



An Inquiry into EFL Instructors' Organizational Silence, Job Insecurity, Job Satisfaction, and Burnout

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Abstract

The dualistic nature of the present study explored if there existed any relationship between organizational silence, job insecurity, job satisfaction, and burnout among EFL instructors and if job satisfaction mediated the latent relationships among organizational silence, job insecurity, and burnout. To this end, 120 EFL instructors from different Azad University branches in the Fars province, Iran, chosen based on one-stage convenience cluster sampling filled out four questionnaires, i.e. questionnaire, Burnout Inventory, and Minnesota Satisfaction Questionnaire. To investigate any relationship between organizational silence, job insecurity, and burnout among EFL instructors, the researchers performed the Pearson Correlation coefficient. Additionally, to investigate if job satisfaction mediated the relationships between the three variables, the researchers ran path analysis via Amos 21. The results revealed direct positive relationships between organizational silence, job insecurity, and burnout among EFL instructors and job satisfaction did not mediate these relationships indicating that organizational silence and job insecurity could directly cause burnout or affect the probable level of burnout among EFL instructors and their level of satisfaction did not intervene. The present study provides significant contributions to principals, managers, and organizational policymakers in educational settings by warning them of the important factors that cause job burnout among EFL instructors and affect their well-being and efficacy. The results also added some more insight about EFL instructors' affairs to the body of related literature.

Keywords: Burnout, EFL instructors, Job satisfaction, Job insecurity, Organizational silence

INTRODUCTION

Melamed, Shirom, Toker, Berliner, and Shapira (Koutsimani, Montgomery, & Georganta, 2019) defined burnout as one of the most wide

spread psychological problems many people face in different situations. Maslach, Schaufeli, and Leiter (2001) believed that burnout is a reason for various psychological, physiological, and health-related problems. In this regard, Grace Saunders (2019) mentioned six areas that could potentially

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lead to burnout. These areas included workloads, perceived lack of control, reward, community, fairness, and values mismatch. Recently, many researchers, psychologists, organizational leaders considered burnout as an important factor directly related to social, individual, and organizational outcomes like job performance, organizational and job attitudes, organizational behavior, physiological and psychological challenges, and unavoidable consequences (Martinko & Wallace, 2004; Tahmasebi, Sobhanipour, & Aghaziarati, 2013).

It is interesting to know that Freudenberger (1974) initially introduced the term burnout as habituated fatigue and impoverished energy and interest among workers. Later, Maslach, Leiter, and Schaufeli (2008) defined burnout as a major social phenomenon in the United States during the 1970s. However, it was soon the focus of many studies not only in social settings, management, and business but also in educational environments like schools and colleges because it was discovered that teachers were highly subjected to burnout (Ghanizadeh, & Jahedizadeh, 2015). In other words, burnout impinges upon the teacher's perspectives, ideas, and performance that eventually affect learners' achievement (White, 2009).

In the 1980s, the work on burnout was more systematic in empirical quantitative research using questionnaires and a larger number of subjects. As a result, researchers started to make questionnaires. In the 1990s, this empirical period proceeded in modified directions. First, the use of burnout was extended to almost all professions including teaching. Second, more elaborate methodology and statistical instruments fostered research on burnout (Maslach & Jackson, 1981).

Researchers (Ghanizadeh, & Ghonsooly, 2014) worked on different causes of burnout (Shirazizadeh & Karimpour, 2019; Pishghadam & Sahebjam, 2012). However, Demerouti, Bakker, De Jonge, Janssen, and Schaufeli (2001) believed that causes of burnout can be categorized under two different subcategories i.e. individual and situational factors. Demerouti et

al., (2001) mentioned that the former included demographic characteristics, job attitudes, and personality features while the latter involved job and occupational characteristics, and organizational characteristics (Demerouti et al., 2001). This approach enabled researchers to study the effect of many causes and consequences simultaneously. As mentioned by Ghanizadeh, and Jahedizadeh (2015), there are three other categories for burnout among teachers: background variables, organizational factors, and personality factors. The relationship between organizational factors and components of burnout led to the use of structural models in some burnout research (Maslach et al., 2001). Eghtesadi Rudi (2011) also confirmed that some major reasons for burnout among Iranian EFL teachers were lack of support from managers, students' deficiency of proficiency, students' immorality, and the nature of L2.

Researchers (Grant Rankin, 2016) believed that teacher burnout was getting epidemic worldwide. In fact, burnout started to receive national attention among teachers in the United States in the 90s (reported in Evers, Brouwers, & Tomic, 2002). Later, Farber (1991) reported that approximately 5% to 20% of all teachers in the United States would be burned out at any moment at their workplace. Therefore, many researchers started to do a surplus of studies considering burnout from different perspectives.

