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RESEARCH ARTICLE

Contribution of Emotional Exhaustion towards Depersonalization among College Teachers

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ABSTRACT

Background/purpose – The aim of this correlational study was to analyze the contribution of emotional exhaustion towards depersonalization among college teachers.

Materials/methods – All serving teachers in public colleges of Gujranwala division, Pakistan, formed the population of the study, while 400 were randomly selected as the study's sample. The Maslach Burnout Inventory was adapted to measure emotional exhaustion and depersonalization among teachers, as both emotional exhaustion and depersonalization are two distinct dimensions of burnout. The validity and reliability of the adapted tool to measure emotional exhaustion and depersonalization was assessed through expert opinion and pilot testing (emotional exhaustion α = .83, depersonalization α = .86). Qualitative data were collected through semi-structured interviews in order to triangulate the quantitative data. Pearson r was used to establish the contribution of emotional exhaustion towards depersonalization among teachers.

Results – The correlation results showed that emotional exhaustion significantly contributes towards depersonalization among college teachers. Demographic variables of gender, age, experience, and qualifications were also examined in the context of emotional exhaustion and depersonalization among teachers. ANOVA was used to interpret the demographical variables in the context of emotional exhaustion and depersonalization among college teachers. The study concluded that gender and age significantly differ in their effects on emotional exhaustion and depersonalization among college teachers, while experience and qualification revealed no significant difference.

Conclusion – Based on the study's results, the researchers suggests that a conducive working environment constituting cordial interpersonal relationships and a balanced workload should be provided in educational institutions in order to control the factors that can contribute towards emotional exhaustion to avoid depersonalization among college teachers, and so that the performance of college teachers may be improved. The researchers recommend that further studies be undertaken in this field with different and larger populations.

Keywords – Emotional exhaustion, depersonalization, college teachers.

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1. INTRODUCTION

Nobody can negate the vital role of teachers in social sustainability. Emotionally passionate teachers fill their work and classes with pleasure, creativity, challenge, and joy. The social and emotional state of teachers determines the emotional and social development of their students. The physical and emotional demands related to teaching can result in teachers feeling emotionally exhausted. Emotionally exhausted teachers tend to withdraw from social activities and often become alienated from their surroundings, leading them towards depersonalization. Depersonalization is a state of mind in which an individual keeps their distance from others and views others impersonally. It is callous attitude of an individual with a detached response to others, feelings of aloofness, and an indifference towards people and work (Hakenan et al., 2005).

The personality of teachers directly affects their students, who are the future pillars of society. Therefore, every member of society is impacted in some way by teachers. As a profession, teaching is both a social as well as an emotional activity. Good quality teaching is charged with positive emotion. However, emotionally exhausted teachers can develop cynical attitude and cease contributing towards the progress of both their students and society as a whole. The emotional and social health of teachers can determine the emotional and social stability among the members of society at large. Social isolation, which results from depersonalization, can adversely affect the social norms and fabric of society. Teachers play a vital role in ensuring that students and society receive a quality education. However, this is only possible when teachers are vigorous in their continued dedication and completely absorbed in both academic and social activities. The falling standards of education and deteriorating social situations has drawn the performance of teachers into question.

Teaching is a social activity and teachers face both social and emotional challenges as emotions play a key role in human social life. The emotionally challenging atmosphere of teaching can often result in stress, emotional exhaustion and depersonalization, burnout and attrition. College teachers play a significant role in the character and personality building of young adults who are about embark on their own roles in society. Therefore, the researchers of the current study sought to examine the contribution of emotional exhaustion towards depersonalization among college teachers.

2. LITERATURE REVIEW

Emotional exhaustion is a state in which an individual is drained of their personal resource and becomes emotionally exhausted. It is linked with a weakening of one's emotional resources and enhanced feeling of fatigue. Emotional exhaustion can start off with feelings of unease and decreasing pleasure gained from teaching. It is characterized by feelings of irritability, lack of energy, weariness, enthusiasm, joy, satisfaction, motivation, zest, interest, and concentration, as well as a lack of self-confidence (Maslach, 2003). Those who are emotionally exhausted are unable to work responsibly or constructively (Allam, 2017). In an effort to cope with emotional exhaustion, individuals become depersonalized from others (Cam, 2001).

