

PSYCHOLOGICAL DISTRESS, JOB SATISFACTION, AND BURNOUT AMONG
MIZAN-TEPPI UNIVERSITY ACADEMIC STAFFS.



JIMMAUNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

DEPARTMENT OF PSYCHOLOGY

By: Mulugeta Girma

Main Advisor: Getachew Abeshu (Ph D.)

Co-Advisor: Addisalem Taye (Assistant Professor)

A THESIS SUBMITTED TO JIMMAUNIVERSITY DEPARTEMENT OF PSYCHOLOGY
FOR THE PARTIAL FULFIMENT OF MASTERS DEGREE IN COUNSELING
PSYCHOLOGY

JUNE, 2019

JIMMA, ETHIOPIA

JIMMA UNIVERSITY
COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
MA IN COUNSELING PSYCHOLOGY

Psychological Distress, Job Satisfaction and Burnout among Mizan-Teppi
University Academic Staffs.

By: Mulugeta Girma

Researcher's Name:	Signature	Date
<u>Mulugeta Girma</u>	_____	_____

Approved by Advisors

Main Advisor Getachew Abeshu (Ph.D.) Signature: _____ Date: _____

Co-Advisor: Addisalem Taye (Assistant Professor) Signature: _____ Date: _____

Graduate Program Coordinator

Acknowledgement

First of all, I would like to express my deepest gratitude and appreciation to my main advisor Getachew Abeshu (Ph.D.) and my co-advisor Mr. Addisalem Taye for their supportive comments, ideas, and their unreserved willingness to help me during the course of this study.

Samples who participated in this study deserve appreciation for their volunteer participation, for their patience to complete the questionnaires, and for their contribution in this study generally. Thus, I would like to say thank you.

I would also like to express my gratitude to my brothers and friends namely Mr. Simegnih Tekle, Mr. Mulugeta Deribe, Mr. Dessalegn Kassaw, Mr. Muluken Tigistu, Mr. Biniyam Wondimu and Mr. Dereje Korkoba for their ideas, comments and interest to help me as well to their practical support through the study.

Lastly, my family and those who were with me in this time really deserve my recognition.

Abstract

The main objective of the study was assessing psychological distress, job satisfaction, and burnout among Mizan-Teppi University academic staffs. To achieve the objective of the study, cross sectional survey research design was employed. The study population were total of four hundred twenty nine (429), Mizan campus academic staffs. Among this, one hundred eighty (180) samples were participated in the study. Samples were selected using proportionate stratified random sampling. To collect data from the participants, Kessler psychological distress scale, Minnesota Job Satisfaction questionnaire, and Maslach Burnout inventory were used. Quantitatively collected data was analysed by descriptive and inferential statistics such as mean, standard deviation, percentage, independent samples t-test, one way Anova and multiple linear regression. Data collected through an interview was analysed thematically. The result of the study depicts that majority of the participants (35%) had moderate psychological distress Majority of the participants (46%) were moderately satisfied by their job. Forty eight (48%) of the participants had high emotional exhaustion, 45.6% of participants had depersonalisation, and 52% of participants had low personal accomplishment. The finding of this study showed that there is no statistically significant difference on all dimensions of burnout (emotional exhaustion, depersonalisation, and personal accomplishment) based on demographic variables. Teaching experience, psychological distress and job satisfaction were significant predictors of emotional exhaustion whereas depersonalisation was predicted by teaching experience and job satisfaction. Positive interaction, withdrawal, relaxation, and religious practices were used by participants to handle burnout. The university should take action to minimize psychological distress and burnout, should give training focused at problem solving and stress management.

Key words: *psychological distress, job satisfaction and burnout.*

List of Acronyms/Abbreviations

ANOVA.....	Analysis of variance
MBI	Maslach Burnout Inventory
MSQ	Minnesota Satisfaction Questionnaire
MTU	Mizan-Teppi University

Table of content

Acknowledgement	iii
Abstract.....	iv
List of Acronyms/Abbreviations	v
List of tables	viii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the problem.....	4
1.3. Objectives of the study.....	6
1.3.1. General objective	6
1.3.2. Specific objectives	6
1.4. Significance of the study	7
1.5. Delimitation of the study	7
1.6. Operational definition of terms	7
1.7. Limitations of the study.....	8
CHAPTER TWO.....	9
LITERATURE REVIEW.....	9
2.1. Definition of psychological distress.....	9
2.2. Job satisfaction	10
2.2.1 Definition of job satisfaction	10
2.3. Definition and meaning of burnout.....	11
2.3.1. Definition of burnout	11
2.3.2. Burnout components	12
2.3.3. Risk factors of burnout.....	13
2.3.4. Burnout outcomes.....	14
2.4. Strategies to cope from burnout	15
CHAPTER THREE.....	17
RESEARCH METHOD.....	17
3.1. Design	17
3.2. Study site	17
3.3. Study population.....	17
3.4. Sample and sampling techniques.....	18
3.5. Instrument of data collection.....	19

3.6. Pilot study	22
3.7. Procedures of data collection	22
3.8. Data analyses.....	23
3.9. Ethical consideration	23
CHAPTER FOUR.....	24
RESULTS.....	24
4.1. Demographic information of the participants	24
4.2. Prevalence of psychological distress among MTU academic staffs.....	25
4.3. Status of job satisfaction among MTU academic staffs.....	26
4.4. Prevalence of burnout among MTU academic staffs	27
4.5. Differences on burnout based on demographic variables	28
4.6. Multiple linear regression analysis of burnout dimensions	33
4.6.1. Multiple linear regression analysis of emotional exhaustion	33
4.6.2. Multiple linear regression analysis of depersonalisation	35
4.6.3. Multiple linear regression analysis of personal accomplishment	36
4.7. Burnout handling mechanisms among academic staffs	38
CHAPTER FIVE.....	40
DISCUSSION.....	40
CHAPTER SIX.....	43
SUMMARY, CONCLUSION AND RECOMMENDATION	43
6.1. Summary.....	43
6.2. Conclusion.....	44
6.3. Recommendation.....	45
REFERENCES.....	46
APPENDIX	54

List of tables

Table 1 distribution of study population by college	20
Table 2: number of proportionally selected samples from each college	21
Table 3 demographic information participants	27
Table 4 mean and standard deviation of psychological distress	27
Table 5 prevalence of psychological distress	28
Table 6 mean and standard deviation of job satisfaction.....	28
Table 7 status of job satisfaction.....	28
Table 8 mean and standard deviation of burnout dimensions	29
Table 9 prevalence of burnout among mtu academic staffs	30
Table 10 descriptive analysis of scores of burnout dimension by gender	31
Table 11 <i>t</i> -test result of burnout dimensions by gender	31
Table 12 comparison of burnout level based on marital status	33
Table 13 comparison of burnout level based on teaching experience	34
Table 14 anova significance of predictors of emotional exhaustion.....	35
Table 15 model summary of emotional exhaustion	36
Table 16 multiple linear regression analysis of predictors of emotional exhaustion.....	36
Table 17 significance of the model predictors of depersonalisation.....	37
Table 18 model summary of depersonalisation	37
Table 19 multiple linear regression analysis of predictors of depersonalisation	38
Table 20 significance of the predictors of personal accomplishment	38
Table 21 model summary of predictors of personal accomplishment	39
Table 22 multiple linear regression analysis of predictors of personal accomplishment	39

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Mirowsky and Ross (2003) described psychological distress as the pattern of deviation from some objectively healthy state of being. It implies maladaptive patterns of coping. It is mild psychopathology with symptoms that are common in the community. It is negative feelings of restlessness, depression, anger, anxiety, loneliness, isolation and problematic interpersonal relationships. According to Doran (2011); Drapeau, Marchand, and Prévost (2012) psychological distress is largely defined as suffering characterized by symptoms of depression (e.g., lost interest; sadness; hopelessness) and anxiety (e.g., restlessness; feeling tense) Cambridge dictionary defined distress as great mental or physical suffering, such as extreme anxiety, sadness, or pain, or the state of being in danger or urgent need. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/distress>.

The symptoms of depression and anxiety are collectively termed psychological distress. Psychological distress encompasses a much wider range of experiences than mental illness, ranging from mild symptoms to severe psychiatric disease. Psychological distress is usually described as a non-specific mental health problem (Goldberg and Blackwell, 1970) as cited in McLachlan and Gale (2018).

Studies conducted among sample teachers by (Schonfeld, 2001; Ofili, Usiholoand Oronsaye, 2009; Asa and Lasebikan, 2016; Desouky and Allam, 2017) found high prevalence of both anxiety and depression among teachers.

In addition to the aforementioned studies, there are also other studies which found the existence of positive correlation between psychological distress and burnout. For instance, a

study conducted by Mousavi, Ramezani, Salehi, Khanzadeh and Sheikholeslami (2017), showed that there is a significant positive correlation between psychological distress symptoms (depression, anxiety and stress) and all dimensions of burnout. In other words, the more severe the psychological distress symptoms (depression, anxiety and perceived stress), the higher is the burnout level (Mosavi et al., 2017).

In addition to psychological distress, job satisfaction is an issue frequently raised in teaching profession. Different scholars defined job satisfaction and researchers showed correlation between job satisfaction and burnout. Kumar (2013) defined job satisfaction as the extent to which one feels good about the job. It is in regard to one's feelings or state of mind regarding the nature of their work. In other words, job satisfaction implies doing a job one enjoys, doing it well, enthusiasm and happiness with one's work. According to Kishor and Suryawanshi (2015), individuals show pleasurable positive attitudes when they are satisfied with their job. Job satisfaction as a pleasurable positive state resulting from one's job and job experience.

Ogresta, Rusac and Zorec (2008) examined the correlation between job satisfaction and burnout dimensions. The study revealed that all three burnout syndrome dimensions were significantly correlated with the work climate satisfaction and concluded that dimensions of job satisfaction proved to be relevant predictors of burnout syndrome. Similarly, Kouli et al., (2016); Okçu and Çetin, (2017); Khare and Kamalian, (2017) found a negative correlation between job satisfaction and burnout. Consequently, when job satisfaction levels of the teachers increase and correspondingly their burnout levels may decrease.

Burnout is a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job (Maslach and Leiter, 2016). The term was first introduced in academic scenario by Freudenberger (1974), who defined it as "to fail, to wear out, or

become exhausted by making excess demands on energy, strength or resources” (Gupta and Rani, 2014). Burnout, as a form of work-related strain, is the result of a significant accumulation of work-related stress (Gupta and Rani, 2014).

