

## A Cross-contextual Analysis of EFL Students' Burnout with Respect to their Gender and Educational Level

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**Abstract:** *This study aims at exploring EFL students' levels of burnout across two different contexts of English learning in Iran, namely, language institutes and universities. It also seeks to examine the role of gender and educational level in student burnout. To measure burnout, the study employed the Persian version of the 'Maslach Burnout Inventory (Student Survey)/ MBI-SS' instrument designed by Schaufeli, Martinez, Marques-Pinto, Salanova, and Bakker (2002) which was translated and validated by Rostami, Abedi, Schaufeli, Ahmadi, and Sadeghi (2014). The scale measures three constructs; emotional exhaustion, cynicism, and academic inefficacy. The results indicated that there are significant differences in burnout dimensions across the two contexts. In particular, it was found that students learning English in language institutes experienced higher levels of burnout than university students. It was also revealed that there is a significant relationship between gender and student burnout. In other words, male students felt burned out more than female learners. In terms of educational level, significant differences were found between undergraduate and postgraduate students.*

**Key Terms:** *Student burnout; language institute; university; gender; educational level.*

### 1. Introduction

Burnout is defined as a state of physical, emotional and mental exhaustion caused by long-term involvement in conditions which are emotionally stressful and demanding (Janette, 2003). As Maslach and Jackson (1986) define, burnout is a syndrome that afflicts people who work in client-centered fields or "helping professions". Those people suffering from burnout feel emotionally drained. In other words, instead of feeling efficacious, energized and hopeful, they feel ineffective, exhausted and cynical. Burnout is a symptom of emotional depletion and a loss of motivation and commitment (Ben-zur & Yagil, 1974). In education, teachers often feel drained emotionally and intellectually when they deal with some unwanted situations like student misbehaviors (Chang, 2009). Based on the three dimensional model of Maslach and Jackson (1986), three factors have to be considered in measuring the psychological syndrome of burnout:

emotional exhaustion, depersonalization, and reduced personal accomplishment. In the following, each of these comprising factors is briefly discussed:

1. Emotional exhaustion: This is the main component of burnout. Maslach and Jackson (1986) described loss of energy, fatigue, debilitation and wearing out as features of this element. When people describe others or even themselves as experiencing burnout, they often refer to the exhaustion they feel which means being emotionally overextended and having depleted one's emotional resources (Maslach & Jackson, 1986).

2. Depersonalization/cynicism: Maslach and Jackson (1986) defined this component as becoming more indifferent to the people and ignoring the service recipients to put distance between themselves and oneself (patients, students, or teachers).

3. Reduced personal accomplishment/academic inefficacy: It is natural for a person to gain a sense of inefficacy when he feels exhausted or indifferent. So, the first two dimensions interfere with effectiveness. Individuals' beliefs regarding their own capabilities— self-efficacy— can pursue a course of action to meet given situational demands. As a consequence, inefficacious individuals have lower competence in their abilities toward instructional activities (Bandura, 1997). As Maslach, Schaufeli, and Leiter, (2001) suggested exhaustion and depersonalization emerge from the work overload and social conflict but inefficacy arises from a lack of relevant resources.

Many studies investigated the role of burnout among professionals especially teachers, but as Meier (1985) stated, burnout is often experienced by working people, but it is also associated with students. Pupils suffer from considerable stress which can be higher than the pressure experienced by teachers or other professionals in the field (Pottage and Huxley, 1996). University students, for example, are expected to carry out an academic load in each semester. The students are also expected to do work related to the class out of their classrooms. Such expectations are challenging for them especially employed students who are responsible for earning money. Difficult course content, financial strain, difficulty in balancing school and work, and personal lives, are among the most important sources of students' burnout (Darling, McWey, Howard, & Olmstead, 2007). Schaufeli, Martinez, Pinto, Salanova, and Bakker (2002) conducted a study to examine the relationship between burnout and engagement of university students in Spain, Portugal, and Netherlands. It was found that, burnout and engagement subscales were negatively correlated. Gibbons (2010) explored the relationship among coping resources, psychological burnout, and sources of stress of 171 last year nursing students. Dispositional control, placement experience, support, and self-efficacy were the most salient predictors of stress. Avoiding coping was also the most important predictor of burnout.

