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Development and Validation of Emotional Burnout Scale (EBS) for Teachers

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The principal purpose of this study was to develop Emotional Burnout Scale (EBS) to assess the extent of low internal involvement of teachers on job. A standardized process of developing instrument for assessing teachers' emotional state of involvement in teaching was followed to serve the given purpose. Emotional Burnout Scale was administered among 427 working school teachers at primary, elementary and secondary levels. The level of Emotional Exhaustion (EE), Depersonalization (DP), and Inadequate Personal Accomplishment (PA) were given weightage in the scale as sub constructs of emotional burnout with such indicators as fatigue, boredom, isolation, oppressive behaviour, low self-esteem, and lack of accomplishment of job tasks respectively. This measure showed significant reliability and validity evidences. The results of Confirmatory Factor Analysis (CFA) showed the loading of items on three sub-constructs of burnout ranging from (.42 to .84). The process of instrument validation and reliability analysis along the retained items were reported along with utilization of this scale were also discussed.

Keywords. Emotional burnout scale (EBS), emotional exhaustion, depersonalization, inadequate personal accomplishment, school teachers

Optimum levels of performance are the outcome of physical, emotional and mental involvement on work, and lack of any aspect of these results the damaged output of the efforts. This interdependence makes it hard to distinguish the level of contribution of these aspects towards measuring the internal involvement. Burnout is a stress syndrome that has symptoms of physical, emotional, and psychological state of an individual on work. It was firstly introduced by Freudenberger (1974) as a

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lack in energy that deteriorates the work efficiency as a result of work conditions (Freudenberger & Richelson, 1980). Later, it was widely worked on and defined by several researchers.

The way, this term can be operationalized, differs in varied aspects due to following certain frameworks and models (Maslach, 1982; Leiter, 1993; Pines, 1993; Schaufeli & Enzmann, 1998). Initially, the literature that prevails on burnout emphasized on the degree of emotional exhaustion at prime position whereas certain models also exist that represent it a construct more than a tripartite model. Burnout involves depletion in energy in response to the chronic work conditions and resources that does not only result in low performance of the workers but also negatively influences the people attached with the services given to (Maslach, Schaufeli, & Leiter, 2001). The study of burnout among human service providing professions became popular in that it was assumed that burnout is peculiar to the people who do people work such as lawyers, nurses, bankers, and teachers (Maslach, et al., 2001). This term has been defined with varied scope as it is viewed a loss of hope and help while dealing with colleagues and tasks on work with a general negative image about own yielded from draining conditions of bodily tiredness (Etzion & Pines, 1986). With reference to some of the physical symptoms such as headaches, backaches, colds, and ulcers, Edelwich and Bodsky (1980) proposed a slight narrow perspective confined to bodily conditions. It does not only mean physically leaving the job but also exhibiting anxiety, anger, frustration, depression, tension, powerlessness, hopelessness, failure, detachment, and feeling of inability while remaining on job (Pines, 1993). Gill and Kusum (2012) described that frequent tendency of drained condition of inner self, whenever lasts for long time among teachers, they behave inhuman towards students and other members at work, it often results in under-estimation of abilities of teachers while performing job tasks.

Much of the consensus found on the definition of burnout with the work done by Maslach, a renowned Social Psychologist, and her colleagues (Maslach & Jackson, 1986) where it is explained as a known construct that describes irregular emotional state of workers whose profession involves frequent and direct interactions with people.

Burnout is explained in three dimensions prominently in literature those known as Emotional Exhaustion, Depersonalization, and reduced Personal Accomplishment (Maslach, 1982; Saiiari, Moslehi, & Valizadeh, 2011). Emotional exhaustion refers to the degree to which one feels emotionally overwhelmed, overextended, and drained in response to the

work stressors that a lack in energy is felt. Depersonalization is referred to a level when visible behavioural change occurs while dealing with the recipients of services, the individual becomes cynical and resentful. Reduced personal accomplishment is related to the extent when decline in performance occurs in such a way that fulfilment of tasks become alarmingly low (Maslach et al., 2001). The nature of burnout is delinquent and silent that it severely charges on the components of system and it leaves lasting impact if not diagnosed at initial points of its happening (Salanova, Schaufeli, Martinez, & Breso, 2010).

