The Relationship between Teachers' Efficacy and Teachers' Burnout in the Context of Iranian English Language Institutes

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Abstract

Studies have shown that highly effective teachers tend to be very positive in their feelings about teaching and are generally confident about their teaching abilities (Brandt, 1986). Moreover, due to the isolated culture, teachers may become frustrated, bored, and depleted as they privately struggle with their anxieties (Fullan, 2001; Dussault & Deaudelin, 1999). The present study aimed to study the extent to which Iranian teachers of English Language Institutes taking part in their teaching classes leads to teacher burnout. Moreover, the relationship between Iranian teachers' self-efficacy and their burnout as examined by respect to demographics. The participants of this study were 85 EFL teachers who were selected through Cochran formula Stratified sampling. The needed data were gathered through two questionnaires: the Teacher's Efficacy Scale (TES) and the Maslach Burnout Inventory. To study the relationship between EFL teachers' self-efficacy and burnout a Pearson product-moment correlation was applied. To study the difference between EFL teachers' self-efficacy and their teaching experience Chi-Square Tests was conducted. The data analysis reveals the fact that the correlation between teachers' self-efficacy and teachers' burnout is .58. This amount of correlation (Sig=.000) is significant at the .05 level implying a significant correlation between two variables of the study. By conducting the Chi-Square tests for teachers' burnout and their years of experiences, we observed a strong association between the teachers' level of burnout and their years of

experience. In conclusion, the researcher came to this point that in process of teaching and learning English which is considered as a foreign language self-efficacy behavior had a vital role in effective teaching the more the EFL teachers equipped themselves with self-efficacy and burnout factors, the more they performed effectively in the class the more the quality of learning increased.

Introduction

In a related area of research on teachers, studies have shown that those who are unusually effective in having their students learn well share a number of common beliefs and perspectives. Such teachers, for example, typically have a strong sense of teacher efficacy. That is, they firmly believe they can help nearly all students learn, even those who may be difficult or unmotivated (Berman & McLaughlin, 1977). These highly effective teachers also tend to be very positive in their feelings about teaching and are generally confident about their teaching abilities (Brandt, 1986). Another significant factor in teaching is a profession characterized by high levels of burnout and emotional exhaustion (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, 1999). Further, teachers often feel drained intellectually and emotionally when they deal with student misbehaviors (Chang & Davis, 2009). To successfully connect with their students and help students connect with the subject matter, teachers need a variety of intellectual and emotional resources on which they can draw (Woolfolk Hoy & Davis, 2005).

The current decades seems to be known as the years of stress and intension. Studies revealed these two features as the most challenging and influential factors in human's life, for all contexts and work places. It is assumed that if people do not feel stressed for a few days or weeks; they suffer from a chronic stress condition that causes a feel of frustration and fatigue. They come across not only with emotional but also with physical problems. This condition has been called burnout by psychologists. Around one quarter of novice educators of the United States do not tend to carry on their occupation after three years and by the fifth year this increases to 40% (Milner &Woolfolk Hoy, 2003).

Self-efficacy is recognized as an another significant factor in any profession and life achievement, and defined as people beliefs about their own abilities to think, plan, monitor, organize, and perform activities needed in educational settings (Bandura, 1997, 2006). The emotional needs, labor, and work required for a teacher are noteworthy compared to other professions. Whereas burnout symptoms among teachers have been studied for decades, few scholars have examined teacher burnout through the lens of emotion regulation and the

antecedent assessments. In the present study, the researcher argues that the usual patterns in teachers' judgments about student behavior and other teaching tasks may contribute significantly to teachers' repeated experience of distinct unpleasant emotions and may eventually lead to certain degrees of burnout, as depicted by Fig. 1. In addition, teachers who experience higher levels of burnout tend to withdraw from student–teacher relationships and tend to feel inefficacious about their teaching tasks (Burke et al., 1996). As a result, they may face more problems in classroom management with regard to students' behaviors (as depicted by the dotted line in Figure. 1. The researcher argues that by helping teachers become aware of and interpret and question the judgments that underlie their emotions, we may help teachers better understand how their judgments triggered their unpleasant emotions and help them learn how to regulate those emotions effectively.
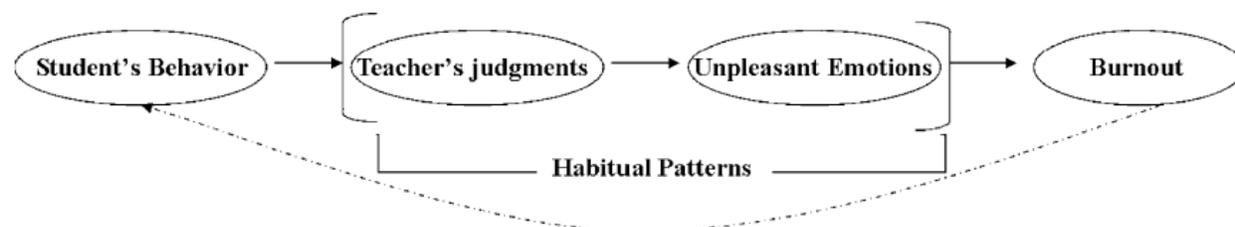

