



English Teacher Burnout: A Reflection of Pedagogical Practice in Thai Basic Education Schools

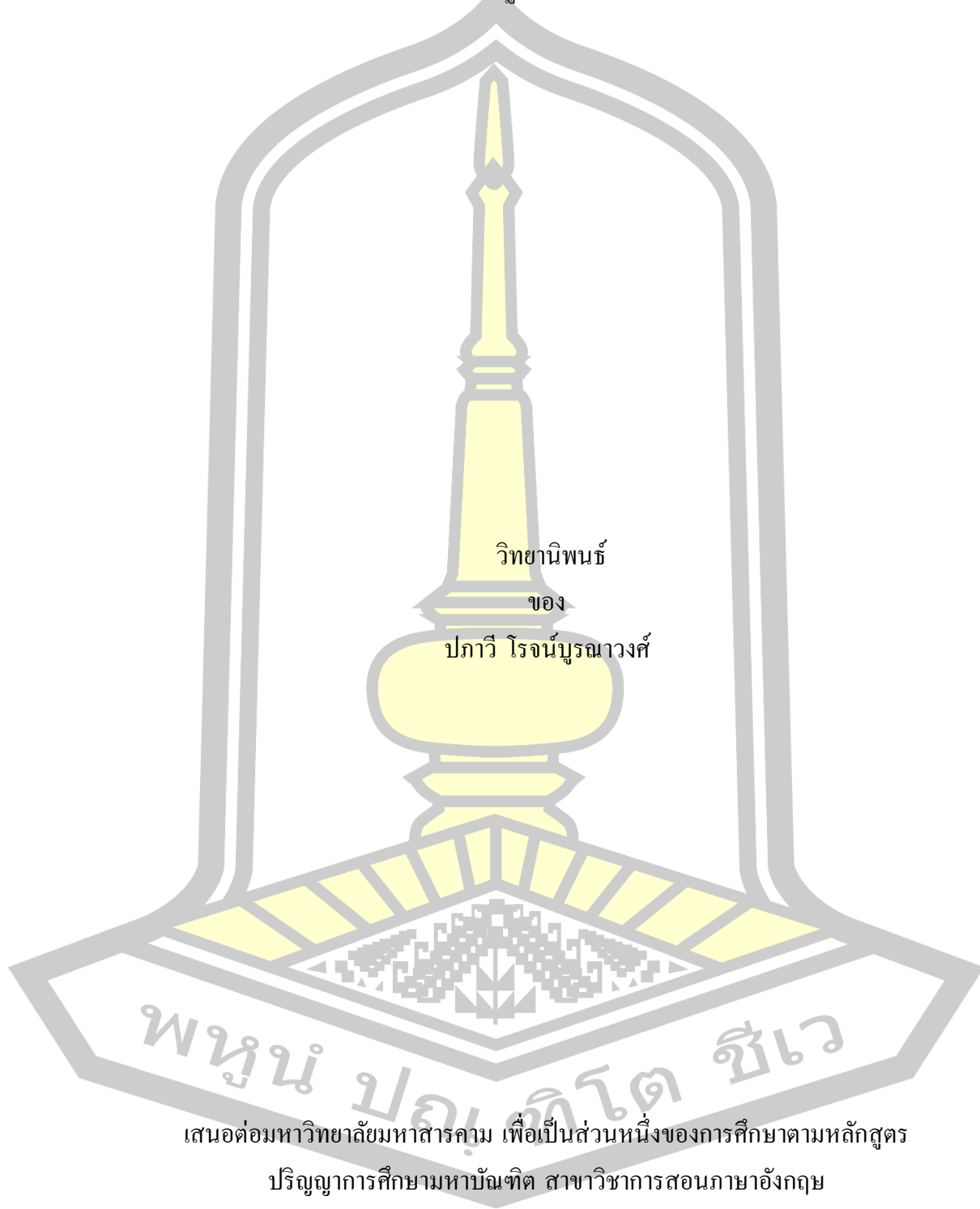
Papawee Rojburanawong

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching

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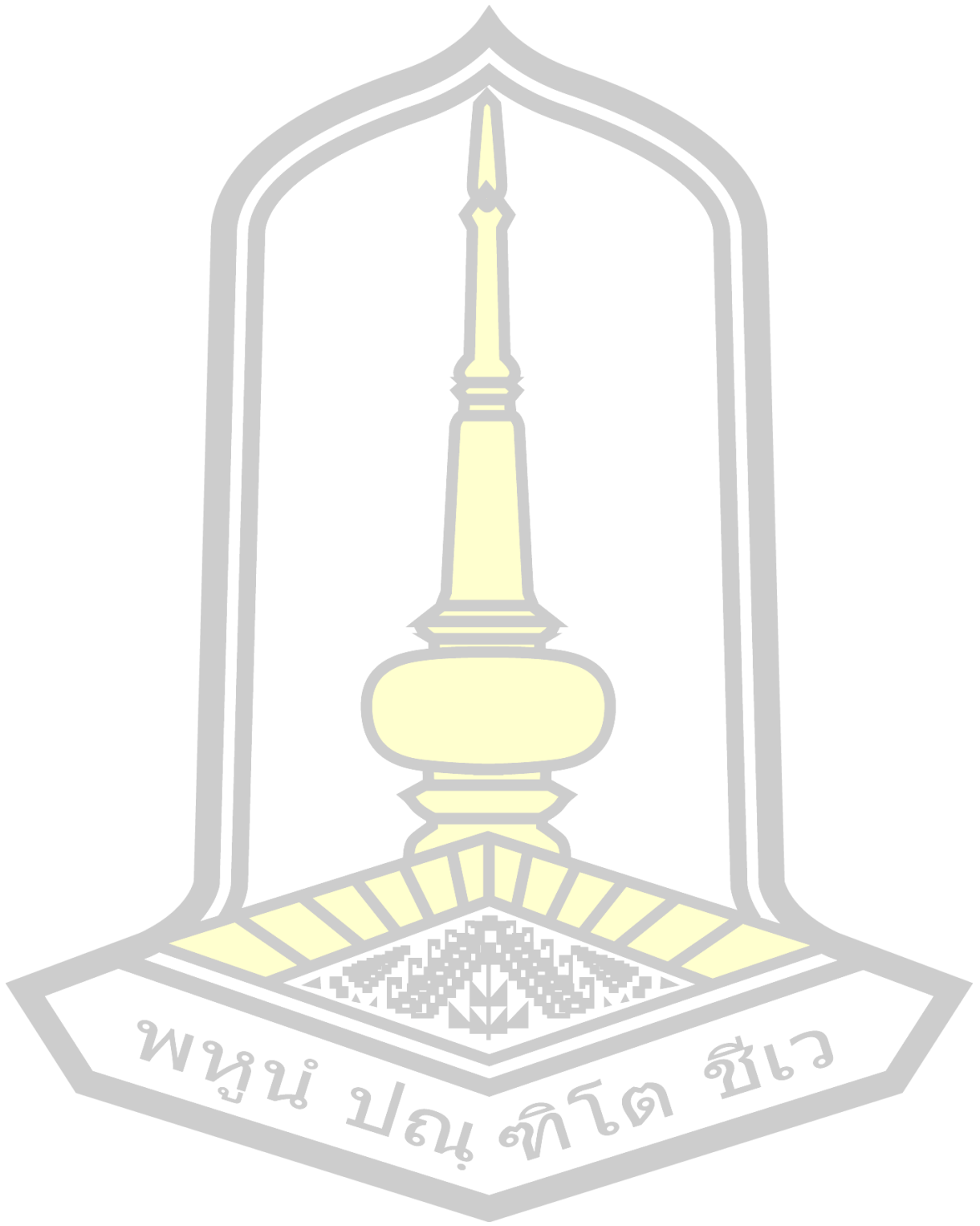
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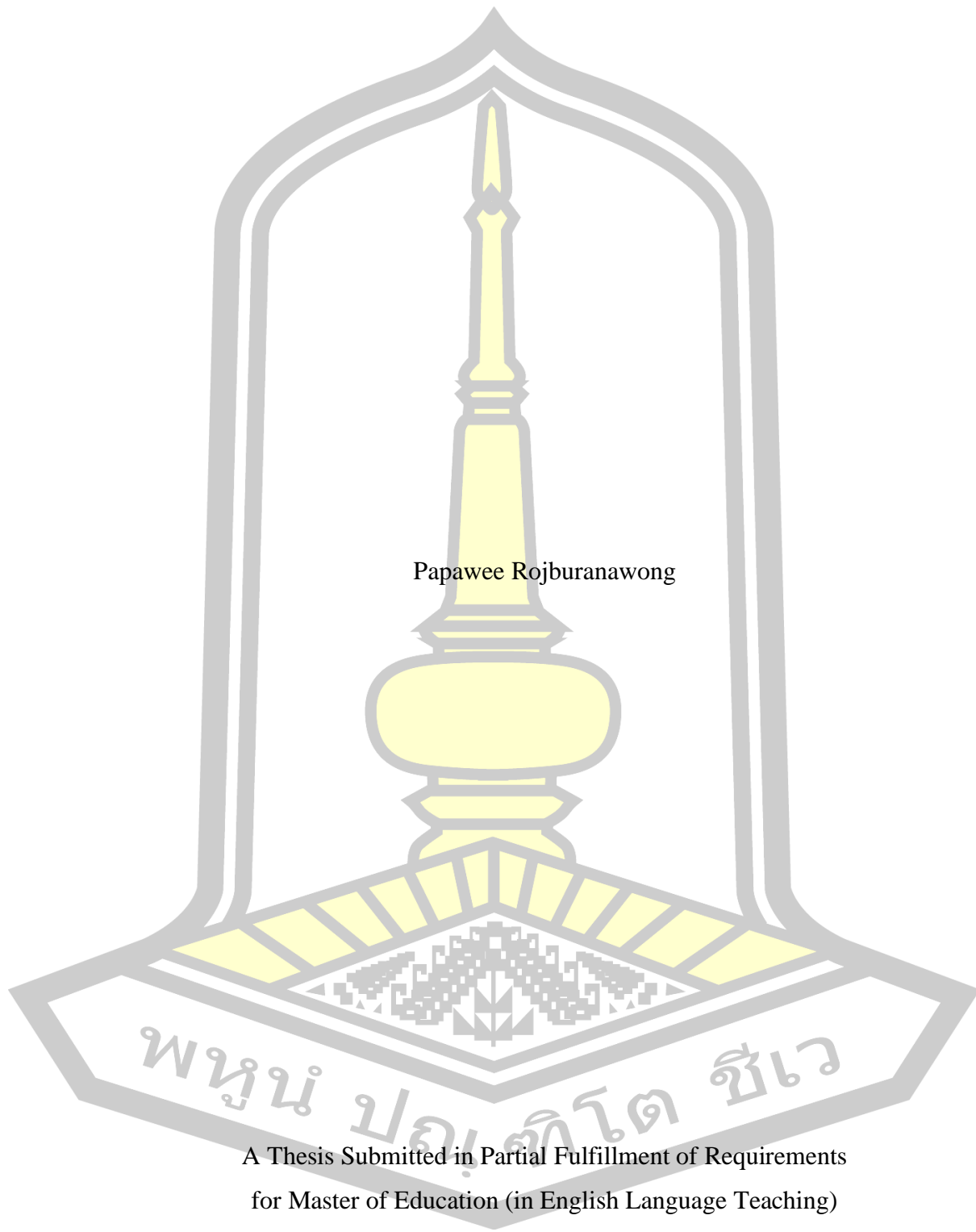
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English Teacher Burnout: A Reflection of Pedagogical Practice in Thai Basic
Education Schools

Papawee Rojburanawong



A Thesis Submitted in Partial Fulfillment of Requirements
for Master of Education (in English Language Teaching)

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ABSTRACT

Teachers, mainly English as foreign language (EFL) teachers, are at a high risk of experiencing burnout as they have to encounter high work demands and work-stressors related to language teaching (Meidani et al., 2019). Moreover, teacher burnout can significantly affect students and the educational system as a whole as it hinders the teachers from effectively performing their tasks (Iancu et al., 2017). The current study aimed to further explore teacher burnout in the Thai EFL context and identify factors contributing to English teachers' burnout in Thai basic education. It also investigated whether there were differences in English teachers' burnout between primary and secondary school teachers of English. Participants of this study were drawn from convenience sampling, consisting of 120 Thai EFL teachers from primary and secondary schools in Northeastern Thailand. Thai version of Maslach Burnout Inventory Educator Survey (MBI-ES) was employed to collect three burnout subscales: emotional exhaustion, depersonalization, and personal accomplishment. Semi-structured interviews were conducted among ten participants who scored highest in MBI-ES. The data analysis revealed that the Thai EFL teachers suffered from emotional exhaustion the most. The ANOVA test and t-test results found that age, marital status, educational background, and teaching experience were burnout factors among Thai EFL teachers. Furthermore, the qualitative data analysis indicated that noninstructional workload, negative work environment, student misbehavior, and lack of administrative support were the leading causes of Thai EFL teachers' burnout. Also, there were no significant differences between burnout among primary and secondary school teachers of English. Other pedagogical implications and recommendations for future studies are also provided.

Keyword : teacher burnout, Thai EFL, factors, primary and secondary schools

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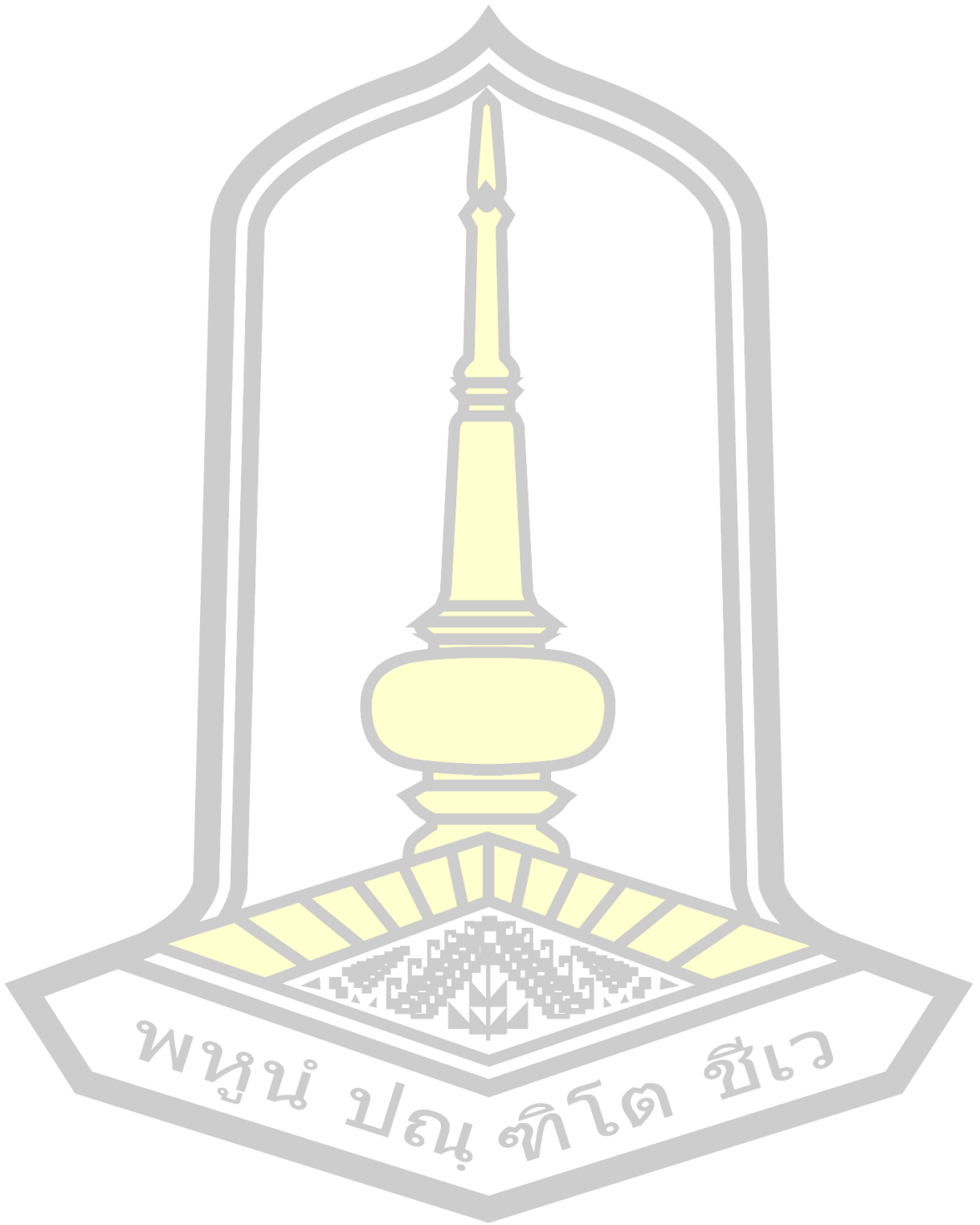


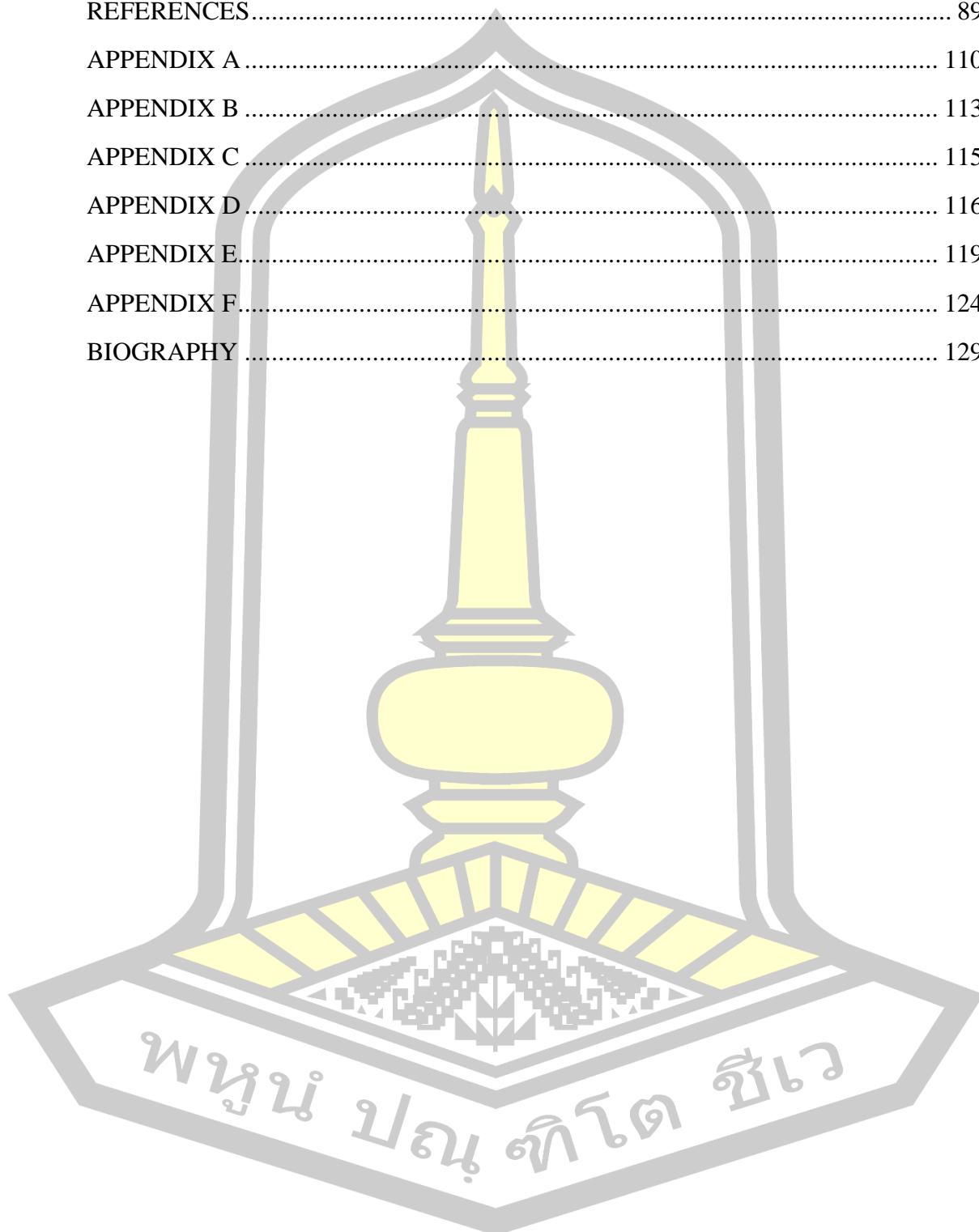
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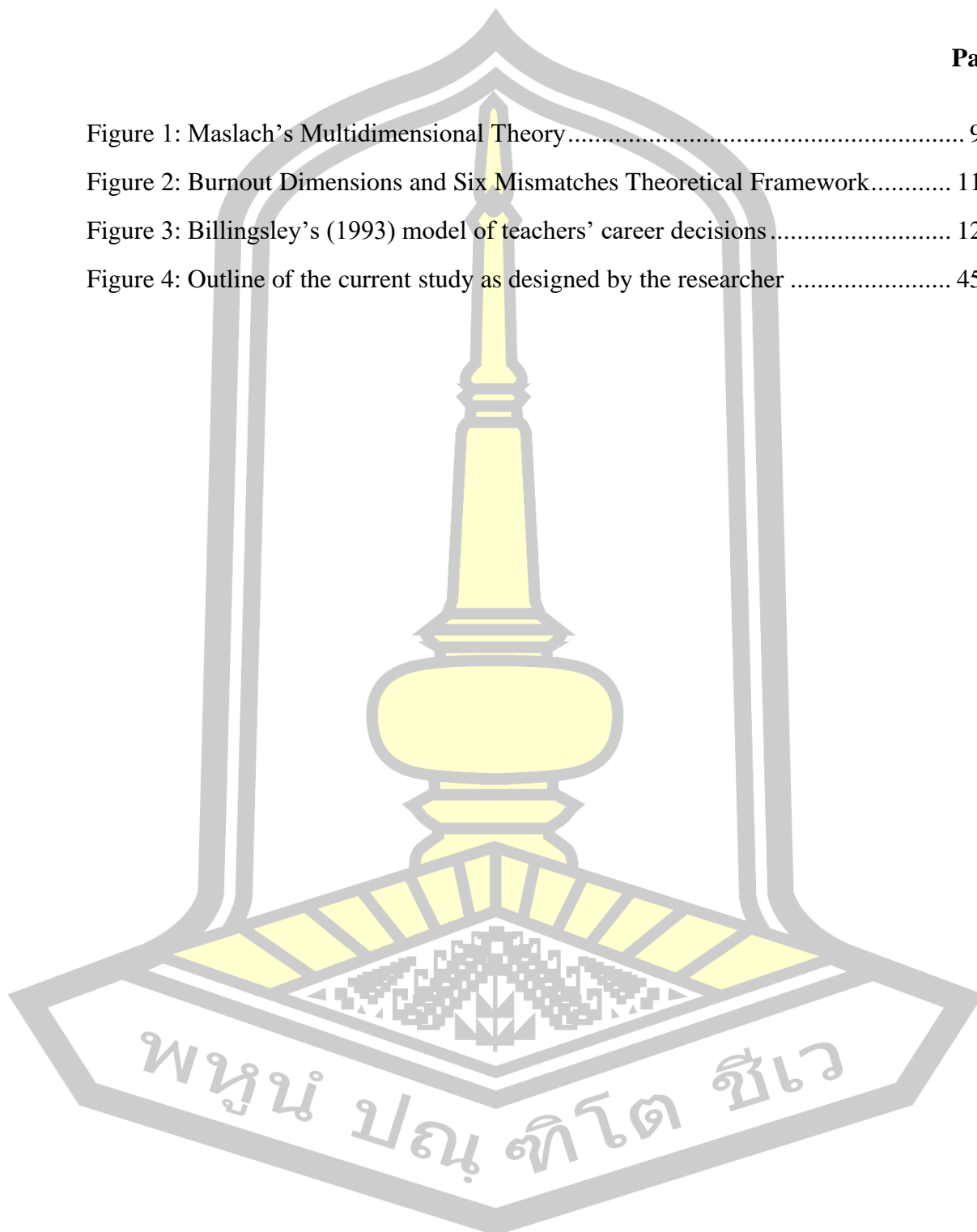


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CHAPTER I

INTRODUCTION

Introduction

The foreign language teachers, in particular English teachers, are more likely to experience teacher burnout due to high work demands and high-stress levels to help students achieve their language learning success (Meidani et al., 2019). Many English teachers are facing a large number of responsibilities and stressors, which lead to burnout symptoms. This study explored more specifically on English teachers' burnout and the contributing factors to the phenomenon in a Thai EFL context. The study also investigate whether there were differences of burnout between Thai EFL primary school teachers and Thai EFL secondary school teachers. Chapter I presents an overall introduction to the study, including its background, significance, purposes, research questions, and definitions of terms to be investigated further in this study. Overall, this chapter introduces the overview of the study designed to help fill the research deficiency on English teacher burnout in a Thai EFL context.

1.1 Background of the study

Teacher burnout is a psychological syndrome involving mental, emotional, and physical exhaustion (Maslach & Leiter, 1999). It negatively affects an individual's well-being, teacher effectiveness, student achievement (Mahmoodi-Shahreabaki, 2018), and the functioning of schools. Since the teachers and the educational system play a significant role in educational development and the academic success of both teachers and students, it is vital to know and understand what factors can influence teacher burnout in order to prevent or minimize those burnout effects. The effects of teacher burnout can be critical because teacher burnout can undermine teaching motivation, enthusiasm (Shen et al., 2015), professional development, and instruction engagement, which diminish a student's motivation and reduce learning engagement and achievement (Maslach & Leiter, 1999).

Foreign or second language (L2) scholars and educators are more susceptible to burnout when compare with other educational groups due to challenges of emotional and cultural barriers related to language education (Penington & Ho, 1992). Other scholars point out that lack of administrative support (Blase, Blase, & Du, 2008),

pedagogical barriers, workload (Domenech & Gomez, 2010), job dissatisfaction (Mclauchlan, 2010), and working with various stakeholders are a threat of having teacher burnout. Indeed, many researchers have agreed that numerous factors can lead to foreign language teacher burnout (Blase, Blase, & Du, 2008; Domenech & Gomez, 2010).

Research on language studies showed that teacher burnout is significantly associated with motivation and exhaustion (Maslach & Leiter, 1999). The decrease in the motivation of teacher burnout can affect the educational system as a whole. Motivation in the teaching profession is one of the prominent factors closely related to many variables in education, such as educational change, student motivation, teaching practice, and teachers' well-being and psychological fulfilment (Han & Yin, 2016). The demotivation caused by teacher burnout critically affects those variables and leads to negative attitudes towards a career. Moreover, teacher burnout also affects students' motivation and learning outcomes (Maslach & Leiter, 1999) since learning outcomes of students are strongly dependent on the quality of instruction, which is influenced by teacher motivation (Han & Yin, 2016). Even though the effects of teacher burnout are critical as they can affect the functioning of the school, teacher burnout is often ignored and misjudged because its symptoms are more or less perceived as an attempt to avoid one's responsibility and do less work.

Studies have also shown the effects of teacher burnout in various contexts, especially in Iran and European countries. For example, a mixed-methods study by Roohani & Dayeri (2019) looking at teachers' burnout levels in Iranian EFL teachers indicated several factors influencing teacher burnout. Such factors included working conflicts, lack of support and security, excessive workload, demotivation, student classroom behavior, and control and lack of autonomy. The factors also caused both the emotional and mental detachment of students from the school. Their study showed that teacher burnout resulted in ineffective performances on pedagogical practice in the English language classroom, which, in turn, had a significant impact on learners' affective grade and learning (Maroofi & Ghaemi, 2016). Another study investigated teacher burnout among 224 Turkish EFL teachers and found the work environment an essential factor of burnout (Kalavuz-Onal & Tatar, 2017). This finding was consistent

with a study of 2,394 teachers in Czech elementary schools (Smetackova, 2019) which found that the work environment was significantly related to teacher burnout. Even though there are studies of burnout in a field of education, burnout among foreign language teachers still need more attention as its effects can affect the quality of language learning and teaching.

