On the Relationship Between EFL Teachers' Burnout and their Affective Construct

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Abstract. This study investigated the relationship between teachers' burnout and their affective construct. For this purpose, 384 ELT teachers in different language institutes and schools in Mashhad participated in this study. There were both male (159) and female (225) teachers with different experiences and in different ages. Two instruments were given to teachers and they were asked to complete and give them back to the researcher. One of the instruments was Maslach (1993) that is teachers' burnout and comprises 22 items with different subcategories including emotional exhaustion, depersonalization, and reduced personal achievement. The other instrument was the affective construct questionnaire developed by Ghaemi (2012) for the context of Iran. After gathering the questionnaires, the researcher used Pearson correlation as the statistical test to find out the relationship between the variables in this study. The results of the analysis showed that there was a significant correlation between teachers' burnout and one of the components of affective construct, i.e. social composite domain. The other component of affective construct was a social focused domain. Regarding this component, the researcher found a correlation of (0.59) with teachers' burnout. The correlation between individual composite domain and teachers' burnout

showed a significant and strong (0.73) result. The last component of teachers' effective constructed which was significantly correlated with burnout was an individually focused domain (.71) correlation.

Keywords: Burnout, affective construct, EFL teachers, gender, and experience

1. Introduction

The contemporary era is considered to be the period of stress and intension. People from diverse age groups and social positions seem to be tormented by this pressure. Researchers' experimentations demonstrate that stress is an omnipresent affective factor that is extant in all settings and in work places (Jennett, Harris, & Mesibov, 2003). In the course of the past few decades, teachers have increasingly become the focus of attention in mainstream education, since they play one of the most significant roles in teaching contexts. According to (Celik, Arikan, & Caner, 2013), more can be done to improve education by improving the effectiveness of teachers than by any other single factor (p.92). Nevertheless, this has not been the case in the English Language Teaching (ELT) field, and unfortunately, English language teachers have not received adequate attention even though their significant role has been acknowledged in the field(Akbari & Tavassoli, 2011; Hastings & Brown, 2002). The duties of instructors are challenging and substantial. It seems that every year many teachers feel incapable of continuing their jobs. Outcomes of a large number of inquiries into this subject exhibited that quite a few teachers don't experience feelings of tiredness during their career (Brouwers & Tomic, 2000; Brouwers, Tomic, & Boluijt, 2011; W. Evers, Brouwers, & Tomic, 2005; Whipp & Geronime, 2015). Burnout is defined as from long-term work-related stress, chiefly among human service workers, including teachers (Jennett et al., 2003). Though the motives may vary, all instructors may experience stress in their labor (Jennett et al., 2003). Most teachers successfully manage such stress. However, burnout may be the last stage of coping unsuccessfully with long-lasting stress (Jennett et al., 2003). Burnout is regularly labeled as a pattern of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, Jackson, & Leiter, 1997). In teacher burnout,

depersonalization refers to negative, cynical attitudes and feelings about one's learners or coworkers. Reduced personal accomplishment denotes a propensity that instructors appraise themselves negatively as well as a general sensation that they are no longer doing a meaningful and important job. Teacher's burnout may have some consequences for the other factors related to the teachers. According to teachers, "think factors" like lack of discipline, working conditions, and administrative problems are the main reasons of teacher burnout (Byrne, 1992). On the other hand, the variables like the age, and the gender of teacher and the level of class are considered to associate with teacher burnout.

Second language scholars have long been conscious that second language learning is often connected to affective influences, among which the concepts of anxiety and motivation have been renowned as vital elements of second language performance. Current work has produced context-specific results regarding the identification and preparation of foreign language anxiety and motivation, and the evaluation of their influence on the learning experience (Gardner & MacIntyre, 1993; Hiver, 2013; MacIntyre, Noels, & Clment, 1997; Phillips, 1992; Young, 1991).

As one of the affective variables that can influence language learning, burn out appears as a predictor of the performance in a foreign language in a remarkable number of articles. Moreover, some authors (Dörnyei, 1994) found it to be the main determinant in learning a foreign language. The socio-educational model of language learning by Gardner (1988) is the most common model in the research studied (Kormos, 2012; Wesely, 2012). The model is based on five motivational/attitudinal variables and their relationship with learning a foreign language: internalizations, attitude towards the learning situation, motivation, integrative orientation and instrumental orientation. These relationships are verified through AMTB-Attitude/Motivation Test Battery. The model, as explained by its author himself, (Masgoret & Gardner, 2003), shows that internalizations and attitude towards learning situation are two correlated variables that support individual motivation to learn a foreign language, but motivation is responsible for the results in learning a foreign language. In other words, the effects of the integration and attitudes towards learning situation on the results are indirect, acting through mo-

tivation. This complex, consisting of internalizations, attitude towards learning situation and motivation, is renamed as integrative motivation.

