

A critical analysis on reactions' beginning ELT teachers towards burnout, resilience, self-efficacy: Implications for beginning ELT teacher development

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Abstract

Nowadays, social psychological variables such as self-efficacy, resilience and burnout are very essential for beginning ELT teachers. These variables can highly have a strong effect on the learners' and ELT teachers' performance. One of the most influential psychosocial factors in language teaching is *Self-efficacy*. Another influential element that is of utmost importance in teaching contexts is *burnout*. The aim of this present study is to explore the relationship between the self-efficacy of beginning ELT teachers of English language teaching and their feelings of *burnout*. The researcher used two questionnaires for collecting the data: The Maslach Burnout Inventory (MBI; Maslach & Jackson 1981, 1986) and the teacher self-efficacy scale (TSES). The participants were 100 beginning ELT teachers having university education from Iran. They were both males and females and from 20 to 50 age groups. After obtaining the raw data, the SPSS software (version 21) was used to change the data into numerical interpretable form. To determine the relationship between self-efficacy and beginning teachers' burnout, correlational analysis was employed. The result indicated that the beginning ELT teachers' self-efficacy has a positive relationship with their burnout. In addition, a significant relationship was observed between beginning ELT teachers' resilience and their burnout. There is a significant positive relationship between beginning ELT teachers' resilience and their feelings of burnout ($r = .596$). Therefore, it is concluded that the teachers with higher resilience have had higher scores on burnout and vice versa.

Keywords: teachers' burnout, ELT teachers, self-efficacy, resilience

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1. Introduction

Burnout is primarily considered as long-time emotional exhaustion and reduction idealization (Ben-porat & Itzhaky, 2015). Burnout research has predominately put emphasis on the replies to professional and life incident stress. Among occupation, training, social services, medicine, mental health, and rule fulfilment occupational show indicated the highest burnout rates (Maslach & leiter, 2017; Olson, kemper & Mahan, 2015), but the burnout rate for teachers is exclusively high (Aysegul, Osman & Arsain, 2015). Other prospective enlarged the realization of the burnout response, such as resilience (Lai-kuen Lo, 2014), Self-efficacy (Wang, Hall, & Rahimi, 2015), control emotional intelligence (Ju, Lan, Lio Feng & You 2015), existential enforcement (Capri, 2013), Self-concept (Aysegul et al., 2015).

In a related district of research on teachers' studies have shown that those who are unusually effective in having their students learn well contribution a number of common beliefs and perspectives. Such teachers, for example, typically have a strong sense of teacher efficacy. That is the tightly believe they can help nearly all students learn, even those who may be difficult or unmotivated (Berman & Mc Laghlin, 1997).

These highly effective teachers also tend to be very positive in their feelings about training and are generally confident about their teaching abilities (Brandt, 1986). Another remarkable factor in training is an occupation characterized by high levels of burnout and emotional fatigue (Hakanen et al., 2006; Maslach et al., 2001). Due to the isolated culture, teachers may become frustrated, bored, and depleted as they privately struggle with their anxieties (Fullan, 2001; Dussault & Deaudelin, 1997). Further, teachers often feel drained intellectually and emotionally when they deal with student misbehaviors (Chang & Davis, 2009). Increases in social support (Ju et al., 2015) and environmental resources (Ben-porat, & Itzhaky, 2015) were positively correlated with protecting teachers from burnout. Individual traits found to predict lower levels of burnout include increased mastery, self-esteem, and role competence (Van Bogaret et al., 2013). Resilience to burnout is correlated negatively to negative affect (Kitchel et al., 2012), but positively correlated to positive affect (Gloria, Faulk, & Steinhordt, 2013), hardiness (Salvatore, Taverniers, Miles, & Euwema, 2013), and extraversion (Sarubin et al., 2015). Taken together these results suggest a role for value-based beliefs resilience to burnout, in terms of attitudes and behaviors including social (Perry, Sibley, & Dukitt, 2013).

Value-based beliefs, such as worldview, religious and spiritual beliefs, and sociocultural beliefs were found to predict resilience against burnout (Brewer-smyth & Koenig, 2014). Worldview refers to the assumptions individuals make about reality (Koltko-Rivera, 2004); however, transpersonal experiences influence those perceptions (Canty, 2014). Worldview influences affect (Hardin, 2014), cognition (Juhl & Routledge, 2014), and behavior (Blevins, wusik, Sullivan, Jones & Hughes, 2016). Theoretically, worldview is superordinate and can act as a comprehensive lens for social (Perry et al., 2013), cultural (Xue et al., 2014) individual, and spiritual beliefs (Mayhew et al., 2014). In turn, the individual differences in worldview influence the individual differences in worldview influence the individual's perceptions about their ability to cope with hardships including burnout (Koltko-Rivera, 2004). Internal of control was also found to result in a healthier response (Ng, Ke, & Raymond, 2014). However, this hypothesis is much debated because the internal of control is premised upon individualistic beliefs and experiences (Gore, Griffin, & Mcnierney, 2017). Therefore, the aim of this study is to investigate the relationship between Iranian ELT teacher's burnout, resilience, self-efficacy scale. The following research questions were posed:

- RQ1. Is there any significant relationship between beginning ELT teacher's self-efficacy and their feelings of burnout?

