Relationship among Autonomy, Quitting Intentions, Job Burnout and Performance of High School Teachers

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Abstract: *This research investigated the structural relationship of emotion related variables of teachers' performance, burnout, autonomy and quitting intentions, under the title of* Roles of Autonomy and Quitting Intentions on Effect of Burnout on High school teachers Performance*. It intended to develop a comprehensive understanding model. A random sample 361 out of 1945 target population determined by single population proportion formula with 95% CI was taken from 10 weredas of Central Zone in Tigray; that is, all the 23 schools. Responses were quantitatively analyzed based on the statistical assumptions. EFA (explorative factors analysis) identified four components in six constructs that explained 60.4% of the total variance taking Eigen values > 1 cutoff point and tolerable communality, KMO and anti-image correlations. In SEM, both measurement and structural modeling fit indices > .90; and ≤ .051 for RMSEA were used to assess fitness predictability and testability of parameters and model respectively. Results of SEM indicated that burnout and quitting intention negatively predicts teaching performance. It's also indicated that these variables have indirect effect on performance and mediate the effect of burnout. Autonomy and quitting intention perfectly mediated the relationship between burnout and performance. Burnout badly initiates quitting intentions. It is concluded that work related emotions highly impact teachers' performance appraisal. Therefore it is recommended that the education sector should review secondary schools' performance appraisal system in terms of content, process and procedure of teaching performance appraisal. Besides, training must be given to evaluators on how to avoid errors and some biases in their evaluation.*

Keywords: teachers' burnout, performance, autonomy and quitting intentions

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Introduction

The concept of teaching performance refers to the job characteristics that universally describe secondary school teachers' level of vitality. It is a result of appraisals in that the school system evaluates teachers in reference to the role expectations (Judge, & Mueller, 2012). The appraisal system of the school inquires the extent how teachers translate subject matter specific competencies into practice; or else the teacher may perform self-evaluation regarding own performance which is referred to as perceived performance in this research.

Based on its area of content, performance can be subject matter related or emotion related. Subject matter specific performances or task performance assess for facts, principles, applications, theories, and laws of the subject matter that are easily observable and measurable. High level performance also includes contextual and innovative ability of the teacher (Bursalı et.al., 2014). These competencies, according to Malott (2011), are mechanical and technical know-how that teacher is qualified to teach and regards with the firm knowledge. This further describes professional competency of the teacher that equally describes the scientific or science dimension of teaching. In human-services mechanical skills are less fruitful without emotion efforts of the person in charge. Their demonstration need to incorporate and invest humanistic emotional skills.

Emotional attachment with the job, organization and its members determine the attainment of higher teachers' subject matter and professional performances (Yilmaz, et.al., 2015, and Ghalandari, 2012) because these affect and are affected by the motivation, emotion, commitment and responsibility of teachers (Wagenvoort, 2014; Bursalı et.al., 2014; Ritchi et.al., 2009; and Burton et.al., 2003). The emotional health in workplace may include the status of burnout, job quitting intention, and feeling of job

autonomy, job contentment, emotional labor and others that can affect the appraisal process. This research assumes the direct and indirect impact of burnout, job autonomy and quitting intentions on teachers' job performance.

Burnout stands to work - related emotional status that profoundly damages effectiveness and efficiency of workers. It's a condition in which teachers remain paid in the school but cease functioning meaningfully, and are detached emotionally and exhausted mentally (Maslach & Goldberg, 1998 & Haberman, 2004. Maslach and Leiter (2008) stated its unique features that turn around mental misery such as predominant emotional exhaustion and fatigue; mental and behavioral symptoms excluding physical ones (headache, blood pressure); and it's a decreased work performance resulting from negative attitudes and behaviors to the work place. Burned out teachers lose motives of good teaching up to the students need. They also misbehave in the school and the classroom contrary to the professional requirements. Maltreatment, lack of dignity and disrespect of employees in their workplace engender burnout (Ramarajan & Barsade, 2006).

In workplaces that allow burnout to grow from bud to wood, the development of burnout follows some sort of patterns (Maslash & Peeters, 2016). In the first stage teachers develop imbalance in attitude resulting from the development of the difference between resources and demands. Second, they show poor relationship with clients and colleagues and, begin treating students in a detached and mechanical manner. In the last stage teachers become less performing and ineffective and inefficient in their area of expertise.

There are three separate but related symptoms of burnout dimensions (Vainio, 2011). These dimensions are concerning the aforementioned development stages. The dimensions include (1) Emotional exhaustion (EE), in which one feels emptied of personal

emotional resources and becomes highly vulnerable to stressors. This is considered as the prototype dimension of burnout. (2) Depersonalization - a dimension in which one distances oneself from others and views others impersonally; and (3) Reduced personal accomplishment, in which one devalues one's work with others. Teachers' burnout affects the teaching performance and provokes intentions of quitting (Maslach & Leiter, 2008). Several scholars link burnout to low quality of teaching performance (Maslach & Leiter, 2008). This scenario may be aggravated by the overriding feeling of quitting intention of teachers.