It is often cited that emotional exhaustion leads towards depersonalization and feelings of reduced personal accomplishment (Bakker et al., 2001; Halbesleben & Bowler, 2007; Maslach et al., 2001; Moore, 2000), and that emotional exhaustion is an important construct that influences work-based performance. Furthermore, the ratings of emotional

exhaustion strongly contribute to professional burnout in teachers (Grayson & Alvarez, 2008). As such, many studies on teacher burnout have focused solely on emotional exhaustion (Dicke et al., 2015; Klusmann, et al., 2008). Emotional exhaustion is where the individual becomes vulnerable to certain stressors, and is considered as a central aspect of burnout and has been the focus of research studies in the context of education (Arens & Morin, 2016; Chang, 2009; Goetz et al., 2015; Taxer & Frenzel, 2019; Tsouloupas et al., 2010). The emotionally exhausted tend to withdraw from social relations and become depersonalized (Maslach et al., 2001). Depersonalization is a state when an individual feels cognitive distance and becomes totally indifferent to others (Maslach et al., 2001), resulting in social isolation that can cause various psychological illnesses. The literature has shown the existence of emotional exhaustion and depersonalization among teachers (Arens & Morin, 2016; Friedman, 2000; Hakanen et al., 2006; Taxer et al., 2019).

Depersonalization is characterized with withdrawal from social contact, a cynical attitude towards students and the job, absence from school and classes, use of labels in naming students, refusal to recognize students, and treating them as impersonal objects (Maslach, 2003). According to Bakker and Schaufeli (2000), depersonalization is "the development of negative, cynical attitudes towards the recipients of one's services or towards work in general". When individuals are unable to manage their problems in an amicable manner, they start to keep their distance from others, see them more as objects, and finally develop rigid characteristics. The symbols of depersonalization involve negligence, lack of interest, apathetic attitude, unfriendliness, unwillingness to help, and drudgery in their feelings about others (Allam, 2007; Demirer et al., 2013; Kim et al., 2007; Maslach et al. , 2001).

Some researchers claim that emotional exhaustion and depersonalization develop in parallel, with both leading towards reduced personal accomplishment, while others hold that emotional exhaustion results in depersonalization. In an effort to cope with emotional exhaustion individuals can depersonalize others, which then eventually leads towards feelings of personal accomplishment. When emotional exhaustion exceeds the coping capability of staff, the individual becomes introverted. At this stage the individual is burned out; not only physically, but also socially and psychologically (Cam, 2001).

Both emotional exhaustion and depersonalization deteriorate the work performance of teachers, as quality teaching is naturally charged with positive emotion and good social relations. Emotional exhaustion results in reduced work performance, psychological problems, stress, and a deterioration in social relations. People being unable to sustain cordial relations tend to withdraw from their social relations and become socially isolated. Social isolation is a source of psychological and social problems. Therefore, identifying the contribution of emotional exhaustion towards depersonalization can be helpful in managing problems related with emotional exhaustion and personalization. Such findings may then be helpful in preventing burnout among teachers in general as emotional exhaustion and depersonalization are two dimensions of burnout syndrome, which adversely affects the teaching profession and is a major source of teachers' attrition.

The study was aimed to achieve following objectives:

- To reveal any relationship between emotional exhaustion and depersonalization among college teachers.
- To establish the effect of demographic variables (e.g., gender, qualification, experience) on emotional exhaustion and depersonalization among college teachers.

3. METHODOLOGY

The study was correlational in nature as emotional exhaustion and depersonalization among teachers were the study's variables, while age, gender, qualification, and experience were the demographical variables. Information about the demographical variables was obtained by them being separately included within the applied questionnaire. The study aimed to analyze the contribution of emotional exhaustion towards depersonalization among college teachers (see Figure 1).



Figure 1. Flow diagram of the study

In order to measure emotional exhaustion and depersonalization among college teachers, 24 public colleges were randomly selected in Gujranwala division, Pakistan. Emotional exhaustion and depersonalization were the variables of the study. In order to assess emotional exhaustion and depersonalization among teachers, the researchers adapted the Maslach Burnout Inventory as emotional exhaustion and depersonalization form two distinct dimensions of burnout. Semi-structured interviews were also conducted with participant teachers in order to obtain qualitative data for the study.

To answer the study's research questions, data was required to be collected from serving teachers. First, permission was sought from the Directorate of Public Instruction. Then, the researchers personally distributed inventories to serving college teachers, followed by interviewing some of the participant teachers so as to obtain both quantitative and qualitative data for the study. The obtained data was then systematically analyzed with the help of IBM's SPSS analytical software. The major objective of the study was to analyze the contribution of emotional exhaustion towards depersonalization among college teachers. This objective was achieved by applying Pearson *r* to the obtained data. In order to assess the effects of age, gender, experience, and qualification on emotional exhaustion and depersonalization among college teachers, ANOVA statistical testing was employed. On the basis of the research findings, suggestions were then put forward by the researcher.

