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Validation of EFL Teacher's Transferable Skills Questionnaire and Examination of its Relationship with EFL Teacher's Burnout

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Abstract. The aim of this study was to investigate the relationship between EFL teachers' transferable skills and their burnout in the context of Iran. To do so, and due to the unavailability of Transferable Skills Questionnaire for EFL teachers, the researchers needed to develop, validate and assess the reliability of Transferable Skills Questionnaire (TSQ) in the context of Iran. For this purpose, two hundred and two EFL teachers, who were teaching English in several institutes, schools and universities were asked to participate in the study and fill out the newly-developed questionnaire. The internal consistency analysis of the TSQ utilizing Cronbach's coefficient alpha reached acceptable alpha(s). The factor structures were defined and the factors were clearly distinguishable from one another. Based on the findings, the researchers concluded that Transferable Skills Questionnaire has undoubtedly good constructs validity and is useful for assessing teachers' transferable skills. Having done that, in the second part of the study, the newly-developed questionnaire along with Maslach burnout inventory were utilized to assess their relationship with Iranian EFL teachers. The results revealed that there was no significant relationship between Iranian EFL teachers' transferable skills and their level of burnout.

Keywords: Teachers' burnout, reliability assessment, construct validity, Maslach burnout inventory, transferable skill

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1. Introduction

1.1. Transferable skills

There has been extensive literature (De Lange, Jackling, & Gut, 2006; Kavanagh & Drennan, 2008) that evaluates the requirement for graduates to provide themselves with transferable skills. Examples of Transferable skills are communication, team-working, analytical and problem-solving that are, in some way, applicable in different contexts, and relevant to a variety of different situations. These skills are transferable outside of one's own field of study, job or task (Kemp & Seagraves, 1995). Results from the earlier studies have indicated that transferable skills can be ordered into six major groupings-communication, data innovation, numeracy, individual and social, study, and critical thinking abilities. The emphasis on transferable skills emerged from a developing interest, specially by educational stakeholders, in guaranteeing that teachers pick up the innovative thinking and relational aptitudes that today's people are constantly demanding (Ojiako, Ashleigh, Wang, & Chipulu, 2011).

As in previous studies of (Rocha, Azevedo, & Oliveira, 2008), there are several controversial viewpoints on how transferable skills can be acquired. But all these approaches highlight the assumption that this acquisition is strongly linked to the individual's quality of personal experiences, socio-cultural environment, cognitive and personality functioning (Snyder & Lopez, 2009). The need for a flexible, adaptable workforce to enhance the constantly developing and changing requirements of the work environment has focused attention on the improvement of transferable skills, that is skills and abilities which are observed as appropriate in more than one context. A variety of labels has been attached to this concept, for example, core skills, core competences, generic skills, personal skills, personal skills and personal competence.

Previously, it was widely assumed that the concept of building up teachers' transferable skills has turned out to be increasingly well known and a large number of university departments have developed transferable skills teaching. In the writing of (Foley, 1999), Development in the number of students entering advance education and expanding concerns

about responsibility are seemed to be powerful pressures in presenting transferable skills teaching.

In the last few years there has been a growing interest in applying a sensible proportion of working and getting round groups. In some organization and teaching environments there are some people who gets through several groups both inside and outside of the situation and they must perceive the dynamics of groups and how they can determine the total level of achievement. It is important to point out that teachers have an opportunity to work in groups in order to experience the behavioral and managerial process that are presented, such as security and protection, affiliation; esteem and identity; task achievement; member roles and status; group cohesiveness; norms; conflict resolution; negotiation; teamwork; and communication (Vecchio & Appelbaum, 1995).

A similar approach to management education curricula was distributed by Porter & McKibbin (1988). It is worth noting that they indicated the requirement to develop soft skills such as leadership, negotiation and communication. Teaching is typically considered as a profession with high initial commitment to the extent that can be said to be calling for many entering profession. Although today's teachers have many different motives for working in the classroom. Teachers are dealt with increasing responsibilities, both regarding the legal liability, and student's accomplishments and well-being accountability (Matteucci, 2008). In a broader sense, these changes are clearly connected to a wide range of outcomes and risks. A first considerable outcome concerns the requirement for teachers to undertake continuous training and development of their skills, with critical consequences for their professional identity (Elias, 1997).

Closer inspection revealed that among other skills, transferable skills are foundational, necessary skills for academic achievement in schools and university departments for success in civic life and careers in modern society. According to (Bridges, 1993; Foley, 1999; Klemp, 1977) a case for the concept of meta-competence and the notion that intelligence and understanding depend on circumstances and domains. Thus, the concept of transferring skills (or knowledge) is simplified by the development of transferable skills. Foley (1999) Note that this view of transferring skills

is similar to the concept of capability' proposed by Stephenson and Weil (1992). They believe that capability depends much more on a person's confidence that one can effectively use and develop skills in complex and changing circumstances rather than just possessing these skills.

1.2. Teacher's burnout

The concept of "burnout" was introduced by Etzion, (1984), as a person's state of lacking personal accomplishments, being enervated and exhausted due to excessive demand on energy, power and resources. Burnout is a phenomenon of considerable importance in education. The demands made on secondary school teachers consist to a fundamental 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 (Kuzsman & Schnall, 1987).

Brouwers and Tomic (2000), on the other hand, discovered that interaction research during classroom instruction reveals that, student troublesome behavior has a positive effect on teacher's burnout. In consideration of that, it is advisable to pay attention to teacher-student relationships in studying teacher's burnout.

