

## *Original Paper*

# Teacher Burnout: A Case Study among EFL Instructors at the English Preparatory Schools at Universities in North Cyprus

Mübeher Ürün Göker<sup>1\*</sup>

<sup>1</sup> School of Foreign Languages, Canakkale Onsekiz Mart University, Canakkale, Turkey

\* Mübeher Ürün Göker, E-mail: murungoker@gmail.com

Received: October 17, 2021 Accepted: November 9, 2021 Online Published: December 13, 2021

doi:10.22158/grhe.v4n4p47

URL: <http://dx.doi.org/10.22158/grhe.v4n4p47>

### **Abstract**

*The job of being an English language instructor is both demanding and challenging. Recently many researchers have been paying attention to determine teachers' attitudes, burnouts, and self-efficacy towards the subject and to find a relationship between those psychological concepts and certain variables. However, there is not much research done in the field of English language teaching in North Cyprus, Turkey, and in the Middle East regarding EFL teacher burnout and self-efficacy. This study aimed to investigate the perceived levels of burnout among EFL Instructors at the English Preparatory Schools in Girne American University, Near East University and the European University of Lefke in North Cyprus using the Maslach Burnout Inventory-Education Survey developed by Friedman. The study, in which 51 EFL instructors participated found that instructors experienced low levels of emotional exhaustion, low levels of depersonalization in relationships with students, colleagues, and others, and a high level of personal accomplishment in their work. An EFL instructor's age, marital status, work experience, weekly teaching hours, job status, native or non-native status do not seem to influence instructors' responses on each of the sub-scales of the Maslach Burnout Inventory. However, variables gender and the university they work to influence their responses related to emotional exhaustion, but they do not influence their responses related to depersonalization and personal accomplishment scores on the Maslach Burnout Inventory.*

### **Keywords**

*teacher burnout, EFL instructor, emotional exhaustion, depersonalization, personal accomplishment*

## 1. Introduction

People especially learn English because it's the most common language spoken in the world. Both at a distance and face-to-face, in Commerce, Tourism, Professions, Politics, Economics and Education English is increasingly needed. The rapid growth of the importance of learning English has made the teaching profession one of the world's largest educational enterprises. Unfortunately, the realities of classrooms have made teaching a stressful environment. It is absolutely one of those jobs that you cannot leave at the school or office. Teachers' physical bodies, emotions, minds, and spirits are all involved in schoolwork. They may find themselves working, or at least thinking about their work even on holiday.

From this standpoint, EFL/ESL teachers have heavier responsibilities than before, and studies show that teaching is one of the most stressful jobs as compared to other occupations (Adams, 2001). Recent innovations in the field of education and language teaching have created a rather novel role for teachers. Teachers are no longer looked at as the mere transferors of knowledge, but as individuals who need to communicate and engage with students more than before and to care for their inner worlds (Arnold, 1999). They are expected to empathize with learners, try to motivate them, and encourage them to participate in classroom activities, and generally speaking, to help facilitate learning. However, in addition to all these roles, they also need to engage in many other tasks such as paperwork, evaluating students, preparing for the class, remaining up-to-date with their teaching area, and preparing their teaching materials. At the same time, they might have positive or negative encounters with parents, colleagues, administrative authorities, and students, all of which can affect them psychologically. As a result, many teachers end up having more negative feelings about themselves, their students, and their profession than they were initially. They start developing feelings of emotional exhaustion and fatigue, negative attitudes towards their students, and loss of feelings of accomplishment in their job. People experiencing these feelings have been described as suffering from 'job burnout' (Maslach & Jackson, 1981; Maslach & Goldberg, 1998; Maslach, Schaufeli, & Leiter, 2001; Pietarinen, Pyhäälä, Haverinen, Leskinen, & Soini, 2021).

The concept of burnout occurring in stages was researched by Evers et al. (2000), who also encourages the view that burnout is a process that has varying levels and degrees. Understanding the extent to which an individual suffers from burnout can be helpful in diagnosing and treating the syndrome. Thus, to have a better understanding of the development of burnout, its causes must first be investigated.

### 1.1 What is Burnout?

Burnout is described as "a psychological syndrome of emotional exhaustion, depersonalization, and personal accomplishment that can occur among individuals who work with other people in some capacity" (Maslach & Jackson, 1981; Maslach, Jackson, & Leiter, 1996).

There are also different views on burnout. For example, according to Längle (2003), it is an enduring state of exhaustion because of work. Nevertheless, on another level, burnout must be viewed as a form

of an existential vacuum characterized by apathy, boredom, and a loss of interest in relationships. According to Karazman (1994), people displaying symptoms of an existential vacuum seem to have high degrees of depersonalization and emotional exhaustion. Burnouts misinterpret the requirements for and components of successful human existence as they lack a sense of inner fulfillment. Burnouts view their work as something to serve their own aims and not as something that should be appreciated for its unique value and inherent meaning (L'angle, 2003).

As far as burnout is concerned in the field of teacher education, researchers first studied teacher burnout through the lens of teacher stress (Smylie, 1999). According to their findings, special education teachers are the most prone to high stress and burnout (McIntyre, 1983). However, in the 1980s, scholars in teacher education identified the important factors in teacher stress and burnout from demographic information such as age, gender, marital status, work experience, and level of education. In the early 1990s, researchers began to examine the work-related factors, such as teacher-pupil ratio, grade level taught, types of exceptional children taught, and workload. As workload appeared to be the most salient element among the work-related factors, some models were proposed to investigate teacher burnout regarding it. And findings of that studies show that burnout is a syndrome caused by prolonged stress and is certainly in connection with the work environment. Recently, Maslach's work on burnout seems to have emerged as the dominant framework for studying burnout because of the defining psychological constructs she developed.

### *1.2 Three Aspects of Burnout*

Burnout refers to a cluster of physical, emotional, and interactional symptoms, including emotional exhaustion, a sense of lacking personal accomplishment, and depersonalization of clients. Maslach and Jackson (1981) argue that burnout comprises three factors: (a) "emotional exhaustion", which is described as feelings of being emotionally overextended and exhausted, (b) "personal accomplishment", which is experienced by teachers as decreased feelings of competence and achievement and a tendency to evaluate oneself negatively with respect to work and (c) "depersonalization" which is the development of negative feelings and attitudes about the profession.