Rationale of the Study

Burnout is contextual construct, not a global construct (Savicki, 2002). The context of Pakistan is discrepant with the context of any developed country when dealing with the issues such as unemployment, saturated marketplace for teachers, and the pattern of society as individualistic or collectivist society. The need of an instrument indigenous to the teachers' involvement on job was a prominent purpose for the development of this instrument. When compared with any developed country, jobs in our national context are not as rewarding because the numbers of teachers over exceed the current state of market for teachers in public sector schools.

Another faced dilemma, though diverse in causes yet peculiar in response, is the collectivist pattern of society where job is said to be a source of financing the expenditures of family as well. A school teacher, when finds teaching a less paid job, his/her involvement on job becomes lower and chances of burnout increase. In order to avoid unemployment and to withstand social pressures, teachers keep looking for other money making ventures to better suffice their financial needs.

The elements contributing to remain in profession such as compensation, upward mobility, and job expectations determine the context of professions (at broad) and organizations (at narrow) differently. Along salary, the ways in which employees can be rewarded on their performance by provided with certain benefits and incentives have association with some major yet crucial decisions of organizations regarding recruitment, sustainability in market place, work environment, and job satisfaction of employees. The same points are crucial to the teaching profession in the form of distinguishing it from other professions. The work pattern does not only differ across professions but also within profession, even school to school and class to class the institutional factors differ that cause burnout among teachers. The study of burnout of

employees is sensitive to the context of their profession and organization, in the same vein, the relevance of burnout among teachers varies from the burnout among lawyers, nurses, administrators, counsellors, doctors, police officers and other service providing professionals. The need of this instrument is obvious that is profession specific (only for school teachers) other than its use in multiple service providing professions as compared to the existing instruments where the change of relevant recipients is a common practice. It is evident from research that among the provider-recipient relationship, teaching is considered sensitive towards burnout (Innstrand, Langballe, Falkum, & Aasland, 2011). Here the assumption of developing this instrument lies with the understanding that where nature of service providing professions matches at the level of frequent encounters with the recipients, it does differ with regard to the type of service being provided, time spent with recipients, and the concerns of stakes and stakeholders/ guardians. It is evident from research that coping ways of burnout also differ with one another among professionals (Maslach & Goldberg, 1998; Plana, Fabregat, & Gassio, 2003; Shahab & Ali, 2013).

Another reason of developing this instrument is the measurement of underlying behaviours. Although widely used and validated instruments exist for the measurement of job burnout, but the need of assessing it to a closure level is mandatory where human behaviours need to be ideally associated with the theoretical causes of teachers' burnout. Beyond the fear of length of this instrument, it is tried to draw the underlying behaviours of teachers triggered by the phenomenon of burnout. The existing instruments seem limiting the psychometric characteristics of this construct and lack covering the whole aspects of this construct commensurate to observable behaviours. In present instrument it has been tried that indicators tap the same meaning as intended initially to ensure the value of responses.

Although the statements in this instrument were stated in English language but considering the probable constraint of teachers in understanding English, Urdu translation of the statement was also included beneath each statement.

Snapshot of previous instruments measuring burnout

In quest to measure the stress syndrome of burnout, several instruments were developed and validated while considering the potent need of studying this phenomenon across professions. Bearing the delinquent nature of this occupational stress syndrome, several instruments performed the role to grasp the concept with its extended horizon. A reflection of these instruments developed and used to draw the

level of internal involvement of working professionals is relevant to report here.

Oldenburg Burnout Inventory (OLBI; Demerouti, Bakker, Nachreiner, & Schaufeli, 2000) a two dimensional tool that drawn the concept of burnout on exhaustion and disengagement from work. Shirom-Melamed Burnout Measure (SMBM; Shirom, 2002), Staff Burnout Scale, Pines' Burnout Measure (Pines, Aronson, & Kafry, 1981), Copenhagen Burnout Inventory (CBI); a two dimensional tool measuring personal burnout (a state of prolonged physical and psychological exhaustion) and work burnout (client burnout), Burnout Measure (BM) comprising around twenty one statements and dealt with physical, emotional, and mental exhaustion that is widely used in health care providers. The work on the measures of burnout has helped to take it as the present shape along fixing the psychometric characteristics of these measures (Schaufeli & Dierendonck, 1993).