A useful introduction to psychological dimensions implicated in moderating levels of burnout is constituted by self-concept in teachers (De Caroli & Sagone, 2012; Friedman & Farber, 1992; Villa & Calvete, 2001) mainly analyzed by examining explicit measures such as semi-structured questionnaires, in-deep interviews, and narrative approach. As defined by Siegel (2013) research carried out in detail on the relation between self-concept and burnout in a sample of secondary school teachers, findings showed that some teachers with a positive self-concept have experienced fewer symptoms of stress and burnout and have concluded to have the ability to influence their students, whereas others with negative self-concept felt displeased with their work.

In line with the research questions stated below, the primary goal of this study is to concentrate on the development of EFL teachers' transferable skills questionnaire and provide a comprehensive trend towards the relationship between transferable skills and EFL teachers'

burnout. According to available literature, there is no EFL teacher's transferable skills questionnaire exists in the field of ELT and the researchers were intended to develop EFL teachers' transferable skills questionnaire and finally used it to investigate its relationship with teacher's burn out.

1.3. Research questions:

Q1. Does the newly-developed EFL teachers' transferable skills questionnaire show a high-reliability index?

Q2. Does the newly-developed EFL teachers' transferable skills questionnaire show construct validity?

Q3. Is there any statistically significant relationship between Iranian EFL teachers' burnout and their transferable skills?

2. Methodology

2.1. Instrumentations

2.1.1. The transferable skills questionnaire

The Transferable Skills Questionnaire was administered to 202 Iranian English teachers. The questionnaire was developed and validated through confirmatory factor analysis (CFA), yielding five categories of communication skills, interpersonal skills, management skills, intellectual skills and generic skills. The Questionnaire comprises 86 items that are scored according to the Likert-type scale of 5 points ranging from (1) "strongly disagree" to (5) "strongly agree". The internal consistency of the scale was also found to be 0.93. Also, all of the five categories yielded good reliability estimates ranging from 0.76 to 0.86. The participants were also asked to provide answers to questions regarding their age, gender, major, degree and teaching experience.

2.1.2. Maslach burnout inventory

The Maslach Burnout Inventory (MBI) is the most commonly used tool for determining if you are at risk of burnout. The MBI investigates three components to identify the risk of burnout: exhaustion, depersonalization and personal achievement. While this tool may be useful, it must

not be used as a scientific diagnostic technique, regardless of the results. The goal is to raise awareness about the possibility of burnout in everyone.

A group of 35 EFL teachers was randomly sent an email containing a link to the MBI questionnaire, and the collected data were utilized for the purpose of a pilot study to find out the reliability index. The analysis of reliability showed that the MBI questionnaire enjoyed a high index of 0.87.

Having ensured the high reliability of MBI questionnaire, it was used to investigate the teacher's anxiety and motivation. The Questionnaire comprises 22 items that are scored according to the Likert-type scale of 6 points including (1) "False" (2) "Mostly false" (3) "More false than true" (4) "More true than false" (5) "Mostly true" (6) "True". This questionnaire was administered to 54 Iranian EFL teachers via an electronic Google link.

In future research utilizing the Maslach Burnout Inventory (MBI) in education, serious consideration should be given to whether it is necessary to retain the two-dimensional format which has been used in the helping professions. As there was a high correlation between teacher scores on the subscales comprising the MBI, it may be more efficient to ask teachers to respond to each item in terms of either the frequency or intensity with which they experience the feelings described. Internal consistency estimates of the reliabilities of each subscale of the Maslach Burnout Inventory for teachers were determined by using Cronbach's coefficient alpha.

2.2. Data collection procedures

In order to distribute the questionnaire, the researchers visited the institutes and obtained the email addresses of the teachers, then emailed the questionnaires to them and requested them to complete them. The filled questionnaires were automatically forwarded to the researchers' emails.

In this study, the questionnaire was validated for item-level analysis such as reliability estimates prior to its actual use. The questionnaire was given to 202 participants, allowing them to mark on a 5-point Likert scale: 1 (Strongly disagree), 2 (disagree), 3 (Not applicable), 4 (agree),

and 5 (Strongly agree). The length of time needed to complete the questionnaire ranged from roughly 35-45 minutes. Having collected the data, their reliability was calculated through SPSS and the result was 0.92, which is an acceptable reliability index. Having imported into SPSS, the data were used to calculate the construct validity using LISREL 8.8.

In the second part of the study, the newly-developed questionnaire was used along with a burnout questionnaire developed by Maslach et al. (1996) to assess their relationship. The sample consisted of both male and female EFL teachers. They were M.A, B.A, and PhD holders in English teaching, translation, and literature and their ages ranged from 21 to 54. They were told that their participation was entirely voluntary and their responses would be kept anonymous and confidential. Although collecting all of the questionnaires was difficult, the researcher was able to do so by visiting the language institutes for several times and asking the teachers who received the questionnaires to give them back.

The newly-developed questionnaire consisted of five main categories named as (1) Communication Skills (CS), (2) Interpersonal Skills (IP), (3) Management Skills (MS), (4) Intellectual Skills (IT), and (5) Generic Skills (GS).

3. Results

3.1. Descriptive results

Communication skill: Based on available literature, communication skill is the capability to transfer information to another in an effective way and efficiently especially in education system with written and verbal communication which assist teachers to facilitate the sharing information among students.

Interpersonal skill: The skills used by a person to interact with others appropriately. In teaching area, the term generally refers to a teacher's ability to have a friendly relationship with students while getting the English course done.

