
EFL Teachers' Job Satisfaction and Burnout in Iran

Maryam SOLEIMANI

Department of Humanities,
Farhangiyan University, Iran

Email: m.soleimani.1361@gmail.com

Amin BOLOURCHI

Ministry of Education, Iran

Email: amin.bolourchi@yahoo.com

Abstract

This study was an attempt to examine the relationship between EFL (English as a Foreign Language) teachers' job satisfaction and burnout in public schools and private institutes in Iran. Participants in this study were 120 EFL teachers (60 from public schools and 60 from private institutes) in Urmia, Iran. The researchers administered Ho and Au's (2006) job satisfaction questionnaire and Maslach, Jackson, and Leiter's (1996) burnout questionnaire, containing 22 items each, to measure the teachers' job satisfaction and burnout levels, respectively. Having collected the quantitative data, the researchers interviewed 10 participants to find out the sources of teachers' job dissatisfaction and burnout. The results showed a significantly negative relationship between EFL teachers' job satisfaction and burnout in both contexts, i.e., public schools and private institutes. Moreover, teachers in public schools enjoyed more job satisfaction and less job burnout compared to teachers in private institutes. Furthermore, the findings of the interview unveiled 8 main sources of teachers' job dissatisfaction and burnout. The results are discussed in relation to effective guidelines for teachers in public schools and private institutes in EFL context.

Keywords: *EFL teachers, Job burnout, Job satisfaction*

Introduction

Research studies have shown that teaching is one of the most stressful careers and can bring about harmful consequences for both teachers and students (Jonson, Cooper, Cartwright, Donald, Taylor, & Millet, 2005). Pavalache and Ursu (2016) state that although professional life is a means of achieving one's goals, it can be a source of stress and dissatisfaction at the same time. Thus, burnout and job dissatisfaction are regarded as the major problems for teachers. According to Heidari and Gorjian (2017), "burnout can occur at any time at teaching profession but most often it occurs three to five years after initiation of teaching" (p. 42).

Previous studies (e.g., Jennet, Harris & Mesibov, 2003; Vandenberghe & Huberman, 1999; Yoon, 2002) have reported negative correlation between burnout and quality of teaching and students' performance; moreover, burnout might also lead to teachers' job dissatisfaction and influence teachers' and students' interpersonal relationships negatively. Aksu and Temeloglu (2015) propose that to cope with these problems, teachers' level of stress should be reduced.

Heidari and Gorjan (2017) maintain that factors such as low salary, frequent changes in educational policy, etc. influence job satisfaction negatively. In a similar vein, Koustelios and Tsigilis (2016) attribute a relationship between people's satisfaction with their jobs and aspects of work behavior including productivity, absenteeism, turnover rates and intention to quit. They believe that an effective school is the one which provides a supportive environment for teaching staff and reduces stress and burnout among them. In other words, satisfaction is the result of the employees' positive perceptions toward their work which provide them with the feeling of importance towards previous experiences, current expectations and future alternatives. As regards job satisfaction and its vital role, Erdamar and Demirel (2016) pointed out that:

Teaching is a profession which should be chosen not out of coincidence or obligation but out of passion. A teacher who loves and enjoys teaching will have a high level of job satisfaction. When a person is satisfied with what he or

she does, he or she would be happy and productive in the workplace, where he or she spends most of his day, and this would contribute positively to his/her overall life satisfaction. A person who does not love or is not satisfied with what he/she does can be said to be unproductive in the workplace and unhappy in his daily life. (p.164)

Sadeghi and Khezrlou's (2016) study indicated that English language teachers had a lot of stress due to organizational factors caused by imbalance between the educational demands or course objectives and course resources, allocated class hours and assessment procedures. Considering school settings, a majority of them in Iran are located in old buildings having small classes and poor ventilation which can irritate them. Moreover, most language teachers are overworked and underpaid compared to those doing other jobs. Further, most of the teachers do not have job security and insurance policy for health problems, etc. (Sadeghi & Sa'adatpourvahid, 2016). Regarding these issues, the present study aimed at investigating the relationship between EFL teachers' job satisfaction and burnout in public schools and private institutes and differences between public schools and private institutes regarding teachers' job satisfaction and burnout. Moreover, the main sources of teachers' job dissatisfaction and burnout was explored.