Another variable that may interfere with learning a foreign language is language anxiety, a factor which has a devastating effect on performance in oral communication. Anxiety is seen in psychology as either a trait (and it is a relatively stable personality trait), or as a state (a temporary situation). There is a third type of anxiety which is specific to a situation, one that is recurrent in some kind of situation (Horwitz, 2001; MacIntyre et al., 1997; Woodrow, 2006) and research in the field of languages have shown that learning a foreign language can be classified as a specific situation. The influence of anxiety caused by the use of a foreign language is relatively recent in studies on factors affecting the results in learning a foreign language. In 1981, Stephen Krashen (Krashen, 1981; Olivares-Cuhat, 2013) hypothesized affective filter, which credited affective factors (anxiety, motivation and self-confidence) with the ability to influence the success in learning a foreign language. He believed that they were mediators between the linguistic input of the classroom situation and the student's ability to learn. Horwitz (2001) considered anxiety to a foreign language as more than the sum of its parts and defined it as "a distinct complex of beliefs, feelings and behaviors that occur during learning in the classroom because of the uniqueness of learning languages" (p. 112).

Till lately, the affective area or aspect of learning has been ignored by old-style methodologies. As said by Feder (1987), affective concerns have routinely depended on the teacher's character. On the other words, such thoughts have been supplementary rather than essential to the teaching methodology and were not grounded in a conscious philosophy of pedagogy (Pinto & Pacheco, 2015). With the rising awareness of the position of affective factors, has come a sum of new methods to teaching focused on the "whole person", which focused on the situation of the learner. Such holistic methods have attempted to improve the students' willingness to learn and identify the comfort, enjoyment, and engagement of the students as legitimate and primary concerns of teachers. As (Brown, 1994) observed:

The importance of the affective domain has been recently stressed in

most of the literature on language teaching methods and techniques. A number of methods have been devised in the last decade-and some used successfully-which claim to capitalize on humanistic factors in language learning (p. 4).

Research concerning the affective factors seems to have been extremely fructuous lately (Brown, 1994; Greenglass, 2005). Accordingly, this study aimed at exploring the relationship between teachers' affective construct and burnout.

1.1. Statement of the problem

The concept of burnout, which not only affects people's working performances and job satisfactions but also impairs their social and interpersonal relations, was first introduced by Belcastro (1982) who defined the concept of "burnout" as a person's state of lacking personal accomplishments, being frazzle and exhausted as a result of excessive demand on energy, power, and resources. Burnout is a phenomenon of dramatic importance in education. The demands made on secondary school teachers consist to a substantial extent of emotionally charged relationships with students. In a study of over 5,000 American and Canadian teachers, 63% reported student discipline problems as the most stressful factors in their work environment (Fernet, Guay, Sencal, & Austin, 2012). Relatedly, interaction research during classroom instruction revealed that student disruptive behavior had a positive effect on teacher burnout (Burke, Greenglass, & Schwarzer, 1996; Byrne, 1991; Friedman, 1995a; Hock, 1988; Lamude, Scudder, & Furno-Lamude, 1992). For this reason, it is advisable to pay attention to teacher-student relationships in studying teacher burnout.

There have been many studies exploring the relationship between teachers' burnout and different factors such as self-efficacy, classroom management, stress management, self-representation and etc. However, the concept of teachers' burnout has not been thoroughly examined in the English language teaching especially its relationship with teachers' affective construct. The researcher reviewed the literature and didn't find a study exploring this topic. For this purpose, this study aimed at exploring the concept of teachers' burnout regarding the EFL teachers

and its relationship to teachers' affective construct.

1.2. Significance of the study

A comprehensive acceptance of affective construct in language learning is significant for, at least, two purposes. First, emphasis on affective construct can bring about more effective language learning as it is required to pay attention to how language teachers can win the problems shaped by negative emotions and how they can create and use more positive, facilitative feelings. A second purpose behind focusing attention in language classroom goes further than language teaching and beyond what has conventionally been taken as the academic empire (Morgan, 2009). Based on Arnold (1999), as we teach language, we can also instruct students to have more enjoyable lives and to be accountable members of society. Thus, the relationship between affect and language learning is a bidirectional one (Arnold, 1999). Attention to affect can improve language learning and language education can, in turn, help in a very noteworthy way to enlightening learners affectively. More and more EFL and ESL language teachers understand the worth of the affective domain in the language learning process. As a result, many of the main advances in language teaching have, in some way, related to the need to recognize affect in language learning. This study also aimed at adding to the literature by finding the relationship between teachers' affective construct and their burnout. As the teachers' burnout may directly affect EFL teachers affective construct or vice versa, it is necessary to find the relationship between them.

2. Research Questions and Hypotheses

Based on what has been claimed above, the following research questions are proposed:

Q1. Is there any significant relationship between teachers' feeling of burnout and their affective construct?

Q2. Is there any significant relationship between teachers' burnout and their affective construct in terms of their experience and gender?

Based on the above research questions, the following null hypotheses are proposed:

H01: There is no significant relationship between teachers' feeling of burnout and their affective construct.

H02: There is no significant relationship between teachers' feeling of burnout and their affective construct in case of their experience and gender.