As mentioned before, many studies investigated the relationship between teachers' burnout and other psychological variables. Other studies were almost done among students of science,

medicine, or nursing. Due to encompassing position of burnout in applied linguistics and among EFL students, the researchers of the present study identified burnout levels of EFL learners in two different contexts of private language institutes and universities. In other words, this study aimed first, to compare the differences of burnout levels between the two contexts and second, find the gender and educational level differences. The following research questions would be answered through the present study:

1. Does EFL students' burnout vary according to the context they study?
2. Is there any relationship between EFL students' burnout and their gender?
3. Does EFL students' burnout vary in terms of their educational level?

In particular, in this study it was presumed that there are significant differences in student burnout (emotional exhaustion, depersonalization, and academic inefficacy) between the two contexts. Moreover, there might be gender and educational level differences in predicting student burnout levels.

## 2. *Purpose of the study*

The literature presented in the previous section indicates that plethora of studies on teacher burnout and a few studies regarding student burnout encompass diverse contexts and settings from which various results were demonstrated according to the particular situation. Moreover, there are various environments within each context which may differ in the student burnout in an EFL context. In Iran, for instance, there are two typical channel in which learning English can be pursued; language institutes and universities. The previous studies regarding student burnout have been conducted in one of the above-mentioned contexts the results of which cannot be generalizable to other settings, because the approaches and methodologies are totally distinct in these environments which lead to diverse student burnout. Language institutes provide a flexible environment in the EFL context of Iran. They are private organizations which usually present the modern language learning curriculums and methodologies. Students are there because they or sometimes their parents have chosen to be there. The books taught in private institutes are communicative and provide more chances for students to gain the very purpose of learning English which is being able to communicate it authentically and effectively. The number of students is usually lower than universities which implies more opportunities for students to participate in classroom activities and find their interests. Universities as the second context, on the other hand, are not as non-official as language institutes. Students have to pass a prescribed list of courses; however, they are allowed to specialize in a specific major. Learners studying English (Teaching, Translation, or Literature) at this context are usually intrinsically motivated, the number of students in each class is more than students of private institutes in which enough attention may not be paid to individuals. These noticeable differences between private institutes and universities can result in various levels of student burnout. The significance of this detrimental syndrome in shaping student motivation for learning English inspired the researchers

of the present study to scrutinize student burnout in each context. Moreover, it was assumed that age and educational level as predictors of student burnout influence their levels of burnout.

### 3. Method

#### 3.1. Participants

Two different samples comprised the participants of the present study. The first sample consisted of EFL students studying at language institutes, and the second sample comprised EFL learners studying at universities. The profile of the selected participants regarding each setting is as follows:

##### 3.1.1. Setting 1:

The first group of participants comprised 125 EFL learners studying at language institutes. They were 61 males and 64 females whose age varied from 12 to 41 ( $M=25.55$ ,  $SD=5.70$ ).

##### 3.1.2. Setting 2:

The second group of participants comprised 125 EFL learners studying at universities. They were 28 males and 97 females whose age varied from 19 to 36 ( $M=23.39$ ,  $SD=3.33$ ) and came from two universities of Mashhad. They were 79 ELT students, 22 Translation students, and 24 Literature students of English.

#### 3.2. Instrument

To determine student burnout, the researchers used the translated version of 'The Maslach Burnout Inventory (Student Survey)/ MBI-SS' designed and validated by Schaufeli, Martinez, Pinto, Salanova, and Bakker (2002) which was translated to Persian and validated by Rostami, Abedi, Schaufeli, Ahmadi, and Sadeghi (2014). The Cronbach's alpha estimates for the three constructs of burnout (emotional exhaustion, cynicism, and academic inefficacy) were .88, .90, and .84, respectively. The Cronbach's alpha estimate regarding burnout in the present study was found to be .84.

The 'Maslach Burnout Inventory (Student Survey)/ MBI-SS' instrument contains 15 statements evaluating three constructs. The scale measures these three dimensions via a 5-point Likert-type response format (never=1, seldom=2, sometimes=3, often=4, and always=5). The directions were provided for the participants on how to complete the scale. Sample items for '*emotional exhaustion*' dimension included: 1) I feel used up at the end of a day at university, and 2) I feel tired when I get up in the morning and I have to face another day at the university. Sample items for '*cynicism*' dimension are: 1) I have become less interested in my studies since my enrollment at the university, and 2) I have become more cynical about the potential usefulness of my studies. Sample items include in '*academic efficacy*' dimension are: 1) I have learned many interesting

things during the course of my studies, and 2) During class I feel confident that I am effective in getting things done.

