

International Journal of English Language & Translation Studies

ISSN: 2308-5460



Self-Efficacy and Emotional Regulation as Predictors of Teacher Burnout among EFL Teachers: A Structural Modeling Approach

[PP: 74-84]

Maryam Afzali

Department of Literature and Foreign Language, Karaj Branch, Islamic Azad University
Karaj, Iran

Somayeh Soltani

Islamic Azad University, Larestan Branch
Iran

ABSTRACT

Since the teachers and their individual variables have a significant share of variance in accounting for success in educational contexts, significant number of empirical studies have investigated the associations among teacher-related variables. To further examine the relationships between individual teacher constructs in English as a Foreign Language (EFL) contexts, this study explored the role of emotional regulation and teacher self-efficacy in predicting teacher burnout in Iranian EFL context. In so doing, a sample of 174 EFL teachers completed a survey containing the three valid scales measuring these constructs. Structural Equation Modeling was employed to examine the structural model of the variables under investigation. The findings revealed that teacher self-efficacy accounted for 20 % of the variance in burnout whereas emotional regulation represented 11.2% of the teacher burnout variance. Overall, it was revealed that although both variables exerted a unique contribution to teacher burnout, teacher self-efficacy seemed to be a stronger predictor of burnout than emotional regulation of teachers. The results might have remarkable implications for EFL teacher development programs.

Keywords: Burnout, Emotional Regulation, Teacher Self-Efficacy, Structural Equation Modeling

ARTICLE INFO	The paper received on	Reviewed on	Accepted after revisions on
	25/05/2021	22/06/2021	31/08/2021

Suggested citation:

Afzali, M. & Soltani, S. (2021). Self-Efficacy and Emotional Regulation as Predictors of Teacher Burnout among EFL Teachers: A Structural Modeling Approach. *International Journal of English Language & Translation Studies*. 9(3). 74-84.

1. Introduction

Among the factors affecting learners' performance at school levels, teachers are considered among the most important variables (Murphy, Delli, & Edwards, 2004). Teachers take the responsibility of managing and organizing classroom, planning and monitoring the instruction, putting the instruction into practice, directing learners' development, and facilitating their learning (Stronge, 2007; Walker, 2008). As a result of various key roles teachers play in the learning settings, their mental health is viewed to be of high importance. The mental health and psychological variables of teachers influence the emotional and affective status of the learning context which in turn affects learners' experience of pedagogy (Greenier, Derakhshan, & Fathi, 2021; Fathi, Derakhshan, & Saharkhiz Arabani, 2020; Fathi, Greenier, & Derakhshan, 2021; Vesely, Saklofske, & Leschied, 2013). One detrimental factor to teachers' mental health is burnout which is characterized as the absence of the

competence to cope with job-related anxiety, unfavorable social interactions, exhaustion, and diminished interest in the profession (Maslach, 1982).

Burnout is defined as the "emotional and physical exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind" (Maslach, 1982, p. 3). Since teaching profession requires a high degree of human interaction, teaching stress and personal involvement with learners, it is likely to cause burnout among teachers (Frenzel & Stephens, 2013). It can be argued that much exposure to difficult student and their disruptive behaviour as well as class management challenges might exert negative effects on teachers' evaluation of their self-efficacy, thereby increasing their level of teaching stress and harmful emotions (Brouwers & Tomic, 2000; Chang, 2009; Friedman, 1995; Montgomery & Rupp, 2005; Skaalvik & Skaalvik, 2007). One highly accredited model of burnout was introduced by Maslach who took worker's

social setting into account and investigated workers' interactions (Maslach & Leiter, 2005). According to Maslach and Leiter (2005), burnout constitutes three interconnected elements including emotional exhaustion, depersonalization, and reduced personal accomplishment. From this perspective, teachers are likely to become emotionally exhausted once they get emotionally depleted while encountering others specially their pupils; depersonalization occurs in case teachers hold negative and inappropriate perceptions towards others, and reduced personal accomplishment happens when teachers' professional effectiveness as well as their competence are exhausted (Bibou-Nakou, Stogiannidou, & Kiosseoglou, 1999). Emotional exhaustion is claimed to include the key constituents of burnout (Skaalvik & Skaalvik, 2010).

As far as teacher education is concerned, emotional aspect is considered as an integral elements of effective teaching (Hargreaves, 2000, 2005; Hosotani & Imai-Matsumura, 2011). Emotional aspects have received significant research attention in education over the last two decades (Hosotani & Imai-Matsumura, 2011). According to Pintrich (1991), "emotions are intimately involved in virtually every aspect of the teaching and learning process and, therefore, an understanding of the nature of emotions within the school context is essential" (p. 199). From this perspective, it is argued that teachers' emotions in the classroom significantly affect their instructional behavior, classroom management, and learners' manners. As a result, the investigation of emotional constructs in teacher education has gained much momentum due to the fact that emotions play a vital role in learning and teaching (Yin, Lee, Zhang, & Jin, 2013). Highlighting the emotional experiences of teachers, researchers maintain that teachers who have positive emotions are likely to welcome student-centered approach whereas teachers feeling negative emotions may adopt teacher-centered approaches in their classrooms (Trigwell, 2012). Emotional intelligence of teachers significantly affects effectiveness of teachers, their cognition and motivation which in turn contributes to improving their learners' learning quality (Ghanizadeh & Moafian, 2010; Trigwell, 2012).

