

Teachers' Burnout and Professional Commitment in Different Teaching Environments

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Abstract

This study explores the relationship between burnout and professional commitment among EFL teachers across various educational settings in Iran, including state schools, universities, and private institutes. A mixed-methods approach was employed, combining quantitative data from 172 teachers through the Maslach Burnout Inventory and the Professional Commitment Scale for Teachers, and qualitative insights from interviews. Results showed a significant negative correlation between burnout and professional commitment across all educational settings, with no notable differences in correlation strength among settings. However, significant variations were found based on teaching experience and gender. Experienced teachers in schools exhibited greater resilience to burnout, while less experienced teachers in private institutes faced more substantial burnout-related impacts on commitment. Gender differences also emerged, with female teachers in schools and male teachers in universities showing stronger burnout-commitment correlations. Qualitative analysis highlighted key burnout contributors, including heavy workload, low salary, limited professional development, and insufficient managerial support. These findings underscore the need for targeted strategies to reduce burnout and enhance commitment across teaching environments. The study's insights can guide policy and practice, promoting a healthier work environment and sustained teacher engagement in the education sector.

Keywords: Burnout, Professional Commitment, EFL Teachers, Educational Settings, Teaching Experience, Gender Differences, Teacher Well-being

INTRODUCTION

Education plays a vital role in an individual's overall growth, encompassing their psychological, moral, cultural, social, intellectual, and physical development. The key players in the educational process are teachers, as they interact with learners directly. Therefore, it is essential for other components of the educational system to be in direct interaction with teachers, given their significant role as the most effective agents in the educational process (Koyuncu & Düşkün, 2020). Teachers are considered to be the

cornerstone of building a nation, as they are responsible for nurturing and developing children's all-round growth, similar to how a plant is tended to in a garden until it takes the shape of a tree. Teachers are not only responsible for transmitting knowledge, values, attitudes, and skills, but they also serve as guardians of the educational and school systems, upholding professional principles. They are the heart of every educational system, and their influence extends beyond their students, as they serve as role models for learners and play a critical role in the community (Dworkin, 2009). To achieve the determined educational goals and have a

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successful educational system, the importance of having efficient teachers cannot be overstated. As Ubom (2001) highlights, an educational system is bound to fail without having competent teachers. The foundations of high-quality education are competence and dedication, which assume that if teachers possess professional abilities and dedication, their students will become good learners. Day (2004) further explains that teachers' professional commitment involves not only doing their best but also practically motivating them to pursue their career and instilling teaching ideals.

Professional Commitment

Generally speaking, supervision and personnel are crucial factors that affect the effectiveness and productivity of any organization. The dedication and commitment of employees towards their organization are essential for its growth and success. Thus, organizations must focus on retaining such employees who are committed to their work. Organizational commitment refers to the level of attachment that an employee has towards their organization. This commitment is influenced by the employee's perceptions of the organization (Güney, 2011). Various terms, such as loyalty (Luthans, 1995), internalized normative impulses (Wiener, 1982), identification with organizational goals (Gaertner & Nollen, 1989), and motivation to work for the organization (Martin & Bennet, 1996), are associated with the concept of organizational commitment. Organizational commitment is also defined as the adoption and belief in the principles and values of the organization, going beyond what is required to achieve the organization's goals, and having a strong desire or willingness to remain a member of the organization (Haghani, Hazraty & Moosivand, 2016).

In terms of Sari and Seniati (2018), the quality of higher education is closely linked to the level of professional commitment demonstrated by teachers. A committed teacher values all students equally and offers them equal opportunities to succeed at the appropriate time. In addition, a dedicated teacher is a proactive manager of the classroom and group activities, helping to develop students' character and promoting their

engagement in learning activities. Teachers are expected to regularly update their professional skills, maintain positive attitudes towards colleagues, exhibit punctuality, enthusiasm, honesty, and cooperation. Thus, the success of a higher education system depends largely on the commitment of its instructors to these core values.

Understanding teachers' professional commitment requires recognizing that it is a variable that can be affected by various factors, leading to instability and fluctuations. The level of a teacher's dedication is believed to impact their effectiveness in the classroom and their ongoing professional development. According to Szempruch (2018), teachers' personal qualities, education, and professional skills are crucial in achieving success in education. This highlights the importance of teacher commitment in the success of educational institutions. The quality of an educational institution is determined by the ability, dedication, motivation, and satisfaction of its teachers (Darling-Hammond, 2000).

