



Prevalence And Associated Factors Of Burnout At Bule Hora University In Southeast Ethiopia

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Abstract

Keywords:

burnout; optimism; self-efficacy; self-esteem; university teachers

The present study intended to assess the prevalence of burnout and its associated factors among teachers at Bule Hora University, Southeast Ethiopia. A cross-sectional survey design was employed to achieve the objective of the study. Using a simple random sampling technique, 220 (200 men and 20 women) teachers who were actively working at Bule Hora University during the study period were selected. Maslach Burnout Inventory (MBI), General Self-efficacy Scale (GSE), Rosenberg Self-esteem Scale (RSE), and Life Orientation Test-Revised (LOT-R) were used to collect the data. Then, quantitative data analysis techniques such as frequency, percentage, Pearson's Product Moment correlation, and linear regression analysis were conducted to analyze the collected data. The study showed a significant positive correlation between personal accomplishment and self-efficacy ($r=0.435$, $p<0.01$), whereas optimism had a negative correlation with emotional exhaustion ($r=-0.315$, $p<0.01$) and depersonalization ($r=-0.289$, $p<0.01$). While self-efficacy significantly predicted personal accomplishment ($B=0.690$, $t=7.107$, $p<0.01$), optimism significantly predicted both emotional exhaustion ($B=-0.143$, $t=-4.898$, $p<0.01$) and depersonalization ($B=-0.407$, $t=-4.456$, $p<0.01$). From this result, we can conclude that the prevalence of burnout is attributed to self-efficacy and optimism. Therefore, concerned parties ought to design appropriate interventions that incorporate self-efficacy and optimism to manage university teachers' burnout.

Abstrak

Kata kunci:

kelelahan
psikologis/*burnout*;
optimisme; efikasi
diri; harga diri; guru
universitas

Penelitian ini bertujuan untuk menelaah prevalensi *burnout* dan faktor-faktor terkait di kalangan tenaga pengajar di Universitas Bule Hora di Ethiopia bagian tenggara. Desain survei *cross-sectional* diterapkan untuk mencapai tujuan penelitian. Menerapkan metode *random sampling* sederhana, terpilihlah 220 (200 pria, 20 wanita) pengajar yang secara aktif bekerja di universitas tersebut selama masa penelitian. *Maslach Burnout Inventory* (MBI), *General Self-efficacy Scale* (GSE), *Rosenberg Self-esteem Scale* (RSE), dan *Life Orientation Test-Revised* (LOT-R) digunakan untuk mengumpulkan data, sedangkan teknik analisis data kuantitatif seperti analisis frekuensi, analisis Product Moment Pearson, dan analisis regresi linear dilakukan untuk menganalisis data yang telah terkumpul. Penelitian menunjukkan korelasi positif yang signifikan antara pencapaian personal dan efikasi diri ($r=0,435$, $p<0,01$), sedangkan optimisme memiliki hubungan negatif signifikan dengan kelelahan emosional ($r=-0,315$, $p<0,01$) and depersonalisasi ($r=-0,289$, $p<0,01$). Efikasi diri memprediksi pencapaian personal ($B=0,690$, $t=7,107$, $p<0,01$), sedangkan optimisme memprediksi kelelahan mental ($B=-0,143$, $t=-4,898$, $p<0,01$) dan depersonalisasi ($B=-0,407$, $t=-4,456$, $p<0,01$). Berdasarkan hasil tersebut, kita dapat menyimpulkan bahkan prevalensi *burnout* terkait dengan efikasi diri dan optimisme. Oleh karena itu, pihak-pihak terkait perlu merancang intervensi yang mencakup efikasi diri dan optimisme untuk memitigasi *burnout* pada tenaga pengajar universitas.