Figure 1. Concept model for reviewing teacher emotions and teacher burnout

The present study is also going to study the extent to which Iranian teachers of English Language Institutes taking part in their teaching classes leads to teacher burnout. Moreover, the relationship between Iranian teachers' self-efficacy and their burnout will be examined by respect to demographics.

Research usually concern to two key findings: 1) teachers are more in danger than other workers to burnout symptoms (De Heus & Diekstra, 1999; Schaufeli & Enzmann, 1998), and 2) burnout influences teachers around the world (Byrne, 1999; Rudow, 1999).

Today, In Iran, the majorities of teachers encounter with different social problems including inflation that causes or forces them to undergo social stressed and tension. Blasé (1982) has shown that stress and burnout influence teachers' job gratification, and efficiency

reduction when working with students. Furthermore, it is seemed that teachers with a high self-efficacy are gladder, more innovative, and more effectual in their duties as teachers.

Realizing of teachers' view of self-efficacy and the effects of this knowledge depend on teachers' decision-making and their action and methodologies that they use in the class (Pajares, 1992). Because language learning typically occurs in formal language setting and as a foreign language, understanding these issues are very vital in Iranian context (Kariminia & Salehizadeh, 2007).

Consequently teachers play a critical role in all societies and the success of learners' future relies on teachers' affective conditions, the significance of this study is to help teachers improve their self-efficacy and decrease their burnout, by determining the relationship between burnout and self-efficacy. Accordingly, the learners can make more benefit from their teachers and the whole class.

The study tries to answer the following question:

Q1. Is there any significant relationship between teachers' self-efficacy and their feelings of burnout?

Q2: Is there any significant relationship between teachers' burnout and their years of the experiences?

Review of Literature

Language teaching has been subjected to tremendous changes. The history of foreign language (FL) teaching can be traced back to different teaching methodologies. As learning is a lifelong process and it often takes place in a social context and it is also a highly individualized process, theories on language learning and teaching have changed and developed over many centuries and years and evolved from the fields of psychology, cognitive psychology, and linguistics which focusing on these fields (Jeremey, 1997).

Whether one agrees with all previous language learning and teaching theories as a (FL) methodology or not, the important implication in a course of English as (FL) is that students learn and acquire language without even being aware of the existence of some more crucial elements rather than learning theories. As studying different language and teaching theories and

methodologies in line with linguistic knowledge are necessary to become a language teacher, other factors such as teachers' qualifications has a great direct and indirect impact on students' learning process.

In other words, as teachers may apply the different theories of learning and teaching methodologies, they need to keep awareness that language teachers have key roles in all teaching methods and generally in teaching and learning process. Teaching is a complex process and is cognitively and emotionally demanding. A qualified language teacher attempts to enrich their linguistic knowledge, cognitive, affective and emotional dispositions to take better actions in response to the demands of their external world like class, students and teaching process (Gibson & Dembo, 1984).

According to Gavora (2011), a significant question may be introduced in any classroom settings: why some of teachers could stand too much tension and make good in their job but some others could not tolerate expectations imposed on them. Teacher self-efficacy may be the first reason as a belief in one's ability and it impacts on one's feeling and related to desperateness, stress, and depression. Teacher burnout may be another reason caused by a few negative variables, such as low levels of self-efficacy.

In their book, Woolfolk & Spero (2000) define efficacy as essentially each person's future-oriented adjudication about their competency (not their actual level of competency). Since each person frequently overestimates or underestimates his/her real competencies and since their estimations may impact on the courses of action they select to keep on and their attempts in those activities, it seems a significant feature. For instance, Bouffard- Bouchard, Parent and Larivee (1991, cited in Woolfolk et al., 2000) found that children owing more efficacy beliefs solved math problems better than those who had less efficacy beliefs despite the fact that both groups had identical levels of skill development in mathematics. Bandura (1982) acclaimed that the difference between learners with an upper degree of self-efficacy and learners with lower self-efficacy is that they would like to try their best, continue to indefinite situations and challenging assignments, thoughtfully select their course of accomplishments, and keep more accurate and elastic attributions.