Ghanizadeh & Jahedizadeh (2015) studied teacher burnout under two other subcategories, i.e. causes and consequences of burnout among teachers. Based on the review literature of the previous studies, factors such as teaching context (Jabbarpoor, 2016), teachers' abilities (Ghanizadeh, & Ghonsooly 2014), job attitude (White, 2009), managerial principles (Cephe, 2010), emotional intelligence (Pishghadam & Sahebjam, 2012) affect the level of burnout. Self-efficacy (Evers et al., 2002), instructional self-efficacy (Saber Gigasari & Hassaskhah, 2017), strategies and regulation (Ghanizadeh, & Royaei, 2015), and teacher-student interactions can also affect teachers' level of burnout (Caruso, Giammanco, & Gitto, 2014).

Turning to silence, according to Bagheri, Zarei, and Nik Ayeen (2012), early definitions of silence involved faithfulness as the most important meaning and the presumption that nothing was wrong if employees did not mention their concern in their working place. However, researchers have recently concluded that any climate of silence can be against the organizational interest and desired outcomes (Aylsworth, 2008). Pinder and Harlos (2001) defined silence as a dearth of utterance. They believed that it had its own form of communication, involving a range of understanding, emotions, or objectives such as complaint or embargo. Additionally, the phenomenon of silence might have different meanings depending on its fundamental incentives (Pinder & Harlos, 2001). Employees' silence refers to the situations where employees do not want to mention the ideas that might be useful and profitable to the organization in which they work, whether deliberately or not (Tangirala, 2008).

Although employees are sources of energy, learning, innovation, and creativity that are decisive factors to reach organizational goals, almost half of them decide to be silent and not to convey their efficient ideas and worries about the difficulties they see or face in their organizations (Cinar, Karcioğlu, & Aliogullari, 2013). Richard (2003) mentioned that sense of fear, shyness, and limited sense of responsibility, lack of chance for communicating those who are in charge of the organization, and lack of organizational disciplines are the most dominant reasons for which employees keep silent in any organization. Teachers; for example, believe that their voice does not affect the way the school is run (Crockett, 2013). In fact, employees' silence troubles the organization for it loses the creative ideas and solutions of the workers who are concerned about their working place (Bagheri et al., 2012; Cinar et al., 2013). It is worth mentioning that organizational silence stems from managers' fearing of hearing negative feedback like being criticized or being asked about their decisions thus; its negative effects would be obvious on productive organizational decisions, management

process, and personnel manners (Zarei, Taheri, & Sayyar, 2010).

There are also different types of silence (Paksirat, & Taheri, 2016). According to Grant (cited in Paksirat et al., 2016), if employees remain silent because they are satisfied and obedient to any organizational circumstance at work, they have dutiful silence. Avery and Quinones (cited in Paksirat et al., 2016) believed that defensive silence happens when employees keep silent not to lose their job or their position. In fact, they remain silent to keep their position and avoid conveying bad news because they are afraid of facing negative consequences (Paksirat et al., 2016).

Regardless of any kind of silence the employees adopt, there are different sources it may come from like managers' fear of negative feedback to unintentionally avoid any sense of incompetence (Bagheri et al., 2012) or any idea that may suggest weakness or question their activities (Morrison & Milliken, 2002). Another source of silence can be a series of the managers' implicit beliefs (Morrison & Milliken, 2002) like considering the employees quite untrustworthy and self-concerned (Redding, 1985). To survive, organizations must be aware of environmental changes, challenges, and solutions to modify their policy if needed and the managers should try to involve the employees and hear them to improve the organization, increase the employees' level of job satisfaction (Bagheri et al., 2012) and decrease the level of burnout (Akin, & Ulusoy, 2016).

Job insecurity is another important factor that has been the subject of different studies for over 30 years (Greenhalgh & Rosenblatt, 2010). It reflects a threat to the stability of employment as observed nowadays in several professions (Shoss, 2017). According to De Witte (1995), job insecurity is the fear of losing one's job and getting unemployed. In other words, job insecurity is a condition in which the employees are not sure if their jobs remain stable for a long time (Sweet, 2006). Van Vuuren (cited in Bosman et al., 2005) believed that job insecurity is a global concern and mentions that job insecurity is a percep-

tion experienced differently by different people no matter if their working places differ or not and involves uncertainty about the future of the job one has. Hellgren, Sverke, and Isaksson (1999) mentioned that job insecurity has two dimensions i.e. quantitative and qualitative. Quantitative job insecurity is the fear or worries about the future of one's job like stress, health problems, and insomnia whereas qualitative job insecurity refers to the fear of the imperfect quality of the working condition like management, employment, satisfaction, and salary (Hellgren et al., 1999). Moreover, there is a negative relationship between the level of job insecurity, job satisfaction, and burnout (Bosman et al., 2005; Westman, Etzion, & Danon, 2001).

As satisfaction is an important concept that causes the employees' positive feelings (Guney cited in Aras, Guraksm, Kosan, Calikoglu, & Yerli, 2018), the present study shed light on job satisfaction as another factor that contributes to burnout. Job satisfaction means how satisfied people are with their work (Perie & Baker, 1997; Rice, Gentile, & McFarlin, 1991; Spector, 1997) and includes the feeling of satisfaction, or dissatisfaction employees feel in their working place (Aras et al., 2018). According to Vroom (as mentioned in Iden 2014), job satisfaction is very important because first, it reflects how employees are managed regarding fairness and respect, second, it reveals mental, emotional, and psychological well-being of the employees, finally, it affects employees' behavior and organizational productivity. Therefore, if employees are not satisfied at work, their level of effort diminishes (Hom & Kinicki, 2000) and they present poor performance, job stress, low loyalty, and low morale (Holland, 2017).

