

## Relationship between job satisfaction, burnout, and years of experience among Jordanian sign language interpreters

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### *Abstract*

*The purpose of this study is to determine the level of burnout among Jordanian sign language interpreters and its correlation with job satisfaction and experience. The descriptive correlative approach was adopted, and after applying the tools and collecting the data, the Maslach scale was used to measure the level of burnout, and the job satisfaction scale was used to measure the level of job satisfaction. Appropriate statistical methods were employed, and the following findings were reached: 1- The overall level of fatigue was average. 2- The degree of overall job satisfaction was about average. There are statistically significant differences in the degree of burnout based on the variable number of years of experience, as burnout increases as experience increases. 4- There is a statistically significant negative inverse relationship between total burnout and total job satisfaction, as the degree of job satisfaction decreases as burnout increases.*

*Keywords: Burnout, self-concept, and sign language interpreters are the keywords for this study.*

### **Introduction**

It is widely recognized that the world generally embraces a system that values human diversity, promotes respect for differences, provides equal opportunities, and promotes cultural and religious harmony (American Psychological Association, 2021). This includes addressing issues related to people's rights, irrespective of their diverse abilities and needs, in accordance with the principles of justice, equality, and other relevant issues. In every society, there are groups referred to as religious, ethnic, or linguistic minorities, and among these linguistic and cultural minorities are the deaf community, as they self-identify (World Federation of the Deaf, 2019).

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Working with individuals who are deaf requires additional effort due to the adaptive requirements of hearing loss, which includes the use of sign language for communication (Portera, 2008). To effectively teach and communicate with them, a teacher and a sign language interpreter must possess unique competencies and specific skills that are necessary for mastering the manual communication methods used by the deaf community. This involves a clear understanding of the subject matter and the ability to exchange knowledge, needs, and emotions using sign language. Therefore, those who work with the deaf community must have a strong mastery and knowledge of sign language in order to provide equitable service (Yin et al., 2021).

According to R. Richards et al. (2018), workers with deaf people are more likely to experience psychological burnout due to the unique nature of their work, the delayed manifestations of success in tasks and achievement of goals for deaf individuals, and the variety of duties that require greater effort. Previously, many specialists in psychology and special education addressed the effects and psychological pressures and their manifestations on workers with individuals with disabilities, as well as the sign language interpreter, who faces numerous sources of stress and psychological pressure while performing his primary role of translating the language and training deaf people.

There are numerous causes for a sign language interpreter's psychological burnout. Some interpreters experience psychological burnout as a result of administrative processes, professional and psychological work demands, relationships with coworkers, and the difficulties of addressing all of a deaf person's needs. Similarly, a sign language interpreter works in a setting fraught with linguistic, economic, social, and administrative obstacles. Working with the system of employees, including managers, users, and authorities, he is principally responsible for the success of the deaf individual's communication with his environment. The sign language interpreter within this community organization occupies a role that is determined through interaction. While its behaviour is subject to the effect of a number of these determinants, this system's components, its needs, and the development of human relationships among its constituents form a system whose behaviour is influenced by a number of these factors. (Schwenke et al., 2014)

Repeating the experience of facing annoying obstacles and barriers for a sign language interpreter while working in various institutions may lead to lower levels of job satisfaction that may be associated with higher levels of psychological burnout. And despondency, anxiety, and introversion, which have a direct impact on motivation and output. As a result of these pressures, the personality of the sign language interpreter may be negatively impacted in terms of health, social, and

professional aspects, leading to the so-called "psychological stress" phenomenon, which is characterized by a general lack of vigor in the sign language interpreter, followed by a low opinion of his profession and its neglect.(Schwenke et al., 2014)

#### Research Problem:

To effectively communicate with deaf individuals, institutions must make a range of language adaptations to accommodate their reliance on sign language. This involves providing appropriate accommodations, communication mechanisms, and a suitable physical and moral environment, as instructed by the Supreme Council for the Rights of People with Disabilities. Unfortunately, not all institutions are equipped to handle these adaptations, resulting in several challenges for deaf individuals as they try to integrate into the general community. This often involves a lack of sign language communication tools and proficient interpreters, leading to frustration and projection onto interpreters. This projection can cause interpreters to experience job dissatisfaction and burnout, significantly affecting their ability to perform their job duties. This can lead to poor job satisfaction, weakened performance, and extended negative effects on the deaf individual's adaptation to their environment, motivation, and willingness to learn. Therefore, this study aims to investigate the correlation between job happiness and burnout among Jordanian sign language interpreters.

#### Research questions:

- How satisfied are interpreters of sign language in Jordan with their jobs?
- What is the prevalence of psychological burnout among sign language interpreters in Jordan?
- Are there differences in job satisfaction and burnout among Jordanian sign language interpreters based on the variables (gender, years of experience)?
- Is there a correlation between job satisfaction and psychological burnout among Jordanian sign language interpreters?

#### Aim:

This study aims to determine the degree of job satisfaction and its relationship to psychological burnout and the level of experience among sign language interpreters in Jordan and workers from various institutions, by identifying the level of experience and the degree of job satisfaction and the value of psychological burnout as a total score.

#### What this paper adds:

This study is among the few that explore how job satisfaction, experience level, and psychological burnout are interrelated among

Jordanian sign language interpreters. By examining the duration of experience and its correlation to psychological burnout, decision-makers can gain valuable insights into the interpreter's efficiency and effectiveness curves, as well as determine their peak and lowest performance periods. Furthermore, this study sheds light on the significant psychological phenomenon of burnout, providing Jordanian sign language interpreters with a better understanding of the challenges they face at work and the psychological impact on their motivation, productivity, and job satisfaction.

#### Research Variables:

Burnout is the degree to which a sign language interpreter experiences emotional stress, a lack of a sense of accomplishment, and emotional numbness, as measured by the Maslach burnout scale (Schaufeli et al., 2001). It is divided into three categories (high, moderate, and low).

Job satisfaction: is the degree of personal and social satisfaction, financial satisfaction, satisfaction with the nature of work, satisfaction with job development opportunities, satisfaction with the responsible administrative authorities, and satisfaction with coworkers attained by a sign language interpreter using a scale developed by the researchers for this study.

Sign language interpreter: any hearing person who primarily uses sign language to communicate with deaf people, transfers knowledge and written or spoken language to sign language, or vice versa, and works in various governmental and non-governmental institutions concerned with translation and working with the deaf.

#### Research determinants:

This study's determinants can be found in the sample selection process, which involved choosing sign language interpreters who were available during their meetings in relevant associations. The research instruments used to measure psychological burnout were initially developed for the Western setting but were culturally adapted to fit the Arabic context.