### *1.3 Sources of Burnout*

The sources of teacher burnout are known to have multifaceted factors (Maslach et al., 2001). In this study, the studies on teacher burnout were categorized into three groups along with the sources of burnout they identify: individual factors, organizational factors, and transactional factors. Demographic variables or personality variables constitute individual variables (e.g., age, gender, years of teaching experience, personality, etc.; Burke & Greenglass, 1988; Friedman & Farber, 1992; Kashahu Xhelilaj, Petani, & Ntalla, 2021; Maslach & Jackson, 1981). Organizational factors include institutional and job characteristics, e.g., inappropriate work demands, socioeconomic status of the school, and administrative support, etc. (Brissie, Hoover-Dempsey, & Bassler, 1988; Evers, Tomic, & Brouwers, 2004; Farber, 1984; Maslach et al., 2001).

On the whole, research studies identifying sources of burnout as individual factors provided the answers to “who” experiences burnout, while studies identifying sources of burnout as social and organizational factors provided the answers to “what” makes teachers burn out. And finally, transactional factors include interactions of individual factors with organizational and/or social factors, such as an employee’s perceptions of leadership style, teachers’ attribution of student misbehaviors, and teachers’ perceptions of exchange of investments and outcomes (Bibou-nakou, Stogiannidou, & Kiosseoglou, 1999; Evers et al., 2004; Friedman, 1995; Van Horn, Schaufeli, & Enzmann, 1999).

#### *1.4 The EFL Context in North Cyprus*

English as a foreign language is formally taught to Cypriot students from nursery school to university education (first year of nursery school, primary eight years of primary school, high school for three years, and another year during the pre-university level and university education). Considering the content and priorities of the current EFL textbooks used at the English Preparatory Schools of the universities, it seems that EFL teaching at universities in North Cyprus is based on the students’ future need to read, understand their subject area at the tertiary level and sometimes translate English books, journals, and magazines. Likewise, reading comprehension, essay and report writing, speaking and translation are the most emphasized skills at the university level, and students study English basically for academic purposes (EAP). Therefore, in most prep schools, both administrative and teaching staff claim that they are following the procedures of Communicative Language Teaching. However, the traditional way that they are testing the language performance of their students could be a clear indicator of the fact that they might use traditional teaching methodology.

A major principle in CLT is to use language for a variety of purposes and to convey meaningful messages. The implementation of CLT requires EFL instructors to be competent in the English language to teach it. It is expected that EFL instructors use English with functional ability in communicating across the language skills. In North Cyprus most of the teachers are natives or from the country of English speaking as an SLA hence, this technique is used in North Cyprus universities.

The curriculum at North Cyprus universities is, for the most part, top-down and product-oriented in all its aspects, directed by each prep school through the monitoring of “educational groups” at various organizational levels. Besides, non-native EFL students in North Cyprus EFL have a chance to use English outside the classroom because of the existence of foreign students at the university as well as it is a touristic country. From the standpoint of working conditions, EFL instructors at the universities in North Cyprus have currently been suffering more and more as compared to the early 2000s. There has been a decrease in the number of university students coming to study in Cyprus and this has also decreased the number of EFL instructors. And this has had reflections in teacher salaries making them less.

There are several common complaints from teachers about their work environments. Many don't have their office or even their desk to store materials. Those who do have their offices often find that the facilities aren't adequate to handle their students' needs. Some don't have computers or internet access. Others don't receive sufficient benefit packages or training hours per year. Some schools don't have good libraries.

On the whole, school staffing is about more than just finding teachers to work in schools. It's also important to retain good teachers. Constant turnover of new teachers leads to students coping with a stream of novices in the classroom, this contributes to academic breakdowns, failure to notice specific academic problems, and eventually to an environment where the students have to teach as much as to learn.

Finally, the universities can fire EFL instructors regularly for absolutely no valid reason. Most instructors have one-year working contracts and they are often underpaid and under-supported in their need for educational resources for their students. Poor working conditions can lead to many negative issues for teachers including depression, anger, lack of interest, and burnout.

Several research studies (e.g., Chang & Davis, 2009; Dussault, Deaudelin, Royer, & Loisella, 1999; Fullan, 2001; Maslach et al., 1996; Maslach et al., 2001; Napoles, 2021; Saloviita & Pakarinen, 2021; Woolfolk Hoy & Davis, 2005) have examined the problem of teacher burnout. Since very little research has been done on teacher stress and burnout in the field of EFL/ESL, and there is not much research done in the field of English language teaching in North Cyprus, Turkey, and in the Middle East regarding teacher burnout and self-efficacy.

This study aimed to investigate potential inside and outside classroom sources of burnout among instructors of EFL within the university preparatory context in North Cyprus. Based on the research and problems discussed above, there is a need to examine EFL instructors' perceptions of their burnout within the university English preparatory context in North Cyprus. The study is also expected to have implications for the current attitudes of EFL instructors towards their job and professional development.

### *1.5 Hypothesis*

EFL instructors' perceived burnout is correlated with their performance and a teacher who is prone to burnout may be inefficacious and have lower competence in his or her capabilities while carrying out instructional activities.

## 2. Method

As this study aimed to investigate the perceived levels of burnout among EFL instructors in North Cyprus, the research design of this study was a descriptive survey method. *Maslach Burnout Inventory-Education Survey developed by Friedman (1999)* was used to determine the frequency of burnout in respondents. The MBI-ES is the predominant instrument used to assess burnout in teachers and educational administrators (Maslach, Jackson, & Schwab, 1986).

### 2.1 Research Questions

Four research questions were asked and answered on 1) the extent to which EFL instructors experienced emotional exhaustion in their work; 2) the extent to which EFL instructors experienced depersonalization in relationships with students, colleagues, and other; 3) the extent to which they experienced personal accomplishment at work; 4) if burnout among them was influenced by selected individual characteristics of gender, job status, native or non-native status, university they work, age, marital status, work experience and weekly teaching hours.

### 2.2 Participants

A total of 51 EFL instructors working at the English Preparatory Schools of Girne American University, Near East University, and the European University of Lefke participated in this study. The participants were not selected as participation was voluntary. Participants filled out the questionnaires anonymously.