### 3.3. Procedure

The first part of the study was undertaken in 2 language institutes and the second part was carried out at 2 universities in Mashhad, Iran. In order to collect data, convenience sampling was used and all the participants gracefully accepted to take part in the current study. Getting robust results, the researchers explained the aim of completing the questionnaire for the participants and asked them not to write their names. The data collection was done between January and February 2015.

### 4. Results

Table 1 presents descriptive statistics of EFL student burnout among language institute learners (Setting 1). Throughout this study, EX stands for *emotional exhaustion*, CY for *cynicism*, and AIE for *academic inefficacy*.

**Table 1**  
*Descriptive Statistics of Student Burnout in Setting 1*

	N	Minimum	Maximum	Mean	SD
<b>Burnout</b>	125	18.00	53.00	45.4160	5.90678
<b>EX</b>	125	5.00	22.00	18.1760	3.04022
<b>CY</b>	125	4.00	20.00	13.5760	3.05399
<b>AIE</b>	125	7.00	19.00	13.6640	2.60255
<b>Valid N (listwise)</b>	125				

As the table demonstrates, among the three constructs of student burnout in setting 1 (language institute), *emotional exhaustion* receives the highest mean ( $M= 18.17$ ,  $SD= 3.04$ ). *Cynicism* and *academic inefficacy* obtain almost equal means: *cynicism* ( $M= 13.57$ ,  $SD= 3.05$ ), *academic inefficacy* ( $M= 13.66$ ,  $SD= 2.60$ ).

Table 2 indicates descriptive statistics of EFL student burnout among university students (Setting 2).

**Table 2**  
*Descriptive Statistics of Student Burnout in Setting 2*

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Burnout</b>	125	15.00	63.00	41.5040	8.74239
<b>EX</b>	125	5.00	25.00	14.8880	4.33890
<b>CY</b>	125	4.00	19.00	11.4400	4.00685
<b>AIE</b>	125	6.00	26.00	15.1760	4.18728
<b>Valid N (listwise)</b>	125				

According to this table, among the three dimensions of burnout in setting 2 (university), *academic inefficacy* receives the highest mean ( $M= 15.17$ ,  $SD= 4.18$ ), and *cynicism* obtains the lowest mean ( $M= 11.44$ ,  $SD= 4.00$ ). The mean score of *emotional exhaustion* is ( $M= 14.88$ ,  $SD= 4.33$ ).

As it can be seen, student burnout levels are different across the two contexts. To see whether these differences are statistically significant, an independent sample *t*-test was used. Table 3 displays the results of the independent-samples *t*- test among the participants of the two groups.

**Table 3**

*The Results of Independent Samples T-test for Determining Differences between the two settings*

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
<b>Burnout</b>	4.145	248	.000	3.91200	.94369
<b>EX</b>	6.939	248	.000	3.28800	.47387
<b>CY</b>	4.740	248	.000	2.13600	.45061
<b>AIE</b>	-3.429	248	.001	-1.51200	.44097

As can be seen, there is a statistically significance between the two groups in terms of three burnout constructs, i.e., *emotional exhaustion* ( $t=6.93$ ,  $p<0.05$ ). The same finding was also obtained for *cynicism* ( $t= 4.74$ ,  $p<0.05$ ) and *academic inefficacy* ( $t= -3.42$ ,  $p<0.05$ ). In other words, institute students experienced higher levels of burnout than university learners.

To see whether student burnout differs significantly between genders, an independent-samples *t*-test was used. Table 4 presents descriptive statistics of student burnout across males and females.