## Literature Review:

### Job satisfaction

Job satisfaction is extremely important for the individual, as the feeling of satisfaction with work results in positive attitudes about work, a high level of motivation, willpower, and steadfastness of determination, as well as job satisfaction is one of the concepts that comprises a balance towards a feeling of general satisfaction, which is closely related to In the nature of the job, co-workers, and direct officials at the workplace (ANNAN, 2016).

The individual develops a system of beliefs that leads to self-confidence as a result of a sense of job satisfaction, which is an issue related to the individual's values and attitudes towards the job he performs. To ensure the existence of high productivity for the individual and the organization, the individual develops a system of beliefs that leads to self-confidence. Jack and Douglas concur that "the degree of job happiness, self-confidence, and work must be quantified." They assert that job happiness includes comparing the same individual with his colleagues who possess the same qualification, competency, and levels, and they also assert that there are other relevant elements, such as family and society, but that work remains the primary cause of contentment (Greenhaus & Callanan, 2006).

Several studies demonstrate that meeting the requirements of workers is one of the primary predictors of job satisfaction, while others highlight social factors and the friendships that bond coworkers. There are additional studies that attribute job happiness to personality-related difficulties and their integration into the workplace (Zhu, 2013).

#### Psychological burnout

Psychological burnout is one of the important factors affecting the emotional and psychological balance of a person, as it is associated with the emergence of feelings of anxiety and fear of the future in him; therefore, researchers in this field have focused on its manifestations and causes in an effort to comprehend it and mitigate its dangers (Burke & Richardsen, 2000).

Brouwers and Tomic (2000) defined it as "a collection of psychological symptoms exemplified by psychological emotional tiredness, adopting unfavorable attitudes about life, and a lack of personal accomplishment."

also defined as "the high degree of fatigue that the individual is exposed to as a result of the work pressures that the teacher faces, which prevents him from performing his job normally, and it is also a psychological phenomenon caused by the work pressures that the teacher faced and reflected in the low level of individual performance and productivity, which has three characteristics: Aspects of "emotional stress, boredom, and lack of a sense of accomplishment." (Salvagioni et al., 2017)

Aspects of burnout: According to Humphrey (2015) research, psychological burnout has three primary dimensions:

1- Emotional stress: One of its manifestations is the sign language interpreter's feelings of fatigue, helplessness, anxiety, nervousness, low motivation, lack of interest in the subject he is working on, and

that he has nothing to offer deaf people, as a result of work pressures that exceed the translator's endurance.

2- Emotional numbness: its expressions include the sign language interpreter developing negative, cynical, and sarcastic attitudes towards work and deaf people, and refusing to regard them as human beings but rather as objects. It is to reduce the feeling of emotional numbness, which extends not only to individuals but also to work, as he believes he has no value and is often cynical about the workplace, stating, for example, that the location of the institution where he works is inappropriate and that his responsibilities do not match his abilities.

3-Lack of a sense of achievement: It is evident in one of the following manifestations, which is summed up by the sign language interpreter evaluating himself negatively, feeling incompetent and unable to achieve, and that he is not qualified to deal with deaf individuals, provide them with help and assistance, and that he lacks the ability to solve problems that he encounters at work, and then begins to complain about his career choices.

Relationship of job satisfaction with psychological burnout:

According to Skaalvik and Skaalvik (2014), psychological burnout is directly related to job satisfaction in humans, with low job satisfaction being one of the symptoms of psychological burnout among sign language interpreters. In contrast, the interpreter of sign language who has psychological burnout has unfavorable views about himself, others, and the work environment. Numerous studies have found a relationship between psychological burnout and job satisfaction, such as the Humphrey (2015) study, which found a negative correlation between occupational job satisfaction and the feeling of psychological burnout, and that the strongest associations with the feeling of psychological burnout lie in the sign language interpreter's perception of himself and not his perception of how others view him.

Previous Studies:

CI and CT (2012) study included a comprehensive description of the three levels of psychological burnout among 117 sign language interpreters who attended the biennial National Conference for the Deaf in 2009. Using arithmetic averages and regression, the relationship between demographic variables, burnout variables, and burnout levels was investigated. The results indicated that the three levels of burnout among these translators are at an average level. In addition to age and length of experience, the study revealed that there are additional contributors to burnout.

Bower (2015) study sought to comprehend the stress levels that can contribute to burnout. The research instruments were applied to 424 sign language interpreters in order to determine their level of

psychological burnout and to generate potential solutions for this phenomenon. The findings revealed that the simultaneous interpretation process is affected by a high level of psychological fatigue.

Schwenke et al. (2014) conducted an analysis of the relationship between burnout and personal and perfectionist characteristics as a factor in professional sign language interpreters' job satisfaction. This sample included 238 translators. A higher level of job satisfaction benefits the interpreter's performance. In contrast, the findings suggest that low job satisfaction (perfectionism) contributes to the development of fatigue among sign language interpreters. The results also provided a visual representation of a supportive psychological program for translators during their work, which assisted in their adaptation.

The study (Humphrey, 2015) investigated several factors associated with job satisfaction and burnout among American Sign Language interpreters employed in the United States. The tools were emailed to the cohort of eighty-one (81) translators via the Internet. Using multiple regression, the results indicating a high level of job satisfaction were interpreted. The findings also revealed the existence of significant correlations between psychological burnout, job satisfaction, and other variables.

The current research aims to investigate the dimensions of psychological burnout, their extent of influence, and their relationship to job satisfaction with its various dimensions and duration of experience, whereas the majority of previous studies examining the dimensions of psychological burnout did not measure intensity and repetition, but rather measured psychological burnout as a total degree. Specifically, this study relies on the Maslach scale to measure the phenomenon of burnout among educational sign language interpreters (MBI), which consists of three dimensions: emotional stress, dullness of feeling, and absence of a sense of accomplishment. In addition, a job satisfaction scale developed by the researcher was used for this study (Job satisfaction Scale).

## **Methodology**

The research utilizes a descriptive correlational methodology to examine the primary literature concerning job satisfaction, psychological burnout, duration of experience, and sign language translation. In addition, previous studies are analyzed and compared whenever feasible to address both the theoretical and applied aspects of the research.

#### Participants:

All sign language interpreters working in Jordanian educational institutions, including more than 100 male and female translators with or without licenses to exercise their profession.

The research sample included seventy-nine sign language interpreters from various institutions. The first Jordanian Association of Sign Language Interpreters, of whom (31 were male, 39.2%, and 48 were female, 60.8%), and (16 translators with experience (less than 5 years) 20.3%, 27 translators with experience (5-10) years 34.2%, 14 translators with experience (10-15) years 17.7%, and 13 translators with experience (15-20) years 17.7%, were given research tools during their periodic meetings, which amounted to three meetings, during the years 2020-2022.

