

## Comparison of Job Stress and Job Burnout in Native and Non-Native Teachers of Secondary Schools in Chabahar City

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### ABSTRACT

The aim of this study was to examine job stress and job burnout in native and non-native teachers. This study employed a causal-comparative design. The research focused on all native and non-native teachers of Chabahar city in the academic year 2024-2025. Out of the group, 104 individuals were chosen (52 native teachers and 52 non-native teachers) through convenience sampling. Data were gathered using the Osipow's (1987) Job Stress Questionnaire and Maslach's (1981) Job Burnout scale. Data were examined through both descriptive statistics and multivariate analysis of variance. Based on the results, native and non-native teachers showed varying levels of job stress ( $p < .05$ ). In simpler terms, non-native teachers scored higher on scales of overload, role ambiguity, role-related tasks, responsibility, and stress related to the physical environment compared to native teachers. Also, non-native teachers scored higher on burnout subscales including emotional exhaustion and depersonalization compared to native teachers ( $p < .01$ ). From the findings, it can be concluded that teachers' native and non-native backgrounds can lead to a significant difference in their job stress and burnout.

### Introduction

In the field of education, the main pillar of education is its human resources. Teachers, as an important pillar in schools, face numerous issues and topics on a daily basis, such as how to deal with school administrators and executives, parental expectations, student disciplinary problems, etc., all of which can cause psychological stress in this group of employees ([Hamidi & Shamloo, 2021](#)). The teaching profession is stressful and teachers may experience negative emotions such as anger, anxiety, tension, frustration, and depression ([Jakubowski & Sitko-Dominik, 2021](#)). Despite the fact that stressors are specific to each teacher, some causes of stress are common; workload/time pressure, low student motivation and discipline problems, role ambiguity and role conflict, pressure to make changes in the curriculum, low salaries, relationships with other colleagues, and unprofessional duties ([Ahmed & Shabbir, 2019](#); [Erdiller & Doğan, 2015](#)). Work-related stress is a major problem in the area of occupational health and safety. It affects not only people's health, but also that of organizations and national economies ([Redín & Erro-Garcés, 2020](#)). Job-related stress is an individual's physiological, psychological, and behavioral response to a work environment, and it reflects an imbalance in the relationship between the individual and their working environment that leads to an unpleasant emotional experience at work ([Liang et al, 2022](#)). Work-related stress occurs when an individual struggles to cope



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with various stresses, such as complex working relationships, a thankless role; work overload and time pressure; a lack of control over the process; interference between work and one's private life; underpayment; and an absence of benefits ([Arbia et al., 2023](#)). This type of stress diminishes an individual's quality of life, and can lead to physical, mental, and social illnesses. It also impairs personal concentration, attention, and decision-making abilities, thereby hindering job performance ([Jung et al., 2024](#)).

Because teaching is considered a stressful profession, researchers have reported that teachers are also at risk for burnout ([Madigan et al., 2023](#)). Teacher job burnout refers to the emotional and behavioral exhaustion caused by the long hours and high-intensity nature of the daily teaching process ([Zhao et al., 2022](#)). Job burnout is the exhaustion state of emotion, attitude, and behavior caused by an individual's inability to effectively deal with various long-term pressures at work. It is composed of three parts: emotional exhaustion, depersonalization, and low personal sense of achievement ([Liu et al., 2022](#)). Emotional exhaustion refers to feeling emotionally overextended by one's job. Emotionally exhausted teachers usually feel tired and lethargic at work. Depersonalization includes cynical attitudes toward students, parents, and the workplace. Finally, a low sense of personal accomplishment reflects a negative appraisal of one's worth and not seeing any contribution to one's work ([Hossain & Sultana, 2022](#)). The literature has identified several factors that contribute to teachers' burnout. For example, teachers' heavy workloads, coupled with limited resources and time constraints, may be detrimental, especially when teachers are expected to meet high standards in terms of students' achievement and classroom management ([Einav et al., 2024](#)). This phenomenon can have serious consequences for both teachers and students, as it affects the overall quality of education and the wellbeing of those involved ([Madigan et al., 2023](#); [Agyapong et al., 2022](#)).