**Table 1. Matrix Detailing Participant Demographics**

Particulars	Variables	Frequency	Percent
Universities where participants work	Near East University	24	47.1
	European University of Lefke	14	27.5
	Girne American University	13	25.5
Marital status of the participants	Single	17	33.3
	Married	31	60.8
	Divorced	3	5.9
Gender of the participants	Male	13	25.5
	Female	38	74.5
Age of the participants	21-30	23	45.1
	31-40	13	25.5
	41-50	10	19.6
	51 and over	5	9.8
Work experience of the participants	0	2	3.9
	0-5	17	33.3

	6-10	14	27.5
	11-15	6	11.8
	16-20	7	13.7
	21 and over	5	9.8
Weakly teaching hours of the participants	8-16	9	17.6
	17-20	26	51.0
	21-24	14	27.5
	25-30	1	2.0
Job status of the participants	Full time	47	92.2
	Part time	4	7.8
Native/non-native status of the participants	Native speaker	16	31.4
	Non-native speaker	35	68.6

### 2.3 Data Collection Procedures and Instruments

The instrument selected for this study was the *Maslach Burnout Inventory-Education Survey* developed by Friedman (1999) to determine the frequency of burnout in respondents. The MBI-ES consists of 22 statements describing the feelings an individual might have as a result of being over-stressed or burned out. It also measures burnout on three sub-scales: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). The reliability of the questionnaire was also tested, and the Cronbach's Alpha Coefficient was found as .731.

After selecting the data collection instruments, the necessary permissions were obtained from the directors of Preparatory Schools of the three universities to administer the questionnaire. As the instructors agreed to participate, the instrument was administered at the instructors' work sites.

### 2.4 Data Analysis

After the data were collected at the Fall Semester of 2010-2011 Academic Year, the researcher used SPSS (PASW 18.0) to analyze the data collected. 51 questionnaires were coded for statistical analysis with PASW 18.0. The data were examined for reliability over the entire questionnaire and according to the six sub-groups, descriptive statistics, including means and standard deviations, frequencies, percentages were computed to summarize the instructors' responses to the items in the questionnaire, and independent sample T-Test and ANOVA tests were used to determine whether there was a statistically significant effect of demographical variables. The analyses were done in the order of the research questions.

### 3. Result and Discussion

Results gained from this study are given and discussed based on each research question.

#### 3.1 Results and Discussion of the Research Question 1

The research question 1 seeks answers as to the perceptions of EFL instructors regarding the perceived levels of burnout related to **emotional exhaustion-EE**. The data for this is seen in Table 2.

**Table 2. Mean Scores of Participants on Emotional Exhaustion-EE**

ITEM	N	MEAN	SD
I feel used up at the end of the workday.	50	2.14	1.64
I feel emotionally drained from my work.	51	1.29	1.30
I feel I am working too hard on my job.	50	2.44	2.11
I feel frustrated by my job.	51	.86	1.05
I feel fatigued when I get up in the morning and have to face another day on the job.	50	.74	1.12
I feel burned out from my work.	51	.69	1.01
Working with people all day is really a strain for me.	51	.57	.72
I feel like I am at the end of my rope.	51	.25	.48
Working directly with people puts too much stress on me.	51	.63	1.01

In response to the first research question, the research findings reveal that EFL instructors work very hard and they get tired at the end of the day.

Concerning item analysis to investigate the high and low burnout beliefs among EFL instructors, the third item “I feel I am working too hard on my job” (M=2.44) shows the highest mean among the nine items related to **Emotional Exhaustion-EE** in the questionnaire. It might be implied that instructors are working very hard and this may lead to burnout over time (Dorman, 2003; Schwab & Iwanicki, 1982). This also shows that the working loads of EFL instructors are very high as compared to teaching loads of primary and secondary school teachers in North Cyprus working very hard.

The first item “I feel used up at the end of the workday” (M=2.14) in the questionnaire shows the second-highest mean among the nine items related to **Emotional Exhaustion-EE**. It might give the idea that EFL teachers feel used up at the end of the day after high working loads. And this result also supports the fact that they are not happy with the working conditions in terms of weekly teaching hours. However, this might also reveal that EFL instructors make a great contribution to language learning development in the EFL context in North Cyprus.

Regarding the lowest means, the researcher has identified two items: “I feel like I am at the end of my rope” (M=.25) and “working with people all day is really a strain for me” (M=.57). This result might



reveal the fact that EFL instructors are highly energetic and hard-working. As discussed earlier, emotional exhaustion, as the core element of burnout, is considered to be the most obvious manifestation of this complex syndrome. Within this framework, EFL instructors included in this study are not prone to burnout due to the enthusiasm they feel for their job.

As discussed earlier, working conditions play a major role in burnout (Cheek, Bradley, Parr, & Lan, 2003; Dorman, 2003). Concerning our research study context, there might be a wide range of factors involved. From the standpoint of working conditions, EFL instructors at universities in North Cyprus have currently been suffering more and more as compared to the early 2000s. They get paid less than they used to in the early 2000s. There are still serious problems in terms of their work environments. Many don't have their office or even their desk to store materials, whereas instructors teaching at other departments have better work environments. Weekly teaching hours of EFL instructors at preparatory schools are higher than those of instructors teaching at other departments at the universities and primary and secondary school teachers in North Cyprus.

It is also worth mentioning that the results are consistent with the previous studies done by (Brissie et al., 1988; Burke & Greenglass, 1993; Gold & Bachelor, 1988; Farber, 1984; Maslach et al., 2001).

### 3.2 Results and Discussion of the Research Question 2

Research question 2 seeks answers as to the perceptions of EFL instructors regarding the perceived levels of burnout related to **depersonalization-DP**. The data for this is seen in Table 3.

**Table 3. Mean Scores of Participants on Depersonalization-DP**

ITEM	N	MEAN	SD
I feel students blame me for their problems.	51	.39	.85
I have become more callous toward people since I took this job.	49	.27	.73
I worry that this job is hardening me emotionally.	51	.63	.97
I do not really care what happens to some students.	47	.70	1.31
I feel I treat some students as if they were impersonal objects.	51	.29	.98

As can be seen in Table 3, the research findings reveal that EFL instructors have very low levels of perceptions for the items related to **depersonalization-DP**. It might mean that they are far away from depersonalization and teaching as a profession does not harden them emotionally even though they work very hard.