Among the measures used for assessing job burnout, the phenomenon of burnout has been addressed with varied scope by basing on initial models of burnout comprising on only two sub-constructs or the issues of dimensionality of burnout inventory (Boles, Dean, Ricks, Short, & Wang, 2000), or debate on the third dimension of burnout (Breso, Salanova, & Schaufeli, 2007), or taking the phenomenon as a general job burnout measure used over multiple service-providing professions with the change of recipients (Beckstead, 2002; Bernhard, 2010).

Among the other instruments to measure burnout, Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981) is most frequently used across the spectra of service providing professions addressing the phenomenon of emotional burnout with the replacement of relevant recipients (Maslach & Jackson, 1986; Gilonte, 2005). This inventory affords a relative measure of all three dimensions of burnout whose validity and reliability has been assessed across cultures (Abu-Hilal, & Salameh, 1992; Langballe, Falkum, Innstrand, & Aasland, 2006; Worley, Vassar, Wheeler, & Barnes, 2008). This inventory seems facing the issues of having narrow set of common indicators across service providing professions (teaching, nursing, banking, social working) as well as getting compromised information to be drawn equally same way over professions by using one measure. Moreover, being generic in wording is an inherent shortcoming of such a diverse tool. Although it can be a practical shortcoming of developing one inventory to be used over professions at once, but compromise on adding the essential indicators that are indigenous to each profession may lead to draw conclusions on incomplete

results that further it-self be erroneous or debateable. Some other criticism on MBI include such as an inventory with mixed instead of only negative items, and using varied dimensions initially instead of fixed three dimensions (the developmental phase). Point is not to criticize the size and number of statements that comprise the previously developed instruments but to fulfil the need of an instrument matching with teaching specifically.

Method

Sample

A sample of 427 school teachers (men=179, 42% and women=248, 58%) participated in the study. Their age range was between 21-60 years. They were randomly selected by level of school from government schools of Lahore serving at primary, elementary, and secondary school level. All the teachers of selected schools were the participants of the study. An informed consent explaining the aim and nature of the study was accompanied with the questionnaire. It also assured to keep the anonymity and confidentiality of the data.

Instrument Development

The scale development and validation was completed in phases. The items were generated from review of literature. The constructs and sub-constructs were inferred from review of literature. The items were developed from drawn indicators based on sub-constructs. At start, building upon the literature support, three sub-factors of burnout along their indicators were extracted.

Burnout has been considered as the outcome of the social interaction under supplier- receiver contact, basically embedded in the service providing professions (Maslach, Leiter, & Schaufeli, 2008). The three sub-constructs of burnout are emotional exhaustion (EE), depersonalization (DP), and lack of personal accomplishment (PA). Emotional exhaustion is the state of constant stress that appears in deterioration in energy and results in damaged performance in supposed work roles at job is emotional exhaustion (Maslach et al., 2001). Depersonalization (DP) is the state of an individual, when the effects of that state become observable in terms of becoming reactive and oppressive while dealing with the clients (Maslach et al., 2001). Reduced Personal Accomplishment (PA) is when the individual loses trust in own abilities and becomes a victim of self-doubt, his/her level of self-trust decreases to

such a level that results in loss of completion of tasks (Maslach et al., 2001).

According to DeVellis (2003) the range of items for item pool should be two or three times more than the expected number of items in the final scale. The description of scope of sub-factors corresponding to the indicators provided the grounds for developing 70 candidate statements initially. According to each indicator, relevant items were generated. These items were further processed for calculating CVR and CVI later. The survey used a 6-point Likert- type scale ranging from strongly disagree (coded as 1) to strongly agree (coded as 6) that measured frequency (number of happenings per time) and intensity (magnitude/ quantum). The following table describes the explicit of factors that help defining the sub-constructs of burnout as EE, DP, and PA.