Management skill: Management skill can be defined as a certain capacity to run a job. It is being able to make the right choices while managing the overall performance in English class. It means being able to

communicate and convey results by providing some tasks with a strong lesson plan to meet the aim of the teaching. Management skills are vital for managing the teaching and include overseeing teamwork and team development and communication. It also means giving students their tasks and checking their performance, while at the same time reaching the teaching objective.

Intellectual skill: Intellectual skills are defined as the methods that a teacher can use to evaluate or organize information and data. In the 1960s, educational psychologist Benjamin Bloom created an intellectual skills model that defined skills such as application, analysis and synthesis as building on basic knowledge; since then, different psychologists have used a variety of models and methods to understand intellectual skills (Bloom & Webster, 1960). However, a few types of skills, such as problem-solving, are commonly used in a wide variety of intellectual disciplines.

Generic skill: A generic skill is one that is not specific to work in a particular occupation or industry, but is important for work, education and life generally.

Table 1: The descriptive statistics of variables

Index	Communication Skills	Interpersonal Skills	Management Skills	Intellectual Skills	Generic Skills
Mean	3.8722	3.9434	3.9014	3.9823	3.9012
Standard deviation	0.39153	0.44600	0.35151	0.41653	0.44703
Variance	0.153	0.199	0.124	0.173	0.200
Skewness	-1.561	-1.857	-0.710	-0.187	-0.032
Kurtosis	1.926	1.864	1.876	0.216	0.125

The total mean of the Transferable Skills Questionnaire is 3.92±0.302 which means that there is a partial agreement in including transferable skills in language teaching. For burnout questionnaire is 3.34 ± 0.478 which means the total idea is more false than true.

3.2. Reliability of the transferable skills questionnaire

The internal consistency of the whole questionnaire was examined through SPSS24 software with the Cronbach's Alpha reliability estimate. The reliability analysis results of (TSQ) indicated the reliability coefficient is 0.92. The Cronbach's Alpha value was regarded as acceptable reliability coefficient. The following table shows Cronbach's alpha for each of the five categories of the study. Table 2. shows the relevant results. Given that for all variables, this value is greater than 0.7 and it can be said that the tool has the appropriate reliability.

Table 2: The Cronbach's Alpha of variables

	Symbol	Cronbach's Alpha if item Deleted	Cronbach's Alpha	Deleted questions	Cronbach's Alpha if the questions in previous column are deleted
Communication Skills	C1	0.712			
	C2	0.706			
	C3	0.705			
	C4	0.706			
	C5	0.708			
	C6	0.721			
	C7	0.739		C7	
	C8	0.717			
	C9	0.720	0.729		0.781
	C10	0.706			
	C11	0.754		C11	
	C12	0.714			
	C13	0.700			
	C14	0.710			
	C15	0.729		C15	
	C16	0.716			
	C17	0.717			
Interpersonal Skills	IP1	0.797			
	IP2	0.793			
	IP3	0.791			
	IP4	0.803			
	IP5	0.792	0.812		0.862
	IP6	0.790			
	IP7	0.796			
	IP8	0.833		IP8	
	IP9	0.801			

	IP10	0.837		IP10	
	IP11	0.794			
	IP12	0.799			
	IP13	0.799			
	IP14	0.800			
	IP15	0.791			
	IP16	0.804			
Management Skills	M1	0.797			
	M2	0.794			
	M3	0.791			
	M4	0.790			
	M5	0.801			
	M6	0.791			
	M7	0.798			
	M8	0.794			
	M9	0.802			
	M10	0.806		M10	
	M11	0.794			
	M12	0.803			
	M13	0.795	0.806		0.830
	M14	0.810		M14	
	M15	0.797			
	M16	0.807		M16	
	M17	0.803		M17	
	M18	0.794			
	M19	0.811		M19	
	M20	0.793			
	M21	0.804		M21	
	M22	0.796			
	M23	0.807		M23	
	M24	0.801			
	M25	0.806		M25	
Intellectual Skills	IT1	0.824			
	IT2	0.835			
	IT3	0.825			
	IT4	0.824			
	IT5	0.820			
	IT6	0.827	0.836		
	IT7	0.831			
	IT8	0.842			
	IT9	0.822			
	IT10	0.831			
	IT11	0.822			
	IT12	0.831			
	IT13	0.827			
	IT14	0.823			
	IT15	0.826			
	IT16	0.833			
	IT17	0.818			
	IT18	0.834			
	G1	0.680			
	G2	0.679			
	G3	0.745		G3	
	G4	0.728		G4	
Generic Skills	G5	0.667	0.722		0.764
	G6	0.695			
	G7	0.692			

	G8	0.688			
	G9	0.697			
	G10	0.719		G10	
Total			0.918		0.929

The internal consistency of the whole questionnaire was examined through SPSS24 software with the Cronbach's Alpha reliability estimate. The reliability analysis results of (TSQ) indicated the reliability coefficient is 0-92. The Cronbach's value was regarded as an acceptable reliability coefficient. Also, all of the five categories yielded good reliability estimates and were given respectively from 0.781, 0.862, 0,830, 0.764 in the present study. Thus, based on these results, the teachers' transferable skill questionnaire showed a high-reliability index.

3.3. Validity of the transferable skill questionnaire results

Before estimating the proposed structural model, factor loading for the different categories of the questionnaire must be evaluated in order to ensure that fitted measurement models and their indications are acceptable in measuring the structures.