Teacher's Self-Efficacy

Tschannen- Moran, Woolfolk Hoy, & Hoy (2001) define teacher efficacy as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p.22). Tschannen-Moran et al. (1998) mentioned that students' personal differentiations such as motivation, achievement, and efficacy are linked to it.

Former researches have similarly drew attention to the role of teacher's feeling of efficacy in forming students' viewpoints toward school and subject matter, i.e., whatever the teaching efficacy of a teacher is higher, the students' interest in school and learning materials is increased. Away from forming students' viewpoints, teacher efficacy has been also related with the amount of individual commitment (Tschannen- Moran et al., 1998:9) and interest in teaching (Allinder, 1994) showed by the teacher.

In the realm of language teaching and along with the aforementioned researches on self-efficacy, undoubtedly language proficiency seems to be a vital factor for language teachers. Since it is a primary means of a good foreign language teacher (Lange, l990) so it can be inferred that teachers' proficiency level and their sense of self-efficacy are interrelated and higher proficiency level leads to more efficacious feeling and language proficiency is a factor related to EFL teachers feeling of self-efficacy (Esmaeeli & Fathi, 2008).

In another study conducted by Dembo and Gibson (1984) findings suggest that teachers with a high sense of self-efficacy feel confident to cope with stressful situations and the most difficult students, on the other hand teachers with low sense of self-efficacy feel helpless in dealing with unmotivated students (Coladarci, 1992; Gibson & Dembo, 1984).

Teacher Burnout

The term "burnout" was coined by Freudenberger (1974) because of long time hard working and overextension. According to Melnick & Meister (2008), due to arriving at a new world; dealing with different things, astonishing circumstance and questions, encountering unrelated kinds of barriers and problems including controlling class discipline, evaluating learners' work, inspiring learners, the most difficult period for teachers is the first years of

teaching. Yet, although these years are scary for some teachers, it is a pleasing experience for others (Hebert & Worthy, 2001).

Burnout is a condition that primarily emerged in articles via descriptive and qualitative observations by early researchers in human services and healthcare in the mid-1970s. In 1980, it was assessed by using an empirical approach (see Maslach et al., 2001). Freudenberger (1974) described burnout as a sign of emotional diminution and a loss of inspiration and commitment. In an interviewed with human service workers about their emotional stress at work, Maslach (1976) found that the burnout generally exists in the care-giving and service jobs, in which the feelings, motivations, and values between provider and recipient are the fundamental interpersonal setting for burnout.

In psychological studies related to the field of teacher burnout, it is notable to mention that burnout is an impermanent status on a continuum (not an end-product). In this field, in an interview with teachers, Fullan (2001) concluded that profession disappointment and burnout are used for them. He also concluded that the mentioned teachers can obtain enthusiastic status by revitalizing. Hence, while burnout may be considered as an end-product for teachers, they can overwhelm the burnout within the job.

Moreover, the main problem of presented burnout investigations is that they are generally encompassed one-time survey data. Therefore, it is arduous to assert that teachers were essentially experiencing senses of burnout. For instance, it was realized that burnout senses were taken from teachers' day-to-day description via PDA (Carson, 2006). In his study, Carson selected low, moderate as well as high levels of teachers' burnout and finally suggest that burnout may possibly be an emotional state for teachers.

Friedman and Farber (1992) found that teachers often report that even they are worn out, they still feel satisfied with teaching and believe they would choose teaching again if they were to start their professional lives over. In other words, teachers may have "feelings" of burnout in which they feel emotional exhausted, fatigue, or weaning out but they may still feel satisfied or efficacious about teaching tasks.

Besides, while Maslach's three-dimensional model is broadly admitted, specialists in this area of research constantly search for developing the scale or refining the constructs for a better understanding of burnout (Schaufeli and Salanova, 2007). For instance, Maslach (1976) claimed

that people operate cognitive distancing by developing indifference or a cynical attitude when they are tired and discouraged. By taking into account depersonalization and pessimism, a four-dimensional model of burnout was suggested by Salanova et al. (2005) pointing two dissimilar mental distances "people against work". That is to say, maybe a teacher needs to distant from the people but not necessary the work. This four-dimensional model has been examined and confirmed separating depersonalization and pessimism as separate constituents to assess burnout. Taris and colleagues (2004) also argued that depersonalization toward coworkers can be seen as a psychological removal and a coping behavior. Nevertheless, it is a motivational result aimed at reestablishing a distressed exchange affiliation with coworkers (Lazarus & Folkman, 1987). In the teaching career, teachers confront multiple interactions (learners, administrators, coworkers, parents, societal relationships) and teachers may feel the need to distant from coworkers or other relationships although still engaged in teacher–learner relationships.