#### tools:

##### Burnout scale:

This scale is one of the most commonly utilized scales for measuring psychological burnout. It was created by Maslach and Jackson for use with human and social services professionals. It measures the sensation of emotional burnout, the feeling of dullness, and the dimension of feeling. In the absence of a sense of accomplishment, the Maslach scale was also applied to the Arab environment by a number of researchers. The gauge contained twenty-two (22) items. The items on the burnout scale were arranged in a random fashion. The distribution of items on the scale's three dimensions is depicted in Table 1.

**Table 1 The distribution of burnout scale objects across the dimensions of the burnout scale**

| subdimensions                                | Paragraph numbers              | The number of paragraphs |
|----------------------------------------------|--------------------------------|--------------------------|
| Feeling emotionally stressed                 | 8 ,6 ,3 ,2 ,16 ,14 ,1,13<br>20 | 9                        |
| Feeling dull                                 | 22 ,10 ,15 ,5,11               | 5                        |
| A sense of lack of a sense of accomplishment | 7 ,19 ,18 ,4,17<br>9,12,21     | 8                        |
| scale as a whole                             |                                | 22                       |

Each paragraph was graded according to the frequency severity criterion: the answer is graded on a scale of (6) degrees, where (6) represents the highest frequency of occurrence (occurs every day) and (1) represents the lowest frequency of occurrence (never occurs). Note that the paragraphs of the dimensions of feeling emotional fatigue and feeling dulled are "negative," whereas the paragraphs of the dimension of feeling a lack of a sense of achievement were "positive," i.e. measuring a sense of achievement and not a lack of a

sense of achievement, so the scores were reversed on this dimension, the score became (1 = 6), the score (2 = 5), the score (3 = 4), the score (4 = 3), the score (2 = 5), and the score (1 = 6).

#### Validity:

Virtual integrity: This scale was presented and judged by ten arbitrators with specialization and expertise in the fields of educational psychology, Arabic language, psychological counselling, and special education from public and private universities in the Hashemite Kingdom of Jordan to ensure the clarity of the scale paragraphs, their belonging to the dimension that developed within it, and its suitability for use in the Jordanian context. The percentage of arbitrators who agreed to maintain or amend the paragraph (90%) was adopted. The arbitrators agreed unanimously on the appropriateness and validity of the paragraphs, confirming the apparent veracity.

Structural validity: by determining the correlation coefficient between the paragraph and the total score on the scale, as it ranged between (0.430 - 0.872), and the correlation coefficient between the paragraph and the total score on the field to which the paragraph belongs, as it ranged between (feeling of emotional stress (0.741 - 0.894), feeling dull (0.647 - 0.901), and feeling lacking in a sense of achievement (0.548 - 0.948), and all items were statistically (0.01). the research.

#### Reliability:

Use Cronbach's alpha equation to check the stability indices, which works to check the internal consistency of the respondents' responses to the items of the tool. The value of the stability coefficient was (0.928) and for the domains (feeling of emotional stress (0.910), a sense of dullness (0.864), a sense of lack of a sense of achievement (0.895), and the stability coefficients are very high, and this reflects the validity of the tool and its suitability to achieve the purpose of the study.

#### Job Satisfaction Scale:

The Job Satisfaction Scale has six sub-dimensions: personal and social satisfaction, financial satisfaction, satisfaction with the nature of work, satisfaction with development opportunities at work, satisfaction with the responsible administrative authorities, and satisfaction with co-workers. It also includes thirty items for measuring its six dimensions. It was created after consulting prior literature. Verification was performed on the discriminatory and stability indices. Several paragraphs were altered, with some being deleted and others being added. Using a five-point Likert scale, the final score was determined by obtaining multiple responses for each study sample item. The answers on the scale range from a degree (1) in front of the answer (not applicable at all) to a degree (5) in front of the answer (applicable to a large extent) on the items of the scale, which are ordered

sequentially on the five job satisfaction dimensions as shown in Table (2).

**Table 2 Distribution of items on the six dimensions of the job satisfaction scale**

| dimensions of job satisfaction                               | Paragraph numbers | The number of paragraphs |
|--------------------------------------------------------------|-------------------|--------------------------|
| Personal and social satisfaction                             | 5-1               | 5                        |
| financial satisfaction                                       | 10-6              | 5                        |
| Satisfaction with the nature of work                         | 15-11             | 5                        |
| Satisfaction with development opportunities at work          | 20-16             | 5                        |
| Satisfaction with the responsible administrative authorities | 25-21             | 5                        |
| Satisfaction with co-workers                                 | 30-26             | 5                        |
| scale as a whole                                             | 30 - 1            | 30                       |

Validity:

Virtual validity: The tool was presented and judged by ten arbitrators with specialization in psychological counseling, educational psychology, special education, and the Arabic language, in the Hashemite Kingdom of Jordan, in addition to surveying the opinions of a number of experienced sign language interpreters about the appropriateness of the paragraphs of the tool, where they gave With their comments on the wording of the phrases received. The percentage of agreement between the arbitrators was adopted (90%), and many amendments were made, such as rephrasing, deleting, or adding some paragraphs to be more accurate and representative of the meaning that can be communicated to the examined teachers, according to the arbitrators' notes.

Structural validity: by finding the correlation coefficient between the paragraph and the total score on the scale, which ranged between (0.742 - 0.856), and the correlation coefficient between the paragraph and the total score on the domain to which the paragraph belongs, personal and social satisfaction ranged from (0.751 - 0.912), financial satisfaction (0.798 - 0.854), satisfaction with the nature of work (0.620 - 0.851), satisfaction with development opportunities at work (0.658 - 0.910), satisfaction with the responsible administrative authorities (0.719 - 0.894), satisfaction with co-workers (0.618 - 0.902). All paragraphs are statistically significant at the level of significance (0.01), and this is an indication that the scale has high constructive

validity that indicates its validity to measure what was set to measure it and its suitability to achieve the purpose of the study.