Table 1
Description of the Subscales (Factors), Scope, and Indicators Used in Scale

Sub-Factors	Scope	Indicators
1. Emotional Exhaustion (EE)	The state of constant stress that appears in deterioration in energy and results in damaged performance in supposed work roles at job is emotional exhaustion.	1.1 frustration 1.2 depression 1.3 dissatisfaction 1.4 drained 1.5 fatigued 1.6 Over-whelmed 1.7 Wear-out 1.8 Physical run down (headache, stomach upset, sleep disturbances)

Table Continued

Table 1
Description of the Subscales (Factors), Scope, and Indicators Used in Scale

Sub-Factors	Scope	Indicators
2. Depersonalization (DP)	Beyond the gradual disturbed emotional state of an individual, when the effects of that state become observable in terms of being reactive and oppressive while dealing with the clients is called depersonalization.	2.1 Cynicism 2.2 Unfriendly 2.3 Dehumanized 2.4Impersonal 2.5 Resentful 2.6 High levels of complaining 2.7 Lack of trust 2.8 Alienation 2.9 Suspicion 2.10 Irritability 2.11 Negativism
3. Reduced Personal Accomplishment (PA)	One step ahead, when the individual loses trust in own abilities and becomes a victim of self-doubt, his/her level of self-trust decreases to such a level that results in loss of completion of tasks.	3.1 Lost self-efficacy 3.2 De-motivated 3.3 Inoperative 3.4 Lack of openness to new ideas 3.5 Difficulty in coping 3.6 Lack of focus

Procedure

Data were collected from school teachers through the questionnaire. For the purpose of determining some psychometric characteristics of the instrument, the ratio of validity was assured by taking expert opinion from relevant field and reliability was measured and Cronbach alpha value was determined. Inter-factor correlations were calculated. Confirmatory Factor Analysis (CFA) allows the researcher to pre-specify a factor structure on theoretical grounds and later checking of its fit on data. CFA was conducted to condense the information contained by teachers' burnout into the smaller set of sub-constructs (EE, DP, and PA) with minimum loss of information. The loading of items on each sub-factor was reported accordingly, the recommended elimination of items was also registered.

Results

Content Validity

The degree to which the items of an instrument measure the same meanings those were intended to measure and correspond to the theoretical meaning is the approach of testing content validity (Shultz & Whitney, 2005). The expert judgement was sought by involving subject matter experts (SMEs) to check the relevancy and scope of items commensurate to the theme of construct and sub-constructs mentioned in the table (01). The two measures as content validity ratio (CVR) and content validity index (CVI) were taken for calculating the content validity of the instrument.

Content Validity Ratio (CVR)

The analysis of validity of each item of the instrument produces CVR. The criterion of rating each item of instrument was followed to rate the item as "essential," "necessary", or "irrelevant" (Lawshe, 1975). The high CVR value shows high content validity of the item. The range of CVR on a single item is from +1 to -1. The positive values of CVR indicate that more than half of the SMEs rated the item as highly valid "essential", the CVR value 0 shows that half of the SMEs rated the items as valid "essential", and the items with lesser CVR values do not retain in the instrument as showing weak content validity.

Content validity index (CVI)

After computing item wise CVR, the average of retained 47 items was calculated for acquiring CVI value of the whole instrument. Item wise CVR excluding the items ranged less than (.53, sufficient with 13 SMEs) and the average CVR for calculating CVI of whole instrument was computed (Shultz & Whitney, 2005). Item wise CVR and CVI are given below in table.

Table 2

CVR and CVI of Teacher Emotional Burnout Scale (EBS)

Sr.	CVR	Sr.	CVR
1	.84	25	.69
2	.84	26	.84
3	.84	27	.84
4	.84	28	.69

Table Continued

Table 2
CVR and CVI of Teacher Emotional Burnout Scale (EBS)

Sr.	CVR	Sr.	CVR
5	1.00	29	.84
6	.69	30	1.00
7	.53	31	.69
8	.96	32	.69
9	.84	33	.53
10	.96	34	.53
11	.84	35	.84
12	1.00	36	.96
13	.53	37	.84
14	.53	38	.84
15	.84	39	.69
16	1.00	40	.69
17	.96	41	.69
18	.53	42	.84
19	.69	43	.53
20	1.00	44	.53
21	.69	45	.84
22	.84	46	.69
23	.96	47	.96
24	.84	**CVI**	**.74**

Note. CVR= Content Validity Ratio CVI= Content Validity Index

Further factor correlation of emotional burnout scale and subscales in teachers is given below:

Table 3
Inter Factor Correlation Between Sub-Scales (Factors) and Overall Emotional Burnout Scale (N= 427)

Factor	EE	DP	PA	*M*	*SD*
EE				26.64	17.68
DP	.53**			30.90	14.69
PA	.24**	.21**		41.68	13.67
EBS	.50**	.50**	.26**	99.22	34.65

Note. EE= Emotional Exhaustion; DP= Depersonalization; PA= Personal Accomplishment; EBS= Emotional Burnout Scale
**$p< 0.01$.