Teacher Burnout and Its Relationship to Teacher Self-Efficacy

Jennett et al. (2003) focused on teacher burnout and efficacy in teachers of students with autism. The study used two groups of special education teachers: one group preferred the Applied Behavior Analysis (ABA) as preferred treatment choice and the other group preferred the Treatment and Education of Autistic and Related Communication-Related Handicapped Children (TEACCH) method. The purpose was to explore both teacher self-efficacy and burnout in teachers of students with ASD and the commitment these teachers brought to their choice of methodology. Participants were solicited to volunteer from a two-state pool of special education teachers who had received training in one or the other methods. Thirty-four teachers formed the ABA group, and 30 teachers made up the TEACCH group. Four instruments were used to gather data: (a) Autism Treatment Philosophy Questionnaire, (b) Teacher Efficacy Scale modified from Coladarci and Breton (1997), (c) the Maslach Burnout Inventory-Educators Survey, and (d) a Demographic Information form that included teacher experience, age, gender, type of program taught, and teaching orientation (ABA or TEACCH). Results of three independent-sample t tests of the ABA, TEACCH, and Shared Orientation of the Treatment to Philosophy indicated teachers with a self-identified ABA orientation had statistically significantly higher scores, on average, on the ABA subscale than those who self-identified as using TEACCH. Teachers who

self-identified with the TEAACH orientation scored significantly higher, on average, on the TEACCH subscale than those who self-identified as using ABA. Comparing the scores on the Teacher Efficacy measurement, neither group differed on personal or general efficacy. Finally, three independent-sample t tests on the subscales of the Maslach Burnout Inventory revealed no statistically significant difference between the groups. Relationships between commitment and burnout only were correlated statistically significantly to emotional exhaustion and personal accomplishment for the TEACCH group (r = -.40, r = .45, respectively). Multiple regression analyses were performed with predictor variables of age, major, and teaching orientation for the three dimensions of burnout. Combined as a total, the variables had a medium effect, explaining 11.4% of the variance in emotional exhaustion, although this was not statistically significant, with no individual variable contributing. Predictor variables did not make a statistically significant contribution either as a total or individually to depersonalization, accounting for only 12.5% of the variance. The predictor variables did have a large effect on personal accomplishment. These accounted for 23.1% of the variance and were correlated statistically significantly. Commitment to a philosophy did make a statistically significant contribution to personal accomplishment, individually explaining 17% of the variance. Jennett et al. (2003) suggested that, although it would appear to be obvious that teachers who identified themselves with one of two teaching method, ABA or TEACCH, would be more committed to the respective underlying teaching philosophy, demonstrating the value of such a scale was important. No differences were demonstrated between the groups on either personal or general efficacy. Each group exhibited an average amount of emotional exhaustion, depersonalization, or personal accomplishment.

Neither group's scores for depersonalization were high, indicating that these teachers of students with autism were not indifferent to their students. Commitment to a teaching orientation and philosophy appeared to be correlated with relatively high efficacy. The more committed a teacher was to a philosophy, the greater the sense of effect on students in the classroom. The researchers indicated that as teachers indicated they were more satisfied with their work, they scored lower on burnout. Further for this study, burnout was statistically significantly correlated with commitment to a teaching philosophy such as TEACCH or ABA. One dimension of burnout that had mixed results was emotional exhaustion; the TEACCH group

had a statistically significant negative correlation, whereas the ABA group did not. In the regression analysis, commitment was not a statistically significant predictor of emotional exhaustion, and the means did not differ between the groups.

Researchers (Jennett et al., 2003) concluded that teacher training that emphasized supportive evidence-based strategies may result in moderation of teacher self-efficacy in that a deeper understanding of an effective intervention may aid a teacher in conceptualizing a solution to difficult process. In this way, teachers may increase their sense of mastery and competence when they successfully problem solve. As the participants of this study already had been trained on one of the two methods, the researchers suggested that studies with those teachers of students with autism who had little or no commitment to a particular teaching orientation would test the hypothesis that self-efficacy and burnout are related to a commitment to a teaching orientation.

Additionally, the researchers suggested that increasing the commitment of teachers to proven teaching methodologies should be given priority as a component of teacher training. The course in the current study is based on evidence-based practices for students with ASD. The results of the current study added to the literature as it relates to the interaction of burnout and self-efficacy. By providing special education and general education teachers with foundational content and methods online, their self-efficacy changed.

Using a research design that employed survey methods, Ruble et al. (2011) examined teacher self-efficacy and its sources: experience, social persuasion in the form of leadership support, and affective state. The researchers attempted to assess the correlation between self-efficacy factors of mastery, social persuasion, and affective state as measured by burnout and self-efficacy for teachers who work with children with ASD. The study sample of 35 teachers was recruited from two states as part of a larger randomized study. Selection criteria included having at least one child with autism in their caseload. Ninety-four percent of the participants reported having had formal training in autism. Descriptions or definitions of the type of training the teachers received were not specified.