With regard to the emotional aspects of teachers, a number of teacher variables such as resilience, emotional intelligence,

job satisfaction, teacher cognition, burnout, and identity have received significant research attention (Fiorilli, Albanese, Gabola, & Pepe, 2017; Shapiro, 2010). Teacher emotions are of much significance as they help teachers overcome their emotional exhaustion and teacher burnout and enhance their motivation to exert further effort in their teaching activities (Chang, 2009; Gardner & Stough, 2002). However, investigating emotional factors of teachers has some complexities as Frenzel and Stephens (2013, p. 5) consider such emotions as "multidimensional constructs comprising affective, psychological, cognitive, expressive, and motivational components".

Rooted in socio-cognitive theory, self-efficacy was first defined by Bandura (1997) as "belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). In the educational contexts, self-efficacy of teachers is conceptualized as the teacher's belief of his ability in organizing and carrying out particular teaching actions in a specific educational setting (Tschannen-Moran, Hoy, & Hoy, 1998). According to Bandura (1997), self-efficacy is affected and molded by four key sources including verbal persuasion, vicarious experience, mastery experience, and emotional arousal. It is argued that mastery experience is the most influential source of self-efficacy in that teachers' previous experience of mastery increases their perceptions of their efficacy as practitioners and their experience of failure can reduce and threaten their sense of efficacy. Self-efficacy is claimed to be correlated with a number of educational constructs including better learning outcomes, effective instructional actions, improved parent engagement, and heightened teaching commitment (Podell & Soodak, 1993; Ware & Kitsantis, 2007). Positive efficacy perceptions help teachers to become more successful practitioners and this kind of mastery experience is likely to increase job satisfaction and reduce burnout experience (Carpara, Barbaranelli, Steca & Malone, 2006). Self-efficacy is argued to affect teachers' degree of commitment, perseverance, and efforts to overcome the challenges their students may encounter. Teachers with higher levels of self-efficacy are more ambitious in setting expectations and goals for themselves and are more likely to concentrate on learner progress instead of just covering the content (Brookhart & Loadman, 1996).



Given the fact that teacher burnout is considered as a harmful syndrome in educational settings (Loonstra, Brouwers, & Tomic, 2009) and also given the fact that the emotional variables might cause burnout among teachers, the investigation of the relationship between emotional intelligence and teacher burnout might be empirically warranted. It is argued that emotional exhaustion is one of the underlying components of burnout which affect teachers' personal and professional stress (Freudenberger, 1974). Nevertheless, the investigation of the relationship between teacher emotions and burnout has remained relatively under-researched (Atmaca et al., 2020; Frenzel & Stephens, 2013). Although a significant number of studies have focused on teacher-related individual variables, few studies have investigated the simultaneous effect of emotional regulation and teacher self-efficacy on burnout in Iranian EFL context. Therefore, this purpose of this study was set to explore the role of emotional regulation and teacher self-efficacy in predicting teacher burnout in Iranian EFL context.

2. Literature Review

Over the last two decades, the L2 teacher education literature has showed a growing interest in exploring the impacts of psychological teacher-related constructs on teachers' job satisfaction, burnout, and their effectiveness (e.g., [Fathi & Derakhshan, 2019](#); Fathi, Nourzadeh, & Saharkhiz Arabani, 2021; Fathi & Savadi Rostami, 2018; Ghasemzadeh, Nemati, & Fathi, 2019; [Khani & Mirzaee, 2015](#); Khatib & Fathi, 2015; [Skaalvik & Skaalvik, 2007, 2010, 2017](#)). As an attempt to explore that EFL teachers' emotion regulation and emotional labor strategies could affect teacher burnout, Ghanizadeh and Royaei (2015) investigated the multi-faceted nature of teacher emotion. The participants of this study included 153 EFL teachers working in different foreign language institutes in Iran. The data were gathered through administering the scales of the constructs. The results obtained from investigating the structural model revealed the negative impact of these variables on burnout. More specifically, it was found that both emotional labor strategies and emotion regulation had significant negative effect on burnout among Iranian EFL teachers. In another study, Pishghadam and Sahebjam (2012) explored the association between teacher's personality types, emotional

intelligence and burnout. The participants of this study comprised of 147 English language teachers teaching in various Private English language institutes in Iran. As for the data collection, Maslach Burnout Inventory (MBI), NEO Five Factor Inventory (NEO-FFI), and Emotional Quotient Inventory (EQ-I) were given to the participants. The findings revealed a significant correlation between personality types and emotional intelligence as well as the three components of burnout.

In another study, Atmaca, Rızaoğlu, Türkdoğan, and Yaylı (2020) investigated the relationships among in-service teachers' emotion, burnout and job satisfaction in Turkey. In so doing, the valid scales of the constructs were given to 564 in-service teachers from different disciplines. Confirmatory factor analysis verified the five-factor model of Teacher Emotion Inventory in the present study. Additionally, a positive correlation was found between joy and love components with job satisfaction. Also, some emotions such as love, sadness, and fear appeared to be significant predictors of teachers' burnout. Also, Ju et al (2015) examined the mediating impact of workplace social support on the association between trait emotional intelligence and teacher burnout. The participants were 307 middle school teachers in China. The results of SEM indicated that workplace social support could partially mediate the association between trait emotional intelligence and teacher burnout. It was also found that gender and age failed to moderate the relationship between emotional intelligence and teacher burnout. Overall, it was revealed that emotional intelligence as well as workplace social support could protect teachers against experiencing burnout.

