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**THE IMPACT OF JOB BURNOUT ON THE
PERFORMANCE OF STATE SCHOOL TEACHERS**

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ABSTRACT

This study aimed the impact of job burnout on the performance of state school teachers from Thanatpin Township at Bago Division. The first object is to determine job burnout in state school teachers from Thanatpin Township at Bago Division. The second objectives is to explore the impact of job burnout on the performance of state school teachers from Thanatpin Township at Bago Division. The respondents were chosen to use the random sample approach of stratification. To achieve the objectives, primary and secondary data is used and the data was collected from 10 selected state high schools with a sample of 158 teachers. Emotional exhaustion, depersonalization, and decreased in personal accomplishment are used as variables for job burnout. This study found that emotional exhaustion causes the highest job burnout for state school teachers among the job burnout variables. Besides, the emotional exhaustion has the greatest significant influence on performance of school teachers because they have to handle more than job description which they are responsible for. It can be suggested that the school administration board should be reduced teachers' workloads to improve their performance.

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LIST OF ABBREVIATIONS

| | |
|-------|---|
| ANOVA | Analysis of Variances |
| J.A.T | Junior Assistant Teacher |
| MBI | Maslach Burnout Inventory |
| P.A.T | Primary Assistant Teacher |
| S.A.T | Senior Assistant Teacher |
| SPSS | Statistical Package for Social Scientists |

CHAPTER I

INTRODUCTION

In the light of social change and a change in the work circumstances, enthusiasm for the issue of burnout has become over the previous decade. Therefore, every organization need to notice the issues of burnout and its effect on their organization. Firstly, burnout is described the state of being burned out as “excessive capacity, power, or resources requirements are depleted” in the workplace (Freudenberger, 1974). Another meaning of burnout in Merriam-Webster’s Collegiate Dictionary is as “exhaustion of strength or motivation of the physical or emotional usually due to long stress or frustration.”

(Maslach, 1976) described burnout was the result of rapid change in social relationship. The mostly widely used definition of burnout comes from (Maslach, 1982) defined burnout as a psychological syndrome involving emotional exhaustion, depersonalization and a diminished sense of professional accomplishment. That occurred among various professionals who work with other people’s in challenging situation. According to this definition, burnout is characterized as a negative mental encounter that is the response to work- related pressure, and the individuals whose work includes continuous direct contact with the recipients of the services they give, appear to be particularly susceptible to these conditions which have gotten known as burnout.

According to (Zaid, 2019), Job burnout is circumstances that outcomes from rehashed presentation to the protections of work-related pressure represented by known physical, emotive, and mental exhaustion. Job burnout keeps on influencing several workers in numerous organization. The issue of job burnout can be found in social network and workstations because the job burnout built upon proceeded with stresses and it may cause the workers to feel lack of intensity. Job burnout found in the profession which workers invest a lot of energies and have visited direct contacts with customers. Therefore, professionals in education sector experiences high probability in confronting job burnout.

The role of growth in education is crucial for the country. It is a mechanism for social change. Education is a child’s right and a key to national development and success. In Myanmar, the education system is need to develop in compare with other countries. Firstly, schools are one of the essential spots where children’s behavior and

future instructive accomplishments is structure. Secondly, teachers are individuals who teach the generation of society who will end up being the leader of the nation. They are traditionally regarded as community leaders in rural as well as urban community. Thus, teachers are getting progressively answerable for the student's academic knowledge and future careers. Therefore, teachers have a lot of workloads, pressures, stress and emotional difficulties associated with jobs that can cause more physical and mental consequences. These situations are continuously happening for a long time that is causing burnout.

Previous studies showed that the job burnout has related with decreasing the employee satisfaction and the performance. The performance of a teacher is of high significant in educational organization because the teacher involves a valuable role in helping students to be a good citizenship. Therefore, teachers ought to be emotionally and physically good. This study emphasizes the impact of job burnout on the performance of the state school teachers by reducing the effect of job burnout and finding the solution to increase the performance.

1.1 Rationale of the Study

Education is a procedure to know everybody what is right, and what is wrong through the entire life from the support to the grave. Every country attempts to develop its education standard to stay with different countries. If a nation's education needs to be updated, both skills and abilities of teachers are key factors to develop students with high intellectual skill. For the growth of education sector, the quality assurance of teacher is an important factor. The Strategic Plan for National Education suggests that it is important to increase the standard of school teaching to promote students' learning at schools in Myanmar. Teachers play a key role in the development of student performance of high-performing school programs in countries worldwide. There are necessary requirements such as a sufficient qualified teacher in every school.

In Myanmar, state school teachers are facing many struggles in the fulfillment of the requirements of children, and the desires of the parents, and teachers themselves learn under the authoritative systems, so, they are usually resistive to current changes in teaching method (Latt, 2019). Teachers play the role of substitution parents in communities. This gives them a lot of accountability. Thus teaching is recognized as a profession with high tension.

All facets of tension that are related with a hierarchical framework, growing interpersonal relationships with their co-workers, pupils, principals, guardian, and society and the constant appraisal of its procedures and performance that include in the education system. Sometimes, it is difficult to live for teachers because their hometown is far away from their work. Moreover, increased pupil misconduct, overcrowded classes, insufficient wages, demanding, or intolerable parents, budgetary restrictions, increasing administrative pressures, a shortage of support for facilities and an overwhelming pessimistic public outlook has led to the worldwide confusion of teachers. Therefore, it is interested to examine teachers from Thanatpin Township at Bago Division because of transportation difficulty and lack of teaching aids and administrative support to compare with other state schools from Bago Division.

Burnout is a process that starts with excessive and prolonged levels of job tension. The special job-related illness due to occupational pressures in service provider works is identified as job burnout. Work is very important in people's life, as it occupies a lot of their time and is a source of financial stability, but it is also a source of great deal of stress. Though teaching is noblesse oblige until now, the realities of classroom life has made teaching a stressful occupation. According to (Carter, 1994), the physical, emotional, and mood fatigue that begins with the emotions of discomfort and mounting because the excitement of teaching steady continues to change state is as teacher's burnout. (Hendrickson, 1979) points out that "A teacher on burnout has lost, or lost the passion, and motivation required to educate the children." Many previous studies found that the result of burnout for an organization contain lack of performance, loss of job satisfaction, and low organizational achievement and increased absence and a high turnover of employee. Therefore, it needs to study the impact of job burnout which include emotional exhaustion, depersonalization and decreased in personal accomplishment on the performance of state school teachers from Thanatpin Township at Bago Division.

1.2 Objectives of the Study

This study focuses to accomplish the following objectives:

1. To determine job burnout factors in state school teachers from Thanatpin Township at Bago Division.
2. To explore the impact of job burnout on performance of state school teachers from Thanatpin Township at Bago Division.

1.3 Scope and Method of the Study

This study intends to analyze the impact of job burnout on the performance of state school teachers. This study selected state high schools in Thanatpin township at Bago Division. There are 10 state high schools in Thanatpin township. These are B.E.H.S Thanatpin, B.E.H.S Kamarsel, B.E.H.S Taungbatkam, B.E.H.S Kalarchaung B.E.H.S, Min Ywar, B.E.H.S NatYaykan, B.E.H.S Khayan, B.E.H.S KyunKyi, B.E.H.S Kyutki, and B.E.H.S Yaytakar. In this paper, the target respondents include senior assistant teachers (S.A.T), junior assistant teachers (J.A.T), and primary assistant teachers (P.A.T). 61% of teachers were randomly selected from these schools.

This study was carried out by primary and secondary data using a descriptive system of research. To accumulate the primary data, stratified random sampling method was used. To available facts and information, a random sample of 32 (P.A.T) teachers, 72 (J.A.T) teachers and 54 (S.A.T) teachers are selected from the total population of 261 teachers. In this study, the main focuses are job burnout measurement that includes emotional exhaustion, depersonalization and personal accomplishment. The primary data is collected from field survey through structured questionnaires. This study utilized Maslach Burnout questionnaire to measure burnout. To measure performance, the performance questionnaires was used. Secondary data was gathered from past academic papers, articles, authors' professional burnout books, Myanmar educational insight data and internet pages and websites.

1.4 Organization of the Study

This study is composed of five chapters for an analysis and a comprehension. Chapter one is an introduction that contains the rationale of the study, the objectives of the study, the scope and methods of the study, and the organization of the study. Chapter two describes literature review of the impact of job burnout on the performance. Chapter three mentions the background history of these state high schools. Chapter four explains the analyses and the interpretation of the results, the results proven by means of the table. The last chapter of the research, chapter five summarizes research findings and discussion, the suggestion and need for further research of the study.

CHAPTER II

LITERATURE REVIEW

This chapter presents theory and concepts in relating to job burnout and job performance of teachers. This includes definition of burnout, concepts of burnout, and three dimensions of burnout, the causes and consequences of burnout, job performance, previous research studies and conceptual framework and the working definition of the study.

2.1 Definition of Burnout

There are numerous definition of burnout and burnout is an important topic to analyze, considering the growing number of people suffering from it. Burnout refers to the something of a fire or the extinguishing of a candle. It means that once a fire has been burning but the fire can't continue to burn brightly unless there are enough resources that are being replenished. In the modern workplace, burnout is an important dilemma as an occupational disorder (Ten Brummelhuis et al., 2008). In fact burnout is broken not only for the productivity of the organization but also to the well-being of employee. According to (Winstanley & Whittington, 2002), burnout is associated with stress and deriving from a combination of low coping mechanisms and a high workload, as a dynamic process. Different stressors within the work environment, such as workload and uncertainty, were correlated with burnout, some of which seemed to interfere with individual ego levels and personality traits (Gann, 1979). (Freudenberger, 1977) depicted burnout as physical and emotional fatigue arising from excessive energy, power or resource demands. The most ordinarily accepted definition of burnout is Maslach's three-component conceptualization (Cordes & Dougherty, 1993). Burnout could be a mental fatigue, depersonality and diminished personal accomplishment condition which will present itself in folks that add a particular capability with individuals (Maslach et al., 1986).