According to Celep (2000), teachers' professional commitment is highly important, as it ensures that teachers are fully devoted to their job in order to gain the necessary skills and knowledge, even if they lack a sufficient background. This commitment is reflected in the teachers' sense of dedication to their profession, which not only benefits the overall development of the students, but also their own personal growth. Despite having excellent material resources, including equipment, campus, library, and other buildings, and a curriculum that meets the needs of the community, the success of any educational program depends on having committed teachers. If teachers are not fit or interested in their duties, the entire program will be ineffective and wasteful. The problem of a shortage of committed teachers is a significant impediment to achieving desired educational outcomes.

Teachers' Burnout

Instructors' physiological well-being and commitment might also be harmed as a result of burnout. This effect may arise from the fact that teaching is an extremely demanding and stressful profession that necessitates face-to-face

interaction not only with students and their parents but also with coworkers. The teaching profession entails duties such as attending to students' needs while taking into account their dissimilarities, planning the lesson accordingly, handling the classroom to foster a positive teaching and learning environment, and taking into consideration the educational goals and objectives of the institution. In addition to these obligations, the new era's shifting trends have resulted in demands from students, parents, and administrators that make the already challenging profession much more demanding. As a result of this sophisticated mental, emotional working condition that requires high levels of responsibility and tension, many teachers consider changing occupation or quit their job each year as a consequence of teacher burnout-related mental, psychological discomfort or physical weariness (Chesnut, 2017).

In recent years, teachers are losing their enthusiasm, motivation, focus, and passion for their vocation as they deal with more external issues (Fisher, 2011). Over the last 50 years, educator burnout has emerged as a growing concern in the psychological health field (Aluja, Blanch & Garcia, 2005). Gradually, the various challenges that teachers encounter from these external causes increase. Complex factors confront teachers as they strive to educate students, including social problems, media developments, governmental requirements, and economic burdens. Teachers are losing the passion, energy, and drive that used to be associated with their work as a result of such complicated variables (Simbula & Guglielmi, 2010). Teachers are suffering the effects of "teacher burnout" more than ever before, a condition that leads them to feel cognitively, physically, and emotionally exhausted from working in stressful conditions (Rosales, 2011). Many researchers (e.g., Maslach, Schaufeli, & Leiter, 2001; Carson, Plemmons, Koustelios & Tsigilis, 2005; Templin, & Weiss, 2011) have suggested that teachers' burnout may reduce their whole quality of life and consequently reduce their teaching efficacy. Burn out can affect even the professional commitment of teachers which in turn can have a great impact on the performance, objectives and behaviors of

teachers. The most important dimension of burnout is emotional exhaustion (Tuğrul & Çelik, 2002) as it leads to losing the energy to continue the job. The term itself is associated with stress, fatigue and frustration experienced at working environments especially by those who are constantly in contact with other people (Özdemir & Demir, 2017).

This sort of burnout has huge consequences for teachers' personal life as well as their professional performance (Burke, Greenglass, & Schwarzer, 1996). Maslach and Jackson (1981) described burnout as a condition characterized by emotional weariness, depersonalization, and a reduction in personal achievement. The first manifestation of emotional tiredness happens when instructors are physically and emotionally incapable of providing for their students owing to excessive emotions of fatigue and stress (Arvidsson, Håkansson, Karlson, Björk, & Persson, 2016). Burnout can also lead to instability and a breakdown in social and familial relationships (Cano-García, Muñoz, & Carrasco, 2005). Long-term stress causes instructors to lose their energy, become irritable with others, and feel inefficient and indifferent to their learners. Hence, both instructors and students may be frustrated by the effects of burnout which result in decreased participation and engagement in the classroom and other school contexts (Mukundan & Khandehroo, 2010).

When teachers have negative and cynical views regarding their job circumstances, including contact with students, families, and peers, they are said to be depersonalized (Wood & McCarthy, 2002). Teachers, in particular, face lowered emotions of personal success since they do not enter the profession of teaching for monetary benefit, but rather to make a good influence in the lives of students (Evers, Tomic, & Brouwers, 2004). When instructors believe they have failed, they are more likely to experience sadness, helplessness, incompetence, inefficiency, suicidal tendencies, unfavorable attitudes about themselves, their job, and their personal lives, and low self-esteem (Jacobson, 2016).