It is notable that job satisfaction affects the quality of instruction in academic settings (Evans, 1998) and highly enhances teachers' efficacy and performance (Soodmand Afshar & Doosti, 2016).

Tippens, Ricketts, Morgan, Navarro, and Flanders (2013) mentioned that working conditions such as individual expectations, managerial

support, students' personality, behavior, and school environment influence teachers' levels of job satisfaction. Family and personal factors like demographic features, relocation, better job opportunities, children, and family duties are also known to affect the teachers' levels of job satisfaction as well (Tippens et al., 2013).

Perie and Baker (1997) pointed out that intrinsic and extrinsic factors are remarkably attributed to teachers' job satisfaction. These two factors affect teachers' level of job satisfaction and motivate them to follow or enter the teaching profession because very few teachers enter the teaching profession because of the salary, prestige, or other benefits (Choy, Bobbitt, Henke, Medrich, Horn, & Lieberman 1993:126).

On the other hand, some extrinsic factors affecting teachers' level of job satisfaction include support from managers, good salary, safety at work, and availability of school assets (Perie & Baker, 1997). Organizational factors like organizational silence, job insecurity, intent to stay/leave, and many others as types of extrinsic factors could affect teachers' level of job satisfaction (Cetinel, & Uysal, 2016; Cha, 2008). As put forward by Holland (2017), teachers' engagement and attention to their job, feeling appreciated and worthy at work (Lipman, 2017), and motivation can highly affect their level of job satisfaction. In fact, improving one's physical and psychological health will lead to any person's feeling of job satisfaction in the working environment (Holland, 2017).

Different studies have concluded that there is a negative relationship between the level of burnout and job satisfaction among teachers (Esfandiari, & Kamali, 2015; Kazemi Talachi & Gorji, 2013; Scanlan & Still, 2013; Chenevey, Ewing, & Susie, 2008;). Some researchers argued that dissatisfied teachers are less likely to make their best attempts in the classroom because they believe it is waste of time to do their best as a teacher (Scott, Richman, Permuth, & Richman, 2013). As mentioned, the relationship between burnout and job satisfaction has been the subject of various studies, yet not enough has been done

considering the aforementioned variables amongst the EFL instructors at universities in Iran.

Turning to organizational silence, it has had a quite significant effect on teachers' performance and attitude (Shojaei, et al., 2016). It is worth mentioning that both male and female employees and teachers have the same understanding of silence (Koyluoglua, Bedukb, Dumanc, & Buyukbayraktar, 2015). However, male employees proved to be more silent at work (Cinar et al., 2013).

According to the findings of the previous studies, organizational silence had a significant effect on employees' level of job satisfaction (Yilmaz et al., 2016; Karimi Osboei & Nojabae, 2014) and decreased job satisfaction over time (Milliken & Morrison cited in Yilmaz et al., 2016).

Job insecurity as another cause of burnout gained international academic attention since Greenhalgh and Rosenblatt (1984) mentioned it for the first time (Pienaar, De Witte, Hellgren, & Sverke, 2013) and it has been considered as a stress-health hazard in the modern world since then (Hartley & Cooper cited in Jacobson, 1987). Job insecurity was reported to be significantly correlated with burnout, (Bosman et al., 2005; Westman, Etzion, & Danon, 2001; Dekker & Schaufeli, 1995) and negatively correlated with job satisfaction (Reisel, Probst, Chia, Maloles, & Konig, 2010; Vujicic, Jovicic, & Lalic, 2015). Silence and insecurity were among the so many organizational factors that directly affected the level of burnout among people working in an organization (Al-Rousan & Omoush, 2018; Bosman, Rothmann, & Buitendach, 2005). So, listening to employees' ideas is of great importance in almost any working place in the recent era since these ideas improve the organization in different ways (Shojaei, & Samenei Tabarie, 2016). However, many employees do not mention their ideas because they do not dare to state their opinions or the realities they see in their working place for various reasons like losing their job or their position (Shojaei et al.,

2016). Therefore, recently, educationalists and researchers have focused on job satisfaction as one of the highly correlated factors with teachers' satisfaction, the improvement of educational systems, and students' achievement as a result (Abedi Ostad, Ghanizadeh, & Ghanizadeh, 2019; Tukiran, 2010; Ostroff, 1992).