There are six districts in Gujranwala division, namely; Sialkot, Gujranwala, Narowal, Gujarat, Hafizabad, and Mandi-Bahauddin. According to the Directorate of Education (2020), there are 120 colleges throughout all six districts of Gujranwala division, with a total of 35,346 teachers working in these colleges during 2020 who formed the population of the study.

The researchers employed multi-staged random stratified sampling in order to select the sample of the study. According to Gay (1996), at least 20% of a population should be selected as the sample of a research study; therefore, the researchers randomly selected 24 colleges (20% of the 120 total) from Gujranwala division. Best and Kahn, (2006) suggested stratified sampling in the case of a diverse population. The population of colleges in Gujranwala division includes both female and male colleges and in different areas of the division, hence the researchers randomly selected 12 male and 12 female colleges. Gay (2012) suggested that a sample size of 400 is adequate for a population size exceeding 5,000. With more than 5,000 teachers in Gujranwala division, the researchers randomly selected 200 male and 200 female teachers from the selected 24 colleges as the sample of the study (see Figure 2).

Instrumentation In order to assess the variables of study, the Maslach Burnout Inventory was adapted (emotional exhaustion α = .83, depersonalization α = .86) by the researchers as emotional exhaustion and depersonalization are two dimensions of burnout. The adapted inventory was comprised of 16 statements related to emotional exhaustion and depersonalization.

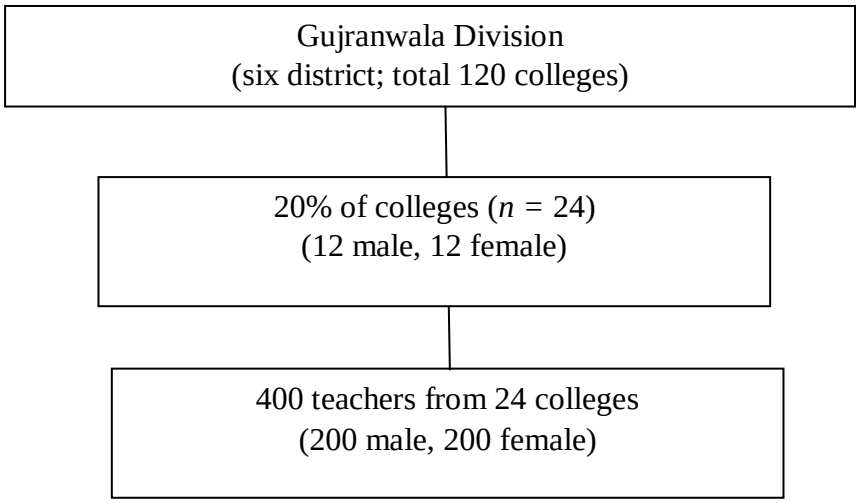


Figure 2. Diagram of the study sample

Emotional exhaustion Emotional exhaustion involves feelings of becoming vulnerable to stressors and being emptied of personal resources. The following constructs were identified for assessing emotional exhaustion among college teachers.

Constructs Role conflict, high levels of work demands, work overload, and direct, intense, frequent, or lengthy interpersonal contacts. Statements 1-8 of the adapted inventory measured emotional exhaustion.

Depersonalization Depersonalization is the state of mind in which one has impartial views about others and maintains distance from people. The following constructs were identified to assess depersonalization among college teachers.

Constructs Compassion, empathy, conversational cues, consequence recognition, lack of personal communication. Statements 9-16 of the adapted inventory measured depersonalization.

The measurement of emotional exhaustion and depersonalization in the current study are as depicted in Table 1.

Table 1. Summary of inventory for emotional exhaustion and depersonalization

Construct	Statements
Emotional exhaustion	1-8
Depersonalization	9-16

Data collection & Analysis procedure. Special permission from the Directorate of Public Instruction was received in order to collect data from college teachers. In total, 200 male and 200 female teachers from 24 randomly selected colleges were applied the adapted inventory in order to assess emotional exhaustion and depersonalization among college teachers. The researchers personally visited each of the 24 selected colleges to seek teachers to participate in the study. The researchers also interviewed 10 randomly selected teachers for quantitative data triangulation and to obtain in-depth qualitative data.