Quitting intention refers to a strong emotion of volatility work interest triggered by cognitive appraisal of events that happen in the job setting. It is a job related characteristic of individuals in an organization, emotional discomfort in work (McShane, & Glinow, 2008). The intention scenario explains that teachers in the school continue in the profession voluntarily or involuntarily only expecting favorable time to come (Saini, 2012). Lee (2017) characterizes turnover intention as *a plan to leave the organization one is working in or to quit one's professional service and move to a different career pathway*.

The emotional stance of teachers to overcome school challenges seems to be the key ones. Cossette & Hess (2012); Kim & stoner, (2008); Grandey & Sayre, (2019); Adebayo and Ezeanya (2011); Knudsen et al., (2008); and Omboi, (2011) summarized that burnout, lack of job autonomy, level of leadership and supervisory support are causes of quitting intentions and highly reduce job performance. The presence or absence of job autonomy in work places has its own effect on performance.

Teachers' job autonomy denotes the degree to choose own ways of accomplishing assigned job (Gagne & Deci, 2005; Ulas & Aksu, 2015). It's a job provision by employers of the organizational system; nevertheless, it is a sensational variable that workers feel more than they read in the job description. According to Iplik et.al., (2014), job autonomy is the level to which employees own and feel independence and freedom in fulfilling the duties of the job. The need to provide autonomy by organizations, according to Cossette and Hess (2012), is to ensure optimal functioning. Hess (2009) stated that job autonomy impacts employee performance, emotion regulation, and motivation. Some authors use optimal level of autonomy to acknowledge the organizational internal rules and regulations that limit the unlimited and abusive practice of autonomy.

Research work by Chandwani and Sharma (2015) indicated that organizational factors are moderators of personal factors. In this general statement an organizational factor includes social support and job autonomy among others (Choi, et.al., 2015). According to Yin et.al. (2016) autonomy is the best moderator of burnout. For Lee (2017), organizational factors including social support, appropriate reward systems, and increased autonomy may moderate the significant relationships between teacher burnout, and turnover intentions.

Burnout and quitting intention are job strains whereas job autonomy is a job provision. Different scholars investigated the status and relationship of these variables and reported different effects on performance. The prevalence of burnout in professionals particularly in teachers associates with a higher level of turnover intentions more than it does with actual turnover (Maslach & Leiter, 2008); (Kim and Stoner, 2008); (Nasser, 2014) and (Ndetei, et.al., 2008). It also suggests that burnout inversely relates to teachers' teaching autonomy. That is, the more teachers are granted autonomy, the more they become responsible. Teaching needs the

application of autonomous agency of human beings. Zembylas (2005) reviewed that teaching and freedom are complimentary in enhancing overall capacity of teachers. Professional demands from different directions in jobs jam personal, professional, students or client and institutional interests (Tsigilis et. al., 2011). These demands suck dry the emotional resources in a teacher that ultimately causes burnout. Hess (2003) and Yilmaz et.al. (2015) reviewed the persistence of opposite relationship between job autonomy and burnout. Lack of autonomy in workplace results in high burnout. Because, burned-out teachers perform less and develop poor interaction with customers in delivering teaching, they face problems of expressing appropriate emotions during face-to-face or voice-to-voice interactions (Hess, 2003).

According to Ulas and Aksu (2015), autonomous teachers choose their own methodologies, select or design their own tasks and/or materials, evaluate outcomes, cooperate with others to solve problems, take responsibilities of their own decisions. They develop citizenship and feeling responsibility and minimal work discomforts of burnout. Fisher (2011), McKinney et.al. (2011) and Özbağ and Ceyhun (2014) state that teaching autonomy negatively influences work stress and burnout. Autonomy is a vital job resource and enhances teaching performance (Brotheridge & Grandey, 2002). Empirical research by Vainio et.al, (2011) further indicate that burnout dimensions showed different inconsistent relationships with the selected variables like teaching autonomy, intention to quit teaching and teaching performance. According to Vainio, et.al, (2011), emotional exhaustion is related to turnover, cynicism, and lack of professional efficacy.

The presence of emotional exhaustion calls upon the presence of these variables. Quantitative analysis (Kalliath and Beck, 2001) revealed that emotional exhaustion predicts quitting intentions $\beta=.21$. These associations

were suggested before in Grandey (2000) who stated that job autonomy is inversely related to teachers' emotional exhaustion.

Some studies found an insignificant correlation between burnout and demographic characteristics such as, for example, gender and education (Barak et al., 2001; Ray et.al., 2013), ethnicity or race, marital status. However, Ray et.al. (2013) and Antoniou et.al. (2012) found that age and earlier tenure are negatively correlated with burnout. One can ask here that the scenario where burnout decreases with an increase of age. For Spielberger et.al. and Cooper (2003), such employees' characteristics are mediators to the effects of adverse behavioral consequences of job-related stressors in the work environment. Enzmann (2005) found from a meta-analysis that emotional exhaustion is best predicted by job demands, workload and time pressure.