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INTRODUCTION

Background Of The Study

Daniel (Gebremeskal & Tesema, 2014) wrote that teachers play a huge role in achieving educational goals and purposes, being the important human element in the teaching-learning process. However, teaching is one of the most demanding human care professions since it requires developed life skills and an emphasis on human-related activities (Adekola, 2012; Maslach & Jackson, 1981) and may lead to burnout. Burnout is a stress-related condition marked by depersonalization, emotional exhaustion, and a lack of personal accomplishment (Moczyłowska, 2016). Emotional exhaustion

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describes a state of fatigue, being stressed, and an inability to empathize with others. The second dimension is depersonalization, also known as cynicism, which is described as the development of unpleasant emotions as well as cynical attitudes and feelings about others and work-related issues. The third dimension is low personal accomplishment, which refers to the tendency to negatively rate one's work regardless of the person's outcomes (Maslach & Leiter, 2016).

According to Henny, Anita, Hayai, & Rampal (2014), academics are prone to burnout and the overall prevalence of burnout among academics was 10.7%. As a study from Brazil indicated, the prevalence of burnout was 3.2% (Pereira, Gonçalves, & Assis, 2021). In Uganda, more than half of academic employees (58%) had moderate levels of burnout, while 38% had high levels of burnout (Amir, 2020). Another study done in public universities of Amhara, Ethiopia, indicated that the prevalence rates of emotional exhaustion, depersonalization, and low personal accomplishment were 55.05%, 67.8%, and 65.1%, respectively (Kebede & Gedfie, 2018). Burnout can result in a negative mood, exhaustion, poor performance, and attitude and personality changes, which ultimately lead to turnover, illness, and early retirement (Adekola, 2012; Tzeng, 2002). It hurts the educational system (Jamaludin & You, 2019) since it can damage work performance by lowering teaching quality, which has an impact on students' academic achievement (Sari, 2004).

Since burnout is a serious problem among teachers, the teachers' resources are important to counter its effect. One of those modalities is self-efficacy, which is one's belief in their capability to successfully carry out a particular course of action (Xanthopoulou et al., 2007). This modality is negatively related to burnout (Herman, Hickmon-Rosa, & Reinke, 2018; Savas, Bozgeyik, & Eser, 2014). It is also indicated that teachers who have lower levels of self-efficacy reported more burnout than their counterparts (Shoji et al., 2016).

Self-esteem, which is an individual's confidence in their capacity, is another resource linked to burnout (Vlăduț & Kállay, 2011). High self-esteem has been associated with lower levels of burnout (Pereira, Gonçalves, & Assis, 2021), meaning that those with high self-esteem will be less affected by work-related burnout (Khezerlou, 2017). Optimism, which is an expectation for positive outcomes (Scheier & Carver, 1985), is

another resource related to burnout since improving optimism may decrease the overall risk of job burnout (Chang & Chan, 2015; Kim et al., 2021). Self-efficacy, self-esteem, and optimism have been respectively found as predictors of burnout in separate studies (Kim & Burić, 2020; Kupcewicz & Józwiak, 2020; Chang & Chan, 2015).

The present study aimed to examine burnout and its associated factors, namely optimism, self-efficacy, and self-esteem, among Bule Hora University teachers. The study included every academic at the university including assistant lecturers, lecturers, assistant professors, associate professors, and professors.

Research Gap

In recent decades, as a result of social globalization (Averages Navarro & Borda Mas, 2010), concern about burnout and its consequences has grown, and it has now spread to higher education institutions (Rapanta et al., 2020). Higher education has one of the highest rates of burnout, and some estimate the prevalence to be as high as 40% (Stelmokienė et al., 2019). However, there was a lack of burnout research among higher education institutions in Ethiopia. There was only one study on burnout experience in public universities of Amhara Regional State before this study and the result unveiled that the majority of teachers in the study area exhibited high levels of burnout (Kebede & Gedfie, 2018). However, the study focused on statistically significant differences in burnout levels as a function of sociodemographic variables (educational status, working university, class in credit hour, and work experience), and the relationship between sociodemographic variables (age and monthly salary) and burnout. Therefore, this study intended to fill the gap, particularly research on burnout among university teachers and factors related to burnout.