Emotional exhaustion and depersonalization were the variables of the study. To assess emotional exhaustion and depersonalization among college teachers, the participants' responses to the inventory items were rated as 0: *never*, 1: *a few times a year*, 2: *monthly*, 3: *a few times a month*, 4: *every week*, 5: *a few times a week*, and 6: *every day*. Variables of emotional exhaustion and depersonalization were computed with the help of IBM's SPSS analytical software, and were then classified into four categories as high, moderate, mild, and nil. Information about the demographic variables of age, gender, experience, and qualification were also obtained separately in the questionnaire.

4. RESULTS

The objective of the study was to determine the contribution of emotional exhaustion towards depersonalization among college teachers. The researchers used Pearson *r* to answer the research question and to establish the contribution of emotional exhaustion towards depersonalization among college teachers. Table 2 summaries the statistical correlation results.

Table 2. Pearson's Correlation between Emotional Exhaustion and Depersonalization among Teachers

Variable	*N*	*r*	Sig.
Emotional exhaustion Depersonalization	400	.888	.000

Correlation significant at .01 level

The results of the Pearson correlation analysis show that there was a positive correlation (r = .888) established at the .01 level between the two variables. This result means that increases in the level of emotional exhaustion enhances the level of depersonalization, while a reduction in the level of emotional exhaustion decreases the level of depersonalization. On the same issue, when the researchers interviewed the participant teachers, one was of the view that "it is not necessarily so that emotional exhaustion causes depersonalization," while another replied that "emotional exhaustion does not affect depersonalization among college teachers," and one said that "emotional exhaustion is a separate thing from depersonalization." However, seven of the teachers were of the view that emotional exhaustion plays a major role in depersonalization among college teachers. Table 3 summarizes the relationship between emotional exhaustion and depersonalization according to gender.

Table 3. Comparison of Gender Correlation for Relationship of Emotional Exhaustion and Depersonalization Among College Teachers

Variable	Gender	*n*	*r*	Sig.
Emotional exhaustion / depersonalization	Male	200	1.000	.000
	Female	200	.793	

Table 3 presents the correlation comparison between male and female college teachers in terms of the relationship between emotional exhaustion and depersonalization. These results show that male teachers have a significant positive correlation (200) = -1.00 at the level of .01 between their emotional exhaustion and depersonalization; similarly, female teachers were also found to have a significant positive correlation (*r* = 793) at the level of .01. These results indicate that emotional exhaustion among both male and female teachers enhances their level of depersonalization.

Table 4. Effect of Gender on Emotional Exhaustion Among College Teachers

	Gender	*n*	*M*	*SD*	*SE*	*df*	*t*-value	Sig.
Emotional exhaustion	Male	200	1.521	0.593	0.542	237	.230	.736
	Female	200	1.50	0.580	0.530			

Table 4 reveals the *t*-test results, which shows the two gender groups; male and female. Equal proportion was given to both strata, with 200 male respondents and 200 female respondents. Analysis of the descriptive statistics shows that no significant difference was established between the two gender groups in terms of emotional exhaustion among college teachers. The male and female teachers did not significantly differ by group based on their effects on emotional exhaustion.

The ANOVA results are summarized in Table 5 for the effects of qualification on emotional exhaustion among college teachers.

Table 5. ANOVA Statistics for Effect of Qualification on Emotional Exhaustion Among College Teachers

Emotional exhaustion	*SS*	*df*	*M*	*F*	Sig
Between groups	2.693	2	1.387		
Within groups	78.19	227	0.324	3.180	.015
Total	71.883	229			

Level of confidence α = .05

Table 5 presents the results of ANOVA statistical testing (2, 227) = 3.180, α = .05. As can be seen, a significant difference exists between the effects of teachers' qualification on emotional exhaustion among college teachers. The different groups according to the teachers' qualification level are presented in Table 6.

Table 6. Summary of Tukeys' Statistics on Post-test Scores for Multiple Comparisons

	(I) Qualification	(J) Qualification	Mean Difference (I – J)	*SE*	Sig.
Emotional exhaustion	MA	MPhil	-0.126	0.101	.425
	MPhil	PhD	-0.473	0.175	.013
	PhD	MA	-0.346	0.133	.041

Significant at the .05 level

Table 6 shows that no significant mean difference was found to exist between the teachers with a MA, MPhil, or PhD, although a significant mean difference was established between those with a MA qualification and those with a PhD. Analysis of the descriptive statistics indicates that a significant mean difference exists between those teachers with a

MPhil and those with a PhD qualification. The output of Tukeys' statistics created three homogenous groups, as presented in Table 7.