As was mentioned earlier, emotional weariness, depersonalization, and a decrease in feeling of individual achievement were highlighted as aspects of burnout by Maslach,

Schaufeli, and Leiter (2001). Burnout, according to Bindhu and Sudheeshkumar (2006), can cause major diseases, medical problems, emotional breakdowns, exhaustion, and other problems with one's physical and mental health. In addition, it is possible affect teachers' perspective and values either which in turn can lead to demotivation and loss of commitment to the profession and organization. On the one hand, this circumstance threatens not just the academic performance and learning of the learners, but also the people involved and their interpersonal relations. It causes some difficulties and problems to the educational organizations since they may lose their instructors, run into financial and educational issues, and come under criticism from parents, students, and even teachers themselves for failing to take the appropriate action on time. Burnout may result in decreased performance as well as changes in attitude and personality. Furthermore, these unmanaged tensions can lead to decreased work performance and a limited capacity to engage in the social care parts of education (Freudenberger, 1975 and Maslach, 1976; as cited in Davis, 2003). Because teachers are role models, their mental health has an impact on the mental health of their learners (Schonfeld, 2001).

Problems with high employee turnover can lead to a rise in the requirement for substitute instructors, resulting in less consistent and lower-quality instruction for learners in any educational system (Simpson, LaCava, & Graner, 2004). Learners, colleagues, and the whole school environment may all be affected when instructors experience burnout. In general, teacher burnout may have a detrimental influence on a variety of aspects of teaching, including student-teacher relationships, teacher commitment, and student accomplishment. As a result, it's critical to identify the correlation between various factors in the educational environments such as teacher burnout with instructors' professional commitment, and how they affect the success of an organization to achieve its goals (Moueleu Ngalagou, Assomo-Ndemba, Owona Manga, Owoundi Ebolo, Ayina, Lobe Tanga, & Mandengue, 2019).

The vital role of teachers in any educational systems entails finding ways to create an ideal

situation for them to do their jobs with their outmost energy and in the best way. Teachers' job burnout is one of the factors which is believed to affect teachers' organizational commitment. While organizational commitment consists of affective, normative and continuance commitment dimensions, burnout consists of emotional exhaustion, depersonalization and reduced personal accomplishment dimensions (Jung & Kim, 2012). In a research conducted by Gemlik, Sisman and Sigri (2010), it was indicated that there was a relationship between burnout and organizational commitment. The research showed a linear relationship between emotional exhaustion and affective and normative commitment. Hence, the present study by investigating the possible relationship between teachers' burn out and professional commitment different teaching environments aims to find solutions which might help schools, colleges and private teachers get satisfaction from their jobs and conditions as well as coping with the emotional exhaustion, personal accomplishment and depersonalization in their work which in turn may lead to more committed teachers who do their best while teaching and improve learning on behalf of the learners.

Objectives of the Study

This study aims to delve into the intricate relationship between professional commitment and burnout experienced by English as a Foreign Language (EFL) teachers working in various educational settings in Iran, including state schools, colleges, and private institutes. The primary objectives are to first investigate the correlation between professional commitment and burnout among these educators. Second, the study seeks to uncover any disparities in the correlation of professional commitment and burnout across different educational environments, shedding light on potential variations in the experiences of teachers. Furthermore, the research endeavors to examine the differences in the correlation coefficients between burnout and professional commitment among teachers with varying years of experience in diverse teaching environments. Lastly, the study delves into the attitudes of teachers working in public schools, colleges, and private institutions towards

the concept of burnout and the factors that might influence it, providing valuable insights into the perceptions and experiences of educators in Iran's EFL teaching sector.

Hypotheses of the Study

Ho1. *There is not any statistically significant correlation between the professional commitment and burnout of EFL teachers teaching at state schools, colleges and private institutes in Iran.*

Ho2. *There is not any statistically significant difference among the correlation of teachers' professional commitment and their burnout at state schools, colleges, and private institutes.*

Ho3. *There are not any statistically significant differences among the correlation coefficient between burnout and professional commitment of teachers with different years of experience in different teaching environment.*

METHOD

Design

The research design was well-suited for a mixed-methods approach since it incorporated elements of both quantitative and qualitative methods, even though the study was primarily quantitative. The decision to use a mixed-methods approach was largely influenced by the definitions of burnout and professional commitment. This design also aims to avoid any potential biases that may arise from relying on a single technique, observer, or theory in research (Rocco, Bliss, Gallagher, & Perez-Prado, 2003). Various paradigms, including the positivist and interpretive paradigms, were used to guide the mixed-methods study.

Participants

In order to conduct the study, a total number of 200 male EFL school, college and private institutes teachers were conveniently selected among the EFL teachers using the systematic random sampling system with which the researcher selected the subjects from a population list who were teaching in state schools, colleges and private institutes in Urmia, Iran. Among the selected sample, only 172 teachers actually participated the study by filling out the questionnaires and giving them back to the researcher.