Reliability:

Cronbach's alpha equation was used to verify the indications of the stability of the study tool, which works to examine the internal consistency of the respondents' responses to the items of the tool. Work (0.957), satisfaction with development opportunities at work (0.982), satisfaction with the responsible administrative authorities (0.974), satisfaction with co-workers (0.981), and the stability coefficients are very high, and this reflects the validity of the tool and its suitability to achieve the purpose of the study.

procedures:

After obtaining initial approvals for the application from the concerned authorities (the first Jordanian Association of Sign Language Interpreters), the researchers referred to the theoretical literature and reviewed it to benefit from building the research tools. The researcher then prepared and developed the study tools by translating them and presenting them to a group of experts to ensure their validity. The researcher then applied the study tools to members of the study community via periodic meetings of sign language interpreters held at the invitation of the first Jordanian Association of Sign Language Interpreters in Jordan during the 2021-2023 academic year. Following the collection of instruments (questionnaires) from sign language interpreters, invalid articles were omitted because their responses were incomplete. After collecting and completing the questionnaires, they were analyzed using (SPSS), with results extracted, discussed, and appropriate recommendations formulated.

variables:

- Psychological burnout, which includes the following dimensions: a feeling of emotional burnout, a sense of boredom, and an absence of a sense of accomplishment.

Job satisfaction consists of the following components: personal and social gratification, financial satisfaction, satisfaction with the nature of work, satisfaction with job development opportunities, satisfaction with the administrative authorities in charge, and satisfaction with coworkers.

- Length of expertise: It includes the following measurements: • Fewer than five years. • 5-10 years. • 15 to 20 years old • 15 to 20 years old. • Older than 20.

Statistical treatment:

Statistical packages for social sciences (SPSS) were used as a tool to conduct descriptive analysis and answer the research question, as

follows: 1- Linear gradient multiple regression for its suitability to the nature of the research and to achieve its objectives.

## Results and discussion:

The objective of the research included identifying the level of psychological burnout and job satisfaction, as well as detecting differences in the level of psychological burnout and job satisfaction according to the variables (gender, number of years of experience), and the correlation between the level of psychological burnout and job satisfaction among sign language translators in Jordan, and the following is a presentation of the results Study according to her questions.

Results of the first question, "What is the level of job satisfaction among sign language interpreters in Jordan?":

Means, deviations, rank and level of job satisfaction were calculated on the aggregate level and each dimension of job satisfaction as shown in Table (3).

**Table 3 Means, deviations, rank, and level of job satisfaction at the aggregate level, and each dimension of job satisfaction are arranged in descending order.**

| Number                                   | Dimension                                                    | Rank | mean         | SD           | level         |
|------------------------------------------|--------------------------------------------------------------|------|--------------|--------------|---------------|
| 1                                        | Personal and social satisfaction                             | 1    | 3.794        | 0.782        | high          |
| 6                                        | Satisfaction with co-workers.                                | 2    | 3.682        | 0.742        | high          |
| 3                                        | Satisfaction with the nature of work                         | 3    | 2.913        | 0.761        | medium        |
| 4                                        | Satisfaction with development opportunities at work          | 4    | 2.480        | 0.749        | medium        |
| 5                                        | Satisfaction with the responsible administrative authorities | 5    | 2.391        | 0.710        | medium        |
| 2                                        | financial satisfaction                                       | 6    | 1.169        | 0.524        | low           |
| <b>Overall level of job satisfaction</b> |                                                              |      | <b>2.733</b> | <b>0.696</b> | <b>medium</b> |

(1-2.333 low, 2.334-3.667 medium, 3.668-5 high)

Table (3) included the total level of job satisfaction, which came at an average level, and the arithmetic mean (2.733) with a standard deviation (0.696), as the arithmetic mean ranged between (1.169 - 3.794), and dimension (1) came in first place, which states "personal satisfaction." and social "at a high level, with an arithmetic mean of (3.794) and a standard deviation of (0.782), followed in second place

by dimension (6), which states "satisfaction with co-workers." At a high level, with an arithmetic mean of (3.682), and a standard deviation of (0.742), and the sixth and last place came in dimension (2), which states "financial satisfaction," at a low level, with an arithmetic mean of (1.169), and a standard deviation of (0.524).

The researcher explains this result by the fact that society's view of those who work with deaf people and their social and scientific status has witnessed a rapid development in recent times, which reflected positively on job satisfaction, and that the recent policies adopted in the ministries in Jordan may have an impact on the sign language interpreter's sense of job satisfaction. high. But the most important thing is the lack of financial satisfaction, which may be caused by the lack of a financial reference that determines the salaries and rewards of translators, as many institutions depend on measurement, that is, comparing the translator's performance with another job, such as a spoken language translator or any other profession.

Results related to the answer to the second question, "What is the level of psychological burnout among sign language interpreters in Jordan?":

The means, deviations, rank and level of total burnout, and each dimension of burnout, were calculated, and Table (4) shows that.

**Table 4 Means, deviations, rank and level of psychological burnout at the total level, and each dimension of psychological burnout, arranged in descending order**

| Number                              | Dimension                                    | Rank | mean         | SD           | level         |
|-------------------------------------|----------------------------------------------|------|--------------|--------------|---------------|
| 3                                   | A sense of lack of a sense of accomplishment | 1    | 3.073        | 1.089        | medium        |
| 2                                   | Feeling dull                                 | 2    | 3.043        | 1.085        | medium        |
| 1                                   | Feeling emotionally stressed                 | 3    | 2.902        | 1.156        | medium        |
| <b>The overall level of burnout</b> |                                              |      | <b>2.996</b> | <b>1.072</b> | <b>medium</b> |

(1-2.667 Low, 2.668-4.335 Medium, 4.336-6 High)

Table (4) includes the total level of burnout, which came at an average level, and the arithmetic mean (2.996) with a standard deviation (1.072). ) which states "a sense of lack of a sense of achievement" at an average level, with an arithmetic mean of (3.073) and a standard deviation of (1.089), followed in second place by dimension (2), which states "a sense of lack of feeling" at an average level, with an arithmetic mean of (3.043) , and a standard deviation (1.085), and the third and last place came in dimension (1), which states "feeling of emotional stress" at an average level, with an arithmetic mean (2.902), and a standard deviation (1.156).

These results can be explained by the diversity and duration of experience of sign language interpreters in Jordan, and the lack of a reference charter for the work of sign language interpreters, as not all sign language interpreters go through the same conditions and obstacles at work. Some of them may find facilities during their work that increase their motivation and sense of achievement, and some The other may find many difficulties during translation due to the unwillingness of most institutions to work with the deaf community as a linguistic minority that uses sign language.

Results of the third question, "Are there differences in burnout and job satisfaction among sign language interpreters in Jordan due to the variables (sex, number of years of experience)?"

#### 1) Gender:

Means and deviations were calculated, and the T-test was used to examine the significance of differences for the level of total burnout, total job satisfaction and its dimensions according to the gender variable (male, female). Table (5) shows that.