Table 7. Homogeneous Grouping on Post-test Scores

	Qualification	N	Group Mean score	
			1	2
Emotional exhaustion	MA	238	1.16	
	MPhil	118		1.52
	PhD	44		1.63
	Sig.		1.000	.640

Table 7 shows the output of Tukeys' statistics that indicates that no significant difference was found among the effects of the three groups of teachers' qualification on emotional exhaustion among college teachers. The three groups of teachers' qualification, namely MA, MPhil, and PhD, were not found to significantly differ in their effects on emotional exhaustion among college teachers. When the researchers personally asked the teachers about the effect of their qualification on their emotional exhaustion, one of them replied that "highly qualified teachers have high expectations that can lead them towards emotional exhaustion," while a different teacher said that "qualified teachers are less prone to emotional exhaustion as it helps in their resistance towards emotional exhaustion," and another replied that "when highly qualified teachers can't get appropriate jobs they become emotionally exhausted." However, eight of the teachers were of the view that all teachers, irrespective of their qualifications, may become emotionally exhausted.

The researchers classified the respondent teachers into three categories based on their experience of teaching, namely Group A (1-10 years), Group B (11-20 years), and Group C (21-30 years). In order to analyze the effect of experience on the teachers' emotional exhaustion, one-way ANOVA was applied on the obtained data.

Table 8. ANOVA Statistics for the Effect of Experience on Teachers' Burnout

Emotional exhaustion	*SS*	*df*	*MS*	*F*	Sig
Between groups	0.137	2	.073		
Within groups	81.826	238	.346	.214	.807
Total	81.973	237			

Level of confidence α = .05

Table 8 shows the results of ANOVA statistical testing (2, 337) = .214, α = .05, which reveals that no significant difference was found to exist between the effect of the teachers' experience level on their emotional exhaustion. The results for the different groups of teachers' experience are presented in Table 9.

Table 9. Summary of Tukeys' Statistics on Post-test Scores for Multiple Comparisons

	(I) Experience	(J) Experience	Mean Difference (I – J)	*SE*	Sig.
Emotional exhaustion	Group A (1-10)	11-20	-.058	0.88	.795
	Group B (11-20)	21-30	.017	0.097	.978
	Group C (21-30)	1-10	.083	0.096	.915

Significant at the .05 level

Table 9 reveals the results of Tukeys' analysis, which shows that no significant mean difference was found to exist among the three groups of teachers' experience. The three groups of teachers' experience, namely Group A (1-10 years), Group B (11-20 years), and Group C (21-30 years) were not shown to be significantly different in their mean scores. Three homogeneous groups of teachers' experience are presented in Table 10.

Table 10. Homogeneous Grouping on Post-test Scores

	Experience	*n*	Group mean score
Emotional exhaustion	Group A (1-10)	133	1.47
	Group B (11-20)	132	1.51
	Group C (21-30)	135	1.54
	Sig.		.813

Table 10 indicates the output of Tukeys' statistical testing, which shows that no significant difference was found among the effects of the three groups of teachers' experience on their emotional exhaustion. The three groups of teachers' qualification, namely Group A (1-10 years), Group B (11-20 years), and Group C (21-30 years) were not found to differ significantly in their effects on emotional exhaustion among teachers. On the same issue, when the researchers interviewed the teachers, one of them replied that "novice teachers easily become emotionally exhausted," one said that "our teacher training programs are unable to equip teachers to deal with emotional exhaustion," and another replied that "senior teachers are more prone to emotional exhaustion." However, seven of the teachers were of the view that length of teaching experience does not play a role in emotional exhaustion among college teachers.

Table 11. Effect of Gender on Depersonalization Among College Teachers

	Gender	*n*	*M*	*SD*	*SE*	*df*	*t-value*	*Sig.*
Depersonalization	Male	200	1.511	0.583	0.532	238	0.231	.737
	Female	120	1.502	0.581	0.531			

Table 11 reveals the *t*-test results, with two gender groups; male and female. Equal proportion was given to both strata with an equal number of 200 male respondents and 200 female respondents. Descriptive statistics analysis indicated that no significant difference was found to exist between the effects of gender on depersonalization among college teachers. The male and female teachers were not found to significantly differ from each other in their effects on depersonalization.

The results of ANOVA are summarized in Table 12 for the effects of the teachers' educational qualification on depersonalization among college teachers.