With insufficient understanding of teacher burnout, teachers may be more likely to be exposed to and face burnout. Moreover, when symptoms of burnout are ignored and not properly treated, many devastating effects may occur across the educational system. Therefore, it is undeniable that teacher burnout is worth studied to provide more knowledge and to prevent or minimize such effects. In the literature, although a plethora of studies have been conducted in EFL contexts, to the best of the researcher's knowledge, there is little research related to teacher burnout of foreign language teachers in a Thai EFL context. Moreover, there is little research dedicating to burnout levels and the factors of English teacher burnout in Thai primary and secondary education. Therefore, this study attempts to bridge this research gap by identifying the factors influencing English teacher burnout and burnout levels in Thai primary and secondary education. Understanding teacher burnout may raise awareness in practitioners, administrators, and policymakers. With more understanding and knowledge of Thai EFL teacher burnout, teacher burnout in a Thai EFL context may be prevented or minimized. This study may also provide deeper insights into the development of educational systems and teacher education accordingly.

1.2 Purposes of the study

This research focused on English teacher burnout in the Thai EFL context at primary and secondary educational levels. It aimed to study Thai English teachers' burnout and to identify factors that cause burnout among Thai English teachers under a variety of environments in order to raise awareness of, prevent, and reduce English teacher burnout in the Thai EFL context. Moreover, this study aimed to investigate whether there were differences in teacher burnout between primary and secondary school teachers of English. Furthermore, this study also investigated what Thai English

teachers' burnout was. Three research questions established to guide the study were as follows:

1. What are levels of Thai English teachers' burnout?
2. What are the factors influencing English teacher burnout in primary and secondary education?
3. Does teacher burnout differ between primary and secondary school teachers of English?

1.3 Scope of the study

This study focused on the factors influencing English teacher burnout among 120 Thai English language primary and secondary school teachers in the Northeast of Thailand. This study also investigated how the factors contributing to teacher burnout play a role in burnout among English teachers. The duration of the current study was three months. Teacher burnout was measured in three subscales: exhaustion, depersonalization, and reduced personal accomplishment by using the Thai version of Maslach Burnout Inventory-Educators Survey (MBI-ES) and Teacher Burnout Questionnaire. Moreover, semi-structured interviews were conducted among 10 participants in order to examine in-depth information related to English teacher burnout. The theoretical frameworks used in this current study included Maslach's Multidimensional Theory of Burnout (Maslach, 1998), and Job-Fit Person Theory (Leiter & Maslach, 1999).

1.4 Significance of the study

Burnout of teachers is a crucial factor influencing the depreciation of the involvement of classroom activities, professional development, students' intrinsic motivation, educational system development (Amini et al., 2018; Shen et al., 2015). Therefore, it is prudent to investigate and gain more understanding of foreign language teacher burnout. This research was intended to shed light on what the factors influencing English teacher burnout in a Thai EFL context. Moreover, this study contributed more understanding and knowledge as well as raise awareness of factors leading to teacher burnout in a Thai EFL context, which can be a wake-up call and guideline to develop a policy that provides a support program to reduce burnout among English teachers.

Another contribution of this study is that the stakeholders can review the findings and take a purposeful stance to closely look at the English teachers' burnout and recognize ways for dealing with teacher stress and burnout before it becomes a more serious issue.

1.5 Definitions of terms

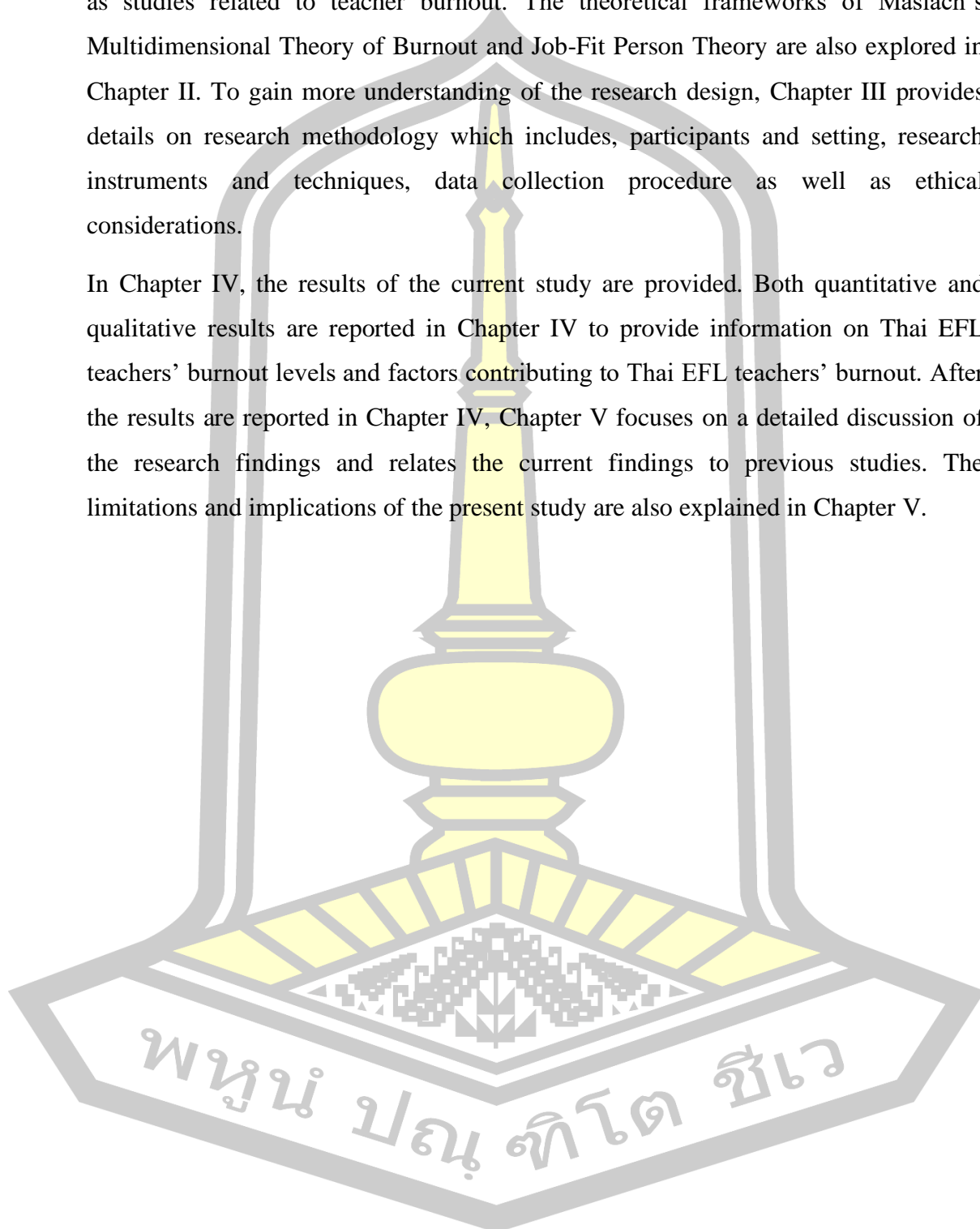
- 1.5.1 *Burnout* refers to physical, mental, and emotional exhaustion caused by excessive and prolonged stress from a workplace and work environment (Roloff & Brown, 2011) faced by Thai EFL teachers. Burnout consists of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 1993).
- 1.5.2 *Emotional exhaustion* refers to feelings of being emotionally fatigued and overextended which occur when Thai EFL teachers cannot cope with high work demands and stressors at work. Emotional exhaustion leads to and a lack of energy that can significantly affect one's 'physical and psychological being. Emotional exhaustion can also negatively affect individuals' effectiveness and engagement in their works (Maslach, 1993).
- 1.5.3 *Depersonalization* refers to a state where Thai EFL teachers start to develop a negative attitude, cynical, detached response towards one's career due to a failure to manage their emotional exhaustion. It can later lead to a reduction in work effectiveness (Maslach, 1993).
- 1.5.4 *Reduced personal accomplishment* refers to a phase of losing a feeling of competence and productivity in performing one's work among Thai EFL teachers. This state involves with self-inefficacy and inability to cope with work demands (Maslach, 1993).

1.6 Organization of the thesis

This thesis consists of five chapters. Chapter I reveals the background of the current study and the purposes of the study which aimed to identify factors contributing to Thai EFL teacher burnout and burnout levels as well as investigate whether burnout levels differ between primary and secondary school teachers of English. The scope of the study and definitions of terms are also provided in Chapter I.

Chapter II provides previous definitions and characteristics of teacher burnout as well as studies related to teacher burnout. The theoretical frameworks of Maslach's Multidimensional Theory of Burnout and Job-Fit Person Theory are also explored in Chapter II. To gain more understanding of the research design, Chapter III provides details on research methodology which includes, participants and setting, research instruments and techniques, data collection procedure as well as ethical considerations.

In Chapter IV, the results of the current study are provided. Both quantitative and qualitative results are reported in Chapter IV to provide information on Thai EFL teachers' burnout levels and factors contributing to Thai EFL teachers' burnout. After the results are reported in Chapter IV, Chapter V focuses on a detailed discussion of the research findings and relates the current findings to previous studies. The limitations and implications of the present study are also explained in Chapter V.



CHAPTER II

LITERATURE REVIEW

The current study focused on English teacher burnout in the Thai EFL context as a reflection of pedagogical practice. To gain more understanding of teacher burnout, this chapter gathers literature reviews related to teacher burnout from various aspects. This chapter comprises the definitions and characteristics of burnout, theoretical frameworks of teacher burnout, factors related to teacher burnout, effects and influences of teacher burnout, interventions and coping strategies. Hence, chapter II reveals the related studies of teacher burnout to see how each aspect interacts with one another

2.1 Definitions of teacher burnout and its characteristics

The term burnout was initially coined by Freudenberger (1974) to describe a state of physical and emotional exhaustion caused by work conditions. Burnout is also defined as physical, emotional, and mental fatigue which leads to an erosion of engagement, according to Maslach & Leiter (2008). Furthermore, teacher burnout is conceptualized as a result of long-term occupational stress as teachers are human service workers, which are known to be sensitive to burnout (Chang, 2009; Roloff & Brown, 2011). Maslach (1982) points out that teachers are at risk for burnout because they have high job demands and responsibilities. Maslach (1982) also explains the reasons for burnout in teachers that large class size is one of the reasons for burnout as the teachers have to deal with different personal and social needs. Moreover, Maslach (1982) describes that reasons of teacher burnout include a large class size, student discipline problems, administrative issues, and problems related to stakeholders, such as parents.

The 11th Revision of International Classification of Diseases (ICD-11) categorizes burnout as an occupational phenomenon that should not be applied to illustrate experiences in other areas of life. According to the World Health Organization, ICD-11 defines burnout as a syndrome resulting from chronic work-related stress that has not been successfully managed. ICD-11 also characterizes burnout in three dimensions: feelings of energy depletion or exhaustion, an increase of mental distance

from one's job, or feelings of cynicism or negativism related to one's job; and reduced professional efficacy (World Health Organization, 2019).

According to Maslach, burnout is characterized by three main components: emotional exhaustion, depersonalization or cynicism, and reduced personal accomplishment (Maslach et al., 1996). These three main subscales are commonly found in EFL teachers' burnout as well (Kazimlar & Dollar, 2015; Navidinia & Heiran, 2017). Emotional exhaustion in EFL teachers' burnout occurs when the teachers use all of their energy in teaching until their emotional resources have finally run out. Moreover, the emotional exhaustion is also a result of feeling overextended and depleted by contact with others, especially their students (Ghanizadeh & Ghonsooly, 2014). The characteristic of depersonalization in EFL teacher burnout includes negative and impersonal perceptions towards their colleagues and students (Sadeghi & Khezrlou, 2016; Skaalvik & Skaavik, 2017). For the reduced personal accomplishment, it involves the negative self-evaluation and dissatisfaction with teaching as a profession. Furthermore, teacher burnout is found to be negatively related to teacher self-efficacy, which leads to a reduction in teaching effectiveness (Skaalvik & Skaavik, 2017). Another essential characteristic of teacher burnout is a loss of teaching motivation. The loss of motivation is often described as one of the core symptoms of teacher burnout (Maslach & Leiter, 1999). Once the teachers experience burnout, they feel demotivated to carry on their tasks due to the overwhelmed exhaustion from burnout.

2.2 Theoretical framework

2.2.1 Maslach's Multidimensional Theory of Burnout

Burnout is a lingering condition of both physical and emotional exhaustion arising from the high demands of an individual's profession. According to Maslach's Multidimensional Theory, teacher burnout contains three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1996). Emotional exhaustion is known as the core feature of burnout caused by the overwhelmingly high demands of an individual's profession (Maslach et al., 2001). Emotional exhaustion is the key characteristic of burnout, and it is also the most apparent characteristic of the three aspects of burnout. When people describe

burnout, they usually refer to the experience of exhaustion (Maslach et al., 2001). Emotional exhaustion refers to a loss of energy in teaching, a state of running out of teaching resources (Anderson & Iwanicki, 1984), debilitation, chronic fatigue, and the worn-out feeling (Skaalvik & Skaalvik, 2017). Furthermore, the emotional exhaustion component reflects the individual stress dimension of burnout (Maslach, 1998).

Depersonalization constantly develops as a response to the excessive and overload of emotional exhaustion. It is the state in which teachers develop negative attitudes towards their students and put distance between themselves and students because of emotional and cognitive disengagement, as well as a distant, cynical attitude towards their career. Moreover, when the teachers start experiencing depersonalization, they tend to be ignorant towards their students' needs (Maslach et al., 2001). The depersonalization component is a representation of the interpersonal dimension of burnout (Maslach, 1998).

Teacher burnout will also lead to reduced personal accomplishment, which is a reduced sense of and a decrease in professional achievement and effectiveness. The feeling of reduced personal accomplishment is a result of negative self-evaluations. It leads to a decline in productivity and the resignation of effort to perform. Moreover, this factor is also related to job dissatisfaction and unhappiness (Maslach, Jackson, & Leiter, 1996). Furthermore, the reduced personal accomplishment component reflects the self-evaluation dimension (Maslach, 1998).

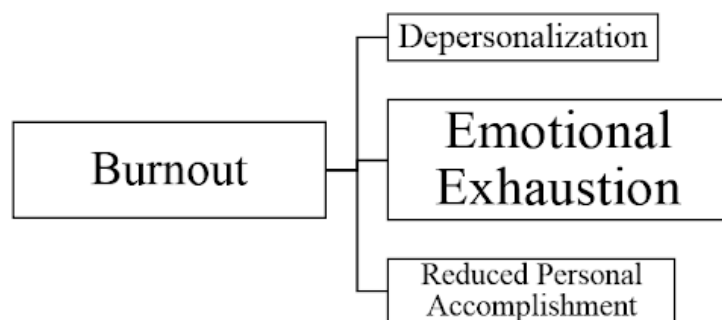


Figure 1: Maslach's Multidimensional Theory

2.2.2 Job-Fit Person Theory of Maslach and Leiter

Job-fit person theory of Maslach and Leiter (2001) focuses on six areas of work-life (AW), which involves the balancing domains of work-life that are used to determine job burnout in stressors. Job-fit person theory can determine and predict burnout of a person by considering six areas of work-life under the job-fit person theory, which is known as a model of the organizational context of burnout (Maslach & Leiter, 2001). The six domains of work-life in terms of person-job imbalances are considered key factors contributing to burnout (Maslach & Leiter, 2001). Those six areas of work-life are *workload*, *control*, *reward*, *community*, *fairness*, and *values*. According to the job-fit person theory (Maslach & Leiter, 2001), the greater the mismatch between the individual and their job environment, the more the likelihood of burnout. On the other hand, the higher the fit (match), the greater the work engagement and the less likelihood of burnout (Maslach & Leiter, 2001). Moreover, the six mismatches in six areas of work-life are found to be correlated with three dimensions of professional burnout (Maslach & Leiter, 2001).

For a mismatch of workload, it is found to be correlated with the emotional exhaustion dimension (Leiter & Maslach, 1999) because of excessive work demands that cause an individual to become extremely exhausted to the extent that it is impossible to recover or restore balance from work demands. In the aspect of a mismatch in control, it is found to be correlated with reduced personal accomplishment due to the insufficient control over resources necessary to finish their work, insufficient authority, and inability to build the work environment based on their values (Leiter & Maslach, 1999). Under the mismatch of reward, when people feel underappreciated or neglected due to insufficient rewards, they feel devalued by an organization they work with, which increases the vulnerability to burnout and leads to reduced personal accomplishment (Maslach & Leiter, 2001). For a community mismatch, it occurs when people lose a sense of community or positive connection in an organization, which is associated with emotional exhaustion (Maslach et al., 1996). In the aspect of a mismatch of fairness, it is found to be most correlated with emotional exhaustion and depersonalization (Maslach & Leiter, 2001) due to the unfairness between the people and the job. The last mismatch is a mismatch of values which is significantly associated with motivation and work engagement due to a

conflict between values that can be caused when people are forced to do things that are unethical or inconsistent with their own values. The greater the mismatch between individual and organizational values, the greater the likelihood of burnout (Maslach et al., 1996). Furthermore, the correlation between the six mismatches and three dimensions of professional burnout can be illustrated in Figure 2 below.

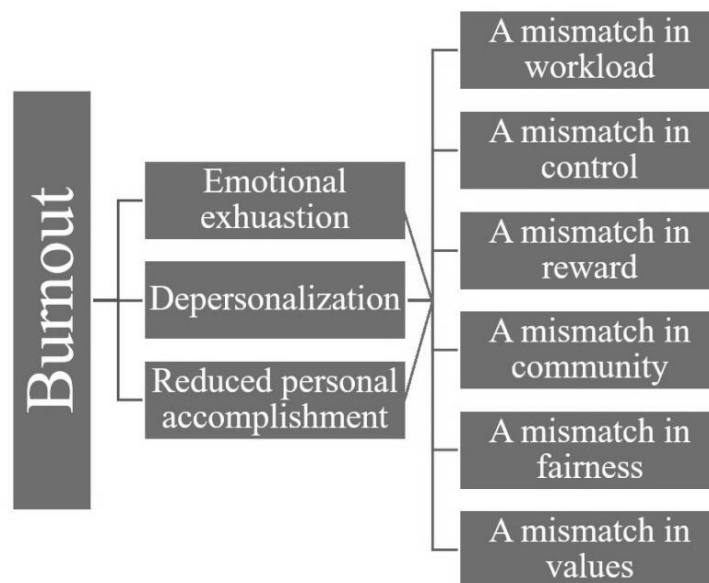


Figure 2: Burnout Dimensions and Six Mismatches Theoretical Framework (Leiter & Maslach, 1999)

2.3 Teacher employment factors

Factors of employment refer to teachers' career choices of why they choose the teaching profession or why they choose to stay in the profession. Like many occupations, those who decide to enter or stay in the teaching profession have their reasons and expectations. When those reasons and expectations are met with their needs, they choose to remain in the profession. However, some teachers decide to leave the profession or show signs of burnout as what they expect their career to be is not what the career can give them. Moreover, employment factors have significant impacts on job satisfaction (Seniwoliba, 2013). Billingsley (1993) has explained the influences of teachers' career decisions in the teachers' career decision model which consists of three main factors: (a) external factors, (b) employment factors, (c) and personal factors. According to Billingsley's model (1993), employment factors play a

vital role in teachers' career decisions to enter or remain in the profession. Billingsley points out three major employment factors that influence teachers' career decisions, namely work conditions, work rewards, and professional qualifications. These factors were found to be related to teachers' career decisions in many studies (Areekkuzhiyil, 2014; Ke vessiga, 2013; Rintaugu, 2013; Sulaiman & Akinsanya; 2014).

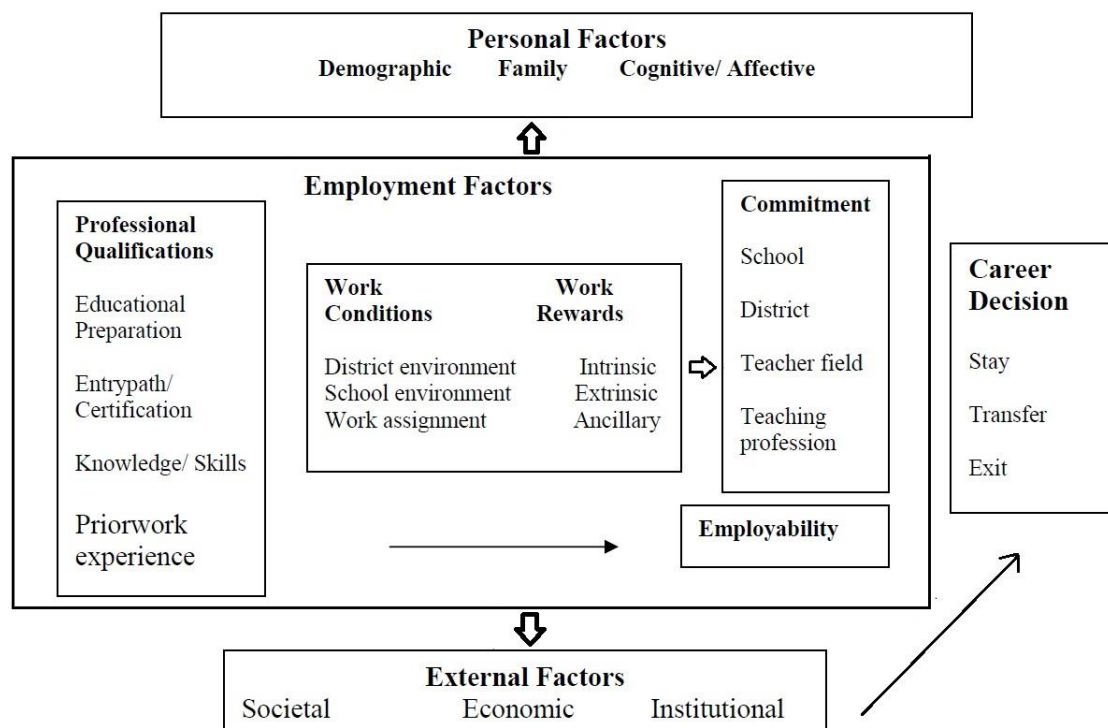


Figure 3: Billingsley's (1993) model of teachers' career decisions

Work conditions and work rewards are strongly associated with teachers' career decisions because they directly affect the job satisfaction of the teachers (Akbar, Ramzan, 2013). Intrinsic rewards affecting teacher employment are recognition, achievement, job security, the possibility of growth, advancement, and status. Some teachers reported that the teaching profession is considered a rewarding career as they gain recognition, respect, and status from being a teacher (Kidd, 2018). The extrinsic rewards are salary, holidays, health care benefits, interpersonal relations, and other work rewards (Howes et al., 2015; Seniwobila, 2013; Sibayak, 2017). Furthermore, the teachers who work under good work conditions are less likely to experience burnout and stay longer in the profession (Akbar & Ramzan, 2013).

Professional qualification factors are educational preparation, certificate, knowledge or skills, and prior work experience that can contribute to their profession. It has been found that teachers with superior preparation programs are more likely to remain in teaching than those who emerge from weaker programs (Billingsley, 1993). Moreover, skilled and knowledgeable teachers are reported with higher job satisfaction than less skilled and knowledgeable teachers (Sultana et al., 2012; Cochran-Smith et al., 2012), which makes them more resilient to burnout. Also, inexperienced teachers tend to leave teaching profession than those who are more experienced (Billingsley, 2003).

2.4 Related studies

2.4.1 Factors contributing to teacher burnout

2.4.1.1 Demographic factors

Demographic factors (e.g., age, gender, years of teaching experience) have been investigated as factors influencing teacher burnout (Akca & Yaman, 2010). In terms of burnout and demographic factors, gender is found to be related to emotional exhaustion (Fernet, Guay, Senacal, & Austin, 2012). Bayani, Bagheri & Bayani (2013) investigated the influence of demographic factors on teacher burnout among 143 male teachers and 147 female teachers by using the demographic questionnaire and the Farsi version of the Maslach Burnout Inventory to analyze the demographic factors that might affect the burnout levels of the teachers. Their study results reported that female teachers tended to show higher levels of emotional exhaustion, depersonalization, and reduced personal accomplishment. This finding was supported by Saricam & Sakiz (2014), who found that female teachers had higher levels of burnout than male teachers. Moreover, age was found to be a demographic factor correlated with teacher burnout. Studies have shown a significantly high level of burnout among younger teachers when compared to their older counterparts (Lackritz, 2004). In a study of burnout and demographic issue by Lackritz (2004), age was identified as a significant factor of burnout. Lackritz collected the data among 265 university faculty members by using Maslach Burnout Inventory, demographic questionnaire, and workload and accomplishment questionnaire. The data collected revealed that younger and inexperienced colleagues suffered higher levels of burnout when compared to older university faculty members. Lackritz's study was supported

by Koruklu et al. (2012), who found that 20-40-year-old teachers experienced higher emotional exhaustion and depersonalization compared to those who were 41 and above.

In a Turkish EFL context, Mede (2009) analyzed the relations among personal variables on burnout among 63 Turkish EFL Teachers by using the data collected from the demographic questionnaire and Maslach Burnout Inventory-Education Survey. Mede found that the younger the EFL teachers, the higher the level of teacher burnout. The correlation between teaching experience and burnout was also supported by Reichl et al. (2014), who found that new teachers felt the effects of burnout more strongly than those with many years of teaching experience. Similar findings were found in a mixed-methods study on burnout level of EFL university instructors by Demirel & Cephe (2015). In this study, the demographic survey, Maslach Burnout Inventory- Educators Survey and semi-structured interviews were employed to investigate factors influencing burnout level. Demirel & Cephe reported that the instructors with 1-5 years of experience had a high level of burnout (Demirel & Cephe, 2015). As most of previous studies have shown similar results that teachers with less experience have suffered more from burnout. This may be indicated that new teachers have not yet develop coping strategies to deal with work-stressors that they encounter as they are new to the profession while those with more experienced have already learned how to adapt with stressful situations. Similarly, Mede's (2009) also revealed that less experienced EFL teachers had high scores in emotional exhaustion due to a lack of experience, which made them feel exhausted to cope with a demanding situation.

Furthermore, gender is another demographic factor that is associated with teacher burnout. In a study of EFL teachers' burnout using Maslach Burnout Inventory and Affective Construct Questionnaire, Maroofi & Ghaemi (2016) reported that gender and experience could significantly predict the correlation between teachers' affective construct and their burnout. According to Dericioğulları et al. (2007), females had higher scores on emotional exhaustion and depersonalization when compared to males. In a quantitative study conducted among 315 English language teachers, Mousavy & Nimehchisalem (2014) used the Maslach Burnout Inventory-Educators

Survey and the demographic questionnaire to investigate the contribution of demographic factors to English language teachers' burnout. Their study results revealed that female teachers suffered a higher level of emotional exhaustion and depersonalization among Malaysian English teachers. On the other hand, Chan's (2007) study pointed out that higher levels of depersonalization were found among male teachers.

Moreover, marital status was one of the most common demographic factors studied in teacher burnout. The results were inconsistent as some researchers found that marital status was influencing factor that cause teacher burnout (Akman, Taskin, Özden, & Çortu, 2010; Mao, 2019) while other researchers found no significant differences between marital status and teacher burnout (Jamshidirad et al., 2012; Mousavy & Nimehchisalem, 2014; Sadeghia & Khezrlou, 2016)

Not only gender, age, and teaching experience are considered demographic factors contributing to teacher burnout, but also grade level taught. However, the results were inconsistent. The findings of Subon & Sigie's (2016) found that there was no significant relationship between teacher burnout and grade level taught. These finding are partially in line with Rajendran et al. (2020) who found that even though primary teachers reported a higher level of burnout than secondary teachers, there was no significant difference in their level of emotional exhaustion. Maric et al. (2020), on the other hand, found that secondary school teachers were more likely to experience a higher level of burnout than those from primary school.

However, in a Chinese context, Xinchun et al. (2003) found that teachers who taught in secondary schools, senior high schools, and junior high schools suffer a higher level of depersonalization than those in primary schools. Similar to Xinchun et al. (2003), in Bernhard's study (2016), 198 music educators from secondary and elementary schools in United States were asked to complete the Maslach Burnout Inventory-Educators Survey and the demographic data form, and the results reported that secondary school teachers had greater levels of overall burnout than teachers of elementary schools. The mentioned findings found in Chinese and American contexts are also supported by many researchers who have agreed that junior and senior high school teachers are more likely to experience burnout than teachers from elementary

school (Blazer, 2010; Hanson, 2006; Murray, 2007). This may be because EFL secondary teachers have to deal with more difficult content which is necessary for preparing secondary school students to achieve academic success for university admission or for their future career.

Moreover, educational level of teachers is found to be significantly related to teacher burnout as well (Farshi & Omranzadeh, 2014; Previous studies have shown that the teachers with high educational degree have higher level of burnout when compare to those with a lower educational degree (Irandoost et al., 2021; Sabarirajan, 2020; Sezer, 2012;) Overall, the aforementioned studies have confirmed that demographic factors can influence teacher burnout.