It is worth mentioning that, before looking into the importance of factor loading, the researcher investigated the Sampling adequacy indicators and data normalization. To examine the adequacy of sampling, KMO index and Barttlet-test are used. KMO index is an indicator of the adequacy of sampling. This index is in the range of zero to one. If the value of the index is close to one, the data are appropriate for factor analysis; otherwise, (Usually less than 0.5) Factor analysis results for the desired data is not acceptable. Barttlet-test which examined when the correlation matrix has been recognized (mathematically identity matrix) and so, is not appropriate for detecting the structure of the factor model. If the level of significance in the Bartlett test is less than 0.5, factor analysis is reasonable for identifying the structure; hence, the assumption of the recognition for correlation matrix is rejected. Table 3. shows the results of the two different indicators structures of the questionnaire. It should be noted with regards to first order factor analysis, the dimensions of the variables are also considered. In Table 3, KMO index and Barttlet-test for the dimensions of Transferable Skills Questionnaire have been calculated.

Table 3: The results of Bartlet test and KMO index for variables

Variables	KMO index	χ^2	d.f.	Sig
Communication	0.743	764.396	136	0.000
Interpersonal	0.854	1025.400	120	0.000
Management	0.683	1466.675	300	0.000
Intellectual	0.814	987.342	153	0.000
Generic	0.726	445.038	45	0.000

Barttlet test and KMO results as sampling adequacy indicators showed that the value of both indicators is in the desired level. The KMO index for all the variables and categories is more than 0.5, while the significance of the Bartlett test is less than 0.05. As a result, it is possible to determine the suitability of the sample size in order to ensure that the factor analysis is appropriate. Normality of data is also measured by two indicators of elongation and elasticity. The coefficient of skewness and coefficient of elongation are two basic indexes of data distribution. These indications can be used to determine whether the data distribution is normal or not.

Skewness is a measure of symmetry or asymmetry of a distribution function. Kurtosis represents the height of a distribution. In other words, it is a criterion of curve at the maximum point. Always elasticity compared with the elongation of normal distribution. For these values, different sources provide different values. The values of two indicators for the normalization of data are introduced between-2 and 2. Also, when T-values of questions are more than 1.96, they are considered significant.

Table 4: The results of CFA for questions

		Skew	Kurtosis	Factor loading	T-Values	Result
Communication Skills	C1	-1.687	1.823	0.34		Significant
	C2	-1.316	1.621	0.36	4.29	Significant
	C3	-0.660	0.282	0.30	3.78	Significant
	C4	-0.685	0.373	0.38	4.33	Significant
	C5	-0.737	0.437	0.10	1.69	Not Significant
	C6	-0.573	-0.469	0.29	3.28	Significant
	C7	-0.055	-0.911	Remove by Alpha's Cronbach		
	C8	-0.950	0.917	0.07	1.06	Not Significant
	C9	-0.779	0.075	0.37	3.88	Significant
	C10	-1.212	1.938	0.40	4.48	Significant
	C11	0.610	-0.910	Remove by Alpha's Cronbach		
	C12	-1.131	1.496	0.48	4.72	Significant

	C13	-1.693	1.466	0.38	4.39	Significant
	C14	-1.100	1.241	0.38	4.83	Significant
	C15	-0.573	-0.739	Remove by Alpha's Cronbach		
	C16	-1.273	1.650	0.35	4.44	Significant
	C17	-0.630	0.039	0.47	4.03	Significant
Interpersonal Skills	IP1	-1.601	1.116	0.34		Significant
	IP2	-1.441	1.320	0.36	4.62	Significant
	IP3	-1.108	1.752	0.23	3.91	Significant
	IP4	-1.067	1.501	0.33	4.37	Significant
	IP5	-1.349	1.636	0.35	4.48	Significant
	IP6	-1.805	1.910	0.21	3.76	Significant
	IP7	-1.708	1.461	0.03	1.69	Not Significant
	IP8	0.140	-1.256	Remove by Alpha's Cronbach		
	IP9	-1.591	1.877	0.02	1.93	Not Significant
	IP10	0.253	-1.181	Remove by Alpha's Cronbach		
	IP11	-0.620	-0.180	0.23	2.63	Significant
	IP12	-1.117	0.851	0.33	4.06	Significant
	IP13	-1.286	1.140	0.33	5.13	Significant
	IP14	-1.326	1.918	0.28	3.99	Significant
	IP15	-1.147	1.499	0.36	5.18	Significant
	IP16	-0.974	1.122	0.36	4.57	Significant
Mana geme	M1	-0.610	-0.378	0.30		Significant
	M2	-1.382	1.767	0.45	3.30	Significant
	M3	-1.175	1.432	0.46	3.31	Significant
	M4	-1.591	1.809	0.43	3.28	Significant
	M5	-1.054	1.637	0.42	3.17	Significant
	M6	-0.981	0.756	0.04	1.84	Not Significant
	M7	-0.654	0.103	0.31	2.59	Significant
	M8	-1.167	1.066	0.37	3.09	Significant
	M9	-0.813	0.451	0.33	2.87	Significant
	M10	-0.603	-0.370	Remove by Alpha's Cronbach		
	M11	-1.455	1.590	0.41	3.23	Significant
	M12	-1.251	1.145	0.41	3.09	Significant
	M13	-0.928	0.571	0.031	0.37	Not Significant
	M14	-0.421	-0.367	Remove by Alpha's Cronbach		
	M15	-1.241	1.352	0.45	3.24	Significant
	M16	-0.907	0.590	Remove by Alpha's Cronbach		
	M17	-0.835	0.824	Remove by Alpha's Cronbach		
	M18	-0.971	1.575	0.16	2.11	Significant
	M19	-0.201	-1.127	Remove by Alpha's Cronbach		
	M20	-0.814	0.596	0.074	0.97	Not Significant
	M21	-0.987	0.854	Remove by Alpha's Cronbach		
	M22	-0.952	1.427	0.071	1.05	Not Significant
	M23	-0.278	0.418	Remove by Alpha's Cronbach		
	M24	-0.917	1.697	-0.011	-0.18	Not Significant
	M25	-0.641	1.210	Remove by Alpha's Cronbach		