**Table 4**

*Descriptive Statistics of Student Burnout across Males and Females*

	gender	N	Mean	Std. Deviation	Std. Error Mean
<b>Burnout</b>	male	89	45.6742	4.72848	.50122
	female	161	42.2360	8.70166	.68579
<b>EX</b>	male	89	18.1573	2.70479	.28671
	female	161	15.6335	4.43521	.34954
<b>CY</b>	male	89	13.5730	2.69633	.28581
	female	161	11.9193	4.05890	.31989
<b>AIE</b>	male	89	13.9438	2.98618	.31653
	female	161	14.6832	3.82495	.30145

As the table indicates, the mean differences of the three dimensions of burnout are different for males and females. In the case of emotional exhaustion, the mean and standard deviation for males are ( $M= 18.15$ ,  $SD= 2.70$ ) and for females are ( $M= 15.63$ ,  $SD= 4.43$ ) and in the case of cynicism ( $M=13.57$ ,  $SD= 2.69$ ) for males and ( $M= 11.91$ ,  $SD= 4.05$ ) for females were found. The mean and standard deviation of academic inefficacy for males are ( $M= 13.94$ ,  $SD= 2.98$ ) and for females are ( $M= 14.68$ ,  $SD= 3.82$ ) and concerning burnout as a whole ( $M= 45.67$ ,  $SD= 4.72$ ) for males and ( $M= 42.23$ ,  $SD= 8.70$ ) for females were found. Table 5 shows the results of the independent-samples  $t$ -test among the participants of the two groups.

**Table 5**

*Independent-Samples T-Test Displaying the Results of Gender Differences in two Settings*

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>Std. Error Difference</b>
<b>Burnout</b>	3.454	248	.001	3.43813	.99535
<b>EX</b>	4.887	248	.000	2.52376	.51644
<b>CY</b>	3.445	248	.001	1.65378	.48005
<b>AIE</b>	-1.577	248	.116	-.73941	.46892

As can be seen, there is a statistically significance between the two groups regarding their *emotional exhaustion* ( $t=4.88$ ,  $p<0.05$ ). The same finding was also obtained for *cynicism* ( $t= 3.44$ ,  $p<0.05$ ). In other words, males are significantly higher in their levels of emotional exhaustion and cynicism. However, regarding *academic inefficacy* no significant differences were found.

To see whether there is any significance in student burnout in terms of educational level, an ANOVA test was used. Table 6 displays the results of the ANOVA test for the three groups.

**Table 6**

*The Results of ANOVA for Determining Differences among the Three Groups*

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Burnout</b>	Between Groups	394.766	2	197.383	3.394	.035
	Within Groups	14365.334	247	58.159		
	Total	14760.100	249			
<b>EX</b>	Between Groups	242.940	2	121.470	7.667	.001
	Within Groups	3913.304	247	15.843		
	Total	4156.244	249			
<b>CY</b>	Between Groups	113.868	2	56.934	4.238	.016
	Within Groups	3318.616	247	13.436		
	Total	3432.484	249			

<b>AIE</b>	Between Groups	112.541	2	56.270	4.565	.011
	Within Groups	3044.359	247	12.325		
	Total	3156.900	249			

As Table 6 indicates there are significant differences among the three groups regarding three burnout constructs as follows: *emotional exhaustion* ( $F= 7.66, p<0.05$ ), *cynicism* ( $F= 4.23, p<0.05$ ), and *academic inefficacy* ( $F= 4.56, p<0.05$ ).

The ANOVA analysis revealed that among emotional exhaustion, cynicism, and academic inefficacy, there is a difference somewhere among the means, but the precise location of differences is not clear. To locate the exact place of differences, a *post-hoc* comparison of the means was run for the three dimensions. In so doing, a Scheffe's test was utilized. Table 7 displays the results of Scheffe's test.

**Table 7**

*The Scheffe's Test for the Comparison Perception Means by Context*

Dependent Variable	(I) educational level	(J) educational level	Mean Difference (I-J)	Std. Error	Sig.
<b>BURNOUT</b>	undergraduate	graduated	-1.46739	1.46067	.604
		post graduated	-4.63235*	1.87831	.050
	graduated	under graduate	1.46739	1.46067	.604
		post graduated	-3.16496	1.42360	.087
	postgraduate	under graduate	4.63235*	1.87831	.050
		graduated	3.16496	1.42360	.087
<b>EX</b>	undergraduate	graduated	.34511	.76237	.903
		post graduated	-2.56250*	.98035	.034
	graduated	under graduate	-.34511	.76237	.903
		post graduated	-2.90761*	.74302	.001
	postgraduate	under graduate	2.56250*	.98035	.034
		graduated	2.90761*	.74302	.001
<b>CY</b>	undergraduate	graduated	-.39810	.70206	.852
		post graduated	-2.27022*	.90279	.044
	graduated	under graduate	.39810	.70206	.852
		post graduated	-1.87212*	.68424	.025
	postgraduate	under graduate	2.27022*	.90279	.044
		graduated	1.87212*	.68424	.025
<b>AIE</b>	undergraduate	graduated	-1.41440	.67242	.112
		post graduated	.20037	.86468	.974
	graduated	under graduate	1.41440	.67242	.112
		post graduated	1.61477*	.65536	.050
	postgraduate	under graduate	-.20037	.86468	.974