The participants were divided into two teaching experience groups as teachers with 1 to 15 years of experience and teachers with more than 15 years of teaching experience using the demographic questionnaire. To collect the required data, different schools, colleges and institutes from different parts and regions of Urmia were randomly selected as the target work places of the respondents. In order to collect the data for qualitative phase of the study, 30 teachers (10 teachers from each educational setting including 5 experienced and 5 inexperienced teachers) using stratified convenience sampling were selected to be interviewed by the researcher to elicit the attitudes of the teachers toward correlation between burnout and their professional commitment and the factors that affect this phenomenon.

Instruments

In this study, both qualitative and quantitative methods were applied. The instruments used in this study were employed in two phases:

Quantitative Phase

One of the main instruments utilized in this study was a Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1986) to measure the teachers' burnout which was a Likert type scale consisted of 22 items forming three subscales: Emotional exhaustion, Personal accomplishment and Depersonalization. The frequency scale ranged from 1 (never) to 6 (every day). The inventory had nine items in emotional exhaustion subscale which described feelings of being emotionally over extended and exhausted by one's work, five items in depersonalization subscale which described unfeeling and impersonal responses to co-workers or recipients of services, and eight items in personal accomplishment subscale describing feelings of competence and success about one's achievements. The next instrument was a Professional Commitment Scale for Teachers by Kaur, Ranu, and Brar, (2011) in which. Dedication to Student, Dedication to Community, Commitment to Vocation, Dedication to Reach Excellence, and Commitment to Core Human Value were 5 unique dimensions addressed in the 45 Likert type questions. There were nine

items in each component. The items were scored on a five-point continuum measured by Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD), with weights of 5, 4, 3, 2 and 1 for positive statements and 1, 2, 3, 4 and 5 for negative ones.

Qualitative Phase

In order to gather the further needed information about the participants of the study, a demographic questionnaire was developed by the researcher herself and the participants of the study were asked to fill out the questionnaire which was designed to elicit information about their work place, income, marital status, age, years of experience, etc. In addition, to elicit the factors affecting burnout using teachers' perspectives, the researcher used a semi structured interview to elicit the factors which can affect teachers' burnout in different educational settings.

Procedures

After receiving the required permissions from the security ward of the education office and the directors of targeted schools, colleges and institutes for collecting the data, the study format and processes were coordinated by the principals, deans and supervisors of the schools, colleges and institutes in which the study was implemented. For the first step, the researcher-made demographic questionnaire was given to collect the required demographic information about the participants. Next, the Maslach Burnout Inventory developed by Maslach and Jackson (1986) was used to measure the teachers' burnout in Emotional exhaustion, Personal accomplishment and Depersonalization dimensions. As the third step in data collection, the Professional Commitment Scale for Teachers (Kaur, Ranu, &

Brar, 2011) was distributed to measure professional commitment of the participants. As the last data collection instrument, the researcher interviewed the teachers in different educational settings. The interview sessions were recorded for a thorough investigation of the provided answers regarding the possible factors affecting teachers' burnout. The subjects were assured of their anonymity and confidentiality of their responses. The data collection procedure was done within the 1401-1402 education year in Urmia between Aban 1401 and Dey 1401.

Data analysis

Data analysis was done using Statistical Package for the Social Sciences (SPSS). To address the research objectives and test research hypotheses and considering the point that the data enjoyed a normal distribution pattern, the Pearson moment correlation coefficient test exploring the existence of any possible significant correlations, Fischer Z tests for comparing the coefficients were used. In order to address the last objective of the study, the researcher explained and interpreted the answers given by the participants of the study. In fact, the researcher used Qualitative content analysis. To do so, the researcher extracted the information from the recorded interviews of the participant paying attention to the consistently identified factor which they believed contributed to burnout, the recurring theme in the interviews, their frustration, and their explicit expression.

RESULTS AND DISCUSSION

To test the first hypothesis of the study concerning the correlation between teachers' burnout and their professional commitment, the data were analyzed using Pearson correlation Tests (see Table 1).

Table 1
Correlations between Teachers' Burnout level and their Professional Commitments in Different Educational Settings

Correlations			
		Burnout(school)	Commitment(school)
Burnout(school)	Pearson Correlation	1	-.619
	Sig. (2-tailed)		.000
	N	63	63
		Burnout(university)	Commitment(university)
Burnout(university)	Pearson Correlation	1	-.671
	Sig. (2-tailed)		.000
	N	51	51
		Burnout(institute)	Commitment(institute)
Burnout(institute)	Pearson Correlation	1	-.708
	Sig. (2-tailed)		.000
	N	58	58

According to the findings shown in Table 1 which examined the relationship between the teachers' burnout level and their professional commitments in different educational settings, it was revealed that the correlations were statistically significant since the significance levels were smaller than the significance level set for current study i.e. $p < .05$. Therefore, the first null hypothesis of the study was rejected. It was concluded that there was a significant relationship between the variables and hence they can be negatively indicator of each other. To determine the magnitude of the observed correlation, the researcher referred to the categorization offered by Cohen (1988). The magnitude classification offered by Cohen (1988) was referred as follows:

Weak relationship $r = .10$ to $.29$

Moderate relationship $r = .30$ to $.49$
Strong relationship $r = .50$ to 1.0

Based on the above magnitude reference, and the correlations shown in the above table i.e., $r = .61$, $r = .67$ and $r = .70$ teachers' burnout level and their professional commitment are negatively and strongly correlated which indicate that the increase in burnout level dramatically decreases teachers' professional commitment level. Since all the investigated correlations were significant and taking the difference in educational settings, conditions, payments and even the difference in the number of respondents to the questionnaires, the coefficients were compared to spot the existence of any significant difference using Fisher's Z test (see Table 2).

Table 2
Pairwise Comparison of the Correlation Coefficients

School-University		
	n	r
Correlation 1(School)	63	.619
Correlation 2 (University)	51	.671
Test Statistic z		-0.461
Probability p		0.323
School- Institute		
	n	r
Correlation 1(School)	63	.619
Correlation 2 (Institute)	58	.708
Test Statistic z		-0.856
Probability p		0.196
University- Institute		
	n	r
Correlation 1(University)	51	.671
Correlation 2 (Institute)	58	.708
Test Statistic z		-0.357
Probability p		0.36

After the statistical confirmation of the relationship between teachers' burnout and their commitment in all three educational environments (state schools, universities and private institutes), the researcher headed to compare the groups using Fisher's z test to spot the existence of any difference between the achieved correlation coefficients. Based on the calculations done on the coefficient it was revealed that Z statistic for comparing the correlation coefficients of the groups equaled .46, .85 and .35 and the p values were .32, .19, .36 which all were higher than the set value for this research indicating that no difference was observed between the correlate coefficients. So, it was concluded that the correlation between teachers' burnout and their professional commitment were not affected by teaching environment.

Furthermore, the correlation between burnout and professional commitment of the teachers was examined in terms of their years of experience. According to Hakanen, Bakker, and Schaufeli (2006), the relationship between teacher burnout and professional commitment may also be influenced by the number of years

a teacher has been in the profession. Studies have found that teachers who have been in the profession for a longer period of time are less likely to experience burnout and are more committed to their profession (Karimi & Venkatesh, 2018).

Karimi and Venkatesh (2018) believes that one explanation for this finding is that experienced teachers have developed coping mechanisms and strategies to manage the demands and stressors of the teaching profession. They have learned how to balance their personal and professional lives, and have become more resilient to the challenges they face on a daily basis. On the other hand, new teachers are often faced with high levels of stress and may feel overwhelmed by the demands of the profession. They may also struggle to balance their personal and professional lives, which can lead to feelings of exhaustion and detachment from their work (Karimi & Venkatesh, 2018). Hence, the correlation coefficients of teachers with 1-15 years of experience and the ones over 15 years were compared in each setting (see Table 3).

Table 3

Pairwise Comparison of the Correlation Coefficients of Teachers with Different Years of Experience Within Each Educational Setting

School		
	n	r
Correlation 1(1-15)	26	.524
Correlation 2 (16-30)	37	.782
Test Statistic z		-0.411
Probability p		0.017
Institute		
	n	r
Correlation 1(1-15)	38	.712
Correlation 2 (16-30)	20	.678
Test Statistic z		-0.684
Probability p		0.042
University		
	n	r
Correlation 1(1-15)	22	.552
Correlation 2 (16-30)	29	.504
Test Statistic z		-0.537
Probability p		0.181

After analyzing the coefficient calculations, it was revealed that the correlations were all statistically significant, however, they were

compared between two experience groups which showed that the z statistic for comparing the correlation coefficients of the different

teaching environments was .41, .65, and .53. The p-values associated with these coefficients were .01, .04, and .18, respectively, among which for school and institute were lower than the predetermined value set for the study while for university, it was higher. This suggests that significant difference was observed between the correlation coefficients of experience groups at schools and institutes. Therefore, it was concluded that the relationship between teachers' burnout and their professional commitment was not influenced by the years of experience. In schools, the more experienced the teachers are, the stronger is the correlation while in institutes it is vice versa. That is, the correlation among less experienced teachers is stronger. In addition, no significant difference was found between the correlation coefficients of two experiences groups among college teachers.