Concerning item analysis to investigate the high and low burnout beliefs among EFL instructors, the fourth item "I do not really care what happens to some students" (M=.70) shows the highest mean among the five items related to **depersonalization-DP** in the questionnaire. However, it is so low (M=.70) that there is no need to interpret in a way that EFL instructors are likely to be close to depersonalization. This item like the other four clearly shows that EFL instructors are far away from

depersonalization due to low levels of beliefs regarding depersonalization among EFL instructors.

Regarding the lowest means, as pointed out before, the researcher defined all other 4 items related to depersonalization as having low means at similar levels: “I have become more callous toward people since I took this job” (M=.27), “I feel I treat some students as if they were impersonal objects” (M=.29), “I feel students blame me for their problems” (M=.39), “I worry that this job is hardening me emotionally” (M=.63).

As discussed earlier, Evers et al. (2004) describe depersonalization as “a negative callous and detached attitude towards the people who one works with, i.e., patients, students” (p. 132). Taking the low level of means of the participants related to depersonalization into consideration, this result might reveal the fact that EFL instructors in this study are far away from depersonalization because perception level to the item “I have become more callous toward people since I took this job” is very low (M=.27).

### 3.3 Results and Discussion of the Research Question 3

Research question 3 seeks answers as to the perceptions of EFL instructors regarding the perceived levels of burnout related to **personal accomplishment-PA**. The data for this is seen in Table 4.

**Table 4. Mean Scores of Participants on Personal Accomplishment-PA**

ITEM	N	MEAN	SD
I feel exhilarated after working closely with my students.	49	3.63	2.30
I feel very energetic.	50	5.08	.96
In my work, I deal with emotional problems very calmly.	51	4.37	1.66
I can easily understand how my students feel about things.	51	5.25	1.01
I have accomplished many worthwhile things in this job.	50	5.14	1.14
I deal very effectively with the problems of my students.	50	4.86	1.14
I feel I am positively influencing other people`s lives through my work.	50	5.02	1.16
I can easily create a relaxed atmosphere with my students.	50	5.46	.83

As can be seen in Table 4, in response to the third research question, the research findings reveal that EFL instructors on average felt rather confident of their competence to perform their job professionally. Concerning item analysis to investigate the perceptions of EFL instructors regarding the perceived levels of burnout related to **personal accomplishment-PA**, the eighth item “I can easily create a relaxed atmosphere with my students” (M=5.46) shows the highest mean among the eight items related to **personal accomplishment-PA** in the questionnaire. It might be implied that EFL instructors are quite able to do perform good classroom management skills. It might also give the idea that most of the instructors feel comfortable with the way they cope with students’ problems.

The second highest item is “I can easily understand how my students feel about things” (M=5.25). It might give the idea that instructors are more interested in listening to the problems of students developing empathy. And the following three high items “I have accomplished many worthwhile things in this job” (M=5.14), “I feel very energetic” (M=5.08), and “I feel I am positively influencing other people’s lives through my work” (M=5.02) might also reveal that EFL instructors do not feel exhausted or indifferent toward serving or helping people. Although it is not easy to gain a sense of accomplishment, the EFL instructors included in this study appear to have gained it. Bandura (1997) argues that self-efficacy reflects an individual’s beliefs in his or her capabilities to pursue a course of action to meet given situational demands. Viewed in this light, an efficacious teacher may have higher competence in his or her capabilities while carrying out instructional activities.

Regarding the lowest means, the researcher identified only one item which was not low at all. “I feel exhilarated after working closely with my students” (M=3.63) might reveal the fact that EFL instructors have a high level of efficacy regarding their teaching competence. It is still worth noticing that EFL instructors appear to be working very enthusiastically despite their poor working conditions.

As discussed earlier in the literature review, burnout is manifested in the following ways: work overload, lack of control over one’s work environment, lack of community among teachers in the school, lack of fairness in work assignments, and the uneven distribution or absence of rewards (Maslach et al., 1996; Napoles, 2021). Within this context then, one can argue that level of personal accomplishment seems not to have reduced for EFL instructors at universities in North Cyprus.

#### 3.4 Results and Discussion of the Research Question 4

Research question 4 seeks answers as to the perceptions of EFL instructors regarding the variation according to a) gender, b) job status, c) native or non-native status, d) university they work, e) age, f) marital status, g) work experience, and h) weekly teaching hours.

- a) gender: To respond to this problem, the researcher made use of descriptive statistics and a “t” test to analyze the collected data. Table 5 shows the results of descriptive statistics.

**Table 5. Corresponding Mean Scores for Gender**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Emotional exhaustion	Male	13	10.3846	6.86220	1.90323
	Female	35	10.8286	9.22747	1.55973
Depersonalization at work	Male	13	1.6923	1.25064	.34687
	Female	33	2.4848	3.37381	.58730
Personal accomplishment at work	Male	13	36.0769	9.10551	2.52541
	Female	35	39.8286	5.19890	.87877

As it is seen in Table 5, the mean values of female instructors in terms of emotional exhaustion, depersonalization at work, and personal accomplishment at work are higher than those values of male instructors. However, only this does not indicate that there is a statistically significant difference between male and female instructors. To interpret whether there is a significant difference between them, independent samples “t” test results are illustrated in Table 6.

**Table 6. Independent Samples Test for Gender**

		Levene's Test for Equality of Variances			t-test for Equality of Means			
		F	Sig.	T	Df	Sig.(2 tailed)	Mean Difference	Std. Error Difference
Emotional exhaustion	Equal variances assumed	2.696	.107	-.158	46	.875	-.44396	2.81694
	Equal variances not assumed			-.180	28.926	.858	-.44396	2.46070
Depersonalization at work	Equal variances assumed	4.865	.033	-.820	44	.416	-.79254	.96612
	Equal variances not assumed			-1.162	43.956	.252	-.79254	.68209
Personal accomplishment at work	Equal variances assumed	11.16	.002	-1.791	46	.080	-3.75165	2.09505
	Equal variances not assumed		9	-1.403	15.004	.181	-3.75165	2.67394

Regarding emotional exhaustion, it provides the t value ( $t=-1.158$ ) and the degrees of freedom ( $df=46$ ). From the table above, it is also observed that significance was .107, which was higher than .05. Consequently, it can be concluded that the difference between male and female instructors in terms of emotional exhaustion is significant. It might be concluded that there are differences between men and women in terms of emotions and expressions of emotions. This fact might have had an impact on the responses of the female participants related to items for emotional exhaustion. However, regarding

depersonalization at work and personal accomplishment at work, no statistical significance has been found. In other words, male and female instructors have the same perceived levels of burnout and they have similar beliefs related to items for depersonalization at work and personal accomplishment.