It seems that some factors can be influential in exacerbating stress and job burnout in teachers. One of these factors is the native or non-native status of teachers. Non-native teachers are teachers who have to serve for many years in an area far from their home and family in another city. This group of teachers may experience more problems than native teachers. Problems such as lack of familiarity with the language and customs of the area where they serve, housing problems, high costs, lack of facilities and many other problems that they face ([Muhammadzadeh Kamali & Sabagh, 2017](#)). Few studies have examined stress and burnout in non-native teachers. From the studies conducted, it was determined that similar research has not been conducted in the country among teachers. There are also few studies in studies abroad. However, research supports the idea that being non-native can exacerbate stress and burnout in individuals. In studies abroad; [Hamid \(2022\)](#) in a study aimed at investigating psychological distress among non-native Sudanese workers in the United Arab Emirates showed that non-native workers experience high levels of psychological distress. [Subasi \(2021\)](#) in a study on burnout in native and non-native teachers in Turkey reported that emotional exhaustion, depersonalization, and decreased personal achievement were higher in non-native teachers than in native teachers. [Hussenoeder et al \(2021\)](#) reported high levels of emotional exhaustion, depersonalization, and personal ineffectiveness in non-native doctors. In a study of job stress and burnout among non-native workers in Dongguan, China, [Luo et al \(2016\)](#) showed a high level of role overload, role inadequacy, role ambiguity, physical strain, role ambiguity, and job strain, as well as job burnout. The results of [Shen & Huang \(2012\)](#) reported a significantly high level of emotional exhaustion and depersonalization in non-native workers. In domestic studies, [Rahnama et al \(2019\)](#) in a study aimed at comparing the frequency of burnout symptoms in general practitioners working in the family physician program and outside this program, showed that burnout in the depersonalization dimension was higher in non-native physicians than in native physicians. [Zadehbagheri et al \(2006\)](#) in a study to determine the level of stress in managers showed that native managers, with an average stress of 66.7, experienced significantly more stress compared to non-native managers who had an average stress of 3.33.

The issue of mental health of non-native teachers and their level of job satisfaction and its impact on their behavior in the classroom as well as the efficiency and progress of students is a topic that the majority of education experts emphasize on its importance ([Givarian et al., 2011](#)). Given that stress and burnout can affect the mental health and performance of non-native teachers, accordingly, addressing the

subject of the present study is important. In particular, non-native teachers in Chabahar city, as one of the deprived areas in the country, seem to experience more problems. The dispersion of the population and the remoteness of Chabahar city, the economic poverty of families and the low average household income rate, climatic conditions and housing shortage are among the most important problems of the education sector in this region. Therefore, it is obvious that examining the issues and problems of non-native teachers in this region is a research priority. The results of this study can be fruitful in further understanding the issue and providing solutions to reduce the problems of non-native teachers in Chabahar city. Also, due to the lack of research studies in line with the present study and achieving more accurate results, the present study faces the fundamental issue of whether there is a significant difference in job stress and burnout between native and non-native teachers in secondary schools in Chabahar city?

## *Method*

### **Sample and Sampling Method**

The method of this research is descriptive of causal-comparative type. The statistical population of the research included all native and non-native teachers of Chabahar city in the academic year 2024-2025, and using the available sampling method, 104 people (52 native teachers and 52 non-native teachers) were selected as the sample size. The data collection tool was collected using two questionnaires of job stress and job burnout.