2.1. Participants and setting

The participants in this study were selected based on Gliner, Morgan, & Leech's table (2011) and comprised 384 ELT teachers in different language institutes and schools in Mashhad, Iran. The sample was selected from 30 private language institutes and 50 schools in Mashhad. The criterion for institute selection was approval of the supervisor. The criterion for teachers' selection was volunteerism. There were both male (159) and female (225) teachers with different experiences and in different ages without any limitation. The teachers hold BA (201) and MA (150) and Ph.D. (34) degrees in teaching English as a foreign language, English translation, and English literature. About their experience, they were classified into two groups, including, less than 4 years' equals novice teachers and more than 4 years equals experienced teachers. The criteria for this categorization was subjectivity.

2.2. Instrumentations

Two instruments were given to the teachers and they were asked to complete and give them back to the researcher. One of the instruments was on teachers' burnout and comprises 22 items with different subcategories including emotional exhaustion, depersonalization, and reduced personal. The other instrument was teachers' affective construct questionnaire, constructed by Ghaemi (2012).

2.3. Maslach burnout inventory (MBI)

The Maslach Burnout Inventory (MBI) is the most commonly used tool to self-assess whether you might be at risk of burnout. To determine the risk of burnout, the MBI explores three components: exhaustion, deper-

sonalization, and personal achievement. While this tool may be useful, it must not be used as a scientific diagnostic technique, regardless of the results. The objective is simply to make you aware that anyone may be at risk of burnout. The reliability of this questionnaire was found to be 0.75. The items are rated in two different ways. Firstly, by frequency, in which the items are scored on a 7-point frequency scale ranging from (0) 'never' to (6) 'everyday'.

Secondly, by intensity, in which the items are scored on an 8-point scale ranging from (0) 'none' to (7) 'very much'. The higher the scores in both frequency and intensity, the more the participants experience the feeling of burnout. Since Maslach and Jackson, (1981a) suggested that the frequency scale was more useful for measuring burnout, this model was chiefly employed in the current study

3. Affective Construct Questionnaire

The other instrument which was used in this study was the affective construct questionnaire developed by in the context of Iran. The ACQ consists of four main sections each including several sub-categories. The first section, i.e. social-composite domain, includes three subcategories namely: Psychological Sense of Community (Social-Composite), Faculty Concern for Student (Social-Composite) and Affiliation to the Global Workforce (Social-Composite). This part totally includes 25 items. The second section of the questionnaire, i.e. social-focused domain, also consists of three parts, belonging (Social-Focused), Interactions with Faculty (Social-Focused) and Connection to Peer Group (Social-Focused). This sub-section includes 17 items. Part three, individual-composite domain, includes four sub-categories named as Academic and Intellectual Development (Individual-Composite), Institutional and Goal Commitments (Individual-Composite), Cognitive Strategy Use (Individual-Composite) and Self-Regulation (Individual- Composite). This section includes 35 items. The last section, section four, i.e. individual-focused domain, has three sub-categories namely Intrinsic Value (Individual-Focused), Self-Efficacy (Individual-Focused) and Locus of Control (Individual-Focused). This section consists of 38 items. Totally, the questionnaire consists of 115 items. The entire questionnaire is in a five-point

Likert scale and the respondents are supposed to answer the questionnaire based on the following options: 1 Strongly Disagree (SD) 2 Disagree (D) 3 Neither Agree nor Disagree (NA/ND) 4 Agrees (A) The questionnaire was validated for the context of Iran by Ghaemi (2012) and the reliability result shown by Cronbach Alpha was 0.91.

3.1. Data collection procedure

In order to distribute the questionnaires, first of all, the researcher visited the institutes, then took the teachers emails' address, after that sent the questionnaires to them and asked them to fill them and send them back to the researcher. The participants were asked to fill the demographic information in the questionnaires and also answer the questions carefully at home and bring them back to language institute to be delivered to the researcher. After being checked for possible redundancies or ambiguities, the questionnaires were administered to 384 EFL teachers in different institutes. Although it was difficult to gather all the questionnaires, the researcher managed that by visiting the language institutes for several times and asking the teachers who received the questionnaires to give them back.

3.2. Data analysis and design

After collecting the questionnaires, the researcher used Pearson correlation as the statistical test to find out the relationship between the variables in this study using SPSS (version 21). Regarding the second research question, the researcher used t-test to find out the difference between the groups.

This study had an ex-post facto correlational design in which the questionnaires were distributed among 384 ELT teachers and they were asked to fill them out and give them back to the researcher. Two variables were investigated in this study including teachers' burnout estimated by Maslach (1999) questionnaire and teachers' affective construct estimated by Affective construct questionnaire developed by Ghaemi (2012) for the context of Iran.

4. Statistics for the First Null Hypothesis

In order to investigate the relationship between teachers' burnout and their affective constructs, two questionnaires were employed. The teachers completed the questionnaires and gave them back to the researcher.