Novelty Of The Study

This study differs from the last one since it focused on how optimism, self-efficacy, and self-esteem relate to and predict burnout. The present study also examined the prevalence of burnout among Bule Hora University teachers since there were no adequate research findings about the prevalence of burnout among university teachers in the Ethiopian context. The previous study in Ethiopia also focused on public universities in one region (Amhara). Therefore, the burnout level of teachers in other

universities should also be addressed to fill the gap in the literature and provide detailed nationwide information.

Rationale Of The Study

Globalization has an impact on education by producing structural changes as a result of significant improvements in information and communication. Following these rapid changes, teachers have much more obligations outside of their teaching roles (Ahmad & Lubis, 2015). According to Amir (2020), modern universities have undergone a transformation due to the 21st century worldwide changes, which has made the working environment within universities extremely demanding. Teaching is one of the most stressful occupations (Subon & Sigie, 2016) since the academic environment proposes various stressors, such as complicated bureaucracy, continuous evaluation of processes and outcomes, and increased interaction with students, parents, colleagues, and the community. In addition to this, a higher prevalence of students' bad behaviors, student disinterest, classroom overcapacity, increased administrative loads, a lack of infrastructural support, and negative public perception have all contributed to job stress among teachers, which frequently leads to burnout. Therefore, it can be concluded that the nature of the teaching profession is complex and leads to burnout.

Burnout among educators will have a negative impact on the educational system. This will result in a less-than-productive learning atmosphere (Jamaludin & You, 2019). Thus, burnout is a stress-related condition that can have an adverse effect on teachers' lives, which may then influence the achievement of their students. Moreover, according to the researcher's observation, Bule Hora University teachers experienced burnout, which could hurt their effectiveness if not properly researched and managed. This may also have a great impact on a teacher's working relationship with their students, as well as the quality of teaching and commitment they can show in their jobs. Therefore, this study might enable stakeholders to design an intervention strategy and take corrective action. If this does not happen, the quality of education will deteriorate.

Purposes/Hypothesis Of The Study

Based on the literature review, the researcher put forth the following hypotheses: 1) there is a high prevalence of burnout among Bule Hora University teachers; 2) there is a significant relationship between self-efficacy, self-esteem, optimism, and burnout

among Bule Hora University teachers); 3) self-efficacy, self-esteem, and optimism significantly predict burnout in Bule Hora University teachers.

METHODS

Research Design And Study Setting

A cross-sectional survey design was conducted on 830 Bule Hora University teachers from May 30, 2022, to June 30, 2022. Bule Hora University is located in Bule Hora town, Oromia Region, Southeast Ethiopia, about 460 kilometers from Addis Ababa, Ethiopia's capital.

Research Sample And Sampling Technique

A single population proportion formula was employed to calculate the sample size (Nigussie, Belachew, & Wolancho, 2014; Woldegerima, Fitwi, Yimer, & Hailekiros, 2018) with a burnout prevalence of 65.1 % from a previous study (Kebede & Gedfie, 2018). Using the correction formula (as the number of teachers at Bule Hora University was less than 10,000), the sample size for the present study became 246. Assuming a 10% non-response rate, 271 teachers were selected using a simple random sampling technique. Finally, the nonresponse rate was checked out. Data from 220 (81.2%, 200 men and 20 women) of the 271 total participants were used for analysis because the rest did not return the questionnaires.

Instruments Of Measurement

Burnout was assessed by the Maslach Burnout Inventory (MBI). MBI is one of the most widely used instruments for assessing burnout. It stands out due to the simplicity of its application, its adequate psychometric properties, and the information it provides (Aguayo, Vargas, Emilia, & Lozano, 2011). It is a self-report questionnaire, consisting of 22 items that evaluate burnout on a seven-point rating scale with three dimensions: Emotional Exhaustion (EE; 9 items), Depersonalization (DP; 5 items), and Personal Accomplishment (PA; 8 items) (Maslach, Jackson, & Leiter, 1996). The scoring system for all items ranges from "Never" (0) to "Every day" (6). Responses are summed and averaged for each subscale (Aguayo, Vargas, Emilia, & Lozano, 2011). It has also been used in Ethiopian contexts and reported to have good reliability among university teachers. The EE dimension showed a reliability score of 0.716, DP 0.753, and PA 0.820