In another study, Chan (2006) investigated the relationship between the components of emotional intelligence and components of teacher burnout. The underlying elements of emotional intelligence included emotional appraisal, positive regulation, empathic sensitivity, and positive utilization. Burnout was characterized as a composite of emotional exhaustion, depersonalization, and reduced personal accomplishment. The participants were a total number of 167 Chinese secondary school teachers. The results indicated a moderately good fit for the hypothesized model, revealing that emotional exhaustion, affected by emotional

appraisal and positive regulation, was the causal variable for depersonalization and personal accomplishment. However, personal accomplishment could enhance independently from the burnout elements via the impact of positive deployment of emotions.

With regard to the relationship between self-efficacy and teacher burnout, significant number of studies have documented the correlation between these two constructs. For example, Sariçam and Sakız (2014) explored the correlation between self-efficacy and burnout of teachers in Turkish special education institutions. The data were collected by administering Teachers' Sense of Efficacy Scale and the Maslach Burnout Inventory to the respondents. The findings revealed that teacher self-efficacy and burnout were significantly correlated. Also, the results of SEM analyses demonstrated that self-efficacy could significantly predict the components of teacher burnout. The authors concluded that the stress and emotional exhaustion experienced by special education teachers had correlation with their perceptions of self-efficacy. In another study, Ventura, Salanova, and Llorens (2015) examined how professional self-efficacy could predict psychosocial well-being of teachers, technically characterized as burnout and engagement. The collected data were analyzed employing SEM. The results indicated that professional self-efficacy was significantly correlated with both burnout and engagement. More specifically, there was a positive significant correlation between professional self-efficacy and engagement and self-efficacy was inversely correlated with burnout.

Moreover, Schaufeli, Bakker, and Van Rhenen (2009) investigated the relationship among the constructs of job demands, resources, burnout, work engagement, and sickness absenteeism. The results showed that the lack of resources and high job demand were significant predictors of burnout, and there was a significant correlation between sickness absenteeism and burnout. In addition, there was a circular correlation among these constructs. More particularly, it was found that initial work engagement influenced resources, which again enhanced work engagement and reduced burnout. In a recent study, Fathi and Saeedian (2020) examined the relationships among teachers' sense of efficacy, resilience, and teacher burnout among Iranian EFL teachers. In so doing, a sample

of 213 EFL teachers completed a survey containing the three scales measuring these variables. SEM was employed to test the hypothesized model of the study. The findings revealed that although both variables had a unique contribution to burnout, teacher self-efficacy seemed to be a stronger predictor of burnout than teacher resilience. Moreover, Khani and Mirzaee (2015) examined the correlations among stressors, contextual variables, self-efficacy, and teacher burnout among Iranian EFL teachers. 216 EFL teachers served as the participants of the study and filled out the survey containing a number of scales. SEM was used to analyze the structural model. The analyses revealed that self-efficacy significantly contributed to reducing teacher burnout. It was also found that self-efficacy could play a mediating role in alleviating the negative effects of contextual variables and stressors on teacher burnout.

3. Methodology

3.1 Participants

In order to fulfill the purpose of this non-experimental correlational research, a total number of 174 EFL teachers from different cities and provinces of Iran served as the participants of this research. As for the sampling procedure, a combination of stratified and cluster sampling (Ary, Jacobs, Irvine, & Walker, 2018) was employed to select more representative respondents in this research. The respondents comprised of both male (N = 68) and female (N = 106) English teachers with different teaching experience and with various educational backgrounds. The teaching experience of the teachers varied from 10 months to 18 years, and their age ranged from 19 to 42 years. The teachers were working in either high schools or private language schools. The participants were informed that their information would remain confidential.

3.2 Instruments

The Teachers' Sense of Efficacy Scale (TSES) was administered to measure teacher self-efficacy of the participants in this study. TSES includes 24 self-report items and was designed and validated by Tschannen-Moran and Woolfolk Hoy (2001). The scale is a Likert-type inventory assessing three underlying components of instructional strategies, student engagement, and classroom management. Greater mean scores on each component indicates greater degrees of teachers' perceptions of their efficacy. The level of teacher self-efficacy is assessed on a five-point Likert scale varying from 1 (nothing) to 5 (a great deal). The



reliability and validity of TSES have been confirmed in different contexts by numerous researchers (e.g., Klassen, Foster, Rajani, & Bowman, 2009). The reliability coefficient of this scale, as measured by Cronbach's Alpha formula, was 0.87 in this research.

To assess the level of burnout among teachers, the educator version of the Maslach burnout inventory (MBI-ES) designed by Maslach et al. (1996) was utilized in the current research. This questionnaire contains 22 items which assess three underlying dimensions of teacher burnout: emotional exhaustion (9 items), depersonalization (5 items), and reduced personal accomplishment (8 items). The degree of burnout is evaluated on a seven-point Likert type scale which varies from 0 (never) to 6 (every day). Within the model underlying this scale, burnout is characterized as getting high scores on the emotional exhaustion and depersonalization components but getting low scores on the personal accomplishment component. This questionnaire is argued to possess high reliability and validity indices (Hastings & Bham, 2003). The reliability coefficients for emotional exhaustion, depersonalization, and personal accomplishment was reported to be 0.76, 0.63, and 0.73, respectively (Maslach, Jackson, & Leiter, 1996). The reliability coefficient of this scale measured by Cronbach's Alpha formula turned out to be 0.85 in this study.