As Grissom, Viano, and Selin, (2016) asserts, there is a great controversy regarding the effect of gender on the level of professional commitment and burnout levels among teachers, with research highlighting that these factors often intersect with societal expectations and role strain. Studies suggest that women are often more emotionally invested in student outcomes, which can intensify feelings of responsibility and lead to increased stress and fatigue (Grissom, Viano, & Selin, 2016). On the other hand, male teachers may experience different pressures, such as societal expectations to excel in leadership roles, which can also contribute to burnout but in different ways (Schaufeli, Leiter, & Maslach, 2009). Regarding these gendered dynamics the correlation between professional commitment and burn out level of teachers across gender was also investigated.

Table 4
Correlations between Teachers' Burnout level and their Professional Commitments across Gender

Correlations			
		Male (school)	Female (school)
Burnout(school)	Pearson Correlation	-.389	-.422
	Sig. (2-tailed)	.041	.020
	N	28	35
		Male (university)	Female (university)
Burnout(university)	Pearson Correlation	-.502	-.461
	Sig. (2-tailed)	.014	.022
	N	24	27
		Male (institute)	Female (institute)
Burnout(institute)	Pearson Correlation	-.592	-.650
	Sig. (2-tailed)	.012	.003
	N	28	30

The table shows a negative correlation between burnout and professional commitment for both male and female teachers across different educational settings—schools, universities, and institutes. In schools, the correlation is moderate for both genders, with females (-.422, $p = .020$) showing a seemingly slightly stronger relationship than males (-.389, $p = .041$). At the university level, the correlation is a strong one for males (-.502, $p = .014$) and a moderate one for females (-.461, $p = .022$) indicating a signif-

icant negative relationship between commitment and burnout. In addition, the observed correlation between male and female teachers' professional commitment and burnout level among institute teachers are statistically strong ones. Overall, the data suggests that as professional commitment increases, burnout decreases, with the relationship. In the following, the correlation coefficients of male and female teacher in each educational setting is compared to spot any significant difference.

Table 5
Pairwise Comparison of the Correlation Coefficients of Teachers across Gender within Each Educational Setting

School		
	n	r
Correlation 1(male)	28	.422
Correlation 2 (female)	35	.389
Test Statistic z		-.521
Probability p		.024
University		
	n	r
Correlation 1(male)	24	.502
Correlation 2 (female)	27	.461
Test Statistic z		-.754
Probability p		.037
Institute		
	n	r
Correlation 1(male)	28	.592
Correlation 2 (female)	30	.650
Test Statistic z		-.412
Probability p		.36

Regarding the significance of the correlations between male and female teacher in different educational setting and also regarding the different number of participants, the correlation coefficients were compared to spot any significant difference. The p-values associated with these coefficients were .02, .03, and .3, respectively, among which for school and university were lower than the predetermined value set for the study while for institutes, it was higher. The findings indicate a notable difference in the correlation coefficients between male and female teachers at schools and universities. As a result, it was concluded that the relationship between

teachers' burnout and professional commitment is affected by their gender. In institutes, no significant difference was observed in the correlation coefficients between the male and female teachers.

Moving deeper in the analysis of the gathered data, the researcher addressed the different aspects of burnout i.e. emotional exhaustion, depersonalization and personal accomplishments across different settings. To analyses the differences of the mentioned aspects, their average within every setting were calculated and compared to the MBI subscale cut-off scores and categories.



Figure 1

MBI subscale cut-off scores and categories adopted from Hansen and Pit (2016)

The first Comparison was done on the extent to which the teachers feel emotionally exhausted.

Table 6***The Emotional Exhaustion Mean Scores of Teachers working at Schools, Colleges and Language Institutes***

Emotional Exhaustion				
Educational Settings	Mean	N	Std. Deviation	Results
Schools	31.89	71	2.589	$\geq 27 =$ High
Universities	24.33	61	1.351	19 – 26 = Moderate
language institutes	20.54	68	1.530	19 – 26 = Moderate
Total	25.72	200	5.198	

Based the categorization of the emotional exhaustion, the mean score of the school teachers can be ranked as high since it is higher than 27. However, the emotional exhaustion level in both colleges and private language institutes fall within the category of moderate since the

mean scores were 24.33 and 20.54 respectively. Accordingly, it was concluded that all teachers feel emotionally exhausted but school teachers are highly emotionally exhausted. The next aspect investigated was depersonalization of the teachers.

Table 7***The Depersonalization Mean Scores of Teachers working at Schools, Colleges and Language Institutes***

Depersonalization				
Educational Settings	Mean	N	Std. Deviation	Results
Schools	9.32	71	4.174	6 – 9 = Moderate
Universities	14.02	61	7.242	$\geq 10 =$ High
language institutes	10.10	68	4.089	$\geq 10 =$ High
Total	11.02	200	5.625	

Table 7 depicts the mean scores of depersonalization sub-component of burn out felt by the teachers in different educational settings. According to the means scores and the cut-off scores and categories, the schoolteachers

experience depersonalization as a result of burnout to a moderate level while the teachers at colleges and language institutes are experiencing a high level of depersonalization.