(Kebede & Gedfie, 2018). The numerical cut-off point was evaluated as: a) <16 low, 17–26 medium, and >27 high for EE; b) <6 low, 7–12 medium, and >13 high for DP; c) >39 low, 38–32 medium, and <31 high for PA. The dimensions' scores must be computed individually. High EE and DP, and low PA indicate a high level of burnout (Maslach, Jackson, & Leiter, 1996). In the current study, the burnout dimensions' reliability coefficients are as follows: 0.81 for EE, 0.813 for DP, and 0.77 for low PA.

The General Self-Efficacy Scale (GSE) was employed to measure self-efficacy. This scale was created to assess self-efficacy as a broad personality trait. It can be used individually or in a group setting. Its most recent version has 10 items with responses ranging from “Strongly disagree” (1) to “Strongly agree” (4) (Luszczynska, Scholz, & Schwarzer, 2005; Scholz, Doña, Sud, & Schwarzer, 2002). The overall score is determined by adding all 10 items together and runs from 10 (lowest) to 40 (highest), with a higher score indicating greater self-efficacy. The findings show that the GSE has a strong internal consistency (Cronbach's alpha score of 0.83) (Juarez & Contreras, 2008). If self-efficacy is employed as a predictor of broad outcomes, it is justified to use a correspondingly broad measure of general self-efficacy (Schwarzer & Jerusalem, 2010). This instrument has not been used in Ethiopian culture before this study. The reliability of the GSE in the present study was 0.8.

Rosenberg Self-Esteem Scale (RSE), a ten-item scale, was used to assess self-esteem. All items are scored on a 4-point Likert scale, with responses ranging from “Strongly agree” (3) to “Strongly disagree” (0). Before analysis, negative items (3, 5, 8, 9, & 10) are reverse-scored. Scores for all ten items are added together. Scores should be kept on a continuous scale. Higher scores reflect a higher self-esteem. Scores between 15 and 25 are considered normal, while scores below 15 indicate low self-esteem (Alessandri et al., 2015). This measurement has also been used in Ethiopian culture, though no reports of its reliability have been made (Damota et al., 2019; Gidi et al., 2021) and its reliability in the present study was 0.72.

Optimism was measured by the Life Orientation Test-Revised (LOT-R) (Scheier, Carver, & Bridges, 1994). LOT-R is comprised of 10 items; 3 items measure optimism, 3 items measure pessimism, and 4 items serve as fillers. Items, 3, 7, and 9 are negatively verdict items, hence reverse scored. Items 2, 5, 6, and 8 are fillers, hence not scored. The

answer is filled by rating each item on a 4-point scale, with responses ranging from “Strongly disagree” (0) to “Strongly agree” (4). Total scores range from 0 to 24 with higher scores representing greater optimism (Applebaum et al., 2014), and no missing data are allowed for the calculation of this score (Kepka et al., 2013). LOT-R is found a reliable and valid tool for the analysis of optimism (Gustems-Carnicer, Calderón, & Santacana, 2017). This instrument has also been used in the Ethiopia context and the reliability score was 0.81 (Alemishet, 2020). It had adequate reliability in the present study (0.7). Meanwhile, to assess the demographic characteristics of research participants, this study used a self-developed questionnaire.

Data Collection Procedures

First, three academic staff from Bule Hora University were chosen as data collectors, and they received training regarding the procedure for collecting data and the implementation of ethical guidelines. Second, after being informed about research ethics, those who gave their consent were recruited for the study. After signing consent forms, participants completed the questionnaires.