- b) job status: To respond to this problem, the researcher used descriptive statistics and a “t” test to analyze the collected data. Table 7 shows the results of descriptive statistics.

**Table 7. Corresponding Mean Scores for Job Status**

Job status		N	Mean	Std. Deviation	Std. Error Mean
Emotional exhaustion	Full Time	45	10.6889	8.72255	1.30028
	Part Time	3	11.0000	7.54983	4.35890
Depersonalization at work	Full Time	42	2.0238	2.86687	.44237
	Part Time	4	4.7500	2.87228	1.43614
Personal accomplishment at work	Full Time	44	38.5000	6.75656	1.01859
	Part Time	4	42.2500	3.30404	1.65202

As can be seen in Table 7, the mean values of both full-time and part-time EFL instructors in terms of emotional exhaustion, depersonalization at work, and personal accomplishment at work are very similar. However, this does not indicate that there is a statistically significant difference between the perceptions of both full-time and part-time EFL instructors regarding emotional exhaustion, depersonalization, and personal accomplishment at work.

To reveal whether there is a statistically significant difference between the perceptions of full-time and part-time EFL instructors, independent samples “t” test results are illustrated in Table 8.

**Table 8. Independent Samples Test for Job Status**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Emotional exhaustion	Equal variances assumed	.238	.628	-.060	46	.952	-.31111	5.17269
	Equal variances not assumed			-.068	2.371	.951	-.31111	4.54871
Depersonalization at work	Equal variances assumed	.188	.666	-1.817	44	.076	-2.72619	1.50033
	Equal variances not assumed			-1.814	3.594	.152	-2.72619	1.50273
Personal accomplishment at work	Equal variances assumed	1.356	.250	-1.090	46	.281	-3.75000	3.43984
	Equal variances not assumed			-1.932	5.657	.104	-3.75000	1.94080

As it is seen in Table 8, it is observed that there is no statistically significant difference between the perceptions of full-time and part-time EFL instructors related to emotional exhaustion, depersonalization at work, and personal accomplishment at work. In other words, full-time and part-time EFL instructors have similar beliefs and opinions related to items for emotional exhaustion, depersonalization, and personal accomplishment at work.

- c) native or non-native status: To respond to this problem, the researcher used descriptive statistics and a “t” test to analyze the collected data. Table 9. Below shows the results of descriptive statistics.

**Table 9. Corresponding Mean Scores for Native/Non-native Status**

Native or non-native status		N	Mean	Std. Deviation	Std. Error Mean
Emotional exhaustion	Native Speaker	14	10.2143	9.20851	2.46108
	Non-Native Speaker	34	10.9118	8.44723	1.44869
Depersonalization at work	Native Speaker	15	1.4000	2.13140	.55032
	Non-Native Speaker	31	2.6774	3.20819	.57621
Personal accomplishment at work	Native Speaker	14	40.5000	6.23575	1.66658
	Non-Native Speaker	34	38.1176	6.70940	1.15065

As it is seen in Table 9, the mean values of both native and non-native EFL instructors in terms of emotional exhaustion, depersonalization at work, and personal accomplishment at work are very similar. However, this does not indicate that there is a statistically significant difference between the perceptions of both native and non-native EFL instructors. To reveal whether there is a significant difference between the perceptions of native and non-native EFL instructors in terms of emotional exhaustion, depersonalization, and personal accomplishment at work, a “t” test was utilized. The results of the “t” test are shown in Table 10.

**Table 10. Independent Samples Test for Native or Non-native Status**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Emotional exhaustion	Equal variances assumed	.319	.575	-.253	46	.801	-.69748	2.75292
	Equal variances not assumed			-.244	22.505	.809	-.69748	2.85580
Depersonalization at work	Equal variances assumed	1.294	.261	-1.396	44	.170	-1.27742	.91499
	Equal variances not assumed			-1.603	39.415	.117	-1.27742	.79679
Personal accomplishment at work	Equal variances assumed	.644	.426	1.140	46	.260	2.38235	2.08919
	Equal variances not assumed			1.176	26.019	.250	2.38235	2.02521

As it is seen in Table 10, regarding emotional exhaustion, depersonalization at work, and personal accomplishment at work, no statistical significance was found between the perceptions of both native and non-native EFL instructors. In other words, native and non-native EFL instructors have similar opinions related to items for emotional exhaustion, depersonalization, and personal accomplishment at work.

- d) university they work: To respond to this problem, an “analysis of variance” ANOVA was applied. The results of the analysis are given in Table 11.



**Table 11. Corresponding Mean Scores for University Participants Work ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Emotional exhaustion	Between Groups	499.553	2	249.777	3.794	.030
	Within Groups	2962.364	45	65.830		
	Total	3461.917	47			
Depersonalization at work	Between Groups	27.888	2	13.944	1.661	.202
	Within Groups	360.982	43	8.395		
	Total	388.870	45			
Personal accomplishment at work	Between Groups	157.972	2	78.986	1.881	.164
	Within Groups	1889.341	45	41.985		
	Total	2047.313	47			

As can be seen in Table 11, the mean values of instructors working in three different universities in terms of the emotional exhaustion are different. However, only this does not indicate that there is a statistically significant difference among the EFL instructors working at three different universities. To interpret whether there is a significant difference among them, scheffe test results are illustrated in the Table 12.