Table 3 shows the relationship between the sub-factors of emotional burnout. The independency of the factors has been reported

through the inter-factor correlation analysis shown in table 4. These values on Emotional Exhaustion, Depersonalization, and lack of Personal Accomplishment are logically valid and reliable and have been found adequately correlated.

Table 4
Factor Loadings of the Emotional Burnout Scale (EBS)

S. #	Statements	EE	DP	PA
1	I feel emotionally fed up from my job.	.42		
3	I get up fatigued yet have to work day long.	.50		
4	Woking with people during job is a burden for me.	.61		
5	I feel sick of my job.	.71		
6	I find no interest in my job.	.57		
8	It is very stressful for me to work intra-personally.	.56		
9	I think my patience has expired.	.64		
10	I feel like being ignored at my workplace.	.57		
11	My job is killing me emotionally.	.67		
12	My mood remains off at my workplace.	.53		
13	A sense of insecurity follows me as I feel alone.	.55		
14	I normally feel dizzy at my workplace.	.52		
15	I fear going to school.	.57		
16	Owing to work pressure, I often face physical symptoms as headaches, stomach upsets, and sleep disturbances etc.	.65		
17	The feeling of uneasiness causes lack of concentration in my work.	.70		

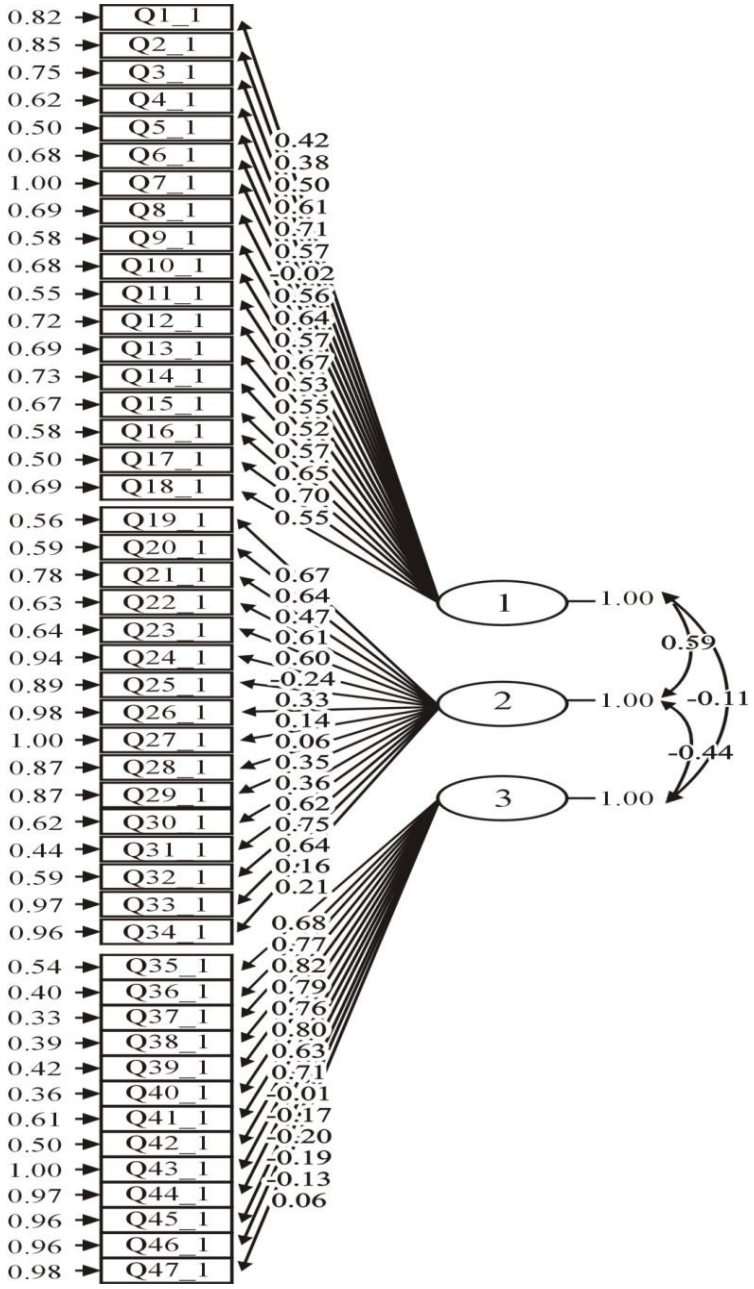
Table continued

Table 4
Factor Loadings of the Emotional Burnout Scale (EBS)

S. #	Statements	EE	DP	PA
18	I feel as if my work has been stopped.	.55		
19	I feel detached from my students.		.66	
20	Job stress has made me insensitive towards people.		.63	
21	I am afraid that this job is making me emotionally stern.		.47	
22	I am good with being ignorant of what befalls on some of my students.		.61	
23	Students feel that I create problems for them.		.59	
30	Over smartness has become a key to promotion on job that I lack.		.64	
31	I ignore the presence of valuable people around at workplace.		.74	
32	I like remaining silent and away from people.		.63	
35	I can judge what my students are thinking.			.63
36	I play role to amicable resolution of my students' problems.			.72
37	Through my job I am making people's lives better.			.74
38	I feel myself very active at job.			.70
39	I mix up well with my students to create a frank environment.			.84
40	Working together with my students is delightful for me.			.65
41	My current job is full of valuable success stories.			.72