Data Analysis Technique

Statistical Package for Social Sciences (SPSS) Version 20 software (IBM Inc., Armonk, NY, USA) was used for the statistical analysis. All study variables were estimated using both descriptive (frequency and percentage) and inferential (linear regression analysis and Pearson’s product moment correlation) data analysis techniques. The 5% ($p < 0.05$) level of significance was used for statistical tests.

Ethical Considerations

The research was evaluated by the Bule Hora University research and publication committee. Written informed consent was also obtained from participants.

RESULTS AND DISCUSSION

Demographic Characteristics Of Participants

In Table 1, key demographic data (sex) of participants are presented.

Table 1.

Demographic Characteristics Of Research Sample

No	Sex	Frequency	Percentage (%)
1	Male	200	90
2	Female	20	10
	Total	220	100

Table 1 shows that among participants at Bule Hora University, 200 (90%) were males and 20 (10%) were females.

Prevalence Of Burnout Among University Teachers

This section describes the prevalence of burnout among Bule Hora University teachers. Since the three subscales do not need to be added together to generate a single total score according to Maslach et al. (1996), the researcher computed the three subscale scores for each participant (Table 2).

Table 2.

Prevalence Of Burnout Among University Teachers

No	Dimensions of Burnout	Scores	N	%
1	Emotional Exhaustion	Low (<16)	46	20.91
		Medium (17-26)	80	36.36
		High (>27)	94	42.73
		Total	220	100
2	Depersonalization	Low (<6)	56	25.45
		Medium (7-12)	64	29.1
		High (>13)	100	45.45
		Total	220	100
3	Personal Accomplishment	Low (>39)	124	56.36
		Medium (38-32)	52	23.64
		High (<31)	44	20
		Total	220	100

It was hypothesized that there is a prevalence of burnout among Bule Hora University teachers. Since most participants at Bule Hora University reported having high levels of EE and DP and low levels of PA, there was a high prevalence of burnout among teachers. Therefore, the hypothesis was accepted.

The Relationship Between Self-Efficacy, Self-Esteem, Optimism, And Burnout Among University Teachers

It was hypothesized that burnout has a significant relationship with self-efficacy, self-esteem, and optimism as indicated in the introduction part and Pearson’s product moment correlation was computed to check this hypothesis. In this section, the relationship between self-efficacy, self-esteem, optimism, and burnout dimensions among Bule Hora University teachers is displayed in Table 3.

Table 3.

The Relationship Between Self-Efficacy And Burnout Among University Teachers

No	Variable	1	2	3	4
1	Self-efficacy		-0.01	-0.015	0.435**
2	Emotional Exhaustion	-0.01			
3	Depersonalization	-0.015			
4	Personal Accomplishment	0.435**			

Note: **= $p < 0.01$

As noted in Table 3, self-efficacy had no significant relationship with Emotional Exhaustion ($r = -0.01, p > 0.05$) and Depersonalization ($r = -.015, p > .05$). However, it was positively related to Personal Accomplishment ($r = 0.435, p < 0.01$).

Table 4.

The Relationship Between Self-Esteem And Burnout Among University Teachers

No	Variable	1	2	3	4
1	Self-esteem		-0.037	-0.04	0.042
2	Emotional Exhaustion	-0.037			
3	Depersonalization	-0.04			
4	Personal Accomplishment	0.042			

As Table 4 shows, self-esteem had no significant relationship with all dimensions of burnout: Emotional Exhaustion ($r = -0.037, p > 0.05$), Depersonalization ($r = -0.04, p > 0.05$), and Personal Accomplishment ($r = 0.042, p > 0.05$). Therefore, the proposed hypothesis was rejected.

Table 5.

The Relationship Between Optimism And Burnout Among University Teachers

No	Variable	1	2	3	4
1	Optimism		-0.315**	-0.289**	0.075
2	Emotional Exhaustion	-0.315**			
3	Depersonalization	-0.289**			
4	Personal Accomplishment	0.075			

Note: **= $p < 0.01$

Based on Table 5, optimism had negative relationships with Emotional Exhaustion ($r = -0.315$, $p < 0.01$) and Depersonalization ($r = -0.289$, $p < 0.01$), respectively. However, it was not significantly related to Personal Accomplishment ($r = 0.075$, $p > 0.05$).