Burnout is a psychological syndrome in response to chronic interpersonal stressors on the job (Maslach, Leiter, and Schaufeli, 2008). According to Maslach et al., (2008), there are three key dimensions of burnout. These dimensions are an overwhelming exhaustion; feelings of cynicism and detachment from the job; and a sense of ineffectiveness and lack of accomplishment. The exhaustion component represents the basic individual stress dimension of burnout. It refers to feelings of being overextended and depleted of one’s emotional and physical resources. The cynicism (or depersonalization) component represents the interpersonal distancing dimension of burnout. Depersonalization refers to a negative, callous, or excessively detached response to various aspects of the job; cynicism refers to losing an emotional or cognitive involvement with work. The component of reduced efficacy or accomplishment represents the self-evaluation dimension of burnout. It refers to feelings of incompetence and a lack of achievement and productivity in work (Maslach et al., (2008).

Maslach and Leiter (2007) identified six major domains of organizational and different personal or socio demographic risk factors for burnout. Organizational risk factors of burnout include: (1) workload, (2) control, (3) award, (4) social network, (5) job fairness, and (6) values. In addition to organizational risk factors, a few personality variables according to Maslach and Leiter (2007) have shown some consistent correlational patterns. These personal characteristics includes: age, gender, marital status, work experience, personality pattern, locus of control, and type A behaviour. According to Puhan, Dash, Malla and Baral (2015), burnout among teachers can be affected by age, sex, marital status, designation, job tenure, academic qualification, professional qualification, training course, teaching experience as well as place of posting etc.

Burnout has many negative effects on organization as well as on individual. Cynicism, job dissatisfaction, low organizational commitment, and quitting the job can be mentioned among the most important effects on organization (Ghorpade et al, 2007), cited in Beheshtifar and Omidvar (2013). Additionally, according to Khan, Rasli, Yusoff and Ahmad (2015); Puhan et al., (2015) burnout affects the performance, productivity of the academicians, job turnover, absenteeism and stress.

1.2. Statement of the problem

Burnout is the most frequent and imminent health problem with prevalence of 20%-60% among different professionals (Rudman, 2012) as cited in Asrat, Tesfay, Soboka, and Girma (2016). The presence of specific factors of burnout in some professions is highly associated with burnout, like medicine, nursing, or teaching (Jiménez, Barbaranelli, Herrer, and Hernández, 2012).

According to Goswami (2013), teaching profession is one which is under the largest occupational pressure and prone to job burnout. Teacher burnout is an on-going problem in school systems throughout the world.

Teaching can be considered a high-stress occupation. An education system has all the elements associated with stress such as- a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community etc. (Goswami, 2013). In addition, increased student misconduct, student apathy, overcrowded classrooms, inadequate salaries, demanding or unsupportive parents, budgetary constraints, expanding administrative loads, lack of infrastructural support, and an increasingly negative public opinion have contributed to an embittered teacher force throughout the world (Goswami, 2013).

According to Okwaraji and Aguwa (2015) teachers in all levels of education are very crucial in the educational development of any society and their satisfaction basically affects the quality of services they render to the educational sector. However, the teaching profession is associated with a lot of stress arising from work overload and poor remuneration. This can lead to high prevalence of burnout, psychological distress and low level of job satisfaction among teachers.

The emphasis of burnout is now increasing worldwide (Schaufeli and Greenglass, 2001). Work place behaviours such as burnout and stress at work are well researched in developed countries but they are not clearly researched in developing countries particularly in Africa (Carr C, Pudenko M, 2006; Haque A, Aslam MS, 2011; Bakker AB, Demerouti E, Schaufeli, 2002) cited in Lerago, Asefa, and Yitbarek (2018).

According to Tadesse (2017), it seems that enough attention has not been given to university teachers in Ethiopia, especially in relation to their wellbeing/ subjective wellbeing. One indicator for this could be the absence of studies regarding the subjective wellbeing of university teachers in the country.

Although studies showed the presence of burnout among teachers, there is no study conducted regarding burnout among academic staffs at Mizan-Teppi University. According to literatures, burnout has different negative outcomes on the individual as well to the organizations. Among them staff turnover is the one. Mizan-Teppi University is suffering from very high rate of academic staff turnover and absence of staff retention mechanisms (MTU, 2016) cited in Tadesse (2017). This might be due to high work related stress at the university. Therefore, this study attempted studying psychological distress, job satisfaction, and burnout among MTU academic staffs. Consequently, the study was tried to answer the following research questions.

- A. What is the prevalence of psychological distress among Mizan-Teppi University academic staffs?
- B. What is the status of job satisfaction among MTU academic staffs?
- C. What is the prevalence of burnout among MTU academic staffs?
- D. Is there difference on burnout dimensions based on socio demographic variables (gender, marital status and work experience) among MTU academic staffs?
- E. Which independent variable (gender, marital status and work experience), psychological distress and job satisfaction can predict burnout?
- F. What are the basic mechanisms used by teachers to handle burnout?

1.3. Objectives of the study

1.3.1. General objective

The general objective of the study was assessing psychological distress, job satisfaction and burnout among Mizan-Teppi University academic staffs.

1.3.2. Specific objectives

The specific objectives of the study were to:

- A. Identify the prevalence of psychological distress among MTU academic staffs.
- B. Explore the status of job satisfaction among MTU academic staffs.
- C. Identify the prevalence of burnout among MTU academic staffs.
- D. Explore significant difference on burnout based on socio demographic (gender, marital status and work experience) among MTU academic staffs.
- E. Examine which independent variable (gender, marital status and work experience, psychological distress and job satisfaction) significantly predict burnout among MTU academic staffs.
- F. Identify mechanisms used by academic staffs to handle burnout.

1.4. Significance of the study

Any organisation's performance is enhanced by different factors. Among them the psychological wellbeing and job satisfaction have high value. So studies like this which explores psychological distress, job satisfaction and burnout among teachers will help in order to create better understanding of the situation. The study will have importance to individuals, the organization, etc. For individuals especially teachers, after dissemination of the research and presentation on research conferences, the research will help them to know their status of psychological distress, job satisfaction and burnout. To the organization, the study will have importance to understand and take remedial actions to mitigate level of psychological distress and burnout and improve job satisfaction. Additionally, the study will be a source of information (input) for other researchers who are interested in the area.

1.5. Delimitation of the study

The study was delimited to assess psychological distress, job satisfaction and burnout among Mizan-Teppi University, Mizan campus academic staffs.

1.6. Operational definition of terms

Psychological distress: in this study psychological distress means depression and anxiety related problems or symptoms and scores on Kessler psychological distress scale ranging from 24-50.

Job satisfaction: is an attitude especially affective aspect of teachers toward their work that can be influenced via a number of factors.

Burnout: is variety of symptoms individuals are showing in three dimensions namely emotional exhaustion, depersonalisation, and personal accomplishment due to prolonged stress in the work.

1.7. Limitations of the study

The study assessed the status of psychological distress and job satisfaction. However, this study did not identify the possible factors associated with psychological distress and job satisfaction. Extra variables other than organizational and personal variables might highly influence the status of distress.

1.8. Variables of the study

In the context of the present study, the independent variables of the study included demographic variables (gender, marital status and teaching experience), psychological distress and job satisfaction whereas the dependent variable of the study was burnout.

CHAPTER TWO

LITERATURE REVIEW

2.1. Definition of psychological distress

Decker (1997) and Burnette and Mui (1997), conceptualized psychological distress as lack of enthusiasm, problems with sleep (trouble falling asleep or staying asleep), feeling downhearted or blue, feeling hopeless about the future, feeling emotional (for example crying easily or feeling like crying) and feeling bored or a passing interest in things and thoughts of suicide (Weaver, 1995) cited in Mabitsela (2004).

According to Mirowsky and Ross (2003) psychological distress is the unpleasant subjective state of depression and anxiety (being tense, restless, worried, irritable and afraid), which has both emotional and physiological manifestation. They further added that there is a wide range of psychological distress, ranging from mild to extreme, with extreme levels being considered as mental illness such as schizoaffective disorder.

Psychological distress is the deviation from some objectively healthy state of being. It is mild psychopathology with symptoms that are common in the community. It is negative feelings of restlessness, depression, anger, anxiety, loneliness, isolation and problematic interpersonal relationships (Burnette & Mui, 1997) cited in Mabitsela (2004).

Tenants of the stress-distress model posit that the defining features of psychological distress are the exposure to a stressful event that threatens the physical or mental health, the inability to cope effectively with this stressor and the emotional turmoil that results from this ineffective coping (Horwitz, 2007 & Ridner, 2004) cited in Drapeau, March and, and Prévost (2012). They argue that psychological distress vanishes when the stressor disappears or when an individual comes to cope effectively with this stressor (Ridner, 2004) cited in Drapeau, Marchand, and Prévost (2012).

2.2. Job satisfaction

2.2.1 Definition of job satisfaction

Job satisfaction, a worker's sense of achievement and success, is generally perceived to be directly linked to productivity as well as to personal wellbeing. Job satisfaction implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work (Kaliski, 2001). The Harvard Professional Group (1998) sees job satisfaction as the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfilment (Kaliski, 2001).

Job satisfaction (the collection of feelings and beliefs that people have about their current jobs) is one of the most important and well-researched work attitudes in organizational behaviour. Job satisfaction has the potential to affect a wide range of behaviours in organizations and contribute to employees' levels of well-being (George and Jones, 2012).

Monotonous jobs can erode a worker's initiative and enthusiasm and can lead to absenteeism and unnecessary turnover. Job satisfaction and occupational success are major factors in personal satisfaction, self-respect, self-esteem, and self-development. To the worker, job satisfaction brings a pleasurable emotional state that often leads to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative, and loyal. For the organization, job satisfaction of its workers means a work force that is motivated and committed to high quality performance. Increased productivity—the quantity and quality of output per hour worked—seems to be a by-product of improved quality of working life. It is important to note that the literature on the relationship between job satisfaction and productivity is neither conclusive nor consistent (Kaliski, 2001).

High job satisfaction reduces absenteeism by employees, increases voluntary behaviours, and ensures greater happiness in other aspects of life. On the other hand, low job satisfaction can lead to alienation and negative attitudes toward the job (Altinkurt & Yilmaz, 2014) cited in Yorulmaz, Colak, and Altinkurt (2017). Such negative emotions might remain over time and cause employees to feel themselves under pressure and to experience burnout (Yorulmaz, Colak, and Altinkurt, 2017).

2.2.2. Job satisfaction in relation to burnout

Literatures have showed the relationship between job satisfaction and burnout. The results of different studies showed an inverse relationship or correlation between job satisfaction and burnout indicating an increase in job satisfaction results in reduced burnout or vice versa. For instance a study conducted among teachers of Chinese Independent Secondary School in Penang by Wei and Abdullah (2016) showed a negative significant correlation relationship between burnout and job satisfaction indicating that lower the level of burnout, it would increase a higher job satisfaction among teachers and vice versa. Similarly a study conducted among total of 1946 primary and secondary school teachers in Turkey by Okçu and Çetin, (2017) concluded that in line with the increase in the exposure to work-related mobbing and mobbing directed at social relationships among the teachers, job satisfaction levels of the teachers decrease and, accordingly, their burnout levels increase. In other words according to Okçu and Çetin, (2017), when the job satisfaction levels of the teachers increase and correspondingly their burnout levels may decrease.