Data from three self-report measures were collected: a 24-item, 6-point modified Teacher Interpersonal Self-Efficacy Scale (TISES), a background information survey to investigate years of teaching experience and other demographic information, a 45-item 5-point response scale of the Multifactor Leadership Questionnaire (MLQ), and the 22-item 7-point

anchored scale of the Maslach Burnout Inventory (MBI). Teacher self-efficacy was measured by the TISES. Reliabilities for each of the subscales, Self-Efficacy for Classroom Management, Self-Efficacy for Obtaining Colleagues' Support, and Obtaining Principal's Support, were good and ranged from .83 to .96.

Three sources of self-efficacy—years of experience, social persuasion as perceptions of leadership support, and psychological and affective state as burnout—were measured by a background information form completed by the teachers, the MLQ, and the MBI, respectively. Cronbach's alpha coefficients were reported good for two of the measures, the MLQ and the MBI, at .88 and ranged from .73 to .89, respectively.

Ruble et al. (2011) presented results for eight variables of the study (self-efficacy for classroom management, self-efficacy for obtaining colleagues support, self-efficacy for obtaining principals' support, years of teaching, support from selected administrators, emotional exhaustion, depersonalization, and personal accomplishments) in an inter-correlation matrix. Results showed weak correlations for self-efficacy for classroom management, self-efficacy for collegial support, support for administrator, ranging from .14 to .26. These correlations suggested that none of the subscales representing self-efficacy were associated with number of years of teaching. Statistically significant correlations between self-efficacy for classroom management and all three subscales of the MBI were shown, ranging from -.40 to -.47. Affective states are associated negatively with self-efficacy.

One of the most important findings of this study was that the number of years of teaching experience was not associated with self-efficacy, which is contrary to previous research (Tschannen-Moran & McMaster, 2009; Tschannen-Moran & Woolfolk Hoy, 2007). The heterogeneity of the students was suggested to be a unique situation for special education teachers in which generalization of knowledge or relying on previous experience supported self-efficacy, as 94% of teachers reported having had training in autism. Details of the type of training in which teachers had participated were not specified. This missing information is addressed in the current study.

The researchers postulated that the measures used were not sufficient for several reasons. The years of experience form did not supply sufficient data such as experience with the specific group of students, students with ASD, and it did not capture variations in training received. Also,

assessment of social persuasion as measured with the MLQ was problematic. Issues with missing data for the measurement of teachers' perceptions of leaderships led to a decrease by 11 in the number of responses analyzed. An association between social persuasion and self-efficacy cannot be made in this study.

The support for teachers has been found to have an influence on teacher self-efficacy. As the population of students with ASD grows within educational settings, the need to support teachers working with these students needs to grow. Ruble et al. (2011) suggested that even though the data were flawed, challenges do exist for special education teachers as knowledge and training to support students with ASD has been found to be lacking for all education personnel. They pointed to a need for "more sensitive measure(s)" (Ruble et al., 2011, p. 72) to look at social persuasion as a factor in self-efficacy. Burnout as measured by the MBI was found to correlate statistically significantly with only one of the subscales of the TISES, classroom management.

Researchers proposed that the key stressors for special education teachers who work with students with ASD were a result of what happens in the classroom. Additionally, statistically significant and negative correlations were found between personal accomplishment, emotional exhaustion, and depersonalization, and between administrator support and emotional exhaustion. Personal accomplishment was suggested to be a potentially protective factor and a possible area to address.

Methodology

Participants

The population sample consisted of 85 Iranian EFL teachers, ranging from 27 to 52 years old and had certificate in English translation, literature, and teaching in Tehran, Iran. The total number of EFL male and female EFL teachers in the study were 134 that 85 (59 female and 26 male) EFL teachers were selected through Cochran formula Stratified sampling.

Instrumentation

The needed data were gathered through the application of two standard questionnaires as explained later. In addition, demographic form asked about the participants 'demographic information including age, gender, and years of teaching experience.

Teacher Efficacy Scale. This section was designed to measure the teachers' sense of efficacy (or confidence) in teaching English. For this, the 10-item short version of the Teacher's Efficacy Scale (TES) by Hoy and Woolfolk (1993) was adapted to fit the English language center context.

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 indicated that the respondent could do 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 both subtests within the range found for the longer versions (a is 0.77 for PTE and 0.72 for GTE).