Intellectual Skills	IT1	-0.871	0.550	0.24		Significant
	IT2	-1.158	1.891	0.27	3.08	Significant
	IT3	-0.782	0.884	0.30	3.02	Significant
	IT4	-1.131	1.349	0.32	3.08	Significant
	IT5	-1.173	1.880	0.46	3.45	Significant
	IT6	-0.657	0.313	0.095	1.39	Not Significant
	IT7	-0.824	1.356	0.32	3.21	Significant
	IT8	-0.364	-1.064	0.10	1.58	Not Significant
	IT9	-0.587	1.424	0.25	3.04	Significant
	IT10	-0.342	-0.729	0.37	2.86	Significant
	IT11	-0.663	1.985	0.32	3.35	Significant
	IT12	-0.587	1.424	0.31	3.29	Significant
	IT13	-0.833	0.436	0.30	2.77	Significant
	IT14	-1.519	1.688	0.37	3.33	Significant
	IT15	-0.628	0.991	0.35	3.31	Significant
	IT16	-0.380	-0.256	0.30	2.82	Significant
	IT17	-0.865	0.303	0.38	3.13	Significant
	IT18	-0.535	-0.469	0.02	1.76	Not Significant
Generic Skills	G1	-0.833	1.832	0.38		Significant
	G2	-1.165	1.197	0.36	4.76	Significant
	G3	-1.392	1.502	Remove by Alpha's Cronbach		
	G4	-0.704	0.965	Remove by Alpha's Cronbach		
	G5	-1.203	1.676	0.41	4.96	Significant
	G6	-0.687	0.879	0.04	1.10	Not Significant
	G7	-0.661	-0.122	0.29	3.31	Significant
	G8	-0.569	-0.507	0.19	2.01	Significant
	G9	-0.402	-0.485	0.42	3.96	Significant
	G10	-0.856	0.298	Remove by Alpha's Cronbach		

Figure 1 and Figure 2 show the T-values and factor loadings, respectively. Since transferability has 5 categories, the second order CFA is used to verify the significance of them. Table 5 shows the result for five latent variables (Communication skills, Interpersonal skills, Management skills, Intellectual skills, and Generic skills). Once more, the values of skewness and kurtosis confirm that the variables have normal distribution and factor loadings are significant.

Table 5: The results of CFA for latent variables

	Skew	Kurtosis	Factor loading	T-Values	Result
Communication Skills	-1.561	1.926	0.67	4.94	Significant
Interpersonal Skills	-1.857	1.864	1.00	6.06	Significant
Management Skills	-0.710	1.876	0.70	3.44	Significant
Intellectual Skills	-0.187	0.216	0.47	3.08	Significant
Generic Skills	-0.032	0.125	0.43	3.79	Significant

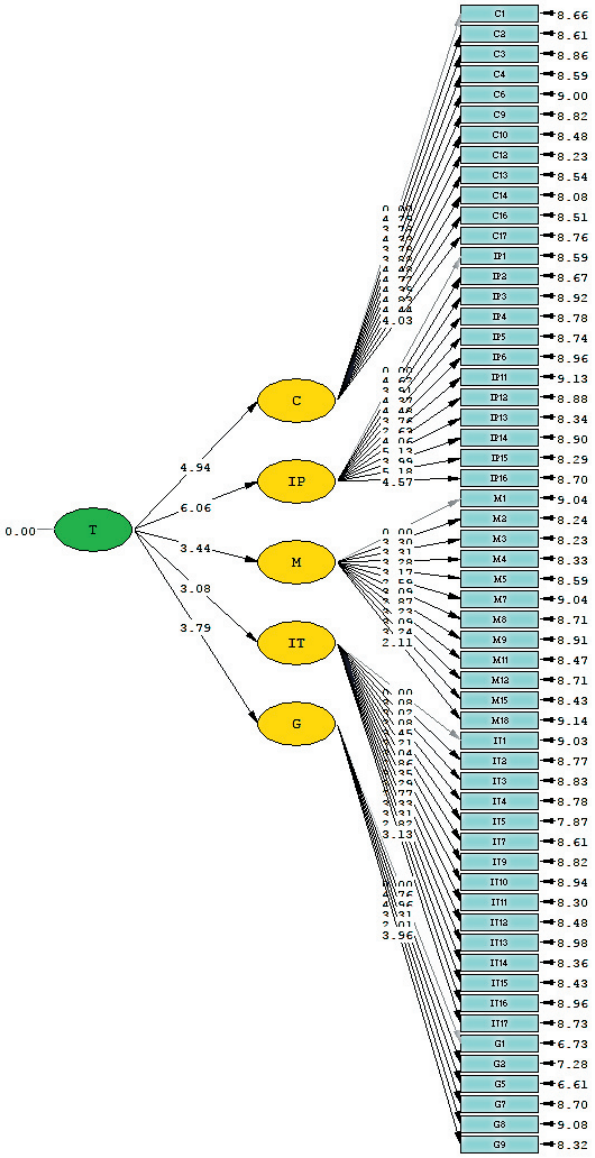

Figure 1. The T-values for teacher's transferable skills questionnaire

As shown in Figure 1, the T-values depict that each main construct of the questionnaire is truly measuring what it is supposed to measure in the newly-developed questionnaire.