Table 12. ANOVA Statistics for Qualification Effect on Depersonalization Among College Teachers

Depersonalization	*SS*	*df*	*MS*	*F*	*Sig*
Between groups	1.720	2	.823		
Within groups	75.775	247	.321	2.532	.083
Total	76.596	248			

Level of confidence α = .05

Table 12 reveals the results of ANOVA statistical testing (2, 347) = 2.532, α = .05, indicating that no significant difference was found to exist between the effects of teachers'

qualification on depersonalization among teachers. The different groups of teachers' qualification are presented in Table 13.

Table 13. Summary of Tukeys' Statistics on Post-test Scores for Multiple Comparisons

	(I) Qualification	(J) Qualification	Mean Difference (I – J)	*SE*	Sig.
Depersonalization	MA	MPhil	-0.018	.100	.981
	MPhil	PhD	-0.294	.160	.163
	PhD	MA	0.313	.142	.066

Significant to the .05 level

Table 13 shows the results of Tukeys' statistical testing, which indicates that no significant mean difference was established between the MA and MPhil groups of teachers' qualification, but that a significant mean difference was found between the MA and PhD groups. Furthermore, analysis of the descriptive statistics also revealed a significant mean difference between the MPhil and PhD teacher qualification groups. Three homogeneous groups of teachers' qualification are presented in Table 14.

Table 14. Homogeneous Grouping on Post-test Scores

	Qualification	*n*	Group Mean value
Depersonalization	MA	238	2.51
	MPhil	118	2.53
	PhD	44	2.82

Table 14 shows the output of Tukeys' statistical testing, in which no significant difference was revealed among the effects of the three groups of teachers' qualification on depersonalization among college teachers. The three groups of teachers' qualification, namely MA, MPhil, and PhD, were not found to differ significantly in their effects on depersonalization among teachers. With regards to this same issue, when the researchers interviewed the participant teachers, one of them replied that "highly qualified teachers are unable to develop good interpersonal relations and become depersonalized," and one said that "teachers with a PhD qualification did not possess cordial relations, and that leads them towards depersonalization," while another teacher replied that "qualification has failed to equip our teachers to develop socially, and are therefore prone to depersonalization." However, seven of the teachers were of the view that qualification does not matter in terms of depersonalization among teachers.

Table 15. ANOVA Statistics on the Effect of Experience on Depersonalization Among College Teachers

Depersonalization	SS	df	MS	F	Sig
Between groups	0.542	2	.271		
Within groups	76.955	237	.326	.834	.438
Total	77.497	239			

Level of confidence α = .05

Table 15 shows the results of ANOVA statistical testing (2, 337) = .834, α = .05, which reveals that no significant difference was found to exist in terms of the effect of teachers' experience on depersonalization among college teachers. The different groups of teachers' experience are presented in Table 16.

Table 16. Summary of Tukeys' Statistics on Post-test Scores for Multiple Comparisons

	(I) Experience	(J) Experience	Mean Difference (I – J)	*SE*	Sig.
Depersonalization	Group A (1-10)	11-20	-.059	0.86	.795
	Group B (11-20)	21-30	.018	0.098	.977
	Group C (21-30)	1-10	.081	0.097	.918

Significant at the .05 level

Table 16 presents the results of the Tukeys' analysis, indicating that no significant mean difference was found to exist among the three groups of teachers' experience. The three groups of teachers' experience, namely Group A (1-10 years), Group B (11-20 years), and Group C (21-30 years) are not found to be significantly different according to their mean scores. The output of the Tukeys' analysis created three homogenous groups regarding of teachers experience, which are presented in Table 17.

Table 17. Homogeneous Grouping of Post-test Scores

	Experience	n	Group Mean value
Depersonalization	Group A (1-10)	134	2.39
	Group B (11-20)	130	2.66
	Group C (21-30)	136	2.71

Table 17 shows the output of Tukeys' statistical testing, which reveals that no significant difference was found among the effects of the three groups of teachers' experience on depersonalization among college teachers. The three groups of teachers' qualification, namely Group A (1-10 years), Group B (11-20 years), and Group C (21-30 years), were not found to be significantly different in terms of their effect on depersonalization among college teachers. Regarding this same issue, when the researchers interviewed the teachers, one of them replied that "experienced teachers usually have good interpersonal relations and avoid depersonalization," one stated that "fresh teachers are unable to develop professional interpersonal relations and therefore can become depersonalized," and another responded that "depersonalization depends on the nature of teachers, which cannot be changed." Additionally, another of the interviewed teachers responded that "senior teacher are tough in the development of cordial social relations and become depersonalized." However, six of the teachers were of the view that experience does not play any role in depersonalization among teachers.