To assess the statistical significance of Pearson's correlation coefficient, one needs to have bivariate normality, but this assumption is difficult to assess. Therefore, in practice, a property of bivariate normality is relied upon; that is, if bivariate normality exists, both variables will be normally distributed. However, this does not work in reverse; two normally distributed variables do not mean you have bivariate normality, but it is a level of assurance that can be lived with. Therefore, you need to test both variables for normality. To check the normality of data in this study, the researcher used Shapiro-Wilk test. The results of this test showed that the data in this study are normally distributed.

Table 1: Test of normality

Shapiro-Wilk	Statistics	Df	Sig.
Affective Construct	.956	383	.456
Burnout	.978	383	.512

Based on table 4.1, the researcher can claim that affective construct and burnout scores were normally distributed for both experimental and control group ($P > .05$).

In this part, the researcher investigated the relationship between each section and the burnout questionnaire. First, the relationship between affective construct and teachers' burnout was investigated. The results of the correlation analysis are provided below.

Table 2: The correlation between affective construct and teachers' burnout

		Affective construct	Burnout
Affective construct			
	Pearson correlation	1	. 663
Sig. (2-tailed)			0.035
	N	384	384
Burnout	Pearson correlation	.663	1
Sig. (2-tailed)		0.035	
	N	384	384

As it is clear from the table 4.2, the relationship between affective construct and teachers' burnout is significant ($p < .05$). Therefore, based on this result the researcher can reject the first null hypothesis and claim that there is a significant relationship between teachers' affective construct and their burnout. Then the relationship between different components of affective construct and teachers' burnout was investigated.

The burnout questionnaire consisted of 22 items. In this questionnaire, the items were scored as follow: Never (1), A few times a year or less (2), once a month or less (3), A few times a month (4), once a week (5), A few times a week (6), everyday (7). Based on the analysis of the data, item 1 had a mean of 5.36 which showed a high level of tiredness of teachers. This item can show the general feeling of language teachers towards their work. The second item was also important as it showed the tiredness of language teachers at the end of the day. Based on analysis of data it had a mean of (5.87).

Based on this mean, most of the language teachers felt tired at the end of their working day. The other important item in this questionnaire regarding teachers' feelings of fatigue is item number 6. Based on the analysis of the data, this item showed a mean if (5.12) for the language teachers. This showed the teachers consider interaction with their students and peers as tiresome. Item number 8 is a direct question of the feeling of burnt out from the profession of teaching. This item di-

rectly examined teachers' idea about their job. Based on the analysis of the data, this item showed a mean of (5.66) from the participants' answers. Based on these results, the researcher can argue that the teachers who participated in this study suffered from a moderate to the high feeling of burnout. Another item in the questionnaire representing the feeling of tiredness towards the profession of teaching was item 13. According to this item, teaching is a frustrating job for the teachers. Based on the analysis of the data, the participants showed a mean of (5.01) for this item. This result showed a moderate to low feeling of frustration for the language teachers in their job. Item 20 metaphorically examines the attitude of teachers towards their job. When someone is at the end of his or her rope, he or she feels frustrated or tired about a particular issue. The participants' answers to this item showed a mean of (5.18) that is a moderate to high feeling. The overall analysis of the data revealed that the teachers who participated in this study suffered from the feeling of burn out regarding their job. From now, the researcher investigated the relationship between teachers' feeling of burnout and different parts of affective construct questionnaire.

In the first correlational analysis, the researcher investigated the relationship between social-composite domain and teachers' burnout. The following table shows the relationship between these two factors.

Table 3: The relationship between teachers' social-composite domain and their burnout

		Social-composite domain	Burnout
Social Composite domain			
	Pearson correlation	1	.698
Sig. (2-tailed)			0.012
	N	384	384
Burnout	Pearson correlation	.698	1
Sig. (2-tailed)		0.012	
	N	384	384

As it is shown in table 4.3, the results of correlation analysis for teachers' burnout and social-composite domain shows a (.698) significant relationship ($p < .05$). The social composite domain consisted of three sub-components including a psychological sense of community (14 items), faculty concern for the students (5 items) and affiliation to the global workforce (6 items). The correlation among the three sub-components and the burnout were (0.67, 0.72) and (0.66), respectively. Among the items in this part, few of the faculty members I have had contact with are generally interested in students had the highest mean i.e, (4.36). The other item with a high mean from participants' responses was few of the faculty members I have had contact with are willing to spend time outside of class to discuss issues of interest and importance to students which based on statistical analysis of the data showed the mean of (4.12). The feelings of togetherness were low in teachers' view as had a mean of (3.24) for this item, there is a strong feeling of togetherness on campus. The teachers didn't highly consider their job as contributing to the society as they had a mean of (3.8) for the following item, as a rising EFL teacher in the global workforce, I feel comfortable contributing to the advancement of society.

The second correlation analysis investigated the relationship between the social-focused domain and teachers' burnout. The result of the analysis is provided in the following Table.