2.3. Definition and meaning of burnout

2.3.1. Definition of burnout

In scientific literature one can encounter multiple definitions for burnout emphasizing its different dimensions (Bitsadze and Japaridze, 2011). Burnout is defined as a state of

physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding (Schaufeli and Greenglass, 2001). It is identified as a syndrome of physical and emotional exhaustion containing the development of negative job attitudes, and loss of empathic concern for clients (Maslach & Pines, 1984) cited in Bitsadze and Japaridze, (2011). Burnout is defined as “a persistent, negative, work-related state of mind in ‘normal’ individuals that is primarily characterized by exhaustion, which is accompanied by distress, a sense of reduced effectiveness, decreased motivation, and the development of dysfunctional attitudes and behaviours at work” (Schaufeli & Enzmann, 1998) cited in Bitsadze and Japaridze (2011).

2.3.2. Burnout components

Burnout which is inevitable in work areas having too much work related stressors has dimensions. According to Maslach and Leiter (2007) there are three core dimensions to describing burnout. The dimensions are named emotional exhaustion, depersonalization and reduced personal accomplishment.

According to Maslach, Leiter, and Schaufeli (2008) the dimension on which there was (and continues to be) the most agreement is exhaustion. It has been also described as wearing out, loss of energy, depletion, debilitation, and fatigue. Although sometimes this exhaustion is a physical one, often a psychological or emotional exhaustion is described as central to burnout, i.e., a loss of feeling and concern. According to Maslach, Leiter, and Schaufeli (2008) a second dimension of these definitions was a negative shift in responses to others: depersonalization, negative or inappropriate attitudes toward clients, irritability, loss of idealism, and withdrawal. Most discussions of this dimension emphasized its movement (in a negative direction) over time—a movement that was also called a shift, change, development, or accumulation. A third dimension found in these definitions was a negative response toward oneself and one’s personal accomplishments, also described as depression, low self-esteem,

low morale, reduced productivity or capability, and an inability to cope (Maslach, Leiter, and Schaufeli, 2008)

2.3.3. Risk factors of burnout

Maslach and Leiter (2007) identified six major domains of organizational and different personal or socio demographic risk factors for burnout. Organizational risk factors of burnout include: (1) workload, (2) control, (3) award, (4) social network, (5) job fairness, and (6) values. In addition to organizational risk factors, a few personality variables have shown some consistent correlational patterns.

Both workload and control are reflected in the demand–control model of job stress, and reward refers to the power of reinforcements to shape behaviour. Community captures all of the work on social support and interpersonal conflict, while fairness emerges from the literature on equity and social justice. Finally, the area of values picks up the cognitive-emotional power of job goals and expectations (Maslach and Leiter, 2007).

Although job variables and the organizational context are the prime predictors of burnout and engagement, a few personality variables have shown some consistent correlational patterns. In general, burnout scores are higher for people who have a less hardy personality, who have a more external locus of control, and who score as neurotic on the Five-Factor Model of personality. There is also some evidence that people who exhibit type A behaviour (which tends to predict coronary heart disease) are more prone to the exhaustion dimension of burnout (Maslach and Leiter, 2007).

Extensive research has identified a variety of factors determining burnout which have traditionally been divided into 2 separate groups: situational and individual antecedents Schaufeli et al. (1998) cited in Mojsa-Kaja, Golonka, and Marek (2015). The former refers to: job characteristics (e.g., quantitative job demands: overload, time pressure, qualitative job

demands: role conflict and ambiguity, absence of job resources: lack of social support from supervisors and co-workers, control and autonomy); occupational characteristics (e.g., the requirement to display or suppress emotions at work) and organizational characteristics (e.g., conflict between organizational and employee's values). Individual antecedents include demographic variables (age, sex, marital status, level of education); work related attitudes (e.g., high and unrealistic expectations) and personality characteristics (Mojsa-Kaja, Golonka, and Marek, 2015).

2.3.4. Burnout outcomes

Unlike acute stress reactions, which develop in response to specific critical incidents, burnout is a cumulative stress reaction to on-going occupational stressors. With burnout, the emphasis has been more on the process of psychological erosion and the psychological and social outcomes of this chronic exposure, rather than just the physical ones. Because burnout is a prolonged response to chronic interpersonal stressors on the job, it tends to be fairly stable over time (Maslach and Leiter, 2007).

In terms of mental, as opposed to physical, health, the link with burnout is more complex. It has been assumed that burnout may result in subsequent mental disabilities, and there is some evidence to link burnout with greater anxiety, irritability, and depression. However, an alternative argument is that burnout is itself a form of mental illness, rather than a cause of it. Much of this discussion has focused on depression, and whether or not burnout is a different phenomenon. Research has demonstrated that the two constructs are indeed distinct: burnout is job-related and situation-specific, as opposed to depression, which is general and context-free (Maslach and Leiter, 2007).

Job Behaviours: Burnout has been associated with various forms of job withdrawal – absenteeism, intention to leave the job, and actual turnover. However, for people who stay on

the job, burnout leads to lower productivity and effectiveness at work. To the extent that burnout diminishes opportunities for satisfying experiences at work, it is associated with decreased job satisfaction and a reduced commitment to the job or the organization (Maslach and Leiter, 2007).

People who are experiencing burnout can have a negative impact on their colleagues, both by causing greater personal conflict and by disrupting job tasks. Thus, burnout can be contagious and perpetuate itself through informal interactions on the job. There is also some evidence that burnout has a negative spill over effect on people's home life (Maslach and Leiter, 2007).

2.4. Strategies to cope from burnout

Maslach and Jackson (1982) cited in Bağçeci and Hamamci (2012) emphasize that the high rate of burnout in a variety of professions has been associated with withdrawal coping strategies, such as getting away from people, while low burnout has been associated with social coping strategies such as talking with others. In addition, Carmona et. al. (2006) as cited in Bağçeci and Hamamci (2012) noted that direct and palliative coping styles may play an important role in burnout. A direct coping style is described as problem-solving behaviour through rational and task-oriented strategies, whereas a palliative coping style is described as dealing with emotional distress through strategies such as ignoring the situation. A direct coping style has been found to have lower levels of burnout; those who report using a palliative coping style have higher levels of burnout. Moreover, the use of a direct coping style has been associated with downward identification and with increased burnout over time.

Harrington, Matsuyama, Shanafelt & Lyckholm (2009) cited in Demerouti (2015) found that the most common strategy for dealing with stress and preventing burnout was promoting physical wellbeing such as exercise, proper nutrition and rest, and focusing on

one's own health. Another common category involved taking a 'transcendental perspective', which focuses on spirituality and nature and varies from prayer and meditation to structured attendance at religious services. Finally, according to Abel (2002), cited in Demerouti (2015), humour is suggested to serve as a coping mechanism that helps individuals appraise and restructure stressful situations. Particularly, self-enhancing humour (i.e. a tendency to be amused by the incongruities of life and by having a genuine humorous outlook, even in times of stress) and affiliative humour (i.e. to amuse others, facilitate relationships and reduce interpersonal tensions) have been found to buffer individuals against the effects of stress (Abel, 2002); (Healy & McKay, 2008), cited in Demerouti (2015), and to be negatively correlated to burnout (Broeck, Vander, Dikkers, Lange & Witt, 2012), cited in Demerouti (2015).

CHAPTER THREE

RESEARCH METHOD

3.1. Design

In order to assess psychological distress, job satisfaction, and burnout MTU academic staffs, cross-sectional survey research design was employed. It is a survey design in which a group of respondents are studied once (Leary, 2001).

The cross-sectional design is one of the most commonly used survey-research designs. In a cross-sectional design, one or more samples are drawn from the population at one time. The focus in a cross-sectional design is description- describing the characteristics of a population or the differences among two or more populations at a particular time (Shaughnessy, Zechmeister and Zechmeister, 2012).

3.2. Study site

The study was conducted at Mizan-Teppi University. Mizan-Teppi University is one of public higher education institutions of Ethiopia and it began its work in 1999 EC. It is found in SNNPR, Bench-Maji Zone and located in the south west direction of the country. Mizan-Teppi University has two campuses namely Mizan and Teppi campus. The study site study was Mizan campus. In Mizan campus there are five colleges namely college of Agriculture, college of business and economics, college of health science, college of social science and humanities, and college of law.

3.3. Study population

Currently, there are total of four hundred twenty nine (429) teachers in Mizan-Teppi University, Mizan campus. Among total academic staffs of the campus, three hundred fifty four (354) are male and the remaining seventy five (75) are female academic staffs.

Therefore, the study population were total of four hundred twenty nine (429) Mizan campus academic staffs.

Table 1: Distribution of study population by college

No	Colleges	Number of Academic Staffs		
		Male	Female	Total
1.	Social science and humanities	94	24	118
2.	Agriculture	71	16	87
3.	Business and economics	37	12	49
4.	Health science	135	18	153
5.	Law	17	5	22
	Total	354	75	429

Source: Mizan-Teppi University Human Resource Management (2011 EC.)

3.4. Sample and sampling techniques

In order to determine the number of samples from the study population, Krejice and Morgan (1970) table for calculating sample size was used. To select the required number of samples, probability sampling method was used. Specifically, the researcher used proportionate stratified random sampling technique by using colleges as a stratum. According to Kothari (2004), under stratified sampling the population is divided into several sub-populations that are individually more homogeneous than the total population and then we select items from each stratum to constitute a sample. Under proportional allocation, the sizes of the samples from the different strata are kept proportional to the sizes of the strata.

There are five colleges at Mizan campus. After identifying the total number of teachers in each college, the researcher calculated and determined the required number of samples for each college using proportionate stratified random sampling. As indicated in table 2, in social science and humanities college, there are total of 118 academic staffs. From this, using proportional sampling, 56 samples were determined as representative. In agriculture college there are total of 87 academic staffs. From this proportionally 42 samples

were considered representative. From total of 49 business and economics college academic staffs, 24 samples were representative. In health science college there are total of 153 academic staffs. From this 73 samples were considered representative. And lastly from total of 22 academic staffs of college of law, 10 samples were thought representative of them.

Being academic staff of MTU and being on duty (teaching position currently) were used for inclusion criteria and teachers with additional position such as head of the department and dean of college were excluded.