Emotional regulation questionnaire designed and validated by Gross and John (2003) was used to measure the emotional regulation of the participants. This self-report scale contains 10 items designed to measure individuals' tendency and willingness to control and regulate their emotions in two dimensions: (1) Cognitive Reappraisal and (2) Expressive Suppression. The respondents were asked to answer each item on a 7-point Likert-type scale varying from 1 (strongly disagree) to 7 (strongly agree). The internal consistency of this questionnaire, as estimated by Cronbach's Alpha formula, was 0.82 in this study.

3.3 Data Collection and Procedure

The data required for the purpose of this study were collected by distributing a battery of self-report scales including the established questionnaires of the measuring instruments for the three construct (i.e., emotional regulation, self-efficacy, & burnout). The data collection took about four months. In order to ease the convenient access to the respondents from different

parts of the country, the electronic versions of the questionnaires were constructed via the Google Forms application. The link of the electronic survey was shared in online channels (Telegram or WhatsApp groups) in which there were English teachers as members from different parts of Iran. Furthermore, some data were also gathered through the direct contacts of the researchers with English teachers in different schools or private language institutes.

3.4 Data Analysis

In order to analyze the collected data, the SPSS AMOS 20 was employed. Prior to the main statistical procedure, the missing data and outlier values were determined and examined. No wrongly coded data were found. In addition, few missing items were randomly assigned through the expectation-maximization (EM) algorithm. Structural Equation Modelling (SEM) was utilized to investigate the effect of the independent on dependent variables. The fit indices utilized to evaluate the structural model of this study included: χ^2/df (chi-square divided by the degrees of freedom), Goodness of Fit Index (GFI), Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA). An acceptable model is shown by $\chi^2/df < 3$, GFI > .95, TLI > .95, CFI > .95, and RMSEA < .06 (Hu & Bentler, 1999).

4. Results

As the initial phase of the data analysis of this research, descriptive statistics and correlations between the variables and their underlying components were computed. Table 1 indicates the descriptive statistics and correlations among emotional regulation, teacher self-efficacy, and teacher burnout.

Table 1: Descriptive statistics and correlations.

	M(SD)	1	2	3	4	5	6	7	8
1. CR	11.95 (5.01)	1.00							
2. ES	14.12 (4.21)	.38**	1.00						
3. Total ER	27.85 (9.62)	.22*	.27**	1.00					
4. SE	43.35 (12.14)	.16	.22*	.21*	1.00				
5. IP	40.92 (11.82)	.17	.22*	.23*	.29**	1.00			
6. CM	43.17 (14.22)	.22*	.23*	.24*	.28**	.23*	1.00		
7. Total SE	134.01(30.54)	.21*	.28**	.38**	.32**	.30**	.34**	1.00	
8. Burnout	47.36 (15.24)	-.24*	-.21*	-.45**	-.32**	-.39**	-.29**	-.57**	1.00

Note: CR= Cognitive Reappraisal; ES = Expressive Suppression; Total ER= Total emotional regulation; SE= Student engagement; IP= Instructional practices; CM=classroom management; Total SE= Total teacher self-efficacy.

* $p < .05$.

** $p < .01$.

As seen in Table 1., the correlation between total teacher self-efficacy and burnout ($r = -.57$, $p < .01$) is higher than the correlation between total emotional regulation and teacher burnout ($r = -.45$, $p < .01$).

In the next step, in order to gain a deeper insight into the significance of teacher self-efficacy and emotional regulation as predictors of teacher burnout, Structural Equation Modeling (SEM) was utilized. SEM is a multivariate statistical analysis procedure which is employed to test structural relationships. This statistical procedure is the combination of [factor analysis](#) and [multiple regression analysis](#), and it is employed to examine the structural interplay between measured variables and latent variables. The key feature of SEM is its capacity to measure several and interconnected dependence relationships at the same time. In case a dependent variable turns into independent variable in following relationships, it paves the way for the interdependent nature of the structural model. Many of these variables influence every dependent variables with different effects that can be represented in a structural model. The correlations in a structural model form a set of structural equations resembling regression equations (Hair, Anderson, Tatham & Black, 1998). SEM varies from other multivariate statistical procedures due to some key characteristics. One salient feature of SEM is the fact that “it takes a confirmatory rather than an exploratory approach to data analysis” (Byrne, 2001, p. 3).

For the purpose of analyzing the data in the present study, two models were specified, as shown in Fig. 1. The structure of the correlations for each of these two hypothesized models are the same. Consequently, they also are statistically the same. However, in order to corroborate the statistical results, both models are taken into account. For the purpose of exploring the unique contributions of the teacher self-efficacy and teacher emotional regulation, goodness of fit indices were employed in order to investigate the adequacy of the proposed models.

As can be seen in model A, the relationships between the three latent variables turned out to be significant. Teacher self-efficacy and emotional regulation had 5% of shared variance ($R^2=.235$). Teacher self-efficacy and burnout demonstrated 20 % common variance ($R^2=.448$). Likewise, emotional regulation and burnout shared 11.2% of variance ($R^2=.336$). Therefore, these findings indicated that teacher self-efficacy appeared to be a more powerful predictor of teacher burnout than teacher emotional regulation.