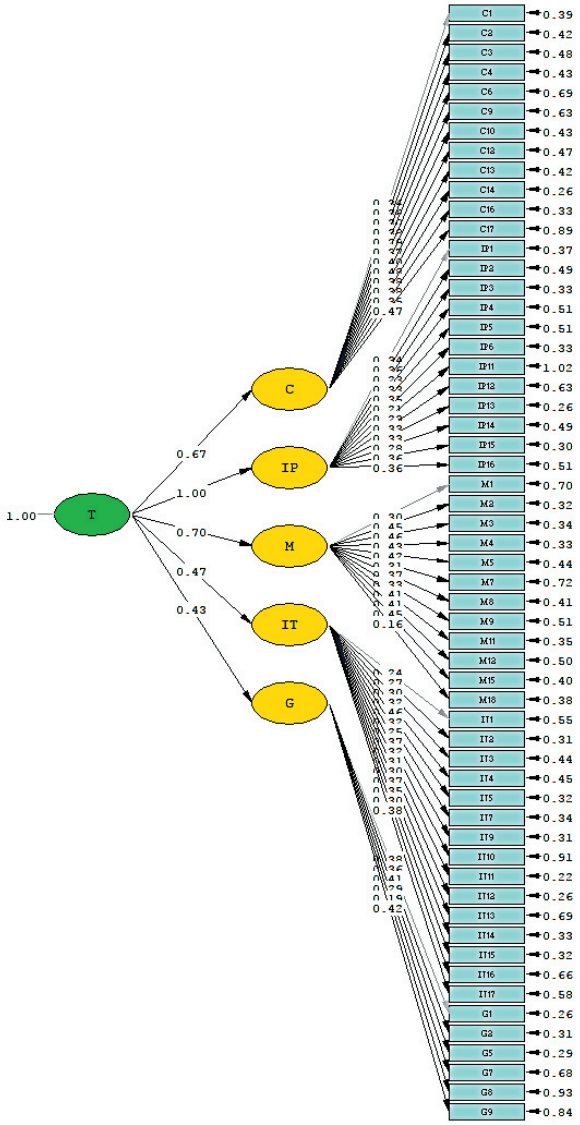

Figure 2. The factor loading for teacher's transferable skills questionnaire

Figure 2 illustrates the factor loading for all the items of transferable questionnaire. It shows that there is a high correlation index between the latent and observed variables of the bewly developed questionnaire.

As Table 5 shows, all variables are significant and remain in the model. Thus, the CFA model is used to estimate the ability of five skills as factors of transferability to clarify the relationship among 86 items. The resulted model with 56 items provides a good fit to the data. The resulted fitting indices are given in Table 6.

Table 6: The resulted fitting indices

Fitting Index	Ideal value	Result
χ^2/df	<3.00	1.75
GFI (Goodness of fit index)	>0.90	0.96
RMSEA (Root Mean Square Error of Approximation)	<0.08	0.061
RMR (Root Mean Square residual)	<0.05	0.043
NFI (Normal Fit Index)	>0.90	0.92
NNFI (Non-normed Fit Index)	>0.90	0.98
CFI (Comparative Fit Index)	>0.90	0.93
IFI (Incremental Fit Index)	>0.90	0.95

The correlations among the five factors are small to moderate (from 0.2 to 0.7), indicating that these factors are clearly distinguishable from one another (See Table 7).

Table 7: The sub-factor correlation of the five factors of transferability

	Communication Skills	Interpersonal Skills	Management Skills	Intellectual Skills	Generic Skills
Communication Skills	1				
Interpersonal Skills	0.635**	1			
Management Skills	0.476**	0.636**	1		
Intellectual Skills	0.168**	0.281**	0.500**	1	
Generic Skills	0.205**	0.317**	0.484**	0.759**	1

Totally, the solution is proper and the factor structure is also good with all factor loading being positive, significant, and larger than 0.3 (from 0.43 to 1.00). Further, the low correlation among the variables (< 0.8) and a reasonable model fit (i.e. GFI, NFI, NNFI, IFI > 0.9) support the model and confirm the questionnaire.

3.4 Relationship between transferable skills and burnout

In the second part of this study, the teacher's burnout questionnaire is used to investigate the relationship between teachers' transferable skills questionnaire and burnout. To this aim, the questionnaires were given to 54 teachers. Their information is described as follows:

Table 8: The age of respondents in Burnout questionnaire

Age	Frequency	Percent
18-24	1	1.9
25-34	43	79.6
35-49	8	14.8
50-64	2	3.7
Total	202	100

According to this data, 1.9% of teachers are between the ages of 18 and 24. The greatest percent is related to the teachers with 25-34 years old. 14.8% of the teachers are aged between 35-49 years old. According to statistics, only the age of 3.7% of the teachers are more than 50 years old. Table 9 summarizes the gender information provided by the respondents in this step. This table shows that 57.4% are female and 42.6% are male among responders to these questions.