2.4.1.2 Job-related stressors

Teaching has been recognized as a profession that has been reported with high levels of burnout (Maslach et al. 1996). Since teachers play important roles in students' success, it is essential to know which factors are the causes of teacher burnout as it can lead to adverse effects on the teaching profession. Teachers are exposed to many job-related stressors because the teachers have to encounter various challenges to help learners achieve academic success and to increase the quality of education. Unsurprisingly, stress is one of the factors found to be significantly related to teacher burnout (Jacobson, 2016). Several studies show that there are many stressors at school that the teachers are exposed to, including discipline problems or disruptive student behavior, work overload, time pressure, lack of and low student motivation (e.g., Friedman, 1995; Klassen et al., 2013; Skaalvik & Skaalvik, 2017).

Discipline problems or disruptive student behavior

As many factors can contribute to teacher stress which later leads to burnout, student behavior is a serious work-related stressor, especially among secondary level teachers (Geving, 2007). Student misbehavior is found to be strongly related to high degrees of teacher burnout (Fernet et al., 2012). In a study conducted among 416 Australian teachers, McCormick & Barnett (2011) employed the Maslach Burnout Inventory and the Teachers' Attribution of Responsibility for Stress Scale in a postal survey. The data collected were analyzed using confirmatory factor analysis and multilevel modeling. Their findings suggested that the most salient stress for teacher burnout

was student disruptive behavior (McCormick & Barnett, 2011). Not being able to control student behavior leads to a feeling of lack of authority (Skaalvik & Skaalvik 2012).

Additionally, the expectation of disruptive student behavior can also cause a feeling of uncertainty and anxiety. In an EFL context, Fahimeh (2016) conducted a study of EFL teacher burnout in 213 Iranian teachers by using a Likert-scale survey of teacher burnout developed by Richmond, Wrench & Gorham (2001) to determine how the teachers felt about their job and its related aspects involving burnout. The study results pointed out that students' discipline problems in a classroom led to less effective interaction and a feeling of burnout among the majority of the EFL teachers. Fernet, Guay, Senacal & Austin (2012) investigated burnout among 806 French Canadian teachers, and their findings showed that the teachers felt that students' disruptive behavior and work overload were particularly harmful to their psychological well-being as they felt that their efficacy has been threatened and cause them to feel emotionally exhausted over the school year. Therefore, it may be interpreted that student misbehaviors can cause the EFL teachers to feel stressed. When they cannot successfully manage their classroom, the EFL teachers are likely to experience emotional exhaustion (Fernet, Guay, Senacal & Austin, 2012)

Moreover, Roohani & Dayeri (2019) employed Maslach Burnout Inventory-Educators Survey, Motivation to Teach Questionnaire (MTQ), and semi-structured interviews in their mixed-methods study to analyze the relationship between Iranian EFL Teachers' burnout and motivation. They found that disruptive classroom behavior influenced the feeling of disappointment and frustration, which could lead to burnout in Iranian EFL teachers. In support of these reflections, correlations have been found between discipline problems and measures or indicators of burnout among teachers in Finland, Canada, and Israel (Fernet et al., 2012; Friedman 1995; Hakanen et al., 2006). Moreover, Betoret & Artiga (2010) also found that student misbehavior significantly predicted both emotional exhaustion and depersonalization in teacher burnout. Studies have reported that the disruptive student behaviors and discipline problems are a teacher job stressor that affects burnout (Chen, 2013; Skaalvik & Skaalvik, 2017; Otero et al., 2014). On the other hand, Fernet et al. (2012) suggested that teachers who

were confident in their abilities to deal with student misbehavior had no association with burnout. As stated above, many studies have proven that discipline problems or disruptive student behaviors are considered to be contributing factors to burnout in the teaching profession as the teachers are directly involved with the students. This may be explained that the direct involvement with the students can cause the teachers to be emotionally drained which can lead to burnout.

Workload and time pressure

Teaching is a profession that comes with high responsibilities due to a lot of workloads while having little time to complete all the tasks. In the last two decades, educational scholars in different countries have reported an increasing number of job demands and an acceleration of working speed among teachers (Buchanan, 2010). Work overload has been recognized as one of the most significant predictors of teacher burnout (Fernet et al., 2012). Workload involves high levels of interpersonal involvement which is reflected in the burnout process as mental exhaustion (Droogenbroeck et al., 2014; Kitchel et al., 2012; Talmor et al., 2015). Fernet et al. (2012) found that among Canadian teachers, work overload correlated more strongly with emotional exhaustion than with depersonalization. English language teachers are facing with high job demands. With too many demands at work, some EFL teachers cannot cope with the stress and time pressure which leads them to feel extremely exhausted to the point that they cannot recover from exhaustion.

Workload and time pressure are found to be related to lack of administrative support (Owens, 2015) as the administrators are those who assign the teachers with workload and put time pressure into the teachers. These high demands are found to be associated with the administration. Studies have shown that those with heavy workload and time pressure reported feeling lack of understanding and support from their administration (McLean & Connor, 2015). The ongoing chronic stress from lack of administrative support exposes to teacher burnout and job dissatisfaction (Abenavoli et al., 2013). Some teachers find it difficult to balance administrative workload with teaching workload which cause the teachers to feel exhausted and burnout (Yotanyamaneewong, 2012).

Mukundan & Khandehroo (2010) studied English teachers' burnout and its relation with their demographics of age and workload in Malaysia. The data collected from the demographic questionnaire and Maslach Burnout Inventory indicated that burnout was evident at high levels between English teachers' workload and burnout among 120 primary and secondary teachers in Malaysia. Güneş & Uysal (2019) conducted EFL teacher burnout research on 507 Turkish EFL teachers to explore the relationship between teacher burnout and organizational socialization. In their study, Teacher Burnout Scale was used to investigate the burnout level, and the Organizational Socialization Scale was used to find organizational factors that caused burnout. The results show that teachers with a higher level of burnout related their problems to the heavy workload. The participants also stated during their semi-structured interview that heavy workload led them to feel stressed out and was a burnout trigger.

Moreover, a study of burnout among Turkish English instructors from eight different universities by Öztürk (2013) using Teacher Burnout Scale and interviews as research instruments found that that heavy workload was found to be the most significant factor that caused burnout among university instructors. Similarly, Betoret & Artiga (2010) conducted a study among Spanish teachers, and they found that the workload was associated with emotional exhaustion. Skaalvik & Skaalvik (2010) used Structural Equation Modeling (SEM) analyses in two studies of Norwegian teachers, in which the results revealed that time pressure could strongly predict emotional exhaustion. As time is largely spent on teaching, teachers have a little time to do other assigned tasks. This issue brings time pressure to their professional life. In an Iranian EFL context, Navidinia & Heiran (2017) conducted a study on the demographic and contextual factors of EFL teacher's burnout by using Maslach Burnout Inventory for measuring burnout and semi-structured interviews for exploring contextual factors. As work overload and time pressure can place both physical and mental burdens on EFL teachers, the EFL teachers are likely to experience burnout when they cannot cope with the high workload and time pressure. Therefore, workload and time pressure can be factors influencing teacher burnout since the EFL teachers have to deal with high work demands as well (Navidinia & Heiran, 2017).

Low student motivation

Low student motivation is one of the stressors influencing teacher burnout. Motivating the students is seen as a crucial part of the instructional process. Therefore, when teachers notice that students are unmotivated to learn, they may interpret low student motivation as a personal failure to motivate students, which may lead to burnout and a lack of self-efficacy for teaching (Skaalvik & Skaalvik, 2016). Kazimlar & Dollar (2015) used Maslach Burnout Inventory, Areas of Work life Survey, and semi-structured interviews to investigate the relationship between burnout levels of Turkish EFL university instructors and organizational context. Eighty-one university instructors took part in the surveys, and 18 of the participants voluntarily participated in the semi-structured interview. The study found that low student motivation is considered an exhaustion factor for Turkish EFL university instructors.

Furthermore, Fattash (2013) administered a questionnaire related to the extrinsic factors, the students' factors, the administrative factors, and the English department factors to investigate 100 Palestinian EFL university teachers' demotivating factors. The results showed that 80 percent of the participants reported that low motivation in the EFL students created a sense of burnout, frustration, and apathy in teachers, particularly when the teachers felt helpless to do anything (Fattash, 2013). Putting a lot of effort to engage students in schoolwork may be time-consuming for some teachers and lead to emotional exhaustion. A similar result is presented in a study of Greek EFL teachers which showed that learners' lack of motivation for learning English and discipline problems affected teaching motivation and enthusiasm (Karavas, 2010). Moreover, not being able to motivate the students to learn successfully may lead teachers to blame the students, which may develop into depersonalization (Skaalvik & Skaalvik, 2017).

Work environment

Work environment is one of the most common key factors leading to burnout (Iancu et al., 2018). Moreover, work environment is a work stressor that is difficult to deal with as it involves with various external factors, including social interactions, low collegial support (Plantiveau & Dounavi, 2018; Stewart, 2015). In addition, work environment is also extrinsic factor that affects teachers' career decisions and self-

efficacy, according to Billingsley's model (1993). Moreover, it has been found that good work environment is associated with a low level of teacher burnout (Fernet et al., 2012; Elkettani & Oudda, 2016; Puranitee, 2019). Furthermore, a lack of collegial support and negative relationships with colleagues are the main causes of hostile environment at work which made teachers more prone to burnout (Sass et al., 2010). Similarly, Yotanyamaneewong (2012) found that interpersonal conflicts between colleagues created negative work environment and caused teacher burnout. Nithivasin (2020) also revealed resembling findings which indicated that relationship with colleagues were associated with work environment and is one of the most significant teacher burnout factors.

In conclusion, previous studies have shown that students' disruptive behavior, work overload, time pressure, low student motivations, environment are job-related stressors that can influence EFL teachers' burnout in three dimensions. The job-related stressors can place heavy burdens on the teachers. When the teachers cannot cope with these stressors, they are more likely to become very stressed and then, experience burnout which can be harmful to their physical and mental health as well as their job and student performances.

2.4.1.3 Self-Efficacy

Self-efficacy is one of the significant factors in a teaching profession and life achievement because it involves people's beliefs regarding their abilities to think, monitor, organize, plan, and perform activities needed in educational settings (Bandura, 1997). Teacher efficacy is the teacher's belief in his or her ability or capability to organize and carry out courses of action required to successfully accomplish a particular teaching task in a specific context (Tschannen- Moran, Woolfolk Hoy, & Hoy, 2001). Self-efficacy is a motivational factor that reflects teachers' beliefs for teaching tasks and is related to several significant educational factors, including student achievement and students' motivation (Goker, 2012). Teachers' low self-efficacy is related to occupational stress and burnout. When teachers feel like they cannot effectively perform their tasks, their sense of self-efficacy reduces, which can lead to job burnout. Therefore, the higher self-efficacy of the teachers, the less likely the teachers are to experience burnout (Yazdi et al., 2014).

Moreover, low professional self-efficacy is found to be related to three dimensions of burnout; reduced personal accomplishment, depersonalization, and emotional exhaustion (Maslach et al., 2001). Also, it is revealed that teacher efficacy has a synchronous effect on personal accomplishment and longitudinal effects on depersonalization (as cited in Saber & Hassaskhan, 2017).

In the field of English language teaching, the relationship between teachers' self-efficacy and burnout has been investigated extensively as the role of teachers is considered highly significant. In an EFL context, Mede (2009) investigated the relation between perceived self-efficacy in social support and burnout among 63 Turkish EFL teachers by using Maslach Burnout Inventory-Education Survey to assess burnout level, Perceived Self-Efficacy in Eliciting Social Support from Colleagues (PSESSC) to assess the extent to which teachers feel confident about eliciting support from their colleagues, and Perceived Self-Efficacy in Eliciting Social Support from Principals (PSESSP) to measure teachers' self-efficacy beliefs involving support from principals. The study results found that perceived self-efficacy in social support from both colleagues and principals was a significant factor contributing to burnout dimensions. This was in accordance with Yazdi et al.'s (2014) study of the role of teacher's self-efficacy as a predictor of Iranian EFL teacher's burnout. In their study, 616 Iranian EFL teachers were asked to complete demographic information, Maslach Burnout Inventory, and 30-item researcher-made questionnaire about teacher's self-efficacy. The results revealed that there was a significant negative relationship between teacher self-efficacy and burnout (Yazdi et al., 2014). Yazdi et al. (2014) also found that EFL teachers' self-efficacy tends to reduce overtime and with every year of teaching. This study is contrasted with Akbari and Moradkhani's study (2010) of an investigation of a relationship between teaching experience and self-efficacy among EFL teachers. The results of data analysis indicated that the EFL teachers with more than three years of teaching experience had a higher level of global efficacy, efficacy for student engagement, classroom management efficacy, and efficacy for instructional techniques.

Ozkara (2019) investigated the relationship between Turkish EFL teachers' self-efficacy and burnout level through the analysis of the data collected from Maslach

Burnout Inventory and the language teacher efficacy beliefs scale developed by Praver (2014). The study results indicated that a positive correlation was found between teachers' self-efficacy and their personal accomplishment. The study results also demonstrated a negative correlation between self-efficacy and emotional exhaustion. This result was in line with Saber & Hassakhan's (2017) study on EFL teachers' experience of burnout and instructional self-efficacy. Saber & Hassakhan investigated the relationship of EFL teachers' burnout and social comparison and self-efficacy by using Burnout, Social Comparison, Instructional Self-efficacy Scale (BSCSE), and Maslach Burnout Inventory among 279 EFL teachers. Their study revealed that instructional self-efficacy was considered an influencing factor on the level of burnout among EFL teachers. Therefore, the studies mentioned above illustrate that higher self-efficacy leads to lower burnout levels in EFL teachers and vice versa.

2.4.1.4 Job satisfaction

The issue of job satisfaction has been received considerable attention in the literature as it is a factor that affects both the employee and the organization. Job satisfaction reflects how satisfied employees are with their job and their work experiences, emotional state toward the job, and work situations (Negar, 2012). Decreased job satisfaction can result in chronic exhaustion which can develop into job burnout (Leiter et al., 2014), especially in professions with constant human interactions and a high level of responsibility for others, including a teaching profession.

Job satisfaction in teachers is influenced by various factors, including reward, salary, working conditions and environment, classroom management, administrative support (Sadegh & Sa'adatpourvahid, 2016). Inadequate teaching resources (e.g., school buildings, teaching equipment), poor physical working conditions, unpleasant work environment, class size are found to be related to low levels of job satisfaction which can result in burnout (as cited in Sadeghi & Khezrlou, 2016). For a foreign language teaching context, Erkaya (2013) conducted unstructured interviews with eight EFL university teachers to investigate influential factors for EFL teachers' job satisfaction in his case study research. The data collected from the unstructured interviews revealed that students, salary/payment, administration, classes, colleagues, and

working conditions were the most influential factors for EFL teachers' job satisfaction in his. Moreover, Erkaya's study yielded similar results to Sadeghi & Khezrlou's (2016) study, which indicated that high educational demands, allocated class hours, assessment procedures, and curriculum-related issues caused stress led to job dissatisfaction and burnout among EFL teachers.

Large classroom size containing a lot of students can make the teachers feel exhausted because it is more difficult for the teachers to manage and teach. This problem can lead to job dissatisfaction and burnout due to the emotional and physical exhaustion that they have to face when teaching a lot of the students. The increasing teaching hours due to the growing number of students and the issue regarding salary underpayment are factors contributing to teachers' burnout (Raidzuan, 2012). The underpayment issue was confirmed by Zaidi, Wajid, and Zaidi (2011), who conducted a study among 399 public university teachers to explore the relationship between demographic characteristics and burnout by using a demographic questionnaire regarding the individual characteristics and the Maslach Burnout Inventory-General Survey (MBI-GS). The results in their study revealed that emotional exhaustion and personal accomplishment levels were found to be significantly different depending on university instructors' salaries. They found out that the emotional exhaustion of instructors with a higher salary was lower while their personal accomplishment was higher. In addition, Eghteasadi Rudi (2011) conducted research among Iranian EFL teachers. His study showed that lack of support from the administration was one of the main reasons for job dissatisfaction that led to teacher burnout.

Previous studies have shown that teacher job satisfaction is related to various teaching outcomes, including teacher burnout, teaching performance, teacher retention, enthusiasm, teacher commitment, and teachers' attitudes towards their work and the effort spent when working with students (Chamundeswari, 2013; Skaalvik & Skaalvik, 2010; Mertler, 2016; Wang et al., 2015). The teachers with a high level of enthusiasm are found to be satisfied with their teaching profession and life (Skaalvik & Skaalvik, 2014). Conversely, the teachers with feelings of exhaustion and burnout are reported with job dissatisfaction. Etminan (2014) investigated the relationship between job satisfaction and burnout components among Iranian EFL teachers. The

result reported a significant relationship between three dimensions of burnout and job satisfaction, which means there was a negative relationship with emotional exhaustion and depersonalization and a positive relationship with personal accomplishment. Etminan's study was in the same direction as Akhavanattar & Ahmadi's study (2017), *Relationship of EFL Teacher Efficacy, Job Satisfaction, and Work-related Burnout*. Akhavanattar & Ahmadi carried out a burnout study among 107 EFL teachers from 23 private language institutes. The participants were asked to complete Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001), the Teaching Satisfaction Scale (Ho & Au, 2006), and Maslach Burnout Inventory to examine teacher efficacy, job satisfaction, and work-related Burnout. The data collected from the surveys indicated that teacher job satisfaction significantly correlated with emotional exhaustion and personal accomplishment of burnout dimensions among EFL teachers.

Esfandiari & Kamali (2016) explored the relationship between job satisfaction, teacher burnout, and teacher autonomy among 207 Iranian EFL teachers, and the study yielded a significant result that job satisfaction had a negative relationship with teacher burnout. Furthermore, the lack of rewards in response to the dedication and hard work in teaching leads to negative self-evaluation and one's work, thereby leading to a decreasing level of job satisfaction which makes the teachers more vulnerable to burnout (Negar, 2012). Laiou (2018) conducted a teacher burnout study among 135 Greek EFL teachers who were from private and public institutions by using Teacher Motivation and Job Satisfaction Questionnaire (Karavas, 2010) and the Maslach Burnout Inventory (Maslach & Jackson, 1981). The results revealed that 73.4% of the participants were dissatisfied with their salary, and 61.5% showed dissatisfaction toward opportunities for promotion or advancement. Moreover, nearly 40% of the participants reported a high level of emotional exhaustion and reduced personal accomplishment (Laiou, 2018). The results showed that job satisfaction could significantly influence burnout.

According to previous studies mentioned above, it can be arguable that job satisfaction is significantly and strongly related to teacher burnout. Therefore, to prevent teacher burnout, the factor of job satisfaction needs to be carefully observed.

The teachers need to feel satisfied with their teaching profession overall to perform well in school and any tasks related to their teaching profession.

2.4.2 Effects of teacher burnout

2.4.2.1 Effects of burnout on teachers

Burnout can affect both the physical and psychological well-being of teachers. Teachers with high levels of burnout may experience physical symptoms like migraines, headaches, loss of appetite, weight loss, hypertension (Alkhrisha, 2002), the tension in muscles, high cholesterol, skin problems, respiratory distress, allergies, (Maslach & Leiter, 1997). The psychological symptoms of burnout are low self-confidence, negative self-evaluation, irritability, job hatred, guilt, discouragement, feeling undervalued (Freudenberger, 1974), feeling obstructed, nervousness, inefficacy, and fear (Maslach & Leiter, 1997). Burnout is known to be a significant factor interfering with teachers' effectiveness within the classroom (Jacobson, 2016) since it reduces the quality of teaching performance (Iancu et al., 2017). At the individual level, burnout negatively affects professionals' intrinsic motivation, enthusiasm, and job idealism. At the interpersonal level, burnout deeply influences motivational crisis as it can be reflected by indifference and discouragement (Schaufeli & Enzmann, 1998). Teachers' burnout can dramatically reduce teachers' life quality and lead to deterioration in teaching efficiency. Shen et al. (2015) state that teacher burnout has an adverse effect on teachers' involvement in classroom and classroom preparation. In a study on teachers' burnout conducted by Weinreich (2014), it was found that the teachers who showed higher levels of burnout had lower work engagement and weaker teaching performances in their classrooms. Similarly, a study on Iranian EFL teachers' burnout claimed that teacher burnout was negatively associated with the effectiveness of teachers as perceived by EFL learners (Langari & Parvin, 2017). Langari & Parvin (2017) also found in their study that teaching procedures had the highest negative relationship with burnout among EFL teachers. It is found that teachers who experience burnout in reduced personal accomplishment usually lose confidence in their ability to effectively engage and teach their students (Kyriacou, 2015). Furthermore, teachers experiencing burnout are more likely to lose their energy, commitment, and enthusiasm to perform their work, which can have a negative impact on their students in the language learning process (Kyriacou, 2015).

Motivation plays a crucial role in professional accomplishment. People are driven by the motivation to achieve their goals. In an educational setting, motivation is a key factor that drives the teachers forward. However, burnout can negatively influence teacher motivation, while teacher motivation is considered an influential factor in educational processes (Claeys, 2011; Paulick, Retelsdorf & Moller, 2013). Motivation and burnout are two phenomena closely associated with the professional aspect and the academic development of the teachers and students. Many studies have proven that teacher motivation can significantly influence student motivation (Han and Yin, 2016; Shen & McCaughtry, 2015; Zhang & Saap, 2008), teachers' work performances, and professional achievement (Dombrovskis, Guseva & Murasovs, 2011; Kelvin, 2016).

Furthermore, low motivation in teachers is associated with burnout, as confirmed by a study by Dombrovskis, Guseva & Murasovs (2011). In their study, Work Motivation Inventory (C.Zamfir, 1983) and Maslach Burnout Inventory (Maslach, Jackson & Leiter, 1996) were used to investigate a connection between motivation to work and professional burnout among 120 teachers in Latvia. The results of their study showed significant correlations between emotional exhaustion and the motive of professional growth. High levels of depersonalization and reduced personal accomplishment are found to be significantly correlated with motivation for teachers, according to Noghabi & Heidari (2014). According to Dörnyei & Ushioda (2011), teacher motivation refers to the enthusiasm and commitment levels of the teachers. Furthermore, they explain that "if a teacher is motivated to teach, there is a good chance that the students will be motivated to learn." In the Iranian EFL context, a study by Roohani & Deyeri (2019) confirmed that the decrease of EFL teachers' motivation was related to their reduced personal accomplishments. Roohani and Deyeri employed Motivation to Teach Questionnaire (MTQ), Maslach Burnout Inventory Educators Survey, and semi-structured interviews in their mixed-methods study. They found that autonomous teacher motivation was negatively associated with burnout components. Demotivation caused by teacher burnout can hinder teachers' professional development by reducing motivation to achieve their job achievement.

According to the aforementioned studies, professional burnout affects teachers at both physical and psychological levels. The consequences of burnout can be frustrating and devastating among teachers. The teachers are directly affected by the symptoms of burnout which leads them to feel exhausted and unmotivated. Burnout affects the delivery of instructions of teachers, which results in ineffective instructions. Both physical and psychological symptoms leave the teachers in vulnerable states with susceptibility to become a victim of teacher burnout.

2.4.2.2 Effects of burnout on learners

Language learning consists of three important components: the teacher, the learner, and the teaching. Out of the three components, the teacher ranks as the first priority and would co-ordinate the other two to make language learning becomes successful (As cited in Jabbarpoor, 2016). Many studies have found that the teacher is the most significant factor influencing student achievement (Chetty, Friedman, & Rockoff, 2014; Ronfeldt et al., 2015; Ladd & Sorensen, 2017). One of the characteristics of a language teacher is an essential motivating factor that has several effects on students' motivational tendencies and learning accomplishment. Since teacher quality has a lasting and significant impact on student achievement, the effects of teacher burnout on students are devastating. Teachers who suffer from burnout feel emotionally drained and tend to distance themselves from their learners. As a consequence, the negative feelings derived from burnout impede the creation of positive student-teacher relationships, which unavoidably hinder the students' achievement and detach them emotionally and mentally from school and classroom (Hosseini Fatemi & Raufi, 2014).

The characteristics and behaviors of teachers have a vital impact on teaching achievement. Deficiency in students' achievement is believed to reflect a deficiency in teaching (Fatemi, Alimirzaei, Ghaffari & Izadi, 2014), which can be a result of burnout. Shen et al. (2015) found that low student motivation is associated with high teacher burnout since teacher burnout plays a crucial role in reducing student motivation. Moreover, according to Zhang & Saap (2008), students who studied with high burnout and low immediacy instructors displayed the lowest level of motivation

and effective learning. In contrast, the highest motivation and affective learning among students were reported with low burnout and high immediacy teachers.

In an EFL context, Heidari & Gorjian's (2017) study showed that burnout levels of EFL teachers significantly affected EFL learners' general English achievement. In their study, nine teachers were divided into three groups according to their level of burnout; three teachers with a high level of burnout, three teachers with medium level, and three with low level. The students with the same language proficiency were assigned to each group. The students were given a pre-test and a post-test after two months to determine whether or not teachers' level of burnout had any effect on the students' general English achievement. The results revealed that three groups performed significantly different on the post-test as high and medium burnout teachers were found to influence EFL learners' general English achievement. Heidari & Gorjian noticed that if high and medium burnout teachers had unmotivated and disinterested students, they might ignore to create learning motivation in their students due to their psychological and physical exhaustion. High burnout teachers are more emotionally exhausted than those with medium burnout which leads them to a lack of empathy towards their students, and they also feel a lack of accomplishment more than other groups (Heidari & Gorjian's, 2017). The results of their study also indicated that the EFL teachers with low-burnout had more effective teaching than the high-burnout teachers.

Moreover, many studies regarding burnout in English language teachers have confirmed that when teachers experience emotional exhaustion from burnout, their productivity may reduce, and it can result in the negative teacher-student relationship and students' negative attitudes towards language learning (Hosseini et al., 2014; Heidari & Gorjian, 2017; Khezerlou, 2017). Abdolzadeh (2014) conducted a study on teacher burnout in ELT classrooms, and the study results indicated that English teachers' burnout leads to the development of teachers' negative feelings and lower tolerance and sympathy towards their learners. With a negative teacher-student relationship, the students develop negative attitudes toward English language learning and the instructor, which makes them feel unmotivated to learn or engage in

classroom activities. This effect of burnout may lower the learning achievement of the learners and cause anxiety in language learning.

Rezvani & Rezvani (2017) collected data by applying Maslach Burnout Inventory and Foreign Language Classroom Anxiety Scale to study a relationship between EFL teachers' burnout and students' foreign language anxiety. The results found that students' fear of negative evaluation, communication apprehension, and foreign language anxiety were correlated with EFL teachers' burnout in a dimension of emotional exhaustion (Rezvani & Rezvani, 2017). According to Maslach and Leiter (1999), teacher burnout contributes to students' behavior and experience and reduces involvement in classroom activities as student criticism increases. Furthermore, teacher burnout can reduce students' intrinsic motivation, which may decline students' learning and engagement. These studies have revealed significant results that teacher burnout can negatively and directly affect language learners in various aspects.

2.4.2.3 Impact of burnout on education regarding teacher attrition

Teacher burnout can negatively affect teachers' behavior, students' outcome, and as a result, and the school system. When the teacher can no longer bear with the adverse effects and consequences of burnout, he or she tends to leave the profession. Teacher attrition becomes an issue of the educational system as it affects the system as a whole. Teacher attrition is defined as teacher job burnout (Ingersoll & Perda, 2010). With a shortage of teachers, schools, students, and other stakeholders are negatively affected. Teacher attrition is considered the final step of burnout (Demirel, & Cephe, 2015). One of the main reasons reported by teachers for leaving their teaching profession is teacher burnout (Hancock, 2016; Hancock & Scherff, 2010). With the devastating effects of burnout, one-third of the new teachers and were likely to leave the teaching profession within a few years of teaching (Sanford, 2017). Ingersoll (2012) analyzed existing empirical studies on teacher induction during 1980- 2008. The two-decade study showed similar results indicating that teacher burnout is an important factor in his research on teacher attrition.

The issue of growing rates of teacher attrition due to burnout has various negative effects on the educational system. When a district loses a teacher, time and money

have to be spent on recruiting, hiring, and training a new teacher. Students do not have enough teachers to equip them with the knowledge needed for their future due to the teacher shortage. Cha & Cohen-Vogel (2011) pointed out that the time and energy spent in the hiring process is draining the human resources departments of school districts. Ronfeldt, Loeb & Wyckoff (2012) argued that the resources spent in the hiring process should be spent on program improvement. Moreover, it is found that schools with high teacher turnover rates tend to have lower student achievement.