Predictors Of Burnout Among University Teachers

As stated in the introduction, it was hypothesized that burnout significantly predicts optimism, self-efficacy, and self-esteem. To test this hypothesis, a linear regression analysis was done.

Table 6.

Optimism As A Predictor Of Emotional Exhaustion Among University Teachers

No	Variable	B	t	p-value
1	Optimism	-0.143	-4.898	0.000
$R^2 = 0.099$				
$F\text{-value} = 23.99 (1, 219)$				
$p\text{-value} = 0.000$				

Note: Dependent variable = Emotional Exhaustion

As shown in Table 6, linear regression analysis was used since the connection of predictor variables was first checked and only a variable (optimism) whose p -value is less than 0.25 was entered into the model (Shumye, Belayneh, & Mengistu, 2019). As the result indicated, optimism accounted for 9.9 % of the variance in Emotional Exhaustion ($R^2 = 0.099$, $F (1, 219) = 23.99$, $p < 0.01$). Since there was only one independent variable and the researcher did not aim to see the contribution of two or more independent variables to the prediction of the dependent variable, an unstandardized coefficient (B) was employed to see how the amount by which the outcome variable changes if we change the predictor variable by one unit. As also shown in Table 6, optimism significantly predicted Emotional Exhaustion ($B = -0.143$, $t = -4.898$, $p < 0.01$).

Table 7.

Optimism As A Predictor Of Depersonalization Among University Teachers

No	Variable	B	t	p-value
1	Optimism	-0.407	-4.456	0.000
$R^2=0.083$				
$F\text{-value}=19.855 (1, 219)$				
$p\text{-value}=0.000$				
<i>Note: Dependent variable= Depersonalization</i>				

As indicated in Table 7, linear regression analysis was computed and the connection of predictor variables with dependent variables was checked, and only optimism was found to have a p -value of less than 0.25 (Shumye, Belayneh, & Mengistu, 2019). The result showed that 8.3 % of the variance in Depersonalization can be explained by optimism ($R^2=0.083$, $F (1, 219) =19.855$, $p<0.01$). Depersonalization was also significantly predicted by optimism ($B =-0.407$, $t=-4.456$, $p<0.01$).

Table 8.

Self-Efficacy As A Predictor Of Personal Accomplishment Among University Teachers

No	Variable	B	t	p-value
1	Self-efficacy	0.690	7.107	0.000
$R^2=0.188$				
$F\text{-value}=50.503 (1, 219)$				
$p\text{-value}=0.000$				
<i>Note: Dependent variable= Personal Accomplishment</i>				

Since the connection between predictor variables and the outcome variable was first tested using linear regression analysis, as portrayed in Table 8, only self-efficacy was found to have a p -value of less than 0.25 (Shumye, Belayneh, & Mengistu, 2019). Self-efficacy can account for 18.8% of the variance in Personal Accomplishment ($R^2=0.188$, $F (1, 219) =50.504$, $p<0.01$) as shown in Table 7. Self-efficacy was also a significant predictor of Personal Accomplishment ($B=0.690$, $t=7.107$, $p<0.01$).

Discussion

The results of the current study showed that the majority of teachers at Bule Hora University have high levels of emotional exhaustion (42.73%), depersonalization (45.45%), and low levels of personal accomplishment (56.36%). This implies that there is a high prevalence of burnout among Bule Hora University teachers. Therefore, teachers

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at this university are highly susceptible to burnout. This result aligns with a study done by [Marenco-Escuderos & Avila-Toscano \(2016\)](#) who found a high percentage of burnout. However, the burnout dimensions prevalence in this study is higher than in the prior study. The possible explanation for this discrepancy could be that the prior study included teachers from four public schools, whereas this study only focused on one public university.