2.2 The Concept of Job Burnout

The concept of burnout began as a grassroots explanation of sustained workplace stress among human-service personnel, where former employees gradually become overwhelmed by emotional fatigue, energy loss and withdrawal from job. This

explanation was introduced by two American researchers, Herbert Freudenberger and Christina Maslach, who have defined the phenomenon independently of each other. Thus burnout concept was built not from theory but from field observations. Burnout was first a social problem, not a theoretical construction.

Burnout is a global problem but its scope varies according to the goals of those who use it in different countries. It is seen in some countries as a medical psychological problem and in others it is considered a generally recognized non-medical problem. “Burnout is a feeling of emotional, creative, and physical exhaustion. When people are burnout, they have a difficult time getting involved outside themselves and caring about somebody else’s problems, like patient’s or a client’s (Leiter et al., 2014).

The burnout concept has been extended to occupations beyond human services and education such as clerics, computer technology, military and managers. Burnout research was improved by more advanced approach and statistical tools. The complex connection among organizational components and the three components of burnout prompted utilization of basic models in much burnout research. A few longitudinal studies started to survey the connections between the workplace at once and the person’s thoughts and feelings sometime in the not too distant future. In addition, burnout is described as a psychological response to work stress and a great disharmonies among task nature and task owner’s nature lead into burnout (Maslach & Leiter, 2016). The main findings of these studies were that top work, high level of emotional demands, and imbalance in job demands, management and support predict emotional exhaustion. Therefore, we tend to initial take into account the conception of burnout in terms of each theory and assessment.

2.3 Dimensions of Job Burnout

There was no common definition of burnout. But there was a wide variety of views about what it was, and what could be done about it. Different research have been performed in recent decades to explore the different aspects of burnout. Maslach 1982, which described burnout as a three-dimensional state of emotional fatigue, cynicism and poor professional effectiveness, provided the most prominent concept of burnout, with the possibility of mixing continued stress in the workplace with inadequate form of coping (Ahola et al., 2008). Three widely recognized burnout dimensions are linked to (Maslach & Leiter, 2005; Maslach & Jackson, 1981; Pines & Maslach, 1980) three distinct states in which workers feel emotionally drained (emotional exhaustion), a

distance attitude towards others (depersonalization), and a poor sense of productivity at work (diminished personal accomplishment) (Raymond T. Lee, 1990).

(Maslach, 1982) described that three separate elements, emotional exhaustion, depersonalization and diminished personal accomplishment are considered to co-exist in this model. According to (Khdour et al., 2015), stress and burnout are generally seen as related domains in the two states. However, in reality, as opposed to a single acute stress episode, the latter is the product of unabated, sustained experiences of stress, sustained experiences of stress (Maslach et al., 2001). Burnout is a phase of progressive psychological erosion, arising from complex chronic social and emotional pressures (Leiter & Maslach, 2001). Although stress can be known as an emotional exhaustion indicator, it does not contribute to burnout alone and always (Kaden, 1999; Wertz, 2000). Since the high burnout rates associated with depression led to a lot of controversy. Depression is known as a clinical syndrome, which penetrates every domain of an individual's life where as burnout is a concept that describes the situational crisis in the working relationship of a person.

2.3.1 Emotional Exhaustion

The initial stage of burnout is regularly demonstrated by an abnormal degree of exhaustion induced by everyday human interaction, along with a substantially increased level of emotional exhaustion. As a result, this creates an growing degree of hostility and negativity towards other people, especially clients, and this leads to a decrease in the personal achievement of individual, and both of these states are a result of work pressure (Khdour et al., 2015).

According to (Maslach et al., 2001), exhaustion is the most obvious expression of complex syndrome in burnout and the core quality of burnout. When individuals depict themselves or others as encountering burnout, they are most frequently mentioned to the feeling of exhaustion that exist together with feelings of frustration and tension. Exhaustion is recognized to be the most important of the three components of burnout and is defined by a lack of energy and a feeling of loss of one's emotional resources (Bakker & Heuven, 2006).

Exhaustion is the primary stage of burnout and has been identified as the feeling of being enthusiastically over-extended and tired by one's work (Maslach et al., 1996). But this emotional exhaustion can show itself in physical characteristics such as waking up fair as exhausted as when going to bed or lacking the energy required to take on

another assignment or face-to-face experience. Within the human service, the emotional demands of the work may increase the capacity of the service provider to respond to the needs of the service recipients. Emotional exhaustion is the basic individual reaction to job stress dimension of burnout and usually leaves the person feeling drained of energy (Maslach et al., 2001). The general symptom of emotional exhaustion are a headache, fatigue, and a sense of powerlessness. The strong predictor of both job engagement and turnover intentions was found to be emotional exhaustion. When people experience higher levels of emotional exhaustion, they are more likely to leave their jobs and there are also positive associations between emotional exhaustion and turnover intentions (Maslach & Leiter, 2008).

2.3.2 Depersonalization

The second dimension is depersonalization, or cynicism and it is linked to the negative reactions of individuals to various working environments that generate a negative attitude, feeling undesirable and eventually creating a divided between people and their jobs (Maslach et al., 1996). People use cognitive isolation outside the human services by creating an insignificance or pessimistic attitude when they are exhausted and downhearted. Isolation is such an immediate association to depletion that a strong relationship from fatigue to negativity depersonalization which is consistently demonstrated in burnout studies and over a broad scope of institutional and professional circumstances (Lee & Ashforth, 1993). Depersonalization is an effort to put remove between oneself and service users by deliberately denying the attributes that make them distinctive and engaging individuals. Depersonalization can result in dehumanization and can treat individuals as objects.

Cynicism is the second response to work stress and people take a cold attitude towards work and their colleagues in order to shield themselves from exhaustion and disappointment (Maslach & Leiter, 1997). Cynicism was implemented in non-human service areas as a replacement for depersonalization (Leiter & Schaufeli, 1996). Cynicism is a wider construct, including relationships with co-workers (Maslach et al., 2001). Cynicism may be aimed at individuals, at work or in situations and is negativism and disgusting or selfishly. Depersonalization and cynicism are both types of coping device. (Cherniss, 1980) asserted that it is possible to better cope with and preserve one's resources by mentally detaching oneself, plus the main building in the burnout evaluation was the characteristics of depersonalization. (Friedman, 1993) observed

emotional exhaustion and depersonalization as the most important constructs in determining the degree to which people experience burnout, along with chronic emotional exhaustion that was observed to generate (Farber, 1991) characteristics of depersonalization.

2.3.4 Decreased in Personal Accomplishment

According to (Zaid, 2019), the third dimension and the last stage of burnout is decreased in personal accomplishment or loss of personal aptitude or lack of personal achievement where workers have absolutely burned out and need psychiatric treatment with a sense of disappointment. The employee assesses their workplace strengths and successes damagingly (Maslach et al., 1996). This stage includes two perspectives, work capability and, the accomplishment in one's work. The worker evaluates his contributions within the specialized life inconveniently and feels sad and disappointed his or her work. Inefficacy continue hopeless, low self-confidence, and incapability to deal with work stresses. In addition, exhaustion or depersonalization influences the efficacy of workers. The workers feel helpless which comes about in low self-respect, low capacity and low productivity (Maslach et al., 2001).

According to (Maslach & Leiter, 1997), "inefficacy is the feeling that one is inadequate. If one feels inadequate, accomplishments appear trivial and come appear overwhelming (Kwag & Kim, 2011). When feeling tired or supporting others to whom one is indifferent, it is difficult to pick up a sense of achievement. In other work contexts, however, inefficiency tends to evolve in parallel with the other two burnout viewpoints, instead of successively (Leiter, 1993). The lack of personal accomplishment appears to arise more explicitly from a lack of lack of relevant resources, while fatigue and skepticism emerge from the existence of overloaded work and social tension (Maslach et al., 2001). Diminished personal accomplishment means the component of self-assessment and indicate low levels of adequacy in relation to individual job performance (Thoresen et al., 2003).

2.4 Causes and Consequences of Job burnout

2.4.1 Causes of Job burnout

(i) Demographic Characteristics: A major correlation between burnout and gender does not appear to exist. Some reports show a higher burnout for women and some have higher burnout for men. Only slight but clear gender gap is that male cynicism is always stronger. Any findings have also appeared to leave women somewhat more tired. These findings may contribute to assumptions of the gender identity, but may also indicate the uncertainty between sex and profession. Studies also shown that there have been no gender gaps in all three have been no gender gaps in all three burnout dimensions (Ben-Zur & Yagil, 2005; Dormann & Zapf, 2004; Rafferty et al., 2001). Some research show that men and women are separately vulnerable to various aspects of burnout. Perhaps this represents a misunderstanding of employment with gender and it may be that women who work in mostly female jobs are more likely to suffer from the burnout. Males may be more likely to show symptoms of depersonalization in predominantly male professions, such as the police.

(Zohar, 1997) was found that Job tenure was related to burnout substantially positively. (Deery et al., 2002; Lewig & Dollard, 2003) noted that the emotional exhaustion and tenure were optimistic. Employment tenure has been found to be closely linked to emotional exhaustion (Holman et al., 2002). (Dollard et al., 2000) mentioned that emotional exhaustion was lower in experienced teachers, but there was no correlation with the other research. In a report, nurses and home care workers were noticed that burnout did not affect by their length of employment (Omdahl & O'Donnell, 1999). (Giebels & Janssen, 2004) explored that there is no correlation between emotional exhaustion and tenure in a representative group of social workers.

(Brotheridge & Grandey, 2002) did not find major variation in job and emotional exhaustion level by comparing levels of burnout in various kinds of occupations. It has been concluded that teachers are tending to be responsive for a high emotional exhaustion (Schaufeli & Enzmann, 1998).