Statement of the problem

Performance evaluation of teachers remains controversial. Some reasons for the controversy pertain to the content of the measuring instrument and the process of evaluation. These days many scholars claim that this measuring instrument misses the emotional aspect of performance such as emotional labor (Hochischild, 2005), autonomy (Cossette & Hess, 2012), and burnout and quitting intentions (Maslash & Peeters, 2016). Teachers mistrust the evaluation process (Ababaw, 2016 and Figazzolo, 2013) for they suspect evaluators' bias and stereotype against the teacher's background (Wagenvoort, 2014).

Emotional qualities have also been less considered in many interventions and trainings in Ethiopia's Tigray region. The school leadership and school system in the region lack evidence based knowledge about these forms of performance. Better emotional understanding, according to Heggart, (2016)

cited in Hattie, (2011) in leadership and teachers and quality, specifically teaching are related. The leadership could include and consider the emotional quality of teachers in school activity including performance appraisal. The teacher too could be careful in managing and regulating emotions during teaching services being aware of the consequences of emotional misconduct in their performance. Teaching service processes people and the product is the state of mind (Hochischild, 2005). Optimal effort of emotional performances together with subject matter performance provides student friendly schools that invite good learning. Human beings are highly emotional. To get the desired state of mind, as a product of the teaching learning process, the teacher and the learner need to be in good mental state. Gross (2000) extends significance of emotional tones, forms or colors of the teacher as more important in maintaining order in the school than the school ground rules and legislations.

Emotionally exhausted, behaviorally depersonalized, efficaciously depleted, oppressed or unstable teachers inevitably manifest weak performance of teaching. And this would hinder any project to make the school and the teaching profession “of first choice” (MoE ESDP V, 2015 p 35). It is a challenge to realize such projects without promoting job autonomy and contentment, and mitigating work-related discomfort in the work place (Bekker et. al., 2008). The Ministry of Education worries about 4% staff attrition reported in 2015 looks a simple worry when the severe underground problem intending to quit teaching is not considered. The plan of the Ministry of Education to satisfy 90% of teachers to stay on their profession (MoE, 2015 in ESDP V) is meant 10% will remain dissatisfied. This could imply that a higher percentage of teachers would be allowed to stay burned out which may increase attrition and intention to attrition.

The problems of burnout, quitting intention and lack of autonomy occur in every nation, workplace and profession in spite of the depth and width including in developed countries (Maslach & Leiter, 2008). Research reports by Ndetei et. al. (2008) from Kenya indicate that the average of burned-out professionals is greater than 40%. In Ethiopia, some unpublished electronic theses around the health care sector (Hirut, 2015) and (Demeke, 2015) indicate that the average general burn-out is greater than 50%. This problem is higher in teachers since high schools are less advantaged than health sectors in the region (Tekeste, 2006 and Ababaw, 2016). Tilahun et.al. (2014) & Endale (2015) further advanced similar views that teachers' job discomfort in schools due to various reasons are related to the system of schooling. However, these researches were limited to illustrate work related emotion in the context of schools.

Next are the theoretical and empirical reviews that enable designing the conceptual framework.

The research framework of this study is the Maslach approach - more consistent and applicable for burnout studies. This model identifies three dimensions or sub-domains, also suggested the determinants and consequences and mediating variables (Spielberger, Vagg, & Wasala, 2008; Maslach & Leiter, 2008). Based on the literature the following conceptual model is developed.

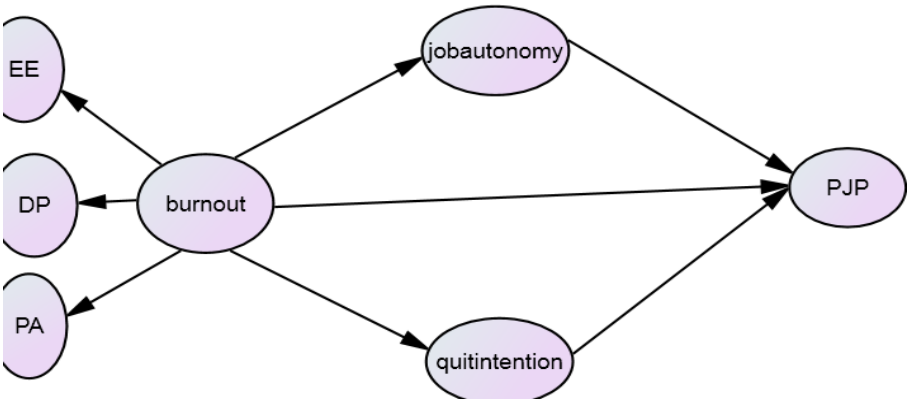

Figure 1 Conceptual Framework

In *Figure 1* above, there are five main regression paths in that second order construct burnout is an indirect measure of three first order constructs (EE, DP and PA), as proposed assuming it has a direct effect on work performance of teachers (middle arrow) (Maslach & Leiter, 2016). The main question here is *the effect that burnout as second order latent variable has on performance?* Many researches including Maslach et.al., and Hochschild rarely address the empirical effect of burnout on performance. As discussed above, the effect of burnout on PJP is confounded by many other variables like job autonomy and quitting intentions (see *Fig1* above). The paths from burnout to job autonomy, and then to PJP (upper arrow), and to intention to quit (Chau, Dahling & Diefendorff, 2009) next to PJP (lower arrow) (Maslach & Leiter, 2016), depict the direct and indirect effects. Global researches that test the structural relationship of burnout as measured by its three latent variables, to the other resource (autonomy) and cost (quitting and performance) variables seems to be limited.