The teacher turnover can also disrupt the school community. According to Ronfeldt, Loeb & Wyckoff (2012), teacher turnover has a negative impact on faculty relationships as teachers are less likely to invest in building relationships with their colleagues when they suspect that their colleagues will be likely to leave within a year or two. Brill & McCartney (2008) suggested that schools with a positive sense of community and strong communication and relationships among teachers are more effective schools. Constant changes in the school staff have an adverse impact on the planning and implementation of a coherent, comprehensive, and unified curriculum (Brill & McCartney, 2008).

Teacher shortage, due to a high rate of attrition can be a serious problem in Thailand. In the Thai EFL context, many schools do not have English teachers who major in English to teach students. According to Sribayak (2017), more than forty percent of the lower-secondary schools in Thailand do not have teachers with English majors. As a consequence, teachers who are not related to a field of English language are assigned to teach English, a subject that is not in their expertise. This issue can result in ineffective teaching and low quality of Thai education (as cited in Sribayak, 2017). Moreover, Sribayak, Tangkiengsirisin & Hongboontri (2018) revealed in their study regarding factors influencing EFL teacher attrition in a Thai context that inadequate salaries, stressful work demands, excessive paperwork and workload, out-of-classroom responsibilities, and school policies were factors leading to EFL teacher attrition. As highlighted above, teacher burnout can cause teacher attrition which negatively affects student achievement, school community, district budget, relationships between school staff, or, in short, the educational system as a whole.

2.5 Studies related to burnout intervention/ coping strategies

Burnout does not only affect the people who experience burnout, but also those they are surrounded with. As much as professional burnout damages the life quality and professional life of burnout people, those who are close to them are also affected. In the educational setting, teacher burnout should not be ignored because its adverse effects have an impact on many variables involved in the educational system, namely teachers, students, school community, educational administration, and many more. Previous studies have confirmed that teacher burnout leads to various issues, such as job dissatisfaction (Domitrovich et al., 2016), low quality of performances and classroom instructions, student achievement (Wolf et al., 2015), ineffective teaching (Roeser et al., 2013). Coping strategies and interventions have vital roles to play to prevent or minimize the effects of teacher burnout. Adopting suitable coping strategies can reduce the negative effects of burnout and even burnout itself. Teacher burnout interventions can be done at both individual and organizational levels.

2.5.1 Individual interventions and coping strategies

At an individual level, when confronted with stressful situations, teachers can use their coping strategies to deal with the situations to prevent burnout. The teachers can adapt to or ignore the challenges they face (Pietarinen et al., 2013) to change the environment and or manage their own emotions (Arnold et al., 2010; Foley & Murphy 2015). The teachers need to develop coping skills to help them deal with stress at school or consequences of burnout by participating in counseling sessions or learning new coping skills, which leads to significant improvement in personal accomplishments and the decrease in emotional exhaustion. At the individual level, the teachers can build their self-efficacy and confidence to reduce burnout by continually improving the professional skills as it has been found to be one of the most effective strategies that can lower the risk of burnout (Kugjejko, 2015). Moreover, finding time to relax, rest, or do hobbies are also recommended to recover from work stress and buffer burnout (Kugjejko, 2015).

Furthermore, it is found that mindfulness and relaxation-based interventions are claimed to be the interventions that can diminish levels of teacher burnout in previous studies (Maricuțoiu et al., 2016; Roeser et al., (2013). According to Roeser et al.

(2013), the mindfulness interventions can be practiced by developing awareness towards one's stress reaction, followed by promoting awareness of one's feelings, emotions, or sensations towards the stressful situation, and lastly, generating a set of strategies for effectively coping with stress (e.g., breathing deeply, taking a break, focusing on a present moment, letting go of high expectations, showing self-compassion). Roeser et al. applied a mindfulness training program to 58 Canadian teachers. The results also showed teachers who participated in the mindfulness training program reported large declines in symptoms of occupational burnout, anxiety, and depression. Similarly, Flook et al. (2013) revealed that significant improvements in emotional exhaustion and personal accomplishment components were found after teachers adopted the mindfulness interventions.

The coping strategies or interventions used can be more or less effective in reducing burnout, depending on the teachers and the situation. One of the strategies that can be done at the individual level is known as proactive strategies. Proactive strategies are used to help the teachers cope with immediate stressors, and also to buffer potential stressors that can lead to burnout by building and using resources available (Straud et al., 2015). Proactive strategies focus mainly on the regulation of one's behaviors and thoughts or collaboration with others, or both of them (Tikkanen et al., 2017; Väisänen et al., 2018). Proactive regulation strategies can be adapted by building and applying social resources such as asking for, providing, and receiving help from colleagues to cope with the demanding situations and buffer burnout (Pietarinen et al., 2013; Väisänen et al., 2018). Studies have supported that proactive strategies can effectively reduce teacher burnout (Klassen & Durksen, 2014; Pietarinen et al., 2013). Klassen & Durksen (2014) have reported that proactive strategies, including staying organized, being prepared, and seeking help, are related to lower levels of stress in teaching which can help minimize a chance of experiencing burnout.

In the Iranian EFL context, Akbari & Eghtesadi (2017) developed a burnout coping strategy survey and administered it to 15 EFL teachers, who scored low on the Persian version of the Maslach Burnout Inventory. The results of their study indicated that Iranian EFL teachers who talked to principals and colleagues to seek advice reported feeling less burnout. Better planning, learning new skills, searching for new

information are proactive self-regulation strategies that can be employed at the individual level to buffer burnout and work stress (Pietarinen et al., 2013; Poirel et al. 2012; Salkovsky et al., 2015). As highlighted above, individual interventions and coping strategies can reduce and prevent burnout symptoms as they can equip the teachers with methods to deal with stressors in the teaching profession. With the ability to cope with stressors, the teachers are less likely to experience emotional exhaustion and burnout.

2.5.2 Organizational interventions and coping strategies

In a study of EFL teacher burnout and coping strategies, it was found that social support was an effective coping strategy that could help reduce a sense of burnout among EFL teachers (Akbari & Eghtesadi, 2017). Similarly, the regression results in a study by Rezaee et al. (2018), who conducted a study among 440 EFL male and female teachers by using job satisfaction questionnaire, EFL teachers' job performance questionnaire, and semi-structured interviews, showed that good working conditions and support by school administrators had a positive influence on teachers' job satisfaction and negative relationship with burnout. The school administration can step in to improve the working conditions and work environment of the teachers in order to minimize the stress that can cause burnout. It has been confirmed by many studies that there was a significant relationship between low supervisory support and high levels of burnout (Ferent et al., 2012; Gavish & Friedman, 2010; Hammett, 2013).

It is suggested by Stewart (2015) that educational leaders need to provide resources, interventions as well as seek programs to help reduce stress and develop coping strategies for their teachers. The intervention can be done with help from the organization to create a supportive environment. The establishment of a supportive administrative team can serve as the prevention of teacher burnout. This strategy can prevent burnout from occurring in the first place. Rostami et al. (2015) suggested that a preventive program could promote the mental health of the teachers and help them to be able to cope with work-related stressors. Moreover, intervention programs, including self-efficacy training programs, have been found to improve teachers' self-confidence (Howson, 2016, p. 37), which has a positive correlation with personal

accomplishment and can decrease burnout symptoms. Therefore, school leaders, policymakers, and other stakeholders must consider policies and procedures to improve teachers' well-being and to help teachers prevent and overcome burnout.

Many intervention programs have been employed to increase teacher performance and decrease symptoms of burnout for the teachers who experience burnout. However, new teachers also need to be equipped with strategies that can help them cope with burnout during teacher training. Thus, new teachers need training programs for training them on social skills, strategies to manage student misbehaviors, and more general in-service training on dealing with job-related stressors (Bataineh & Alsagheer, 2012; De Stasio et al., 2017). Amini Faskhodi & Siyyari (2018) studied dimensions of work engagement and teacher burnout among 117 EFL teachers with a variety of teaching experience, ranging from one month to 25 years of experience by administering Utrecht Work Engagement Scale (UWES) and Maslach's Burnout Measurement Inventory. They suggested that instructing coping strategies during teacher training courses could be beneficial for the new teachers who are soon entering the teaching profession.

According to the aforementioned studies, social interaction plays a central role in teacher wellbeing and burnout. The ability to cope with teacher burnout and stress in a workplace may not be effective because the work environment stressors can be out of an individual's control. For this reason, social support is crucial when it comes to the interventions of burnout among teachers. At the organizational level, the consequences of teacher burnout can be reduced and prevented by providing social support. Social support interventions have significant effects on increasing personal accomplishment, which helps reduce burnout among teachers (Iancu et al., 2018).

2.6 Related studies on teacher burnout in the Thai context

Teacher burnout in a Thai context has been understudied. There have been only a few studies that examine the issue of Thai teacher burnout. Konpothorn (2010) investigated the burnout factors of the 128 private vocational teachers in Pattaya, Thailand. She also explored the effects of burnout of those private vocational teachers. Konpothorn employed the Thai translated version of Maslach's Burnout Measurement Inventory, in-depth interviews, semi-structured interviews, and document review technique to collect the data. The quantitative results indicated that

the factors contributing to teacher burnout in private vocational schools were demographic factors, such as the income and their feelings toward work, co-workers, management, students, and student's family. The qualitative results showed that social environment, student issues, and student-family issues were the main factors of teacher burnout. The participants revealed in the interviews that a feeling of burnout wanted them to quit their career, and it also negatively affected their physical and mental health (Konpoothorn, 2010).

Another study of Thai teacher burnout was set out in a special education context by Yotanyamaneewong (2012). Yotanyamaneewong investigated perceptions of 354 special education teachers with the low and high level of burnout in Chiang Mai province, Thailand. Samantrakul's Job Burnout Inventory (2006) and semi-structured interviews were used to collect data. It was found that student behavior played a significant role in teacher burnout as the students had behavioral and emotional difficulties, including inattention-hyperactive behavior, impulsive behavior, fighting, and anti-social behavior. Moreover, lack of support for working with special education students by the school system, insufficiency of resources, pressure, instability, unfairness in school, lack of a good relationship with and support colleagues were also contributing factors (Yotanyamaneewong, 2012).

Puranitee et al. (2019) carried out a study of burnout and the association with the educational climate in pediatric residents in Thailand. They concluded that the educational environment and work-related quality of life were significant to burnout. Their study showed that a good teaching climate led to a positive relationship with employee engagement, control at work, general wellbeing, job satisfaction, and had a negative correlation for stress or burnout at work. Puranitee et al. suggested that Thai clinical teachers and curriculum developers need to focus more on the effects of educational climate rather than focusing on students learning.

According to the aforementioned studies, many factors play an important role in teacher burnout in the Thai context as a teaching profession in Thailand is a stressful occupation. However, social support and teaching environment are likely to be the most influential factors contributing to teacher burnout in the Thai context since studies have been reported that teaching environment, relationship with colleagues,

and other social-related factors have significant effects on burnout. Moreover, these factors were confirmed to be contributing factors by a study of work addiction, stress and burnout of Thai teachers at Armed Force Academies Preparatory School, which found that social support, teaching climate were statistically significant factors affecting teacher burnout (Nithivasin, 2020). Even though there are studies related to teacher burnout in the Thai context, little research involving teacher burnout has been conducted in the field of English language teaching in Thailand. Therefore, it is worth investigating teacher burnout in the Thai EFL context to gain more understanding of this matter.

2.7 Organizational context of Thai basic education

According to Thai educational system (OBEC, 2015), Thai basic education covers primary education (grade 1- grade 6) and secondary education (grade 7- grade12). Organizational contexts of both primary and secondary schools have an essential role in teachers' physical and psychological well-being. Many factors that cause stress among teachers are related to the organizational context. Ordinary National Educational Test (O-NET) is one of the factors that creates stress among the teachers in primary and secondary schools. O-NET is a compulsory examination that students who graduate from grade 6, grade 9, and grade 12 must take prior to their graduation (Narathakoon, Sapsirin & Subphadoongchone, 2020). In addition, primary and secondary schools have placed a priority on O-NET scores as the scores affect the school assessment and evaluation. As a result, it can put heavy pressure on teachers in order to prepare their students. Moreover, some schools even receive a letter issued from the authority to provide the students the O-NET tutoring sessions (Narathakoon, Sapsirin & Subphadoongchone, 2020). For this reason, many primary and secondary schools have O-NET tutoring policy which puts more workload and stress on the teachers. The O-NET tutoring policy becomes an organizational issue for the teachers who teach grade 6, grade 9, and grade 12 in many primary schools (Narathakoon, Sapsirin & Subphadoongchone, 2020). The increased workload related to the O-NET leads many teachers to become emotionally exhausted.

In many of Thai primary schools, the shortage of teachers is another problem related to the organizational context. With the shortage of teachers, the school administration

has to assign teachers to teach many subjects even though those subjects are not their field of expertise (Sirinil, 2006). By far, this issue is overlooked by the Office of the Basic Education Commission who has the central authority involving with supervision, oversight, control, and management of affiliated organizations and all basic education schools at both regional and local levels (Wiyaporn & Raksapolmuang, 2017). According to a study of *Beliefs and Classroom Assessment Practices of English Teachers in Primary Schools in Thailand* by Narathakoon, Sapsirin & Subphadoongchone (2020), the results of the study show that the English teachers in a primary school in Thailand taught more than one grade and more than one subject which one of the teachers taught up to nine subjects. Teachers should teach only their own major subject because they are more specialized and confident in the subject of their expertise. Narathakoon, Sapsirin & Subphadoongchone (2020) revealed that some of the primary school teachers taught more than five subjects per semester. The workload stress from teaching out of field subjects has been regarded as one of the negative influences on teaching efficacy and unsatisfactory outcomes for teachers (Collie et al., 2012) This teacher shortage issue is, therefore, one of the major organizational factors that cause emotional exhaustion, stress, and heavy workload in the primary school teachers.

In Thai secondary schools, large class size has been a major issue for teachers as it has been pointed out by many studies (Khanarat & Nomura, 2008; Kitjaroonchai, 2013) that most public secondary schools have approximately 50 students in one class. According to Padermprach's (2017) study, *the Problems of English Language Education at the Upper Secondary Level in Thailand: The Perceptions of Thai EFL Teachers and Students in Bangkok*, large class size was found to be an organizational issue as it was a school policy. Even though the national educational policy limits the number of students to be 40 or less in one class, some school principals allow more than 40 students in one class (Padermprach, 2017). Furthermore, the large class size causes the secondary teachers to face problems in effective classroom practice. In addition, large class size leads to issues of classroom management, student control, student assessment, time constraints, and feedback problems which can negatively affect teacher motivation (Dhanasobhon, 2006; Todd, 2012). The aforementioned

studies have revealed that the organizational context can play a vital role in secondary and primary school teachers' stress and motivation.

2.8 Summary of Chapter II

Burnout is a serious issue in the educational setting. The consequences of burnout can result in the poor physical and psychological wellbeing of the teachers, ineffective instructions, low quality of a school and education, teacher turnover, low student motivation, and low academic success. Not only the teachers themselves have to deal with the adverse effects of teacher burnout but also the students and other stakeholders as well. Accordingly, it is crucial for the educational system to understand the underlying factors and causes of teacher burnout in order to provide the supports needed to intervene successfully.

The literature review of this chapter provides an insight into the factors contributing to teacher burnout, including demographic variables, work-related stressors, job satisfaction, and self-efficacy in previous studies. This chapter also reviews literature relating to burnout interventions and coping strategies which can buffer burnout and its consequences among the teachers and those who are involved. The interventions and coping strategies can be done at both individual and organizational levels. Teachers can practice mindfulness-based interventions or proactive coping strategies to cope with and prevent burnout and stress from the workplace (Roeser et al., 2013). However, as much as the teachers can learn new coping skills, interventive programs, social support from administration, colleagues, and stakeholders are also important.



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CHAPTER III

RESEARCH METHODS

The current study aimed to explore the factors affecting Thai EFL teacher burnout. A mixed-method research design was chosen to guide the current study in order to gain more understanding of teacher burnout in the Thai EFL context through both quantitative and qualitative data. The quantitative data was collected through the use of a survey questionnaire, whereas the qualitative data was collected through semi-structured interviews. This chapter presents the method that is used during the conduct of this study, including participants and setting, research instruments, the data collection procedure, data analysis, and ethical considerations.

3.1 Participants and setting

The participants for the study were drawn from a convenience sampling of teachers who taught in primary and secondary schools in Northeastern Thailand. The sample size of the study of participants obtained from a group that was conveniently accessible to a researcher (Howell, 2011). The convenience sampling was chosen to select the participants as it is a form of non-probability sampling in which the ease with which potential participants can be located or recruited is the primary consideration (Baker et al. 2013). The participants were 120 in-service English teachers from 55 primary schools and 65 secondary schools in Northeastern Thailand. The participants were selected from different schools by using a convenience sampling with the diversity of genders, work environments, income, age, and experience background in English language teaching. The participants' teaching experience ranged from 2-30 years of teaching experience. The participants were both females and males who were Thai EFL teachers. Their educational background was a bachelor's degree, a master's degree, or a doctoral degree. The different demographic data of the participants could offer broader perspectives of English teacher burnout. The general information of the participants can be seen in Table 1.

Table 1 General Information of the Participants

General Information	Amount	Percent
1. Gender		
1.1 Male	26	21.70
1.2 Female	94	78.30
Total	120	100.00
2. Age		
2.1 30 years old or less	71	59.20
2.2 31-40 years old	22	18.2
2.3 41-50 years old	17	14.20
2.4 51-60 years old	10	8.3
Total	120	100.00
3. Marital status		
3.1 Single	89	74.20
3.2 Married	26	21.70
3.3 Divorced	3	2.50
3.4 Widow	2	1.70
Total	120	100.00
4. Salary		
4.1 10,000 baht or less	7	5.8
4.2 10,001-15,000 baht	45	12.5
4.3 15,001-20,000 baht	12	35.0
4.4 20,001-25,000 baht	17	14.2
4.5 More than 25,000 baht	39	32.5
Total	120	100.00
5. Teaching experience		
5.1 Less than 5 years	70	58.3
5.2 5-10 years	22	18.3
5.3 11-15 years	10	8.3
5.4 16-20 years	2	1.7
5.5 More than 20 years	16	13.3
Total	120	100.00
6. Educational background		
6.1 Bachelor's degree	93	77.5
6.2 Master's degree	25	20.8
6.3 Doctoral degree	2	1.7
Total	120	100.00
7. Level taught		
7.1 Primary level	55	45.8
7.2 Secondary level	65	54.2
Total	120	100.00

General Information	Amount	Percent
8. Teaching hours per week		
8.1 10-15 hours	14	11.7
8.2 16-20 hours	60	50.0
8.3 21-25 hours	35	29.2
8.4 more than 25 hours	11	9.2
Total	120	100.00
9. Number of students per class		
9.1 less than 20	35	29.2
9.2 21-30	31	25.8
9.3 31-40	24	20.0
9.4 41-50	27	22.5
9.5 more than 50	3	2.5
Total	120	100.00

To investigate factors contributing to teacher burnout under diverse teaching environments and different school settings, primary schools and secondary schools in Northeastern Thailand were selected according to non-probability sampling. A different system and setting of primary education and secondary education would allow the researcher to see various factors that may differ in different school settings as one of the purposes of this research was to investigate whether there were differences in teacher burnout between teacher primary and secondary school teachers of English.

3.2 Research instruments/techniques

3.2.1 Demographic Survey

The demographic survey asked the participants to report the following information: gender, years of teaching experience, age, education level, income, type of institution (primary school or secondary school).

3.2.2 Maslach Burnout Inventory-Educators Survey (MBI-ES)

The Maslach Burnout Inventory-Educators Survey (Maslach et al., 1996) was adopted to collect the data of teacher burnout from 120 participants. The survey took approximately 10-15 minutes for the participants to complete. Maslach Burnout Inventory-Educators Survey consists of 22 items of three subscales, which include nine items of emotional exhaustion (EE), five items of depersonalization (DP), and eight items of reduced personal accomplishment (PA) (e.g., EE- I feel emotionally

drained from my work; DP- I worry that this job is hardening me emotionally; PA-I have accomplished many worthwhile things in this job). The 120 participants had to complete this 22-item survey, a self-assessment for measuring burnout in those three mentioned subscales. Respondents had to score items on a seven-point Likert scale, ranging from *never* to *everyday* (0 = *Never* to 6 = *Every day*). A minimum possible sum score on all three subscales is 0. A maximum possible sum score of the subscale of emotional exhaustion is 54, 30 on depersonalization, and 48 on personal accomplishment. Higher scores on the subscales of emotional exhaustion and depersonalization imply a higher degree of burnout. On the other hand, a lower score on the personal accomplishment scale indicates a higher degree of burnout.

Maslach Burnout Inventory (MBI) was chosen as an instrument in this study as it is the most widely used and highly respected questionnaire in burnout studies (Ozdemir, 2016). It was initially created as an assessment of burnout in healthcare settings in 1981 and has been used as a reliable and valid assessment ever since (Maslach & Jackson, 1981). The Maslach Burnout Inventory- Educator Survey (MBI-ES) was developed ten years later due to the need for an assessment to assess the burnout levels of educators (Maslach et al., 1996). Maslach et al. modified the survey to suit the educational setting. MBI-ES has been proven to be a reliable and valid instrument with high-reliability coefficients and consistent results it yields in many teacher burnout studies (Ozdemir, 2016; Hancock, 2018; Mede, 2009; Lakritz, 2004).

The reliability of the MBI-ES was initially determined by Iwanicki and Schwab (1981), the results yielded Cronbach's alpha coefficients of .90 for emotional exhaustion, .76 for depersonalization, and .72 for personal accomplishment. Maslach et al. (1996) reported Cronbach's coefficient of internal consistency of .90 on emotional exhaustion, .79 on depersonalization, and .71 on personal accomplishment. Additionally, Shen et al. (2015) reported Cronbach's alpha coefficients of .76 for emotional exhaustion, .70 for depersonalization, and .73 for personal accomplishment. In a correlational study of teacher burnout in elementary school by Ozdemir (2016), reliability coefficients were analyzed. The results yielded .93 for emotional exhaustion, .81 for depersonalization, and .75 was for the personal accomplishment subscale.

3.2.3 Semi-structured interviews

Semi-structured interviews were conducted as an instrument for collecting in-depth qualitative data. Ten of the total participants were purposively selected for the semi-structured interviews concerning English teacher burnout. The semi-structured interviews would reveal the perspectives of those teachers towards the English teacher burnout for narrative analysis. To guide the conversation, the researcher followed a semi-structured interview protocol that focused on the five following questions: (1) Why did you decide to become an EFL teacher? (2) Do you have the same perspectives towards your teaching profession compared to when you first started your career, and why so? (3) Have you often felt burnout or exhausted as an English teacher? And how does the condition affect your work? (4) What are the factors that influence the feelings of burnout? (5) What can be done to prevent or reduce burnout in EFL teachers? Moreover, other questions were allowed to emerge during the interviews as the interviews aimed to gain more in-depth understanding with the interviewees rather than a straightforward question and answer format.

3.3 Data collection procedure

Once the population for this study was determined, and approval from the university ethical committee was granted, primary schools and secondary schools in Northeastern Thailand were contacted in order to get permission for data collection from the EFL teachers who were selected by using a convenience sample. A total of 120 participants were given the Thai version of Maslach Burnout Inventory-Educators Survey (MBI-ES), a 22-item self-assessment to measure three subscales of teacher burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. After that, ten teachers from primary and secondary schools were purposively selected as case studies (see 3.3.1) based on their results of MBI-ES in order to investigate factors affecting teacher burnout by using semi-structured interviews. The interviews were conducted to collect in-depth qualitative findings from the ten selected English teachers who experience teacher burnout. Moreover, the interviews with then participants would be audio-taped to later examine and review for more details. The outline of data collection is illustrated in Figure 4.

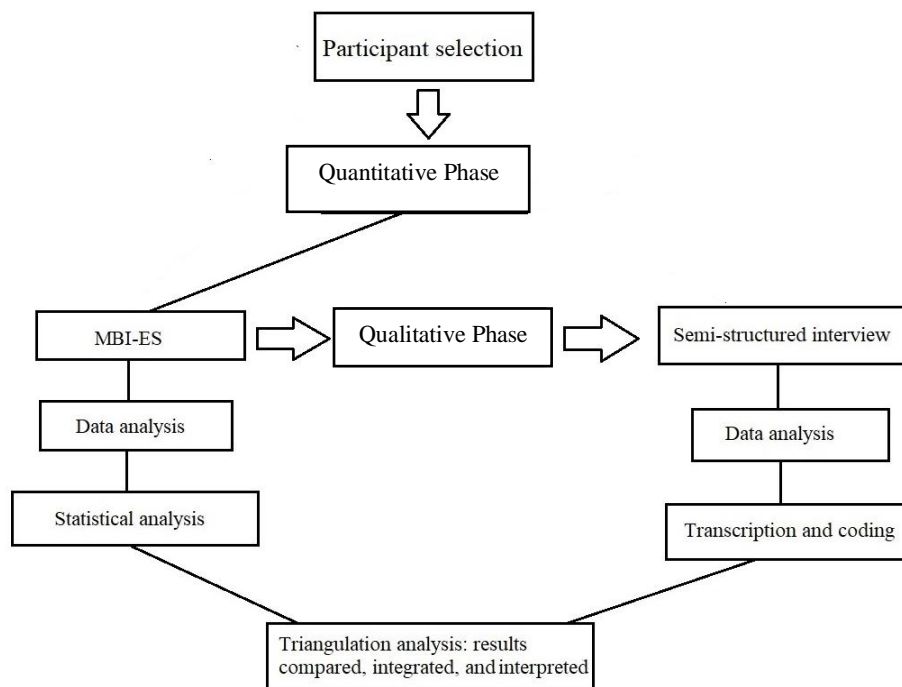


Figure 4: Outline of the current study as designed by the researcher

3.3.1 Selecting case studies

A case study method is the appropriate method for the current study because each EFL teacher is studied as an individual case. Moreover, studying a participant as an individual case can bring out in-depth details from the viewpoints of the participants as it helps the researcher gain more understanding of human perspectives through the interpretation of data collected from the interview process (Denzin & Lincoln, 2011; Patton, 2014). As the purpose of the study was to identify factors contributing to burnout among EFL teachers from primary and secondary schools who experienced a high-level burnout were selected according to the results of their MBI-ES. The participants who were reported with high scores on the subscales of emotional exhaustion and depersonalization were brought to the semi-structured interviews as these scores indicated a high level of burnout. Since one of the purposes of the current study was to investigate the factors influencing teacher burnout, the ten participants who scored the highest level of burnout among the 120 participants were expected to provide more insights and in-depth information of what led them to feel

burnout in their teaching career. The ten participants selected for semi-structured interviews were from five primary schools and five secondary schools. They were given a pseudonym to conceal their identity. The demographic information of the case studies can be seen in Table 2.

Table 2 The demographic information of the case studies

Name	Gender	Age	Educational Qualification	Educational level taught	Teaching Exp. (years)
Alan	M	30	Bachelor of Education in English	Primary	4
Ashley	F	26	Bachelor of Education in English	Primary	3
Bailey	F	33	Bachelor of Education in English	Secondary	5
Cara	F	26	Bachelor of Education in English	Secondary	3
Helen	F	28	Bachelor of Arts in English	Secondary	3
Katelyn	F	26	Bachelor of Arts in English	Primary	2
Lauren	F	31	Bachelor of Arts in English	Secondary	2
Owen	M	28	Bachelor of Education in English	Secondary	3
Steve	M	32	Bachelor of Arts in English	Primary	4
Tracey	F	25	Bachelor of Education in English	Primary	2

3.4 Data analysis

The data collected from the Thai version of Maslach Burnout Inventory-Educators Survey (MBI-ES) and interviews were analyzed by using descriptive statistics and content analysis. The results from MBI-ES and demographic surveys were analyzed by using t-test, F-test (ANOVA) to investigate the burnout level among the EFL teachers in each subscale. The recorded interviews would be transcribed and coded to gain more understanding of their perspectives. After coding and transcription, the researcher categorized the data obtained into themes for further content analysis. The findings collected from the primary school teachers were compared to the findings collected from the secondary school teachers in order to examine differences and similarities of factors influencing teacher burnout in both educational levels.