Many researchers have focused on various types, sources, and remedies of burnout organizational silence, job insecurity, and job satisfaction since they have played important roles in employees' well-being. However, the above-mentioned issues were not adequately addressed among EFL instructors in higher educational settings in Iran to warn the deans and principals about the possibility of burnout among the EFL instructors and the way it affects their health and performance. Therefore, the present study attempted to investigate if organizational silence and job insecurity were related to burnout and whether job satisfaction mediated the aforementioned relationships. Although organizational silence, job insecurity, burnout, and job satisfaction have been the parallel variables of much research, the dearth of such research in higher-education environments among EFL instructors in Iran, made the researchers focus on the relationship between organizational silence and job insecurity as organizational factors and burnout with the mediating role of job satisfaction in the present study. The results would help the managers to improve working conditions and prevent or decrease the level of burnout among EFL instructors.

Since EFL instructors often prefer to be silent for various reasons and feel insecure at work, the present study attempted to see the effect of these two phenomena on EFL instructors' embryonic level of burnout and to see if their level of job satisfaction mediated. Thus, this study aimed at filling the gap in the review literature by investigating six research questions.

1. Is there any relationship between organizational silence and burnout among EFL instructors?
2. Is there any relationship between job

- insecurity and burnout among EFL instructors?
3. Is there any relationship between organizational silence and job satisfaction among EFL instructors?
 4. Is there any relationship between job insecurity and job satisfaction among EFL instructors?
 5. Is there any relationship between job satisfaction and burnout among EFL instructors?
 6. How does job satisfaction mediate the relationship between organizational silence, job insecurity, and burnout?

This study highlighted the discussion on four different issues i.e. organizational silence, job insecurity, burnout, and job satisfaction, which were believed to directly relate to the psychological, mental, physical, and social health of EFL instructors. Moreover, this study revealed how destructive organizational silence and job insecurity were

and helped administrators to revise policies to minimize the negative effects of silence and job insecurity and decrease the level of burnout by improving their level of job satisfaction among EFL instructors.

METHODOLOGY

PARTICIPANTS

120 EFL male and female instructors from Sepidan, Beiza, Kazeroon, Fasa, Shiraz, Neiriz, Ghir, and MarvdashtAzad universities in Fras Province, Iran participated in the present study. Most of the respondents, especially the part-time EFL instructors, and those who asked the researchers for further clarification and the purpose of this study, confirmed that they were silent most of the time and often felt insecure; they found the topic interesting and tangible and decided to take part. The researchers followed the one-stage convenience cluster sampling method. Tables 1, 2, and 3 demonstrate the distribution of the participants based on gender, age, and years of experience.

Table 1.

The Distribution of the Participants Based on Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
male	39	32.5	32.5	32.5
Valid female	81	67.5	67.5	100.0
Total	120	100.0	100.0	

As Table 1 represents, 39 participants were

male and the other 81 participants were female (39+ 81= N= 120).

Table 2.

The Distribution of the Participants Based on Age

	Frequency	Percent	Valid Percent	Cumulative Percent
30-40	22	18.3	18.3	18.3
Valid 30-40	59	49.2	49.2	67.5
50-60	35	29.2	29.2	96.7
60- older	4	3.3	3.3	100.0
Total	120	100.0	100.0	

According to Table 2, instructors were between 30-40 years old, 59 instructors were between 40-50 years old, 35 instructors were

between 50-60 years old, and only four instructors were 60 and older. Therefore, there were 120 respondents.

Table 3.



The Distribution of the Participants Based on the Instructors' Years of Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	10	8.3	8.3	8.3
Valid 5 to 10 years	18	15.0	15.0	23.3
10 to 15 years	47	39.2	39.2	62.5
15 to 20 years	40	33.3	33.3	95.8
20 years and more	5	4.2	4.2	100.0
Total	120	100.0	100.0	

According to Table 3, 10 instructors had less than 5 years of teaching experience, while 18 instructors had between 5 to 10 years of teaching experience at Azad University. 47 instructors had between 10 to 15 years of teaching experience and 40 instructors had between 15 to 20 years of teaching experience. However, only five of them had 20 or more years of teaching experience. Therefore, 120 instructors were classified based on their years of experience in TEFL. In other words, 39.2% of the instructors had 10-15 years of teaching experience, which is the highest percent. 33.3 % of the participants had 15- 20 years of teaching experience, about 15.0 % of the participants had 5 to 10 years of teaching experience, and 8.3% of the instructors had less than 5 years of teaching experience. Finally, only 4.2% of the participants had more than 20 years of teaching experience.

MATERIALS

To conduct the present study, and to put the respondents at ease, the researchers gave the EFL instructors four questionnaires simultaneously. To evaluate the level of organizational silence among Iranian EFL instructors in the present study, the researchers used an organizational silence questionnaire including 24 Likert- scale items used by Ehtiyar and Yanardag(2008)with the reliability estimation of 0.86. The researchers used the Minnesota Satisfaction Questionnaire used by (Nerison, 1999)from Elliott Hall University of Minnesota to evaluate job satisfaction among EFL instructors. It included 20 items, and the reliability coefficient was reported as 0.90.