Table 2: Number of proportionally selected samples from each college

No	Colleges	Number of teachers by college	Calculation	Selected samples From colleges
1	Social science and humanities	118	118(205/429)	56
2	Agriculture	87	87(205/429)	42
3	Business and economics	49	49(205/429)	24
4	Health science	153	153(205/429)	73
5	Law	22	22(205/429)	10
		Total = 429		Total= 205

3.5. Instrument of data collection

To collect pertinent data, the researcher used self-developed instrument and standardized scales. The researcher prepared a questionnaire in order to obtain the socio demographic information of the participants and burnout coping mechanisms used by academic staffs. Standardised scales such as Kessler Psychological Distress Scale (K10), Minnesota job satisfaction questionnaire and Maslach burnout inventory were used to obtain data about psychological distress, job satisfaction and burnout respectively.

3.5.1. Kessler Psychological Distress Scale (K10)

To assess the level of psychological distress among teachers, Kessler Psychological Distress Scale (K10) was used. It is standardized likert scale developed by Professor Ronald C. Kessler in 1992. According to Kessler et al. (2003), the Kessler Psychological Distress Scale (K10) is a simple measure of psychological distress. The K10 scale involves 10 questions about emotional states each with a five-level response scale. Each item is scored from one 'none of the time' to five 'all of the time'. Scores of the 10 items are then summed, yielding a minimum score of 10 and a maximum score of 50. Low scores indicate low levels of psychological distress and high scores indicate high levels of psychological distress. K10 Score: Likelihood of having a mental disorder (psychological distress).

- Scores 10 - 19 Likely to be well
- Scores 20 - 24 Likely to have a mild disorder
- Scores 25 - 29 Likely to have a moderate disorder
- Scores 30 - 50 Likely to have a severe disorder.

Results of Easton, Safadi, Wang and Hasson (2017) indicated that K10 had strong scale reliability with Cronbach's α equal to 0.88. According to Vissoci et al., (2018), the instrument was found to have acceptable psychometric properties, resulting in a new useful tool for medical and social research in this setting. Globally, the scale has shown good psychometric properties and could be used to assess psychological distress in the Tanzania.

3.5.2. Minnesota job satisfaction questionnaire

Minnesota job satisfaction questionnaire was used to assess the status of job satisfaction among academic staffs. MSQ is developed by Weiss, Davis, England and Lofquist (1967), the MSQ is a five-dimension tool for measuring job satisfaction. It is self-administered questionnaire and measures satisfaction with various aspects of work and work environments. It has 20 items and is 5-point Likert scale. Responses range from 1 (very

satisfied) - 5 (very dissatisfied). Sum of all the item responses measures general job satisfaction. Test-retest Reliability for Satisfaction is 0.89 over one-week and 0.70 over one year.

Percentile score of 75 or higher represent high degree of satisfaction; a percentile score of 25 or lower represent a low level of satisfaction; and, scores in the middle range of percentile (26 to 74) would indicate average satisfaction (Weiss, Dawis, George, England, and Lofquist, 1967). The MSQ has shown a reasonable level of reliability over time and was thus considered a reliable instrument Johnson (2004). Buitendach & Rothmann (2009) showed that the MSQ is a reliable instrument to assess job satisfaction in South Africa.

3.5.3. Maslach burnout inventory (MBI)

Lastly, to assess the level of burnout among teachers, Maslach burnout inventory (MBI) was used. This questionnaire is the most common tool to measure job burnout which consists of 22 items and it measures all three components of job burnout namely: (Emotional exhaustion (9 items), Depersonalization (5 items) and reduced personal accomplishment (8 items)). The scale is scored by calculating subscale means. The cut off points of the MBI were ≤ 21 , 22 to 32 and > 32 for the Emotional subscale, ≤ 23 , 24 to 30 and >30 for the Reduced Personal Accomplishment subscale, ≤ 6 , 7 to 12, and >12 for the Depersonalization subscale (i.e., low, moderate, and high level) (Lee, Kuo, Chang, Hsu & Chien, 2017). The internal reliability of components: emotional exhaustion, depersonalization and personal success respectively as 0.90 EE, 0.79 DP, and 0.7 PA (Ramin, Mahlaga and Mahmoud, 2015). The MBI was adopted in Kenya by Adeli, Musakali, Aggrery and Njonge (2014) and showed reliability coefficient 0.745 and concluded the instrument was sufficiently reliable and valid for their study. Open ended questionnaire was used to obtain data regarding burnout handling mechanisms used by teachers.

3.6. Pilot study

The researcher conducted pilot study on Teppi campus academic staffs before directly going to the main research. Questionnaires were given to 30 individual for the purpose of determining the reliability of the Kessler psychological distress Scale, Minnesota Job satisfaction scale and Maslach Burnout inventory. Accordingly, after administering the instrument for the pilot samples, the responses were scored and assessed for their reliability by using Cronbach Alpha. The computation showed reliability coefficient of 0.899 for psychological distress, 0.829 for job satisfaction and 0.858 for all items of burnout. For each dimensions of burnout the reliability coefficient was 0.907 for emotional exhaustion, 0.825 for depersonalisation, and 0.711 for personal accomplishment. The above coefficients of reliability clearly show that the instruments seem to be highly reliable. Additionally before distributing the questionnaires, the researcher showed the instruments for the advisor as well consulted English department senior academic staff to check for the wording and other errors.

According to Bordens and Abbott (2011), a pilot study is a small-scale version of a study used to establish procedures, materials, and parameters to be used in the full study. Pilot studies can help you clarify instructions, determine appropriate levels of independent variables, determine the reliability and validity of your observational methods. They also can give you practice in conducting your study so that you make fewer mistakes when you “do it for real.” For these reasons, pilot studies are often valuable.

3.7. Procedures of data collection

Initially the researcher received formal letter from Jimma University College of Education and Behavioural Sciences Department of Psychology which describes that the researcher is going to conduct study. Using the received letter, the researcher communicated the institution to receive permission and get required data from concerned bodies. Then the

researcher informed the aim of study for participants in order to get their full consent and agreement to be part of the study. Lastly, the researcher distributed the questionnaire and collected data after they complete it.

3.8. Data analyses

The collected data was analysed using SPSS (Statistical package for social sciences) version 25. Descriptive statistics such as mean, standard deviation and percentage was computed to identify, summarize and describe the level of psychological distress, job satisfaction and burnout among teachers. Inferential statistics such as independent samples t test, One way Anova and multiple regression was used to analyse quantitative data. Independent samples t-test was used to check whether there is difference on dimensions of burnout based on gender whereas one way Anova was used for marital status and teaching experience. To identify significant predictor (using gender, marital status, work experience, psychological distress and job satisfaction as independent variable) of burnout, multiple regressions was used. The researcher used multiple regression because it helps choose empirically the most effective set of predictors for any criterion (Howitt and Cramer, 2011). Lastly, the burnout handling mechanisms used by academic staffs was analysed qualitatively. Specifically, thematic analysis which is a type of qualitative data analysis technique was used.

3.9. Ethical consideration

The researcher gave due emphasis for the ethical standards of scientific study. To get the participants full consent, oral description about the study was given. Moreover, in order to be clear a letter which describes the objective of the study was written on the cover page of the questionnaire. Their full consent was to participate in the study was obtained. The personal information of the participants was kept confidentially. The collected data was used for this research purpose only.

CHAPTER FOUR

RESULTS

In this chapter results and analysis of data were presented. The number of sample size determined from the study population was two hundred five (205). During distribution of the questionnaire additional fifteen questionnaires were distributed considering the non-response. However, totally collected questionnaire was one hundred eighty five (185) and among this, five questionnaires were excluded due to incompleteness. Therefore, the analysis was done for total of one hundred eighty participants. The response rate of collected question was 87%. The result and data analysis is presented in different parts in consideration of the research questions. Hereunder background information of the participants, the status of psychological distress, job satisfaction, and burnout, the relationship of the independent variables with burnout, and finally burnout handling mechanisms were presented in different parts and sub topics.

4.1. Demographic information of the participants

As presented in table 3, from total of 180 (one hundred eighty) participants participated in the study, 147 (one hundred forty seven) were male and the remaining 33 (thirty three) were female participants. Male participants accounted 81.7% and females accounted 18.3% of the total participants. With regard to the marital status, 80 (40 %) of the participants were single, 70 (38.8%) were married, 18 (10%) were divorced and 12(6.7%) were widow. Concerning teaching experience of respondents 87 (48.3%), 59 (32.8%) and 34 (18.9%) of participants have teaching experience less than 5 (five) years, from 5-10 years and above ten years respectively.

Table 3 Demographic information participants

Variable	Category	Frequency	Percent
Gender	Male	147	81.7
	Female	33	18.3
	Total	180	100.0
Marital status	Single	80	44.4
	Married	70	38.9
	Divorced	18	10.0
	Widow	12	6.7
	Total	180	100.0
Teaching experience	less than 5	87	48.3
	5-10	59	32.8
	above ten	34	18.9
	Total	180	100.0

4.2. Prevalence of psychological distress among MTU academic staffs

As indicated in the table 4, the descriptive analysis showed the mean score of psychological distress was 24.96 with standard deviation of 6.497. This mean score is found in moderate distress (25-29) range of Kessler psychological distress scale. Therefore, participants were moderately distressed.

Table 4 Mean and standard deviation of psychological distress

	N	Mean	SD
Distress Score	180	24.96	6.497

The first objective of the study was to explore the prevalence of psychological distress among MTU academic staffs. As listed in table 5, out of the total participants involved in the study, majority of the participants had psychological distress. Accordingly from the total participants, only 44 (24.4%) participants were well on psychological distress measure and the remaining 136 (76%) participants had psychological distress with various levels. From 136 participants, 30 (16.7%), 64(35.6%), 42(23.3%) participants had mild, moderate and severe level of psychological distress.

Table 5 Prevalence of psychological distress

		F	%	Valid Percent
Psychological distress	Well	44	24.4	24.4
	Mild	30	16.7	16.7
	Moderate	64	35.6	35.6
	Severe	42	23.3	23.3
	Total	180	100.0	100.0

4.3. Status of job satisfaction among MTU academic staffs

As indicated in the table 6, the descriptive analysis revealed the mean score of job satisfaction was 52.56 with standard deviation of 10.96. This mean score is found in the average satisfaction (26-74) range on Minnesota job satisfaction questionnaire. Thus, participants were moderately satisfied with their job.

Table 6 Mean and standard deviation of job satisfaction

	N	Mean	Std. Deviation
SATISFACTION_TOTAL	180	52.56	10.963

The second objective of the study was to identify the status of job satisfaction. The descriptive analysis as indicated in table 7 showed that out of the total participants involved in the study, majority of the participants had moderate job satisfaction. Accordingly from the total participants, 50 (27.8%), 83 (46.1%), 47(26.1%) of participants respectively had low, average and high level of job satisfaction.