According to (Maslach et al., 2001), age is the most commonly associated with burnout. The burnout is stated to be higher among younger workers than among those aged 30 or 40 years of age. Age is associated with job experience, which means that burnout is more of a danger in our jobs sooner. Regarding the marital status, unmarried persons (especially men) seem to burnout more frequently than married persons. Singles tend to have much higher levels of burnout than divorced persons. Those with

higher educational standards report higher burnout levels than less trained staff. More highly educated people will expect higher levels of work and thus become more depressed if demands are not met. It is necessary to build additional obligations and overwhelmed jobs for higher education students.

(ii) Personality Characteristics: A variety of personality factors have been tested to see which kinds of individuals are more vulnerable to burnout. People with resilience have higher burnout rates. In people with an external locus of control, have higher level of burnout rather than internal locus of control. Those burnout in a more passive, protective way deal with traumatic incidents. Less burnout is associated with active and confrontational coping. The three dimension of burnout were connected to reduced self-esteem in other studies.

(iii) Job Attitude: Expectations are a risk factor for burnout. High expectation cause people to work too hard and to exhaust and cynicism if high commitment does not achieve the desired results, as one theory that burnout at work was predictor.

(iv) Job Characteristics: The regular job pressures or potential emotional overload can lead to feelings of intense tiredness and overextension (Whitaker, 1996). Many burnout scholars have researched quantitative work demands. Burnout is an overload reaction. Burnout is closely and reliably attributed to experienced workload and strain in time. This phenomenon is noticed by both professional strain self-reports and more quantitative demand indicators. Especially demanding are traits such as role-conflicts and role uncertainty. Unable to satisfy the contradictory job demands or unsure of what the exact work boss will even cause burnout. The position differences and ambiguities regularly expose low to high levels of burnout. Conflicts of responsibilities arise when competing work demands are required. A major function may be played by the physical environment such as noise, heat and change. These general work stressors can be found in any workplace, at least to a certain degree.

The risk of burnout is raised by inadequate support from managers and co-workers. There is also an improvement in task autonomy or control that is absolutely independence of choice in the workplace. It is highly important to support managers, even more so than to support colleagues. Any of the most common “burnout factors” are the job load, time pressure, and role conflict. Lack of social support and self-employment is devastating.

2.4.4 Consequences of Burnout

The most frequent cause for concern is hearing about burnout. The negative effects correlated with it. Burnout is persistent fatigue syndrome and aggressive working behavior. Burnout can impact people's working at work in an unfavorable way. We expect commitment to be positively linked to work performance and organizational results.

(i) Individual Problems

In general, the mental capabilities of the burnt-out person are drained and he or she feels 'empty' and 'caught up' and 'at rope end'. According to Kahill, 1988, affective symptoms that are associated with depression, and a feeling of weakness, inadequacy and incompetence, which leads to low self-esteem, are most common. The other form of affective symptoms decreased the tolerance of the burnt-out person for anger, linked to hostility and anxiety. Furthermore, both cognitive symptoms such as concentrated weakness, forgetfulness and decision-making difficulties and sensori-motor symptoms that links to anxious tics and failure to relax are high level of arousal and nervous pain.

Chronic exhaustion is the most common physical expression of burnout. Headache, nausea and body pain, especially lower back pain, are complaints. The different psychosomatic disorders may arise such as ulcers, stomach disorders and cardiac failure. Burnout can lead to sexual abnormalities, sleep disorders, lack of appetite and breath shorter periods.

There was a physical and mental retirement from some, regularly, the burnout person usually retires from social interaction and risk isolation themselves. Interpersonal problems at work happen with employee, colleagues, managers and replacement during the job process. (pines and Maslach 1978). The diminished participation of recipients is one of the most noticeable features of burnout. Burnout can lead to problems at work: adverse consequences (Jaskson and Maslach, 1982). These issues influences family's life and can raise tensions between individuals, spouses and children.

(ii) Organizational Problems

The key outcomes of burnout is job performance. Among the first authors, the relations between the three dimension of burnout and performance were Wright and Bonett (1997). Emotional fatigue was forecast for positive work results. There was no

important relationship between personalization and personal achievement. The burnout was reworded by Maslach & Leither (1997) as a decrease of engagement. What began to be important, meaningful and difficult work becomes unpleasant, incomplete and meaningless. The engagement is defined by the capacity, participation, and effectiveness that are the exact opposites of the three burnout aspects. Energy becomes exhaustion, involvement becomes cynicism, and efficiency becomes inefficiency.

The analysis distinguishes between commitment and established organizational psychology constructs such as organizational commitment, job satisfaction or participation. Organizational commitment refers to the loyalty of employees to the employment providing the organization and that focus on the organization, while engagement is focused on the work. Job satisfaction is the degree that work serves as a source of satisfaction and fulfillment or away to release employees from trouble or dissatisfaction; it does not include the relationship between the person and the work. Job involvement is comparative to the association view of engagement with work, but does not include the dimension of energy and efficiency. In this way, engagement gives a more complex and detailed view of the relationship of an individual with the work. If the workers experience burnout, they are less successful and profitable as decrease their outcomes and actions, work dissatisfaction, less organizational involvement and a greater desire to leave the work. Burnout causes intention to quick, turnover and absenteeism. In burned-out people, reduced individual productivity was noticed.

Some research focused engagement on motivation. Engaged workers are more likely to discover new forms or behavior. Job involvement is positively linked to active learning, particularly for conscientious workers. Workers who are committed and passionate about their work are likely to treat themselves proactively.

2.5 Performance

For organizational results and success, performance is an essential criterion. This is because all workers are capable of achieving successful organization. The essential objective of modern management is to boost performance. Employee quality is a decisive driver behind the growth of organization and employee output has shown a very strong impact on their performance (Collis and Montgomery, 1995). There are numerous meanings of the phrase, as the performance is multi-faceted. Performance is a multipart term opinion and concept. At the basic level, it refers to the performance

that the outlook of efficiency (Borman & Motowidlo, 1993; Campbell et al., 1993; Roe, 1999).

Job performance is also known as employee performance or individual performance. According to Motowidlo & Borman 1993, job performance is defined by workers as aggregated financial or non-financial added value adding directly and indirectly to the organization's particular objectives. Employee performance can usually be defined as the involvement of all employees during work. It may also mention to the worker's job tasks and how well the work was carried out (Jex 2002, 88). Based on the above opinions, it may be concluded that work performance could be a work result of work accomplishment of one's quality and quantity accomplished in an organization in performing its work. Job performance measures whether an employee is doing a job well.

According to Rehman et al. (2015), the performance is measured on two dimension, behavioral-based and outcome-based. In the behavioral based dimensions contain absenteeism, satisfaction and motivation and the outcome based dimensions includes work results. In this study, performance is measured by these two dimensions.

2.6 Previous Studies of the Impact of Job Burnout on Performance

There are several previous studies about the impact of burnout on the performance. A summary of some relevant previous studies is provided in this section.

Rehman et al. (2015), found that the burnout level of sales officers was high as compared to the performance of sales officers which means that the sales officers' affected by the level of burnout they faced. There was the negative relationship between sales officers' burnout and performance

Singh et al. (1994), investigated that there is a negative relationship between the salespeople's performance and burnout. These outcome were obtained while taking behavior-based indicators of performance because the behavior and outcome-based measurement of performance are interrelated to each other, they have positive relationship with each other. Therefore, Burnout and performance are also adversely associated. According to (Babakus et al., 1996; Cravens et al., 1993) studied that employees who feel burned will not perform well because they have to cope with their mental and professional problems.

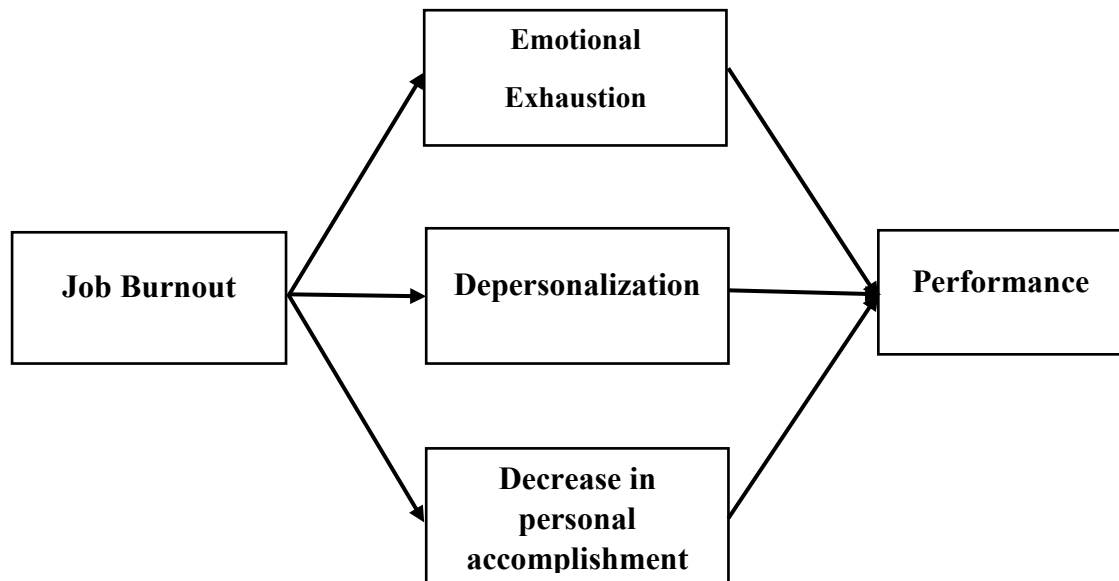
Gorji (2011) found that burnout from workers has some reverse impact on an individual's performance, other attributes in fatigue and depersonalization. Which means that the behavior of workers decreases as feelings are increasing, depersonalization decreases and vice versa. Then, it became clear that the lack of personal accomplishment does not contribute to the accomplishment of the individual. Job burnout in personal's in ages group (20-30, 30-40, 40-45, 50-60), is in average level and increasing, it means that older people have higher rate of burnout, however, burnout is averaged in female and males categories. Burnout is higher among the men. Those that have academic degrees like Associate Degree, BA and MA degrees square measure in lower ranks. The burnout level for workers with lower than five years' experience and for those with five to ten years' experience is lower than those with over ten years' experience in the medium degree.