In order to evaluate the level of burnout among the EFL instructors, the MBI Question-

naire (Maslach Burnout Inventory) compiled by Maslach and Jackson(1981) was used because it was reliable, valid, and had a further category of involvement that was related to burnout. The reliability of this questionnaire was reported to be 0.84 and the validity of this questionnaire was confirmed through different studies. It included four different subscales. The first part evaluated the emotional exhaustion through nine items; the second part included eight items that tested personal accomplishment, the third part had five items to investigate depersonalization, and the last part evaluated involvement by three items. Finally, to test the level of job insecurity among the EFL instructors, job insecurity questionnaire including four items introduced by Vander, De Witte, and De Cuyper(2014) was used with the reliability value of 0.82.

PROCEDURES

The researchers used four self-report questionnaires for data collection. However, to improve the face validity of the questionnaires, improve the reliability, and to put respondents at ease, the researchers modified some items in the questionnaires, like changing some questions into statements, compiled them as one, and piloted the modified questionnaire. 50 EFL instructors from Azad University, Shiraz branch were selected and the Cronbach's alpha was estimated for the four questionnaires. The results in Table 4 reveal that the newly compiled questionnaire was reliable. In order to confirm the validity, after modifying the format of the items, the researchers tried to gain experts' opinions through distributing the newly compiled questionnaire among five instructors practicing TEFL at Islamic Azad University, Shiraz Branch in Fars Province, Iran. It is worth

mentioning that the participants filled out the demographic characteristics at the beginning of the questionnaire. The lead researcher assured the respondents that their personal information would remain confidential. However, they could know their scores and the interpretation of the statistical results through the lead researcher's email address at the end of the instruction. They were given a questionnaire containing 63 Likert- scale

items. The respondents had one week to fill out the questionnaire to accelerate the data collection procedure. Problems like leaving the demographic section blank, not returning the questionnaire, and leaving some questions unanswered delayed the process of data collection and the researchers had to collect the data only from 120 out of 150 instructors who participated in the present study.

Table 4.
Reliability of the Modified Questionnaires

	N of Items	Cronbach's Alpha
Organizational silence	24	.756
MSQ	20	.760
Emotional Exhaustion	9	.792
Personal Accomplishment	8	.871
MBI Depersonalization	5	.701
Involvement	3	.735
Job Insecurity	4	.759

As seen in Table 4, for organizational silences questionnaire, $r=.756$, for job satisfaction questionnaire, $r=.760$, and for the MBI questionnaire, the reliability of emotional exhaustion equated $.792$; the same value was $.871$ for personal accomplishment, depersonalization showed the reliability of $.701$, and the reliability of involvement was $.735$. Moreover, $r=.759$ for job insecurity questionnaire.

DESIGN

The design of the present study was correlational and quantitative to answer the research questions. It included the study of the relationship between organizational silence, job insecurity as independent factors, and burnout as the dependent

factor considering the mediation role of job satisfaction. To this aim, 120 Iranian EFL instructors answered the modified questionnaire. The results were analyzed via the Pearson Correlation coefficient and path analysis via Amos 21.

DATA ANALYSIS

To answer the research questions, the researchers used both descriptive and inferential statistics. After gaining the descriptive statistical indices of the four variables (summarized in Table5), the Pearson correlation coefficient was run via SPSS software (version 23) and the results can be observed in Tables6, 7, 8, 9, and10. Moreover, to test the mediation effect of job satisfaction, path analysis was run via Amos 21.

Table 5.
Descriptive Statistics of the variables

	N	mean	Std. Deviation	variance	minimum	maximum
Organizational Silence	120	2.7153	.79253	.628	1.00	4.67
Job Satisfaction	120	2.7500	.90473	.819	1.00	5.00
Burnout	120	3.2457	.69198	.479	1.62	5.00
Job Insecurity	120	3.1312	.98942	.979	1.00	5.00

As seen in Table 5, burnout has the highest mean score of 3.24 whereas the lowest mean score is gained by organizational silence that equals 2.71. Job satisfaction has a mean score of 2.75. The highest standard deviation is .98 gained by job insecurity and the lowest is that of burnout=.69. job satisfaction also has a standard deviation score of .79.

Table 6.
The Correlation between Organizational Silence and Burnout

Variables		Organizational Silence	burnout
Organizational Silence	Correlation	1.000	.278
	Significance (2-tailed)	.	.000
	N	120	120

Correlation at the 0.000 level (2-tailed).

Table 6 shows the statistical result of the correlation between organizational silence and burnout ($r = .27$, $p < .05$), indicating that these two variables were moderately correlated.

Table 7.
The Correlation between Job Insecurity and Burnout

Variables		Job insecurity	burnout
Job Insecurity	Correlation	1.000	.738
	Significance (2-tailed)		.000
	N	120	120

Correlation at the 0.000 level (2-tailed).

As observed in Table 7, $r = .738$, $p < .05$ that shows a strong positive relationship between job insecurity and burnout.

Table 8.
The Correlation between Organizational Silence and Job Satisfaction

Variables		Organizational Silence	Job Satisfaction
	Correlation	1.000	-.188*
Organizational Silence	Significance (2-tailed)	.	.000
	N	120	120

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

As observed in Table 8, $r = -.188$, $p < .05$ that shows a significant negative relationship between organizational silence and job satisfaction. However, there is a weak negative relationship between organizational silence and job satisfaction.