Table 9: The gender of respondents in Burnout questionnaire

Gender	Frequency	Percent
Female	31	57.4
Male	23	42.6
Total	54	100

The marital status of the participants is summarized in Table 10. The 40.8% of EFL teachers in Iranian context who participated in this study were single and 59.2% of them were married.

Table 10: The marital status of responders in Burnout questionnaire

Marital Status	Frequency	Percent
Single	32	40.8
Married	22	59.2
Total	54	100

The detailed information on the participant's type of teaching in this study is shown in Table 11. 44.4% of the participants were teachers in some institutes, 26% were university professors and the percentage related to the school teachers was 30%.

Table 11: The type of teaching responders in Burnout questionnaire

Type	Frequency	Percent
Language Institute	24	44.4
University	14	25.9
School	16	29.6
Total	54	100

Table 12 shows the demographic data for the years of teaching English as a foreign language by Iranian EFL teachers. The majority of EFL teachers have less than 5 years of teaching experience, and the percentage related to these teachers is 66.7%, the percentage of EFL teacher's experience between 5 and 10 years is 13%, the teaching experience percentage of 4 EFL teachers between 15 and 20 years is 3.7%, the teaching experience percentage of EFL teachers in 20-25 years is 1.9% and also 4 EFL teachers have teaching Experience more than 25 years and the percentage of these teachers is 7.4%.

Table 12: The teaching years of responders in Burnout questionnaire

Teaching experience	Frequency	Percent
Less than 5 years	36	66.7
5-10	7	13.0
10-15	4	7.4
15-20	2	3.7
20-25	1	1.9
More than 25 years	4	7.4
Total	54	100

Table 15: The relationship between teachers' transferable skills and burnout

	Sample Size	Test statistics	Pearson correlation coefficient	*p-value*
Teachers' transferable skills	54	1.09	-0.152	0.276
Burnout				

Based on Table 15, the correlation coefficient between teacher's transferable skills and burnout is-0.152, showing these variables have a reverse linear relationship. P-value is 0.276. It means that the null hypothesis is accepted. As a result, with 5% error, the following result is obtained. There is not any significant relationship between teacher's transferable skills and their burnout.

4. Discussion

The main objective of the present study was to develop a questionnaire to measure the EFL teachers' transferable skills and to explore its relationship with EFL teachers' burnout. To reach the aims, a total of 256 English teachers participated in this study through purposive sampling. 202 EFL teachers were invited to participate for the first phase of the study and 54 for the second phase. The sample consisted of both male and female EFL teachers. The number of male and female teachers was 96 and 160 respectively. They ranged age from 21 to more than 54 and were M.A, B.A, and PhD of English teaching, translation, and literature. These participants were English teachers from Mashhad and Neyshabour's English institutes, schools and universities, with different years of teaching experience. These teachers were informed that their participation was entirely voluntary, that their responses would remain anonymous, and that confidentially would be maintained.

After developing the transferable skill questionnaire, it was emailed to the participants via a Google Doc link. The researcher created the questionnaire to asses EFL teacher's transferable skills, and validated through confirmatory factor analysis (CFA), providing five categories named as Communication Skills (CS), Interpersonal Skills (IP), Management Skills (MS), Intellectual Skills (IT), and Generic Skills (GS). The

questionnaire consists of 86 items that are scored according to the Likert-type scale of seven five points ranging from (1) "strongly agree" to (5) "strongly disagree".

The internal consistency of the whole questionnaire was examined through SPSS24 software with the Cronbach's Alpha reliability estimate. The reliability analysis results of (TSQ) revealed that the reliability coefficient is 0.92. The Cronbach's Alpha value was regarded as acceptable reliability coefficient. Also, all of the five categories yielded good reliability estimates and given respectively from 0.781, 0.862, 0.830, 0.764 in the present study. The participants were asked to respond to questions about their age, gender, marital status, major, degree, and teaching experience.

In order to complete second part of the research, a validated questionnaire on the burnout of English language teachers who have already been validated is utilized. The purpose of this questionnaire is to look at the link between the two factors studied in this research. Studies show that burnout among Iranian teachers has been linked to psychological health (Mohammadi, 2006) and quality of work-life (Pardakhtchi et al., 2009). Burnout among teachers has been associated with many factors. Teacher's actions and behaviors are influenced by their beliefs, perceptions, assumptions and motivational levels.

To complete the process of data collection which mentioned above, the teacher's burnout questionnaire was used. 54 EFL teachers were selected for the second phase of the study. Participants who completed the first questionnaire also completed the second questionnaire. The participants volunteered to take part in this study. They filled out the teacher's burnout questionnaire and provided all of the required information. They had earned M.A., B.A., and PhD degrees in various English subjects. They had previously taught in some institutes, schools and universities.

There are numerous techniques on how transferable skills can be acquired. As many others have already mentioned (Rocha, 2012), all these approaches, however, emphasize the assumption that this acquisition is associated with the individual's quality of personal experiences, sociocultural environment, cognitive and personality functioning.(Snyder &

Lopez, 2009).

According to Foley (1999), the concept of the transferable skills has grown in popularity in recent years with many universities and departments focusing on developing their transferable skills in teaching. Many studies looked into the relationship between teacher's transferable skills and different issues such as the importance of skills in online teaching methods, transversal skills, skills and competencies, personal transferable skills.

The current study used a test of normality to evaluate the normal distribution of data before looking at the relationship between Iranian teachers' transferable skills and their burnout. According to the results of test of normality, the assumption of normality was not violated and the normality distribution of data was confirmed.