Afterwards, In order to investigate the unique effect of teacher self-efficacy and emotional regulation beyond and above each other, R^2 increments were analyzed according to the comparison of percentage of variability in teacher burnout demonstrated in models A and B. In model B, teacher self-efficacy and emotional regulation together accounted for 26% of the variance (as calculated by SEM analyses) in teacher burnout. Therefore, it can be concluded that emotional regulation explained for the extra amount of 8% of the variance of burnout, beyond the single teacher self-efficacy predictive variable ($\Delta R^2=.26-.20=.06$). Also, the unique effect of teacher self-efficacy in predicting teacher burnout above the teacher emotional regulation factor was 16% ($\Delta R^2=.26-.11=.15$). According to these results, it is again revealed that the unique contribution of teacher self-efficacy was higher than emotional regulation in prediction of teacher burnout.

Table 2: Goodness of fit indices

	χ^2	χ^2/df	GFI	TLI	CFI	RMSEA	$\Delta\chi^2$
Models A and B	5.86	1.82	.97	.98	.99	.04	
Model A1 (β ER = 0)	10.23	2.31	.96	.97	.97	.03	4.37*
Model A2 (β TSE = 0)	11.22	2.74	.97	.97	.97	.05	5.36*

Note: ER= emotional regulation; TSE= teacher self-efficacy.

* $p < .05$.

Then, the unique contribution of emotional regulation and teacher self-efficacy on teacher burnout was investigated by constraining each of the pertinent beta weights to zero and then corresponding χ^2 changes were assessed in model B. If constraining beta weights to zero led to substantial decrease in χ^2 , the unique contribution of each variable in predicting burnout would be significant.

The fit indices for the models have been provided in Table 2. The results of indices for the performed CFA revealed a good fit ($X^2/df = 1.82$, $p = 0.00$, $GFI = 0.97$, $TLI = 0.98$, $CFI = 0.99$, $RMSEA = 0.04$). Constraining beta weights to zero in both model A1 (β emotional regulation =0) and model A2 (β teacher self-efficacy =0) yielded significant chi-square changes (model A1 (β emotional regulation =0): $\Delta\chi^2$ (1, N=174) = 4.37, $p < .05$; model A2 (β teacher self-efficacy =0): $\Delta\chi^2$ (1, N=174) = 5.36, $p < .05$). These findings revealed the significant unique effect of emotional regulation and teacher self-efficacy as correlates and predictors of burnout.

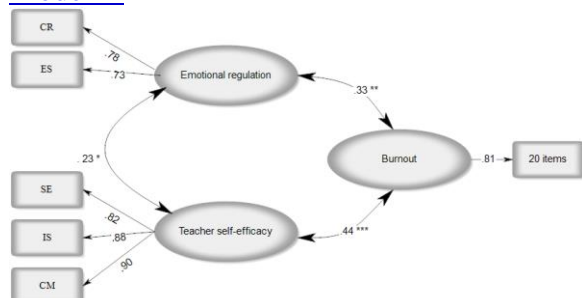
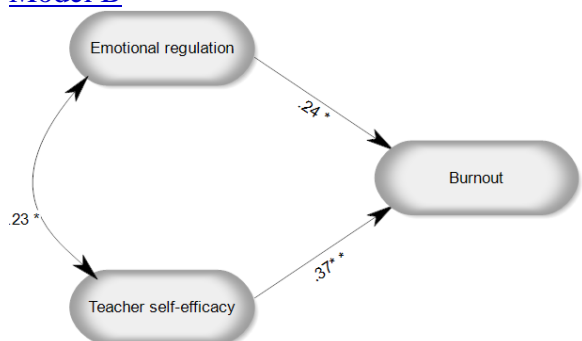
Model A**Model B**

Figure 1: Teacher self-efficacy and teacher emotional regulation as predictors of burnout. CR= Cognitive Reappraisal; ES = Expressive Suppression; TE= Teacher efficacy; SE=student engagement; IS= instructional strategies; CM=classroom management. * $p < .05$. ** $p < .01$. *** $p < .001$.

5. Discussion and Conclusions

The purpose of the current study was set to explore the relationships among teacher self-efficacy, emotional regulation, and teacher burnout. More specifically, the significance of teacher self-efficacy and emotional regulation as the predictors of teacher burnout among a sample of Iranian EFL teachers was investigated. The findings obtained from SEM analyses revealed that teacher self-efficacy could significantly predict teacher burnout. This finding supports those of numerous previous studies (Fathi & Saeedian, 2020; Khani & Mirzaee, 2015; Sariçam & Sakız, 2014; Skaalvik & Skaalvik, 2017; among others), which confirmed that self-efficacy and burnout were significantly correlated. In other words, it was found that teachers' perceptions about their capability in satisfying the professional needs are likely to influence their stress, emotional exhaustion, and depersonalization (e.g., Jepson & Forrest 2006; Maslach & Leiter, 2008). From this perspective, English teachers who perceive themselves as capable practitioners in employing effective

instructional strategies, managing their classrooms, and using effective student engagement strategies could lower the probability of experiencing emotional exhaustion and depersonalization. More self-efficacious teachers are more competent at organizing, managing, and monitoring their classrooms as well as the learners. Such teachers feel further job satisfaction and experience less amount of burnout. Parallel with the findings of Schwarzer and Hallum (2008), the findings of this study demonstrated that teachers' efficacy perceptions significantly contributed to influencing stress, job satisfaction and burnout. The negative correlation between self-efficacy and burnout can be justified in light of social cognitive theory, suggesting that people with lower levels of efficacy perceptions are more likely to amplify the potential challenges and inadequacies and to think more about their weaknesses (Bandura, 2006).