Wafaa Mohammed Ahmed Bin Zaid examined that the university personnel face occupational burnouts. That also means that the three dimensions have varying consequences on the efficiency of the university personnel. Many of these are not influenced by depersonalization, which indicates that most workstations are convenient. The larger part of these personnel encounter adequate levels of personal accomplishment. However, the risk of emotional exhaustion among the personnel is high. Emotional exhaustion and personal accomplishment consequences of burnouts have an impact on gender differences. For the former, women are at great risk. Dimensions with important connections with age and experience: depersonalization and personal accomplishment. There is an insignificant link between the two demographic factors and emotional exhaustion.

2.7 Conceptual Framework of Previous Studies

The previous conceptual frameworks with the research variables are shown in figure (2.1) and (2.2).

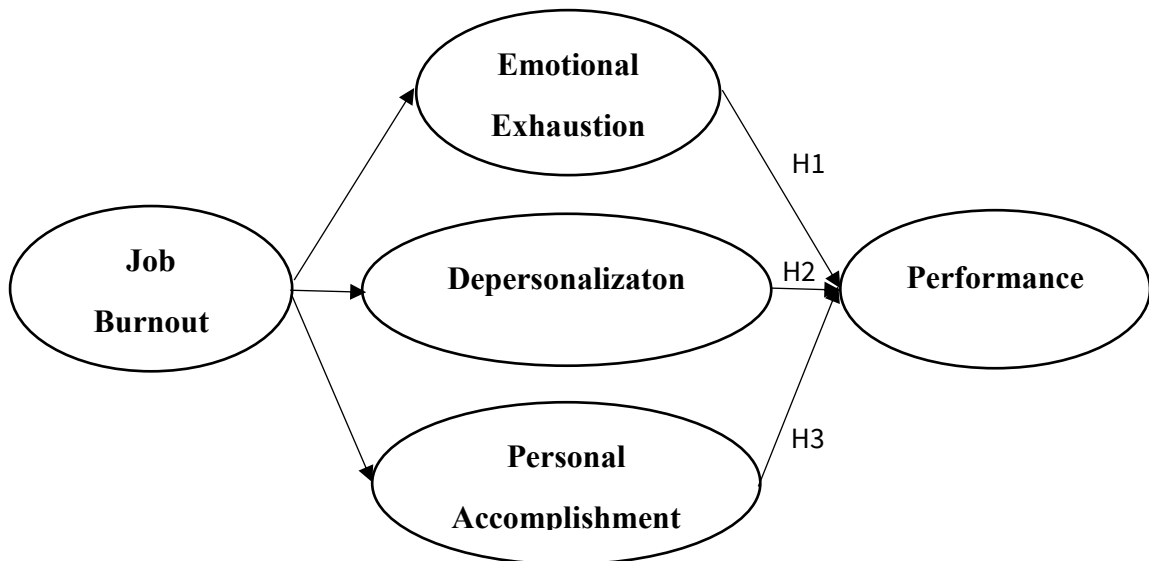
Figure (2.1) Conceptual Framework of the Effect of Job Burnout Dimension on Employees' Performance: A Case Study of Bank Personnel at Mellat Bank in Iran



Source: Mohammadbagher Gorji, International Journal of Social Science and Humanity (2011)

Mohammadbagher Gorji (2011) did the research about “The Effect of Job Burnout Dimension on Employees’ Performance”. This study examined the effect of job burnout and its relation with the components of job burnout in the performance of the bank personnel at Mellat Bank in Iran. The findings revealed that additionally to the high quantity of job burnout between other causes such as emotional exhaustion and depersonalization, has some reverse impact on the performance of personnel. This implies that the reduction in employee performance because of increasing emotional exhaustion and depersonalization and contrariwise and therefore the lack of personal accomplishment are not related to their performance.

Figure (2.2) Conceptual Framework of the Impact of Job Burnout on the Performance of Staff Member at King Abdul-Aziz University in Saudi Arabia



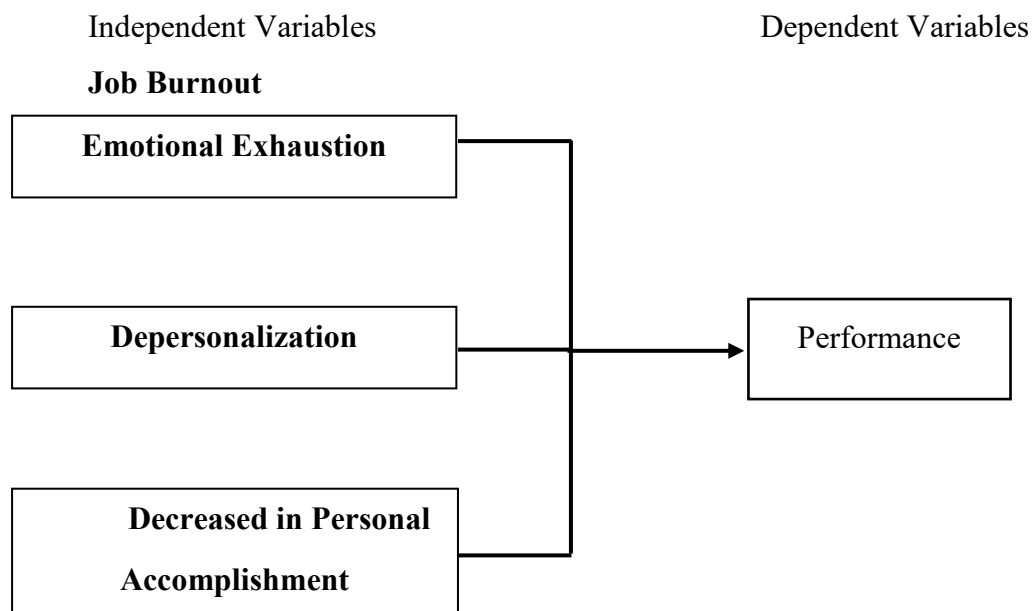
Source: Wafaa Mohammed Ahmed Bin Zaid, International Journal of Business and Social Science (2019)

The figure above is the conceptual framework of the last analysis. The name of this research is “The Impact of Job Burnout on The Performance of Staff Member at King Abdul-Aziz University in Saudi Arabia”. The general objectives of the study is to point out the level of job burnout among (KAU) staff members, to identify the level of burnout in the workforce impacting (KAU) workers to investigate the impact of every of the work burnout factors: exhaustion, depersonalization, and personal accomplishment on the performance of (KAU) employees. This analysis explores the impact of job burnout which includes emotional exhaustion, depersonalization and personal accomplishment on the performance of KAU staff members; and to measure the level of job burnout and the level of performance. The result of this analysis indicated that burnouts had moderate impacts on the employee performance at KAU. This outcome is in agreement with several other studies that have found positive links between two. Emotional fatigue and personal success have significant impact on job performance greatly. Depersonalization was noted to possess insignificant influence on performance.

2.8 Conceptual Framework of the Study

The emphasis of this research is to identify job burnout in state school teachers in Thanatpin township at Bago Division. Moreover, this research will analyze the impact of job burnout on the performance of state school teachers in Thanatpin township at Bago Division. The conceptual framework of this research is created based on previous researches that have been observed and by applying relevant factors of job burnout and performance in order to match with Myanmar state school teachers. The independent variable of this research is job burnout and it will be measured by emotional exhaustion, depersonalization, and personal accomplishment. The dependent variable is performance.

Figure (2.3) Conceptual Framework of the Study



Source: Adapted from Previous research of (Mohammadbagher Gorji, 2011, Wafaa Mohammed Ahmed Bin Zaid, 2019)

2.9 Working Definitions of the Study

The working definition of job burnout components (emotional exhaustion, depersonalization, and decreased in personal accomplishment) and performance are defined based on the literature and previous studies. This working definition of the variables utilized in the study is as follows.

(i) Emotional Exhaustion

Emotional exhaustion is the feeling of overuse and fatigue of one's mental and physical resources. Workers feel depleted in strength, energy, or freshness without any source of replenishment. They need sufficient vitality to confront another day or another individual in require. Exhaustion is the most prominent components of job burnout.

(ii) Depersonalization

Depersonalization refers to pessimistic, aggressive, or an impersonal work response which sometimes involving the lack of idealism. It usually experiences due to an emotional burden. The possibility, though, is that the isolation may be dehumanized.

(iii) Decreased in personal accomplishment

Decreased in personal accomplishment means that professional inefficacy that decline in skills and ability and success at work. In addition, they think their work has no chance for success.

(iv) Performance

Internationally, there is strong evidence that the quality of teaching is the most critical factor influencing students' outcomes. The performance of the teacher is how they fulfill their obligations and responsibilities and accomplish their professional life. It means that the quality, efficiency and effectiveness of students' result.

CHAPTER III

BACKGROUND OF BASIC EDUCATION IN MYANMAR

The aim of this chapter is to provide the background information and a comprehensive overview of the basic education in Myanmar. This chapter contains the background of the basic education system in Myanmar, the vision, the motto and objectives, the policy and future plan of the basic education.

3.1 Background Information of Basic Education System in Myanmar

Myanmar's education system has undergone many changes, from the traditional Burmese education system to the Burmese socialist education system. It is largely controlled by the Ministry of Education within the government. There is two departments in Myanmar education, mainly basic education and higher education. There are three departments in basic education. They are the department of Basic Education No. (1), schools in lower Myanmar (2) Basic Education No. (2), schools in upper Myanmar, and Basic Education No. 3 for Yangon Division schools.