3.5 Ethical considerations

Ethical issues are essential in the aspect of researchers as it is necessary for the researcher to protect the rights of participants (Eisner & Peshkin, 1990). The researcher strictly followed the ethical considerations of the Graduate School of Mahasarakham University. After being granted permission from the Graduate school of Mahasarakham University to start a data collection procedure, the researcher sent a letter to the school directors of the participants to ask for permission and to explain the purposes of the study as well as the data collection methods. The participants were informed about their rights and privacy before they participate in the study. To ensure anonymity, all participants were given a number and a pseudonym to conceal their identity and protect their privacy in this research. Moreover, the participant's identity would not be revealed during or after the study. As for confidentiality, the researcher was the only person who stored and handled the data collected for the participants to guarantee their privacy.

3.6 Summary of Chapter III

This mixed-method study was conducted to investigate the factors contributing to teacher burnout in the Thai EFL context among primary and secondary school teachers as a reflection of pedagogical practice. The data of the current study were collected by using the survey of MBI-ES, and the semi-structured interviews. The quantitative data were statistically analyzed, and the qualitative data were analyzed by using transcription and coding for narrative analysis. As suggested by Mathison's (1988) notions of triangulation, the data collected from all of the research instruments were triangulated to validate the research findings.

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CHAPTER IV

RESULTS

This chapter provides results collected from the participants taking part in both quantitative and qualitative data collection. The results of quantitative data include their demographic information and burnout levels in three subscales. Moreover, the data analysis could reveal a relationship between subscales of burnout and the participant's demographic information. The qualitative findings collected from semi-structured interviews were brought into themes that were developed as a result of this study.

4.1 Overall findings

Burnout Levels

To answer research question 1: what are levels of Thai English teachers' burnout?, the findings of the Thai version of Maslach Burnout Inventory-Educators-Survey revealed burnout levels among the Thai EFL teachers in basic education schools are presented in Table 3 as seen below.

Table 3 Levels of burnout dimensions

Burnout Dimensions	Maslach Burnout Inventory					
	High		Moderate		Low	
	N	%	n	%	n	%
Emotional exhaustion	33	27.5	33	27.5	54	45
Depersonalization	9	7.5	24	20	87	72.5
Personal accomplishment	0	0	0	0	120	100

It was found that 27.5% of the participants suffered a high level of emotional exhaustion while another 27.50% suffered moderate emotional exhaustion. This showed that more than half of the participants suffered from high-moderate emotional exhaustion (55%) while another 45% had a low level of emotional exhaustion. The results indicated that 7.50% of the participants had a high level of burnout in the depersonalization dimension. 20% had a moderate level of depersonalization, while most of them had a low level of depersonalization (72.50%). Surprisingly, none of the participants suffered a high-moderate level of reduced personal accomplishment.

Table 4 the results of responses towards statements of emotional exhaustion

No.	Statements (Emotional Exhaustion)	0		1		2		3		4		5		6	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
1	I feel emotionally drained from my work.	14	11.7	40	33.3	22	18.3	20	16.7	13	10.8	6	5.0	5	4.2
2	I feel used up at the end of the workday.	6	5.0	19	15.8	16	13.3	23	19.2	22	18.3	18	15.0	16	13.3
3	I feel fatigued when I get up in the morning and have to face another day on the job.	9	7.5	26	21.7	19	15.8	18	15.0	12	10.0	22	18.3	14	11.7
6	Working with people all day is really a strain for me.	13	10.8	43	35.8	18	15.0	17	14.2	19	15.8	7	5.8	3	2.5
8	I feel burned out from my work.	21	17.5	40	33.3	14	11.7	21	17.5	13	10.8	6	5.0	5	4.2
13	I feel frustrated by my job.	27	22.5	31	25.8	24	20.0	19	15.8	5	4.2	8	6.7	6	5.0
14	I feel I'm working too hard on my job.	15	12.5	18	15.0	28	23.3	20	16.7	16	13.3	14	11.7	9	7.5
16	Working with people directly puts too much stress on me.	16	13.3	33	27.5	26	21.7	18	15.0	11	9.2	11	9.2	5	4.2
20	I feel like I'm at the end of my rope.	52	43.3	33	27.5	11	9.2	6	5.0	7	5.8	5	4.2	6	5.0

Noted: 0 = never, 1 = a few times a year, 2 = once a month or less, 3 = a few times a month, 4 = once a week, 5 = a few times a week, 6 = every day

Table 4 displays the rating scale results of the statements involving emotional exhaustion. As seen in Table 4, in the dimension of emotional exhaustion, most participants, or 19.2% of them rated “I feel used up at the end of the workday” as a few times a month while only 5% never felt that way. Moreover, 18.3% of the participants answered that they felt used up at the end of the workday for once a week while 13.3% of them felt that way every day. According to the statement “I feel fatigued when I get up in the morning and have to face another day on the job”, 21.7% reported that they experienced that a few times a year, followed by 18.3% of them who felt fatigued having to face another day on a job for a few times a week. However, only 7.5% of them reported that they never felt that way while 11.7% of them had the fatigued experience every day.

It was also reported that more than 35% of the participants felt burnout from their work a few times a year, followed by 17.5 of them who felt burnout from their work a few times a month. The results showed that most of the participants suffered from emotional exhaustion at a moderate-high level.

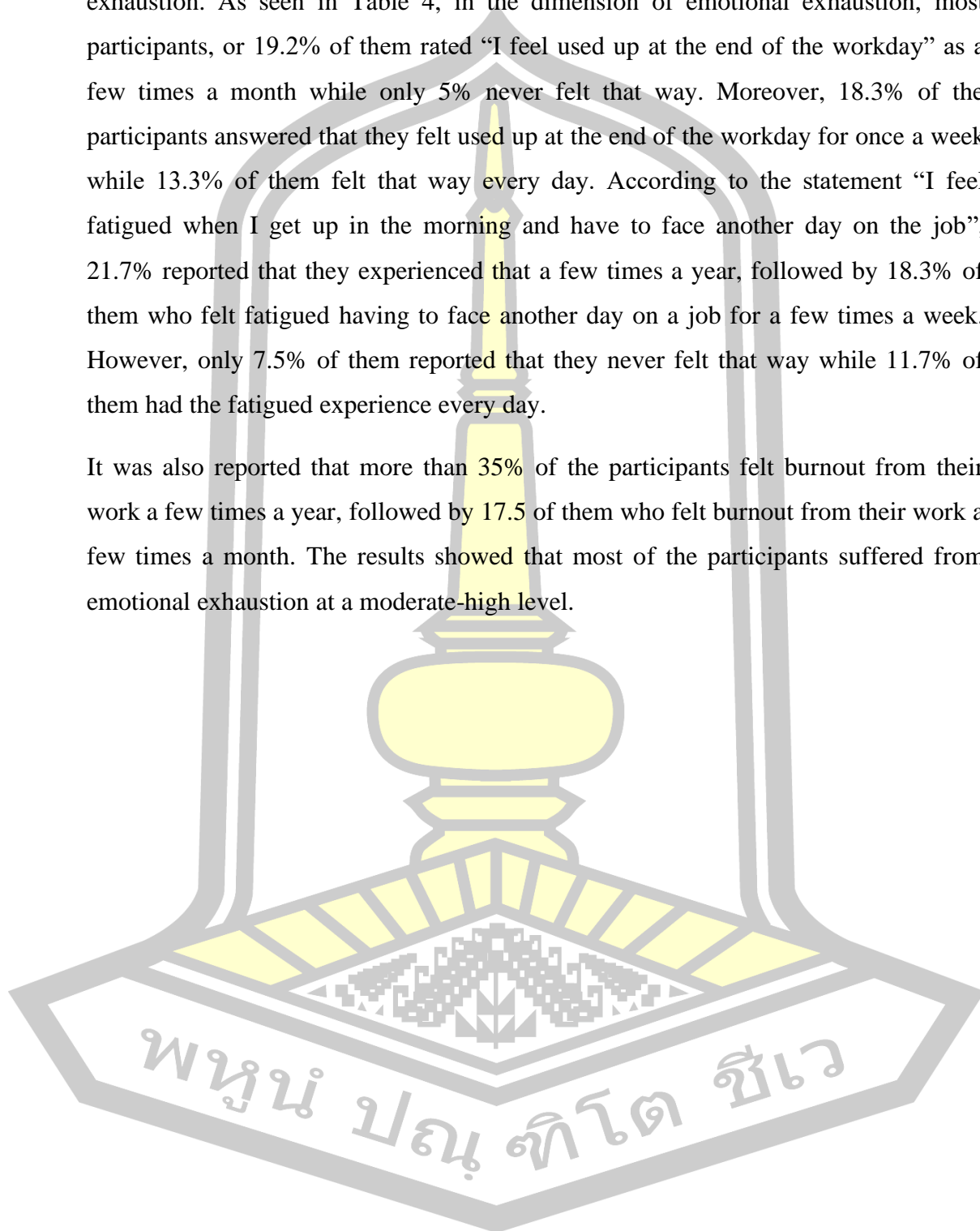


Table 5 the results of responses towards statements of depersonalization

No.	Statements (depersonalization)	0		1		2		3		4		5		6	
		N	%	n	%	n	%	n	%	n	%	n	%	n	%
5	I feel I treat some students as if they were impersonal objects.	97	80.8	11	9.2	7	5.8	1	0.8	0	0	3	2.5	1	0.8
10	I've become more callous toward people since I took this job.	59	49.2	22	18.3	14	11.7	11	9.2	4	3.3	4	3.3	6	5.0
11	I worry that this job is hardening me emotionally.	58	48.3	25	20.8	12	10.0	10	8.3	5	4.2	4	3.3	6	5.0
15	I don't really care what happens to some students.	74	61.7	23	19.2	13	10.8	6	5.0	1	0.8	2	1.7	1	0.8
22	I feel students blame me for some of their problems.	51	42.5	35	29.2	22	18.3	4	3.3	4	3.3	1	0.8	3	2.5

Noted: 0 = never, 1 = a few times a year, 2 = once a month or less, 3 = a few times a month, 4 = once a week, 5 = a few times a week, 6 = every day

As reported in Table 5, only a few participants experienced the feeling of depersonalization every day. According to statement no. 5, “I feel I treat some students as if they were impersonal objects”, only 0.8% of the participants revealed they felt the same way every day while more than 80% of them reported never felt that way. As for statement no. 10, 11, and 12, most participants agreed that they never felt the same way as those statements while 5% of them or less reported agreeing to feel the same as statement no. 10, 11, and 12 every day. Furthermore, the results also showed that the participants did care about what happened to their students as more than 60% of them answered never felt “I don't really care what happens to some students.” This indicated that most of the participants had a low level of depersonalization

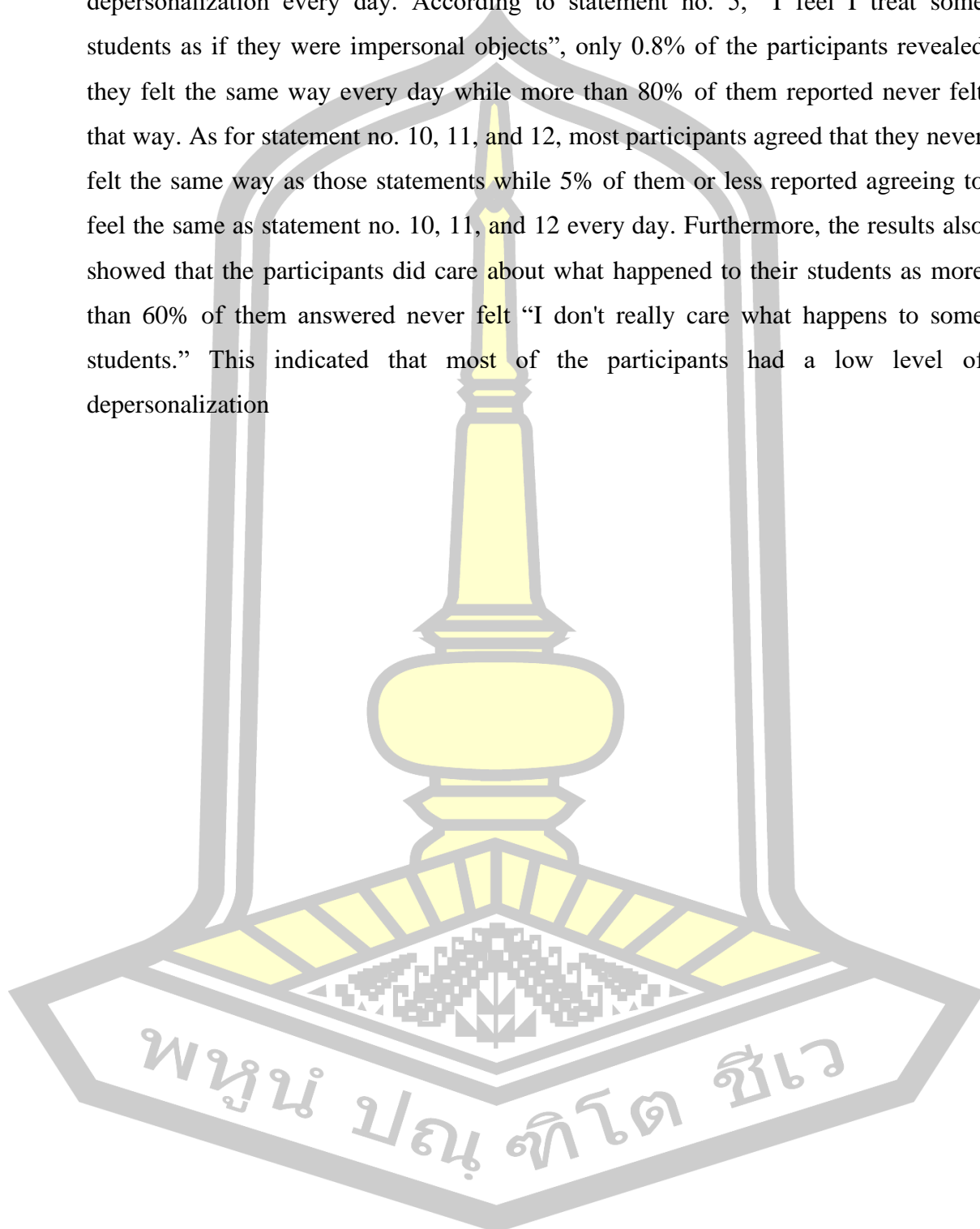


Table 6 the results of responses towards statements of personal accomplishment

No	Statements (Personal accomplishment)	0		1		2		3		4		5		6	
		n	%	N	%	n	%	n	%	n	%	n	%	n	%
4	I can easily understand how my students feel about things.	0	0	1	0.8	2	1.7	11	9.2	28	23.3	37	30.8	41	34.2
7	I deal very effectively with the problems of my students.	1	0.8	2	1.7	8	6.7	20	16.7	30	25.0	39	32.5	20	16.7
9	I feel I'm positively influencing other people's lives through my work.	0	0	3	2.5	4	3.3	7	5.8	11	9.2	25	20.8	70	58.3
12	I feel very energetic.	3	2.5	3	2.5	15	12.5	23	19.2	31	25.8	30	25.0	15	12.5
17	I can easily create a relaxed atmosphere with my students.	0	0	1	0.8	2	1.7	11	9.2	9	7.5	39	32.5	58	48.3
18	I feel exhilarated after working closely with my students.	57	47.5	35	29.2	18	15.0	7	5.8	0	0	3	2.5	0	0
19	I have accomplished many worthwhile things in this job.	0	0	1	0.8	7	5.8	16	13.3	23	19.2	32	26.7	41	34.2
21	In my work, I deal with emotional problems very calmly.	0	0	7	5.8	6	5.0	18	15.0	17	14.2	36	30.0	36	30.0

Noted: 0 = never, 1 = a few times a year, 2 = once a month or less, 3 = a few times a month, 4 = once a week, 5 = a few times a week, 6 = every day

In the dimension of personal accomplishment, eight statements were used to indicate the dimension levels as seen in Table 6 above. The results showed that most participants did not experience a sense of reduced personal accomplishment as in statement no. 9, more than 50% of them answered: “I feel I’m positively influencing other people’s lives through my work” every day. Moreover, 47.5% of them never felt exhilarated after working closely with their students (statement no.18). The participants also show a good sign of understanding their students, as 34.2% felt that way every day. The results suggested that the English teachers had a low level of personal accomplishment since their answer indicated care and compassion toward their students.

4.2 Analysis of quantitative data

To answer research question 2: what are the factors influencing English teacher burnout in primary and secondary education?, the data collected from MBI-ES was analyzed using statistical analysis and the findings from the demographic questionnaires were analyzed by using t-test and ANOVA variance test (F test). A t-test was used to determine whether there were significant differences between burnout dimensions and gender as well as burnout dimensions and grade level taught. Furthermore, an F test was used to indicate whether there were significant differences among the variables of age, marital status, salary, educational background, teaching experience, teaching hours per week, class size, and burnout dimensions.

Genders and burnout dimensions

Table 7 Genders and burnout dimensions

Burnout dimensions	Male teachers (n=26)		Female Teachers (n=94)		T	p
	Mean	S.D.	Mean	S.D.		
Emotional exhaustion	2.17	1.649	2.34	1.270	-1.181	.239
Depersonalization	1.25	1.497	.87	.951	1.223	.224
Personal accomplishment	1.32	.853	1.29	.877	.137	.891

*Note: $p < 0.05$

According to Table 7, the data was analyzed using the t-test to determine whether there were any significant differences between the genders of the English teachers and

their burnout dimensions. The results showed that there were no significant differences between genders and burnout dimensions, namely emotional exhaustion ($t = -1.181$, $p = .239$), depersonalization ($t = 1.223$, $p = .224$), and personal accomplishment ($t = .137$, $p = .891$). The results may indicate that genders did not influence the three subscales of burnout as there was no relationship found between them.

Age and burnout dimensions

Table 8 Age and burnout dimensions

Burnout Dimensions	30 years or less (n=71)		31-40 years (n=22)		41-50 years (n=17)		51-60 years (n=10)		F	p
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Emotional exhaustion	2.47	1.243	2.52	1.586	2.11	1.466	1.03	.626	5.388	.002*
Depersonalization	.93	1.114	1.37	1.314	.88	.800	.36	.497	2.623	.054
Personal accomplishment	1.35	.853	1.17	.803	1.39	.954	1.100	.545	1.037	.538

*Note: $p < 0.05$

As displayed in Table 8, the data were analyzed by using the F test to determine whether there were any significant differences between the age of the English teachers and the three burnout dimensions. It was found that in the subscale of emotional exhaustion, there was a statistical significance of .002 ($F = 5.388$) between age and emotional exhaustion, which indicated that age influenced emotional exhaustion. According to the mean values of emotional exhaustion, it could be seen that English teachers whose age was between 31-40 years old suffered a higher level of emotional exhaustion when compared to other age groups. In contrast, in the dimensions of depersonalization and personal accomplishment, no significant differences were found between age and the other two dimensions ($p = 0.54$, $p = .538$).

Moreover, as shown in Table 9, the post hoc test indicated a significant difference in emotional exhaustion among the Thai EFL teachers aged between 51-60 years old who suffered the least from emotional exhaustion (mean = 1.03) when compared to the other age groups.

Table 9 Post hoc multiple comparisons test among age groups in emotional exhaustion

Age	30 years old or less		31-40 years old		41-50 years old		51-60 years old	
	\bar{X}							
30 years old or less	2.47	-	.889	.209	.000*			
31-40 years old	2.52		-	.344	.001*			
41-50 years old	1.03			-	.016*			

* Note: $p < 0.05$

Marital status and burnout dimensions

Table 10 Marital status and burnout dimensions

Burnout Dimensions	Single (n=89)		Married (n=26)		Divorced (n=3)		Widow (n=2)		F	p
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Emotional exhaustion	2.55	1.317	1.59	1.231	2.44	1.575	.77	.000	6.100	.001*
Depersonalization	1.01	1.177	.73	.710	1.93	1.137	.10	.141	2.102	.104
Personal accomplishment	1.34	.825	1.18	.979	1.04	1.301	1.43	1.325	.846	.471

* Note: $p < 0.05$

Table 10 displays the F test results which revealed a significant difference between marital status and emotional exhaustion ($F=6.100$, $p = .001$). The mean value showed that the English teachers who were single were more likely to experience emotional exhaustion than the other groups. On the other hand, there was no significant difference found between marital status and depersonalization ($F= 2.102$, $p = .104$). Also, no significant difference was found between the marital status and the dimension of personal accomplishment ($F= .846$, $p = .471$). The post hoc test revealed that single EFL teachers suffered from emotional exhaustion more than married EFL teachers at a statistical significance level. Also, single EFL teachers had higher emotional exhaustion than widowed EFL teachers with a statistical significance of 0.37 while there were no statistical differences found among other marital status groups as shown in Table 11.

Table 11 Post hoc multiple comparisons test among marital status groups in emotional exhaustion

Marital status		Single	Married	Divorced	Widow
\bar{X}		2.55	1.59	2.44	.77
Single	2.55	-	.000*	.909	.037*
Married	1.59		-	.197	.381
Divorced	2.44			-	.118

* Note $p < 0.05$

Salary and burnout dimensions

Table 12 Salary and burnout dimensions

Burnout dimensions	10,000 or less (n=7)		10,001-15,000 (n=15)		15,001-20,000 (n=42)		20,001-25,000 (n=17)		25,000 > (n=39)		F	P
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Emotional exhaustion	1.98	1.430	3.03	1.415	2.48	1.303	1.84	.722	2.10	1.496	2.208	.072
Depersonalization												
Personal accomplishment	1.02	1.874	1.41	1.067	1.03	1.269	.517	.557	.88	.860	1.923	.111
	1.32	.680	1.87	1.066	1.29	.830	1.27	.743	1.10	.851	1.895	.116

* Note: $p < 0.05$

The analysis of variance test or F test was again used to analyze the relationship between salary and the burnout dimensions. As shown in Table 12, the data analyzed using the F test found that there were no significant differences between salary and burnout dimensions, which were emotional exhaustion ($F= 2.208$, $p = .072$), depersonalization ($F=1.923$, $p = .111$), and personal accomplishment ($F=1.895$, $p = .116$). The results revealed that salary did not affect any burnout subscales as there was no relationship found between them.

Educational background and burnout dimensions

Table 13 Educational background and burnout dimensions

Burnout Dimensions	Bachelor's Degree (n=93)		Master's Degree (n=25)		Doctoral Degree (n=2)		F	p
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Emotional exhaustion	2.39	1.305	1.84	1.401	4.33	.785	4.659	.011*
Depersonalization	.99	1.138	.78	.899	1.60	1.697	.786	.458
Personal accomplishment	1.36	.826	1.08	1.002	1.00	1.060	1.699	.187

* Note $p < 0.05$

Table 13 displays the results of the F test to determine the significant differences between educational background and the burnout dimensions. According to the p-values, there was a significant difference between emotional exhaustion and the educational background with a significant difference of .011. The mean values indicated that the English teachers who held a doctoral degree suffered at a higher level of emotional exhaustion when compared to the other groups. The results also showed that the educational background had no influences on depersonalization ($F = .786$, $p = .458$) and personal accomplishment ($F = 1.699$, $p = .187$) as shown in Table 13. Furthermore, the post hoc analysis indicated that the doctoral degree holders suffered more from emotional exhaustion than those with a master's degree at a statistical significance level. The post hoc test also revealed a significant difference in emotional exhaustion between the Thai EFL teachers with a bachelor's than those with a master's degree as seen in Table 14.

Table 14 Post hoc multiple comparisons test among educational background groups in emotional exhaustion

Educational background	Bachelor's degree		Master's degree		Doctoral degree	
	\bar{X}					
Bachelor's degree	2.39	-	.022*	.070		
Master's degree	1.84		-	.014*		

* Note $p < 0.05$

Teaching experience and burnout dimensions

Table 15 Teaching experience and burnout dimensions

Burnout dimensions	> 5 years (n=70)		5-10 years (n=22)		11-15 years (n=10)		16-20 years (n=2)		<20 years (n=16)		F	P
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Emotional exhaustion	2.57	1.248	2.10	1.279	2.08	1.678	1.55	.942	1.69	1.574	2.815	.022*
Depersonalization	.98	1.028	.89	1.129	.96	.857	1.00	.848	.92	.547	.303	.875
Personal accomplishment	1.41	.822	1.28	.917	.71	.661	1.31	.441	1.21	1.061	2.294	.064

* Note: $p < 0.05$

According to Table 15, the F test results showed that teaching experience had an influence on emotional exhaustion with a statistical significance of .022 ($F=2.815$). It could be seen from the mean values that those teachers with five years of teaching experience or less suffered more from the burnout dimension of emotional exhaustion. In contrast, those with 16-20 years of experience suffered the least from emotional exhaustion. The analysis results also showed no significant differences between teaching experience and the other two dimensions of burnout: depersonalization ($F=.303$, $p=.875$) and personal accomplishment ($F=2.294$, $p=.064$).

Table 16 Post hoc multiple comparisons test among teaching experience groups in emotional exhaustion

Marital status	\bar{X}	> 5 years	5-10 years	11-15 years	16-20 years	< 20 years
		> 5 years	2.57	-	.126	.132
5-10 years	2.10		-	.723	.618	.171
11-15 years	2.08			-	.763	.433
16-20 years	1.55				-	.912

*Note $p < 0.05$

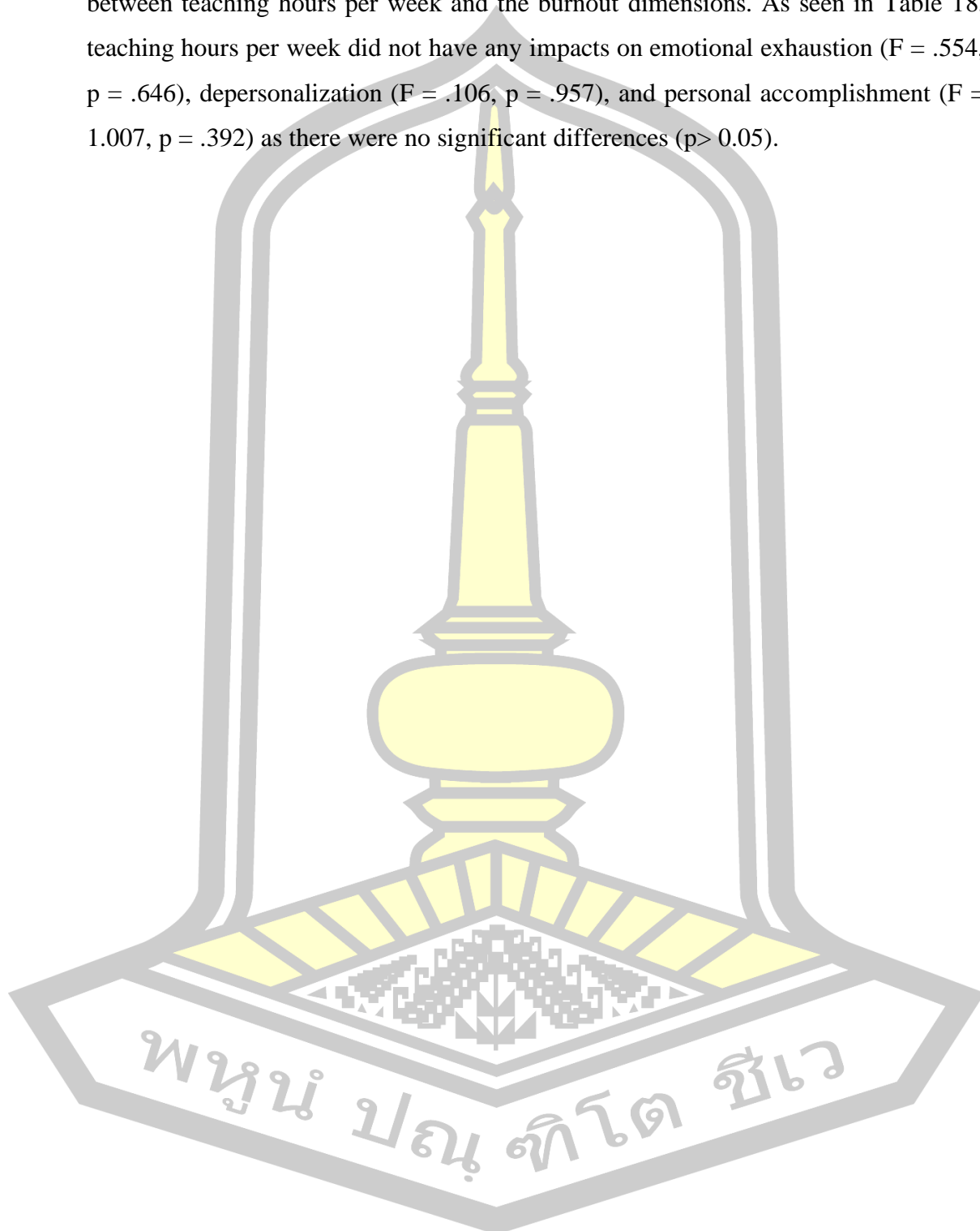
In addition, the post hoc analysis reported that the EFL teachers with less than 5 years of teaching experience suffered more from emotional exhaustion than those with more than 20 years of experience at statistical significance level. However, there were no statistically significant differences found between those with less than 5 years of experience and other groups among (5-10 years, 11-15 years, and 16-20 years of teaching experience).