Pearson correlation was used in order to establish the contribution of emotional exhaustion towards depersonalization among college teachers. The results revealed a significant and positive correlation exists between emotional exhaustion and depersonalization among college teachers. As such, increases in the level of emotional exhaustion correspondingly increases the level of depersonalization among college teachers, as shown in Table 2. The participant teachers confirmed the existence of a deep positive relationship between emotional exhaustion and depersonalization among college teachers in their semi-structured interviews held by the researchers.

In order to find out the contribution of emotional exhaustion towards depersonalization among college teachers according to the gender variable, male and female college teachers were compared separately by the researchers in terms of any correlation between emotional exhaustion and depersonalization. The results showed that both male and

female teachers showed a significant and positive relationship between their emotional exhaustion and depersonalization. When the researchers personally interviewed some of the participant teachers, both the male and female groups revealed a positive relationship between emotional exhaustion and depersonalization. Separate *t*-tests were then used in order to reveal the effect of the gender variable on emotional exhaustion among college teachers. The results of the descriptive statistics revealed that gender has no significant difference in terms of the effect on emotional exhaustion among college teachers. When researchers personally asked some of the participant teachers about differences of effect based on gender with regards to emotional exhaustion among college teachers, the majority confirmed that both male and female teachers become emotionally exhausted.

In order to establish the effect of qualification on emotional exhaustion among college teachers, one-way ANOVA was used. The scores of the descriptive statistics and ANOVA indicate that teachers' qualification significantly affects the emotional exhaustion levels among college teachers. To identify the different groups of teachers' qualification, the Tukeys' method of analysis was used. The results showed no significant mean difference between the MA and MPhil and PhD groups of teachers' qualification, but a significant mean difference was established between the MA and PhD groups, as shown in Table 6. The Tukeys' analysis created three homogenous groups, which each have no significant difference in their effect on emotional exhaustion among college teachers. When the researchers interviewed some of the participant teachers about the effect of teachers' qualification, the majority commented that teachers' qualification can affect emotional exhaustion among college teachers.

To find out the effect of the teachers' professional experience on the emotional exhaustion among college teachers, one-way ANOVA was employed. The results indicate that the professional experience of teachers has no significant effect on emotional exhaustion among college teachers. To identify the different groups of teachers according to their professional experience, Tukeys' analysis was used, with the results revealing that no significant mean difference was found among three groups of teachers' experience. These three groups of teachers' experience, namely Group A (1-10 years), Group B (11-20 years), and Group C (21-30 years), were not found to differ significantly according to their mean scores (see Table 9). The Tukeys' analysis created three homogenous groups of teachers' experience that were not found to be significantly different from each other in their effect on emotional exhaustion among college teachers (see Table 10). When the researchers asked some of the participant teachers about the effect of their professional experience on emotional exhaustion among college teachers, the majority replied that their teaching experience was unrelated with emotional exhaustion among college teachers.

To reveal the effect of gender on depersonalization among college teachers, *t*-test was used. The results of the descriptive statistics revealed that gender has no significant difference in its effect on depersonalization among college teachers. When the researchers interviewed some of the participant teachers about the effect of gender on depersonalization among college teachers, the majority confirmed that both male and female teachers tend to become depersonalized.

In order to find out the effect of teachers' qualifications on depersonalization among college teachers, one-way ANOVA was employed. The scores of the descriptive statistics and ANOVA revealed that teachers' qualification has no significant effect on depersonalization among college teachers. Tukeys' method of analysis was then applied so as to identify the different groups of teachers' qualification. The results indicated that no significant mean

difference exists between the MA and MPhil groups of teachers' qualification, but that a significant mean difference exists between the MA and PhD groups of teachers' qualification. The analysis of the descriptive statistics showed that a significant mean difference exists between the three groups of teachers' qualification, as shown in Table 11. Tukeys' analysis created three homogenous groups which showed no significant difference in their effect on depersonalization among college teachers. In the participant interviews conducted by the researchers, the majority of teachers responded that qualifications do not affect depersonalization among college teachers.