Table 7 Status of job satisfaction

		Frequency	Percent	Valid Percent
Job satisfaction	Low	50	27.8	27.8
	Moderate	83	46.1	46.1
	High	47	26.1	26.1
	Total	180	100.0	100.0

4.4. Prevalence of burnout among MTU academic staffs

As presented in table 8 the descriptive analysis indicated that the mean score of burnout dimensions was presented. The mean score of emotional exhaustion was (\bar{X} =33.7 with standard deviation of 11.67), mean depersonalisation was (\bar{X} =18.9 with standard deviation=6.66), and mean personal accomplishment (\bar{X} =22.8 with standard deviation=5.49). Thus, this result shows that participants had high emotional exhaustion, high depersonalisation and low personal accomplishment.

Table 8 Mean and standard deviation of burnout dimensions

Variables	N	Mean	Std. Deviation
EMOTIONAL_EXHAUSTION	180	33.73	11.668
DEPERSONALISATION	180	18.88	6.659
Total_PA	180	22.83	5.486
Valid N (listwise)	180		

The third objective of the study was to identify the prevalence of burnout among MTU academic staffs. Accordingly as indicated in table 9 from the total participants, 43(23.9%), 51(28.3%), and 86(47.8%) of participants respectively had low, moderate and high, level of emotional exhaustion. From this result, majority of the respondents had high emotional exhaustion.

Regarding depersonalisation dimension, 56(31%), 42(23.3%) and 82(45.6%) of participants respectively had low, moderate and high level of depersonalisation. This result shows that majority of the participants had high depersonalisation.

Concerning personal accomplishment, 94(52.2%), 72(40%) and 14(7.8%) of participants respectively had low, moderate, and high level of personal accomplishment respectively. From this result, majority of the participants had low personal accomplishment.

Table 9 Prevalence of burnout among MTU academic staffs

		Frequency	Percent	Valid Percent
Emotional exhaustion	Low	43	23.9	23.9
	Moderate	51	28.3	28.3
	High	86	47.8	47.8
	Total	180	100.0	100.0
Depersonalisation	Low	56	31.1	31.1
	Moderate	42	23.3	23.3
	High	82	45.6	45.6
	Total	180	100.0	100.0
Personal accomplishment	Low	94	52.2	52.2
	Moderate	72	40.0	40.0
	High	14	7.8	7.8
	Total	180	100.0	100.0

4.5. Differences on burnout based on demographic variables

The fourth objective of the study was to check whether there is significant difference on level of burnout based on demographic variables (gender, marital status, and work experience). Independent sample *t* test was used to see the difference based on gender, whereas one way Anova for marital status and teaching experience respectively.

4.5.1. Independent samples *t* test analysis of difference on burnout based on gender

With regard to burnout score the analysis was conducted in three dimensions (emotional exhaustion, depersonalisation and personal accomplishment) of burnout. As shown in table 10, the mean emotional exhaustion score for male participants was 34 with standard deviation of 11.5 whereas the mean emotional exhaustion score for female participants was 32 with standard deviation of 12. From this result male participants had higher emotional exhaustion than female participants. In addition, the mean depersonalisation score for male participants was 18.9 with standard deviation of 6.7 while the mean

depersonalisation score for female participants was 18.5 with standard deviation of 6.6. Lastly, the mean personal accomplishment score for male participants was 23 with standard deviation of 5.49 while the mean personal accomplishment score for female participants was 21.6 with standard deviation of 5.3. This result indicates that male participants had higher personal accomplishment than females.

Table 10 Descriptive analysis of scores of burnout dimension by gender

	gender of respondent	N	Mean	Std. Deviation
EMOTIONAL_EXHAUSTION	Male	147	34.06	11.545
	Female	33	32.27	12.279
DEPERSONALISATION	Male	147	18.97	6.691
	Female	33	18.52	6.601
Total_PA	Male	147	23.10	5.499
	Female	33	21.64	5.343

To check whether there is statistically significant difference between male and female participant's level of burnout or not, independent samples *t* test was conducted. As indicated in table 11, the independent samples *t* test revealed that there is no statistically significant difference on all dimensions of burnout between male and female participants. Emotional exhaustion $t(178)=.795$, $p>.05$, depersonalisation $t(178)=.351$, $p>.05$ and personal accomplishment $t(178)= 1.391$, $p>.05$ did not differ by gender.

Table 11 *t*-test result of burnout dimensions by gender

		Levene's Test for Equality of Variances				Sig. (2- tailed)
		F	Sig.	T	Df	
EMOTIONAL_EXHAUSTION	Equal variances assumed	.436	.510	.795	178	.428
	Equal variances not assumed			.764	45.568	.449
DEPERSONALISATION	Equal variances assumed	.328	.568	.351	178	.726
	Equal variances not assumed			.354	47.908	.725
Total_PA	Equal variances assumed	.032	.858	1.391	178	.166
	Equal variances not assumed			1.416	48.428	.163

4.5.2. One way Anova analysis of difference on burnout based on marital status and teaching experience

A) Difference on burnout based on marital status

The descriptive analysis as indicated in table 12 showed the mean emotional exhaustion score for unmarried participants was 31.23 with standard deviation of 12.8, married (mean= 36.30, standard deviation= 9.38), divorced (mean=34.50, standard deviation=12.5) and widowed (mean=34.33, standard deviation=12.58).

The mean depersonalisation score for single participants was 17.79 with standard deviation of 7.5, married (mean= 19.47, standard deviation= 5.7), divorced (mean=20.56, standard deviation=5.1) and widowed (mean=20.25, standard deviation=7.25).

The mean personal accomplishment score for single participants was 22.83 with standard deviation of 5.1, married (mean= 22.74, standard deviation= 6), divorced (mean=23.06, standard deviation=5.56) and widowed (mean=23.08, standard deviation=4.56).

As presented in table 12, the one way Anova analysis showed that there is no statistically significant difference on emotional exhaustion $F(176)=2.45$, $p<.05$, depersonalisation $F(176)= .226$, $p<.05$ and personal accomplishment $F(176)= .024$, $p<.05$ based on marital status.

Table 12 Comparison of burnout level based on marital status

Variable	Category	N	Mean	Std. Deviation	Df	F	Sig.
EMOTIONAL_EXHAUSTION	Single	80	31.23	12.792			
	Married	70	36.30	9.375	176	2.457	.065
	Divorced	18	34.50	12.501			
	Widow	12	34.33	12.579			
	Total	180	33.73	11.668			
DEPERSONALISATION	Single	80	17.79	7.517			
	Married	70	19.47	5.710	176	1.462	.226
	Divorced	18	20.56	5.159			
	Widow	12	20.25	7.250			
	Total	180	18.88	6.659			
Total_PA	Single	80	22.83	5.111			
	Married	70	22.74	6.097	176	.024	.995
	Divorced	18	23.06	5.567			
	Widow	12	23.08	4.562			
	Total	180	22.83	5.486			

B) Differences on burnout dimensions by teaching experience among academic staffs

The descriptive analysis as presented in table 13 shows the mean emotional exhaustion score for academic staffs with teaching experience less than 5 year, 5-10 year and above ten years was 32.46 with standard deviation of 12.3, 35.15 with standard deviation of 10.7, and 34.5 with standard deviation of 11.5 respectively. From this result, academic staffs with 5-10 years of teaching experience had higher emotional exhaustion than teacher with teaching experience of above ten years which has higher emotional exhaustion than teachers with teaching experience less than five years.

In addition the mean depersonalisation score of participants with teaching experience less than 5 year, 5-10 year and above ten years was 18.45 with standard deviation of 6.7, 19.2 with standard deviation of 6.6, and 19.44 with standard deviation of 6.58 respectively. This result shows participants with teaching experience above 10 years had higher

depersonalisation than teacher with teaching experience of 5-10 years which had higher depersonalisation than teachers with teaching experience less than five years of experience.

Lastly, the mean personal accomplishment score of participants having teaching experience less than 5 year, 5-10 year and above ten years was 23 with standard deviation of 5.9, 21.58 with standard deviation of 4.9, and 24.3 with standard deviation of 4.79 respectively. This result show, participant with teaching experience above 10 years had higher personal accomplishment than teacher with teaching experience of less than five years which has higher personal accomplishment than teachers with teaching experience 5-10 years of experience.

However, as indicated in table 13 the one way Anova analysis showed that there is no statistically significant difference on emotional exhaustion $F(177)= 1.034, p>.05$, depersonalisation $F(177)= .371, p>.05$ and personal accomplishment $F(177)= 2.931, p>.05$ among participants based on their teaching experience.

Table 13: Comparison of burnout level based on teaching experience

Variable	Category	N	Mean	Std. Deviation	Df	F	Sig.
EMOTIONAL_EXHAUSTION	less than 5	87	32.46	12.321			
	5-10	59	35.15	10.701	177	1.034	.358
	above ten	34	34.53	11.534			
	Total	180	33.73	11.668			
DEPERSONALISATION	less than 5	87	18.45	6.777			
	5-10	59	19.20	6.599	177	.371	.691
	above ten	34	19.44	6.579			
	Total	180	18.88	6.659			
Total_PA	less than 5	87	23.11	5.938			
	5-10	59	21.58	4.952	177	2.931	.056
	above ten	34	24.29	4.796			
	Total	180	22.83	5.486			

4.6. Multiple linear regression analysis of burnout dimensions

The fifth objective of the study was identifying significant predictor of burnout dimension from many independent variables of the study namely gender, marital status, work experience, psychological distress and job satisfaction. In this section, the multiple linear regression analysis was presented for each dimensions of burnout (emotional exhaustion, depersonalisation and personal accomplishment).

4.6.1. Multiple linear regression analysis of emotional exhaustion

Before applying the regression analysis, the multiple regression assumptions for emotional exhaustion were checked. Multicollinearity was checked using variance inflation factors (VIF) and tolerance. The VIF indicates whether a predictor has a strong linear relationship with the other predictor(s). All VIF values were less than 10 and the tolerance values were above 0.2 which indicated that there was no multicollinearity (Field, 2009). The Durbin-Watson statistic showed that the values of the residuals are independent. The obtained value was between 1 and 3. (Durbin-Watson =1.817).

As indicated in table 14, Anova analysis showed that the model significantly predict emotional exhaustion, $F(5,174)= 17.117, P<.05$.

Table 14 ANOVA Significance of predictors of emotional exhaustion

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8034.584	5	1606.917	17.117	.000 ^b
	Residual	16334.616	174	93.877		
	Total	24369.200	179			

a. Dependent Variable: EMOTIONAL_EXHAUSTION

b. Predictors: (Constant), SATISFACTION_TOTAL, gender of respondent, marital status, distress score total, EXPERIENCE1

The correlation coefficient (R) as presented in table 15, indicated that there is moderate relationship ($R=.574$) between the independent variables and the dependent variable. Multiple determination coefficient showed that thirty three (33%) of the variation on the dependent variable (emotional exhaustion) was explained by the regression model.