Table 4: Correlation analysis of teachers' social-focused domain and burnout

		Social focused domain	Burnout
Social-focused domain			
	Pearson correlation	1	. 596
Sig. (2-tailed)			0.032
	N	384	384
Burnout	Pearson correlation	.596	1
Sig. (2-tailed)		0.032	
	N	384	384

As it is clear from the table 4.4, there is a significant correlation. (596) between teachers' social-focused domain and their burnout ($P < .05$). Socially focused domain component of teachers' affective construct consisted of three subcomponents including belonging, interaction with faculty and connection to a peer group with the correlations to burnout being (0.63, 0.58) and (0.55), respectively. Some important items related to our discussions are reviewed here. The most important item was the level of teachers' commitment to their job. This concept was estimated with the following item, "I am committed to the program". Based on the analysis of the data, the results showed that the participants had a mean of 4.01 which showed a high level of commitment from teachers' perspectives. However, the level of support from other teachers that is a very important factor in this profession didn't show a high mean (0.34). This showed that teachers expected more support from their peers. The level of non-classroom interaction between the teachers showed a high mean of (0.41). However, the teachers argued that they are not satisfied with the opportunities to meet and interact informally with faculty members with a mean of (0.35). Also, the analysis of the data showed that the teachers didn't feel very comfortable with their program. The answered to this item, "I feel comfortable with the program" and had a mean of (3.63).

The third stage of correlation analysis focused on the relationship between individual-composite domain and the teachers' burnout. Again, the researcher ran correlation analysis and the results are provided below.

Table 5: Correlation analysis of individual-composite domain and teachers' burnout

		Individual-composite domain	Burnout
Individual-composite domain			
	Pearson correlation	1	.736
Sig. (2-tailed)			0.000
	N	384	384
Burnout	Pearson correlation	.736	1
Sig. (2-tailed)		0.000	
	N	384	384

Regarding the relationship between these two factors, the correlation analysis showed a significant and strong relationship ($p < .05$, .736). The individual-focused domain comprised of various items related to the personal experience of language teachers. It had four sub-components including academic and intellectual development, institutional and goal commitment, cognitive strategy use and self-regulation. Analysis of the data showed that teachers have different attitudes regarding their occupation. Concerning their personal experience teachers believed that they are not very satisfied with their academic experience in the domain of teaching as their mean for the item, "I am satisfied with my academic experience" was somehow low (3.36). Also, they believed that their interest in ideas and intellectual matters has decreased in their job as had a mean of (2.56) for this item in the questionnaire (My interest in ideas and Intellectual matters has increased since coming to this job). Regarding the institutional and goal commitments sub-components, the statistical analysis of the data showed low means for these items. The participants' answer to the item, "I am confident that I made the right decision in choosing to attend this job" showed that they are not very confident about their decision to enter to teaching as the mean of their answers was (3.54). The teachers were also doubtful about their desires in the teaching profession as their mean in the item, "I have no idea at all what is my purpose here", was somehow how (3.78).

The last section of teachers' affective construct investigated individual-focused domain factor. In this part, the researcher investigated the relationship between individual-focused domain and teachers' burnout. The results are provided below.

Table 6: Correlation between individual-focused domain and teacher's burnout

		Individual-Focused domain	Burnout
Individual-focused domain			
	Pearson correlation	1	.712
	Sig. (2-tailed)		0.023
	N	384	384
Burnout	Pearson correlation	.712	1
	Sig. (2-tailed)	0.023	
	N	384	384

According to the table 4.6, the results of the correlation analysis showed that there was a significant relationship ($p < .05$, .712) between individual-focused domain and teachers' burnout. This component of teachers' affective construct comprised of three subcomponents including locus of control, self-efficacy and intrinsic value and the correlation between these subcomponents and the teachers' burnout were (.75, .72) and (.65), respectively. The items in this questionnaire were related to the teachers' feelings of Worthiness. The items investigated how the teachers perceive their ability in teaching. Among the items, some important items investigated whether, the teacher expect to do very well in this class, and the mean for this item was (4.12). Also, the teachers believed that they were able to do a good job in the classroom as their mean for the item, "I am sure I can do an excellent job on the problems and tasks of class", showed a mean of (3.78). The teachers argued that they prefer challenge into the classroom as they answer to this item showed a mean of (4.15).

The following table shows the relationship between teachers' affective construct and emotional exhaustion component.

Table 7: The correlation between affective construct and teachers'
Emotional exhaustion

		Affective construct	Emotional exhaustion
Affective construct			
	Pearson correlation	1	.823
Sig. (2-tailed)			0.000
	N	384	384
Emotional exhaustion	Pearson correlation	.823	1
Sig. (2-tailed)		0.000	
	N	384	384

As you can see in the table 4.7, the results of correlation analysis showed
a strong relationship between teachers' affective construct and their emo-
tional exhaustion (0.82). This results showed that there was a signifi-
cant relationship between teachers' affective construct and their emo-
tional exhaustion. Then, the researcher investigated the relationship be-
tween teachers' affective construct and depersonalization component of
burnout. The results of correlation analysis are provided in the following
table.