**Table 5 Means, deviations, and the (T-Test) test to examine the significance of differences for the level of psychological burnout and job satisfaction according to the gender variable (male, female)**

| variants                     |                                              | type   | N  | mean  | SD    | t value | degrees | indication |
|------------------------------|----------------------------------------------|--------|----|-------|-------|---------|---------|------------|
| burnout                      | Feeling emotionally stressed                 | Male   | 31 | 3.581 | 1.282 | 4.737   | 77      | *0.000*    |
|                              |                                              | Female | 48 | 2.463 | 0.818 |         |         |            |
|                              | Feeling dull                                 | Male   | 31 | 3.542 | 1.015 | 3.514   | 77      | *0.001*    |
|                              |                                              | Female | 48 | 2.721 | 1.014 |         |         |            |
|                              | A sense of lack of a sense of accomplishment | Male   | 31 | 3.734 | 1.193 | 4.945   | 77      | *0.000*    |
|                              |                                              | Female | 48 | 2.646 | 0.765 |         |         |            |
| The overall level of burnout |                                              | Male   | 31 | 3.628 | 1.152 | 4.753   | 77      | *0.000*    |
|                              |                                              | Female | 48 | 2.588 | 0.792 |         |         |            |
| job satisfaction             | Personal and social satisfaction             | Male   | 31 | 3.908 | 0.462 | 1.040   | 77      | 0.302      |
|                              |                                              | Female | 48 | 3.721 | 0.930 |         |         |            |

|  |                                                              |        |    |       |       |       |    |         |
|--|--------------------------------------------------------------|--------|----|-------|-------|-------|----|---------|
|  | Satisfaction with co-workers.                                | Male   | 31 | 3.873 | 0.446 | 0.917 | 77 | 0.362   |
|  |                                                              | Female | 48 | 3.716 | 0.881 |       |    |         |
|  | Satisfaction with the nature of work                         | Male   | 31 | 3.871 | 0.451 | 1.280 | 77 | 0.205   |
|  |                                                              | Female | 48 | 3.663 | 0.830 |       |    |         |
|  | Satisfaction with development opportunities at work          | Male   | 31 | 3.776 | 0.429 | 0.281 | 77 | 0.780   |
|  |                                                              | Female | 48 | 3.727 | 0.901 |       |    |         |
|  | Satisfaction with the responsible administrative authorities | Male   | 31 | 3.800 | 0.472 | 0.354 | 77 | 0.724   |
|  |                                                              | Female | 48 | 3.738 | 0.904 |       |    |         |
|  | financial satisfaction                                       | Male   | 31 | 1.856 | 0.451 | 4.850 | 77 | *0.000* |
|  |                                                              | Female | 48 | 2.716 | 0.830 |       |    |         |
|  | Overall level of job satisfaction                            | Male   | 31 | 3.845 | 0.428 | 0.784 | 77 | 0.435   |
|  |                                                              | Female | 48 | 3.713 | 0.876 |       |    |         |

\* Statistical function at the significance level ( $\alpha = 0.05$ )

\*\* Statistical function at the significance level ( $\alpha = 0.01$ )

Table (5) included statistically significant differences at the level of significance ( $\alpha = 0.05$ ) or less in the arithmetic means of the level of total psychological burnout and its dimensions according to the gender variable (male, female), and in favor of males, since the arithmetic mean for them is higher than the arithmetic means for females. The researcher explains these results based on the workplaces of male sign language interpreters, as most males work in human rights and social institutions for the deaf, in which there are many challenges related to translation and the barriers they face during their work. While most females work in educational and service institutions, which entail permanent rewards and stable work.

While there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) or less in the arithmetic means of the level of total job satisfaction and its dimensions among sign language interpreters in Jordan, according to the gender variable (female,

male). The researcher explains these results because of the nature of society and its balanced view of male and female work in society.

2) years of experience:

Means and standard deviations were calculated using the One-Way ANOVA test to examine the significance of differences in the level of total psychological burnout and its dimensions, and total job satisfaction and its dimensions, based on the variable of the number of years of experience, as shown in tables (6, 7).

**Table 6 Means, deviations and sample size for the level of psychological burnout and job satisfaction according to the number of years of experience variable**

| variants                     | Years of Experience                                          |      | >5<br>years | 5-10<br>years | 10-<br>15<br>years | 15-<br>20<br>years | <20<br>years | total |
|------------------------------|--------------------------------------------------------------|------|-------------|---------------|--------------------|--------------------|--------------|-------|
| Sample                       |                                                              |      | 16          | 27            | 14                 | 13                 | 9            | 97    |
| burnout                      | Feeling emotionally stressed                                 | Mean | 1.722       | 2.626         | 3.246              | 3.846              | 3.926        | 2.902 |
|                              |                                                              | SD   | 0.207       | 0.969         | 0.538              | 0.332              | 1.841        | 1.156 |
|                              | Feeling dull                                                 | Mean | 1.988       | 2.504         | 4.114              | 3.646              | 4.000        | 3.043 |
|                              |                                                              | SD   | 0.470       | 0.840         | 0.280              | 0.418              | 1.245        | 1.085 |
|                              | A sense of lack of a sense of accomplishment                 | Mean | 2.000       | 2.769         | 3.464              | 3.885              | 4.111        | 3.073 |
|                              |                                                              | SD   | 0.326       | 0.900         | 0.476              | 0.551              | 1.656        | 1.089 |
| The overall level of burnout |                                                              | Mean | 1.884       | 2.650         | 3.523              | 3.815              | 4.010        | 2.996 |
|                              |                                                              | SD   | 0.222       | 0.868         | 0.380              | 0.350              | 1.626        | 1.072 |
| job satisfaction             | Personal and social satisfaction                             | Mean | 4.516       | 4.215         | 3.632              | 2.908              | 2.783        | 3.794 |
|                              |                                                              | SD   | 0.114       | 0.372         | 0.261              | 0.467              | 0.969        | 0.782 |
|                              | Satisfaction with co-workers.                                | Mean | 4.503       | 4.167         | 3.575              | 2.908              | 2.889        | 3.777 |
|                              |                                                              | SD   | 0.142       | 0.397         | 0.283              | 0.460              | 0.783        | 0.742 |
|                              | Satisfaction with the nature of work                         | Mean | 4.484       | 4.091         | 3.575              | 2.885              | 2.894        | 3.744 |
|                              |                                                              | SD   | 0.223       | 0.208         | 0.337              | 0.483              | 0.763        | 0.710 |
|                              | Satisfaction with development opportunities at work          | Mean | 4.447       | 4.211         | 3.429              | 2.931              | 2.778        | 3.746 |
|                              |                                                              | SD   | 0.263       | 0.321         | 0.226              | 0.338              | 0.852        | 0.749 |
|                              | Satisfaction with the responsible administrative authorities | Mean | 4.478       | 4.220         | 3.436              | 2.942              | 2.806        | 3.762 |
|                              |                                                              | SD   | 0.243       | 0.364         | 0.300              | 0.416              | 0.811        | 0.761 |
|                              | financial satisfaction                                       | Mean | 1.169       | 1.970         | 1.854              | 1.112              | 1.025        | 1.169 |
|                              |                                                              | SD   | 0.223       | 0.208         | 0.337              | 0.483              | 0.763        | 0.710 |

|                                   |      |       |       |       |       |       |       |
|-----------------------------------|------|-------|-------|-------|-------|-------|-------|
| Overall level of job satisfaction | Mean | 4.486 | 4.181 | 3.529 | 2.915 | 2.830 | 3.765 |
|                                   | SD   | 0.151 | 0.299 | 0.237 | 0.419 | 0.822 | 0.733 |