Taking into account the preceding research gaps, the current study, therefore, is intended to examine the factors that hamper/foster teachers' performance. More specifically, it envisioned to identify the existence of burnout and its dimensions in high school teachers and, their effect on performance and intentions to quit teaching. The study also examined the role played by teachers' teaching autonomy on the effect of burnout to teaching performance and intentions of quitting the teaching profession.

Accordingly, the following hypotheses were proposed:

- Burnout has a direct and an indirect effect on performance;
- Effect of burnout on performance is mediated by quitting intentions and job autonomy;
- Burnout has an effect on intention to quit and autonomy;
- Job autonomy affects performance quitting intention;
- Quitting intention affects job performance, and
- Job autonomy moderates the effect of burnout on performance.

Studying burnout in teaching profession extends views and action to include interventions that specifically address the question of burnout and quitting intentions. The result of this study can be of assistance to school leaders, education office managers and supervisors to design intervention on emotional factors that can support teachers and find out ways to deal with stress and burnout before it becomes a concern and minimize the incidents of burnout and attrition and maintain rapport with teachers in order to effective classroom instruction to take place.

Definition of terms

Burnout: teacher's condition caused by depersonalization, emotional exhaustion and a diminished sense of accomplishment, loss of impracticality and interest for work;

Depersonalization: teachers' attitudes towards students and the work environment (depersonalization, in which one distances oneself from others and views others impersonally);

Reduced personal accomplishment, in which a teacher devalues one's work with others;

Emotional exhaustion: teacher's feelings of deflated of personal emotional resources and becomes highly vulnerable to stressors;

Intentions to quit: teacher's attitude towards leaving the teaching profession in the future;

Job autonomy: teacher's degree of control over his or her own immediate task schedule. Here its effect on teacher's emotion work related psychological outcomes is accounted;

Job performance: a task or set of responsibilities performed by a teacher at a particular time in the school in achieving school goals and measured by schools in the region.

Methodology

A cross-sectional quantitative approach that includes both descriptive and inferential statistics with structural equation modeling was used to assess the structural relationship among the selected variables. The study area was Central Zone of Tigray - in the northernmost tip of the country where high population density and absence of employment alternatives entail the importance of schooling. From 23 public high schools of twelve Weredas, 361 teachers were selected on cluster sampling bases to participate. The research used both primary and secondary data. Performance appraisal reports were collected from the record offices of the schools selected.

Table 1: Number of Teachers Taken from the Secondary School of Each District

Population site		No. High - schools	No-of teachers	Sample 30% proportion	Actual sample
1.	Tahitay Maychew	3/3	47	14	25
2.	Lailay Maychew	½	100	30	With Axum
3.	Axum town	2/3	284	85	44
4.	Adwa town	3/5s	312	97	51
5.	Geter Adwa	2/3	77	23	35
6.	Mereb Leke	2/3	139	42	34
7.	Ahferom	3/3	267	80	46
8.	Weri Leke	¾	239	72	34
9.	Qola temben	2/4	120	36	39
10.	Abergele	2/3	133	40	28
11.	Abyi Adi	½	142	43	With Qola Temben
12.	N.adet	2/3	85	26	25
	Total	26/38	1945	588	361

Note: the denominator is number of secondary schools in the district; the numerator is the schools included; two districts Abyiadi and Lailay Maychew were merged as noted in the cells.

Instruments

Eight itemized teaching autonomy scale of Byrne (1994) and Allisey et. al. (2014) was used to measure teachers' perceived teaching autonomy; for example: *I have some say over the way I work*; Turnover (quitting) intention scale; prepared based on Allisey et al. (2014) single item in a Likert-type. In addition, the Maslach Burnout Inventory-Education Survey (MBI-ES) which consists of 21 items and three dimensions (emotional exhaustion -nine items; depersonalization-five items; and reduced personal accomplishment-eight items). Each item was in a seven point scale of self-report response (Harrington, 2009). High scores in all scales of measurement indicate high value except in the case of personal accomplishment of burnout. The average reliability of all scales was alpha.86.