- RQ2. Is there any significant relationship between beginning ELT teacher's resilience and their feelings of burnout?

2. Methodology

2.1 Research Design

The design of the current study is a non-experimental, correlational design (Ary et al., 2014). In the first stage of data analysis, Pearson correlation was used to test the hypotheses or associations. In the second phase of the analysis, explanatory statistics such as multiple regression, using SPSS software (version 16) was used to determine the prediction power of independent variable. Both survey and correlational designs were conducted to explore directional relationship between independent and dependent variables.

2.2 Participants

The participants of this study were 100 (48 male and 52 female) beginning ELT teachers with the age range from 20 to 50 years, with experience ranging between 1 and 20 years of teaching English in language institutes. Except for a small number, all of them had degree in English (BA, MA). They have thought in different levels (elementary, intermediate, and advanced) during their teaching span. They were at a Language institute in Iran. The criterion for teachers' selection was volunteerism. In addition, they were selected through non-random sampling. In order to add to the generalizability of this research, the researcher tried to select participants with different age, gender, personality variables, socio-economic status, and other personal factors. They are from with different years of experiences.

2.3 Instrumentations

In order to accomplish the purposes of this study, two questionnaires are used:

2.3.1 Maslach burnout inventory (MBI): The Maslach Burnout Inventory (MBI), a 22-item Likert-type scale, will be used as a measure of teacher burnout (Maslach, Jackson, & Leiter, 1996). This Inventory consists of three subscales: Exhaustion (EE: 9 items), Depersonalization (D: 5 items), and accomplishment (A: 8 items). Higher emotional exhaustion, depersonalization and lower personal accomplishment lead to high burnout status.

2.3.2 Teacher Self-Efficacy Scale (TSES): Teacher Sense of Efficacy Scale was developed by Tschannen-Moran & Woolfolk Hoy (2001). The items measuring "*how much an individual can do*" in regards to efficacy for engagement, efficacy for management, and efficacy for instructional strategies use a 9-point scale with anchors. The TES items were likert scale from 1 (strongly agree) to 6 (strongly disagree). Participants would indicate the degree to which they could do with each item. A rating of six indicate that the respondent could to nothing about the statement presented. A rating of one indicated that the participant could do a great deal about the statement. Hoy and Woolfolk (1993) used an abbreviated form with just 10 items: five personal and five general teaching efficacy items. They found reliabilities for subtests within the range found for the longer version.

2.3.3 Resilience Scale: It is a self-report questionnaire measuring resilience; the ability to handle stress and negative experiences. It was developed in 2006 by Hjelmel, Friborg, Stiles, Martinussen, and Rosenvinge. READ is a 28-item scale with positively formulated items organized in five subscales; personal competence, social competence, social support, family cohesion and structured style. It takes five minutes to complete the questionnaire. READ is copy protected and the copy right holders can be contacted to gain access to the test.

2.4 Data Collection Procedure

To achieve the purpose of this study, the following steps were taken:

At the beginning of the study, the participants of this study were 100 (48 male and 52 female) teachers with the age range from 20 to 50 years, with experience ranging between 1 and 20 years of teaching English in language institutes. Except for a small number, all of them had degree in English (BA, MA). Providing some demographic information such as, gender, age, teaching experience, years of studying English and major was essential for teachers. They have thought in different levels (elementary, intermediate, and advanced) during their teaching span. They were all from Delta Language institute in Shiraz that works for the Ministry of Education and different private English language teaching institutes. The criterion for teachers' selection was volunteerism. In addition, they were selected through non-random sampling. The participants were assured that the results of their responses to questionnaires were going to be used just for research purposes and they could receive the results of their personality trait in each questionnaire. Then, ambiguities and misunderstanding about the questions were cleared by the researcher, if there was any. After collecting the questionnaires, the raw data were scored by researcher and analyzed by SPSS 21 software. In this study, a number of descriptive and inferential statistics were used. Then, in order to investigate the relationship between two variables, a Pearson Correlation Coefficient was used.

3. Results

According to the first research question, the researcher used a Pearson Product Moment Correlation test to find out whether there is any significant relationship between teachers' self-efficacy and their feelings of burnout.