Table 8: The correlation between affective construct and teachers'
depersonalization

		Affective construct	depersonaliz
Affective construct			
	Pearson correlation	1	.763
Sig. (2-tailed)			0.025
	N	384	384
Depersonalization correlation	Pearson Sig. (2-tailed)	.763 0.025	1
	N	384	384

As can be seen in the table 4.8, the results of correlation analysis showed
a significant and relatively strong relationships between teachers' affec-
tive construct and their depersonalization. Based on this results, the

researcher argued that affective construct variables are related to the teachers' feeling of depersonalization.

The last component of teachers' burnout was a personal accomplishment. The researcher investigated the relationship between teachers' affective construct and their personal accomplishment. The results of analysis are provided in the following table.

Table 9: The correlation between affective construct and teachers' personal accomplishment

		Affective construct	Personal accomplishment
Affective construct			
	Pearson correlation	1	.803
Sig. (2-tailed)			0.000
	N	384	384
Personal accomplishment	Pearson correlation	.803	1
Sig. (2-tailed)		0.025	
	N	384	384

Table 4.9 shows that there is a significant relationship between teachers' affective construct and personal accomplishment. This results showed that teachers' affective construct could have a significant effect on their personal accomplishment and in turn on their burnout.

4.1.Descriptive statistics for the second null hypothesis

For the purpose of finding the relationship between teachers' affective construct and their burnout with the moderating role of gender and experience, multiple analysis of regression was run. There were four variables: (1). Teachers' affective construct, (2). teachers' burnout, (3). gender and (4). experience. In order to check the assumptions of this test, the multiple regression procedures were this run mostly due to the fact that many of the assumptions were checked by inspection of the residuals, which could only be calculated once a regression line had been

fitted/generated.

A large part of the rationale for testing independence of observations is the study design. Indeed, one may have a study design where it is highly unlikely that observations are related, and for this reason, one will not need to test for independence of observations statistically using the Durbin-Watson test. There was the independence of residuals, as assessed by a Durbin-Watson statistic of 1.910.

Table 10: Variables entered/removed

Model	Variables entered	Variables removed	Method
1	Affective construct		Enter
	Burnout		
	Gender		
	Experience		

For a standard multiple regression, one just has the one regression model (called "Model 1") consisting of the variables entered into the regression equation; namely, affective construct, burnout, gender and experience .

There are four measures that can be used to determine how well a regression model fits the data: R, R2, adjusted R2 and the standard error of the estimate. All these measures are provided in the Model Summary table in the first four columns, as shown in table 4.11:

Table 11: Model summary

Model	R	R square	Adjusted R Square	Std. error of the estimate	Durbin-watson
1	.659[a]	.499	.512	4.69854	1.856

According to Hatch and Lazaraton (1991), the "R" column represents the value of R, the multiple correlation coefficients. When there is only one independent variable, as in simple linear regression, R is r, the Pearson correlation coefficient. The multiple correlation coefficients, R, generalizes the correlation coefficient, r. R can be considered to be one measure of the quality of the prediction of the dependent variable; in this case, affective factor. R is, in fact, the correlation between the predicted scores and the actual scores of the dependent variable. R can range in value from 0 to 1, with higher values indicating that the predicted values are more closely correlated to the dependent variable (i.e., the greater the value of R, the better the independent variables are at predicting the dependent variable). A value of (0.659), in this study, indicates a good level of prediction (Hatch & Lazaraton, 1991).

The "R Square" column represents the R2 value (also called the coefficient of determination). This represents the proportion of variance in the dependent variable that can be explained by the independent variables. It is seen from the value of (0.499) that our independent variables explain 49.9% of the variability of our dependent variable, affective factor. However, R2 is based on the sample and is considered a positively-biased estimate of the proportion of the variance of the dependent variable accounted for by the regression model.

Table 12: ANOVA table

Model	Sum of square	Df	Mean square	F	sig
Regression	4196.483	5	1049.121	32.393	.000
Residual	3076.778	95	32.387		
Total	7273.261	95			

The F-ratio in the ANOVA table is the ratio of the mean sum of squares for regression to the mean sum of squares for the residuals. It tests whether the regression model is a good fit for the data. The table shows that the independent variables significantly predict the dependent variable, $F(5, 95) = 32.393, p < .0005$ (i.e., the regression model is a good

fit of the data). The null hypothesis of this test is that the multiple correlation coefficient, R, is equal to 0.

According to the above table, gender, experience, and burnout significantly predict affective factor, $F(4, 95) = 32.393, p < .0005$.

Table 13: Summary of multiple regression analysis

Variable	B	SE_b	ß
Intercept	56.235	7.452	
Affective construct	-0.236	0.095	-0.153
Burnout	-0.189	0.079	-0.236
Age	-0.125	0.068	-0.123
Experience	-0.212	0.086	-0.156

A multiple regression was run to predict teachers' affective construct from burnout, gender, and experience. The assumptions of linearity, independence of errors, homoscedasticity, unusual points and normality of residuals were met. These variables significantly predicted affective construct, $F(3, 95) = 32.393, p < .0005$, adj. R2 = .49.