Table (7) included apparent differences in the arithmetic means of the level of total psychological burnout and its dimensions, and total job satisfaction and its dimensions according to the variable of the number of years of experience. Statistical significance according to the variable number of years of experience.

**Table 7 One way ANOVA for the level of burnout and job satisfaction according to the number of years of experience variable**

| variants                     |                                                              |         |         |    |        |        |         |
|------------------------------|--------------------------------------------------------------|---------|---------|----|--------|--------|---------|
| burnout                      | Feeling emotionally stressed                                 | between | 47.015  | 4  | 11.754 | 15.191 | **0.000 |
|                              |                                                              | within  | 57.256  | 74 | 0.774  |        |         |
|                              |                                                              | total   | 104.271 | 78 |        |        |         |
|                              | Feeling dull                                                 | between | 54.717  | 4  | 13.679 | 27.229 | **0.000 |
|                              |                                                              | within  | 37.177  | 74 | 0.502  |        |         |
|                              |                                                              | total   | 91.894  | 78 |        |        |         |
|                              | sense of lack of a sense of accomplishment                   | between | 41.330  | 4  | 10.333 | 14.937 | **0.000 |
|                              |                                                              | within  | 51.189  | 74 | 0.692  |        |         |
|                              |                                                              | total   | 92.519  | 78 |        |        |         |
| The overall level of burnout |                                                              | between | 44.890  | 4  | 11.223 | 18.528 | **0.000 |
|                              |                                                              | within  | 44.821  | 74 | 0.606  |        |         |
|                              |                                                              | total   | 89.712  | 78 |        |        |         |
| job satisfaction             | Personal and social satisfaction                             | between | 32.885  | 4  | 8.221  | 41.093 | **0.000 |
|                              |                                                              | within  | 14.805  | 74 | 0.200  |        |         |
|                              |                                                              | total   | 47.690  | 78 |        |        |         |
|                              | Satisfaction with co-workers                                 | between | 30.030  | 4  | 7.507  | 43.119 | **0.000 |
|                              |                                                              | within  | 12.884  | 74 | 0.174  |        |         |
|                              |                                                              | total   | 42.914  | 78 |        |        |         |
|                              | Satisfaction with the nature of work                         | between | 28.513  | 4  | 7.128  | 48.835 | **0.000 |
|                              |                                                              | within  | 10.802  | 74 | 0.146  |        |         |
|                              |                                                              | total   | 39.315  | 78 |        |        |         |
|                              | Satisfaction with development opportunities at work          | between | 32.188  | 4  | 8.047  | 51.486 | **0.000 |
|                              |                                                              | within  | 11.566  | 74 | 0.156  |        |         |
|                              |                                                              | total   | 43.754  | 78 |        |        |         |
|                              | Satisfaction with the responsible administrative authorities | between | 32.336  | 4  | 8.084  | 46.628 | **0.000 |
|                              |                                                              | within  | 12.830  | 74 | 0.173  |        |         |
|                              |                                                              | total   | 45.166  | 78 |        |        |         |
| financial satisfaction       |                                                              | between | 32.336  | 4  | 8.084  | 46.628 | **0.000 |

|                                   |  |         |        |    |       |        |         |
|-----------------------------------|--|---------|--------|----|-------|--------|---------|
| Overall level of job satisfaction |  | within  | 12.830 | 74 | 0.173 |        |         |
|                                   |  | total   | 45.166 | 78 |       |        |         |
|                                   |  | between | 31.022 | 4  | 7.756 | 52.662 | **0.000 |
|                                   |  | within  | 10.898 | 74 | 0.147 |        |         |
|                                   |  | total   | 41.920 | 78 |       |        |         |
|                                   |  |         |        |    |       |        |         |

\* Statistical function at the significance level ( $\alpha = 0.05$ )

\*\* Statistical function at the significance level ( $\alpha = 0.01$ )

There are statistically significant differences at the significance level ( $\alpha = 0.05$ ) or less between the arithmetic means of the level of total psychological burnout and its dimensions and the level of total job satisfaction and its dimensions based on the variable of years of experience, as shown in Table 7. The Scheffe test, which is depicted in Table (8).

Table (8) Dimensional comparisons between two averages of the level of total psychological burnout and its dimensions and the level of total job satisfaction and its dimensions according to the experience variable.

**Table 8 Post-comparisons between two averages of the level of total psychological burnout and its dimensions and total job satisfaction and its dimensions according to the variable of the number of years of experience**

| variants |                                              | Years of Experience | >5 years | 5-10 years | 10-15 years | 15-20 years | <20 years |
|----------|----------------------------------------------|---------------------|----------|------------|-------------|-------------|-----------|
| burnout  | Feeling emotionally stressed                 | >5 years            |          | *0.903     | *1.524      | *2.124      | *2.204    |
|          |                                              | 5-10 years          | -0.903 * |            | 0.621       | *1.221      | *1.300    |
|          |                                              | 10-15 years         | -1.524 * | -0.621     |             | 0.600       | 0.680     |
|          |                                              | 15-20 years         | -2.124 * | -1.221 *   | -0.600      |             | -0.080    |
|          | Feeling dull                                 | >5 years            |          | 0.516      | *2.127      | *1.659      | *2.013    |
|          |                                              | 5-10 years          | -0.516   |            | *1.611      | *1.142      | *1.496    |
|          |                                              | 10-15 years         | -2.127 * | -1.611 *   |             | -0.468      | -0.114    |
|          |                                              | 15-20 years         | -1.659 * | -1.142 *   | 0.468       |             | 0.354     |
|          | A sense of lack of a sense of accomplishment | >5 years            |          | 0.769      | *1.464      | *1.885      | *2.111    |
|          |                                              | 5-10 years          | -0.769   |            | 0.696       | *1.116      | *1.343    |
|          |                                              | 10-15 years         | -1.464 * | -0.696     |             | 0.420       | 0.647     |