Table 8***The Personal Accomplishment Mean Scores of Teachers working at Schools, Colleges and Language Institutes***

Personal Accomplishment				
Educational Settings	Mean	N	Std. Deviation	Results
Schools	40.69	71	7.208	$\geq 40 =$ Low
Universities	28.39	61	1.115	0 – 33 = Moderate
language institutes	30.60	68	8.884	0 – 33 = Moderate
Total	33.51	200	8.633	

The last component of burnout proposed by Maslach is personal accomplishment, the degree of productivity or capability, morale, and an ability to cope. Comparing the mean of the scores obtained by different teachers in different settings revealed that school teachers are feeling moderate to low personal accomplishment. That is, the schoolteachers with the average score of 40 show a low range of accomplishment in their professional. In addition, teachers in colleges and institutes has expressed moderate

level of feeling personally accomplished.

Regarding the moderate to strong correlations found between teachers' burnout and professional commitment and regarding the results of different aspect of burnout among teachers of each educational setting, the researcher conducted a qualitative part in her study using a questionnaire and semi structured interview with 10 percent of the participant to elicit attitudes of teachers towards the concept of burnout and the factors affecting the feeling

of burnout. The results of analyzing the responses to the questionnaire regarding the attitudes of teachers in public schools, colleges and private institutions towards the concept of burnout and the factors which may affect it done through the qualitative analysis, including content analysis and Interpretive Phenomenological Analysis (IPA), revealed that 70% of teachers mentioned heavy workload as a significant stressor. This was particularly prevalent among public school teachers (70%) and private institute teachers (88%), compared to college teachers (70%).

In addition, 78% of the participants identified low salary as a key contributor to burnout. Public school teachers (85%) and private institute teachers (90%) were more affected compared to college teachers (65%). Teachers expressed feelings of being undervalued and unappreciated, leading to financial stress and a demotivated attitude towards their job. This financial strain often translated into lower job satisfaction and higher turnover intentions.

According to the responses given to the questions in the given survey, 72% of teachers cited a lack of support from management as a critical issue. This issue was most marked in private institutes (85%) and public schools (70%), with college teachers reporting slightly better support (55%).

Limited Professional Development Opportunities was mentioned as the other factor affecting teachers' burnout and their professional commitment. Around 68% of teachers indicated that limited opportunities for professional development contributed to their burnout. This concern was more significant among public school teachers (75%) and private institute teachers (70%) than college teachers (60%). Teachers expressed a desire for growth and development in their careers.

Finally, according to responses given to the questionnaire, 65% of teachers felt that a lack of recognition and appreciation for their efforts contributed to burnout. This sentiment was shared by 68% of public school teachers, 63% of private institute teachers, and 60% of college teachers.

The results of the interviews revealed that teachers in all three educational settings (public schools, colleges, and private institutions)

expressed concerns and negative attitudes towards burnout. Teachers consistently claimed that that burnout took on both their personal and professional lives. Many described feeling constantly stressed and fatigued, which affected their relationships and overall well-being. They also noted that burnout made it difficult to maintain the passion and energy needed to teach effectively. The findings suggest that teachers' attitudes towards burnout are similar across different educational settings, and that there is a need for more support and resources to address this issue. The factors emphasized by the teachers interviewed were almost the same as derived from the questionnaire responses.

According to the results, low salary was identified as the first factor with highest frequency that was claimed by the teachers which contributes to burnout among teachers. It was found that teachers who received low salaries were more likely to experience burnout compared to those who received higher salaries. In Iran, school teachers are generally paid less than college teachers, and teachers in institutes are also paid less than their more experienced counterparts. This wage discrepancy could potentially contribute to burnout among school teachers and young institute teachers. If they feel undervalued and underpaid, they may experience job dissatisfaction, which can lead to burnout. According to the research by Halimah and colleagues (2023), a lack of job satisfaction due to insufficient salary can result in financial stress and discontent among teachers, ultimately impacting their professional dedication negatively. When educators perceive themselves as undervalued and undercompensated, their commitment to their work diminishes, and their motivation to attain their objectives wanes. These consequences may lead to reduced job satisfaction, subpar performance, and an elevated rate of teacher turnover.

As the next highlighted factor, the study found that heavy workload was a significant factor leading to burnout among teachers. Teachers in public schools and private institutions were found to be more likely to experience burnout due to a heavy workload compared to those in colleges. This is consistent with previous research that has shown that an excessive

workload can lead to emotional exhaustion, depersonalization, and reduced personal accomplishment among teachers, which are all symptoms of burnout (Maslach & Leiter, 2016).