The basic education in previous years has been split into three stages. They are (1) Primary level; (2) Intermediate level; (3) High school level. At the primary level, there are five classes to teach for five years, usually one year per class. The government set the age limit for admission to primary school from time to time. At the schools in the elementary level refers to as primary schools. At the intermediate level, there are four classes, usually one per year. Middle school is considered the school may or may not include a secondary level. At the high school level, there are classes up to the level prescribed by the government after the completion of the middle school level, which is normally taught once a year per class. The school at the middle and high school levels, or excluded are called a high school.

Additionally, most of the students have attended to basic education in private or government sector schools, monastic, state and ethnical sector schools. In Myanmar, all basic education schools are officially opened on 1 June annually.

3.2 The Myanmar Education Vision and Motto

Myanmar Education Vision

“To create a system of education that can generate a learning society capable of confronting the challenges of the Knowledge Age”

Myanmar Education Motto

“Building a modern growth program by education, the policy system and plan for the development of education.”

3.3 The Objectives of Basic Education

- Every citizen should be able to complete basic education
- To be good citizens who have the ability to think critically according to the level of basic education and have five strengths
- To be good citizens who respect the law in accordance with civil rights and democracy and human rights standards
- Develop the spirit of the Union and develop the language and culture of the ethnic nationalities and literature culture; to be a citizen who can value, preserve and pass on the arts and traditions and historical heritage and pass them on.
- To be citizens who can protect the environment and achieve long-term development.
- To create a good international standard academic environment and effective use of information and communication technologies and to improve the quality of learning
- Sports and physical education; Participate in school health activities to develop a healthy body and sports spirit.
- To provide a good foundation for vocational and higher education;
- To be a citizen of the world, either individually or collectively, understands diversity, values society and practices equality and practices peace.
- To be proud and proud as a Myanmar citizen.

3.4 Policy of Basic Education

- To get suggestions from education polices, consultants in drafting connected rules and regulations, academic civil society organizations, parents, teachers' representatives and students' representatives
- To involve all citizens in the development of education and also the promotion of education
- To establish an inclusive education program that include special education services and to ensure that all school-age youths also include citizens with disabilities, and people who are not allowed for various reasons
- To produce academic opportunities for all citizens to have access to education and lifelong learning
- To achieve international education, use of modern technology
- To make education practical in socio-economic life
- To have a system, the applicants have the right to choose the subject and university they want to study for, and admission should be based on the university charter of the university they want to attend, not just on a high school diploma.
- To prevent religious and political interference in schools
- To expand free and compulsory primary education
- To develop all disciplines in unison, and to provide high quality human resources by producing technician step-by-step training of technical, and vocational experts; for the socio-economic development of the country.
- To implement a quality assurance system for education at all levels and in all disciplines
- To implement a decentralized education system

3.5 Basic Education System in Myanmar

Children above the age of two and in extensive care or public programs are accepted to pre-schools. Kindergarten begins at the age of five years. The basic education department which is under the Ministry of Education is responsible for elementary, middle, and tertiary education in Myanmar.

The first level of basic education is primary education and it is mandatory in principle. Primary schooling is structured in two cycles; mid and upper graduate primary education and lasts five years plus one year of nursery education (Kindergarten). The entrance age is five and above. It takes six years and to enter secondary school, students must undergo a full review in basic subjects meeting standards four. KG begins with five years of age, and the real training process begins even in KG.

Both middle and high school are typically mixed secondary school. Grades 5 to 8 are included in middle schools, and grades 9 to 10 are included in high schools. Passing the exams from 5th to 8th grade is considered to have passed the first level of high school. The students attend the University entry exams in March every year at the end of the two years high school course, namely at the end of 10 standard, which is administered by the Ministry of Education’s Examination Board every March.

The existing system of basic education in Myanmar includes (grade one to grade six) as six years of primary level, (grade seven to grade nine) as three years of lower secondary, and (grade ten and eleven) as two years of higher secondary. According to the result of education in Myanmar- statistics & facts, there are number of Schools, teachers and students in the 2017 - 2018 Academic Year in Myanmar

Table (3.1) Total Number of Schools, Teachers, and Students (2017-2018)

| No. | Classification of Schools | Sum of Basic Education Schools (000) | Sum of Teachers (000) | Sum of Students (000,000) |
|------------|----------------------------------|---|------------------------------|----------------------------------|
| 1 | Senior High | 37.42 | 40.12 | 1.01 |
| 2 | Junior High | 248.29 | 103.79 | 2.94 |
| 3 | Elementary | 5.04 | 248.29 | 5.04 |
| | Total | 285.75 | 392.2 | 8.99 |

3.6 Self- Appraisal and Future Basic Education System Proposals in Myanmar

The Ministry of Education devised the Special Four-Year Education Growth Plan to be placed in force between 2000 and 2001 FY to between 2003 and 2004 FY in order to continue improving the basic educational industry and in particular to encourage the development of highly skilled human capital and to implement human

resource development programmes. The six work programmes outlined in the plan for the basic education sub-sector are:

- Review and reform of the program for fundamental education.
- Incorporate a revised grading system, redefine the completion of primary education and restructure the university admission exam.
- Introducing multimedia classrooms to boost the education process.
- Improving teacher education standard
- Endorse the universalization of primary education in general growth.

3.7 Job Nature of the State School Teachers

In basic education systems, the teachers are divided into three levels that include primary, junior and senior assistant teachers. Each level has its responsibilities and working conditions.

Primary teachers have to treat closely with the children because students who have never been separated from their parents and have never write with pencil must be taught by the teachers to read and write to communicate with the environment, to be good at moral lessons, can teach happily in the class according to their IQ. They must be the ideal person for the children to take good manners. Sometimes encountering with the children who are indulgent from their family make them stressed. To get success the next time, it is important to be good from the basics.

In junior assistant teachers, there is no gap between the school lessons of primary and secondary, to get good basics for secondary, they have to teach versatility, like body, physical, and character to develop. Teaching the school lessons, they must give other external lessons as a playful age not to imitate. If they are interested other external matters that are good, teachers encourage them but if bad things, teachers must solve in time to avoid what should not happen.

Senior assistant teachers teach most subjects in English. It is good to teach the students who have good basic in primary and secondary education but the students who are basically bad make teacher tired. Grade 10 is important to get the good basics for grade 11 and grade 11's success rate is important to get the success of the whole school. So, teachers make all-out effort to raise the success rate of the whole school. That makes the teachers stressed and exhausted.

To sum up, students' hobbies must be studied, and students' inner feelings that are not good must be addressed. Teachers are happy to see good students, but sad to see bad students. The information I mentioned above is the nature of the work of a state school teachers.

CHAPTER IV

RESEARCH METHODOLOGY

This chapter includes the data analysis and findings from the structured questionnaires answered by 158 teachers from Thanatpin Township at Bago Division. It consists of six parts. The first part describes research design. The second part is demographic profile of the respondents. The third part is reliability test. The fourth part states mean and standard deviation scores of the factors including job burnout and performance. The next part present analyzing how job burnout impact on the performance by using regression and correlation analysis as a tool of inferential statistics.

4.1 Research Design

This study is aimed to determine job burnout and to explore the impact of job burnout on the performance of state school teachers from Thanatpin Township at Bago Division. Ten state high schools are selected and questionnaires are distributed to 54 senior assistant teachers, 72 junior assistant teachers and 32 primary assistant teachers in selected state high schools by using Stratified random sampling method.

This research uses quantitative analysis. This quantitative detail is calculated by the use of the Likert scale of 5 points. The research methodology tool are multiple regression analysis. Questionnaires are developed in a simple and understandable manner for the ease of respondents and researchers in order to minimize the biasness. After the questionnaires had been collected, the data were evaluated descriptively and illustrated in the form of tables, charts and graphs. According to Latham and Locke 2006, the responses to Likert scale are viewed as ordinary data. All the data collected through the questionnaires are evaluated statistically by using the Program Package for Social Science (SPSS). To evaluate the relation between independent variables and the dependent variables, the Pearson Correlation Coefficient was used.

4.2 Demographic Information

This section describe the details of the analysis according to the general characteristics of respondents such as gender representation, age, marital status, education levels, position, working experiences, working hours in weekdays, total

classes, students, subjects, and specialization in ten state high schools in Thanatpin township at Bago Division. The demographic features of the respondents were provided in Table (4.1).

Table (4.1) Demographic Characteristic of Respondents

| No | Personal Information | No of Respondents | Percentage (%) |
|----|-----------------------------------|-------------------|----------------|
| 1. | Gender | | |
| | Male | 16 | 10 |
| | Female | 142 | 90 |
| | Total | 158 | 100.0 |
| 2. | Age (Years) | | |
| | Under 25-25 | 14 | 9 |
| | 26-35 | 45 | 29 |
| | 36-45 | 49 | 31 |
| | 46-55 | 33 | 21 |
| | Above 55 | 17 | 10 |
| | Total | 158 | 100.0 |
| 3. | Marital Status | | |
| | Single | 94 | 60 |
| | Married | 64 | 40 |
| | Total | 158 | 100.0 |
| 4. | State of education | | |
| | Bachelor's and Educational Degree | 149 | 94.3 |
| | Master's Degree | 7 | 4.4 |
| | Others | 2 | 1.3 |
| | Total | 158 | 100.0 |
| 5. | Level of Position | | |
| | P.A.T | 32 | 20 |
| | J.A.T | 72 | 46 |
| | S.A.T | 54 | 34 |
| | Total | 158 | 100.0 |

