

# On the Relationship between Iranian EFL Teachers' Burnout and job satisfaction

Hossein Siahpoosh<sup>1</sup>

Department of English Language, Ardabil Branch, Islamic  
Azad University, Ardabil, Iran  
[siahpoosh\\_h@iauardabil.ac.ir](mailto:siahpoosh_h@iauardabil.ac.ir)

Zahra Ghobadi Asl<sup>2</sup>

Department of English Language, Ardabil Branch, Islamic  
Azad University, Ardabil,  
[z.ghobadi.asl99@gmail.com](mailto:z.ghobadi.asl99@gmail.com)

**Abstract**—Teachers always play significant role in education and their different aspects like; burnout, and job satisfaction is in the center of attention. In foreign language setting, teachers' performance and efficiency can be affected by them easily. The important goal of this study was to measure the relationship between teacher burnout and job satisfaction of Iranian English teachers and it was done by quantitative methodology. Maslach Burnout test and Minnesota Satisfaction Questionnaire (job satisfaction) were the two questionnaires for gathering the data. Due to Coronavirus and having no access to universities or school classes the questionnaires were answered by Iranian EFL teachers online. Statistical analysis showed low level of burnout in Iranian EFL teachers and in the next step Iranian EFL teacher job satisfaction was analyzed. Statistical analysis showed low level of job satisfaction in Iranian EFL teachers and after doing correlation analysis, negative relationship was presented between job satisfaction and burnout, also it was revealed that job satisfaction and its components 21% could predict teachers' burnout.

## INTRODUCTION

Teachers do the most valuable job in a society, so understanding what factors can affect teachers' performance is crucial. Teachers' job and career always is started with high expectation of getting great results, but after beginning to teach significant differences can be seen between their expectation and the real teaching setting (Friedman, 2000). Teachers' role and teachers' quality are considered the main factors for being successful person in career in education and business. For enhancing teachers' quality some dimensions are considered as necessary steps (Hanushek & Rivkin, 2012). There are variety of positive or negative factors that can affect teachers and their teaching such as burnout and job satisfaction. In foreign language setting, teachers' performance and efficiency is extremely impressed by these variables. Some individual issues make teachers feel worried, frustrated,

baffled or insecure, and upset. As a result, the combination of these feelings causes burnout (Saksri, Chudin, & Nokchan, 2018). There may be variety of positive or negative factors that can affect teachers and their teaching such as job satisfaction or teacher burnout. Nowadays teachers' burnout has been considered one of the most important aspects in educational setting (Roohani & Dayeri, 2019).

Educational setting and students' performance can be influenced in a negative way by teachers who have high level of burnout (Hughes, 2001). (Maslach, Jackson, & Leiter, 1986) described burnout as a condition of emotional tiredness, depersonalization, and diminished individual fulfillment that can happen among individuals who do 'people work'. Three aspects of burnout are emotional tiredness, depersonalization and diminished personal fulfillment (Maslach et al., 1986). The first one refers to people's emotional tiredness, the second one refers to the state in which one's thoughts and feelings seem unreal or not to belong to oneself and the third one means the reduction of someone's accomplishment or individuals' negative self-assessment about doing their duty and their tasks. Reduced personal accomplishment means having problem for getting sense of fulfillment and successful achievement, and negative judgments toward performance (Ghanizadeh & Jahedizadeh, 2015). Burnout is the fatigue that staffs have about their abilities for keeping on their job or career or the feeling that they lose their interest for doing things (Maslach et al., 1986). Teachers' burnout is associated with corporal, emotional and mental tiredness from teaching and occupation related subjects (Kyriacou, 2015).

Some factors like job satisfaction and motivation may hinder burnout and increase teachers efficiency and performance. (Spector, 1985) described job satisfaction as an emotional impressive answer to a career or some features of a job. Another definition about job satisfaction is given by (Locke, 1968) as an emotional reaction that is originated from