The present study is also consistent with a prior study conducted in Uganda, which stated that 38% of lecturers had high levels of burnout ([Amir, 2020](#)). However, the current study has a higher prevalence than the previous one, which may be explained by the fact that the previous study focused on both public and private universities, while this study exclusively focused on one public university. The previous study also included only lecturers, while the present one included all university academics such as assistant lecturers, lecturers, assistant professors, associate professors, and professors. Unlike this study, which utilized the Maslach Burnout Inventory to measure burnout, the previous study also employed the Professional Quality of Life version 5 to measure burnout. Thus, variations in the tools used for measurement may also account for variations in the prevalence of burnout.

The finding of this study is not in agreement with a study conducted in Alicante (Spain) by [Bellido, Relg-Ferrer, & Cabrero-Garcra \(2006\)](#), which reported 17.8%, 4.2%, and 42% in emotional exhaustion, depersonalization, and poor personal accomplishment, respectively. However, the prevalence of the two dimensions (emotional exhaustion and depersonalization) is two times lower than in the present study. This may be because all university teachers (both experienced and less experienced teachers) were considered for the current study. In contrast, the earlier study focused solely on university professors, who tend to have more teaching experience, and more experienced teachers have less emotional exhaustion and depersonalization than less experienced teachers. In comparison to the prior study, the low personal accomplishment score in the present study is also higher. The possible explanation for the difference may again be attributable to experience because those with more experience feel more personal accomplishment than those with less experience ([Jamaludin & You, 2019](#)). The present study is also consistent with a study conducted at

public universities in Amhara, Ethiopia. In that study, the prevalence rates of overall burnout dimensions for emotional exhaustion, depersonalization, and poor personal accomplishment were 55.05%, 67.8 %, and 65.1%, respectively (Kebede & Gedfie, 2018). However, the larger sample size of the previous study (298) may have contributed to the higher prevalence of burnout in all three dimensions when compared with the current study (220) (Lim et al., 2009).

In the present study, self-efficacy has a positive relationship with low personal accomplishment, suggesting that high levels of self-efficacy are linked to high levels of personal accomplishment and vice versa. The finding is in line with Gholami's (2015) study, which revealed that self-efficacy had a positive relationship with personal accomplishment. In the current study, there was no relationship between self-efficacy and the two burnout dimensions: emotional exhaustion and depersonalization. However, in contrast to the present study, Gholami (2015) and Smetackova (2017) found a significant negative relationship between self-efficacy and emotional exhaustion and depersonalization. The possible explanation for this discrepancy could be the larger sample size in the Smetackova (2017) study (2394) compared to the present one (220). The other possible explanation could be the difference in the self-efficacy measure in both Smetackova's (2017) and Gholami's (2015) studies because the former studies used the Teachers Self-efficacy Scale, whereas the present one used the General Self-efficacy Scale. Additionally, it contrasts with research conducted by Smetackova (2017), which found a negative correlation between self-efficacy and low personal accomplishment. Therefore, further research is needed to explore this gap.

According to the findings of the current study, there was no correlation between self-esteem and any of the three dimensions of burnout. Contrary to the findings of the present study, self-esteem was found to be positively correlated with personal accomplishment and negatively correlated with emotional exhaustion and depersonalization (Khezerlou, 2017). The current study is also not in line with a study conducted by Pereira, Gonçalves, & Assis (2021), which revealed a strong negative relationship between the symptoms of burnout and self-esteem. The insignificant results may be ascribed to the smaller sample size in the current study (220) as compared to the

larger sample size in the studies by [Khezerlou \(2017\)](#) and [Pereira, Gonçalves, & Assis \(2021\)](#). This is because the smaller sample size decreases the study's significance level.