**Table 12. Multiple Comparisons of 3 Universities (Scheffe)**

Dependent Variable	(I) University	(J) University Name	Mean Difference	Std.	Sig.
	Name		(I-J)	Error	
Emotional exhaustion	Near East University	European University of Lefke	-7.65035*	2.83834	.034
		Girne American University	-1.34266	2.83834	.894
	European University of Lefke	Near East University	7.65035*	2.83834	.034
		Girne American University	6.30769	3.18241	.152
	Girne American University	Near East University	1.34266	2.83834	.894
		European University of Lefke	-6.30769	3.18241	.152
Depersonalization at work	Near East University	European University of Lefke	-1.86081	1.02251	.203

		Girne American University		- .80952	1.04849	.744
	European University of Lefke	Near East University		1.86081	1.02251	.203
		Girne American University		1.05128	1.15989	.666
	Girne American University	Near East University		.80952	1.04849	.744
		European University of Lefke		-1.05128	1.15989	.666
Personal accomplishment at work	Near East University	European University of Lefke		4.14286	2.23568	.191
		Girne American University		.45055	2.28669	.981
	European University of Lefke	Near East University		-4.14286	2.23568	.191
		Girne American University		-3.69231	2.49572	.343
	Girne American University	Near East University		- .45055	2.28669	.981
		European University of Lefke		3.69231	2.49572	.343

*Note.* \* The mean difference is significant at the 0.05 level.

Regarding emotional exhaustion, from the table above, it is also observed that significance was .34, which was lower than .05. Consequently, it can be concluded that the difference in EFL instructors working at 3 different universities in terms of emotional exhaustion is significant. It might be concluded that there are differences among the perceptions of participants in terms of emotional exhaustion, which is quite natural. This might be because all these three universities have different working environments and different organizational structures where relations and interactions between the administrative and teaching staff could be different. However, regarding depersonalization at work, personal accomplishment at work, no statistical significance has been found. In other words, all EFL instructors working at three universities have the same perceived levels of burnout and they have similar beliefs related to items for depersonalization at work and personal accomplishment.

- e) age: To respond to this problem, an “analysis of variance” ANOVA was applied. The results of the analysis are given in Table 13.

**Table 13. Corresponding Mean Scores for Age ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Emotional exhaustion	Between Groups	180.026	3	60.009	.805	.498
	Within Groups	3281.891	44	74.588		
	Total	3461.917	47			
Depersonalization at work	Between Groups	41.564	3	13.855	1.675	.187
	Within Groups	347.305	42	8.269		
	Total	388.870	45			
Personal accomplishment at work	Between Groups	118.337	3	39.446	.900	.449
	Within Groups	1928.975	44	43.840		
	Total	2047.313	47			

As it is seen in Table 13, the mean values of participants of all age groups in terms of emotional exhaustion, depersonalization at work, and personal accomplishment at work are very similar. In other words, regarding emotional exhaustion, depersonalization at work, and personal accomplishment at work, no statistical significance was found between the perceptions of EFL instructors from all age groups.

- f) marital status: To respond to this problem, an “analysis of variance” ANOVA was applied. The results of the analysis are given in Table 14.

**Table 14. Corresponding Mean Scores for Marital Status ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Emotional exhaustion	Between Groups	213.350	2	106.675	1.478	.239
	Within Groups	3248.567	45	72.190		
	Total	3461.917	47			
Depersonalization at work	Between Groups	5.351	2	2.676	.300	.742
	Within Groups	383.519	43	8.919		
	Total	388.870	45			
Personal accomplishment at work	Between Groups	14.519	2	7.259	.161	.852
	Within Groups	2032.794	45	45.173		
	Total	2047.312	47			

As it is seen in Table 14, the mean values of participants of all marital status groups in terms of emotional exhaustion, depersonalization at work, and personal accomplishment at work are very similar. In other words, regarding emotional exhaustion, depersonalization at work, and personal accomplishment at work, no statistical significance was found between the perceptions of EFL instructors from all marital status groups.

- g) work experience: To respond to this problem, an “analysis of variance” ANOVA was applied. The results of the analysis are given in Table 15.

**Table 15. Corresponding Mean Scores for Work Experience ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
Emotional exhaustion	Between Groups	91.719	5	18.344	.229	.948
	Within Groups	3370.198	42	80.243		
	Total	3461.917	47			
Depersonalization at work	Between Groups	21.982	5	4.396	.479	.790
	Within Groups	366.888	40	9.172		
	Total	388.870	45			
Personal accomplishment at work	Between Groups	145.115	5	29.023	.641	.670
	Within Groups	1902.198	42	45.290		
	Total	2047.313	47			

As can be seen in Table 15, the mean values of participants of all work experience groups in terms of emotional exhaustion, depersonalization at work, and personal accomplishment at work are very similar. In other words, regarding emotional exhaustion, depersonalization at work, and personal accomplishment at work, no statistical significance was found between the perceptions of EFL instructors from all work experience groups.

- h) weekly teaching hours: To respond to this problem, an “analysis of variance” ANOVA was applied. The results of the analysis are given in Table 16.

**Table 16. Corresponding Mean Scores for Weekly Teaching Hours ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
Emotional exhaustion	Between Groups	189.969	3	63.323	.834	.483
	Within Groups	3264.457	43	75.918		
	Total	3454.426	46			
Depersonalization at work	Between Groups	25.711	3	8.570	.972	.415
	Within Groups	361.533	41	8.818		
	Total	387.244	44			
Personal accomplishment at work	Between Groups	698.335	3	232.778	7.817	.000
	Within Groups	1280.516	43	29.779		
	Total	1978.851	46			

As it is seen in Table 16, the mean values of participants who have different weekly teaching hours in terms of emotional exhaustion, depersonalization at work are very similar. However, regarding personal accomplishment, it is observed that significance was .000, which was higher than .05. Consequently, it can be concluded that the difference between different weekly teaching hours in terms of personal accomplishment is significant. It implies that different teaching loads might have had an impact on the responses of the over-loaded EFL instructors related to items for personal accomplishment. This finding also supports the fact that EFL instructors are not happy with the working conditions in terms of weekly teaching hours as they have no time for research or professional development.

#### 4. Conclusion and Recommendations

The researcher's goal in undertaking this survey study was to investigate the perceived levels of burnout among EFL Instructors at the English Preparatory Schools in Girne American University, Near East University, and the European University of Lefke in North Cyprus. This study also aimed to determine the possible impact of the demographic characteristics of the EFL instructors on the perceived levels of burnout.