|                              |                                                      |             |          |          |          |          |          |
|------------------------------|------------------------------------------------------|-------------|----------|----------|----------|----------|----------|
|                              |                                                      | 15-20 years | -1.885 * | -1.116 * | -0.420   |          | 0.227    |
| The overall level of burnout |                                                      | >5 years    |          | 0.766    | *1.639   | *1.931   | *2.127   |
|                              |                                                      | 5-10 years  | -0.766   |          | *0.873   | *1.165   | *1.360   |
|                              |                                                      | 10-15 years | -1.639 * | -0.873 * |          | 0.292    | 0.487    |
|                              |                                                      | 15-20 years | -1.931 * | -1.165 * | -0.292   |          | 0.195    |
| Job Satisfaction             | Personal and social satisfaction.                    | >5 years    |          | -0.301   | -0.883 * | -1.608 * | -1.732 * |
|                              |                                                      | 5-10 years  | 0.301    |          | -0.583 * | -1.307 * | -1.531 * |
|                              |                                                      | 10-15 years | *0.883   | *0.583   |          | -0.724 * | -0.849 * |
|                              |                                                      | 15-20 years | *1.608   | *1.307   | *0.724   |          | -0.124   |
|                              | Satisfaction with co-workers.                        | >5 years    |          | -0.336   | -0.928 * | -1.595 * | -1.614 * |
|                              |                                                      | 5-10 years  | 0.336    |          | -0.592 * | -1.259 * | -1.278 * |
|                              |                                                      | 10-15 years | *0.928   | *0.592   |          | -0.667 * | -0.686 * |
|                              |                                                      | 15-20 years | *1.595   | *1.259   | *0.667   |          | -0.019   |
|                              | Satisfaction with the nature of work.                | >5 years    |          | -0.394 * | -0.909 * | -1.600 * | -1.590 * |
|                              |                                                      | 5-10 years  | *0.394   |          | -0.516 * | -1.206 * | -1.196 * |
|                              |                                                      | 10-15 years | *0.909   | *0.516   |          | -0.690 * | -0.681 * |
|                              |                                                      | 15-20 years | *1.600   | *1.206   | *0.690   |          | 0.010    |
|                              | Satisfaction with development opportunities at work. | >5 years    |          | -0.236   | -1.018 * | -1.516 * | -1.669 * |
|                              |                                                      | 5-10 years  | 0.236    |          | -0.783 * | -1.280 * | -1.433 * |
|                              |                                                      | 10-15 years | *1.018   | *0.783   |          | -0.498 * | -0.651 * |
|                              |                                                      | 15-20 years | *1.516   | *1.280   | *0.498   |          | -0.153   |
|                              | Satisfaction with the responsible                    | >5 years    |          | -0.258   | -1.042 * | -1.536 * | -1.673 * |

|  |                                   |             |             |          |          |          |          |
|--|-----------------------------------|-------------|-------------|----------|----------|----------|----------|
|  | administrative authorities.       | 5-10 years  | 0.258       |          | -0.785 * | -1.278 * | -1.415 * |
|  |                                   | 10-15 years | *1.042      | -0.785   |          | -0.493   | -0.630 * |
|  |                                   | 15-20 years | *1.536      | *1.278   | 0.493    |          | -0.137   |
|  | financial satisfaction            | >5 years    |             | -0.394 * | -0.909 * | -1.600 * | -1.590 * |
|  |                                   | 5-10 years  | *0.394      |          | -0.516 * | -1.206 * | -1.196 * |
|  |                                   | 10-15 years | *0.909      | *0.516   |          | -0.690 * | -0.681 * |
|  |                                   | 15-20 years | *1.600      | *1.206   | *0.690   |          | 0.010    |
|  | Overall level of job satisfaction |             | >5 years    |          | -0.305   | -0.956 * | -1.571 * |
|  |                                   |             | 5-10 years  | 0.305    |          | -0.651 * | -1.266 * |
|  |                                   |             | 10-15 years | *0.956   | *0.651   |          | -0.615 * |
|  |                                   |             | 15-20 years | *1.571   | *1.266   | *0.615   |          |

\* Statistical function at the significance level ( $\alpha = 0.05$ )

\*\* Statistical function at the significance level ( $\alpha = 0.01$ )

It is evident from Table (8) that there are statistically significant differences at  $\alpha = 0.05$  or less for the level of the two dimensions of psychological burnout (feeling of emotional stress, feeling of lack of a sense of achievement) according to the variable of years of experience, between averages of the number of years of their experience (less than 5 years) on the one hand, and between the number of their years of experience (5-10 years) on the other hand (5-10 years). The researcher explains these results by stating that the difficulties faced by the sign language interpreter continue to increase over time, and because a beginning sign language interpreter is unaware of the difficulties and challenges, he may face, his motivation is high and his activity level is constant.

As it is clear from the results of Table (8) above, that there are statistically significant differences at  $\alpha = 0.05$  or less, for the level of burnout dimension (the feeling of dullness) and the total level of psychological burnout, according to the variable of the number of years of experience.

This is between averages of the number of years of their experience (less than 5 years) on the one hand, and between the number of years

of their experience (5-10 years, 10-15 years, 15-20 years, more than 20 years).

This is in favor of those with years of experience (5-10 years, 10-15 years, 15-20 years, more than 20 years), since the average is higher than the average for those with years of experience (less than 5 years), and between those with years of experience (5, 10 years) on the one hand, and indicate the number of years of their experience (10-15 years, 15-20 years, more than 20 years),

This is in favor of those with years of experience (10-15 years, 15-20 years, and more than 20 years), since the average is higher than the average for those with years of experience (5-10 years).

The researcher explains these results because of the large number of difficulties, barriers, and failures that the sign language interpreter goes through with the passage of time (McCartney, 2006).

As is evident from Table (8), there are statistically significant differences at  $\alpha = 0.05$  or less between the levels of job satisfaction dimensions (personal and social satisfaction, financial satisfaction, satisfaction with the nature of work, satisfaction with job development opportunities, satisfaction with the responsible administrative authorities, and satisfaction with colleagues). work) and the overall level of job satisfaction according to the variable number of years of experience, between averages of their years of experience (less than 5 years) on the one hand, and those of their years of experience (5-10 years, 10-15 years, 15-20 years, more than 20 years), in favour of those with years of experience, since the average is higher than the average for the number of years of experience (least than 5 years). From 20 years) the average is greater than the average of the number of years of experience (5-10 years) and the number of years of experience (10-15 years) on the one hand, and between the number of years of experience (5-10 years) and the number of years of experience (10-15 years) on the other (15-20 years, more than 20 years), This is advantageous for those with many years of experience (15-20 years, or more). (20 years), given that the mean is greater than the mean of their years of experience (10-15 years). The researcher explains these findings as a consequence of the extensive experience of sign language translators, which naturally leads them to administrative positions due to their extensive sign language experience.