Table 2: Comparison of psychometric quality of scales the main research with the pilot, and previous researches

Scale	Previous study			Pilot study		Main study			
						Before FA		After FA	
	Researcher	items	α scale	items	A	items	α	items	α
Burnout	Chau, Lee	11	.96	11	.36	21	.89	11	.76
Autonomy	IPlik et al. 14	3	.76	8	.76	8	.9	3	.85
QI	Chau (2009)	4	.87	3	.23	6	.78	3	.86
PJP	-	-		4	.73	9	.75	3	.75

Note: in Table2, PJP=Perceived job performance, QI= Quitting intent; α= chrombach alpha reliability scale.

Results and Discussion

The descriptive information portrays actual teachers' performance appraisal (TPA) which is 88% (ranges from *very good* to *excellent*); female-male ratio is almost 1:3; with an average age less than 35 years. Preliminary separate analyses of two sample t-test on the background information revealed a statistically significant difference. For instance, females, young and less experienced teachers have higher response in emotional exhaustion ($t(240)=-3.3$) $P\leq.00$; $t(353)=3.7$, $p\leq.00$, $t(352)=3.8$, $p\leq.038$ respectively. The two-sample t-test also reveals that there is gender mean difference in perceived teaching autonomy (Mean female=23, n=87; Mean male= 20.8, n=264) difference ($t(349) =2.91$, $p\leq.00$. Self-reported mean of quitting intention is higher in male (M=15.9 n=264) teachers than female teachers (M=13.5, n=89) at ($t(351)=-3.7$, $p\leq.001$

The current research verified three uncorrelated dimensions, emotional exhaustion explain 33%; personal accomplishment, 19.5%; and depersonalization (17.7%) of burnout measured by 11 items through CFA. The items are BOUT 3, 4, 5, 6 7 and 8 with loadings range from.791 to.851) for emotional exhaustion (EE). BOUT 19, 17 and 20 are items in the second dimension known as depersonalization. And the remaining BOUT 12, 13 and 14 were extracted for personal accomplishment from the last iteration. Some of the items were statistically dropped for they failed to meet the criteria.

Similarly, separate CFA extracted one dimension of teaching autonomy (explain, 68%) measured by five items; intention to quit teaching measured by three items (explain 78%), perceived job performance by four items (66.4%) with the required factor loading and measurement indices. Field (2006) p 367 presents Stevens (2009) for selecting the size of loading for sample 300, loading of .298 is considerable; however in this research

loadings, greater or equal to .4 are considered by suppressing values lesser than .4. Items are excluded based on their lower communality. These results have acceptable KMO for sampling adequacy and nonzero determinants to save the statistical problems of singularity and co-linearity.

Then after the combined factor analysis was conducted on the four variables (Burnout, autonomy, perceived job performance, and quitting intentions), it had also passed through separate preliminary analysis including factor analysis for the purpose of screening and assessment of assumptions. The results in Table 1 are from combined factor and descriptive analysis. The variance explained (70%) and loading (Eigen value greater than one) are from factor analysis which enable to extract six components measured by 11 indicators, and the mean and standard deviation are from descriptive analysis given below.

Table 3: Statistical summary n=361

Burnout items were coded as BOUT

	Emotional exhaustion/EE BOUT 16% variation explained					Personal accomplishment/PA (8.6%) variation explained (BOUT)			Depersonalization/DA (9.7%) variation explained (BOUT)		
Items id	4	5	6	7	8	12	13	14	17	19	20
Loading	.79	.85	.83	.80	.82	.78	.84	.82	.83	.89	.83
Mean	4.2	4.1	4.4	4.5	3.9	5.4	5.6	5.6	2.9	2.7	2.7
Std.	1.41	1.41	1.4	1.5	1.3	1.4	1.4	1.4	1.5	1.3	1.2

	Job autonomy (14%)					Intention to Quit job (10.2%)			Perceived job performance (12.8)				
Items	JAU1	JAU2	JAU3	JAU4	JAU5	IQUIT4	IQUIT5	IQUIT6	PJP1	PJP3	PJP4	PJP5	PJP6
Loading	.8	.86	.84	.83	.78	.81	.92	.92	.78	.75	.82	.76	78
Mean	4.34	4.17	4.21	4.33	4.37	4.82	5.07	5.32	5.16	4.84	4.96	5.01	5.30
Std	1.681	1.62	1.61	1.63	1.58	1.865	1.982	1.902	1.41	1.33	1.38	1.34	1.21

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 5 iterations.