Based on the results of this study, it might be concluded that EFL Instructors working at the English Preparatory Schools of these three universities are not prone to burnout when examining the perceived levels of burnout among EFL instructors. As discussed earlier, burnout is a process with different levels and degrees. With the introduction of Communicative Language Teaching, realities of learning and teaching in an EFL classroom life have put much more burden on language teachers and made teaching a stressful occupation because EFL teachers have heavier responsibilities than before and research studies demonstrate that teaching is one of the most stressful jobs as compared to other professions. Understanding the extent to which teachers suffer from burnout can be helpful in diagnosing and

treating the syndrome.

From this standpoint of view, this study targeting the population of all EFL instructors working at the universities in North Cyprus aimed to determine the extent to which EFL instructors experienced personal accomplishment in their work, the extent to which they experienced depersonalization in relationships with students, colleagues and others, the extent to which they experienced emotional exhaustion in their work and finally if burnout among EFL instructors was influenced by selected individual instructor characteristics of gender, age, marital status, work experience, weekly teaching hours, job status, native or non-native status and the university they worked.

As we all well know, instructors who exhibit characteristics of being burned out are not effective in the classroom and they believe they can no longer be responsible for the behavior or active learning of the students in their classroom. Approached from this angle, burned-out instructors are not effective in the classroom, they provide their students with fewer positive reinforcements, and also they have negative effects on student performance. Results gained from this study show that EFL instructors are not very satisfied with their institutions, work environment. Paradoxically, however, within the context of this study then, the level of personal accomplishment seems not to have reduced for EFL instructors at universities in North Cyprus.

As far as depersonalization is concerned, low perceived levels of mean scores of the participants related to depersonalization might reveal the fact that EFL instructors in this study are far away from depersonalization. For example, the perception level of the item “I have become more callous toward people since I took this job” is very low ( $M=.27$ ). As pointed out before, the other 4 items related to depersonalization were also defined to have low means at similar levels.

As discussed before, EFL instructors should empathize with learners, try to motivate them to participate in classroom activities, and help facilitate learning. In addition to all these roles, they are also expected to engage in many other tasks such as paperwork, student evaluation, preparation of materials for the class, and professional development. They are also likely to have positive or negative encounters with parents, colleagues, administrative authorities, and students, all of which can affect them psychologically.

It is in this way that, many instructors end up having more negative feelings about themselves, their students, and their profession. They start developing feelings of emotional exhaustion and fatigue, negative attitudes towards their students, and loss of feelings of accomplishment in their job. People experiencing these feelings have been described as suffering from “job burnout” (Maslach & Goldberg, 1998; Maslach et al., 2001; Norhisham, Husain, Abas, & Haza, 2021).

Taking the results of this study into consideration concerning emotional exhaustion, which is seen as a personal psychological status that cannot capture other behaviors related to burnout, it seems that EFL teachers feel used up at the end of the day after high working loads. And this result also supports the fact that they are not happy with the working conditions in terms of weekly teaching hours. As

discussed earlier, burnout is manifested in the ways such as work overload, lack of control over one's work environment, lack of community among teachers in the school, lack of fairness in work assignments, and the uneven distribution or absence of rewards (Maslach et al., 1996).

When one perceives a threat, a stress response is triggered and a series of physiological and psychological changes occur and stress occurs when that person perceives that he/she is incapable of coping with life's demands (ERIC Development Team, 2002). What is clear is that teachers face many demands from students, parents, administrators, and peers every day. These demands can lead to stress that, over time, can end in burnout.

It is well known that all EFL instructors work on a contractual basis at the universities in North Cyprus and the universities can dismiss EFL instructors from their job regularly for absolutely no valid reason. Most instructors have one-year working contracts and they are often underpaid and under-supported in their need for educational resources for their students. Poor working conditions can lead to many negative issues for teachers including depression, anger, lack of interest, and burnout. As part of my inductive observation and individual talks with some EFL instructors, I have observed that most of the instructors complain about working conditions, work environment, teaching loads, salaries. Paradoxically, however, results gained from this study show that EFL instructors claim that they are not prone to burnout.

#### *4.1 Recommendations for Future Research*

As pointed out earlier, very little research has been done on teacher stress and burnout in the field of English Language Teaching. As this study aimed to investigate the perceived levels of burnout among EFL Instructors at the English Preparatory Schools in Girne American University, Near East University, and the European University of Lefke in North Cyprus, further research studies could be conducted primarily to investigate potential inside and outside classroom sources of burnout among instructors of EFL within university preparatory context in North Cyprus.

Based on the research and problems discussed above, there is also a need to examine the causes of burnout within the university preparatory context in North Cyprus. Similar studies could also be carried out in other EFL settings like primary and secondary schools.

#### **Acknowledgements**

This study has been produced from my MA study entitled "**A Study on Burnout among EFL Instructors at the English Preparatory Schools at Universities in North Cyprus**" conducted at the European University of Lefke in 2011. It was also presented as a poster presentation at the International Congress on Education for the Future: Issues and Challenges, at Ankara University, Faculty of Educational Sciences, Ankara, Turkey on May 13-15, 2015.