Table 15 Model summary of emotional exhaustion

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.574 ^a	.330	.310	9.689	1.817

a. Predictors: (Constant), SATISFACTION_TOTAL, gender of respondent, marital status, distress score total, EXPERIENCE1

b. Dependent Variable: EMOTIONAL_EXHAUSTION

As presented in table 16 the regression analysis showed that teaching experience, $\beta=.832$, $t=4.157$, $P=.000$ and psychological distress, $\beta=.284$, $t=2.427$, $P=.016$ positively predicted emotional exhaustion whereas job satisfaction, $\beta= -.385$, $t=-5.442$, $P=.000$ negatively predicted academic staffs' emotional exhaustion.

Table 16 Multiple linear regression analysis of predictors of Emotional Exhaustion

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	40.491	6.252		6.477	.000
	Gender of respondent	1.621	1.953	.054	.830	.408
	Marital status	.283	.840	.021	.337	.736
	Experience1	.832	.200	.281	4.157	.000
	Distress score	.284	.117	.158	2.427	.016
	Job satisfaction	-.385	.071	-.362	-5.442	.000

a. Dependent Variable: EMOTIONAL_EXHAUSTION

4.6.2. Multiple linear regression analysis of Depersonalisation

The assumptions of multiple regression for depersonalisation dimension were checked. Multicollinearity was checked using variance inflation factors (VIF) and tolerance. All VIF values were less than 10 and the tolerance values were above 0.2 which indicated that there was no multicollinearity. The Durbin-Watson statistic showed that the values of the residuals are independent. (Durbin-Watson =1.648). Values less than 1 or greater than 3 are definitely cause for concern (Field, 2009).

The Anova analysis indicated in table 17 showed that the model significantly predict depersonalisation, $F(5,174)= 11.054, P<.05$.

Table 17 Significance of the model predictors of depersonalisation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1913.279	5	382.656	11.054	.000 ^b
	Residual	6023.271	174	34.617		
	Total	7936.550	179			

a. Dependent Variable: DEPERSONALISATION

b. Predictors: (Constant), SATISFACTION_TOTAL, gender of respondent, marital status, distress score total, EXPERIENCE1

As indicated in table 18, the correlation coefficient (R) indicated that there is moderate relationship ($R=.491$) between the independent variables and the dependent variable. Multiple determination coefficient showed that twenty four (24%) of the variation on the dependent variable (depersonalisation) was explained by the regression model.

Table 18 Model summary of depersonalisation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.491 ^a	.241	.219	5.884	1.648

a. Predictors: (Constant), SATISFACTION_TOTAL, gender of respondent, marital status, distress score total, EXPERIENCE1

b. Dependent Variable: DEPERSONALISATION

The regression analysis showed that teaching experience, $\beta=.390$, $t=3.210$, $P=.002$ positively predict depersonalisation while job satisfaction, $\beta= -.220$, $t=-5.108$, $P=.000$ negatively predicted academic staffs' depersonalisation as indicated in table 19.

Table 19 Multiple linear regression analysis of predictors of Depersonalisation

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	25.728	3.796		6.777	.000
	Gender of respondent	1.145	1.186	.067	.965	.336
	Marital status	.489	.510	.064	.959	.339
	Experience1	.390	.122	.231	3.210	.002
	Distress score	.024	.071	.023	.339	.735
	Job satisfaction	-.220	.043	-.361	-5.108	.000

a. Dependent Variable: DEPERSONALISATION

4.6.3. Multiple linear regression analysis of Personal Accomplishment

The assumptions of multiple regression for personal accomplishment dimension were checked. Multicollinearity was checked using variance inflation factors (VIF) and tolerance. All VIF values were less than 10 and the tolerance values were above 0.2 which indicated that there was no multicollinearity.

Anova analysis indicated in table 20 showed that the model did not significantly predict depersonalisation, $F(5,174)=.708$, $P>.05$.

Table 20 Significance of the predictors of personal accomplishment

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	107.391	5	21.478	.708	.618 ^b
	Residual	5279.609	174	30.343		
	Total	5387.000	179			

a. Dependent Variable: Total_PA

b. Predictors: (Constant), SATISFACTION_TOTAL, gender of respondent, marital status, distress score total, EXPERIENCE1

As indicated in table 21, the correlation coefficient (R) indicated that there is very weak relationship ($R=.141$) between the independent variables and the dependent variable. Multiple determination coefficient showed that only two (2%) of the variation on the dependent variable (personal accomplishment) was explained by the regression model.

Table 21 Model summary of predictors of personal accomplishment

Model	R	R Square	Adjusted R Square	Std. Error of the	
				Estimate	Durbin-Watson
1	.141 ^a	.020	-.008	5.508	1.873

a. Predictors: (Constant), SATISFACTION_TOTAL, gender of respondent, marital status, distress score total, EXPERIENCE1

b. Dependent Variable: Total_PA

The regression analysis indicated in table 22 shows that, none of the independent variables significantly predict the dependent variable. Since the value of all independent variables were $>.05$.

Table 22 Multiple linear regression analysis of predictors of personal accomplishment

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	28.446	3.554		8.003	.000
	Gender of respondent	-1.612	1.110	-.114	-1.452	.148
	Marital status	.045	.477	.007	.095	.924
	Experience1	-.064	.114	-.046	-.563	.574
	Distress score	-.042	.067	-.050	-.629	.530
	Job satisfaction	-.046	.040	-.093	-1.152	.251

a. Dependent Variable: Total_PA

4.7. Burnout handling mechanisms among academic staffs

The last objective of the study was to identify burnout handling mechanisms among MTU academic staffs. In order to identify what mechanisms were used by participants to handle the burnout, qualitative analysis was used. Particularly thematic analysis was employed. Thematic analysis was used because the response of participants was gathered by self-developed open ended question. For the question, participants has given or listed different kinds of responses. By observing the nature of responses, different themes (groups) were prepared. These themes were positive interaction (support), withdrawal, relaxation, and religious practices. For the analysis purpose, responses of the participants were grouped in to their respective themes. Accordingly, majority of the participants used relaxation followed by interaction (social support), withdrawal, and religious practices respectively to handle burnout or cope the burnout.

Majority of participants in the study who responded to the open ended question answered that they used relaxation highly to cope the burnout. Under relaxation theme (group) responses include using multimedia for entertainment, sleeping, doing aerobics or physical exercise, reading books, self-relaxation and having a vacation time.

Next to relaxation highly used defence mechanism was interaction or social support. In order to cope from burnout participants used different handling mechanisms which were group under social support. The responses grouped under social support include: working in collaboration with colleagues, asking for clarity, need for the help of others, playing with children, asking students to get feedback about teaching method and having good relationship with colleagues and students.

Similarly, participants used withdrawal as burnout handling mechanisms. This mechanism in is about withdrawing oneself from the work environment physically and

mentally. Under this group, reducing interactions with students, colleagues, receiving seek leave, absenting from work and reducing lecture hours and giving projects and assignments to compensate the lecture hours were included. Some of the participants were used religious practices such as praying, going to church, going to mosque, listening religious songs and singing as a coping strategy to handle burnout.

CHAPTER FIVE

DISCUSSION

The main aim of the study was assessing psychological distress, job satisfaction and burnout among Mizan-Teppi University academic staffs. In this section the findings of the study are discussed in line with other findings.

The result of the present study indicated that there is high psychological distress. 30 (16.7%), 64(35.6%), 42(23.3%) participants had mild, moderate and severe level of psychological distress respectively. This finding is similar with a finding conducted by Okwaraji & Aguwa in (2015). According to Okwaraji and Aguwa, about 32.9% of the teachers had psychological distress.

The result of the current study showed that majority of the participants had moderate job satisfaction. A study conducted by Toker, (2011) among academic staffs showed a moderately high-level of overall job satisfaction. Contrarily, Okwaraji & Aguwa in (2015) found low levels of job satisfaction among the teachers. This difference observed might be due to status difference, work load, organizational structure difference, human resource management difference, payment difference and the likes. In addition, design and sample difference can be the source for the difference.

The present study showed that majority of the participants had high emotional exhaustion, depersonalisation and low personal accomplishment. This result is consistent with studies conducted by other researchers. For example a study conducted by Hsiang (2016) found that majority of the participants were experiencing some strong feelings of burnout. Similarly Chenevey, Ewing, and Whittington (2008) found 62 respondents (47.3%) in the moderate burnout range, whereas 46 respondents (35%) were in the low burnout range. The present study also showed that high depersonalisation level. However the study showed

that majority of participants had low personal accomplishment which is the indicator of high burnout. Similarly, Okwaraji and Aguwa in (2015) also found high burnout among teachers in the three dimensions of burnout namely emotional exhaustion, depersonalization and reduced personal accomplishment.

The result of the study revealed that there is no statistically significant difference on all dimensions of burnout between male and female participants. This finding is similar with some other study findings. For instance (Farshi and Omranzadeh, 2014; Coulter and Abney, 2009), found no significant difference between the male and female teachers in terms of their burnout level.

The study revealed there is no significant difference on all dimension of burnout based on marital status. This finding is in line with the finding of (Al-Qaryoti and Al-Khateeb, 2006; Bayram, Gursakal and Bilgel, 2010; Farshi and Omranzadeh, 2014). They also found no statistically significant difference between married and single teachers on dimensions of burnout.

Regarding teaching experience, the present study found no statistically significant difference between teaching experience on emotional exhaustion, depersonalisation and personal accomplishment. Consistent to this result (Bayani, Bagheri, Bayani, 2013) found no significant differences in burnout, emotional exhaustion, depersonalization, and reduced personal accomplishment in respective of years of teaching experience. This result was in contrary with a study conducted by Kokkinos (2007). He found that teachers having more than 10 years of teaching showing greater emotional exhaustion than those with up to 10 years of teaching. In the present study the absence of significant difference on levels of burnout dimensions by teaching experience might be due to number of participants grouped in categories of teaching experience. In the present study, 87 (48.3%), 59 (32.8%) and 34

(18.9%) of participants have teaching experience less than 5 (five) years, from 5-10 years and above ten years respectively. Thus, 87 (48%) or majority of participants had less than five years of teaching experience.

The result of the present study indicated negative relationship between job satisfaction and emotional exhaustion and depersonalisation dimensions while positive correlation with personal accomplishment. This result is similar to studies conducted by (Schermyly, Schermuly, and Meyer, 2011; Esfandiari and Kamali, 2015) who had found a negative relationship between emotional exhaustion and job satisfaction. Wei and Abdullah (2016) similarly found significant negative relationship between job satisfaction with emotional exhaustion and depersonalisation. Similarly Bayram, Gursakal & Bilge (2010) reported that job satisfaction was negatively affected by burnout especially the emotional exhaustion component of burnout.