### *Tools Used*

**Job stress:** Osipow (1987) Job Stress Questionnaire has 60 questions and consists of three parts to assess individual stress from 6 dimensions: 1- Role overload 2- Role incompetence 3- Role ambiguity 4- Role scope 5- Responsibility 6- Physical environment. Each of the 6 dimensions is assessed by 10 statements, respectively. There are 5 options for each statement, ranging from never (1 point) to most of the time (5 points). Statements 5, 6, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 24, 25, 27, 28, 29, 30, 34, 35, 37, 38, 39, 40, 44 and 50 are scored in reverse order (5 to 1). Based on the scores obtained, the individual is placed in one of four groups; a score of 60-119 is placed in the mild stress group, a score of 120-179 in the mild group, a score of 180-239 in the moderate-severe group, and a score of 240-300 in the severe group ([Aminian et al. 2011](#)). Today, this questionnaire is used as a valid test for measuring job stress. The reliability of this test was calculated at a satisfactory level using the test-retest method (Cronbach's alpha=0.89) ([Sepahvand et al. 2019](#)). In the present study, Cronbach's alpha coefficient was used to examine the internal consistency of the questions of each subscale, and the coefficients obtained for role overload, role incompetence, role ambiguity, role scope, responsibility, and physical environment were 0.68, 0.76, 0.83, 0.70, 0.78, and 0.86, respectively.

**Job Burnout:** This test was developed by Maslach in 1981 and is a new assessment of the phenomenon of stress, namely burnout. This questionnaire consists of 22 items that measure emotional exhaustion, depersonalization phenomena and lack of personal success within the framework of professional activity and is used especially to measure and prevent burnout in professional groups such as nurses and teachers, etc. The scoring of the items in this questionnaire is based on a 7-point Likert scale. The options of this test are specified as never, very little, little, average, above average, high, very high. When the subject studies this scale, the person expresses his/her feelings according to the options available. Questions (20, 16, 14, 13, 8, 6, 1, 2, 3) are related to the emotional exhaustion subscale, questions (22, 11, 15, 10, 5) are related to the depersonalization subscale, and questions (21, 19, 18, 17, 12, 9, 7, 4) are related to the lack of personal success subscale. The scoring of the options in this test is as follows: never is given a score of 0, very little is given a score of 1, low is given a score of 2, average is given a score of 3, average to above a score of 4, high is given a score of 5, and very high is given a score of 6. Questions (22, 20, 16, 15, 14, 13, 11, 10, 8, 6, 5, 3, 2, 1) of this questionnaire are calculated directly for scoring, and questions (21, 19, 18, 17, 12, 9, 7, 4) are calculated inversely. Maslach and Jackson obtained Cronbach's alpha reliability coefficient for the dimensions of emotional exhaustion of 0.90, depersonalization of 0.79, and lack of

personal achievement of 0.71 (Rahmani et al, 2016). The reliability of the Maslash burnout questionnaire was reported for the three subtests of emotional exhaustion with a frequency of 0.76 and intensity of 0.79, lack of personal achievement with a frequency of 0.61 and intensity of 0.81, and depersonalization with a frequency of 0.80 and intensity of 0.93 (Rezaei aderyani et al, 2013). In the present study, Cronbach's alpha test was used to examine the internal consistency of the questions of each subscale, and the coefficients for emotional exhaustion, depersonalization, and lack of personal achievement were reported as 0.92, 0.90, and 0.82, respectively.

### Procedure

In order to carry out this research, after referring to the schools of the city and coordinating with the school principals, a sample was selected to complete the questionnaires from the teachers who were willing to participate in the research. From an ethical point of view, the researcher considered himself obliged to obtain the consent of people for cooperation and to provide them with information to know the research objectives. It was also avoided to mention the names of the people in the questionnaire and the researcher pointed out that the questionnaires are only used for conducting the intended research.

In the present study, descriptive statistics methods (frequency, mean, and standard deviation) were used to analyze the data. In order to compare the research variables, multivariate analysis of variance test was used. SPSS version 26 software was used to perform the aforementioned analyses.

### Results

Table 1 shows the demographic characteristics of the selected sample.