The present study explored correlation between Iranian EFL teacher's transferable skills and their burnout. As previously stated, various research studies have been undertaken on studying teacher's transferable skills and teacher's burnout, to the best researcher's knowledge, no research study investigated the relationship between transferable skills and burnout of Iranian experienced EFL teachers.

As regards the Iranian EFL teachers Transferable Skills Questionnaire reports on the correlation between Iranian teachers' transferable skills and their burnout, the data analysis indicated that the internal consistency of the whole questionnaire was examined through SPSS24 software with the Cronbach's Alpha reliability estimate. The reliability analysis results of (TSQ) indicated the reliability coefficient is 0.92. The Cronbach's Alpha value was deemed to be a satisfactory reliability coefficient. Table 4 summarized the related findings. Given that for all variables, this value is greater than 0.7 and it can be said that the tool has the appropriate reliability.

The second order CFA is used to verify the significance of the five categories of transferability. All variables are significant and remain in the model. Thus, the CFA model is also used to estimate the ability of five skills as factors of transferability to elucidate the relationship among 86 items. The resulted model with 56 items provides a good fit to the data.

Totally, the solution is proper and the factor structure is also good with all factor loading being positive, significant and larger than 0.3 (from 0.43 to 1.00). Furthermore, the model is supported and the questionnaire is confirmed by the low correlation among the variables and a reasonable model fit.

The correlation coefficient between teacher's transferable skills and burnout is -0.152 which shows there is a reverse linear relationship between these variables. P-value is 0.276. Consequently, there is not any significant relationship between EFL teacher's transferable skills questionnaire and their burnout.

The factors that cause burnout in the workforce include: The unfamiliarity of individuals with the organization's goals and the incapacity to understand these goals for themselves; difficult and intolerable programs, rules, restrictions, and regulations; Management and leadership motives; Lack of full power of individuals in carrying out their responsibility; People who are dissatisfied from the organization or with their positions; Lack of opportunities and opportunities for the growth and promotion of individuals within organization; Placing people in a work environment where they must do their work in a short period of time; Transfer of responsibilities beyond the capacity of individuals in the organization; and so on.

People who have been exposed to extreme stress for a long time may be exposed to burns. This phenomenon is a syndrome characterized by physical, emotional and psychological exhaustion, as well as a severe feeling of a low level of personal development in the individual, meaning that those affected by this problem see no progress in their professional and personal lives. In general, the results of other research on burnout are shown that, if the personality traits of the teachers are positive, that is, extroverted, flexible and pleasant, the person can adapt herself to more professions and situations, but the negative characteristics (neuroticism) of the human being are worse, and they will die.

Based on the results, it can be concluded that due to the younger age of English language teachers or their lack of years teaching experience, the result was not favorable. The Cronbach's Alpha coefficient of the Teachers' transferable skills questionnaire (.774) as well as of the

teacher's burnout questionnaire (.812) were above the established acceptable standard of .70 and indicated that the survey data collection instrument was reliable. These findings are in line with the reported reliability results in the related studies by Maslach et al. (1996) conducted in an ESL and EFL contexts for teachers' burnout questionnaire.

5. Conclusion

There are different reasons for learning a language, including the ability to communicate, finding a better job, passing the tests, and so on. Different teachers with varying interests in language teaching experience attend classes and set the procedures based on their skills and proceeding reasons.

Recently including skills other than language teaching proficiency ones in second language classes attract student's attention. In comparison with other courses, English classes have the potential to incorporate such skills in themselves, however, the transferable skills and the ability of the instructor to be able to have them in his or her classes is so crucial.

The purpose of this study was to see whether there was any relationship between Iranian EFL teacher's transferable skills and EFL teacher's burnout. Having administered the research, the Transferable Skills Questionnaire for Iranian EFL teachers was conducted. According to the findings of the present study, the Cronbach's Alpha value was regarded as acceptable reliability coefficient. All variables in this questionnaire were significant and remained in the model. The factor structure was also good with all factor loading was being positive. The study's findings demonstrated that, there is a reverse linear relationship between teacher's transferable skills and their burnout, as seen by the correlation coefficient. This confirmed the fact that, there was not any significant relationship between transferable skills and burnout of Iranian experienced teachers.

Further, as regards the Iranian EFL teachers survey reports on the correlation between Iranian teachers' transferable skills and their burnout, the data analysis indicated that there was no relationship between these two variables. This congruence seems to show that the English language

teachers are unaware of the importance of transferable skills in their classes and its impact on their overall development.

This study contributes to the continuing research on teacher's transferable skills and their burnout, especially in EFL contexts. Owing to the scarcity of survey studies on the correlation between teacher's transferable skills and their burnout in the Iranian EFL context, specifically in Mashhad and Neyshabour, involving language teachers. In this regard, the current study provided insights on the understanding of the relevance of transferable skills among Iranian EFL teachers as well as its correlation with burnout. According to the findings of this study, there is no significant relationship between the two variables in this study In other words, it can be said that, these two variables are completely consistent in terms of teaching English and it revealed the Iranian EFL teachers' strong awareness and repertoire of transferable skills usage in Iranian EFL classes. Importantly, it demonstrated a strong congruence between the Iranian EFL teacher's transferable skills and their burnout.

In this research, several implications can be taken to assist teachers. The findings of this study are important because they help teachers and TEFL experts in identifying the relationship between transferable skills and teacher's burnout in the context of Iran.

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