Note. *Confirmatory Factor Analysis: Factor loading larger than .40 were taken only
EE= Emotional Exhaustion; DP= Depersonalization; PA= Personal Accomplishment

Figure 1. Confirmatory Factor Analysis of Emotional Burnout Scale



Further the cut offs and fit indices were analysed and are given below:

Table 5
Fit Indices for Emotional Burnout Scale

Fit Index	Value	Cut off
NFI	.85	.90
NNFI	.88	>.85
CFI	.88	.90
GFI	.67	.90
RMSEA	.93	<.07
SRMR	.13	>.05 & <.08

The results of the study lead to the conclusion that, as a whole, the Emotional Burnout Scale (EBS) presents an adequate factorial validity and its scales present sufficient internal consistency for teachers. Difference of factors corresponding to each sub-construct of burnout were assessed and placed against relevant dimensions of burnout.

The CFA results table 5 showed the deletion of some items that ranged below .40. First dimension of burnout EE reported the elimination of items EE-2 (.38) and EE-7 (-.02), result of deletion on DP items include the items DP-24 (-.23), DP-25(.34), DP-26(.15), DP-27 (.08), DP-28 (.37), DP-29 (.36), DP-33(.16), DP-34 (.21), whereas elimination of items on PA include PA-42(-.01), PA-43(-.26), PA-44 (-.20), PA-45(-.19), PA-46 (-.12), PA-47 (.05). The result of CFA reported deletion of total of 16 items from the full 47 items.

The items on emotional exhaustion showed less number of eliminated items (2) than the items on depersonalization and personal accomplishment. This finding is relevant to the debate that posited at beginning stage of development of the phenomenon of burnout (Maslach, 1982) that more one feels only emotionally exhausted, more the degree of low efficiency can be assumed to happen during performance of job roles. It is also relevant to the idea of considering emotional exhaustion at the core to describe the phenomenon of job burnout (Maslach, et al., 2001) Deletion of 8 items on Depersonalization and 6 items on low Personal Achievement were reported.

Reporting the values of fit indices such as NFI, NNFI, GFI (McDonald and Hu, 2002) and CFI, RMSEA, SRMR (Klin, 2005) in the CFA models have been recommended from various evidences. In order to ensure the adequacy of model fit, some of the recommended cut off values has been determined (Hooper, Coughlan, & Mullen, 2008). These values of fit indices work as to guide instead of considering these some fixed criterion, shown in table 6.