Table (4.1) Continued

| No | Personal Information | No of Respondents | Percentage (%) |
|-----------|-----------------------------|--------------------------|-----------------------|
| 6. | Work Experience | | |
| | Below 3 years | 14 | 9 |
| | 3-5 years | 14 | 9 |
| | 6-9 years | 26 | 17 |
| | Above 9 years | 104 | 65 |
| | Total | 158 | 100.0 |
| 7. | Working Hour in Weekdays | | |
| | 140-170 | 92 | 58.2 |
| | Above 170 | 66 | 41.8 |
| | Total | 158 | 100.0 |
| 8. | Total Classes | | |
| | Under 5 | 63 | 39.9 |
| | 5-10 | 72 | 45.5 |
| | Above 10 | 23 | 14.6 |
| | Total | 158 | 100.0 |
| 9. | Students in Class | | |
| | Under 25 | 40 | 25 |
| | 26-40 | 16 | 10 |
| | 41-80 | 102 | 65 |
| | Total | 158 | 100.0 |
| 10. | Subjects | | |
| | Under 2 | 72 | 46 |
| | 2-4 | 35 | 22 |
| | Above 5 | 51 | 32 |
| | Total | 158 | 100.0 |
| 11. | Specialization | | |
| | Yes | 147 | 93 |
| | No | 11 | 7 |
| | Total | 158 | 100.0 |

Source: Survey data, 2020

According to Table (4.1), it is indicated that 10% of respondents are male, and 90% are female, respectively. There are 142 female teachers and 16 male teachers out of the respondents. In fact, 31 percent of the overall respondents are aged between 36 and 45 years. 29% is between the age of 26 and 35 years and the last 21 % is from the age of 46 to 55 years. Above 55 years of respondents are 10%, and 25 years and under 25 years is 9%. Single are 60% and married person are 40%. The education of respondents show that 94.3% of total respondents are bachelor's degree and educational degree holders, 4.4% are master degree holders and the remaining 1.3% are any other.

Level of position is divided into three levels such as P.A.T, J.A.T, and S.A.T. It is observed that 46% of respondents are J.A.T, 34% of respondents are S.A.T, while remaining 20% are P.A.T. 65% of respondents are worked for over 9 years, 17% are worked for 6 to 9 years and 9% are worked for 3 to 5 years and under 3 years. It is observed that 58.2% of respondents are worked for 140 hours to 170 hours in weekdays and 41.8% are worked for above 170 hours. The minimum working hour in weekdays is about 140 hours in one month.

39.9% of respondents are responsible to teach under 5 classes, 45.5% of respondents are responsible to teach between 5 and 10 classes, 14.6% are responsible to teach above 10 subjects. 65% of respondents hold between 41 and 80 students in one class, 25% of respondents hold between 26 and 40 students, and 10% hold under 25 students in one class. 46% of respondents teach under 2 subjects, 32% of respondents teach above 5 subjects and 22% teach between 2 and 4 subjects. 93% of respondents have knowledge and academic training about their teaching subjects and 7% of respondents have a little difficulty in their teaching subjects, and they teach more than one subject. So they cannot catch up academic training and knowledge. But they learn from online and experienced teacher for the subject they are responsible for.

4.3 Assessment on Reliability

In this study, four types of variables are studied namely emotional exhaustion, depersonalization, decreased in personal accomplishment and performance. Reliability refers to the degree to which measures are free random error and therefore yield consistent results (Chfasoa). Internal consistency is a part of the reliability of a study, which is a necessity for measures to be valid (Saunders et al., 2012). Internal consistency measures the consistency of the answers of the question from the questionnaire and one of the most used method to calculate the internal consistency is

Cronbach's Alpha (Saunders et al., 2012). Cronbach's Alpha could be a reliableness constant that indicates however well things in a very set square measure completely related to one another (Sekaran, 2003). A widely accepted thumb rule is that an α 0.6-0.7 suggests reasonable reliability and a strong reliability 0.8 or higher. It is not inherently ideal to have good durability (0.95 or above), since this implies that the products can be fully redundant.

Table (4.2) Reliability Test from Respondent Responses on Scale Items

| Factors | No. of Items | Cronbach's Alpha |
|--------------------------------------|---------------------|-------------------------|
| Emotional Exhaustion | 8 | 0.807 |
| Depersonalization | 5 | 0.751 |
| Decreased in personal accomplishment | 8 | 0.754 |
| Performance | 12 | 0.827 |

Source: Survey result, (2020), SPSS output

According to table (4.2), Alpha value for performance is the highest among factors at 0.827 which is higher than acceptable score of 0.7. The emotional exhaustion value is 0.807. The value of depersonalization is 0.751. The last one is the decreased in personal success score is 0.754. In social science, the acceptable α value is 0.60 (Ghazali, 2008), which is also used by other researchers. Therefore, internal stability of the elements to the ideas is also great.

4.4 Analysis of Impact of Job Burnout on the Performance of State School Teachers

Regarding with the impact of job burnout on performance towards emotional exhaustion, depersonalization and decreased in personal accomplishment are studied. A five-point Likert scale survey is utilized to degree the respondent level of assertion. The answers were measured in a five-point scale namely; strongly disagree, disagree, neutral, agree and strongly agree and the scores of 1,2,3,4 and 5 were given to the above scale. This section interprets the mean and standard deviation of work-related stress that can be seen in the table charts.

4.4.1 Analysis of Job Burnout

(a) Emotional Exhaustion

Emotional exhaustion is the leading factor of burnout. It was measured with eight statements. These eight statements were built on the Likert scale of five points. The emotional exhaustion's mean and standard deviation values are determined in table (4.3).

Table (4.3) Emotional Exhaustion

| No. | Statement | Mean | Std. Deviation |
|-----|---|------|----------------|
| 1. | Emotionally burden from my job. | 3.51 | 0.526 |
| 2. | Exhausted after finishing their work. | 3.37 | 0.689 |
| 3. | Dealing with people all the time is really a great pressure for me. | 3.32 | 0.639 |
| 4. | Worn out when I wake up, I must experience this feeling in other morning. | 3.98 | 0.736 |
| 5. | Working too hard and complicated on my work. | 4.25 | 0.757 |
| 6. | Frustrated by work. | 4.05 | 0.703 |
| 7. | Burned out from my job. | 3.39 | 0.837 |
| 8. | Work has emotionally exhausted. | 4.12 | 0.891 |
| | Overall Mean | 3.75 | |

Source: Survey data, 2020

Table (4.3), it indicates that the respondents agreed to the burnout of emotional exhaustion. Among eight statements, the highest mean score of the statement is “Working too hard on my job” with the mean score of 4.25. This means that the respondents have to deal with work responsibilities as they have to deal with students and parents in addition to teaching work as well as school work.

In the other hand, the lowest mean score of the statement is “Working with people all day is really a great stress for me” with the mean score of 3.32. This mention is that it is difficult for respondents to negotiate certain tasks, since individuals have different personalities.

From the result of Table (4.3), the overall means value of emotional exhaustion is 3.75. Therefore, it can be inferred that it is obvious to respondents that emotional exhaustion can affect burnout level.

(b) Depersonalization

Table (4.4) tests the mean and standard depersonalization variance values. With five statements, depersonalization was assessed by using likert scale.

Table (4.4) Depersonalization

| No. | Statement | Mean | Std. Deviation |
|-----|---|------|----------------|
| 1. | Ignoring what happens to some students. | 2.14 | 1.031 |
| 2. | Don't close with my coworkers and colleagues when I work on this job. | 2.94 | 1.048 |
| 3. | Feeling students' issues accuse me. | 2.17 | 1.195 |
| 4. | Worrying this work is hardening me emotionally. | 2.85 | 1.087 |
| 5. | Treating some students as if they were not personal object. | 3.09 | 1.325 |
| | Overall Mean | 2.64 | |

Source: Survey data, 2020

As shown in the table (4.4), it reveals that the respondents are not agree to the burnout of depersonalization. Among the five statements, the highest mean score of the statement is “Treating some students as if they were impersonal object” with the mean score of 3.09. This mentions that if the respondents treat them as a personal object, they would concern with inappropriate problems that can make them unprofessional.

The lowest mean value of the statement is “Ignoring what happens to some students” with the mean score of 2.14. Because the respondents are responsible for all matters and issues relating to the students during their duties.

The average mean depersonalization scoring from the table (4.4) is 2.64. It can be assumed that it is obvious to the respondents that depersonalization cannot affect the burnout level.

(c) Decreased in Personal Accomplishment

The mean and standard deviation values of decreased in personal accomplishment are measured in Table (4.5). With eight statements, decreased in personal accomplishment was measured. These eight phrases were used by the likert scale of five marks.

Table (4.5) Decreased in Personal Accomplishment

| No. | Statement | Mean | Std. Deviation |
|-----|---|------|----------------|
| 1. | Accomplished little worthwhile things in this job. | 2.89 | 1.229 |
| 2. | Cannot easily create a relaxed atmosphere with my students. | 3.64 | 1.185 |
| 3. | Can't solve the issue of students effectively. | 2.44 | 1.223 |
| 4. | When I am working, I am not very energetic. | 2.37 | 1.217 |
| 5. | Cannot deal with emotional problems very calmly in my work. | 1.97 | 1.151 |
| 6. | Feel negatively influencing other people's lives through my work. | 2.32 | 1.424 |
| 7. | Don't feel pleasure after teaching with my pupils. | 3.77 | 1.220 |
| 8. | Can't easily understand how my students feel about things. | 2.45 | 1.244 |
| | Overall Mean | 2.73 | |

Source: Survey data, 2020

According to Table (4.5), the respondents disagreed to the burnout of decreased in personal accomplishment. Among the eight statements, the highest mean value of the statement is "Don't Feel happy after teaching with my students" with the mean score of 3.77. The respondents mentions that it is not easy to teach and reform both school lessons and ethical and moral lessons for the students who are grown up from different families.

On the other hand, the lowest mean score of the statement is "Can't control emotional problems very effectively" with the mean score of 1.97. Since the teachers

are the ideal person of the students, they cannot mention their emotional issues and cope with this situation.

As the result of table (4.5), the overall means score of decreased in personal accomplishment is 2.73. It can be inferred that the respondents are clearly conscious that decreased in personal accomplishment cannot affect the burnout level.