The results of the current study indicated that optimism was negatively associated with emotional exhaustion and depersonalization. So, either a high increase in optimism results in a low increase in emotional exhaustion and depersonalization or a low increase in optimism produces a high increase in emotional exhaustion and depersonalization. According to [Chang & Chan's \(2015\)](#) study, optimism has a strong negative link with burnout, with more optimistic individuals reporting lower levels of emotional exhaustion and depersonalization. The current study supports these findings. Contrary to the prior study, which revealed that participants who reported being more optimistic had lower personal accomplishment from their jobs, optimism was not significantly related to low personal accomplishment in the current study. The insignificant relationship between low personal accomplishment and optimism could be explained by the fact that this study's sample size (220) is less than that of the previous one (314). In contrast to this study, which took into account university teachers, the participants in the previous study were also nurses working in general hospitals.

The current study revealed that optimism was a negative predictor of emotional exhaustion and depersonalization. The finding of the current study demonstrates that developing optimism can help lower the risk of burnout, particularly emotional exhaustion and depersonalization. According to [Oles \(2017\)](#) and [Essenko & Rothmann \(2007\)](#), optimism also had an indirect adverse effect on these two dimensions of burnout which is similar to the current finding. It also agrees with a study done by [Suri & Naz \(2014\)](#), which found optimism to be one of the most reliable indicators of emotional exhaustion and minimal impact on depersonalization. Self-efficacy was only a significant positive predictor of personal accomplishment, according to the current study. This finding is consistent with [Suri & Naz \(2014\)](#) prior study, which identified self-efficacy as a significant predictor of personal accomplishment. This suggests that improving self-efficacy might improve personal accomplishment. However, it does not align with a study conducted by [Khezerlou \(2017\)](#), which found that self-efficacy was the most significant predictor of all three dimensions of burnout. A possible rationale could be the reduced sample size in this study (220) in contrast to the previous one (386).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of the study, the following conclusions can be drawn: The present study revealed a high prevalence of burnout among Bule Hora University teachers. Therefore, this study confirmed that teaching is one of the most stressful professions and the nature of teaching puts university teachers at a high risk of burnout. The present study demonstrated a positive correlation between self-efficacy and personal accomplishment, indicating that a high level of self-efficacy correlates with a high level of personal accomplishment and vice versa. This suggests that teachers are more likely to believe they are capable and successful in their work if they have a higher level of self-efficacy. They therefore have a lower risk of burning out. Additionally, the current study showed a negative relationship between optimism depersonalization and emotional exhaustion. Thus, either a low rise in optimism results in a high rise in emotional exhaustion and depersonalization, or a high rise in optimism leads to a low rise in emotional exhaustion and depersonalization. This indicates that teachers are less susceptible to experiencing burnout (emotional exhaustion and depersonalization) the more optimistic they are. Personal accomplishment and optimism, however, did not significantly correlate.

According to this study, self-efficacy significantly positively predicted personal accomplishment. This shows that teachers who have a sense of self-efficacy or who believe in their capacity to accomplish goals are more successful in their success and are better able to handle burnout than teachers who do not have a sense of self-efficacy. Optimism was a negative predictor of emotional exhaustion and depersonalization. This suggests that teachers may reduce their risk of burnout (emotional exhaustion and depersonalization) if they are optimistic or have the tendency to anticipate success in the future than teachers who are not optimistic.

Suggestions

The current study has two major shortcomings. Firstly, the cross-sectional nature of the study hindered it from demonstrating any causal link. Secondly, diversity issues cannot be addressed using a simple random sample technique because of representation

issues. Therefore, to overcome these limitations, future research can employ a longitudinal research design and the stratified sampling method to address diversity issues. According to this study, optimism was a negative predictor of emotional exhaustion and depersonalization, whereas self-efficacy significantly predicted personal accomplishment. Therefore, to manage the burnout of university teachers, mental health professionals ought to develop an effective intervention that includes self-efficacy and optimism.

CONFLICT OF INTEREST

The author of this article declares no conflict of interest.

DISCLOSURE STATEMENT

The author received financial support during the preparation of the current study.

AUTHORS CONTRIBUTION STATEMENT

Ayichluhim Alemishet: Conceptualization; Data Curation; Formal Analysis; Investigation; Methodology; Validation; Visualization; Writing Original Draft; Writing, Review & Editing

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