In *Table 3* items BOUT 4 through 8 measure emotional exhaustion (EE) (example item 8 *I feel like I am at the end of my tether*, and item 4 *Working with people all days is a real strain for me*) depicts agreement on the feeling for their mean is greater than 4. Items 17…20 - measures depersonalization (DP) which were stated as *I feel I treat some clients as if they were*

impersonal objects and *I don't really care what happens to some clients* to component reveal strong disagreement. Personal accomplishment items were presented in the same manner. Items in job autonomy and intention to quit and perceived performance are presented there with similar pattern. Using the principal components in *Table 1* a measurement model has drawn the structural equation modeling (SEM) analysis measurement model fit assessment that focused on the baseline comparison criteria show the following results:

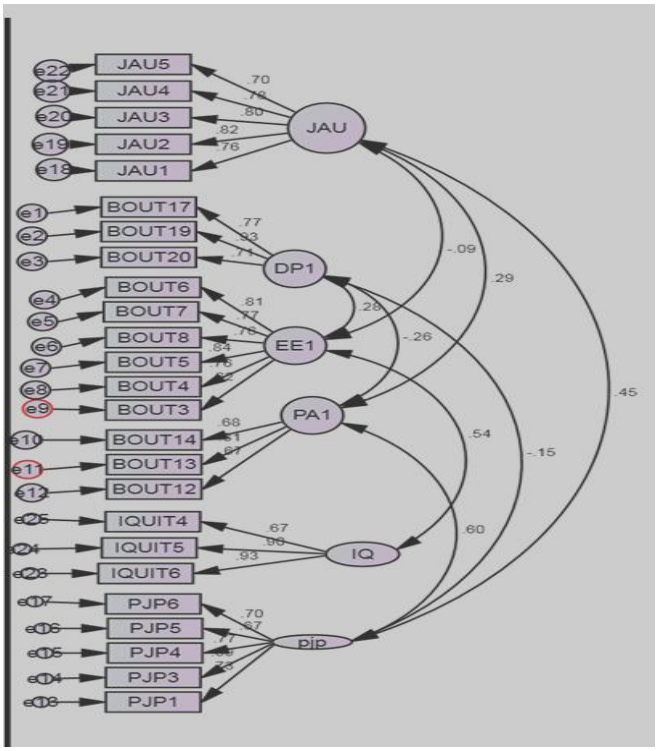

Fig 2: Amos product Correlations: Measurement Model

In the structural measurement modeling (*Fig 2*), the Beta weights of every item that measures every construct (first order latent variable) in burnout range from .67 to .96; in the case of Job autonomy from .70 to .83, and the regression waits for intention to quit and performance with significant level P≤.01.

Hence, the measurement model presented in *Fig 2* was over identified with the data and sample using Comparative Fitness Index (CFI) =.937; LTI .923 and normed fitness index NFI=.936 as criteria. They are consistent to each other revealing fitness. Index values close to one indicate a good fit. Similarly, the root mean square error of approximation (RMSEA) =.054 insignificant. Byrne (2010) suggested that such model fit indices indicate a good model fit. The first level (stage) latent variables are found well regressed to their respective instruments.

The graphical version of SEM job quitting intentions (IQUIT) correlates with emotional exhaustion (EE) at (.54) but poorly correlate with DP and PA. Inverse relationship was observed among perceived job performance with EE and DP. The relationship between PJP and DP was strongly significant negative (see *Table 2* above). Personal accomplishment highly correlates (at .57) with teaching performance (PJP). Teaching autonomy showed positive significant correlation with performance and personal accomplishment.

The structural model presented below in *Fig 3* is the reflection of the theoretical model presented in *Fig 1* the effects of the variables on performance.

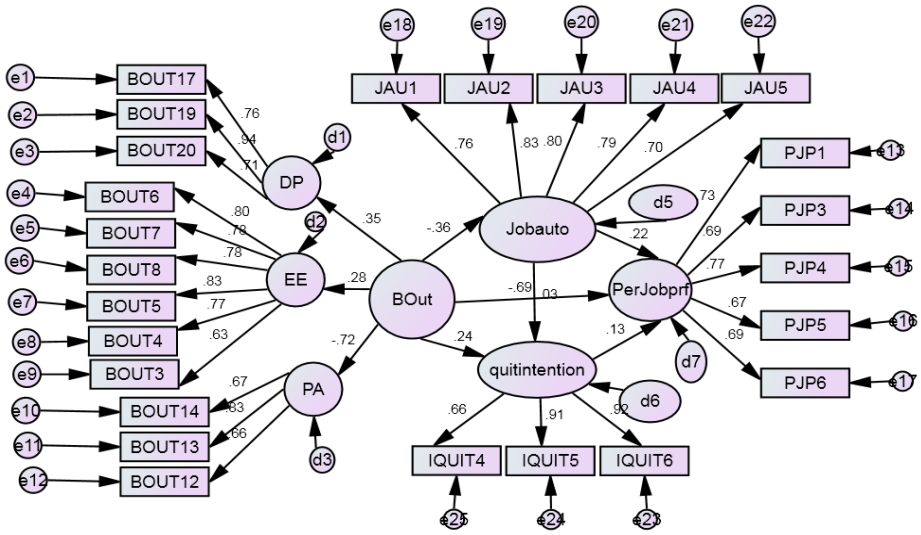

Figure 3 structural equation modeling

Burnout regresses on depersonalization (.35), emotional exhaustion (.28) and personal accomplishment (-.72). Burnout as second-order latent construct showed an effect of .13 p≤.05 to intentions to quit and Perceived job performance (-.69, p≤.01). Burnout also affects intentions to quit (.24, p≤.01)) that indirectly increase the effect of quitting intention to (.13, p≤.01) which was zero without. Job autonomy and quitting intentions indirectly mediate the effect of burnout to perceived performance. Removing the path from Bout to Jobauto, the effect of Jobauto to performance was .36, p≤.001;