**Table 1- Demographic characteristics of the selected sample.**

Variable	Group	Native		Non-Native	
		n	%	n	%
Gender	Male	39	75	7	13.5
	Female	13	25	45	86.5
	Official	26	50	19	36.5
Employment Status	Contract	11	21.2	17	32.7
	Other	15	28.8	16	30.8
	Married	28	53.8	32	61.5
Marital Status	Single	23	44.2	15	28.8
	Divorced	1	1.9	5	9.6

**Hypothesis 1: There is a significant difference in job stress subscale between native and non-native teachers.**

The results in Table 2 show the average scores of native and non-native teachers on the job stress subscales.

**Table 2- Descriptive Statistics.**

Variable	Group	Mean	SD
Overload	native	29.05	4.61
	Non-native	33.00	6.05
	Total	31.02	5.71
Role incompetence	native	23.73	6.95
	Non-native	24.42	6.21
	Total	24.07	6.57
Role ambiguity	native	24.51	6.77
	Non-native	28.76	7.25
	Total	26.64	7.30
Role scope	native	25.51	5.15
	Non-native	28.38	6.22
	Total	26.95	5.86
responsibility	native	23.67	5.00
	Non-native	29.75	7.80
	Total	26.71	7.20
Physical environment	native	18.84	5.36
	Non-native	26.86	9.65

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Total                      22.85                      8.75

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Results of Table 3 reveal that there is a statistically significant difference between native and non-native teachers in job stress subscales on the compounded dependent variables of the study,  $F(6,97)=9.76$ ,  $p=.0001$ ; Wilks' Lambda=.624;  $\eta^2=.376$ .

**Table 3- Results of multivariate ANOVA on job stress subscales in native and non-native groups.**

Test	Value	F	Df 1	Df 2	Sig.	$\eta^2$
Pillai's Trace	.376	9.762	6	97	.000	.376
Wilks' Lambda	.624	9.762	6	97	.000	.376
Hotelling's Trace	.604	9.762	6	97	.000	.376
Roy's Largest Root	.604	9.762	6	97	.000	.376

Results of Table 4 reveal that there is a significant difference between native and non-native teachers in job stress on overload scores  $F(1,102)=13.940$ ,  $p=.0001$ ,  $\eta^2=.120$ , role ambiguity scores  $F(1,102)=9.542$ ,  $p=.003$ ,  $\eta^2=.086$ , role scope scores  $F(1,102)=6.536$ ,  $p=.012$ ,  $\eta^2=.060$ , responsibility scores  $F(1,102)=22.333$ ,  $p=.0001$ ,  $\eta^2=.180$ , and physical environment scores  $F(1,102)=27.389$ ,  $p=.0001$ ,  $\eta^2=.212$ . But there is no significant difference between two groups on role incompetence  $F(1,102)=.286$ ,  $p=.594$ ,  $\eta^2=.003$ . An exploration of the mean scores on Table 2 demonstrates that non-native teachers showed moderately higher mean scores in comparison to native teachers in overload ( $M = 33$ ,  $SD = 6.05$ ), Role ambiguity ( $M = 28.76$ ,  $SD = 7.25$ ), Role scope ( $M = 28.38$ ,  $SD = 6.22$ ), responsibility ( $M = 29.75$ ,  $SD = 7.80$ ) and Physical environment ( $M = 26.86$ ,  $SD = 9.65$ ).

**Table 4- Results of between groups ANOVA on job stress subscales in native and non-native groups.**

Dependent Variable	Sum of Squares	Mean Square	F	Sig.	$\eta^2$
Overload	404.087	404.087	13.940	.0001	.120
Role incompetence	12.462	12.462	.286	.594	.003
Role ambiguity	469.625	469.625	9.542	.003	.086
Role scope	213.471	213.471	6.536	.012	.060
Responsibility	960.154	960.154	22.333	.0001	.180
Physical environment	1672.010	1672.010	27.389	.0001	.212

**Hypothesis 2: There is a significant difference in job burnout subscale between native and non-native teachers.**

The results in Table 5 show the average scores of native and non-native teachers on the job burnout subscales.