Regarding burnout handling mechanisms, this study showed that positive interaction (support), withdrawal, relaxation, and religious practices were used by participants to handle burnout. Similarly Singh & Rani (2015) showed that yoga and exercise, reading motivational books, positive attitude, interaction with positive colleagues, playing with children and rest were used to handle burnout. The work of Harrington, Matsuyama, Shanafelt & Lyckholm (2009) as cited in Demerouti (2015) showed that the most common strategy for dealing with stress and preventing burnout was promoting physical wellbeing such as exercise, proper nutrition and rest, and focusing on one's own health. Another common category involved taking a 'transcendental perspective', which focuses on spirituality and nature and varies from prayer and meditation to structured attendance at religious services. This study also confirmed the above literature indicating that physical exercise and strategies focused on religious activities were used.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

In the above chapters the findings of the study and discussion were presented. In this chapter based on the above presented findings of the study, summary, conclusion and recommendations are forwarded.

6.1. Summary

The general objective of the study was to assess psychological distress, job satisfaction and burnout among MTU academic staffs. To attain the objectives of the study, cross sectional survey design was used. Samples of the study were selected via proportionate stratified random sampling technique. Total of one hundred eighty (180) samples were involved in the study. In order to collect data from participants, standardised scales namely Kessler psychological distress scale, Minnesota job satisfaction questionnaire and Maslach burnout inventory were used. The demographic information and burnout coping mechanisms were obtained through self-prepared questionnaire.

The collected quantitative data was analysed using descriptive and inferential statistics. Simple descriptive statistics such as mean, standard deviation and percentage were used to identify, summarise and describe the demographic and other variables. Inferential statistics such as independent samples t test, One way Anova and multiple regression was used. The qualitative data was analysed via thematic analysis.

The main findings of the study were as follows:

- ψ Sixty four participants (36%) had moderate psychological distress.
- ψ Majority, 83 (46%) of the participants had moderate job satisfaction.

- ψ Majority of the participants had high emotional exhaustion, depersonalization and low personal accomplishment.
- ψ There is no statistically significant difference on all dimensions of burnout between male and female participants.
- ψ There is no statistically significant difference on all dimensions of burnout between groups based on marital status and teaching experience.
- ψ Work experience, psychological distress and job satisfaction were significant predictors of emotional exhaustion
- ψ Teaching experience and job satisfaction significantly predict depersonalization while none of the independent variables significantly predict personal accomplishment.
- ψ Burnout handling mechanism such as positive interaction, withdrawal, relaxation, and religious practices were used to cope from burnout.

6.2. Conclusion

Based on the findings, the researcher concluded that there is high level of psychological distress and burnout among Mizan-Teppi university academic staffs. Majority of the teachers were moderately satisfied with their job. In the present study there is no significant difference on burnout dimensions based on gender, marital status and teaching experience among Mizan-Teppi university academic staffs.

Job satisfaction (negatively) and work experience (positively) (positively) were significant predictors of emotional exhaustion and depersonalisation. The independent variables did not significantly predict personal accomplishment.

Positive interaction (support), withdrawal, relaxation, and religious practices were common burnout handling mechanisms used by the academic staffs.

6.3. Recommendation

Based on the result of the present study the researcher forwarded the following recommendations:

- Because burnout has negative impacts on the personal aspects of life and in turn it affects the organization, the university should give emphasis and should take action to minimize teacher's burnout.
- Psychological distress and burnout were found to be significant predictors of emotional exhaustion and depersonalization. Therefore, the university should work to minimize psychological distress and improve job satisfaction.
- The university should use different strategies such as reinforcement and awards for their best performance to improve academic staffs' job satisfaction.
- University's academic affairs office should give training focused at problem solving and stress management for academic staffs.
- Individuals should appropriately resolve personal problems, family related and work place problems. If not this might lead a person to experience psychological distress, low job satisfaction as well burnout.
- Individuals are expected to look for medical or psychological services when feeling distress for long period and also when they experience burnout.
- Academic staffs should use positive coping strategies such as discussion with colleagues and trying to solve the problem to handle burnout in the right way rather than withdrawing oneself from colleagues and the work environment.
- Researchers and interested academicians should conduct further study on the issue with other aspects.

REFERENCES

- Adeli, T., Musakali, S., Aggrery, S. M., & Njonge, T. (2014). Relationship between gender and job - burnout among student affairs personnel in Kenyan universities. *Journal of African Studies in Educational Management and Leadership*, 4(1), 6-23.
- Ahmadian, R., Mahlaga, F., & Mahmoud, V. (2015). The relationship between burnout and job satisfaction of physical education teachers in Shabestar city. *Indian Journal of Fundamental and Applied Life Sciences*, 1235-1241.
- Asa, F. T., & Lasebikan, V. O. (2016). Mental Health of Teachers: Teachers' Stress, Anxiety and Depression among Secondary Schools in Nigeria. *International Neuropsychiatric Disease Journal*, 18(1), 14-66. DOI: 10.9734/INDJ/2016/27039
- Asrat, B., Tesfay, K., Soboka, M., & Girma, E. (2016). Burnout status at work among health care professionals in a tertiary hospital. *Ethiopian Journal of Health Science*, 26(2). DOI: <http://dx.doi.org/10.4314/ejhs.v26i2.3>.
- Bağçeci, B., & Hamamci, Z. (2012). An Investigation into the Relationship between Burnout and Coping Strategies among Teachers in Turkey. *International Journal of Humanities and Social Science*, 2(12).
- Bayani, A. A., Bagheri, H., Bayani, A. (2013). Influence of gender, age, and years of teaching experience on burnout.
- Bayram N., Gursakal, S., & Bilgel N. (2010). Vigour and Job Satisfaction among Academic Staff. *Europ J Social Sci*, 17, 41-53.

- Beheshtifar, M., & Omidvar, A. R. (2013). Causes to Create Job Burnout in Organizations. *International Journal of Academic Research in Business and Social Sciences*.
- Bitsadze, M., & Japaridze, M. (2011). Pilot study of teacher burnout in Georgian context. *Problems of Management in the 21st Century*, 2.
- Bordens, K. S., & Abbott, B. B. (2011). *Research Design and Methods: A Process Approach (8th ed.)*. New York: McGraw-Hill Companies, Inc.
- Buitendach, J. H., & Rothmann, S. (2009). The validation of the Minnesota job satisfaction questionnaire in selected organisations in South Africa.
- Chenevey, J. L., Ewing, J. C., & Whittington, M. S. (2008). Teacher burnout and job satisfaction among agricultural education teachers
- Coulter, M. A., & Abney, P. C. (2009). A study of burnout in international and country of origin teachers. *International Review of Education*, 55, 105-121.
- Demerouti, E. (2015). Strategies used by individuals to prevent burnout. *European Journal of Clinical Investigation*, 45(10), 1106-1112. DOI: 10.1111/eci.12494
- Desouky, D., & Allam, H. (2017). Occupational stress, anxiety and depression among Egyptian teachers. *Journal of Epidemiology and Global Health*, 191-98.
- Doran, D. M. (2011), Psychological distress as a nurse-sensitive outcome. In nursing outcomes the state of the art (2nd ed.). USA: Jones & Bartlett Learning,
- Drapeau, A., Marchand, A., & Prévost, D, B. (2012). Epidemiology of psychological distress. *Mental illnesses - understanding, prediction and control*.

- Easton, S. D., Safadi, N. S., Wang, Y., & Hasson, R. G. (2017). The Kessler psychological distress scale: translation and validation of an Arabic version. *Health and Quality of Life Outcomes*. DOI 10.1186/s12955-017-0783-9
- Esfandiari, R., & Kamali, M. (2015). On the Relationship between Job Satisfaction, Teacher Burnout, and Teacher Autonomy.
- Farshi, S. F., & Omranzadeh, O. (2014). The effect of gender, education level, and marital status on Iranian EFL teachers' burnout level. *International Journal of Applied Linguistics & English Literature*.doi:10.7575/aiac.ijalel.v.3n.5p.128
- Field, A. (2009). *Discovering statistics using SPSS (3rded.)*. SAGE Publications Ltd.
- George, J. M., & Jones, G. R. (2012). *Understanding and Managing Organizational Behaviour (6th ed.)*. Pearson Education, Inc.
- Goswami, M. (2013). A Study of Burnout of Secondary School Teachers in Relation to their Job Satisfaction. *IOSR Journal of Humanities and Social Science*, 10(1),18-26.
- Gupta, M., & Rani, S. (2014). Burnout: a serious problem prevalent among teachers in the present times. *Bhartiyam International Journal of Education & Research*. A quarterly peer reviewed International Journal of Research & Education,
- Howitt, D., & Cramer, D. (2011). *Introduction to Statistics in Psychology (5thed.)*. Pearson Education Limited.
- Hsiang, R. (2016). Teachers' Mental Health: The Relevance of Emotional Intelligence in Burnout and Quality of Life.

- Jiménez, B. M., Barbaranelli, C., Herrer, M. G., & Hernández, E. G. (2012). Physician Burnout Questionnaire: a new definition and measure. doi:10.4473/TPM19.4.6.
- Johnson, D. D. (2004). *Job satisfaction and intent to remain in teaching of Georgia business education teachers.*
- Kaja, J. M., Golonka, K., & Marek, T. (2015). *Job burnout and engagement among teachers- work life areas and personality traits as predictors of relationship with work. International Journal of Occupational Medicine and Environmental Health, 28(1):102 – 119* <http://dx.doi.org/10.13075/ijomeh.1896.00238>
- Kaliski, B. S. (2001). *Encyclopaedia of Business Finance* (2nd ed.). Macmillan Reference USA.
- Kessler, R., Barker, R., Colpe, J., Epstein, F., Gfroerer, C., Hiripi, E. (2003). Screening for serious mental illness in the general population. *Arch Gen Psychiatry. 60(2):184-9.*
- Khan, F., Rasli, A., Yusoff, R. & Ahmad, A. (2015). Do Demographic make a Difference to Job Burnout among University Academicians? *International Journal of Economics and Financial Issues. 229-237.*
- Khare, A., & Kamalian, A. (2017). Studying relationship between job satisfaction and burnout (case study: HSE managers in Karaj road industries). *Journal of Internet Banking and Commerce.*
- Kishor P. Bholane & Suryawanshi, J. R (2015). A study of job satisfaction of university teachers in Maharashtra state. *An International Journal of Management Studies.* Doi: <http://dx.doi.org/10.11127/gmt.2015.12.07> pp. 192-195.

- Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, 77, 229–243
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International (P) Ltd.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*. 30, 607-610.
- Kroupis, I., Kourtessis, T., Kouli, O., Tzetzis, G., Derri, V., & Mavrommatis, G. (2016). Job satisfaction and burnout among Greek Physical Education teachers. A comparison of educational sectors, level and gender.
- Kumar, S. (2013). Job Satisfaction among University Teachers: A Case of Haridwar (Uttarakhand). *International Journal of ICT and Management*.
- Leary, M. R. (2001). *Introduction to Behavioural Research Methods*(3rded.). Allyn& Bacon: A Pearson Education Company.
- Lee, H. F., Kuo, H. T., Chang, C. L., Hsu, C.C., & Chien, T. W. (2017). Determining Cutting Points of the Maslach Burnout Inventory for Nurses to Measure Their Level of Burnout Online. *History research*,5(1), 1-8. doi: 10.11648/j.history.20170501.11.
- Lerago, T., Asefa, F., & Yitbarek, K. (2018). Physicians' Burnout and Factors Affecting It in Southern Ethiopia. *Ethiop J Health Sci*. 28(5). doi:http://dx.doi.org/10.4314/ejhs.v28i5.10.
- Mabitsela, L. (2004). *Pentecostal pastors' perception on psychological distress, using grounded theory (Masters thesis)*.

- Maslach, C., & Leiter, M. P. (2007). Burnout. *Elsevier Inc*,368-371. DOI: 10.1016/B978-0-12-800951-2.00044-3
- Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: recent research and its implications for psychiatry. *World Psychiatry*.
- Maslach, C., Leiter, M. P.,& Schaufeli, W. (2008). Measuring Burnout.
- McLachlan, K. J., & Gale, C. R. (2018). The effects of psychological distress and its interaction with socioeconomic position on risk of developing four chronic diseases. <https://doi.org/10.1016/j.jpsychores.2018.04.004>
- Mirowsky, J., & Ross, E. (2003).*Social causes of psychological distress* (2nd ed.). New York Walter de Gruyter, Inc.
- Mousavi, S. V., Ramezani, M., Salehi, I., Khanzadeh, A. H., & Sheikholeslami, F. (2017). The Relationship between Burnout Dimensions and Psychological Symptoms (Depression, Anxiety and Stress) Among Nurses. *Journal of Holistic Nursing and Midwifery*, 37-43.
- Ofil, A. N., Usiholo, E. A.,& Oronsaye, M. O. (2009). Psychological morbidity, job satisfaction and intentions to quit among teachers in private secondary schools in Edo-State, Nigeria. *Annals of African Medicine*, 32-37. DOI: 10.4103/1596-3519.55761.
- Ogresta, J., Rusac, S., & Zorec, L. (2008). Relation between burnout syndrome and job satisfaction among mental health workers. *Croat Med J*. doi:10.3325/cmj.2008.3.364.

- Okçu, Farshi., & Çetin, H. (2017). Investigating the relationship among the level of mobbing experience, job satisfaction and burnout levels of primary and secondary school teachers. *Universal Journal of Educational Research*, 5(1), 148-161. DOI: 10.13189/ujer.2017.0501 19
- Okwaraji, F. E., & Aguwa, E. N. (2015). Burnout, Psychological Distress and Job Satisfaction among Secondary School Teachers in Enugu, South East Nigeria. *J Psychiatry*, 18(1),14-66. doi:10.4172/Psychiatry.1000198
- Puhan, R. R., Dash, R. C., Malla, L., & Baral, S. (2015). Burnout among secondary school teachers and responsible potential sources and symptoms- a critical analysis. *Scholarly Research Journals for Interdisciplinary Studies*, 2607-2621.
- Schaufeli, W. B., & Greenglass, E. R. (2001). Introduction to Special Issue on Burnout and Health. *Psychology and Health*, 16,501-510.
- Schermuly, C. C., Schermuly, R. A., & Meyer, B. (2011). Effects of vice-principals' psychological empowerment on job satisfaction and burnout. *International Journal of Educational Management*,25 (3),252-264.
- Schonfeld, I. S. (2001). Psychological distress in sample of teachers. *The journal of psychology*. DOI: 10.1080/00223980.1990.10543227.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research Methods in Psychology (9th ed.)*. McGraw-Hill.
- Singh, P., & Rani, S. (2015).Work Stress among College Teachers in Self-financing College: An Explorative Study. 443-448.

- Tadesse, M. E. (2017). Homeostatic Model and Job-Organization Related Factors as Predictors of Subjective Wellbeing of Mizan-Tepi University Teachers. *Bahir Dar j educ, 17(2)*.
- Toker, B. (2011). Job satisfaction of academic staff: an empirical study on Turkey, *Quality Assurance in Education, 19(2), 156-169.*
<https://doi.org/10.1108/09684881111125050>
- Vissoei, J. R., Vaca, S. D., El-Gabri, D., Oliveira, L. P., Mvungi, M., Mmbaga, B. T., Haglund, M., & Staton, C. (2018). Cross-cultural adaptation and psychometric properties of the Kessler Scale of Psychological Distress to a traumatic brain injury population in Swahili and the Tanzanian Setting. *Health and Quality of Life Outcomes.* doi.org/10.1186/s12955-018-0973-0
- Wei, O. P., & Abdullah, A. G. (2016). Burnout and Job Satisfaction Among Teachers in Chinese Independent Secondary School. *International Journal of Elementary Education, 5(5), 47-50.*doi: 10.11648/j.ijeedu.20160505.11
- Weiss, D. J., Dawis, R. V., England, G.W., & Lofquist, L. H. (1967). Manual for the Minnesota Satisfaction Questionnaire. Retrieved from http://apntoolkit.mcmaster.ca/index.php?option=com_content&view=article&id=124:minnesota-satisfaction-questionnaire-short-form&catid=39:provider-satisfaction&Itemid=57.
- Yorulmaz, Y. I., Colak, I., & Altinkurt, Y. (2017). A Meta-Analysis of the Relationship Between Teachers' Job Satisfaction and Burnout. *Eurasian Journal of Educational Research, 71, 175-192.* DOI: 10.14689/ejer.2017.71.10

APPENDIX

Appendix 1: Questionnaire

JIMMA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE
DEPARTMENT OF PSYCHOLOGY
QUESTIONNAIRES TO BE COMPLETED BY ACADEMIC STAFFS

PART ONE: INTRODUCTORY PART

Objective: This questionnaire aims to collect data for master's thesis in partial fulfilment of Masters of Arts in Counselling psychology. The study focuses on assessment of psychological distress, job satisfaction and burnout among Mizan-Teppi University Mizan campus academic staffs. Your information will be worth and very helpful for the success of the study. Therefore, the information you reveal will be used for academic purpose. I kindly request you to give your correct experience. Please complete it as per the instructions.

Thank you for co-operation

PART TWO:DEMOGRAPHIC INFORMATION

Direction: This part focuses on identifying the demographic information of the participants. Please read each questions and give your answers accordingly.

1. Gender: Male Female
2. Age: _____
3. Marital status: Married Single Divorced Widow
4. Teaching experience (year)_____
5. College_____

PART THREE:KESSLER PSYCHOLOGICAL DISTRESS SCALE

Direction: The following questions concern how you have been feeling over the past 30 days. For questions below, give your answers by putting a tick mark on the alternative that best represents how you have been feeling.

- | | | | |
|---|----------------------|---|------------------|
| 1 | None of the time | 4 | Most of the time |
| 2 | A little of the time | 5 | All of the time |
| 3 | Some of the time | | |

No	Items	1	2	3	4	5
1.	During the last 30 days, about how often did you feel tired out for no good reason?					
2.	During the last 30 days, about how often did you feel nervous?					
3.	During the last 30 days, about how often did you feel so nervous that nothing could calm you down?					
4.	During the last 30 days, about how often did you feel hopeless?					
5.	During the last 30 days, about how often did you feel restless or fidgety?					
6.	During the last 30 days, about how often did you feel so restless you could not sit still?					
7.	During the last 30 days, about how often did you feel depressed?					
8.	During the last 30 days, about how often did you feel that everything was an effort?					
9.	During the last 30 days, about how often did you feel so sad that nothing could cheer you up?					
10.	During the last 30 days, about how often did you feel worthless?					

PART FOUR: Minnesota Satisfaction Questionnaire (Short-Form)

Direction: This part is intended to assess the level of job satisfaction. Please read each statement and give your responses carefully by putting a tick mark for each statement.

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N. means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. Means I am dissatisfied with this aspect of my job.

Very Dissat. Means I am very dissatisfied with this aspect of my job.

No	On my present job, this is how I feel about.....	Very Dissat	Dissat	N	Sat	Very Sat.
1.	Being able to keep busy all the time					
2.	The chance to work alone on the job					
3.	The chance to do different things from time to time.					
4.	The chance to be "somebody" in the community.					
5.	The way my boss handles his/her workers					
6.	The competence of my supervisor in making decisions					
7.	Being able to do things that don't go against my conscience					
8.	The way my job provides for steady employment.					
9.	The chance to do things for other people.					
10.	The chance to tell people what to do					
11.	The chance to do something that makes use of my abilities					
12.	The way company policies are put into practice					
13.	My pay and the amount of work I do					
14.	The chances for advancement on this job					
15.	The freedom to use my own judgment					
16.	The chance to try my own methods of doing the job					
17.	The working conditions					
18.	The way my co-workers get along with each other					
19.	The praise I get for doing a good job					
20.	The feeling of accomplishment I get from the job					

PART FIVE: Maslach Burnout Inventory (Educator Survey)

Direction: The aim of items listed below is to assess teacher’s experience of job burnout. Please read each statement and give your responses carefully by putting a tick mark for each statement

- 0: Never**
- 1: A few times a year or less**
- 2: Once a month or less**
- 3: A few times a month**
- 4: Once a week**
- 5: A few times a week**
- 6: Every day**

No	Items	0	1	2	3	4	5	6
1.	I feel emotionally drained from my work.							
2.	I feel used up at the end of the workday.							
3.	I feel fatigued when I get up in the morning and have to face another day on the job.							
4.	I can easily understand how many students feel about things.							
5.	I feel I treat some students as if they were impersonal objects.							
6.	Working with people all day is really a strain for me.							
7.	I deal very effectively with the problems of my students.							
8.	I feel burned out from my work.							
9.	I feel I’m positively influencing other people’s lives through my work.							
10.	I’ve become more callous towards people since I took job.							
11.	I worry that this job is hardening me emotionally.							
12.	I feel energetic.							
13.	I feel frustrated by my job.							
14.	I feel I’m working too hard on my job.							
15.	I don’t really care what happens to some students.							
16.	Working with people directly puts too much stress on me.							
17.	I can easily create a relaxed atmosphere with my students.							
18.	I feel exhilarated after working closely with my students.							
19.	I have accomplished many worthwhile things in this job.							
20.	I feel like I’m at the end of my rope.							
21.	In my work, I deal with emotional problems very calmly.							
22.	I feel students blame me for some of their problems.							

PART SIX: BURNOUT HANDLING MECHANISMS

Direction: The aim of this question is to assess strategies used by teachers to handle burnout.

Please read each statement and give your responses.

Question: if you have ever experienced burnout (work related anxiety and depression), what mechanisms do you use to handle the problem or cope up from the problem? Please list your responses below.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____