Table (4.6) Overall Mean Value of Job Burnout

| Job Burnout | Overall Mean |
|--------------------------------------|---------------------|
| Emotional Exhaustion | 3.75 |
| Depersonalization | 2.64 |
| Decreased in personal accomplishment | 2.73 |

Source: Survey data, 2020

According to Table (4.6), emotional exhaustion is the highest overall mean score of 3.75. Decreased in personal accomplishment is the second highest overall mean score of 2.73. The lowest overall mean score of depersonalization is 2.64. Therefore, it can be concluded that most of the respondents agree upon the fact that emotional exhaustion is the major factor of burnout.

4.4.2 Performance

Performance is determined with twelve statements. These twelve statements were structured by using a Likert scale of five points. The mean and std. deviation values of performance are determined in table (4.7).

Table (4.7) Performance

| No. | Statement | Mean | Std. Deviation |
|-----|---|------|----------------|
| 1. | Dissatisfied in my teaching profession, although I am exhausted. | 3.06 | 0.583 |
| 2. | Can unable timely task. | 2.68 | 0.715 |
| 3. | Have undesired and unwillingness to work at keeping my job skills up-to-date. | 2.99 | 1.009 |
| 4. | Have few opportunities to broaden my professional knowledge. | 2.68 | 0.973 |
| 5. | Cannot efficiency complete to cover syllabus before examination. | 2.46 | 0.559 |
| 6. | Teaching is not very interesting work. | 2.92 | 1.056 |
| 7. | Sometimes, arrive late to school. | 2.67 | 0.471 |
| 8. | Frequently absent due to extremely fatigue. | 2.04 | 0.552 |
| 9. | Unwillingness to concentrate on my obligation. | 2.81 | 0.815 |
| 10. | Can't do the best although I have more workload and little resources. | 2.73 | 1.007 |
| 11. | Will not choose this job again, if I have more choices. | 2.55 | 0.934 |
| 12. | Always think about leaving this organization. | 2.08 | 0.553 |
| | Overall Mean | 2.64 | |

Source: Survey data, 2020

According to Table (4.7) above, the highest mean score value for the performance is 3.06. In reality, performance is what a person performs and does and is often associated with the emotional of inner feeling of a personnel. From the statement number one, teachers agreed that “Dissatisfied in my teaching profession, although I am exhausted.” This mentions that teachers are not satisfied in their teaching profession anymore, when they were exhausted because sometimes too much stress can made loss of concentration to profession.

On the other hand, the lowest mean score values of performance indicate that teachers disagreed that “Frequently absent due to extremely fatigue” with the mean the score of 2.04. This means that most of the teachers are worried about not being finished

the lessons, replacement of another teacher when they were absent and they are so passionate on their job.

From the result of Table (4.7), the overall means score of performance is 2.64. Therefore, it can be analyzed that the respondents are more likely to perform their duties and responsibilities.

4.4.3 The Impact of Job Burnout on the Performance of State School Teachers

The correlation analysis and regression analysis is given in this section.

(1) Correlation between Job Burnout and Performance

The Pearson coefficient of correlation is known as the measurement tool. Correlation and covariance approach is centered. The coefficient for Pearson's correlations will show how all variables evaluated at an interval or at a ratio level will be guided, intensity and significance of bivariate relationships. The Pearson correlation number is referred to as a coefficient of correlation. To investigate the relation between variables, a correlation coefficient was developed.

Pearson's coefficient of correlation shows the significance, direction, strength and significance of the bivariate relationship among all the variables that were measured at a ration level interval (Sekaran, 2003). The coefficient of correlation r is from -1.0 until +1.0. When r is -1.0, the linear relation is totally negative, whereas r is +1.0 that represents a perfect linear relation. If r is 0, there is no sign of the relationship between the variables.

Table (4.8) Correlation between Job Burnout and Performance

| | | Emotional Exhaustion | Depersonali -zation | Decreased in Personal Accomplishment | Performance |
|--|------------------------|---------------------------------|--------------------------------|---|--------------------|
| Emotional Exhaustion | Pearson Correlation | 1 | -.041 | -.334** | .353** |
| | Sig. (2-tailed) | | .607 | .000 | .000 |
| Depersonalization | Pearson Correlation | -.041 | 1 | .275** | -.105 |
| | Sig. (2-tailed) | .607 | | .000 | .189 |
| Decreased in personal accomplishment | Pearson Correlation | -.334** | .275 | 1 | -.166* |
| | Sig. (2-tailed) | .000 | .000 | | .038 |
| Performance | Pearson Correlation | .353** | -.105 | -.166* | 1 |
| | Sig. (2-tailed) | .000 | .189 | .038 | |

Source: Survey data, 2020, SPSS Outputs

** The correlation at 0.01 level is significant (2- tailed).

* The correlation at the 0.05 level is significant (2- tailed).

According to Table (4.8), it demonstrates the correlation coefficient for independent variables- emotional exhaustion, depersonalization and decreased in personal accomplishment and dependent variable- performance. As a result of Table (4.8), emotional exhaustion is positively correlated with performance and the association between the variables is 0.353. Emotional Exhaustion is significant with a value of 0.000 which is lower than 0.01. Then, emotional exhaustion is a direct significant relationship with the performance.

Depersonalization is no correlation with the performance. Depersonalization is insignificant with a value of 0.189 which is higher than 0.05. Therefore, depersonalization is insignificant with performance.

Decreased in personal accomplishment is negatively correlated with performance and the relationship between the variables is -0.166. Decreased in personal accomplishment is significant with a value of 0.038 which is lower than 0.05. Decreased in personal accomplishment is a negative significant relationship with performance. Since the related variables' correlation values of emotional exhaustion and decreased

in personal accomplishment are less than 0.90, so that the approximate correlations between the variables are not overly large (e.g., < 0.90 in absolute value). The outcome revealed the appropriate validity of the prejudice (Klin, 2011).

(2) The Multiple Regression Analysis of Job Burnout on Performance

Multiple regression analysis is an analysis of association in which the effects of two or more variables on the single, interval-scaled dependent variables are investigated simultaneously (G. Zikmund 2010). The correlation between job burnout and teachers’ performance is examined with multiple regression.

Table (4.9) Multiple Regression Analysis of Job Burnout on Performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig |
|--------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| Constant | -4.717 | .401 | | 11.769 | .000 |
| Emotional Exhaustion | .384 | .091 | .335 | 4.212 | .000 |
| Decreased in personal accomplishment | -.030 | .045 | -.054 | -.673 | .502 |
| R Squared | | | | .127 | |
| Adjusted R ² | | | | .116 | |
| F Value | | | | 11.307 | |
| P-Value | | | | .000 | |

Source: Survey data, 2020, SPSS Outputs

Significance levels indicate that ** (1%) and * (5%) respectively.

After a linear regression model has been adapted, it must assess how well the model fits the data. Therefore, R-squared (R²) must be tested. R-squared shows the variance ratio to the mean of the dependent variable explained by the model. According to the Table (4.9), the adjusted R² value of 0.116 explains that 11.6% of the total variance in performance is accounted by emotional exhaustion, depersonalization and decreased in personal accomplishment. The coefficients in the table showed each independent variable’s relation to the dependent variable. According to ANOVA the result, there is a model of fitness because significance value is 0.000 and F value is 11.307.

The B value revealed that the correlation between performance and the predictors. The coefficient indicate a relationship positive or negative. According to the findings, the coefficient value of emotional exhaustion is 0.384. It indicates that there is a positive relationship between emotional exhaustion and performance. This value was supported by a significant value of 0.000 which was less than a p-value 0.05. Emotional Exhaustion made the greatest significant contribution to the performance of teachers. Therefore, the increase emotional exhaustion of the teacher is drained, the decrease their performance it is.

Decreased in personal accomplishment contributed slightly to the performance given by the B value -0.030. However significant level indicated that the contribution of decreased in personal accomplishment was insignificant since it has p-value greater than 0.05.

Based on the results of multiple regression analysis, it can be concluded that emotional exhaustion has significant positive impact on the performance. Decreased in personal accomplishment and depersonalization did not have any significant impact on the performance of teachers.

CHAPTER V

CONCLUSION

This chapter includes findings and discussions in response to the study's objectives, suggestions and recommendations and need for further study. Frequency, analytical, correlation and multiple regression analysis were used for the analysis of the results.

5.1 Findings and Discussions

This study explores the impact of job burnout on the performance of state schools teachers. The two objectives of this study are to determine job burnout in state school teachers from Thanatpin Township at Bago Division and to explore the impact of job burnout on performance of state school teachers from Thanatpin Township at Bago Division. By using stratified random sampling method, 32 primary assistant teachers, 72 junior assistant teachers and 54 senior assistant teachers are selected as primary data from ten state high school in Thanatpin Township at Bago Division to explore the objectives. The demographic factors of respondents are investigated based on variables like gender, age, marital status, education, position, working experience, working hour, total classes, number of students, subjects, specialization, choice by frequencies.

In terms of gender, the female teachers are more than male teachers. That's because of the work nature. Most respondents are single. The largest number of respondents between 36 and 45 years of age, while the lowest group of respondents under 25 and 25 years of age. Most of the respondents are graduated by Bachelor's Degree and Education degree. Most of the respondents are junior assistant teachers and a few are primary assistant teachers. Most respondents worked above 9 years. Many of respondents are working between 140 and 170 hours. The highest number of respondents take responsibly between 5 to 10 classes, and the lowest take responsibly above 10 classes.

Each classroom has a maximum of 41 to 80 students and teachers teach more than two subjects. The majority of respondents who teach one subject or those who teach one subject for a long time have expertise, awareness, and academic qualification and understanding of the subject they teach. The minority of respondents who teach

more than one subject or those who change subject frequently experience less mental, and physical fatigue than those who teach one subject intensively. These respondents feel that their personal rights are restricted because they have to acquire the same skills as those who have been teaching a subject for a long time.