drawing the path from Bout to job autonomy reduces the effect Jobauto to perceived job performance (from .36 to 22). Conversely, the lower path of the structural model presented in *Fig 3* above depicts that the presence of quitting intention between Bout and PJP reduced the direct effect of burnout from .69 to .13 (see *Fig 3* above). Further first order constructs analysis using EE DP and PA independently shows that the effect of burnout on PJP is mainly through PA (R2=.57, p<.01); similarly the effect of on quitting intentions is mainly through EE (R2=.57, p<.01). Job autonomy affects the three burnout (PA=.31, EE=.17 and DP=.11) constructs at statistical significance level. Depersonalization revealed significant influence to job autonomy but not with performance and quitting intentions. Emotional exhaustion showed B=.-21 with Jobauto and positively (B=.59) to quitting intentions. The effect of burnout on perceived job performance is through personal accomplishment (PA) at B=0.50. PA similarly affected by job autonomy (B=0.32).

Discussion

This research verifies burnout in high school teachers and it in fact exists explaining more than 70% of the variance extracted by factors analysis. The analysis yielded three dimensions named emotional exhaustion, personal accomplishment, and depersonalization. Similar to Enzmann (2005), most of the variance was explained by emotional exhaustion (33% see *Table 1* in parenthesis) compared to the other two factors in the same raw of this table. Separate PCA analysis also extracted one dimension teaching autonomy, quitting intention and perceived performance. This ensures the contextual appropriateness of the instrument to describe some aspect of teaching behavior as it was used by (Maslach & Schaufeli, 1993).

This difference in response to items related to depersonalization and personal accomplishment would be due to different reasons. The norm and the cultural value as well as of social bond and respecting the job for the sake of the public interest in the context of this study might have played a positive role here for the teacher to cost his/her emotion for the profession while performing and interacting. Another prominent finding of this research is related to the background information of teachers such as experience gender and age. Results indicate that students' evaluate lower to experience opposed to parents and school staff who give high value to it. Experienced teachers are assumed to be liked.

According to Barak et.al., (2001) and Ray et.al. (2013), there is some correlation between burnout and demographic character like gender and level of education, ethnicity or race, marital status. Moreover, Ray et.al. (2013) and Antoniou et.al. (2012) found that age and earlier tenure are negatively correlated with burnout. Findings of this research showed that emotional exhaustion is higher in female teachers. This is similar to the research work by Salleh and Liyushiana, 2014; Tsigilis, 2011 and Choi et al., 2019), but the mean of self-reported of quitting intention is lower in females compared to males. Gender in this case is not simple background information. It is the result of a number of emotion females cost to where they are. They pay emotion for what nature gives to them; they also invest extra emotions for social and professional responsibilities.

The examination of the effects of burnout on performance depicted interesting results. In this study it is observed that burnout experience has a strong negative effect on teachers' performance; whereas, it positively impacts their intention of turnover or quitting (see *Fig 3*). This makes the result of this study similar to Hess (2003); Adebayo and Ezeanya, (2011); Knudsen et.al., (2008) and Omboi, (2011). It is obvious that teachers with emotional depletion keep working poorer in front of students with such burnt

emotion. The ugliest part of burnout is it increases personal inadequacies and makes teachers insensitive even to serious problems which could happen around (Haberman, 2004). Turnover intentions are so problematic to the school leadership, more than the actual turnover. In the case of actual turnover the problem is known; it is the vacant. In the case turnover intention, there is a problem but no one knows where it is and what to do. That is what Schaufeli & Buunk (2003) reflected in their review that actual turnover and burnout (exhaustion and depersonalization) are weakly correlated compared to turnover intentions. This implies that quitting intention is mainly due to burnout particularly emotional exhaustion.

The presence of teaching autonomy in the structural education showed a negative effect on the general construct of burnout and its dimensions similar to Hess (2003); Vainio (2011) and Özbağ and Ceyhun (2014). Emotions are individual affair whether it is a potential or burden. It is up to the management skill of the teacher to manage it. Teaching by its nature is an independent work. No one is there unless they think the omnipresence control of their supervisors. Freedom of teachers allows self-reliance and taking responsibility of teaching inputs and even costs. This minimizes guilty-feeling -- the very nucleus for burnout. The culture in context appreciates relative freedom and accepting responsibility as well as self-determination (McKinney et al., 2011, and Özbağ and Ceyhun, 2014). Therefore, a teacher grown up in such a society enjoys relative autonomy in his/her business. However, many things are under the control of the education system against the principles of decentralization (Tekeste, 2006). The choice of the teaching career is controlled. Subject choice is controlled. One may not be a teacher because he wants to be or vice versa. Such visible and invisible control is bigger in schools and sometimes Woreda (province) education offices which create burnout in teachers. Intention to quit teaching is a byproduct of such psychological discomforts. In the general model it is aggravated by the prevalence of burnout. These results

are in line with Özbağ and Ceyhun (2014) and Maslach & Leiter, (2016). The worst thing in the man to man professional working is not turnover or absenteeism but present-ism. Present-ism is the sum of burnout and intention to quit.