Teacher's Burnout Scale. The Maslach Burnout Inventory (MBI; Maslach & Jackson 1981, 1986) that is one of the universal instruments used for assessing burnout was used in this study. The questionnaire consisted of three sub-dimensions.

Section A: Burnout (or depressive anxiety syndrome): Testifies to fatigue at the very idea of work, chronic fatigue, trouble sleeping, physical problems. For the MBI, as well as for most authors, "exhaustion would be the key component of the syndrome." Unlike depression, the problems disappear outside work.

Total 17 or less: Low-level burnout

Total between 18 and 29 inclusive: Moderate burnout

Total over 30: High-level burnout.

Section B: Depersonalization sub-dimension: "Depersonalization" (or loss of empathy): Rather a "dehumanization" in interpersonal relations. The notion of detachment is excessive, leading to cynicism with negative attitudes with regard to patients or colleagues, feeling of guilt, avoidance of social contacts and withdrawing into oneself. The professional blocks the empathy he can show to his patients and/or colleagues.

Total 5 or less: Low-level burnout

Total between 6 and 11 inclusive: Moderate burnout

Total of 12 and greater: High-level burnout

Section C: The reduction of personal achievement: The individual assesses himself negatively, feels he is unable to move the situation forward. This component represents the demotivating effects of a difficult, repetitive situation leading to failure despite efforts. The person begins to doubt his genuine abilities to accomplish things. This aspect is a consequence of the first two.

Total 33 or less: High-level burnout

Total between 34 and 39 inclusive: Moderate burnout

Total greater than 40: Low-level burnout.

Prior research confirmed the validity, reliability of this questionnaire (Iwanicki & Schwab, 1981; Gold, 1985). Additionally, reliabilities for data gathered from each of the three scales ranged from .76 to .90 (Iwanicki& Schwab, 1981) and .72 to .88 (Gold, 1985). Reliabilities for data in the present study were similar and acceptable.

Procedures

The study was conducted in language schools and institutes in Tehran, Iran. The EFL teachers received two questionnaires which they completed and delivered back to the researcher. In order to save the class time, the questionnaire was translated in Persian and the teachers were given the option to answer the Persian version.

In order to receive a reliable evaluation by the teachers, the purpose of completing the questionnaire was explained by the researcher to make the teachers sure that their views would be kept confidential; besides, teachers' questionnaires were coded numerically and they were asked not to write any names on their questionnaires. Providing some demographic information such as, gender, age, teaching experience, years of studying English and major was essential for teachers.

Data Analysis

The data gathered to answer if there is there any significant relationship between teachers' self-efficacy and their feelings of burnout? And is there any significant relationship between teachers' burnout and their years of the experiences? To find the answer for research questions, the researcher hypothesized the related null hypotheses: H01) There is no significant relationship between teachers' self-efficacy and their feelings of burnout. H02) There is no significant relationship between teachers' burnout and their years of the experiences.

Descriptive Statistics of Bio Data of the Participants

Table 1 shows the bio data of the participants along with their teaching experience (M=15.36, SD= 7.19). As it is illustrated, the minimum teaching experience was 5 years while the maximum amount of experience is 29 years. In the present study, 26 male and 59 female teachers were participated. The age of the participants mostly fluctuates between 31 to 46 year olds. For the investigations, a minimum experience was required and based on Table 1 all of the participants had, at least, five years of teaching experience.

Table 1
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	85	27.00	52.00	38.8000	7.64043
Experience	85	5.00	29.00	15.3647	7.19928
Valid N (listwise)	85				

Descriptive Statistics of the Self-Efficacy and Burnout Questionnaire

Table 2 shows the summary of both the self-efficacy and Burnout questionnaire. Accordingly it could be stated that the mean for self-efficacy is 63.90 (SD= 17.32) and the mean for burnout questionnaire is 67.14 (SD= 19.34). Moreover, it shows that all the collected data was valid and was used in proceeding analysis.

Table 2
Descriptive Statistics

	Mean	Std. Deviation	N
Self-efficacy	63.90	17.32	85
Burnout	67.14	19.34	85

As it is indicated in Table 3, the correlation between teachers' self-efficacy and teachers' burnout is .58. This amount of correlation (Sig=.000) is significant at the .05 level implying a significant correlation between two variables of the study. In other words a change in one of the variables brings about a change in the same direction for the other variable. The higher amount of self- efficacy will lead to a higher level of burnout.