Table 1

Pearson Correlations for teacher's self-efficacy and their feelings of burnout

		Teachers self-efficacy	Burnout
Teachers self-efficacy	Pearson Correlation	1	.695**
	Sig. (2-tailed)		0.012
	N	100	100
Feelings of burnout	Pearson Correlation	.695**	1
	Sig. (2-tailed)	0.012	
	N	100	100

As seen in table 1, a Pearson Correlation was launched to investigate the first research question concerning the relationship between teacher's self-efficacy and their feelings of burnout. The result of this statistical test showed that there is a positive relationship between teacher's self-efficacy and their feelings of burnout. According to the second research question, the researcher used a Pearson Product Moment Correlation test to find out whether there is any significant relationship between teachers' resilience and their feelings of burnout. As indicated in Table 2, since p -value (0.032) is less than the alpha level of .05, it is concluded that there is a significant positive relationship between teachers' resilience and their feelings of burnout ($r = .596$). Therefore, it is concluded that the teachers with higher resilience have had higher scores on burnout and vice versa.

According to the second research question, the researcher used a Pearson Product Moment Correlation test to find out whether there is any significant relationship between teachers' resilience and their feelings of burnout.

Table 2

Pearson Correlations for teacher's resilience and their feelings of burnout

		Teachers resilience	Burnout
Teachers resilience	Pearson Correlation	1	.596**
	Sig. (2-tailed)		0.032
	N	100	100
Feelings of burnout	Pearson Correlation	.596**	1
	Sig. (2-tailed)	0.032	
	N	100	100

As shown in Table 2, since p -value (0.032) is less than the alpha level of .05, we concluded that there is a

significant positive relationship between beginning ELT teachers resilience and their feelings of burnout ($r = .596$). Therefore, we can conclude that the teachers with higher resilience have had higher scores on burnout and vice versa.

4. Discussion

The purpose of the present study was to investigate the relationship between self-efficacy, resilience and burnout among beginning ELT teachers. The results showed a significant positive relationship between beginning ELT teacher self-efficacy and burnout that is in agreement with previous theoretical studies on the role of self-efficacy in burnout. The size of this correlation indicates that the higher the teachers' self-efficacy, the more likely they are to experience burnout. According to Bandura (1997), a strong sense of self-efficacy improves human achievement and personal well-being in many ways including the ability to handle stress. Similarly, in the case of teaching in private language institutes, teachers who feel more successful in their profession are more likely to cope with different source of stresses (e.g., job insecurity, work overload, student's low motivation). Further, in a cross-sectional study among teachers, Brouwers and Tomic (2000) confirmed that teachers' self-efficacy beliefs about classroom management were significantly related to their burnout level. The results also showed that there is a significant positive relationship between teachers' resilience and their feelings of burnout ($r = .596$). Therefore, it is concluded that the teachers with higher resilience have had higher scores on burnout and vice versa. A positive school climate, one that is supportive, helpful, cooperative and respectful of teachers, was negatively related to teacher stress and burnout. On the other hand, preventing teachers from participating indecisions on teacher related issues will result in higher level of self-efficacy. Moreover, teachers with a low sense of classroom efficacy, and instruction efficacy, are stressed and angered by student misbehavior, pessimistic about student ability to improve, and focus more on subject matter than student development (Friedman, 1992).

4.1 Pedagogical Implications

The findings propose that some EFL teachers, mainly young ones feel more successful in their profession, and they could be more successful at reducing the level of burnout. This may have suggestions for teachers' well-being, motivation and teaching efficiency and accordingly students' achievement. Consequently, the findings highlight the importance of establishing some courses for EFL teachers to increase efficacy. To efficiently deal with teacher burnout, EFL teachers should expand skills in controlling their stress levels. Also the role of language institute administrators is to discuss the sources and side-effects of teacher stress and the solutions in addition to providing assistance and support from others (e.g., colleagues, supervisors, and chancellor) are of utmost importance. A positive and supportive school setting helps teachers' success. Further research is needed to incorporate a link of teachers in private and public settings. The teachers studied in this research were from private institutes.

5. Conclusion

The findings of the present study suggest that some ELT teachers, mainly young ones feel more successful in their professional job, and they could be more successful at reducing the level of burnout. This may have suggestions for teachers' well-being, motivation and teaching efficiency and accordingly students' achievement. As a result, the findings of the present study emphasis the significance of establishing some courses for ELT teachers to increase efficacy and resilience. To efficiently deal with teacher burnout, ELT teachers should expand skills in controlling their stress levels. Also the role of language institute administrators is to discuss the sources and side-effects of teacher stress and the solutions in addition to offering assistance and support from others (e.g., colleagues, supervisors, and chancellor) are of utmost importance. A positive and supportive school setting helps teachers' success. Further research is needed to incorporate a link of teachers in private and public settings. The teachers studied in this research were from private institutes.

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