**Table 5- Descriptive Statistics.**

Variable	Group	Mean	SD
Emotional exhaustion	Native	8.41	7.96
	Non-native	18.14	15.15
	Total	13.27	13.00
Depersonalization	Native	3.18	3.52
	Non-native	10.34	8.90
	Total	6.76	7.63
Lack of personal success	Native	18.74	9.19
	Non-native	22.27	10.70
	Total	20.51	10.08

Results of Table 6 reveal that there is a statistically significant difference between native and non-native teachers in job burnout subscales on the compounded dependent variables of the study,  $F(3,100)=13.34$ ,  $p=.0001$ ; Wilks' Lambda=.714;  $\eta^2=.286$ .

**Table 6- Results of multivariate ANOVA on job burnout subscales in native and non-native groups.**

Test	Value	F	Df 1	Df 2	Sig.	$\eta^2$
Pillai's Trace	.286	13.340	3	100	.0001	.286
Wilks' Lambda	.714	13.340	3	100	.0001	.286
Hotelling's Trace	.400	13.340	3	100	.0001	.286
Roy's Largest Root	.400	13.340	3	100	.0001	.286

Results of Table 7 reveal that there is a significant difference between native and non-native teachers in job burnout on emotional exhaustion scores  $F(1,102)=16.784$ ,  $p=.0001$ ,  $\eta^2=.141$ , and depersonalization  $F(1,102)=29.039$ ,  $p=.0001$ ,  $\eta^2=.222$ . But there is no significant difference between two groups on lack of personal success  $F(1,102)=3.248$ ,  $p=.074$ ,  $\eta^2=.031$ . An exploration of the mean scores on Table 5 demonstrates that non-native teachers showed moderately higher mean scores in comparison to native teachers in emotional exhaustion ( $M = 18.14$ ,  $SD = 15.15$ ), and depersonalization ( $M = 10.34$ ,  $SD = 8.90$ ).

**Table 7- Results of between groups ANOVA on job burnout subscales in native and non-native groups.**

Dependent Variable	Sum of Squares	Mean Square	F	Sig.	$\eta^2$
Emotional exhaustion	2459.756	2459.756	16.784	.0001	.141
Depersonalization	1331.739	1331.739	29.039	.0001	.222
Lack of personal success	323.432	323.432	3.248	.074	.031

## Discussion

The present study was conducted to compare job stress and burnout in native and non-native teachers. The results of the study in examining job stress showed that there was a significant difference between overload, role ambiguity, tasks related to the role scope, responsibility, and stress related to the physical environment in native and non-native teachers, and the average score of the mentioned subscales in non-native teachers was higher than the average score of native teachers. However, there was no significant difference between the two groups in role incompetence. These results are consistent with the findings of foreign studies such as [Hamid \(2022\)](#), [Subasi \(2021\)](#), [Hussenoeder et al \(2021\)](#), [Luo et al \(2016\)](#) and domestic studies such as [Rahnama et al \(2019\)](#).

The present study explains the problems that non-natives face as a result of migration. Migration is considered a process of social transition. Generally, people migrate for various reasons such as education, trade, learning, accommodation, and to improve educational and financial conditions, find a suitable job, alleviate poverty, etc. ([Wickramasinghe & Wimalaratana, 2016](#)). Although migration can facilitate the aforementioned issues, research has shown that non-natives who move from their hometown with a specific cultural environment to another cultural environment can face very stressful demands and poor working conditions ([Hamid, 2022](#)). It has also been shown that non-natives experience serious psychological problems such as anxiety and stress symptoms ([Al-Maskari et al, 2011](#)). Factors such as the distance from the place of employment to the place of residence, the status or extent of important family ties, transportation facilities, the degree of adaptation to the new place of employment, the degree of deprivation or enjoyment of the place of employment from development facilities, etc. can affect them ([Muhammadzadeh Kamali & Sabagh, 2017](#)). In an effort to meet the demands of the host culture and excel in their work, non-natives may be forced to adapt to new cultural norms, lifestyles, and professional expectations ([Guomundsdottir, 2015](#)). This adjustment requires changing old habits and traditions and adopting new ones. Adaptation can be psychological, involving feelings such as well-being and satisfaction, or social, involving the ability to fit in with the host culture. This process may involve excessive demands on the immigrant. Attempts to cope with these demands may fail and lead to serious psychological problems. Research has shown that geographic transition is stressful and may also increase work stress ([Hamid, 2022](#)).

