of success in their jobs. Bahrami and Mokhtari (2007) in a study came to the conclusion that most of the professors suffered burnout in the dimension of emotional exhaustion and then this burnout existed in the dimension of depersonalization and finally individual performance.

This dimension of the burnout phenomenon refers to employees who consider themselves failed and unable to complete their job requirements (Lambert et al., 2008: 1573-1574). This is the tendency of the employee to evaluate his work negatively, an evaluation that is often associated with a feeling of incompetence (Gupta Rani, 2014). Individual inefficiency (lack of success), the relationship between individual inefficiency and the other two dimensions of burnout is somewhat more complicated. In some researches, it seems that the dimension of personal ineffectiveness is the result of the other two dimensions of burnout. But in other cases, the hypothesis has not been confirmed and they emphasize that these components, instead of being connected in a chain, grow in parallel and together with each other. In other words, personal failure refers to the feeling of incompetence and lack of progress in working with people who have negative perceptions of their professional efforts and feel that they have not progressed in their work and in Work, effort and profession do not bring positive results (Qarakhani and Zafaranchi, 2018). In other words, lack of personal achievement refers to the loss or reduction of feelings of competitiveness and success at work. This variable is measured by measuring the constructs of correct understanding of how customers feel, effective attention to solving customers' problems, positive feeling and attitude towards life with respect to the desired job, creating a favorable atmosphere for customers and

gaining valuable experiences with respect It is significant to the desired job and very calmly facing emotional problems (Lee and Chihyung, 2012). If job burnout is not recognized and a solution to reduce or prevent it is not designed and implemented, it can lead to the loss of a person's efficiency, physical and mental health. For organizations, the presence of such people leads to a serious cost in periods of absenteeism, displacement, loss of productivity or health care expenses (Gil et al., 2006), reduced efficiency, loss of human resources and complications. It will be the physicality of human forces.

To investigate the role of moderating variables (gender, marital status, organizational position) on the level of job burnout from the t-test for two independent groups, and to investigate the role of variables (age, education level, work experience, type of employment, specialized field, field of activity) One-way analysis of variance test was used.

The findings showed that there is no significant difference between the average scores of job burnout in terms of frequency according to gender, marital status, promotion of employment status, but there is a significant difference according to the change of employment status. The comparison of the averages shows that the job burnout of teachers who had the change of employment status is less than the teachers who did not change the employment status. Also, there is no significant difference between the average scores of job burnout in the intensity dimension according to gender, marital status, promotion of job status and conversion of employment status.

The results of the one-way variance test also showed that there is a significant difference in the frequency dimension of teachers' burnout according to their age, work experience and type of employment. Tukey's post hoc test showed that in the age variable there is a difference between the age groups of 26-30 and 46-50, 36-40 and 46-50, the comparison of the means indicates that the burnout of the 46-50 age group compared to the There are more age groups 26-30 and 36-40. In the work experience variable, the difference between the 1-5 years group is 11-15 years, 16-20 years, and more than 20 years. The comparison of averages

indicates that the exhaustion of the groups of 11-15, 16-20, and above 20 years is more than the group of 1-5 years. In the type of employment variable, the difference between the fee-paying group and the contractual and official groups is also between the contract group and the contract group. The comparison of the averages shows that the burnout of the contract and formal groups compared to the fee-based group, the contract group faced more burnout than the contract group.

Also, the results of the one-way variance test showed that there is a significant difference in the intensity dimension of teachers' burnout according to their age, work experience and type of employment. Tukey's post hoc test showed that in the age variable there is a difference between the age groups of 26-30 and 46-50, 36-40 and 46-50, the comparison of the means indicates that the burnout of the 46-50 age group compared to the There are more age groups 26-30 and 36-40. In the work experience variable, the difference is between the 1-5 years group with the 11-15 groups, and more than 20 years, and between the 16-20 years group and more than 20 years. The comparison of the averages indicates that the burnout of the groups of 11-15, and above 20 years is more than the group of 1-5 years, the group above 20 years is more than the group of 16-20. In the variable of type of employment, there is also a difference between the fee-paying group and the formal group. The averages show that the official group faced more burnout than the tuition group.

There is no statistically significant relationship between the rest of individual characteristics (level of education, field of study, way of entering education and training, occupational class, field of activity) and the frequency and intensity of job burnout.

Unlike various studies that consider job factors such as economic factors and job supports to be involved in the occurrence of job burnout, other studies also consider individual factors such as demographic variables (gender, age, level of education, marital status, and work experience) and personality type of employees. have been considered to be effective in the occurrence of this phenomenon (Abdi Masouleh et al., 2016; Khajaedin et al., 2015; Talaei et al., 2017; Tsang, 2007; Garosa et al., 2008). Akso and Tameloglu (2015)

in research titled "Effects of burnout on the satisfaction of employees of 3-, 4- and 5-star hotels in the center of Chanaqela" showed a positive and significant relationship between age, education level, job status, working hours and burnout. is However, there was no relationship between gender, marital status, work unit, type of work and job change with burnout. Vasus and Nakkours (2012) in a research titled "Investigating the role of individual, interpersonal, organizational and demographic variables in predicting job burnout" found that gender (demographic) is effective in predicting job burnout. Hossein-zadeh Bafrani and Rafiei (2016) in a research titled "Reviewing the level of burnout of middle school teachers in Nayin" showed that there is a significant difference between male and female teachers in terms of the level of burnout. The level of job burnout of male teachers is higher than that of female teachers in the three dimensions of emotional exhaustion, depersonalization and individual performance. Garosa and colleagues (2008) in a research titled "Relationship between demographic factors, job stressors, job burnout and strong personality" showed that job pressures and strong personality have a significant correlation with job burnout. In addition, demographic variables, occupational stressors and personality predict 0.52 of changes in emotional exhaustion, 0.44 of changes in personality distortion and 0.53 of changes in lack of personal achievement.

According to the results of the research, it is necessary to think about the necessary preparations for the training of teachers in order to familiarize them with job burnout and the methods of dealing with it. In addition, it is suggested:

- In a systematic and active manner, the internal stimuli affecting burnout, including rumors about the reduction of benefits and bonuses, the adjustment of teachers with the status of teaching fees, etc., should be controlled.
- Accurate planning of free time and advanced methods of dealing with job stressors, such as training in creative

visualization, progressive muscle relaxation, etc., have received the attention of the relevant authorities, and through this, the skills of dealing with job pressures Teachers should be trained.

- He made active efforts to deal with disturbing stimuli within the organization, such as rumors related to the reduction of benefits and rewards, in order to eradicate the psychological war between teachers.
- Consultancy services should be provided in the education department of the city in dealing with job burnout and teacher retention.
- A suitable welfare system for teachers should be provided and improved.
- Attention should be paid to the merit and competence of teachers and the working conditions of teachers should be designed in such a way that people have the opportunity to show their talents and abilities.
- Correct and scientific criteria should be used to evaluate teachers in order to minimize discrimination in the workplace.
- Encouraging methods such as material and spiritual incentives, promotion of status in the profession, etc. should be used for active people in schools to be a model for others.
- The communication networks of schools or the education department should be designed in such a way that people can effectively communicate with each other and can express their opinions, criticisms and suggestions about people or schools or the education department far from fear and worry and present in a logical way.
- School management or education department should provide facilities to increase the skills of people related to their work subject. Because if people cannot control their job situation, they suffer a lot of psychological pressure.

Resources

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