Teaching autonomy increases teaching performance and this is similar to Vainio (2011) and plays a mitigating role on the effect of burnout on teaching performance. When teachers feel autonomous in teaching, this reduces the negative effect of burnout on performance. Previous research findings by Özbağ and Ceyhun (2014) concluded that job autonomy enhances performance and it hinders burnout, and by implication autonomy ultimately mitigates the effect of burnout on job performance which is highly supported by the current finding that the presence of teaching autonomy in between burnout and performance reduces the BOUT from β =-.69 to β= .22).

In teaching jobs, more than the faced problems, lack of freedom that limits decision making to solve causes psychological hurt-burnout; which further causes less teaching performance of teachers as elaborated by Bakker et.al, (2008). Results of the current (negative insignificant) study did not support Kim & Stoner (2008) who found significant negative effect job autonomy on turnover. Possibly, there are different reasons for this.

A turnover intention in the study context is faceless. Teachers say they love the teaching profession. Simultaneously, they say they hate it because of the system and leadership orientation. This is paradoxical. Endale (2015) mentioned low income; social value and absence of recognition for their contribution are additional causes of psychological discomfort in teachers. Intention to quit the job is forgotten unlike turnover because it is usually invisible. Burned-out teachers intend to leave the job at the same time. An alienated teacher collects poor information where other jobs are. With such

used up emotional energy such teachers will not have the determination and commitment.

This research also found that teaching autonomy further affects all the three dimensions of burnout (in separate analysis) with a statistical significance. This result associates to earlier researches of Knudsen et al., (2008) that discloses effect of job autonomy on EE, and Özbağ and Ceyhun (2014) who investigated the association among autonomy and all the three burnout dimensions and reported significant correlation only on cynicism which is similar to depersonalization.

In general burnout affects both perceived performance and intention to quit teaching whereas autonomy positively contributes performance. This implies autonomy as a means to reduce the prevalence of burnout and intentions of quitting teaching. Allowing teachers to practice autonomy on their job enhances performance and reduces turnover intentions by reducing burnout. Teaching autonomy leads to autonomous motivation which is intrinsic in nature.

The limitation of this research is the absence of genuine actual performance data; this may be the cause for inconsistent results with the variables in the model. Ababaw's (2016) published report indicated teachers' performance appraisal score of Poly technique institute teachers are inconsistent with teachers' perception and teachers do not trust any form of performance appraisals. Moreover high school teachers' performance appraisals are not to be in line with Hameed et.al. (2014) comprehensive type of performance appraisal. The attention given to the process of performance appraisal by school leadership is less as reported by Tilahun et.al. (2014) & Endale (2015). This contradicts the domains of the school improvement program (SIP) which considers teacher performance appraisal score is a good indicator of the standards of teaching and learning. Further research can

diversify the research methods of such including qualitative observations so as to understand live emotions of teachers.

Conclusion

It is concluded that teachers' burnout and its dimensions exist in schools and constrain teaching performance. Emotional exhaustion of burnout is reported higher by female, younger, and less experienced teachers whereas quitting intention and lack of autonomy is observed to be high among male teachers. It is also concluded that job instability is a result of burnout -- emotional exhaustion. That is, teachers intend to quit their jobs. Besides, lack of teaching autonomy is a cause for burnout that leads to lower teaching performance. Therefore the introduction of the teaching autonomy negatively mediates the effect of burnout and its dimensions on performance.

Recommendation

Burnout is a work disorder that profoundly damages effectiveness of workers. It is an implicit problem of prevention methods which include primary secondary and tertiary (Albee, 2000 cited in Wood et.al., 2002) are recommended. The emotional well-being of teachers should be considered equally or beyond with subject mastery of teachers. As far as the primary level of prevention is concerned, a measure of protection should be taken before any disorder or symptom appears. Hence, teachers should be trusted and granted the freedom to autonomously exercise their emotional, moral and professional decisions. Second, participation in decision making or reforms should be approved. Appointment of principals or rule ratifications and setting regulations to the education system should be done by involving teachers in the decision making. These are elements in primary prevention (Wood et al., 2002). Decision makings about school resources,

student affairs, restructure educational or lesson objectives, methods of instruction, assessment and feedback are important constituents of teachers' autonomy and have to be ensured. Teachers should be allowed to use the opportunity they get to improve their lives which may make them more stable in their job.

Teachers' symptoms of burnout should be continuously assessed as part of the capacity building and need oriented intervention should be carried out. Moreover, sensitization training and skills that help teachers to avoid burnout and stress should be introduced to help teachers to stay stable in the teaching profession.

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