RESULTS

The Results of the First Research Question

The first research question explored the relationship between organizational silence and burnout among the EFL instructors (Table 6).

The Results of the Second Research Question

The second research question examined the relationship between job insecurity and burnout among the EFL instructors. Table 7 shows the results.

The Results of the Third Research Question

The third research question investigated the relationship between organizational silence and job satisfaction among the EFL instructors. Table 8 depicts the results.

The Results of the Fourth Research Question

The fourth research question considered the relationship between job insecurity and job satisfaction among the EFL instructors (Table 9).

Table 9.
The Correlation between Job Insecurity and Job satisfaction

Variables		Job Insecurity	Job Satisfaction
Job Insecurity	Correlation	1.000	-.444**
	Significance(2-tailed).	.000	
		120	120

** . Correlation is significant at the 0.01 level (2-tailed).

As Table 9 shows, $r = -0.444 < .05$, so, there is a significant negative relationship between job insecurity and job satisfaction. The negative relationship between the two variables shows that the higher the level of job insecurity, the less the level of job satisfaction will be.

The Results of the Fifth Research Question

The relationship between job satisfaction and burnout was the focus of the fifth research question. The result can be observed in Table 10.

Table 10.
The Correlation between Job Satisfaction and Burnout

Variables		Job Satisfaction	Burnout
Burnout	Correlation	-.372**	1
	Sig. (2-tailed)	.000	.
	N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

As the results in Table 10 show, $r = -.37$ that indicates a significant negative relationship between job satisfaction and burnout ($P < .05$).

The Results of the Sixth Research Question

The sixth research question put the role of job satisfaction to the test to see if it mediated the relationship between organizational silence, job insecurity, and burnout among the EFL instructors (Tables 11,12,13, &14).

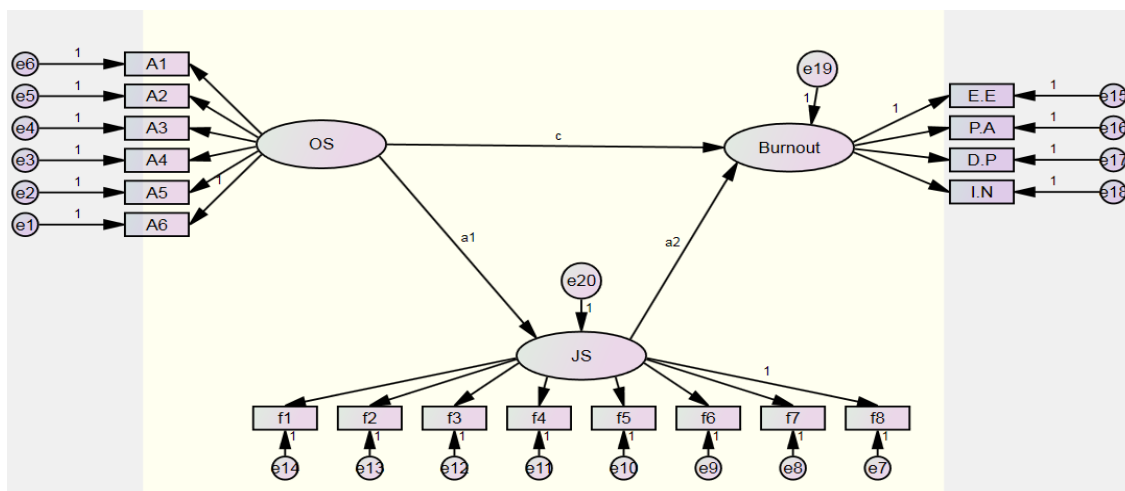


Figure1. Path analysis of organizational silence, burnout, & job satisfaction

As observed in Figure 1, path a1 shows the relationship between organizational silence and job satisfaction. Path a2 shows the relationship between job satisfaction and burnout. Finally, path

c shows the relationship between organizational silence and burnout. The results can be seen in Tables 11 and 12.

Table 11.
Regression Weights of the Three Variables

O.S	---> B.O	Sig (p-value (***))	S.E
			0.825

As observed in Table 11, $c = .825$ $p < 0.5$, so, there is a significant relationship between organizational silence and burnout. Due to the

significant relationship between organizational silence and burnout, it is possible to test the mediating effect of job satisfaction (Table 12).

Table 12.
Path Analysis for the Sixth Research Question

	Estimate	S.E.	C.R.	P	Label
J.S<---O.S	-.151	.081	-1.851	.064	a1
BO <---O.S	.825	.075	11.065	***	c
BO<---J.S	-.078	.109	-.710	.478	a2

As seen in Table 12, the regression weights of the variables show a negative relationship between organizational silence and job satisfaction that equates $-.151$. $-.078$ also shows a negative relationship between burnout and job satisfaction. However, $.825 < p$ that indicates a

positive and significant relationship between burnout and organizational silence. This shows that the relationship between organizational silence and burnout is a direct relationship and is not mediated by job satisfaction.