Teaching hours per week and burnout dimensions

Table 17 Teaching hours and burnout dimensions

Burnout Dimensions	10-15 hours (n=14)		16-20 hours (n=60)		21-25 hours (n=35)		< 25 hours (n=11)		F	p
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Emotional exhaustion	2.19	1.100	2.19	1.367	2.50	1.453	2.50	1.351	.554	.646
Depersonalization	.84	.852	.90	.931	1.03	1.255	1.18	1.669	.106	.957
Personal accomplishment	1.66	1.022	1.30	.851	1.24	.863	.733	1.007	.392	

The F test was employed to find out whether there were significant differences between teaching hours per week and the burnout dimensions. As seen in Table 18, teaching hours per week did not have any impacts on emotional exhaustion ($F = .554$, $p = .646$), depersonalization ($F = .106$, $p = .957$), and personal accomplishment ($F = 1.007$, $p = .392$) as there were no significant differences ($p > 0.05$).



Class size and burnout dimensions

Table 18 Class size and burnout dimensions

Burnout dimensions	>20 students (n=35)		21-30 students (n=31)		31-40 students (n=24)		41-50 students (n=27)		< 50 students (n=3)		F	P
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Emotional exhaustion	1.47	.393	1.41	.488	1.44	.510	1.43	.477	1.52	.820	.078	.989
Depersonalization												
Personal accomplishment	-.79	.164	-.75	.168	-.78	.170	-.77	.157	-.74	.323	.249	.909
	1.13	.431	1.05	.353	.94	.472	1.11	.415	.66	.577	1.454	.221

*Note: $p < 0.05$

According to Table 19, the results of the F test found that there were no significant differences between the class size and emotional exhaustion ($F = .078$, $p = .989$), depersonalization ($F = .249$, $p = .909$), and personal accomplishment ($F = 1.454$, $p = .221$). The results indicated that class size did not influence burnout dimensions as no significant differences were found.

4.3 Results of qualitative data

The results of qualitative data revealed deeper insight on factors influencing Thai EFL teachers' burnout to answer research question 2: What are the factors influencing English teacher burnout in primary and secondary education?

The data obtained from the semi-structured interviews were recorded and transcribed in order to look for clues related to teacher burnout. Ten of the participants with the highest burnout levels were selected for the interviews. The data collected from the interviews that corresponded with teacher burnout symptoms were then flagged, and several themes emerged from the data collected. Thematic analysis was used to analyze the qualitative data collected from the interviews to identify, analyze, and report themes that emerged from the data. The theme analysis also helps with analyzing data in great detail (Ibrahim, 2012). After the data were analyzed to identify factors contributing to English teacher burnout, four primary themes were identified as follows; 1) non-instructional workload, 2) negative work environment, 3) student misbehavior, 4) lack of administrative support. These emerging themes demonstrated the main reasons for English teacher burnout in the Thai basic educational system.

Non-instructional workload theme

This theme is considered one of the main reasons leading to English teacher burnout. Seven participants reported that non-instructional workload made them feel stressed and emotionally drained. They often reported feeling exhausted. The participants also revealed that non-instructional workload such as assessments and other school projects stole their teaching time. It negatively affected their student's learning and achievement as they did not have enough time to teach them. With not enough time to teach and prepare instructional lessons, they felt stressed and burnout. Their stress and burnout were regarding the inflexible expectations and amount of work required

on them. Participants expressed different types of increases in non-instructional workload and expectations, as seen in Table 20.

Table 19 Non-instructional workload theme from the interviews

Participant	Statements
Bailey	There are a lot of assessments I have to deal with. I think it is too much for me. There are other works besides teaching that I am assigned to do. They drain so much energy out of me. We barely have time to teach our students. I feel very burnout and depressed being an English teacher. All the assessments and projects that are not teaching-related make me feel that way. A lot of time I have to spend time after school preparing myself for the assessments. I do not even have time for sleeping. It is stressful. On weekends, they send me to go to a useless seminar. All the seminars I have gone to do not help me improve anything. I do not even have time to recharge my energy on weekends. I can say that I am unhappy and dislike being a teacher.
Steve	I feel burnout from time to time, especially when I have a lot of workloads or have other non-teaching-related work. It makes me difficult to find time to teach my students.
Tracy	I have to be responsible for other work and school projects. I have to leave my teaching behind a lot of time because I have to do things my superior wants me to do, including meetings, and preparing for other projects that have nothing to do with teaching. This makes a lot of teachers feel tired. Sometimes I cannot even finish some lessons and have to move on to the next topic because I do not have time to teach. It is difficult for students to learn English without the guidance of their teacher...Workload that has nothing to do with teaching should be reduced as it takes my teaching time away. It stresses me out and makes me worried about my students' academic achievement.
Katelyn	I also have to deal with the workload besides teaching and preparing my teaching materials. Each year, I have to go through various assessments which consume a lot of time to do my lesson plans. Assessments are stressful. They make me feel exhausted to do other things and have no energy to teach because I am constantly worried about the paperwork for the assessments.
Helen	I regularly feel burnout. I often feel tired and exhausted because I have to take responsibility for other school assignments besides teaching. As a result, the teaching efficiency was ineffective due to a lack of time to make the lesson

Participant	Statements
	plan or implement the lesson plan to achieve the expected results.
Cara	For me, reducing unnecessary workload, which has to do with a lot of documented assessments will help reduce stress to a certain extent because most teachers are concerned with the assessment of salary promotion.
Alan	All the assessments and school projects that take my teaching time are the main reason...Non-instructional workload needs to be reduced.

As explained by the participants above, non-instructional workload led many participants to feel stressed, drained, and burnout. They also mentioned how it negatively affected their students and instructions. It can be concluded that non-instructional workload is a very problematic factor that needs to be solved

Negative work environment theme

Another theme that emerged from the interviews was the negative work environment theme. According to the interviews, eight out of ten participants revealed that conflicts with colleagues made the work environment toxic and led them to feel burnout. As the conflicts with their colleague grew, they did not want to go to work. They pointed out that the negative work environment also created poor cooperation in the workplace. One of the reasons for the negative work environment was a seniority system which was pointed out by several participants. The hostile work environment theme can be described through the interviews from the participants as seen in Table 21.

Table 20 Negative work environment theme from the interviews

Participant	Statements
Bailey (secondary school)	I get negative reactions from other teachers for being too outstanding. They dislike me. I feel very unhappy working at this place. Teacher society is not as beautiful as I thought it was. It is full of sharp thorns. People are dangerous and terrifying. A lot of teachers are jealous of each other. I was unable to communicate directly with the people around me. Everyone is ready to betray. I cannot be a cheerful person as I used to be. I become a less talkative person. Outside it appears that I am a person who is quiet or

Participant	Statements
	<p>not friendly towards the people around me. I also hate the seniority system. A lot of senior teachers at my school do not have any emotional maturity. It is very difficult to work with them.</p> <p>Another thing that makes me feel tired and exhausted from teaching is toxic colleagues. I feel that there are less than ten friendly people. Other people are disrespectful, gossipers, toxic, and mean. The seniority system is bad for the teacher society and the school system. It is full of exploitation. Those senior teachers use their seniority to take advantage of the younger teachers. I think it is not fair.</p>
Steve	<p>...being taken advantage of by my associates makes me feel less inclined to do anything. Some teachers do not sacrifice for all students. Some people come to school but do not teach or dedicate anything. Some have a high salary but do not dedicate anything for the students. A lot of students will lack learning opportunities.</p>
Tracy	<p>I think the work environment is very important. Where I work, there is a lack of cooperation and not many listen to each other. This makes it hard to work. I often feel drained and invisible because no one listens to my points.</p>
Katelyn	<p>The negative work environment drains a lot of energy from me. My colleagues treat me badly and always dump a lot of work on me. This makes me feel emotionally exhausted.</p>
Helen	<p>In my opinion, burnout is caused by too much workload and a negative environment at work that can easily cause stress and emotionally exhausted. Having a bad relationship with colleagues makes me do not want to go to work. The environment at work is somewhat gloomy to me. I do not like it.</p>
Cara	<p>Sometimes the teachers with higher rank of an academic position with higher salary do nothing but throwing the workload on other teachers.</p>
Ashley	<p>Another reason to come across is the environment of that society. Going to work and meeting a group of people who have negative thoughts or attitudes about me drain my energy. They do not support my teaching. This makes me feel unhappy from time to time...I think that going through a bad social environment at work is a reason that makes us teachers feel tired or exhausted from teaching because we ourselves have to be in that society for</p>

Participant	Statements
	a long time. If we come across a very bad social environment, it can drain our energy and weaken our feelings too which affects our teaching as well.
Owen	<p>I think my toxic work environment is the main reason. Colleagues always have problems with each other. There are a lot of conflicts going on even with the school director. I see no cooperation but a group of people who do not like each other and are ready to blame one another. This makes it difficult to go to work when your workplace is full of conflicts. The senior teachers always use the younger ones to do things for themselves and the younger ones are afraid to say no.</p> <p>I think the conflicts at work that lead to burnout are hard to solve because there are a lot of individuals involved and people have different perspectives. People should look at themselves first before start blaming others.</p>

According to Table 21, It can be concluded that a negative working environment was another factor leading to English teacher burnout which caused the participant to feel emotionally exhausted, stress and also made them did not want to go to work. The most common problem found was having a conflict with their colleagues.

Student misbehavior theme

The third theme shared by the participants regarding why they experienced burnout was the disruptive and disrespectful student behaviors. Three of the participants mentioned that student misbehaviors affected their instructions and energy to teach. The stress of dealing with the disruptive behaviors on a day-to-day basis contributed to the burnout of participants. The student misbehavior theme can be seen and described in Table 22.

Table 21 Student misbehavior theme from the interviews

Participant	Statements
Lauren	I think student disruptive behaviors make me burnout because it makes me feel unmotivated to teach. They do not engage in anything. They show disrespectful behaviors and that makes me want to walk out of the classroom. I sometimes ignore my students because I can no longer tolerate them. Sometimes I even blame myself for not having enough potential to manage things and solve the

Participant	Statements
	problems in my classroom.
Katelyn	Most of my students do not like English and do not pay attention to my teaching. They sometimes play and talk while I am teaching. It is really difficult to teach having such distractions. I try to control my class, but sometimes it does not work. It makes me feel very stress. I feel discouraged to teach when this happens because I prepare a lot for teaching, but it does not work. Their rude behaviors make me feel burnout just by thinking about that.
Cara	For me, the main reason for burnout is student behaviors. Most of my students have ADHD and a poor family environment. As a result, students behave aggressively, not being respectful or considerate to teachers. They usually talk over me and do not listen to me or even try to understand what I teach. This affects their learning achievement. They score low on their exams. And it reflects that my instruction is not effective. I often review my own teaching and try to revise my instructions to be more suitable for my students, but it does not work well because my students do not cooperate. These problems make me extremely exhausted, bored and stressful which later lead me to a feeling of wanting to quit my teaching profession.

As described in Table 22, three of the participants had to deal with student disruptive behavior which led to emotional exhaustion, one of the burnout dimensions. Some of the participants started questioning their own ability in teaching as one of them, Lauren, stated, *“Sometimes I even blame myself for not having enough potential to manage things and solve the problems in my classroom.”* Not only Lauren felt that way, but also Katelyn also pointed out, *“It makes me feel very stress. I feel discouraged to teach when this happens because I prepare a lot for teaching, but it does work.”* This indicated that student behaviors influenced English teacher burnout.

Lack of administrative support theme

During the semi-interviews, eight out of ten participants mentioned that they needed administrative support or support from their superior to help them cope with stressful situations. Some of the participants reported getting stressful expectations and work from their superiors as well. The results yielded that most of the participants lacked

administrative support. With little or no support from their administrative, a lot of them reported feeling stressed and burnout as they did not know how to cope or deal with the situations they were in. The theme of lack of administrative support can be seen emerging from the interviews as shown in Table 23.

Table 22 Lack of administrative support theme from the interviews

Participant	Statements
Bailey	<p>My school director seems to care about school awards rather than students or the teachers. We barely get any support from the administrative. This makes things even harder working at a school... If I cannot do so, the school director will complain and blame me for not being responsible even though my main responsibility is teaching. It makes me exhausted and burnout.</p> <p>The administrators do not really care about the burden of teachers. The administrator should be more understanding and put the priority on teachers and students, not the worthless awards and projects. There should be a project that helps the teachers know each other better or learn how to cooperate with each other. I do not think the teachers alone can do anything much. It is the system itself that needs to be changed, and this needs to be looked at by the authority.</p>
Steve	<p>I am also tired of the administration of the school administrators. The administration and the administrators lack the vision of the administration of the school. They do not focus on the students in the school but other works. The administrators should listen to the teachers more in order to solve the issues together...They should put the students as their number one priority and think of the benefits that will bring to the students.</p>
Lauren	<p>I am tired of the administrative system at my school. They only focus on the O-NET score rather than the real educational quality. This needs to stop immediately. The administrators do not see the real issues and they do not support us to dedicate time to teaching. I have been put a lot of pressure to work on their O-NET score. I have to put a lot of time into tutoring and do not have enough time to teach.</p>
Tracy	<p>There are a lot of times that I have to leave my teaching behind because I have to do things my superior wants me to do... the administration and my superior do not support teachers to dedicate their time to teaching.</p>

Participant	Statements
Katelyn	<p>I have spent a lot of time preparing materials for teaching English skills that can be used in real life, but other teachers and the administration do not agree and want to focus on grammar only. They believe that grammar can help the students pass exams that are required by the Ministry of Education.</p> <p>The administration does not provide enough support for the teachers. I feel ashamed and hopeless of the Thai Educational system and it makes me want to quit.</p> <p>The authority needs to support the teachers by giving them more time to focus on their teaching and reducing unnecessary workload and assessments. The administration needs to provide a friendly and cooperative environment that can help reduce stress and prevent burnout. The teachers need more support. And the educational system needs to be revised.</p>
Helen	<p>The administration should encourage and give the teachers an opportunity to express opinions or have an opportunity to increase their English teaching skills and knowledge. I think the administration should provide a working environment that promotes creativity and good relationships in the organization.</p>
Alan	<p>The school director should be more understanding of the situation at school. The administration should acknowledge the problems and support the teachers. There should be a project that can help the teachers understand burnout and how to prevent or cope with work-related stress.</p>
Owen	<p>The administration can at least find a way to compromise the issues and take a look at the problem that is right in front of them. We as teachers need support from them to make a school a better place to work and to learn. If the work environment is good, the teachers will be surrounded with positive energy which is good for teaching.</p>

As displayed in Table 23, many participants reported feeling stress and experiencing difficulty working without proper support from their administration. A lot of them mentioned that they did not have enough support from their administration in terms of teaching. Moreover, many of the participants wanted the administration to support or create a positive work environment as they saw it as a way to help reduce stress, which could prevent teacher burnout.

4.4 Grade level taught and burnout dimensions

To answer research question 3: does teacher burnout differ between primary and secondary school teachers of English?, the t test was used to analyzed the grade level taught and the three dimensions of burnout. As revealed in Table 17, the analysis results using the t-test showed that no relationship was found between grade level taught and the three dimensions of burnout.

Table 23 Grade level taught and burnout dimensions

Burnout dimensions	Primary level (n=55)		Secondary level (n=65)		.t	p
	Mean	S.D.	Mean	S.D.		
Emotional exhaustion	2.39	1.265	2.24	1.434	.932	.353
Depersonalization	.87	.982	1.03	1.187	-.763	.447
Personal accomplishment	1.45	.886	1.17	.839	1.913	.058

No significant differences found between grade level taught and the emotional exhaustion ($t = .932$, $p = .353$), depersonalization ($t = -.763$, $p = .447$), and personal accomplishment ($t = 1.913$, $p = .058$). The results can be indicated that teacher burnout does not differentiate between primary and secondary school teachers of English.

4.5 Conclusion

The results from quantitative findings revealed that 55% of the participants had a high-moderate level of emotional exhaustion. Moreover, 45% of them had a low level of emotional exhaustion. For the depersonalization dimension, 7.50% of the participants had a high level of burnout, while another 20% of them had a moderate level of depersonalization. 72.50% of them had a low level of depersonalization. Moreover, all participants suffered a low level of reduced personal accomplishment. Furthermore, the quantitative results also found that the demographic factors, including age, marital status, educational background, and teaching experience, had an influence on English teacher burnout ($p < 0.05$). In addition, the qualitative findings found four themes that were related to English teacher burnout, namely non-instructional workload theme, negative work environment theme, student misbehavior theme, and lack of administrative support theme.

CHAPTER V

DISCUSSION AND CONCLUSION

In this chapter, the results from the current study are analyzed and discussed to provide new insights into English teacher burnout in Thai basic education. Limitations of the current research and suggestions for future studies are also explored in this chapter.

Overall, this discussion reveals the burnout levels of English teachers in both primary and secondary schools based on Maslach's Burnout Multidimensional Theory (Maslach & Jackson, 1996). This chapter primarily focuses on factors contributing to English teacher burnout, which include demographic factors and other factors that emerged from the semi-structured interviews. The factors revealed in the semi-structured interviews can be divided into four themes, including non-instructional workload, a negative work environment, student misbehavior, and lack of administrative support. The results from the quantitative and qualitative data were triangulated to examine English teacher burnout in Thai primary and secondary schools and to answer three specific research questions:

1. What are levels of burnout among Thai English teachers?
2. What are the factors influencing English teacher burnout in primary and secondary education?
3. Does teacher burnout differ between primary and secondary English school teachers?

5.1 Burnout in Thai English teachers

The current study examined Thai English teachers' burnout in Northeastern Thailand. As previously mentioned, according to Burnout Multidimensional Theory, burnout consists of three dimensions: emotional exhaustion, depersonalization, and personal accomplishment (Maslach & Jackson, 1996). As shown in Chapter IV, the participants suffered from emotional exhaustion more than the other two dimensions. Indeed, Thai EFL teachers had experienced several of the symptoms associated with emotional exhaustion, which included debilitation, chronic fatigue, and feeling "worn-out". The study showed that more than half of the participants were found to suffer

from emotional exhaustion at moderate-to-high levels, while the remaining participants showed a low level of emotional exhaustion (see Table 3). These findings are consistent with a previous study showing that Canadian teachers also show a moderate-to-high level of emotional exhaustion (Koenig, 2014) as well as a previous report that almost all teachers who were involved in English as a foreign language (EFL) teaching had experienced a high level of emotional exhaustion (Byram, 2013).

The results from the semi-structured interviewed suggested that this high level of emotional exhaustion among Thai EFL teachers was caused by work-related stressors which made them experience a loss of energy. The excerpts below support this claim:

“Assessments are stressful. They make me feel exhausted to do other things and have no energy to teach because I am constantly worried about the paperwork for the assessments.” (Katelyn, aged 26)

“I often feel tired and exhausted because I have to take responsibility for other school assignments besides teaching.” (Helen, aged 28)

Many studies have suggested that depersonalization is a response to excessive emotional exhaustion (Akbar & Ramzan, 2013; Howes et al., 2015; Maslach, 1996; Skaalvik & Skaalvik, 2017). For example, Akbari et al (2020) found that Iranian EFL teachers with high emotional exhaustion also showed high depersonalization. However, in a Thai EFL context, the current study found that while more than half of the participants had a moderate-to-high level of emotional exhaustion, only a few participants had a high level of depersonalization (with most participants showing low depersonalization). In a teaching context, depersonalization is related to negative attitudes towards students, emotional and cognitive disengagement, as well as a distant attitude towards one's career. Very few of the Thai EFL teachers reported experiencing these symptoms. Indeed, as seen in Table 3, only one teacher reported feeling, *“I feel I treat some students as if they were impersonal objects”* or *“I don't really care what happens to some students”*. These results suggest that most participants still cared about their students despite having moderate-to-high emotional exhaustion. Moreover, when it comes to students, most of Thai EFL teachers show positive attitudes towards their students.

Finally, participants reported suffering from low levels of reduced personal accomplishment, indicating that Thai EFL teachers are less likely to show the symptoms of reduced personal accomplishment, which includes a decrease in professional achievement and effectiveness (Maslach, Jackson, & Leiter, 1996). This is consistent with a previous study in Malaysian teachers which found that reduced personal accomplishment was the least reported dimension of burnout (Subon & Sigie, 2016).

Overall, this study clearly demonstrated that Thai EFL teachers suffering from burnout are most likely to experience emotional exhaustion followed by depersonalization and personal accomplishment. This pattern of results is similar to another study on teacher burnout showing that emotional exhaustion was the most common symptom (Subon & Sigie, 2016). The results of MBI-ES also indicated that many participants faced emotional exhaustion, which is a critical characteristic of burnout. As seen in Table 2, the majority of the participants reported that, at least once a week (if not every day), they felt used up at the end of the workday and fatigued when getting up in the morning and having to face another work day. These are clear symptoms of emotional exhaustion. It, therefore, appears that Thai EFL teachers may be unable to cope and deal with the overwhelmingly high demands of their profession, which can result in burnout and emotional exhaustion (Maslach, 2001).

5.2 Factors influencing Thai English teachers' burnout in primary and secondary education

Using a mixed-method approach, this study investigated the significant factors contributing to Thai EFL teachers in primary and secondary schools in Northeastern Thailand. Findings from the questionnaire revealed the demographic factors that contributed to Thai EFL teachers' burnout and the results from the semi-structured interviews provided additional information on the factors influencing teacher burnout, including non-instructional workload, negative work environment, student misbehavior, and lack of administrative support. These factors are discussed in detail in the following sections.

5.2.1 Demographic factors

In the present study, the quantitative analysis showed that gender, salary, teaching hours, and class size did not influence the three dimensions of burnout. However, age, marital status, educational background, and teaching experience were found to be related to Thai EFL teachers' burnout. Specifically, these four factors contributed to emotional exhaustion, a key characteristic of burnout.

Age and burnout

These results suggest that younger teachers suffered from emotional exhaustion more than those who were older. However, in the current study, the dimensions of depersonalization and personal accomplishment were not predicted by age. Several other studies have also found that age can play a role in burnout. For example, it has been shown that younger teachers aged 20-40 experience higher emotional exhaustion than those who were over 40 years old (Koruklu et al., 2012; Feyzioglu et al., 2015; Mukundan & Ahour, 2011). This suggests that older teachers are more resilient to emotional exhaustion and burnout perhaps because they have gained more life experience. Indeed, younger teachers may be more prone to emotional exhaustion due to their lack of life experience in coping with emotional exhaustion. It has been argued that, over time, teachers are able to develop their coping skills to prevent or deal with burnout (Mukundan & Khandehroo, 2009).

Marital status and burnout

It was revealed in the current study that the Thai EFL teachers who were single suffered a higher level of emotional exhaustion than those in other groups (i.e., married, divorced, widows). The current findings are in contrast to previous studies which found that marital status was not related to the level of burnout experienced by teachers (Jamshidirad et al., 2012; Mousavy & Nimehchisalem, 2014; Sadeghia & Khezrlou, 2014), the literature remains unclear. For instance, some have argued that being married may ward off burnout (Bakker, Demerouti, & Schaufeli, 2005), while others considered that teachers who were married had a greater risk of suffering from emotional exhaustion when compared to singles (Akman, Taskin, Özden, & Çortu, 2010). Therefore, it is difficult to conclude with certainty whether marital status influences burnout. However, in Thai EFL context, the current study clearly

demonstrated that marital status did have an effect on emotional exhaustion, with single teachers reporting higher levels of emotional exhaustion than the other groups.

Educational background and burnout

The quantitative analysis indicated that the English teachers who had a doctoral degree experienced a higher level of emotional exhaustion than those with a master's or bachelor's degree. By contrast, educational background had no influence on depersonalization and personal accomplishment. A similar result was found by Sezer (2012) who reported that burnout levels were higher among highly-educated teachers compared to those with less education. These findings are also supported by previous studies showing that EFL teachers with a doctoral degree demonstrated a higher level of emotional exhaustion than those with lower degrees (Farshi & Omranzadeh, 2014; Sabarirajan, 2020). Therefore, it can be concluded that Thai EFL teachers with a doctoral degree are more prone to burnout than those without a doctoral degree. Irandoost et al (2021) argued that this may be because higher education levels are associated with higher job expectations from the job; when these expectations are not met, feelings of failure could precipitate burnout. Moreover, EFL teachers with a higher educational level may also have higher expectations towards their students and their teaching profession in general.

Teaching experience and burnout

The current findings also revealed a significant relationship between teaching experience and emotional exhaustion. In the Thai EFL context, the study revealed that teachers with less than five years of teaching experience faced higher emotional exhaustion than other groups. This result is consistent with many previous studies showing that new teachers were more likely to experience a high level of burnout, especially in the subscale of emotional exhaustion (Demirel & Cephe, 2015; Reichl et al., 2014). This may be due to lack of experience, which makes the teachers feel exhausted when coping with demanding situations (Mede, 2009). Moreover, less experienced EFL teachers may find it difficult to cope with work-related stress while those with more years of experience have developed coping mechanisms throughout their teaching career. Indeed, the development of an effective methodology to cope

with various factors that lead to stress and burnout might be handled more effectively by teachers with more experience (Leong, 1995).

5.2.2 Factors emerging from semi-structured interviews

Non-instructional workload

The analysis of the semi-structured interviews highlighted that non-instructional workload was a common factor leading to burnout among Thai EFL teachers in both primary and secondary schools. Seven out of ten participants reported that non-instructional workload, such as school projects and assessments, made them feel stressed and exhausted. For example, the teachers reported that:

“There are a lot of assessments I have to deal with. I think it is too much for me. There are other works besides teaching that I am assigned to do. They drain so much energy out of me. We barely have time to teach our students. I feel very burnout and depressed being an English teacher.” (Bailey, aged 33)

“I feel burnout from time to time, especially when I have a lot of workloads that are not related to teaching. It makes me difficult to find time to teach my students.” (Steve, aged 32)

In the current study, assessments were identified as major factors leading to stress and exhausted, and they were mentioned several times during the interviews. One of the participants stated, *“assessments are stressful. They make me feel exhausted to do other things and have no energy to teach because I am constantly worried about the paperwork for the assessments.”* Most of the participants mentioned feeling a loss of energy, as well as feeling stressed and exhausted due to the demanding responsibilities at work. These are all symptoms of emotional exhaustion. This finding is consistent with previous reports that an excessive workload has a significant effect on teacher burnout and is one of the most significant predictors of teacher burnout (Fernet et al., 2012; Kitchel et al., 2012; Roohani & Dayeri, 2019). Moreover, based on the Job-Fit Person Theory of Maslach and Leiter (2001), a mismatch of workload was correlated with emotional exhaustion because excessive work demands can cause an individual to become extremely exhausted to the point that they cannot recover or restore balance from work demands. In the current study, more than half of the participants complained about not having enough time to teach their students and

not having time to recover from stress due to the heavy workload. For example, Bailey described how non-instructional workload negatively affected her physical and psychological well-being in the following statement:

“A lot of time I have to spend time after school preparing myself for the assessments. I do not even have time for sleeping. It is stressful. On weekends, they send me to go to a useless seminar. All the seminars I have gone to do not help me improve anything. I do not even have time to recharge my energy on weekends. This could possibly lead to more stress and burnout feeling.” (Bailey, aged 33)

With an excessive workload, in this case, a non-instructional workload, the Thai EFL teachers faced a great deal of emotional exhaustion, as mentioned by Halen, *“I regularly feel burnout. I often feel tired and exhausted because I have to take responsibility for other school assignments besides teaching”*. Similarly, Droogenbroeck et al. (2014) noted that non-teaching-related workload directly affects emotional exhaustion. Overall, the current results provide further support to the claim that non-instructional workload is a key factor that leads to emotional exhaustion among EFL teachers.