Emotional Burnout Assessment Scale

The instrument of the study was comprised on 31 statements. Each sub-construct was measured by certain number of items EE (16), DP (8), and PA (7). As a result of calculating reliability and validity analysis, measuring the descriptive of burnout rate among teachers, as well as analysing inter-factor and full scale correlations, the final shape of instrument is reported in the table below with a number of 31 total statements corresponding to the sub-factors, number of statements, and the sample statement.

Table 7

Number of items, Sample statement and Subscales (Factors) Reliability of EBS (N=427)

Sr. no.	Subscales	Range of statements	No. of statements	α	Sample statement
1.	Emotional Exhaustion	1-16	16	.89	My job is killing me emotionally.
2.	Depersonalization	17-24	8	.83	I feel detached from my students.
3.	Personal Accomplishment	25-31	7	.90	I feel very active on my job.

Discussion

The issues related to other burnout measuring instruments are well dealt in this instrument by making it contextually relevant, addressing language concerns, social response bias, and specificity of burnout in teaching profession. This tool works fit with the adequacy of nature, size and statistical features to diagnose the level of job-restricted burnout among teachers by providing their stress levels in terms of exhaustion, detachment, and reduced work accomplishment.

EBS is developed to find out the range of behaviours teachers likely exhibit on job in state of stress in form of three sub-factors as emotional exhaustion, depersonalization and low personal accomplishment. The overall scale confirms the acceptability for usage with evidence of factor analysis, reliability, and validity test for data. A comprehensive insight into the internal and emotional involvement of teachers on job is tracked through the findings of current study. EBS asks

about the emotional, physical and psychological depletion in energy on job through multiple angles in order to draw comprehensive picture of stress that appears at personal, behavioural and mental levels.

Instrument is valued when it measures all the pre-supposed purposes by accurately quantifying the scale factors; EBS will serve the purpose of measuring all possible behavioural symptoms relevant to existing practices in schools wherein the independence of response to any developed school conditions will be maximized. Such a reflection of burnout symptoms among school teachers will provide the intensity of emotional involvement of teachers equal to the integrity of three sub scales as emotional exhaustion (EE), depersonalization (DP), and lack of personal accomplishment (PA) respectively. Results of the present study establishes to make it an averaged lengthy tool for measurement of school teachers' burnout as compared to the other burnout measuring tools such as Oldenburg Burnout Inventory (OLBI) (Demerouti, Bakker, Nachreiner, & Schaufeli, 2000), Shirom-Melamed Burnout Measure (SMBM) (Shirom, 2002), Staff Burnout Scale, Pines' Burnout Measure (Pines, Aronson, & Kafry, 1981), and Maslach Burnout Inventory-MBI (Maslach & Jackson, 1981), those scope is bound to professions, language command, generalizability, and context specific withdrawal of burnout conditions. EBS is such an instrument that asks with the evidence of practices leading to assessment of emotional state in simple wording. It secures the fear of respondents to be diagnosed with states of burnout by asking routinely practices, receipts' behaviour and fulfilment of tasks in less time consuming manner.

Limitations and Suggestions. Although the findings showed a few statistical anomalies that the deletion of items were mostly occurred in sub-construct of depersonalization, but the retained items on DP cover the overall scope of it. The overall well-built loadings on all three sub-constructs have been signified. The independency of sub factors and loadings of items on relevant factors are acute to the likely assumption that all three sub-factors are whether discrepant with each other but their degree is measured on progressive degrees (Leiter & Maslach, 1988). As a whole the results justify the significance of the study by producing a useable, reliable, and acceptable research instrument to measure the level of involvement of teachers on their jobs. These results are consistent with the findings of relevant studies on teachers' burnout that shows the utility of this construct while estimating the auxiliary aspect of teaching and learning process (Skaalvik, & Skaalvik, 2014).

Implications. The utility of EBS in the context of school teachers is emphasized due to the contextual nature of burnout and with the difference of domain of practice, the meanings are taken differently. So a possible line for future investigation can be its use over other populations and levels (primary, elementary, secondary school) of teaching. It will result in minimizing the effect of particular sample used in this study. Another future dimension can be the validation of EBS for widening the scope of it regarding use and application in the context similar schools such as where similar language and culture is followed.

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