In addition, the findings of this study revealed that emotional regulation was significantly effective in predicting burnout of EFL teachers. This finding verifies the results of some of previous studies (Atmaca et al., 2020; Ghanizadeh & Royaei, 2015; Kafetsios & Zampetakis, 2008; Pishghadam & Sahebjam, 2012; Platsidou, 2010), which substantiated the significant association between emotional intelligence and teacher burnout. In line with the findings of the present study, a significant number of studies (e.g., Chan, 2006; Ju et al, 2015; Mérida-López et al., 2017; Yahyahil & İkiçer, 2009) found that emotional regulation was a significant construct affecting teachers' work apprehension and job satisfaction. Teachers who can regulate and manage their emotions more effectively are more successful in coping with stressful situations and are less likely to experience emotional exhaustion and depersonalization. Also, this finding is in line with the existing literature reporting that emotional regulation is a significant personality-related variable influencing and job satisfaction (Kafetsios & Zampetakis, 2008). In line with such findings, Chan (2006) maintained that improving teachers' positive emotions as well as their management and regulation can help teachers overcome feelings of emotional exhaustion, enhance empathy and reduce depersonalisation. In fact, improving positive regulation of emotions could induce further personal achievements of teachers.

An accumulated body of research has underscored the significant role of emotional regulation in reducing job stress as well as negative moods and increasing positive emotions of teachers (e.g., Zeidner, Matthews, & Roberts, 2012). From this perspective, emotional regulation is considered as an effective variable which enhances stress management and teachers' well-being (Brackett & Katulak, 2006; Vesely, Saklofske, & Leschied, 2013). The studies reported in a recent met-analytic review by Mérida-López and Extremera (2017) indicate that better emotional regulation is highly correlated with lower symptoms of burnout.

The findings of the present study may offer some implications. With regard to the significance of teacher self-efficacy in decreasing teacher burnout, EFL teacher educators are suggested to take practical steps to improve teachers' sense of efficacy as improved teacher self-efficacy can contribute to decreasing teachers' emotional exhaustion and depersonalization. It is argued that helping teachers to improve their professional identity and move towards professionalism can increase their efficacy perceptions, thereby reducing their probability of experiencing burnout (Beijaard, Meijer, & Verloop, 2004; Khani & Mirzaee, 2015). Moreover, burnout should be given more attention by EFL teacher development programs because if teachers feel burnout, they may get more demotivated, less interested in teaching, experience exhaustion and hold inappropriate perceptions toward their learners. As a result, one key purpose of skill development of teacher education programs in Iranian EFL context should be to enhance practical competencies and strategies by which self-efficacy of EFL teachers can be developed. By increasing self-efficacy and considering emotional regulation of teachers into account, the probability of teacher attrition and teacher burnout is likely to be reduced.

As far as the limitations of this study are concerned, it is noted that the present findings may not be generalizable to other L2 teachers in various contexts. This study employed cross-sectional research design, but perceptions of teachers with regard to their efficacy, emotional intelligence, and burnout may change over time. In order to acquire more accurate findings about teacher-related constructs, future researchers are recommended to use longitudinal designs in order to document the

longitudinal changes in these constructs over time. In addition, future researchers can increase the generalizability of these findings by using qualitative or mixed methods research designs so that they can shed more light on the variables influencing teacher burnout in EFL contexts.

References

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.
- Atmaca, Ç., Rızaoğlu, F., Türkdoğan, T., & Yaylı, D. (2020). An emotion focused approach in predicting teacher burnout and job satisfaction. *Teaching and Teacher Education, 90*, 103025.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W H Freeman/Times Books/ Henry Holt & Co.
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on psychological science, 1*(2), 164-180.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education, 20*(2), 107-128.
- Bibou-Nakou, I., Stogiannidou, A., & Kiosseoglou, G. (1999). The relation between teacher burnout and teachers' attributions and practices regarding school behaviour problems. *School Psychology International, 20*(2), 209-217.
- Brackett, M. A., & Katulak, N. A. (2006). Emotional intelligence in the classroom: Skill-based training for teachers and students. *Applying emotional intelligence: A practitioner's guide*, 1-27.
- Brookhart, S. M., & Loadman, W. E. (1996). Characteristics of male elementary teachers in the USA, at teacher education program entry and exit. *Teaching and teacher education, 12*(2), 197-210.
- Brouwers, A., Evers, W. J., & Tomic, W. (2001). Self-efficacy in eliciting social support and burnout among secondary-school teachers. *Journal of Applied Social Psychology, 31*(7), 1474-1491.
- [Byrne, B. M. \(2001\). Structural equation modeling with AMOS, EQS, and LISREL: Comparative approaches to testing for the factorial validity of a measuring instrument. *International Journal of Testing, 1*\(1\), 55-86.](#)
- [Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. \(2003\). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology, 95*, 821-832.](#)