Table 3
Person Product Correlation

Correlations		Self-efficacy	burnout
Self-efficacy	Pearson Correlation	1	.580[**]
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	25225.24	16316.12
	Covariance	300.30	194.24
	N	85	85
Burnout	Pearson Correlation	.580[**]	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	16316.12	31422.30
	Covariance	194.240	374.075
	N	85	85

**. Correlation is significant at the 0.05 level (2-tailed).

Figure 2 shows the correlation plot for teachers' burnout and self-efficacy. As the degree, go togetherness show there is a relatively low relationship between these two variables.
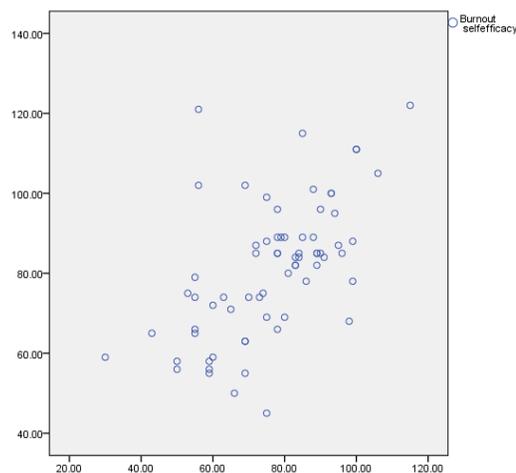
Figure 2. Correlation Plot

By conducting the Chi-Square tests for teachers' burnout and their years of experiences, the aforementioned results in Table 4 were achieved. *We observed a strong association between the teachers' level of burnout and their years of experience, χ2(2) = .722, p = .697.* Cramer's V= .092*".* This results means that there is a relationship between teachers' burnout and their experience; an increase in their years of experience will lead to a higher chance of burnout.

Table 4
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.22[a]	2	.041
Likelihood Ratio	7.30	2	.049
Linear-by-Linear Association	7.12	1	.038
N of Valid Cases	85		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.55.

The most commonly used one is the phi coefficient, which is a correlation coefficient and can range from 0 to 1, with higher values indicating a stronger association between the two variables. In this particular case, phi coefficient value is .230, which is considered a small effect size, considering Cohen's (1988) criteria of .10 for small effect, .30 for medium effect and .50 for large effect.

Table 5
Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.230	.091
	Cramer's V	.230	.091

Discussion and Conclusion

The main purpose of this research was to explore the relationship between Iranian EFL teachers' self-efficacy and burnout. The first research question of the study was to find if there is any significant relationship between teachers' self-efficacy and their feelings of burnout? The related null hypothesis stated that there is no significant relationship between teachers' self-efficacy and their feelings of burnout. This null hypothesis was rejected. The data analysis reveals the fact that the correlation between teachers' self-efficacy and teachers' burnout is .58. This amount of correlation (Sig=.000) is significant at the .05 level implying a significant correlation between two variables of the study. In other words a change in one of the variables brings about a change in the same direction for the other variable. The higher amount of self-efficacy will lead to a higher level of burnout.

The second research question of the study was to find if there is any significant relationship between teachers' burnout and their years of the experiences? The related null hypothesis mentioned that there is no significant relationship between teachers' burnout and their years of the experiences. This null hypothesis was also rejected. By conducting the Chi-Square tests for teachers' burnout and their years of experiences, *we observed a strong association between the teachers' level of burnout and their years of experience.* This results means that there is a relationship between teachers' burnout and their experience; an increase in their years of experience will lead to a higher chance of burnout.

In a related area of research on teachers, studies have shown that those who are unusually effective in having their students learn well share a number of common beliefs and perspectives. Such teachers, for example, typically have a strong sense of teacher efficacy. That is, they firmly believe they can help nearly all students learn, even those who may be difficult or unmotivated (Berman & McLaughlin, 1977). These highly effective teachers also tend to be very positive in

their feelings about teaching and are generally confident about their teaching abilities (Brandt, 1986).

Another significant factor in teaching is a profession characterized by high levels of burnout and emotional exhaustion (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, 1999). Further, teachers often feel drained intellectually and emotionally when they deal with student misbehaviors (Chang & Davis, 2009). To successfully connect with their students and help students connect with the subject matter, teachers need a variety of intellectual and emotional resources on which they can draw (Woolfolk Hoy & Davis, 2005).

The current decades seems to be known as the years of stress and intension. Studies revealed these two features as the most challenging and influential factors in human's life, for all contexts and work places. It is assumed that if people do not feel stressed for a few days or weeks; they suffer from a chronic stress condition that causes a feel of frustration and fatigue. They come across not only with emotional but also with physical problems. This condition has been called burnout by psychologists. Around one quarter of novice educators of the United States do not tend to carry on their occupation after three years and by the fifth year this increases to 40% (Milner &Woolfolk Hoy, 2003).