The results of the present study, examining the differences between native and non-native teachers in job burnout, showed that there is a significant difference between the native and non-native groups in the components of emotional exhaustion and depersonalization, such that non-native teachers had higher emotional exhaustion and depersonalization than native teachers. This finding is consistent with the results

of foreign studies such as; [Subasi \(2021\)](#), [Hussenoeder et al \(2021\)](#), [Luo et al \(2016\)](#), [Shen & Huang \(2012\)](#) and domestic studies such as [Rahnama et al \(2019\)](#).

The explanation of the present study that burnout is higher in the dimensions of emotional exhaustion and depersonalization in non-native teachers can be pointed out to the effects that migration can have on individuals. Migration is associated with many stressors for individuals, such as difficulty in communicating with others, cultural problems, and social integration. In addition, non-natives may feel that they are discriminated against more than natives in the workplace. For non-natives, understanding and adapting to these subtle differences can be challenging. These problems may lead to feelings of alienation in the workplace, which contributes to stress, anxiety, and burnout ([Hussenoeder et al, 2021](#)). Studies have shown that occupational hazards, poor working conditions, and high workloads can make non-native workers more vulnerable. Under these circumstances, the degree of acceptance in the new city, relationships with colleagues, job customs and behaviors, and interpersonal tensions and conflicts may lead to burnout for non-natives ([Luo et al, 2016](#)). Migration can also increase feelings of homesickness for non-natives. As a result of homesickness, individuals often develop ruminative thoughts about home, which are accompanied by negative emotions and even physical symptoms. According to the work-home resource model, the use of personal resources (e.g., focus, mood, and energy) for problems in one domain depletes these resources and makes them unavailable for optimal performance in another domain. Rumination about home and the experience of negative emotions while at work may drain employees' attention, affect, and energy resources, thereby preventing them from fully allocating these resources to challenging tasks. This, in turn, may reduce the effective use of available contextual resources and ultimately undermine job performance ([Ten Brummelhuis & Bakker, 2012](#)). In general, the interaction of feelings of homesickness and job demands can lead to burnout in non-native employees in the long term ([Du et al, 2017](#)).

### **Conclusion**

The results of the present study showed that being native and non-native can lead to a significant difference in teachers' stress and burnout, such that non-native teachers had higher stress and burnout than native teachers. In a general conclusion, it can be said that the higher level of stress and burnout in non-native teachers is a result of their living and working conditions. The findings of the present study mean that the living environment, school environment, and the total number of working, professional, and social conditions for non-native teachers were such that they increased their level of stress and burnout. It is obvious that the type of attitude and needs are different among non-native teachers and their native counterparts, and improving the quality of life of non-native employees is a more complex process, which requires more attention from education and training professionals. On the other hand, the lack of facilities in Chabahar city, as one of the culturally and socially disadvantaged areas in Sistan and Baluchestan province, can also create problems for non-native teachers. Teachers working in disadvantaged areas face countless challenges and crises in their living and working environments. Factors such as the distance from their place of work to their place of residence and the level of deprivation or deprivation of the school where they work can affect their work performance. Among the limitations of the present study are its cross-sectional nature, the limitation of the samples to only one city, and the use of self-assessment questionnaires, which in turn requires caution in generalizing the results. Based on the findings, it is suggested that education officials pay more attention to the issues and problems of teachers, especially non-native teachers. It is necessary to design a range of specific operational strategies and solutions tailored to the target population that can be effective in reducing their stress and burnout.

### **Conflict of interest**

The authors have no any conflict of interest.

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