In order to find out the effect of professional experience on depersonalization among teachers, one-way ANOVA was used. The results indicate that the professional experience of teachers has no significant effect on depersonalization among college teachers. To identify the different groups of teachers' experience, Tukeys' analysis method was used; the results of which revealed that no significant mean difference exist among the three groups of teachers' professional experience. These three groups, namely Group A (1-10 years), Group B (11-20 years), and Group C (21-30 years) were not found to be significantly different in their mean scores, as can be seen in Table 12. The Tukeys' analysis created three homogenous groups of teachers' professional experience which do not significantly differ from each other in their effect on depersonalization among college teachers. When some of the participant teachers were interviewed by the researchers, the majority negated any effect of professional teaching experience on depersonalization among college teachers.

5. DISCUSSION

The study's findings confirm the existence of a relationship between emotional exhaustion and depersonalization, and a positive contribution of emotional exhaustion towards depersonalization among college teachers. These findings confirm the results of studies by Bayraktar and Kutanis (2009), Chan (2006), and also Kabuoh and Anazo (2012), in which emotional exhaustion emerged as a significant predictor of depersonalization. In terms of gender, Cordes and Dougherty (1993), Günes et al. (2009), Kabuoh and Anazodo (2012), Lackritz (2004), and Öztürk et al. (2008) all revealed females to be more prone to emotional exhaustion and depersonalization compared to males, whilst the current study confirmed the findings of Cecil and William (2002) and Gorji and Vaziri (2011), in that both male and female teachers' are equally prone to becoming victim to emotional exhaustion and depersonalization.

According to Grandey (2000, as cited in Friedman, 2003) and Troy et al. (2013, as cited in Friedman, 2003), teaching experience needs to be taken into account in order to understand teachers' feelings of emotional exhaustion. Droogenbroeck et al. (2014) and Evers et al. (2005) found that senior and experienced teachers become the victim of emotional exhaustion and depersonalization more than junior teachers, while Chang (2009) found that new teachers experienced more intense emotions which in turn can lead to stronger feelings of emotional exhaustion (Harmsen et al., 2018) and attrition (Buchanan et al., 2013), whilst the current study confirmed the findings of Blandford (2000) and Dibbon (2008), in that teachers' professional experience has no effect on emotional exhaustion and depersonalization among college teachers (Kurçer, 2005). It may be said, therefore, that all teachers irrespective of their experience can fall victim to emotional exhaustion.

6. CONCLUSION

The findings of the study lead to the following conclusions:

- Increased levels of emotional exhaustion enhances depersonalization levels in both male and female college teachers.
- Gender has no effect on emotional exhaustion and depersonalization among college teachers, with both male and female teachers being prone to becoming emotionally exhausted and depersonalized.
- Teachers' qualification is deeply related with emotional exhaustion and depersonalization among college teachers. Highly qualified teachers are more prone to becoming the victim of emotional exhaustion and depersonalization.
- Teachers' professional experience does not affect emotional exhaustion and depersonalization among college teachers.

7. RECOMMENDATIONS

On the basis of the findings of the current study, the researchers put forward the following recommendations:

- Emotional exhaustion and depersonalization is detrimental for both teachers and educational institutions. Therefore, educational managers and teachers should take appropriate remedial steps in order to prevent emotional exhaustion and depersonalization among college teachers.
- Educational administrators should create conducive working environments within educational institutions as a means to helping reduce emotional exhaustion and depersonalization.
- Proper training should be provided to student teachers in order to equip them with the necessary skills to cope with emotional exhaustion and depersonalization.
- Resources should be provided to teachers and they should also become involved in decision-making processes that may serve as a buffer against the development of emotional exhaustion and depersonalization amongst teachers.
- Class sizes should be reduced in order to reduce emotional exhaustion and depersonalization among teachers.
- Teachers' workload should be arranged according to their capacity and ability so that they are less likely to become emotionally exhausted and depersonalized.
- Teachers should develop and maintain positive relationships with others. Managing authorities and the community should work for the improvement of their relationships with teachers, so that teachers may work on their concentration as cordial relations help to reduce emotional exhaustion and depersonalization.

FURTHER RESEARCH DIRECTIONS

- This study was delimited to public colleges of Gujranwala division. There is a need to replicate this study including populations all over Pakistan.
- All private and publics colleges in Pakistan should be involved in such studies.
- The comparison of emotional exhaustion depersonalization among school and college teachers may be conducted in order to establish the factors responsible for the development of emotional exhaustion and depersonalization among teachers.
- More structured research involving some other related variables may be conducted in order to reduce and prevent emotional exhaustion and depersonalization among teachers.

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