graduated	-1.61477*	.65536	.050
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The results of the *post hoc* Scheffe's test revealed that, at the level of 0.05 there was a significant difference between burnout level of graduated students and postgraduate learners as well as undergraduate and postgraduate students; however, no significant differences were found between burnout level of graduated and undergraduate learners. Concerning cynicism, significant differences were found between undergraduate and postgraduate students as well as graduated and postgraduate learners; graduated and undergraduate students did not differ in their cynicism. As far as academic inefficacy is concerned, it was found that graduated and postgraduate learners differ in their reduced personal accomplishment level. Undergraduate and postgraduate learners as well as undergraduate and graduated students, nevertheless did not differ in their academic inefficacy level.

## 5. Discussion

As stated before, the present study sought to examine whether EFL students' levels of burnout vary according to the context in which they study in two different channels of EFL learning in Iran, i.e., language institutes, and universities. Previous studies have been done in one context to examine student burnout, but the fundamental differences of the two learning contexts caused the researchers of the present study to examine levels of burnout toward language institutes and universities. Regarding the first research question the results demonstrated that, student burnout is different across the two contexts, i.e., there are significant differences between the two groups regarding three dimension; emotional exhaustion, cynicism, and academic inefficacy in which students learning English in language institutes were found to experience burnout more than university students. The classes in institutes are less crowded than those hold at universities. Many inspirations cause individuals to attend language institutes such as; the necessity of learning English for living abroad, finding a related job, being interested in English and intrinsically motivated to improve knowledge of English, simplifying the accessibility to technology-based information resources especially computers, comprehending foreign magazines, newspapers, movies, scientific texts, or music, earning more money, and providing opportunities to increase educational knowledge inside the country. Two most common methods are used in language institutes are communicative language teaching and task-based language teaching which focus on communication, pair work, discovery learning, learner-centered classes, and using the language in an authentic way. Besides all these advantages regarding learning English in language institutes some reasons can cause institute learners to experience burnout. Teachers, for instance, are not free enough to choose their own methodologies which influence students' perceptions. Some parents impose learning English to their children and consequently, students are not intrinsically motivated to learn a foreign language which can affect other students in the classroom. Many adults are forced to learn English because of their job requirements or getting enough skills to communicate in a foreign country. To do so, they choose

private institutes to improve their English especially in a short period of time. As mentioned before, CLT and TBLT are two common methods used in language institutes. In addition to their pros, there are some problems with such methodologies. A study to find problems with CLT was conducted by Ashari and Zarrin (2014) in which the constraints of using such methodology were listed; 1. Political issues which are associated with what society believes EFL students need to learn, instead of learners' actual needs. 2. Cultural issues which highlight the significance of improving students' intercultural communicative competence and sociocultural competence in addition to communicative competence. As Williams (1994) believes learning a foreign language is more than learning a set of rules or skills. Students should be able to adopt new cultural and social behaviors and provide a self-image regarding the language. The cultural content of many textbooks in Iran do not provide a wide image regarding English culture which shape the boundaries for English teachers using CLT. 3. Authenticity of the material especially texts and contexts which cause using the language in a real situation is another constraint mentioned in the study. Lack of such concept in the textbook lead to teaching artificial materials which ignores one of the most important tenets of CLT. 4. Chosen topics which are no query about what students may be interested in. as a results, they get bored, lose their motivation to study and feel burned out. 5. Role of meaning and form which entail one of the main features of CLT, i. e., communicative competence, but most of the teachers pay attention to the form more than the meaning due to the content of the books. 6. Students' motivation which is one of the principal tenets of CLT, but according to the materials used in the classroom in which motivational factors were not into account this method failed to be used in the EFL context of Iran. 7. Students' centeredness was another boundary fund by the researchers in which they argued most of the classes are teacher-centered, although some classes may put more emphasis on learners' roles. 8. Language teachers who were not qualified enough to employ a CLT program. 9. The balance in presenting language skills which is another characteristic of CLT which sometimes is ignored by textbook authors or teachers. 10. Time limit which is the last limitation mentioned in the study. It is accepted that for the development of a CLT program, teachers should have enough time to establish a communicative approach, but there is not enough time to do any effective job. Such limitations in adopting communicative language teaching In EFL context of Iran can be regarded as another justification toward higher levels of burnout among learners studying in language institutes. University students are more intrinsically motivated to study English. Most of them are not forced to learn it, as there are many other choices which they can choose to study as a major. They have the opportunity to choose the professor or time of the class and are free to choose the best one among some choices. University students are more responsible than institute learners, as the professors have the role of facilitators and motivate students to be autonomous by giving the chance of selecting the projects based on their own interests. Such differences between the two contexts caused institute students experience higher levels of burnout than university learners. As mentioned before, based on the best knowledge of the present researchers, no study has been carried out to find student burnout differences between two different contexts to maintain here. Regarding the second research question, it was found that there is a difference