Self-efficacy is recognized as an another significant factor in any profession and life achievement, and defined as people beliefs about their own abilities to think, plan, monitor, organize, and perform activities needed in educational settings (Bandura, 1997, 2006). The emotional needs, labor, and work required for a teacher are noteworthy compared to other professions. Whereas burnout symptoms among teachers have been studied for decades, few scholars have examined teacher burnout through the lens of emotion regulation and the antecedent assessments. In the present study, the researcher argues that the usual patterns in teachers' judgments about student behavior and other teaching tasks may contribute significantly to teachers' repeated experience of distinct unpleasant emotions and may eventually lead to certain degrees of burnout. In addition, teachers who experience higher levels of burnout tend to withdraw from student–teacher relationships and tend to feel inefficacious about their teaching tasks (Burke et al., 1996). As a result, they may face more problems in classroom management

with regard to students' behaviors. The researcher argues that by helping teachers become aware of and interpret and question the judgments that underlie their emotions, we may help teachers better understand how their judgments triggered their unpleasant emotions and help them learn how to regulate those emotions effectively.

Today, In Iran, the majorities of teachers encounter with different social problems including inflation that causes or forces them to undergo social stressed and tension. Blasé (1982) has shown that stress and burnout influence teachers' job gratification, and efficiency reduction when working with students. Furthermore, it is seemed that teachers with a high self-efficacy are gladder, more innovative, and more effectual in their duties as teachers. Realizing of teachers' view of self-efficacy and the effects of this knowledge depend on teachers' decision-making and their action and methodologies that they use in the class (Pajares, 1992). Because language learning typically occurs in formal language setting and as a foreign language, understanding these issues is very vital in Iranian context (Kariminia & Salehizadeh, 2007).

Consequently teachers play a critical role in all societies and the success of learners' future relies on teachers' affective conditions, the significance of this study is to help teachers improve their self-efficacy and decrease their burnout, by determining the relationship between burnout and self-efficacy. Accordingly, the learners can make more benefit from their teachers and the whole class.

The years of experience were a factor which the research aimed to find their relationship with EFL teachers' burnout trait. The present research claimed that there was a relationship between EFL teachers' burnout and their years of teaching experience. Findings of the study revealed that there is a direct and positive relationship between them. In other words, EFL teachers' burnout tended to increase with additional years of teaching experience. It means by increasing EFL teachers experience they have more fell of burnout.

In conclusion, the researcher came to this point that in process of teaching and learning English which is considered as a foreign language self- efficay behavior had a vital role in effective teaching the more the EFL teachers equipped themselves with self-efficacy and burnout factors, the more they performed effectively in the class the more the quality of learning increased.

Pedagogical Implications

All EFL teachers should be aware of self-efficacy and the way it can influence teachers' performance in the class. By considering the complexity of the individual and the social aspects of teaching roles, highly self-efficacious teachers seem to successfully achieve teaching effectiveness. If teachers know that how their own self-efficacy leads them to perform successfully; they can become role models of self-efficacy.

The implications of this study can be practical and useful for EFL teachers who eagerly try to improve their teaching qualifications especially the ones concern themselves with effective teaching. The study tried to consider the qualification traits which are interrelated and lead to a positive and effective teacher presentation in the class and make both teachers and students satisfied in teaching and learning process. The main focus of the study was on the factors more than content and linguistic knowledge which have been always seen as a crucial factor for an EFL teacher.

Although the present research specified to investigate EFL teachers' qualifications, the findings and outcome can be generalized to teachers in other fields as well. As the teacher has a crucial role in learning process and base on the Iranian educational system school classes are almost teacher-centered it turns teaching into a demanding job, therefore; there is a need for EFL teachers to well-equipped themselves with teaching qualifications.

Moreover, Teacher preparation programs play a crucial role in the retention of qualified teachers. The result of the present study can be deployed in EFL pre- service and in-service EFL teacher training programs conducting by official educational system in Iran. It is recommended that universities schools of education re-evaluate their teacher preparation programs to train self-efficacious and more teachers with feel of burnout.

Suggestions for Further Study

From the evidence of the study and considering the limitations of current research some suggestions are introduced for further study. Firstly, the researcher collected data on few characteristics of a qualified EFL teacher; therefore, it is highly recommended to investigate other traits which may have probable correlation with teachers' self-efficacy and burnout.

Secondly, it would be instructive to conduct a broader study by administering more teachers in Iran. Moreover, a cross-cultural study on Iranian and non-Iranian teachers with the same and further teachers' traits are highly recommended.

Thirdly, EFL teachers' educational major was not considered as a variable. The only requirement for the teachers as participants in this study was teaching English. Their educational status and university degrees didn't concern this study. It is strongly suggested other individual characteristics and external factors like major and age that may affect the teachers' performance to be included in future research.

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