- Chan, D. W. (2006). Emotional intelligence and components of burnout among Chinese secondary school teachers in Hong Kong. *Teaching and teacher education*, 22(8), 1042-1054.
- Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 2, 193-218.
- [Fathi, J., & Derakhshan, A. \(2019\). Teacher self-efficacy and emotional regulation as predictors of teaching stress: An investigation of Iranian English language teachers. *Teaching English Language*, 13\(2\), 117-143.](#)
- Fathi, J., Derakhshan, A., & Saharkhiz Arabani, A. (2020). Investigating a Structural Model of Self-Efficacy, Collective Efficacy, and Psychological Well-Being among Iranian EFL Teachers. *Iranian Journal of Applied Language Studies*, 12(1), 61-80.
- Fathi, J., Greenier, V., & Derakhshan, A. (2021). Self-efficacy, reflection, and burnout among Iranian EFL teachers: the mediating role of emotion regulation. *Iranian Journal of Language Teaching Research*, 9(2), 13-37.
- Fathi, J., Nourzadeh, S., & Saharkhiz Arabani, A. (2021). Teacher individual self-efficacy and collective Efficacy as predictors of teacher work engagement: The case of Iranian English teachers. *Journal of Language Horizons*.
- Fathi, J., & Saedian, A. (2020). A structural model of teacher self-efficacy, resilience, and burnout among Iranian EFL teachers. *Iranian Journal of English for Academic Purposes*, 9(2), 14-28.
- [Fathi, J., & Savadi Rostami, E. \(2018\). Collective teacher efficacy, teacher self-efficacy, and job satisfaction among Iranian EFL Teachers: The mediating role of teaching commitment. *Journal of Teaching Language Skills*, 37\(2\), 33-64.](#)
- Fiorilli, C., Albanese, O., Gabola, P., & Pepe, A. (2017). Teachers' emotional competence and social support: Assessing the mediating role of teacher burnout. *Scandinavian journal of educational research*, 61(2), 127-138.
- Frenzel, A. C. (2014). Teacher emotions. In E. A. Linnenbrink-Garcia, & R. Pekrun(Eds.), *International handbook of emotions in education* (pp. 494-519). New York: Routledge.
- Frenzel, A. C., & Stephens, E. J. (2013). Emotions. In N. C. Hall, & T. G. Emotion (Eds.), *motivation, and self-regulation: a handbook for teachers* (pp. 1-56). Bingley: Emerald.
- Freudenberger, H. J. (1974). Staff burn-out. *Journal of social issues*, 30(1), 159-165.
- Friedman, I. A. (1995). Student behavior patterns contributing to teacher burnout. *The Journal of Educational Research*, 88(5), 281-289.
- Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *The Leadership & Organization Development Journal*, 23, 68-78.
- Ghanizadeh, A., & Moafian, F. (2010). The role of EFL teachers' emotional intelligence in their success. *ELT journal*, 64(4), 424-435.
- Ghanizadeh, A., & Royaei, N. (2015). Emotional facet of language teaching: Emotion regulation and emotional labor strategies as predictors of teacher burnout. *International Journal of Pedagogies and Learning*, 10(2), 139-150.
- Ghasemzadeh, S., Nemati, M., & Fathi, J. (2019). Teacher self-efficacy and reflection as predictors of teacher burnout: An investigation of Iranian English language teachers. *Issues in Language Teaching*, 8(2), 25-50.
- Greenier, V., Derakhshan, A., & Fathi, J. (2021). Emotion regulation and psychological well-being in teacher work engagement: A case of British and Iranian English language teachers. *System*, 97, 102446.
- Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85, 348-362.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (1998). *Multivariate data analysis* (Vol. 5, No. 3, pp. 207-219). Upper Saddle River, NJ: Prentice hall.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16, 811-826.
- Hargreaves, A. (2005). The emotions of teaching and educational change. In A. Hargreaves (Ed.), *Extending educational change*. Dordrecht: Springer.
- [Hastings, R. P., & Bham, M. S. \(2003\). The relationship between student behaviour patterns and teacher burnout. *School Psychology International*, 24\(1\), 115-127.](#)
- Hosotani, R., & Imai-Matsumura, K. (2011). Emotional experience, expression, and regulation of high-quality Japanese elementary school teachers. *Teaching and Teacher Education*, 27, 1039-1048.
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural*