5. Limitation of Study

Like all studies, the present study also suffers from several pitfalls. First, although the sample had diverse educational, classroom experience and teaching backgrounds, representing a wide spectrum of beliefs and perceptions, it was limited to language teachers in Mashhad. Hence, the findings may not be generalized to other geographical locations or educational levels (for example, high school).

Most importantly, the findings come from a study of cross-sectional design. Therefore, although we have claimed to study processes in teachers' well-being, it is not possible to draw final conclusions about the causal relationships between the study variables. Longitudinal study designs are needed to examine the proposed processes.

The other limitation is that all the data were based on self-reports. Objective indicators of health status and commitment to the job and the organization should be employed to rule out the potential effects of common method variance. Observer ratings.

Have been successfully used to study working conditions and their relationships with burnout (Bakker, Demerouti, & Euwema, 2005).

Since teacher effectiveness is a multidimensional construct and other factors such as student factors, school factors, and organizational factors may contribute to teacher effectiveness or ineffectiveness, the present study failed to include the perceptions of EFL teachers about these factors in the questionnaire. This is due to the fact that the extent of the influence of these factors on teacher effectiveness beliefs has not yet been known or investigated, suggesting a need for further research into the effects of these factors on the perceptions of teachers about effectiveness. Further, investigations are needed comparing the perceptions of pre-service EFL teachers, administrators, students, and parents.

Finally, teaching is traditionally viewed as a profession with a high initial commitment to the extent that teaching can be said to be a calling for many entering the profession. Although today's teachers have many different motives for working in the classroom, in the present study it was not possible to take into account individual differences, e.g., intrinsic motivation or strong feelings to work as a teacher (Woods, 1999). Prospective studies that follow up teachers from the start of their vocation through to becoming experienced professionals would be of utmost value.

6. Discussion

This study explored the relationship between teachers' affective construct and their burnout. Iranian EFL teachers were divided into two groups of male and females and two groups of experienced and inexperienced teachers. Affective construct questionnaire was taken from (Ghaemi, 2012) and the Maslach Burnout questionnaire were employed to investigate the relationship between these two factors. Teachers' affective construct was made of 115 items with four components. The results of the correlation between teachers' burnout and affective construct

showed an index of (0.66). The researcher investigated the relationship between each component and the teachers' burnout. The results of the analysis showed that there was a significant correlation between teachers' burnout and social composite domain. The correlation calculated to be (0.69) which showed a good correlation so the researcher can claim the social composite domain of teachers' affective construct is related to their burnout. The other component of affective construct was a social focused domain. Regarding this component, the researcher found a correlation of (0.59) with teachers' burnout. This correlation was statistically significant but lower than the social composite domain. So the researcher claims that although there is a relationship between teachers' burnout and socially focused domain, this correlation is lower than the one for the social component domain.

The other two components of affective construct were individual composite and individually focused domains. The researcher investigated the relationship between these components and teachers' burnout. The correlation between individual composite domain and teachers' burnout showed a significant and strong (0.73) result. Based on this result the researcher claimed that there was a strong relationship between burnout and teachers' individual factors. The last component of teachers' affective constructed which was correlated with burnout was an individual focused domain. The result of analysis between teachers' burnout and individually focused domain showed a significant and strong (.71) correlation. However, this correlation was slightly lower than the individual composite domain.

The results of correlation analysis showed that individual composite domain had the highest correlation with burnout while the social-focused domain had the lowest correlation. The second null hypothesis in this study investigated the relationship between affective construct and teachers' burnout regarding their gender and experience. The researcher used multiple regression analysis to investigate this statistic. The results of the statistical test showed that gender and experience could significantly predict the correlation between teachers' affective construct and their burnout.

The results of Brouwers and Tomic's (2000) study showed that emo-

tional exhaustion influenced teacher efficacy while efficacy influenced depersonalization and personal accomplishment. Moreover, (Eghtesadi, 2011), in a study on the relationship between efficacy and burnout among ELT teachers, found a strong negative relationship between efficacy and personal accomplishment component of burnout. However, the results of this study did not demonstrate such strong relationships, even though personal accomplishment component of burnout was significantly correlated with all the components and total of teacher efficacy.

According to the results of this study, teachers who cannot receive any social support suffer higher level of burnout, in parallel with numerous findings of other studies revealing the importance of social support in burnout (Abel & Sewell, 1999; Bas, 2011; Cheuk & Wong, 1995; Gunduz, 2012; Howard & Johnson, 2004; Kardash & Amlund, 1991; Koruklu, Feyzioglu, Ozenoglu-Kiremit, & Aladag, 2012; Russell, Altmaier, & Van Velzen, 1987). According to the job perception variable, teachers who perceive their jobs positively and are satisfied consider themselves more self-efficient and are less burned out. ÇOBAN (2004) reported a negative relationship between school teachers' job satisfactions and levels of burnout as on teachers and on physicians. Teltik (2009) suggested that preschool teachers who are satisfied with their jobs were less burned out and demonstrated a positive relationship between their job satisfaction levels and perceptions of professional self-efficacy.