The next factor that was found to be related to burnout among teachers was limited opportunities for professional development. Teachers who reported a lack of opportunities for professional development were more likely to experience burnout compared to those who reported having such opportunities. This is consistent with previous research that has shown that professional development is important for maintaining motivation and job satisfaction among teachers (Hargreaves & Fullan, 2012).

A recurring theme in the interviews was the perceived lack of support from school or institutional management. Teachers felt that their concerns were often dismissed or inadequately addressed, leading to feelings of isolation and frustration. This lack of support was felt in private institutions where teachers felt pressure to perform without adequate backing.

The study found significant differences in burnout levels among teachers in different educational settings, with university teachers experiencing the least burnout, followed by language institute teachers, and school teachers experiencing the highest levels of burnout. This finding is supported by the Conservation of Resources (COR) theory proposed by Hobfoll (1989, as cited in Liao, Huang, & Hu, 2022), which posits that individuals strive to obtain, retain, and protect their resources. University settings typically offer more resources, such as better working conditions, higher salaries, and more professional development opportunities, which can help reduce burnout. On the other hand, schoolteachers often face higher workloads, larger class sizes, and more administrative tasks, leading to higher burnout levels due to the depletion of resources.

The results of qualitative study trying to elicit the factors effective are in line with the study carried out by Uğuz (2016) who investigated teacher burnout utilizing the MBI-Educators Survey. The findings from the both studies indicated the presence of burn out in different teaching environment. Furthermore, the studies

revealed that work overload, administrative staff, and a lack of support in decision-making were correlated with burnout.

The results of the study were in confirmation of the findings reached by Amini Faskhodi and Siyyari (2018) who studied the relationship between work engagement and teachers' sense of burnout, and examined how work engagement, burnout, and teachers' years of experience interrelate. Their study revealed intricate associations between work engagement, burnout, and teachers' years of experience similar to the current one emphasizing the need for a comprehensive understanding of these factors in the teaching profession.

In summary, the factors related to burnout among teachers can be significantly correlated with their professional commitment. To ensure that teachers remain committed and motivated, it is important to address these factors and provide teachers with the necessary support and resources to perform their duties effectively. When teachers experience burnout and feel overwhelmed, their commitment to their profession may decrease, and they may consider leaving the teaching profession.

Therefore, it is important for educational institutions and policymakers to recognize the factors related to burnout among teachers. Efforts should be made to address these factors and provide support and resources to help teachers manage their workload, improve their professional development opportunities, and provide recognition for their efforts. This may help to reduce burnout and improve teachers' professional commitment and retention in the teaching profession.

DISCUSSION

different educational settings, supporting the theory that burnout detracts from teachers' dedication. This strong correlation, regardless of setting, suggests that burnout's impact on commitment may be universally problematic for teachers. The Conservation of Resources (COR) theory provides a helpful framework here, as it posits that burnout occurs when resources are depleted, impacting motivation and commitment.

Experience plays an interesting role in this relationship, as experienced teachers in schools

demonstrated greater resilience, likely due to established coping mechanisms. However, the reverse trend in private institutes, where less experienced teachers showed higher burnout-commitment correlations, indicates that private institutions may have unique stressors affecting newer teachers.

Gender differences were also observed, with significant correlations found in both schools and universities. These gendered experiences could stem from varying societal expectations and pressures, affecting burnout's impact on commitment differently for male and female teachers. Addressing these distinctions through tailored support could be essential for managing burnout and promoting professional commitment.

The qualitative analysis underscores the importance of addressing external factors that intensify burnout, including workload, salary, professional development, and support from management. These factors consistently affect teachers' mental and emotional well-being, ultimately impacting their commitment levels. Implementing institutional support for these areas could help reduce burnout.

CONCLUSION

The study highlights a clear and negative association between burnout and professional commitment among teachers in Iran across various educational contexts. Given the critical role that teachers' commitment plays in educational success, addressing burnout is essential for maintaining a motivated and dedicated teaching workforce.

To mitigate burnout, educational institutions should focus on improving working conditions, offering professional development, recognizing teachers' efforts, and enhancing managerial support. By addressing these issues, institutions can better support teachers' mental health and professional satisfaction, ultimately enhancing their commitment and reducing turnover.

Future research could explore burnout and commitment longitudinally to track changes across teachers' careers, and larger-scale studies across broader contexts could help validate these findings. Although the study provides valuable insights, its limited focus on specific settings in Iran suggests that further exploration is necessary for broader applicability.

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