- equation modeling: a multidisciplinary journal, 6(1), 1-55.
- Jepson, E., & Forrest, S. (2006). [Individual contributory factors in teacher stress: The role of achievement striving and occupational commitment.](#) *British Journal of Educational Psychology*, 76(1), 183-197.
- Ju, C., Lan, J., Li, Y., Feng, W., & You, X. (2015). The mediating role of workplace social support on the relationship between trait emotional intelligence and teacher burnout. *Teaching and teacher education*, 51, 58-67.
- Kafetsios, K., & Zampetakis, L. A. (2008). Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. *Personality and individual differences*, 44(3), 712-722.
- Khani, R., & Mirzaee, A. (2015). How do self-efficacy, contextual variables and stressors affect teacher burnout in an EFL context?. *Educational Psychology*, 35(1), 93-109.
- Khatib, M., & Fathi, J. (2015). The investigation of the perspectives of Iranian EFL domain experts on postmethod pedagogy: A Delphi technique. *Journal of Teaching Language Skills*, 33(3), 89-112.
- [Klassen, R. M., Foster, R. Y., Rajani, S., & Bowman, C. \(2009\). Teaching in the Yukon: Exploring teachers' efficacy beliefs, stress, and job satisfaction in a remote setting.](#) *International Journal of Educational Research*, 48(6), 381-394.
- Loonstra, B., Brouwers, A., & Tomic, W. (2009). Feelings of existential fulfilment and burnout among secondary school teachers. *Teaching and Teacher Education*, 25(5), 752-757.
- [Maslach, C. \(1982\). *Burnout: The cost of caring.* New York: Prentice-Hall.](#)
- [Maslach, C., & Leiter, M. P. \(2008\). Early predictors of job burnout and engagement.](#) *Journal of Applied Psychology*, 93(3), 498.
- [Maslach, C., & Jackson, S. E. \(1981\). The measurement of experienced burnout.](#) *Journal of Organizational Behavior*, 2(2), 99-113.
- [Maslach, C., Jackson, S. E., & Leiter, M. P. \(1996\). *Maslach burnout inventory manual* \(3rd Ed.\). Palo Alto, CA: Consulting Psychologist Press.](#)
- Mérida-López, S., & Extremera, N. (2017). Emotional intelligence and teacher burnout: A systematic review. *International Journal of Educational Research*, 85, 121-130.
- Montgomery, C., & Rupp, A. A. (2005). A meta-analysis for exploring the diverse causes and effects of stress in teachers. *Canadian Journal of Education/Revue canadienne de l'éducation*, 458-486.
- Murphy, P. K., Delli, L. A. M., & Edwards, M. N. (2004). The good teacher and good teaching: Comparing beliefs of second-grade students, preservice teachers, and in-service Teachers. *The Journal of Experimental Education*, 72(2), 69-92.
- Platsidou, M. (2010). Trait emotional intelligence of Greek special education teachers in relation to burnout and job satisfaction. *School psychology international*, 31(1), 60-76.
- Pintrich, P. R. (1991). Editor's comment. *Educational Psychologist*, 26, 199-205.
- Pishghadam, R., & Sahebjam, S. (2012). Personality and emotional intelligence in teacher burnout. *The Spanish journal of psychology*, 15(1), 227.
- Podell, D. M., & Soodak, L. C. (1993). Teacher efficacy and bias in special education referrals. *The Journal of educational research*, 86(4), 247-253.
- [Sarıçam, H., & Sakız, H. \(2014\). Burnout and teacher self-efficacy among teachers working in special education institutions in Turkey.](#) *Educational Studies*, 40(4), 423-437.
- Schaufeli, W. B., Bakker, A. B., & Van Rhenen, W. (2009). How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 30(7), 893-917.
- [Schwarzer, R., & Hallum, S. \(2008\). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses.](#) *Applied Psychology*, 57, 152-171.
- Shapiro, S. (2010). Revisiting the teachers' lounge: Reflections on emotional experience and teacher identity. *Teaching and Teacher Education*, 26, 616-621.
- [Skaalvik, E. M., & Skaalvik, S. \(2007\). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout.](#) *Journal of Educational Psychology*, 99(3), 611-625.
- [Skaalvik, E. M., & Skaalvik, S. \(2010\). Teacher self-efficacy and teacher burnout: A study of relations.](#) *Teaching and Teacher Education*, 26(4), 1059-1069.
- [Skaalvik, E. M., & Skaalvik, S. \(2017\). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion.](#) *Teaching and Teacher Education*, 67, 152-160.
- Stronge, J. H. (2007). *Qualities of effective teachers.* Alexandria, VA: ASCD.



- Trigwell, K. (2012). Relations between teachers' emotions in teaching and their approaches to teaching in higher education. *Instructional Science*, 40(3), 607-621.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7), 783-805.
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68(2), 202-248.
- Ventura, M., Salanova, M., & Llorens, S. (2015). Professional self-efficacy as a predictor of burnout and engagement: The role of challenge and hindrance demands. *The Journal of psychology*, 149(3), 277-302.
- Vesely, A. K., Saklofske, D. H., & Leschied, A. D. W. (2013). Teachers—the vital resource. *Canadian Journal of School Psychology*, 28(1), 71-89.
- Walker, R. J. (2008). Twelve characteristics of an effective teacher: A longitudinal, qualitative, quasi-research study on in-service and pre-service teachers' opinions. *Education Horizon*, 87(1), 61-68.
- [Ware, H., & Kitsantas, A. \(2007\). Teacher and collective efficacy beliefs as predictors of professional commitment. *The Journal of Educational Research*, 100\(5\), 303-310.](#)
- Yahyagil, M. Y., & İcier, S. (2009). Job satisfaction, emotion regulation, stress relations and aging. *Marmara Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 31, 43-51.
- Yin, H. B., Lee, J. C. K., Jin, Y. L., & Zhang, Z. H. (2013). The effect of trust on teacher empowerment: the mediation of teacher efficacy. *Educational Studies*, 39(1), 13-28.
- Zeidner, M., Matthews, G., & Roberts, R. D. (2009). *What we know about emotional intelligence: How it affects learning work, relationships, and our mental health*. Cambridge, MA: MIT Press.