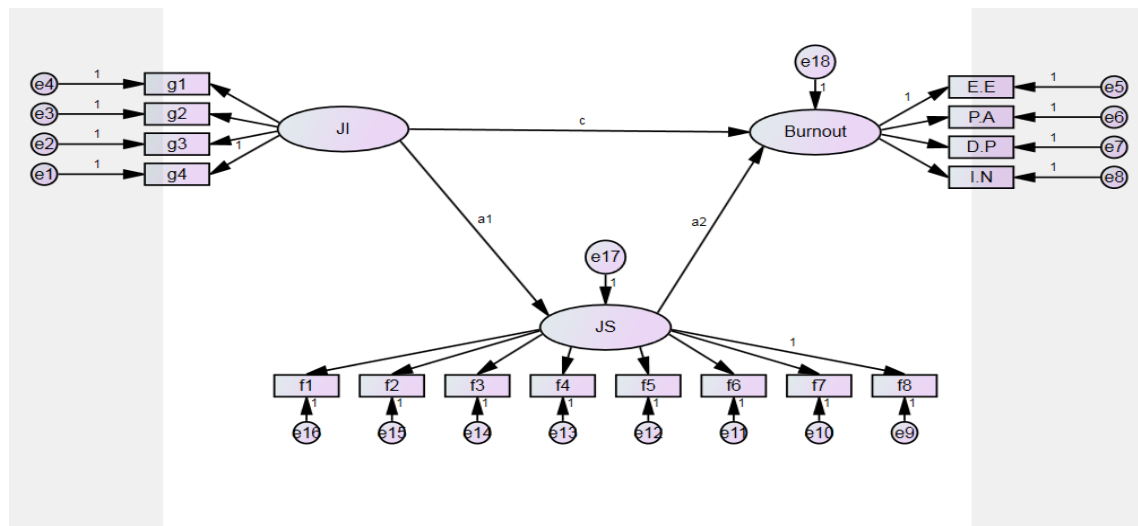


Figure 2. Path analysis of job insecurity, burnout, & job satisfaction

Figure 2 shows the relationship between job insecurity and job satisfaction shown as a1. Path a2 shows the relationship between job satisfaction and burnout. The relationship between job insecurity and burnout is also depicted as path c. The results can be seen in Tables 13 and 14.

Table 13.
Path Analysis for the Sixth Research Question

			Sig(p-value)	S.E
--->	B.O	J.I	(***)	1.409

Table 14.
Regression Weights of the Three Variables

			Estimate	E.	C.R.	P	Label
JS	<---	J.I	-.241	.149	-1.615	.106	a1
Burnout	<---	J.I	1.409	.305	4.614	***	c
Burnout	<---	JS	-.129	.164	-.786	.432	a2

DISCUSSION

The first research question examined the relationship between organizational silence and burnout. Table 6, $r = .27$, $p < .05$ that showed a positive direct relationship between organizational silence and burnout meaning that the more silent the instructors were, the more level of burnout they would face during their career. Accordingly, Tahmasebi et al. (2013) reported that reducing organizational silence would reduce staff burnout and improve job satisfaction. Akın & Ulusoy (2016) also confirmed the same result. Therefore, it is of paramount importance to foster organizational voice and encourage the EFL instructors to express ideas that could be beneficial to the deans and would possibly prevent or decrease burnout among them.

The second research question addressed the relationship between job insecurity and burnout. As Table 7 showed, $r = .738$, $p < .05$ indicated a significant relationship between job insecurity and burnout. The result implied that the more job insecurity the instructors felt, the higher their level of burnout would be because job insecurity made them feel they were at the end of their career and this made them bored and less motivated at work (Westman, Etzion, & Danon, 2001;

Table 13 shows that $c = 1.40$ $p < 0.5$, so, there is a significant relationship between job insecurity and burnout. Since the relationship between job insecurity and burnout proves significant, it is possible to test the mediating effect of job satisfaction (Table 14).

Tables 14 shows the regression weights of Figure 2. $r = 1.40$ $p < 0.5$ that shows the relationship between job insecurity and burnout is a significant relationship and is not mediated by job satisfaction.

Hellgren et al. cited in Bosman, Rothman, & Buitendach, 2005; Dekker & Schaufelin 1995). Bosman, et al. (2005) also investigated the relationship between job insecurity and burnout and asserted that job insecurity demonstrated a relationship with increased levels of burnout. Therefore, by eliminating the feeling of job insecurity among the EFL instructors, the deans and principals have the chance to decrease the possibility of burnout among them (Westman, Etzion, & Danon, 2001).