It is also clear from the results of table (8) above that there are statistically significant differences at  $\alpha = 0.05$  or less, for the level of job satisfaction dimension (physical self) according to the variable of the number of years of experience, between averages of the number of years of their experience (less than 5 years) on the one hand And between those with years of experience (5-10 years, 10-15 years, 15-

20 years, more than 20 years), in favor of those with years of experience (5-10 years, 10-15 years, 15-20 years, more From 20 years) the average is higher than the average of the number of years of experience (less than 5 years), and between the number of years of experience (5-10 years) on the one hand, and between the number of years of experience (10-15 years, 15-20 years, more) from 20 years), in favor of those with years of experience (10-15 years, 15-20 years, more than 20 years) since the average is higher than the average of those with years of experience (5-10 years), and between those with years of experience (10 - 15 years) on the one hand, and between the number of years of experience (more than 20 years), in favor of the number of years of experience (more than 20 years), since the average is higher than the average of the number of years of experience (10-15 years). The researcher explains these results Because of the lack of experience of novice translators in the translation profession, whoever has more experience will be satisfied Less functional with regard to translation, as he becomes an expert translator with time, and thus his self-concept increases, as included in Schwenke Ph D (2015) study.

The results related to the answer to the fourth question, which states: "Is there a relationship between burnout and job satisfaction among sign language interpreters in Jordan?":

To answer the fourth question, the Pearson correlation coefficient was calculated between total psychological burnout and its dimensions with total job satisfaction and its dimensions, and Table (9) shows that.

**Table 9 Pearson correlation coefficient between total psychological burnout and its dimensions with total job satisfaction and its dimensions**

|                                   | burnout                      |              |                                              |                              | Job Satisfaction                 |                              |                                      |                                                     |                                                              |           |
|-----------------------------------|------------------------------|--------------|----------------------------------------------|------------------------------|----------------------------------|------------------------------|--------------------------------------|-----------------------------------------------------|--------------------------------------------------------------|-----------|
|                                   | Feeling emotionally stressed | Feeling dull | A sense of lack of a sense of accomplishment | The overall level of burnout | Personal and social satisfaction | Satisfaction with co-workers | Satisfaction with the nature of work | Satisfaction with development opportunities at work | Satisfaction with the responsible administrative authorities | fi<br>sat |
| Feeling emotionally stressed      |                              | **0.846      | **0.937                                      | **0.982                      | ** -0.379                        | ** -0.407                    | ** -0.388                            | ** -0.412                                           | ** -0.427                                                    | **        |
| Feeling dull                      | **0.846                      |              | **0.820                                      | **0.906                      | ** -0.450                        | ** -0.506                    | ** -0.490                            | ** -0.536                                           | ** -0.529                                                    | **        |
| A sense of lack of accomplishment | **0.937                      | **0.820      |                                              | **0.971                      | ** -0.367                        | ** -0.405                    | ** -0.371                            | ** -0.417                                           | ** -0.420                                                    | **        |
| Total burnout                     | **0.982                      | **0.906      | **0.971                                      |                              | ** -0.406                        | ** -0.445                    | ** -0.421                            | ** -0.459                                           | ** -0.465                                                    | **        |

|                                             |           |              |           |              |         |         |         |         |         |    |
|---------------------------------------------|-----------|--------------|-----------|--------------|---------|---------|---------|---------|---------|----|
| nal and<br>cial<br>action                   | ** -0.379 | -0.450<br>** | ** -0.367 | -0.406<br>** |         | **0.968 | **0.947 | **0.949 | **0.925 | *  |
| tion with<br>orkers                         | ** -0.407 | -0.506<br>** | ** -0.405 | -0.445<br>** | **0.968 |         | **0.957 | **0.948 | **0.935 | 0. |
| tion with<br>ture of<br>ork                 | ** -0.388 | -0.490<br>** | ** -0.371 | -0.421<br>** | **0.947 | 0.957   |         | **0.947 | **0.933 | *  |
| tion with<br>pment<br>inities at<br>ork.    | ** -0.412 | -0.536<br>** | ** -0.417 | -0.459<br>** | **0.949 | **0.948 | **0.947 |         | **0.955 | *  |
| tion with<br>ossible<br>strative<br>orities | ** -0.427 | -0.529<br>** | ** -0.420 | -0.465<br>** | **0.945 | **0.935 | **0.933 | **0.955 |         | *  |
| ncial<br>action                             | ** -0.412 | -0.536<br>** | ** -0.417 | -0.459<br>** | **0.949 | **0.948 | **0.947 | **0.948 | **0.945 |    |
| isfaction                                   | ** -0.411 | -0.513<br>** | ** -0.405 | -0.449<br>** | **0.983 | **0.982 | **0.976 | **0.980 | **0.974 | *  |

\* Statistical function at the significance level ( $\alpha = 0.05$ )

\*\* Statistical function at the significance level ( $\alpha = 0.01$ )

The Pearson correlation coefficients for total psychological burnout, total job satisfaction, and its dimensions are -0.449, -0.406, -0.445, and 0.421, respectively, as shown in Table 9. This relationship is statistically significant at the significance levels (0.01 and 0.05). -, -0.459, -0.465), indicating that the higher the psychological burnout, the lower the overall job satisfaction and its dimensions, and vice versa.

This result can be explained by the fact that the psychological fatigue of sign language interpreters is highly correlated with job satisfaction, as low job satisfaction is one of the most important motivators for the sign language interpreter burnout phenomenon. Similarly, an interpreter of sign language who experiences psychological burnout has negative attitudes towards his work. As well as others and the surrounding work environment, the study reveals (Adigun, 2019). According to a number of studies, there is a relationship between job satisfaction and the phenomenon of psychological burnout. For example, Humphrey (2015) found a negative relationship between professional job satisfaction and burnout.

## Recommendations:

1. Conduct qualitative studies of the burnout variable by investigating its relationship to variables other than those examined in this study, such as educational degree.

- 2- Focus on the professional and social development of sign language interpreters in order to enhance the inputs of professional translation.
- 3- Conducting regular training and certification courses for sign language interpreters in Jordan.
- 4- Providing sign language interpreters with material and moral rewards in recognition of their efforts and continuous labour.
- 5-Improving the quality of life of sign language interpreters by modernizing the system of financial compensation to reduce the psychological fatigue associated with job satisfaction.

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