## References

- Adams, E. (2001). A proposed causal model of vocational teacher stress. *Journal of Vocational Education and Training*, 53(2), 223-246. <https://doi.org/10.1080/13636820100200153>
- Arnold, J. (Ed). (1999). *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bibou-nakou, I., Stogiannidou, A., & Kiosseoglou, G. (1999). The relation between teacher burnout and teachers' attributions and practices regarding school behaviour problems. *School Psychology International*, 20(2), 209-217. <https://doi.org/10.1177/0143034399020002004>
- Brissie, J. S., Hoover-Dempsey, K. V., & Bassler, O. C. (1988). Individual, Situational Contributors to Teacher Burnout. *The Journal of Educational Research*, 82(2), 106-112. <https://doi.org/10.1080/00220671.1988.10885876>
- Burke, R. J., & Greenglass, E. R. (1988). Career orientations and psychological burnout in teachers. *Psychological Reports*, 63(1), 107-116. <https://doi.org/10.2466/pr0.1988.63.1.107>
- Burke, R. J., & Greenglass, E. R. (1993). Work stress, Role Conflict, Social Support and Psychological Burnout among Teachers. *Psychological reports*, 73(2), 371. <https://doi.org/10.2466/pr0.1993.73.2.371>
- Chang, M.-L., & Davis, H. A. (2009). Understanding the role of teacher appraisals in shaping the dynamics of their relationships with students: Deconstructing teachers' judgments of disruptive behavior/students. In P. A. Schutz, & M. Zembylas (Eds.), *Advances in Teacher Emotions Research*. New York: Springer. [https://doi.org/10.1007/978-1-4419-0564-2\\_6](https://doi.org/10.1007/978-1-4419-0564-2_6)
- Cheek, J. R., Bradley, L. J., Parr, G., & Lan, W. (2003). Using music therapy techniques to treat teacher burnout. *Journal of Mental Health Counseling*, 25(3), 204-207. <https://doi.org/10.17744/mehc.25.3.ghneva55qw5xa3wm>
- Dorman, J. (2003). Testing a Model for Teacher Burnout. *Australian Journal of Educational & Developmental Psychology*, 3, 35-47.
- Dussault, M., Deaudelin, C., Royer, N., & Loiselle, J. (1999). Professional Isolation and Occupational Stress in Teachers. *Psychological Reports*, 84(3), 943-946. <https://doi.org/10.2466/pr0.1999.84.3.943>
- ERIC Development Team. (2002). *Understanding and Preventing Teacher Burnout*. ERIC Digest. Retrieved from <https://files.eric.ed.gov/fulltext/ED477726.pdf>
- Evers, W. J. G., Gerrichhauzen, J., & Tomic, W. (2000). *The Prevention and Mending of Burnout among Secondary School Teachers*. Retrieved from <https://files.eric.ed.gov/fulltext/ED439091.pdf>
- Evers, W. J. G., Tomic, W., & Brouwers, A. A. (2004). Burnout among teachers: Students' and teachers' perceptions compared. *School Psychology International*, 25(2), 131-148. <https://doi.org/10.1177/0143034304043670>



- Farber, B. A. (1984). Stress and Burnout in Suburban Teachers. *The Journal of Educational Research*, 77(6), 325-331. <https://doi.org/10.1080/00220671.1984.10885550>
- Friedman, I. A. (1995). Student Behavior Patterns Contributing to Teacher Burnout. *The Journal of Educational Research*, 88(5), 281-289. <https://doi.org/10.1080/00220671.1995.9941312>
- Friedman, I. A. (1999). Multiple pathways to burnout: Cognitive and emotional scenarios in teacher burnout. *Anxiety, Stress and Coping*, 9(3), 245-260. <https://doi.org/10.1080/10615809608249405>
- Friedman, I. A., & Farber, B. A. (1992). Professional Self-Concept as a Predictor of Teacher Burnout. *Journal of Educational Research*, 86(1), 28-35. <https://doi.org/10.1080/00220671.1992.9941824>
- Fullan, M. (2001). *The New Meaning of Educational Change*. New York: Teachers College. <https://doi.org/10.4324/9780203986561>
- Gold, Y., & Bachelor, P. (1988). Signs of burnout are evident for practice teachers during the teacher training period. *Education*, 108(4), 546-555.
- Karazman, R. (1994). Burnout syndrome. Phenomenology, course, comparison. In *Lecture for the Austrian "Van Swieten-Tagung"*.
- Kashahu, X. L., Petani, R., & Ntalla, M. (2021). Relationship Between Teacher's Burnout, Occupational Stress, Coping, Gender and Age. *Journal of Educational and Social Research*, 11(4), 275. <https://doi.org/10.36941/jesr-2021-0094>
- L ängle, A. (2003). The art of involving the person-fundamental existential motivations as the structure of the motivational process. *European Psychotherapy*, 4(1), 25-36.
- Maslach, C., & Goldberg, J. (1998). Prevention of burnout: New perspectives. *Applied and Preventive Psychology*, 7(1), 63-74. [https://doi.org/10.1016/S0962-1849\(98\)80022-X](https://doi.org/10.1016/S0962-1849(98)80022-X)
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2, 99-113. <https://doi.org/10.1002/job.4030020205>
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach burnout inventory manual* (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C., Jackson, S. E., & Schwab, R. L. (1986). *Maslach burnout inventory: Educators survey*. Palo Alto, CA.: Consulting Psychologists Press.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52(1), 397. <https://doi.org/10.1146/annurev.psych.52.1.397>
- McIntyre, T. C. (1983). The Effect of Class Size on Perceptions of Burnout by Special Education Teachers. *Mental Retardation and Learning Disability Bulletin*, 11(3), 142-145.
- Nápoles, J. (2021). Burnout: A Review of the Literature. *Update: Applications of Research in Music Education*. <https://doi.org/10.1177/87551233211037669>

- Norhisham, N., Husain, N. A., Abas, N. M., & Haza, N. I. F. (2021). Factors of Job Burnout among Female Teachers: A Study on Female Secondary School Teachers in a District of Johor. *International Journal of Academic Research in Business and Social Sciences*, 11(8), 456-467. <https://doi.org/10.6007/IJARBSS/v11-i8/10438>
- Pietarinen, J., Pyhäntö, K., Haverinen, K., Leskinen, E., & Soini, T. (2021). Is individual-and school-level teacher burnout reduced by proactive strategies? *International Journal of School & Educational Psychology*, 9(4), 340-355. <https://doi.org/10.1080/21683603.2021.1942344>
- Saloviita, T., & Pakarinen, E. (2021). Teacher burnout explained: Teacher-, student-, and organisation-level variables. *Teaching and Teacher Education*, 97, Article 103221. <https://doi.org/10.1016/j.tate.2020.103221>
- Schwab, R. L., & Iwanicki, E. F. (1982). Who are our burned out teachers? *Educational Research Quarterly*, 7(2), 5-16.
- Smylie, M. A. (1999). Teacher stress in a time of reform. In R. Vandenberghe, & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. New York: Cambridge University Press. <https://doi.org/10.1017/CBO9780511527784.005>
- Van Horn, J. E., Schaufeli, W. B., & Enzmann, D. (1999). Teacher burnout and lack of reciprocity. *Journal of Applied Social Psychology*, 29(1), 91-108. <https://doi.org/10.1111/j.1559-1816.1999.tb01376.x>
- Woolfolk, H. A., & Davis, H. A. (2005). Teachers' sense of efficacy and its influence on the achievement of adolescents. In T. Urdan, & F. Pajares (Eds.), *Adolescence and education: Volume 5: Self-efficacy beliefs during adolescence* (pp. 117-137). Greenwich, CT: Information Age.