The first objective of the study is to determine job burnout in state school teachers from selected state high schools that are analyzed by descriptive statistics. According to the result, emotional exhaustion is the highest overall mean value than depersonalization and decreased in personal accomplishment. Therefore, the state school teachers in Thanatpin Township experience the job burnout of emotional exhaustion. Finally, emotional exhaustion is the leading factor of job burnout in this study.

The second objective of the study explores the impact of job burnout on performance of state school teachers by using multiple regression analyses. Firstly, state school teachers experience emotional exhaustion that decrease their performance. Teachers are often frustrated by the fact that they have to study for a long period of time and have to change subjects, which can lead to inconsistencies in their teaching outcomes.

Secondly, the study reveals that depersonalization has no correlation with the performance. According to the result, it is found that teachers do not have depersonalization and has no significant impact on the performance. This is because of the other factors like being a good social environment, having the sense of good citizenship, having the responsibility for their family, reasonable thinking. If they encounter depersonalization, it is only for a short-term whether pessimistic, or optimistic makes, not an impact on the performance.

Thirdly, the study shows that decreased in personal accomplishment has no significant impact on the performance. Most state schools teachers have a lot of working experiences. They have attended courses, seminars, and workshops in the workplace, and they do continuously study for their students.

In conclusion, Most of the teachers affected by the emotional fatigue of work burnout. This study found that teachers from Thanatpin Township at Bago Division have job burnout that affect their performance diminishing. Everyone living in the world cannot eliminate exhaustion, so if people are able to deal with mental fatigue, they will experience positive outcomes and improve their performance instead of negatives from frustration.

5.2 Suggestion

This study indicates that there was a positive relationship between emotional exhaustion, and performance. Teachers are working too hard on their job to manage work duties, and in addition to teaching and school work, they have to deal with students and their parents and they have difficulties in negotiating these tasks and it is a very great burden for them in communicating those people with different characteristics. These factors lead to emotional exhaustion and this would exhaust teachers' energy which contribute to burnout. In order to minimize the burnout effectively, it is recommended that schools reduce teachers' administrative workload, rigid schedules and allow enough time to complete tasks on time. The chances of burnouts in teachers are perfect for emotional fatigue.

In addition the Ministry of Education and educational support organizations need to invest sufficient resources and teaching aids for improving teachers' self-confidence and accomplishing their goals and objectives. With the advance of technology, schools should enable teachers to acquire technology knowledge and awareness.

Teachers should learn how to cope with their own emotions. Teachers can solve burnouts with a few techniques. Teachers can spend one or two hours each week doing things they find relaxing. Whenever they face issues or negative emotions, they should discuss to someone, not to hold them up with themselves. They will have to understand your own shortcomings and limits and a healthy way of living at home.

In conclusion, schools, Ministry of Education, teachers' union and education staff need to work together for reducing burnout rate and getting better performance. As the performance of the teachers in the workplace improves, they will boost the quality of education in Myanmar continuously.

5.3 Need for Further Study

In this section the criteria of the further studies and shortcomings of the current research will be clarified. This study focuses on sampling problems in a minimal way. A larger sample is needed to carry out more studies to provide more concrete interpretation of the data. The further study can be more complete if the analysis can be conducted in other schools.

Furthermore, state schools of the various geographic location in Myanmar also should be conducted to know job burnout and performance of state school teachers.

Time has also become one of the major limitations. Therefore further research should concentrate not only based on government service organizations, but also on business organization, on job burnout and performance of this organization.

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APPENDIX I

Questionnaires

This survey is a partial fulfillment of the requirement for Master Degree of Commerce. This questionnaire is for my M.Com thesis paper about job burnout and performance of state high school teachers and not related with other business purpose. I assure you that the response recorded by you will be kept secret and will in no case be used for any purpose other than research. Please kindly answer the following questions. Thank you for giving us your precious time.

Section A: Demographic Factors

1. Gender:

Male

Female

2. Age: (Year)

Below 25 & 25

46-55

26-35

More than 55

36-45

3. Marital Status

Single

Married

4. Highest Level of Education

Diploma

Bachelor's Degree

Master's Degree

Others

5. What is your level of position?

P.A.T

J.A.T

S.A.T

6. How many years have you working experience?

Below 3 years

3-5 years

6-8 years

9 years and above

7. How many work hour in weekdays? _____

8. How many classes do you teach? _____

9. On average how many students are in each of the classes you instruct? _____

10. Which subjects that you teach in this school?

- Myanmar English
 Mathematics Science (Biology, Physics, Chemistry)
 Social studies (Geography, History, Economics)
 Physical Arts
 Religion or ethics Practical and vocational skills
 Others

11. Was the teaching of this subject part of your academic training, or your specialization? If not, how do you learn from this subjects that your responsibility?

- Yes No

Section B: Burnout on Teachers

Please use the rating scale below to describe how accurately each statement. Please read each statement carefully and then choose the relevant answer that corresponds to your reply.

Instruction: Please tick the following numbers on each statement according to the index:
 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

| No | Burnout: Emotional Exhaustion | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1. | I feel emotionally drained from my work. | | | | | |
| 2. | I feel exhausted at the end of the workday. | | | | | |
| 3. | Working with people all day is really a great stress for me. | | | | | |
| 4. | I feel fatigued when I get up in the morning and have to face another day in the morning. | | | | | |
| 5. | I feel I'm working too hard on my job. | | | | | |
| 6. | I feel frustrated by my job. | | | | | |
| 7. | I feel burned out from my job. | | | | | |
| 8. | I feel that my work has exhausted emotionally. | | | | | |

| No | Burnout: Depersonalization | 1 | 2 | 3 | 4 | 5 |
|-----------|---|----------|----------|----------|----------|----------|
| 1. | I don't really care what happens to some students. | | | | | |
| 2. | I've become more insensitive toward people since I took this job. | | | | | |
| 3. | I feel students blame me for their problems. | | | | | |
| 4. | I worry this job is hardening me emotionally. | | | | | |
| 5. | I feel I treat some students as if they were impersonal object. | | | | | |

| No | Burnout: Decreased in Personal Accomplishment | 1 | 2 | 3 | 4 | 5 |
|-----------|---|----------|----------|----------|----------|----------|
| 1. | I have not accomplished many worthwhile things in this job. | | | | | |
| 2. | I cannot easily create a relaxed atmosphere with my students. | | | | | |
| 3. | I can't effectively deal with students' problem. | | | | | |
| 4. | I am not very energetic when I'm working. | | | | | |
| 5. | In my work, I cannot deal with emotional problems very calmly. | | | | | |
| 6. | I feel I'm negatively influencing other people's lives through my work. | | | | | |
| 7. | I'm unhappy after my students have been teaching closely. | | | | | |
| 8. | I cannot easily understand how my students feel about things. | | | | | |

Section C: Job Performance

I'm using the 5 points Likert scale to find out your job performance, so please tick the number that correspondent to your choice by using the 5 points likert scale to describe how accurately each statement describes you. Describe yourself as you generally are now, not as you wish to be in the future.

Instruction: Please tick the following numbers on each statement according to the index:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

| No | Job Performance | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1. | I'm not satisfied in my teaching profession, although I am exhausted. | | | | | |
| 2. | I cannot handle timely task. | | | | | |
| 3. | I have undesired and unwillingness to work at keeping my job skills up-to-date. | | | | | |
| 4. | I have a few opportunities to broaden my professional knowledge. | | | | | |
| 5. | I am hard that I can efficiency complete to cover syllabus before examination. | | | | | |
| 6. | Teaching is not very interesting work. | | | | | |
| 7. | I sometimes arrive late to school. | | | | | |
| 8. | I frequently absent due to extremely fatigue. | | | | | |
| 9. | I am unwillingness to concentrate on my obligation. | | | | | |
| 10. | I can't do the best although I have more workload and little resources. | | | | | |
| 11. | If I have more choices, I will not choose this job again. | | | | | |
| 12. | I always think about leaving this organization. | | | | | |

APPENDIX II

Reliability Statistics (Decreased in personal accomplishment)

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .754 | 8 |

Reliability Statistics (Depersonalization)

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .751 | 5 |

Reliability Statistics (Emotional Exhaustion)

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .807 | 8 |

Reliability Statistics (Performance)

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .827 | 12 |

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .357 ^a | .127 | .116 | .37543 |

a. Predictors: (Constant), Emotional Exhaustion, Decreased in Personal Accomplishment

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 3.187 | 2 | 1.594 | 11.307 | .000 ^b |
| | Residual | 21.847 | 155 | .141 | | |
| | Total | 25.034 | 157 | | | |

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Emotional Exhaustion, Decreased in Personal Accomplishment

Correlations

| | | Decreased in Personal Accomplishment | Deperson alization | Emotional Exhaustion | Perfor mance |
|--|---------------------|--|-----------------------|-------------------------|-----------------|
| Decreased in Personal Accomplishment | Pearson Correlation | 1 | .275** | -.334** | -.166* |
| | Sig. (2-tailed) | | .000 | .000 | .038 |
| | N | 158 | 158 | 158 | 158 |
| Depersonalization | Pearson Correlation | .275** | 1 | -.041 | -.105 |
| | Sig. (2-tailed) | .000 | | .607 | .189 |
| | N | 158 | 158 | 158 | 158 |
| Emotional Exhaustion | Pearson Correlation | -.334** | -.041 | 1 | .353** |
| | Sig. (2-tailed) | .000 | .607 | | .000 |
| | N | 158 | 158 | 158 | 158 |
| Performance | Pearson Correlation | -.166* | -.105 | .353** | 1 |
| | Sig. (2-tailed) | .038 | .189 | .000 | |
| | N | 158 | 158 | 158 | 158 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--|--------------------------------|------------|------------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | -4.717 | .401 | | 11.769 | .000 |
| Emotional Exhaustion | .384 | .091 | .335 | 4.212 | .000 |
| Decreased in Personal Accomplishment | -.030 | .045 | -.054 | -.673 | .502 |