between males and females in terms of their burnout and males were found to experience higher levels of burnout than female students. Such results are in vein with other studies. Bayani, Bagheri, and Bayani (2013), for instance, conducted a study to explore the influence of gender, age, and years of experience among Iranian teachers. It was concluded that male teachers tended to indicate greater burnout than female teachers. Another study by Jamshidirad, Mukundan, and Nimehchisalem (2012) to find the relationship between language teachers' burnout and gender revealed the same results. Male teachers indicated higher scores of burnout than female teachers. However, in the field of general education females felt more burned out than males. In a study to find gender differences regarding burnout among health workers females were found to be more vulnerable to experience burnout than their male counterparts (Olanrewaju and Chineye, 2013). In another study conducted by Adekola (2009) to find gender differences in burnout among university staff the results revealed that female staff experienced higher burnout than males in terms of reduced personal accomplishment. Norlund, Reuterwall, Hoog, Lindahl, Janlert, and Birgander (2010) carried out a study to find the relationship between burnout and gender among 2500 working people. The results demonstrated that women experienced higher levels of burnout than men. Backovic, Zivojinovic, Maksimovic, and Maksimovic (2012) investigated gender differences in burnout and stress among medical students and confirmed that female students were more burned out than males. As it can be seen gender differences are dissimilar in educational psychology in general and English as second/ foreign language context. As far as the third research question is concerned, significant differences were found between undergraduate and postgraduate students regarding their burnout. Due to the differences between these groups such results can be justified. Undergraduate students for instance, try to get their first degree in a subject or field. Postgraduate students on the other hand, study a subject independently to attain high levels of proficiency. The findings are similar to other studies. Mukundan (2009) conducted a research to explore the relationship among burnout, gender, educational attainment, and experience among ELT practitioners. Significant relations were found between participants' educational level and three burnout constructs. Another study by Moghadam and Tabatabaei (2006) revealed different degrees of burnout among teachers with different educational level.

## 6. Conclusion

Taken together, the findings of the present study put forward the prospect of improving the understanding of student burnout in two different contexts. As discussed earlier, burnout saps students' energy, reduces their productivity, and cause them feel hopeless, helpless, resentful, and cynical. Burnout leads to long-term outcomes which are detrimental for students. The current study highlighted the role of EFL contexts of Iran in examining student burnout. According to different approaches and methodologies used in language institutes and universities, the researchers of the this study decided to scrutinize students' levels of burnout in each context separately and concluded that, learners studying English in language institutes experienced higher levels of burnout than university students. Moreover, in terms of gender

and educational level it was found that, males felt burned out more than female students and different levels of burnout were explored between undergraduate and postgraduate learners.

The present study is limited in a number of ways. First, the students were selected according to convenience sampling. Thus, to reach higher degree of generalizability the study should be replicated in different parts of the country with different groups of learners. Second, student burnout, in this research, was assessed via questionnaires. The qualitative approaches were not used to scrutinize the processes in which students' levels of burnout can change. Third, to find whether learners' gender and educational level correlate with their burnout, the researchers did not control the demographic variables due to feasibility considerations. Based on these limitations, future studies are needed to explore student burnout in more depth.

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