The third research question examined the relationship between organizational silence and teachers' job satisfaction. The results in Table 8, $r = -.151$ indicated a negative relationship between organizational silence and teachers' job satisfaction meaning that if the instructors did not keep silent, their level of job satisfaction would probably increase or would not decrease at all. In other words, the more silent they were, the less satisfied they became (Yilmaz, et.al., 2016; Paksirat & Taheri, 2016; Vakola & Bouradas, 2005; Afkhami Ardakani & Khalili Sadr Abad, 2012; Morrison & Milliken, 2002). The same result was obtained from the study done by Gashtasebi Fard and Karimi (2015) who pointed out that there was a significant negative relationship be-

tween job satisfaction and organizational silence (Helmiati, Rizqa, Muhammad Rasyid, & Leny, 2018). According to Karimi Osboei and Nojabae (2014), the results of the previous studies asserted that organizational silence caused the employees not to make remarks and express ideas about organizational issues or cooperate with the managers and their colleagues in solving organizational problems. Karimi Osboei and Nojabae (2014) also believed that when the employees cannot express their ideas and remain silent, they may feel unappreciated and it results in stress, anxiety, dissatisfaction, and depression. Thus, the longer the organizational silence, the lower the level of job satisfaction would be.

The fourth research question examined the relationship between job insecurity and job satisfaction. Table 9 showed that $r = -.444 < .05$, which demonstrated a negative relationship between job insecurity and job satisfaction. The result suggested that, as instructors felt insecure at work, their level of job satisfaction decreased. This was in line with the results of the studies done by (Vujicic, Jovicic, & Lalic, 2015; Pienaar, et al., 2013). The same negative relationship was also observed in another study done by Reisel, et al. (2010) who concluded that job insecurity was negatively related to job satisfaction.

The results in Table 10 answered the fifth research question. As Table 10 showed, $r = -.37$ revealed a negative relationship between burnout and job satisfaction. The results in Table 10 confirmed that as the level of job satisfaction increased among the instructors, their level of burnout decreased which was in line with the results of other pieces of research (Scanlan & Still, 2013; Ogresta, Rusac, & Zorec, 2008). The negative relationship between burnout and job satisfaction and the way they affect each other was in line with the results obtained by Chenevey et al. (2008), and Kazemi Talachi and Gorji (2013). Therefore, EFL instructors would experience job burnout if they feel dissatisfied at work.

The sixth research question investigated if job satisfaction mediated the relationship between organizational silence, job insecurity, and burn-

out. Moreover, as seen in Figures 1 and 2, and Tables 11, 12, 13, and 14, the relationships between job satisfaction, organizational silence, and burnout were direct relationships and job satisfaction did not mediate the relationships. However, the negative relationship between job satisfaction and burnout meant that the level of job satisfaction among EFL instructors affected their level of burnout. The same result was confirmed by several studies done by Esfandiari and Kamali (2015), Chenevey et al. (2008), and Kazemi Talachi and Gorji (2013). However, the results of the present study showed that the relationships between organizational silence, job insecurity, and burnout among the EFL instructors were direct (Akın & Ulusoy, 2016; Tahmasebi et al., 2013) and were not mediated by their level of job satisfaction. Therefore, if EFL instructors remained silent or felt insecure, their level of burnout would be affected regardless of their level of job satisfaction at their working place.

Like any other study, the present study suffered from some limitations such as the limited number of participants and having no interview due to lack of time and access to the participants. Other studies can be done considering other organizational variables since the results of the studies on organizational factors and burnout can help managers, teachers, and the employees to experience healthier working conditions.

CONCLUSION

The present study intended to see if there was any relationship between organizational silence, job insecurity, job satisfaction, and burnout among EFL instructors. The results showed that organizational silence and job insecurity were directly related to burnout among EFL instructors no matter how satisfied they were at work. These results added new findings to the literature of the previous studies on different issues related to organizational issues and EFL instructors.

The results also had important implications since it warned the deans at universities to adopt different methods to avoid EFL instructors' organizational silence so that they feel more secure

at work and do not face burnout.

Having different meetings with the instructors and the heads of departments or those of higher ranks and allowing the EFL instructors to state their ideas orally or in written form can encourage the instructors' feeling of responsibility. They will feel more encouraged, responsible, and even more satisfied at work because they start thinking that their ideas, solutions, and even their concerns are important. Hence, expressing their ideas increases their level of job satisfaction and decreases their level of insecurity and burnout.

Moreover, the results of the present study confirmed that the relationship between burnout, organizational silence, and job insecurity was a direct relationship and was not mediated by the instructors' level of job satisfaction. Therefore, the deans at universities can directly appreciate those who are willing to state their ideas about their workplace and the problems they see and reassure them that any idea thought of as a

solution to the problems observed in their workplace is quite appreciated. Adopting creative and useful policies to encourage the instructors to talk and make them feel secure at work need further investigation in order to help the EFL instructors as well as universities to deal with burnout issues and to create a better organizational climate for EFL instructors and enhance organizational goals, EFL instructors' health, and students' learning.

The findings of the present study contributed significantly to the improvement and better modifications of the educational and organizational policies in teaching environments, which directly impress the EFL instructors' feeling and health. The results warned the managers and deans of the risks that threaten the EFL instructors' well-being, cause burnout or dissatisfaction among them, make them feel insecure at work, and affect their performance as a result. However, further studies are required to provide the readers with a more sophisticated literature review.

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