In their study investigating burnout of instructors, Barut and Kalkan (2002) found that the variables like gender, age, marital status, working time, branch, and degree affects burnout. Kirilmaz, Çelen, and Sarp (2003) researched teacher burnout in respect of similar variables and found that the teachers experienced a considerable burnout.

This study explored the relationship between teachers' affective construct and their burnout. Iranian EFL teachers were divided into two groups of male and females and two groups of experienced and inexperienced teachers. Affective construct questionnaire was taken from (Ghaemi, 2012) and the Maslach Burnout questionnaire were employed to investigate the relationship between these two factors. The researcher investigated the relationship between each component and the teachers' burnout. The results of the analysis showed that there was a significant

correlation between teachers' burnout and social composite domain. The other component of affective construct was a social focused domain. Regarding this component, the researcher found a correlation of (0.59) with teachers' burnout. The other two components of affective construct were individual composite and individually focused domains. The researcher investigated the relationship between these components and teachers' burnout. The correlation between individual composite domain and teachers' burnout showed a significant and strong (0.73) result. The last component of teachers' affective construct which was correlated with burnout was an individual focused domain. The result of analysis between teachers' burnout and individually focused domain showed a significant and strong (.71) correlation. The second null hypothesis in this study investigated the relationship between affective construct and teachers' burnout regarding their gender and experience. The researcher used multiple regression analysis to investigate this statistic. The results of the statistical test showed that gender and experience can significantly predict the correlation between teachers' affective construct and their burnout.

7. Conclusion

As the result, the significant correlations found between burnout and affective construct in this study ranged from low to moderate. This is probably because each of these variables deals with a unique aspect of teachers, and therefore each aspect needs special attention and treatment regardless of the other aspects.

Besides, these low correlations show that not much can be said about different aspects of a teacher having information about his/her other aspects because they are not much correlated with each other. Therefore, in dealing with any side of teachers, special attention is needed on the part of people involved with them, such as supervisors.

Obviously, the best option is to apply organizational and individual interventions to simultaneously affect both processes examined in this study, i.e., the energetically and the motivational processes. For example, in Iran as well as in many other countries, there are novice teachers who leave the profession after a few years and an even bigger problem

is the early retirement of senior teachers. Enhancing job resources and preventing teachers from burning out, and thereby increasing teachers' job commitment, seems to be one promising approach in tackling the issue of attrition in teaching. We hope that our study has made a contribution to a better understanding of teachers' occupational well-being, and has brought new insights into human strengths and potentials in the teaching arena.

These findings may be beneficial to educational policy makers if they want to develop a positive work environment for their employees, to teachers if they want to diagnose the work parameters affecting negatively their performance, and whoever in the field if he/she is interested in student achievement and development. Although the findings of this study need to be further validated, the correlations between burnout and affective construct provide insights into how to develop effective interventions to promote teachers' well-being. Specifically, it allows identifying specific aspects of teachers' tasks that may cause or prevent burnout.

The results of present study suggest that burnout may be precipitated by motivational factors and teacher's self-efficacy. Fernet et al. (2012) proposed that promoting professional development, such initiatives could support teachers' feelings of competence in the classroom, and lead them to appreciate and value their work more.

To conclude, the results of this study can be of practical use for teacher educators and supervisors who are directly working with teachers. Knowing how varied teachers are and how these variations result in different performances among teachers can help these two groups to assist both pre-service and in-service teachers to overcome their problems more effectively. Knowing that a teacher who is strong in one aspect is not necessarily strong or weak in another aspect can also shed light on how to help teachers become better teachers and to handle their classes more successfully.

The researcher in this study proposes some area which needs to be further researched. The concept of teachers' burnout should be studied related to different components of teachers' affective construct. It is suggested that EFL teachers' burnout should be considered related to the feeling of anxiety of language teachers. Also, another important point in

teachers' burnout can be their level of integrative and instrumental motivation. Some other factors which can be related to teachers' burnout are teachers' age, the level of proficiency, experience, and some personal factors.

According to the findings, desensitization, and emotional exhaustion are seen to be inevitable for teachers and generally occurs because of their internal evaluations.

The views associated that those evaluations generally include negative judgments about themselves are obvious. Therefore, to reduce burnout insight education or awareness education as emotional literacy should be given or working groups should be formed. With further studies, the effects of awareness educations on burnout levels should be examined.

Further research could measure the strength of school's identity (for teachers, families, stakeholders), in order to assess the relationship between organizational identity and teacher's burnout. Furthermore, from a prevention perspective focused on workers' wellbeing, it seems that it is more important to strengthen resources that promote motivation and satisfaction rather than intervene on diminishing high demands (Guglielmi, Panari, Simbula, & Mazzetti, 2014). In fact, as Bakker (2011) noted, resources are important in themselves as they fulfill human needs for autonomy, relatedness, and competence.

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