Negative work environment

When asked what causes their burnout, many Thai EFL teachers mentioned a negative work environment. Work environments involve social interaction and play an essential role in teacher well-being and burnout (Iancu et al., 2018). Moreover, work environment stressors are one of the most difficult external factors to address as they can fall outside of an individual’s control (Stewart, 2015). According to Billingsley’s (1993) Model of Teachers’ Career Decisions, the work environment is an essential extrinsic factor that influences teachers’ career decisions as it directly affects teachers’ job satisfaction and self-efficacy. Most of the participants, from both primary and secondary schools, reported having issues with their colleagues and a lack of social support. The conflicts with their colleagues caused a negative atmosphere in their work environment, which caused them to feel burnout. Poor relationships with colleagues may cause the Thai EFL teachers to feel undervalued and to develop low self-efficacy. Indeed, teachers with low self-efficacy are more

likely to suffer a high level of burnout (Yazdi et al., 2014). The following excerpts from the interviews illustrate that a negative work environment can contribute to burnout:

“I think the work environment is very important. Where I work, there is a lack of cooperation and not many listen to each other. This makes it hard to work. I often feel drained and invisible because no one listens to my points.” (Tracey, aged 25)

“The negative work environment drains a lot of energy from me. My colleagues treat me badly and always dump a lot of work on me. This makes me feel emotionally exhausted.” (Katelyn, aged 26)

“Another thing that makes me feel tired and exhausted from teaching is toxic colleagues. I feel that there are less than ten friendly people. Other people are disrespectful, gossipers, toxic and mean. The seniority system is bad for the teacher society and the school system. It is full of exploitation.” (Bailey, aged 33)

As seen in the above statements, the participants explained that a hostile work environment caused them to feel drained and emotionally exhausted. Halen also reported that a negative environment “*can easily cause stress and emotional exhaustion,*” which made her not want to go to work. The findings also revealed that a poor relationship with colleagues is the main issue causing the negative work environment. For instance, Owen stated that a toxic work environment was the main reason for burnout as he faced a lot of conflicts between colleagues at work. Another participant added that a bad work environment made her feel unmotivated to go to work. Together, these findings indicate that, in the Thai EFL context, a lack of collaboration and conflicts with colleagues were the main issues contributing to a negative work environment, which lead the EFL teachers to suffer from burnout and to feel unmotivated to go to work.

Other studies have reported that a negative work environment is likely to be one of the most influential factors contributing to teacher burnout (Fernet et al., 2012; Elkettani & Oudda, 2016; Puranitee, 2019). Moreover, negative relationships with colleagues and superiors can cause stress, which makes teachers more prone to burnout (Sass et al., 2010). Yotanyamaneewong (2012) also found that a poor working environment caused by lack of social support and interpersonal conflicts, was

an important factor contributing to teacher burnout. Similarly, Nithivasin (2020) showed that relationships with colleagues and the teaching environment were the most influential factors contributing to Thai teachers' burnout. In summary, the present results indicate that a negative environment, caused by poor relationships with colleagues, has a significant effect on teacher burnout in the Thai EFL context.

Student misbehavior

Student misbehavior has been identified as one of the stressors causing teachers to experience burnout (Klassen et al., 2013; Skaalvik & Skaalvik, 2017). When students display disruptive behaviors, English teachers are more likely to become stressed and emotionally exhausted as they have to work closely and directly with students every day (Fahimeh, 2016). In this study, many participants mentioned that disrespectful behaviors from their students made them feel emotionally exhausted and burnt out. Similarly, Samantrakul's (2006) found that students' behavioral and emotional difficulties, including inattention-hyperactive behavior, impulsive behavior, fighting, and anti-social behavior, led Thai teachers to suffer from burnout. Furthermore, in the current study, most participants from both primary and secondary schools reported that the student misbehaviors negatively affected their instruction and teaching motivation. The semi-structured interviews revealed how student misbehaviors could cause burnout, as demonstrated in the following statements:

“I think student disruptive behaviors make me burnout because it makes me feel unmotivated to teach. They do not engage in anything. They show disrespectful behaviors and that makes me want to walk out of the classroom. I sometimes ignore my students because I can no longer tolerate them.” (Lauren, 31)

“I try to control my class, but sometimes it does not work. It makes me feel very stress. I feel discouraged to teach when this happens because I prepare a lot for teaching, but it does not work. Their rude behaviors make me feel burnout just by thinking about that.” (Katelyn, aged 26)

“Students behave aggressively, not being respectful or considerate to teachers. They usually talk over me and do not listen to me or even try to understand what I teach. This affects their learning achievement. These problems make me

extremely exhausted, bored and stressful which later lead me to a feeling of wanting to quit my teaching profession.” (Cara, aged 26)

Previous studies have demonstrated that disruptive student behavior led to a decline of teaching motivation and a feeling of burnout among EFL teachers (Fahimeh, 2016; Skaalvik & Skaalvik, 2017), including a loss of motivation as well as feelings of disappointment and frustration (Roohani & Dayeri, 2019). In the current study, the semi-structured interviews revealed that student misbehavior had an effect on emotional exhaustion and depersonalization. Cara, one of the participants, stated, *“my students do not cooperate. These problems make me extremely exhausted, bored and stressful which later lead me to a feeling of wanting to quit my teaching profession.”* This statement includes signs of both emotional exhaustion and depersonalization. It was also mentioned in this statement that teacher burnout could cause teacher attrition. In addition, as seen in the excerpts above, Lauren reported a feeling of depersonalization, pointing out that she ignored the students who had disrespectful behaviors and that student misbehaviors made her want to walk out of the classroom.

Roohani & Dayeri (2019) also found that student misbehavior could predict both emotional exhaustion and depersonalization in EFL teachers. When the discipline problems are not properly solved, the teachers tend to put more distance between them and their students, which is a symptom of depersonalization. Some teachers may interpret student disruptive behaviors as a personal failure to control the classroom, which may lead to low professional self-efficacy, which is also a characteristic of burnout (Skaalvik & Skaalvik, 2016; Kazimlar & Dollar 2015). Katelyn was one the teachers who perceived student misbehavior as her personal failure to control the classroom. She stated, *“I try to control my class, but sometimes it does not work. It makes me feel very stress. I feel discouraged to teach when this happens because I prepare a lot for teaching, but it does not work.”*

Similarly, other studies have also reported that students’ discipline problems led to less effective interactions with students, low self-efficacy and a feeling of burnout in EFL teachers (Fahimeh, 2016; Skaalvik & Skaalvik, 2016). In summary, the findings reveal that student misbehavior is one of the key factors influencing teacher burnout in the Thai EFL context. It also appears that students’ disruptive behaviors could be

harmful to the Thai EFL teachers' psychological wellbeing and could cause them to feel emotionally exhausted and to suffer from burnout throughout the school year.

Lack of administrative support

During the semi-structured interviews, almost all participants voiced that lack of administrative support contributed to their burnout, especially in the dimension of emotional exhaustion. The participants expressed that they needed support from the administration to help them deal with work-related stressors and reduce the excessive workload but *“the administrators do not really care about the burden of teaching.”* They also noted that their administrators did not prioritize teaching or students but instead focused on other projects that were not related to teaching. Most participants also revealed that their administrators did not understand the problems of not having enough time to teach. Being left with an excessive workload and little time to focus on teaching may cause the Thai EFL teachers to feel unsupported by their administrators. The following statements reveal the worry and stress that teachers experience due to a lack of administrative support:

“We barely get any support from the administrative. This makes things even harder working at a school...It makes me exhausted and burnout...The administrators do not really care about the burden of teaching. The administrator should be more understanding and put the priority on teachers and students.”
(Bailey, aged 33)

“I am also tired of the administration of the school administrators. The administration and the administrators lack the vision of the administration of the school. The administrators should listen to the teachers more in order to solve the issues together.” (Steve, aged 32)

“There are a lot of time that I have to leave my teaching behind because I have to do things my superior wants me to do... the administration and my superior do not support teachers to dedicate their time to teaching.” (Tracey, aged 25)

“The administration does not provide enough support for the teachers. I feel ashamed and hopeless of Thai Educational system and make me want to quit. The authority needs to support the teachers by giving them more time to focus on their teaching and reducing unnecessary workload and assessments.” (Katelyn, 26)

Rezaee et al (2018) also found that a lack of support by school administrators could lead to job dissatisfaction and burnout among EFL teachers. Moreover, several studies have also found that teachers were also expected to take on a heavy administrative workload, which indicates a lack of understanding and support from the administration as to the teachers' ability to balance their administrative jobs with their teaching workload (Abenavoli et al., 2013; McLean & Connor, 2015; Owens, 2015). This may cause the Thai EFL teachers to feel stressed and unsupported as their administrators do not support them in dedicating their time to teaching.

Furthermore, it seems that a poor work environment is also related to a lack of administrative support as the participants explained that they needed support from the administration to create and provide positive work environments, which could reduce stress among Thai EF teachers. That is, a lack of administrative support might contribute to a hostile work environment. In line with the current study, Rezaee et al. (2018) found that good working conditions, which are supported by school administrators, could increase job satisfaction and were negatively correlated with burnout. The following statements support these findings:

“The administration needs to provide a friendly and cooperative environment which can help reduce stress and prevent burnout. The teachers need more support.” (Katelyn, aged 26)

“I think the administration should provide a working environment that promotes creativity and good relationships in the organization.” (Helen, aged 28)

“We as teachers need support from them to make a school a better place to work and to learn. If the work environment is good, the teachers will be surrounded with positive energy, which is good for teaching.” (Owen, aged 28)

Therefore, the qualitative findings indicate that a lack of administrative support is one of the major issues causing Thai EFL teachers to feel stressed, emotionally exhausted and, most importantly, burnout. The current study also found that poor administrative support was associated with a negative environment and excessive workload, which are both factors influencing teacher burnout in the Thai EFL context. Moreover, a lack of support may lead to the feeling of burnout because teachers may feel unappreciated and unheard by their administrators. According to the Job-fit Person

theory of Maslach and Leiter (2001), when people feel underappreciated or neglected, they feel devalued by their organization, which increases the vulnerability to burnout (Maslach & Leiter, 2001).

5.3 Burnout in primary and secondary school teachers of English

One of the aims of the present study was to determine if there were differences between burnout among primary and secondary school teachers of English. The quantitative results indicated that the primary school EFL teachers experienced a slightly higher level of emotional exhaustion and personalization (see Table 13) than those of the secondary schools. However, there were no statistical differences found between grade level taught and any dimensions of burnout ($p < 0.05$). Therefore, in the current study, grade level taught was not one of the demographic factors leading to burnout among the Thai EFL teachers. This finding is similar to Rajendran et al. (2020) who also found that despite a higher level of burnout found in primary schoolteachers, there was no significant difference found between teacher burnout and grade level taught. Similarly, Subon & Sigie (2016) found that there was no significant relationship between type of school (primary versus secondary schools) and teacher burnout. However, other studies have reported that secondary school teachers experience significantly higher levels of burnout than teachers of elementary schools (Bernhard, 2016; Blazer, 2010; Hanson, 2006; Maric et al., 2020; Murray, 2007).

In the Thai EFL context, both primary and secondary school teachers are employed within the same Thai basic educational system and policies, and therefore these teachers are likely to experience a similar administrative system and organizational culture. That is, both primary and secondary EFL teachers are exposed to similar situations that cause teacher burnout. In addition, a seniority system that can cause burnout in younger teachers is deeply rooted in Thai culture and it can be found in both educational settings. The findings from the interviews showed that the problems of seniority system were found in both school types, as mentioned by Bailey, a secondary school teacher and Owen, a primary school teacher:

“I also hate the seniority system. A lot of senior teachers at my school do not have any emotional maturity. It is very difficult to work with them... Those

senior teachers use their seniority to take advantage of the younger teachers. I think it is not fair.” (Bailey, aged 33)

“The senior teachers always use the younger ones to do things for themselves and the younger ones are afraid to say no.” (Owen, aged 28)

Moreover, the semi-structured interviews revealed that factors influencing burnout, including a lack of administrative support, negative work environment, student disruptive behaviors, and excessive workload were found in both primary and secondary schools. Therefore, according to the findings of the current study, teacher burnout does not differ between primary and secondary school teachers of English as both primary and secondary school teachers are likely to be exposed to a similar work environment and organizational culture.

5.4 Limitations of the study

This study relied on a convenience sampling method, which could be seen as a threat to the external validity of the study as the participants were obtained from a limited population (Gall et al., 2007). Indeed, the participants were selected from primary and secondary schools in Northeastern Thailand and, therefore, the findings of the current study may not be generalizable and may not fully represent the experience of burnout among Thai EFL teachers nation-wide.

Another limitation of the study is the reliance on self-reporting. Self-report could bias the results and affect the internal validity of the study. For instance, the participants may have chosen to misrepresent themselves in the self-report survey. Moreover, the data of this study was primarily gathered through participants' perceptions and self-reflection. It is possible that the participants answered the survey or interview questions with personal bias, such as hesitating to mention negative self-reflection. Even though the participants were assured that their identity would be anonymous, they may hesitate to answer some questions truthfully due to concerns about representing their school or a fear of being judged. As a result, participants' perceptions about burnout factors presented in this study might not fully reflect their actual experience.

5.5 Implications

Implications for future studies

This study was conducted in the EFL context of Northeastern Thailand only. Therefore, it is necessary to conduct a similar study nation-wide to gain a more thorough understanding of Thai EFL teachers' burnout. Studies on Thai EFL teachers' burnout still remain relatively scarce and more studies are needed to raise awareness and gain further insight into EFL teachers' burnout. For instance, investigations on the effects of burnout among Thai EFL teachers as well as burnout interventions and coping strategies would be fruitful avenues of future research. Moreover, as this study focused on English teacher burnout in primary and secondary schools, studies in other educational contexts are still needed, such as higher education or special education context. Burnout among pre-service teachers should also be studied as these teachers are the future of EFL education.

Implications for practices

The current study raises important implications for both the individual and organization levels to reduce the level of burnout that occurs within the workplace. The findings suggest that, out of the three dimensions of burnout, Thai EFL teachers are most likely to suffer from emotional exhaustion. This may be because stressful situations directly affect their emotion and result in emotional exhaustion. Therefore, at an individual level, the EFL teachers need to develop healthy coping mechanisms to deal with stressful situations in order to prevent or minimize burnout. Most importantly, they need to manage their own emotions when encountering hostile situations.

Moreover, many of the participants also implied that they needed time to relax in order to reduce stress from heavy workload. Therefore, finding time to relax, rest, or do hobbies are essential for the teachers to recover from work-related stressors as they can buffer burnout (Kugjejko, 2015). Another strategy that can be used to diminish levels of teacher burnout at the individual level is mindfulness and relaxation-based interventions (Maricuțoiu et al., 2016), which can help develop awareness towards their stress reaction and their sensations towards the stressful situation, and to generate a set of strategies for effectively coping with stress (Roeser et al., 2013).

At a organizational level, to reduce or minimize teacher burnout, the administration or the Office of the Basic Education Commission itself needs to actively help the teachers. As the administration and the Office of the Basic Education Commission have central authority in supervision, oversight, control, and manage affiliated organizations, they need to support teachers by and creating a positive work environment for their teachers. The participants of the current study pointed out that they needed support from their administration in terms of fixing work-related problems as well. The administrative support can be provided to the teachers by reducing non-instructional workload and assessments as well as encouraging a collaborative environment in order to make the workplace a more enjoyable experience. This will allow the teachers to feel more relaxed at work. Support from the administrators can be an essential tool that helps teachers cope with burnout as it can make them feel cared for and valued. Indeed, numerous studies have demonstrated that low supervisory support is related to high levels of burnout (Ferent et al., 2012; Gavish & Friedman, 2010; Hammett, 2013).

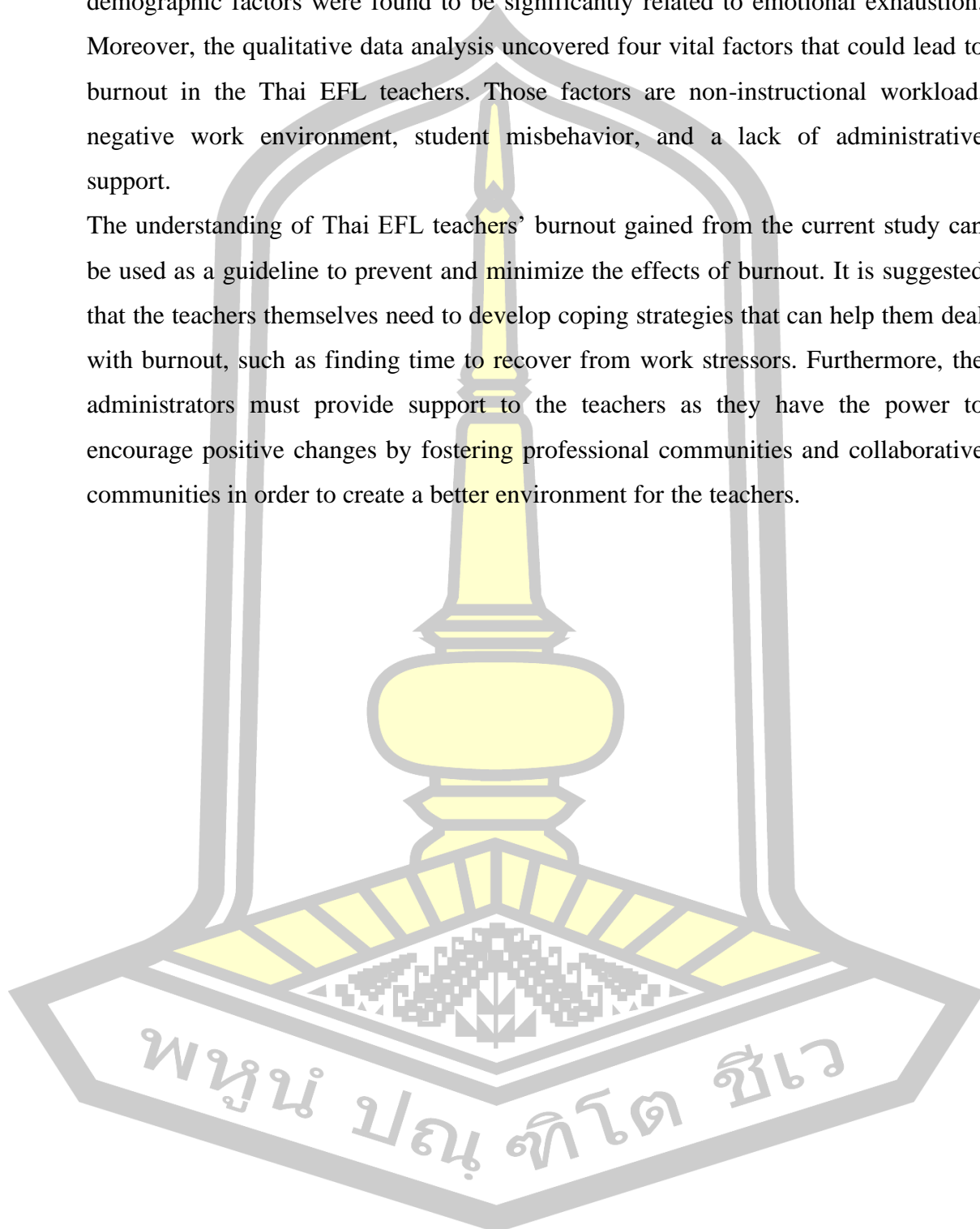
It is important for the administration to develop a supportive school culture which can be done by developing and promoting collective values and goals and reduces pressure on teachers. The administration needs to communicate with the teachers to better understand their problems, such as non-instructional workload, negative work environment, student misbehavior, and lack of administrative support, which are harmful to their psychological well-being, and to help teachers find solutions to those problems. The administrators may also provide training to equip EFL teachers with strategies to cope, prevent or minimize teacher burnout.

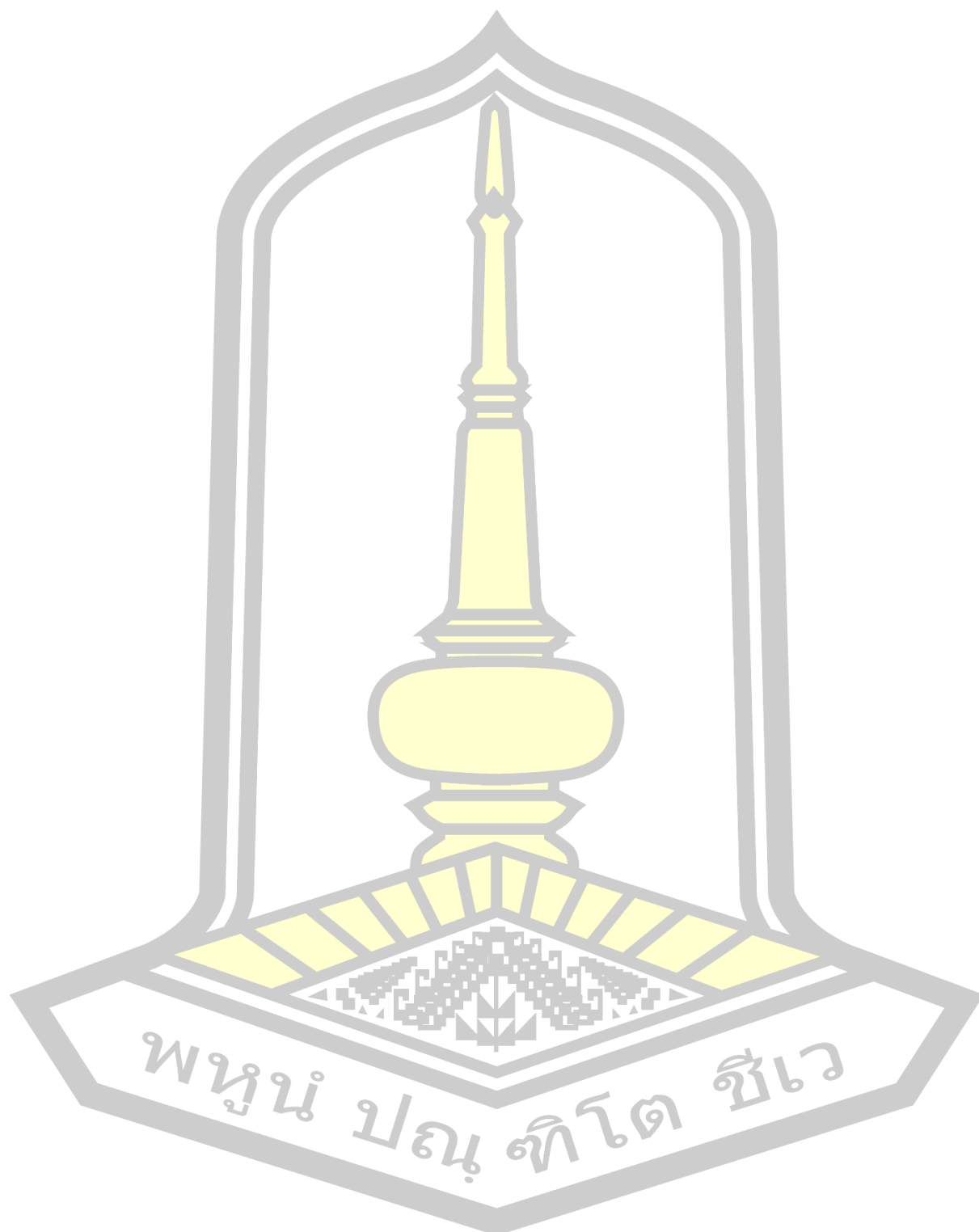
5.5 Conclusion

Burnout has many adverse effects on the physical and psychological well-being of the teachers. It also affects students and other stakeholders who work closely with the teachers. This current study provided insights into Thai EFL teachers' burnout through the voices of the Thai EFL teachers in Northeastern Thailand. The findings revealed that Thai EFL teachers are most likely to suffer from emotional exhaustion, followed by depersonalization and reduced personal accomplishment. This study also identified demographic factors influencing Thai EFL teachers' burnout, which include

age, marital status, educational background, and teaching experience. These four demographic factors were found to be significantly related to emotional exhaustion. Moreover, the qualitative data analysis uncovered four vital factors that could lead to burnout in the Thai EFL teachers. Those factors are non-instructional workload, negative work environment, student misbehavior, and a lack of administrative support.

The understanding of Thai EFL teachers' burnout gained from the current study can be used as a guideline to prevent and minimize the effects of burnout. It is suggested that the teachers themselves need to develop coping strategies that can help them deal with burnout, such as finding time to recover from work stressors. Furthermore, the administrators must provide support to the teachers as they have the power to encourage positive changes by fostering professional communities and collaborative communities in order to create a better environment for the teachers.



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APPENDIX A

Example of Interview Transcription

Interviewee pseudonym: Bailey

Date/ time: January, 2021/ 25 minutes

Place of interviewing: A café near the interviewee's school

EFL Teacher (interviewee): a 33-year-old female with a Bachelor of Education in English and 5 years of teaching experience in a secondary school

The researcher followed the interview protocol by introducing herself and providing the basic information about the current study, and also informed about her rights and privacy before the interview start. The researcher then asked the interviewee about her general information before asking five questions prepared for the semi-structured interview.

Interviewer: Why did you decide to become an EFL teacher?

Bailey: I chose an English teacher as my profession because when I was an undergrad student, I had a chance to be a tutor. At that time, it felt right to me to be able to teach English. I had so many inspirations to continue to be a full time English teacher. My family also wanted me to be one because they believed that it is a stable job with good welfare. I thought the same thing, too. I thought that if I decided to become a teacher, I would be able to continually develop myself to become a competent in the English language profession. I used to think that my choice in a career of education would lead me to a society full of knowledgeable people, inspiring myself to keep improving myself.

Interviewer: Do you have the same perspectives towards your teaching profession compared to when you first started your career, and why so?

Bailey: No, it has changed a lot. I thought being a teacher was the right choice and the right career for me. Being able to teach students to develop their English skills sounded like a happiness for me. However, when time passed, I discovered that I have been depressed and unhappy because of so much stress and pressure. I have learned that many teachers are unhappy with their career.

Interviewer: Can you tell me what makes you feel that way?

Bailey: There are a lot of assessments I have to deal with. I think it is too much for me. There are other works besides teaching that I am assigned to do. They drain so much energy out of me. My school director seems to care about school awards rather than students or the teachers. We barely get any support from the administrative. This makes things even harder working at school. I and other teachers have to put a lot of time and energy preparing for these projects in such a short time in order for the

school to be awarded. We barely have time to teach our students. It is pathetic. If I cannot do so, the school director will complain and blame me for not being responsible even though my main responsibility is teaching. It makes me exhausted and burnout. When I put my energy to do the projects, I get negative reactions from other teachers for being too outstanding. They dislike me.

Interviewer: This must affect your mental health in a negative way. Is that because this career does not turn out as you thought it would be?

Bailey: Yes, indeed. I used to have such positive expectations but now all that is gone. I feel very unhappy living in this place. Teacher society is not as beautiful as I thought it was. It is full of sharp thorns. People are dangerous and terrifying. A lot of teachers are jealous of each other. I was unable to communicate directly with the people around me. Everyone is ready to betray. I cannot be a cheerful person as I used to be. I become a less talkative person. Outside it appears that I'm a person who is quiet or not friendly towards the people around me. The only thing that still brought me happiness to school is the students.

Interviewer: Have you often felt burnout or exhausted as an English teacher? And how does the condition affect your work?

Bailey: I feel very burnout and depressed being an English teacher. All the assessments and projects that are not teaching related make me feel that way. A lot of time I have to spend time after school for preparing myself for the assessments. I do not even have time for sleeping. It's stressful. All the awards the school have got are nothing and worthless to me because I have to scarify my teaching time for them while my students have no benefits from them at all. I also hate seniority system. A lot of senior teachers at my school don't have any emotional maturity. It is very difficult to work with them. On weekends, they send me to go to a useless seminar. All the seminars I have gone to do not help me improve anything. I do not even have time to recharge my energy on weekends. I can say that I'm unhappy and dislike being a teacher.

Interviewer: Based on your experience, what are the factors that influence the feelings of burnout?

Bailey: Another thing that makes me feel tired and exhausted from teaching is toxic colleagues as I mentioned earlier. I feel that there are less than ten friendly people. Other people are disrespectful, gossipers, toxic and mean. The seniority system is bad for the teacher society and the school system. It is full of exploitation. Those senior teachers use their seniority to take advantage from the younger teachers. I think it is not fair.

Interviewer: It seems like you have to deal with a lot of stress. May I ask what can be done to prevent or reduce burnout in EFL teachers?

Bailey: Umm... as long as the Thai education system is full of assessments and is not focused on teachers' and students' development. I see no solution to this problem. Today, the Ministry of Education comes up with 100 projects in which my school tries to get the school involved. The burden is on the teachers who have to prepare documents to meet their assessments and projects. The administrators do not really care about the burden of teachers. Well...(long pause) the administrator should be more understanding and put the priority on teachers and students not the worthless awards and projects.

Interviewer: Do you want to add more on the work environment part? Earlier you told me that it is one of the main reasons for you to feel burnout.

Bailey: The negative work environment needs to be gone. There should be a project that helps the teachers know each other better or learn how to cooperate with each other. I do not think the teachers alone can do anything much. It is the system itself that needs to be changed and this needs to be looked at by the authority. Something is beyond the power of the teacher. I try to relax in my free time and try to manage my emotions but at the end, this problem is much bigger than I myself can solve it.

.....(a long pause).....

Interviewer: Do you have anything to add more? If you have, please feel free to tell me more.

Bailey: No, I do not think so. I think I have talked a lot. I actually feel good to get some of these issues out of my chest.

Ending session

Interviewer: Thank you very much for your insightful answers. I think I have learned a lot from you about teacher burnout. Thank you for your time today. I really do appreciate that.

Bailey: No problem at all. I enjoyed talking about this and I think this issue is quite critical and it needs to be solved.

(Smalltalk after the interview)

พหุบัณฑิต ชีวะ

APPENDIX B

Permission to Administer Maslach Burnout Inventory

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To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Maslach Burnout Inventory forms: Human Services Survey, Human Services Survey for Medical Personnel, Educators Survey, General Survey, or General Survey for Students.

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument form may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

Citation of the instrument must include the applicable copyright statement listed below. Sample Items:

MBI - Human Services Survey - MBI-HSS:

I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some recipients.

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MBI - Human Services Survey for Medical Personnel - MBI-HSS (MP):

I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some patients.

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MBI - Educators Survey - MBI-ES:

I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some students.

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Cont'd on next page

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MBI - General Survey - MBI-GS:

I feel emotionally drained from my work.
In my opinion, I am good at my job.
I doubt the significance of my work.

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MBI - General Survey for Students - MBI-GS (S):

I feel emotionally drained by my studies.
In my opinion, I am a good student.
I doubt the significance of my studies.

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Sincerely,



Robert Most
Mind Garden, Inc.
www.mindgarden.com



APPENDIX C

Maslach Burnout Inventory Educator-Survey Scoring Key

Instructions. For each column, transfer your response (0-6) from the original measure to the three columns below. Only transfer numbers to the unshaded/ungreyed spaces. Then, sum each column and place that number in the space provide below. This number represents your score for that dimension. Guidelines for interpretation can be found on the right side of the sheet.

Emotional Exhaustion Depersonalization Professional Accomplishment

How Often 0-6	How Often 0-6	How Often 0-6
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____
11. _____	11. _____	11. _____
12. _____	12. _____	12. _____
13. _____	13. _____	13. _____
14. _____	14. _____	14. _____
15. _____	15. _____	15. _____
16. _____	16. _____	16. _____
17. _____	17. _____	17. _____
18. _____	18. _____	18. _____
19. _____	19. _____	19. _____
20. _____	20. _____	20. _____
21. _____	21. _____	21. _____
22. _____	22. _____	22. _____

Categorization: Emotional Exhaustion, Human Services & Educators Forms	
	Frequency
High	27 or over
Moderate	17-26
Low	0-16

Categorization: Depersonalization, Human Services Form	
	Frequency
High	13 or over
Moderate	7-12
Low	0-6

Categorization: Personal Accomplishment,* Human Services Form	
	Frequency
High	39 or over
Moderate	32-38
Low	0 - 31

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MBI - Human Services Survey for Medical Personnel - MBI-HSS (MP): Copyright ©1981, 2016 by Christina Maslach & Susan E. Jackson.

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APPENDIX D

Questionnaire

คำชี้แจง โปรดกาเครื่องหมาย x ลงหน้าคำตอบตามความเป็นจริงของท่าน

1. อายุ

- _____ 1. ต่ำกว่า 30 ปี
 _____ 2. 31 - 40 ปี
 _____ 3. 41 - 50 ปี
 _____ 4. 51 - 60 ปี

2. เพศ

- _____ 1. ชาย
 _____ 2. หญิง

3. สถานภาพ

- _____ 1. โสด
 _____ 2. สมรส
 _____ 3. หย่า
 _____ 4. หม้าย

4. เงินเดือน

- _____ 1. น้อยกว่า 10,000 บาท
 _____ 2. 10,000 - 15,000 บาท
 _____ 3. 15,000 - 20,000 บาท
 _____ 4. 20,000 - 25,000 บาท
 _____ 5. มากกว่า 25,000 บาท

5. วุฒิการศึกษา

- _____ 1. ปริญญาตรี
 _____ 2. ปริญญาโท
 _____ 3. ปริญญาเอก

6. จำนวนปีที่สอน

- _____ 1. ต่ำกว่า 5 ปี
 _____ 2. 5 - 10 ปี
 _____ 3. 11 - 15 ปี
 _____ 4. 16 - 20 ปี
 _____ 5. มากกว่า 20 ปี

7. ระดับชั้นที่สอน

- _____ 1. ระดับประถมศึกษา
 _____ 2. ระดับมัธยมศึกษา

8. จำนวนชั่วโมงที่สอนต่อสัปดาห์

- _____ 1. 10 - 15 ชั่วโมง
 _____ 2. 15 - 20 ชั่วโมง
 _____ 3. 20 - 25 ชั่วโมง
 _____ 4. มากกว่า 25 ชั่วโมง

9. จำนวนนักเรียนในชั้น

- _____ 1. น้อยกว่า 20 คน
 _____ 2. 21 - 30 คน
 _____ 3. 31 - 40 คน
 _____ 4. 41 - 50 คน
 _____ 5. มากกว่า 50 คน

เบอร์ติดต่อ _____

อีเมล _____

ข้าพเจ้ายินยอมให้มีการสัมภาษณ์

เพิ่มเติม _____

วัตถุประสงค์ของแบบสอบถาม

แบบสอบถามชุดนี้มี 22 ข้อ มีวัตถุประสงค์เพื่อสำรวจทัศนคติของท่านที่มีต่องานและบุคคลที่เกี่ยวข้องใกล้ชิดในการปฏิบัติงาน ประกอบด้วยข้อความที่เกี่ยวกับความรู้สึกของท่าน กรุณาอ่านข้อความในแต่ละข้ออย่างละเอียด และตัดสินใจว่าท่านเคยมีความรู้สึกเช่นนี้กับการทำงานของท่านหรือไม่ โปรดเขียนตัวเลขเป็นคำตอบซึ่งตรงกับความรู้สึกของท่านอย่างแท้จริง ตามตัวอย่างข้างล่างนี้

	0	1	2	3	4	5	6
ความถี่ของความรู้สึก	ไม่เคยรู้สึก เช่นนั้น	ปีละ 2-3 ครั้ง หรือ น้อยกว่า	เดือนละ ครั้งหรือ น้อยกว่า	เดือนละ 2-3 ครั้ง	สัปดาห์ละ ครั้ง	สัปดาห์ละ 2-3 ครั้ง	ทุกวัน

ตัวอย่าง

ข้อ	ความถี่ 0-6	ข้อความ
1		ข้าพเจ้ามีความรู้สึกหดหู่ขณะทำงาน

หากท่านไม่เคยมีความรู้สึกหดหู่ขณะทำงาน

หากท่านมีความรู้สึกหดหู่ขณะทำงาน ปีละ 2-3 ครั้งหรือน้อยกว่า

หากท่านมีความรู้สึกหดหู่ขณะทำงาน สัปดาห์ละ 2-3 ครั้ง

โปรดเขียนเลข 0 ในช่อง “ความถี่”

โปรดเขียนเลข 1 ในช่อง “ความถี่”

โปรดเขียนเลข 5 ในช่อง “ความถี่”

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แบบสอบถาม: สสำรวจทัศนคติของท่านที่มีต่องาน และบุคคลที่เกี่ยวข้องใกล้ชิดในการปฏิบัติงาน

	0	1	2	3	4	5	6
ความถี่ของ ความรู้สึก	ไม่เคยรู้สึก เช่นนั้น	ปีละ 2-3 ครั้ง หรือ น้อยกว่า	เดือนละครั้ง หรือน้อยกว่า	เดือนละ 2-3 ครั้ง	สัปดาห์ละ ครั้ง	สัปดาห์ละ 2-3 ครั้ง	ทุกวัน

ข้อ	ความถี่ 0 - 6	ข้อความ
1		งานที่ทำอยู่ทำให้ข้าพเจ้ารู้สึกจิตใจท้อเหี่ยว
2		ข้าพเจ้ารู้สึกหมดเรี่ยวแรงเมื่อเลิกงาน
3		ข้าพเจ้ารู้สึกอ่อนเพลียเมื่อตื่นนอนในตอนเช้า และนึกถึงว่าจะต้องไปทำงานอีก
4		ข้าพเจ้าสามารถเข้าใจความรู้สึกนึกคิดของนักเรียนได้ดี
5		ข้าพเจ้าปฏิบัติต่อนักเรียนเหมือนเป็นวัตถุสิ่งของ
6		การทำงานร่วมกับผู้อื่นตลอดทั้งวันทำให้ข้าพเจ้ารู้สึกเครียด
7		ข้าพเจ้าช่วยแก้ปัญหาของนักเรียนให้สำเร็จได้อย่างน่าพอใจ
8		งานที่ทำอยู่ทำให้ข้าพเจ้าเกิดความรู้สึกท้อแท้
9		ข้าพเจ้ารู้สึกว่างานของข้าพเจ้าให้คุณประโยชน์ต่อชีวิตของผู้อื่น
10		ข้าพเจ้ากลายเป็นคนที่มีจิตใจแข็งกระด้างต่อผู้อื่นมากขึ้น ตั้งแต่ได้ทำงานนี้
11		ข้าพเจ้าวิตกว่างานที่ทำอยู่นี้ จะทำให้ข้าพเจ้ามีจิตใจแข็งกระด้างมากขึ้น
12		ข้าพเจ้ารู้สึกกระปรี้กระเปร่า
13		งานที่ข้าพเจ้าทำอยู่ทำให้ข้าพเจ้ารู้สึกคับข้องใจ
14		ข้าพเจ้ารู้สึกว่าข้าพเจ้าทำงานหนักเกินไป
15		ข้าพเจ้าไม่สนใจว่าอะไรจะเกิดขึ้นกับนักเรียนบางคน
16		การทำงานเกี่ยวข้องกับคนโดยตรงทำให้ข้าพเจ้าเกิดความเครียดมากเกินไป
17		ข้าพเจ้าสามารถสร้างบรรยากาศเป็นกันเองกับนักเรียนได้ง่าย ๆ
18		ข้าพเจ้ารู้สึกเบิกบานใจที่ได้ทำงานอย่างใกล้ชิดกับนักเรียนของข้าพเจ้า
19		ข้าพเจ้าสามารถทำงานที่มีคุณค่าสำเร็จได้หลายอย่างจากงานที่ทำนี้
20		ข้าพเจ้ารู้สึกหมดความอดทนที่จะทำงานต่อไป
21		ในการทำงานนั้นข้าพเจ้าสามารถควบคุมอารมณ์ได้อย่างสุขุม
22		ข้าพเจ้ารู้สึกว่าเมื่อนักเรียนมีปัญหาบางอย่าง เขาจะโยนความผิดให้ข้าพเจ้า

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APPENDIX E

แบบประเมินค่าดัชนีความสอดคล้อง (IOC) ของประเด็นแบบสอบถาม

วิจัยเรื่อง ภาวะเหนื่อยล้าจากการทำงานของครูสอนภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย

คำชี้แจง แบบประเมินฉบับนี้ใช้สำหรับท่านซึ่งเป็นผู้เชี่ยวชาญ โปรดพิจารณาความสอดคล้องของประเด็นข้อคำถามเพื่อใช้ในการสัมภาษณ์ โดยให้ผู้เชี่ยวชาญพิจารณาว่าประเด็นข้อคำถามแต่ละข้อมีความถูกต้องเหมาะสมหรือไม่ เมื่อพิจารณาแล้วให้ใส่เครื่องหมาย ✓ ลงในช่องความคิดเห็น โดยใช้เกณฑ์การพิจารณา ดังนี้

+ 1 หมายถึง เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

0 หมายถึง ไม่แน่ใจว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

-1 หมายถึง ไม่เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

ข้อ	ประเด็น	ระดับความคิดเห็น			หมายเหตุ
		+1	0	-1	
1	ทำไมท่านถึงตัดสินใจมาเป็นครูสอนภาษาอังกฤษ		✓		
2	ท่านมีมุมมองต่อวิชาชีพครูของท่านตอนนี้ต่างไปจากเดิมหรือไม่เมื่อเทียบกับตอนที่เริ่มปฏิบัติอาชีพครั้งแรก เพราะเหตุใด		✓		
3	ท่านเคยรู้สึกเหนื่อยล้าหรือหมดไฟจากการเป็นครูสอนภาษาอังกฤษบ่อยครั้งหรือไม่ และอาการดังกล่าวส่งผลอย่างไรต่อการทำงานของท่าน	✓			
4	ท่านคิดว่าอะไรคือสาเหตุหลักที่ทำให้ท่านมีภาวะเหนื่อยล้าหรือรู้สึกหมดไฟในการสอน	✓			
5	ท่านคิดว่าวิธีใดที่สามารถช่วยแก้ปัญหา หรือป้องกันครูภาษาอังกฤษจากภาวะเหนื่อยล้าหรือหมดไฟในการสอนได้	✓			

หมายเหตุ: ผู้วิจัยได้แนบแบบสอบถามมาพร้อมกับแบบประเมินค่าดัชนีความสอดคล้อง (IOC) เพื่อใช้พิจารณาประกอบร่วมกับแบบประเมินนี้

ลงชื่อ.....ผู้ประเมิน

(นารศภรณ์ จุฑา กวาร์จนา)

ตำแหน่ง อาจารย์

แบบประเมินค่าดัชนีความสอดคล้อง (IOC) ของประเด็นแบบสอบถาม

วิจัยเรื่อง ภาวะเหนื่อยล้าจากการทำงานของครูสอนภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย

คำชี้แจง แบบประเมินฉบับนี้ใช้สำหรับท่านซึ่งเป็นผู้เชี่ยวชาญ โปรดพิจารณาความสอดคล้องของประเด็นข้อคำถามเพื่อใช้ในการสัมภาษณ์ โดยให้ผู้เชี่ยวชาญพิจารณาว่าประเด็นข้อคำถามแต่ละข้อมีความถูกต้องเหมาะสมหรือไม่ เมื่อพิจารณาแล้วให้ใส่เครื่องหมาย ✓ ลงในช่องความคิดเห็น โดยใช้เกณฑ์การพิจารณา ดังนี้

+ 1 หมายถึง เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

0 หมายถึง ไม่แน่ใจว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

-1 หมายถึง ไม่เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

ข้อ	ประเด็น	ระดับความคิดเห็น			หมายเหตุ
		+1	0	-1	
1	ทำไมท่านถึงตัดสินใจมาเป็นครูสอนภาษาอังกฤษ		✓		
2	ท่านมีมุมมองต่อวิชาชีพครูของท่านตอนนี้ต่างไปจากเดิมหรือไม่เมื่อเทียบกับตอนที่เริ่มปฏิบัติอาชีพครั้งแรก เพราะเหตุใด	✓			
3	ท่านเคยรู้สึกเหนื่อยล้าหรือหมดไฟจากการเป็นครูสอนภาษาอังกฤษบ่อยครั้งหรือไม่ และอาการดังกล่าวส่งผลอย่างไรต่อการทำงานของท่าน	✓			
4	ท่านคิดว่าอะไรคือสาเหตุหลักที่ทำให้ท่านมีภาวะเหนื่อยล้าหรือรู้สึกหมดไฟในการสอน	✓			
5	ท่านคิดว่าวิธีใดที่สามารถช่วยแก้ปัญหา หรือป้องกันครูภาษาอังกฤษจากภาวะเหนื่อยล้าหรือหมดไฟในการสอนได้	✓			

หมายเหตุ: ผู้วิจัยได้แนบแบบสอบถามมาพร้อมกับแบบประเมินค่าดัชนีความสอดคล้อง (IOC) เพื่อใช้พิจารณาประกอบร่วมกับแบบประเมินนี้

ลงชื่อ.....ผู้ประเมิน
(นายวิวัฒน์ อดุล)

แบบประเมินค่าดัชนีความสอดคล้อง (IOC) ของประเด็นแบบสอบถาม

วิจัยเรื่อง ภาวะเหนื่อยล้าจากการทำงานของครูสอนภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย

คำชี้แจง แบบประเมินฉบับนี้ใช้สำหรับท่านซึ่งเป็นผู้เชี่ยวชาญ โปรดพิจารณาความสอดคล้องของประเด็นข้อคำถามเพื่อใช้ในการสัมภาษณ์ โดยให้ผู้เชี่ยวชาญพิจารณาว่าประเด็นข้อคำถามแต่ละข้อมีความถูกต้องเหมาะสมหรือไม่ เมื่อพิจารณาแล้วให้ใส่เครื่องหมาย ✓ ลงในช่องความคิดเห็น โดยใช้เกณฑ์การพิจารณา ดังนี้

+ 1 หมายถึง เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

0 หมายถึง ไม่แน่ใจว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

-1 หมายถึง ไม่เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

ข้อ	ประเด็น	ระดับความคิดเห็น			หมายเหตุ
		+1	0	-1	
1	ทำไมท่านถึงตัดสินใจมาเป็นครูสอนภาษาอังกฤษ	✓			
2	ท่านมีมุมมองต่อวิชาชีพครูของท่านตอนนี้ต่างไปจากเดิมหรือไม่เมื่อเทียบกับตอนที่เริ่มปฏิบัติอาชีพครั้งแรก เพราะเหตุใด	✓			
3	ท่านเคยรู้สึกเหนื่อยล้าหรือหมดไฟจากการเป็นครูสอนภาษาอังกฤษบ่อยครั้งหรือไม่ และอาการดังกล่าวส่งผลอย่างไรต่อการทำงานของท่าน	✓			
4	ท่านคิดว่าอะไรคือสาเหตุหลักที่ทำให้ท่านมีภาวะเหนื่อยล้าหรือรู้สึกหมดไฟในการสอน	✓			
5	ท่านคิดว่าวิธีใดที่สามารถช่วยแก้ปัญหา หรือป้องกันครูภาษาอังกฤษจากภาวะเหนื่อยล้าหรือหมดไฟในการสอนได้	✓			

หมายเหตุ: ผู้วิจัยได้แนบแบบสอบถามมาพร้อมกับแบบประเมินค่าดัชนีความสอดคล้อง (IOC) เพื่อให้พิจารณาประกอบร่วมกับแบบประเมินนี้

ลงชื่อ.....ผู้ประเมิน
(หงษ์พงษ์ ศักดิ์)

ตำแหน่ง ศก

แบบประเมินค่าดัชนีความสอดคล้อง (IOC) ของประเด็นแบบสอบถาม

วิจัยเรื่อง ภาวะเหนื่อยล้าจากการทำงานของครูสอนภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย

คำชี้แจง แบบประเมินฉบับนี้ใช้สำหรับท่านซึ่งเป็นผู้เชี่ยวชาญ โปรดพิจารณาความสอดคล้องของประเด็นข้อคำถามเพื่อใช้ในการสัมภาษณ์ โดยให้ผู้เชี่ยวชาญพิจารณาว่าประเด็นข้อคำถามแต่ละข้อมีความถูกต้องเหมาะสมหรือไม่ เมื่อพิจารณาแล้วให้ใส่เครื่องหมาย ✓ ลงในช่องความคิดเห็น โดยใช้เกณฑ์การพิจารณา ดังนี้

+ 1 หมายถึง เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

0 หมายถึง ไม่แน่ใจว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

-1 หมายถึง ไม่เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

ข้อ	ประเด็น	ระดับความคิดเห็น			หมายเหตุ
		+1	0	-1	
1	ทำไมท่านถึงตัดสินใจมาเป็นครูสอนภาษาอังกฤษ		✓		
2	ท่านมีมุมมองต่อวิชาชีพครูของท่านตอนนี้ต่างไปจากเดิมหรือไม่เมื่อเทียบกับตอนที่เริ่มปฏิบัติอาชีพครั้งแรก เพราะเหตุใด		✓		
3	ท่านเคยรู้สึกเหนื่อยล้าหรือหมดไฟจากการเป็นครูสอนภาษาอังกฤษบ่อยครั้งหรือไม่ และอาการดังกล่าวส่งผลอย่างไรต่อการทำงานของท่าน	✓			
4	ท่านคิดว่าอะไรคือสาเหตุหลักที่ทำให้ท่านมีภาวะเหนื่อยล้าหรือรู้สึกหมดไฟในการสอน	✓			
5	ท่านคิดว่าวิธีใดที่สามารถช่วยแก้ปัญหา หรือป้องกันครูภาษาอังกฤษจากภาวะเหนื่อยล้าหรือหมดไฟในการสอนได้	✓			

หมายเหตุ: ผู้วิจัยได้แนบแบบสอบถามมาพร้อมกับแบบประเมินค่าดัชนีความสอดคล้อง (IOC) เพื่อใช้พิจารณาประกอบร่วมกับแบบประเมินนี้

ลงชื่อ.....ผู้ประเมิน
(นางสาวภัทรภรณ์ ทรนิกิตติสิริ)

ตำแหน่งดร

แบบประเมินค่าดัชนีความสอดคล้อง (IOC) ของประเด็นแบบสอบถาม

วิจัยเรื่อง ภาวะเหนื่อยล้าจากการทำงานของครูสอนภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย

คำชี้แจง แบบประเมินฉบับนี้ใช้สำหรับท่านซึ่งเป็นผู้เชี่ยวชาญ โปรดพิจารณาความสอดคล้องของประเด็นข้อคำถามเพื่อใช้ในการสัมภาษณ์ โดยให้ผู้เชี่ยวชาญพิจารณาว่าประเด็นข้อคำถามแต่ละข้อมีความถูกต้องเหมาะสมหรือไม่ เมื่อพิจารณาแล้วให้ใส่เครื่องหมาย ✓ ลงในช่องความคิดเห็น โดยใช้เกณฑ์การพิจารณา ดังนี้

+ 1 หมายถึง เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

0 หมายถึง ไม่แน่ใจว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

-1 หมายถึง ไม่เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

ข้อ	ประเด็น	ระดับความคิดเห็น			หมายเหตุ
		+1	0	-1	
1	ทำไมท่านถึงตัดสินใจมาเป็นครูสอนภาษาอังกฤษ	✓			
2	ท่านมีมุมมองต่อวิชาชีพครูของท่านตอนนี้ต่างไปจากเดิมหรือไม่เมื่อเทียบกับตอนที่เริ่มปฏิบัติอาชีพครั้งแรก เพราะเหตุใด	✓			
3	ท่านเคยรู้สึกเหนื่อยล้าหรือหมดไฟจากการเป็นครูสอนภาษาอังกฤษบ่อยครั้งหรือไม่ และอาการดังกล่าวส่งผลอย่างไรต่อการทำงานของท่าน	✓			
4	ท่านคิดว่าอะไรคือสาเหตุหลักที่ทำให้ท่านมีภาวะเหนื่อยล้าหรือรู้สึกหมดไฟในการสอน	✓			
5	ท่านคิดว่าวิธีใดที่สามารถช่วยแก้ปัญหา หรือป้องกันครูภาษาอังกฤษจากภาวะเหนื่อยล้าหรือหมดไฟในการสอนได้	✓			

หมายเหตุ: ผู้วิจัยได้แนบแบบสอบถามมาพร้อมกับแบบประเมินค่าดัชนีความสอดคล้อง (IOC) เพื่อใช้พิจารณาประกอบร่วมกับแบบประเมินนี้

ลงชื่อ.....ผู้ประเมิน

(นางนงคภัทน์ ศรีทอง)

ตำแหน่งครู วิชาภาษาอังกฤษ/คณิตศาสตร์

APPENDIX F

Request Letters of Index of Item-Objective Congruence



ที่ อว ๐๖๐๕.๗/ ๓๑๑

คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยมหาสารคาม
ตำบลขามเรียง อำเภอกันทรวิชัย
จังหวัดมหาสารคาม ๔๔๑๕๐

๑ มกราคม ๒๕๖๔

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจเครื่องมือในการวิจัย

เรียน อาจารย์เรืองชัย อุดมผล โรงเรียนนิคมพิมายศึกษา

ด้วย นางสาวปภาวี โรจน์บุรณาวงค์ นิสิตปริญญาโท สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “ภาวะเหนื่อยล้าจากการทำงานของครู ภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรการศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผศ.ดร.อภิศักดิ์ สุขยิ่ง เป็นประธานควบคุมวิทยานิพนธ์ คณะมนุษยศาสตร์พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขอความอนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.นิตยา วรรมกิตร์)
คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์
ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

ที่ อว ๐๖๐๕.๓/๒๕



คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยมหาสารคาม
ตำบลขามเรียง อำเภอกันทรวิชัย
จังหวัดมหาสารคาม ๔๔๑๕๐

๙ มกราคม ๒๕๖๔

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจเครื่องมือในการวิจัย

เรียน อาจารย์ณัฐธิดา กลางประชา มหาวิทยาลัยราชภัฏมหาสารคาม

ด้วย นางสาวปภาวี โรจน์บุรณาวงค์ นิสิตปริญญาโท สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “ภาวะเหนื่อยล้าจากการทำงานของครู ภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผศ.ดร.อภิศักดิ์ สุขยิ่ง เป็นประธานควบคุมวิทยานิพนธ์ คณะมนุษยศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขอความ อนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นตอนต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.นิตยา วรณกิติ์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์

โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑

ที่ อว ๐๖๐๕.๓/๓๐



คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยมหาสารคาม
ตำบลขามเรียง อำเภอกันทรวิชัย
จังหวัดมหาสารคาม ๔๔๑๕๐

๖ มกราคม ๒๕๖๔

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจเครื่องมือในการวิจัย

เรียน อาจารย์สมพงษ์ ศรีทอง โรงเรียนบ้านตะบอง “เจริญราษฎร์อุทิศ”

ด้วย นางสาวปภาวี โรจน์บูรณาวงศ์ นิสิตปริญญาโท สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “ภาวะเหนื่อยล้าจากการทำงานของครู ภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผศ.ดร.อภิศักดิ์ สุขยิ่ง เป็นประธานควบคุมวิทยานิพนธ์ คณะมนุษยศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขอความ อนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นตอนต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.นิตยา วรณกิตร์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์

โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑

ที่ อว ๐๖๐๕.๓/๒๗



คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยมหาสารคาม
ตำบลขามเรียง อำเภอกันทรวิชัย
จังหวัดมหาสารคาม ๔๔๑๕๐

๘ มกราคม ๒๕๖๔

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจเครื่องมือในการวิจัย

เรียน อาจารย์นงลักษณ์ ศรีทอง โรงเรียนบ้านตะบอง “เจริญราษฎร์อุทิศ”

ด้วย นางสาวปภาวี โรจน์บูรณาวงศ์ นิสิตปริญญาโท สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “ภาวะเหนื่อยล้าจากการทำงานของครู ภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผศ.ดร.อภิศักดิ์ สุขยิ่ง เป็นประธานควบคุมวิทยานิพนธ์ คณะมนุษยศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขอความ อนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

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ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

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โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑



ที่ อว ๐๖๐๕.๓/๒๗

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จังหวัดมหาสารคาม ๔๔๑๕๐

๒ มกราคม ๒๕๖๔

เรื่อง ขออนุญาตเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือในการวิจัย

เรียน อาจารย์ภัทรภรณ์ การุณกิตติสาร โรงเรียนนิคมพิมายศึกษา

ด้วย นางสาวปภาวี โรจน์บูรณาวงศ์ นิสิตปริญญาโท สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “ภาวะเหนื่อยล้าจากการทำงานของครู ภาษาอังกฤษ ภาพสะท้อนการสอนระดับการศึกษาขั้นพื้นฐานของไทย” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผศ.ดร.อภิศักดิ์ สุขยิ่ง เป็นประธานควบคุมวิทยานิพนธ์ คณะมนุษยศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขออนุญาตท่านเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นต่อไป

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(รองศาสตราจารย์ ดร.นิตยา วรรณกิติ์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์

โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑

BIOGRAPHY

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