Literature Review

Job Satisfaction

Teaching is of great importance since it paves the way for language learners' success in achieving their educational and professional goals (Esfandiari & Kamali, 2016); therefore, in order to do the delicate task of teaching, language teachers need adequate reassurance and satisfaction in their professional and personal lives (Sadeghi & Khezrlou, 2014). The concept of job satisfaction includes all the characteristics of the job and the work environment which can be satisfying or frustrating for the teachers (Snipes, Oswald, LaTour & Armenakis, 2005).

Teachers should have job satisfaction to succeed in

producing high quality education (Esfandiyari & Kamali, 2016). Zembylas and Papanastasiou (2004) claimed that teachers' job satisfaction is a sort of emotional bond with teaching and an association between their expectations of teaching and their perceptions of what is offered. According to Erdamar and Demire (2016), "job satisfaction includes personal enjoyment of what he/she does and his/her positive feelings and motivation toward what is done" (p. 164). Pavalachi-Ile and Ursu (2016), in the same vein, state that "satisfaction is a result of the employees' perceptions related to the degree in which the work that they perform provides them with the feeling of importance or of the feelings of an employee towards previous experiences, current expectations and future alternatives" (p.168).

For Armstrong (2006), Downing (2016), and Statt (2004), job satisfaction is the workers' positive feelings toward their jobs and is a pleasurable or positive emotional state as well. According to Erdamar and Demire (2016) and Kaliski (2007), job satisfaction is a worker's sense of achievement, doing the work well and getting reward for good efforts; furthermore, it leads to job productivity as well as personal well-being. Thiagaraj and Thangaswamy (2017) classify the various theories of job satisfaction are under two categories as: (a) content theories, (b) process theories. The first category emphasizes the specific factors that motivate the individual towards job, while the latter deals with dynamics of this motivational process. According to Ho and Au (2006), there is a positive relationship among low teaching satisfaction and psychological distress and low self-esteem. In current investigation, Ho and Au's (2006) teaching satisfaction measure, validated on a sample of 202 school teachers with satisfactory results, was used.

Burnout

The term "burnout" was first proposed by Freudemberger (1980) who investigated job burnout among social workers. Hajihassani (2017) viewed burnout as one of the major occupational problems usually seen as a reaction to job and organizational pressures among people. In comparison to most of the jobs, teachers are at higher risk of psychological distress (Travers & Cooper, 1996). Although the reasons may vary, all teachers

experience stress in their work (Jennett et al., 2003). Some of the teachers can cope with such stress; however, most of them experience burnout with chronic stress (Cheriness, 1985).

Maslach (1982) defined burnout as "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do people-work of some kind" (p. 3) such as teachers, police officers, lawyers, nurses, etc. Swider and Zimmerman (2010) defined burnout as a psychological syndrome which influences the individual's work, duties, customers, family, friends and themselves. Similarly, Useche, Alonso, Cendales, Autukeviciute, and Serge (2015) consider burnout as "a psychological syndrome, which increases as a response to the chronic exposure to work-related stressors" (p. 2). For Shin, Park, Yuan Ying, Boyoung Noh, and Min Lee (2014) is "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind" (p. 44). For Anand and Monika (2017),

Burnout is the most excessive type of occupational stress in which the employee experiences physical, mental and emotional exhaustion, caused by long term exposure and involvement in emotionally demanding situations. It has also been defined as a maladaptive psycho physiological and behavioral response to occupational stressors. (pp. 178-179)

Colomeischi (2015) believes that burnout increases gradually over a period of time and diminishes one's self-esteem. As Nastasa and Farcas (2015) state, "burnout is a widespread public problem due to its increasing frequency and the negative consequences on working people" (p.78). Therefore, teachers' burnout is a serious personal and social problem which has to be stopped (Jabbarpoor, 2016). Teachers' burnout leads to low levels of commitment and enthusiasm toward their career and thus it can affect in the quality of their teaching (Kyriancou, 2001).

According to Cordes and Dougherty (1993), organizational factors can be one of the main causes of job burnout. Guan, Xiaerfuding, Ning, Lian, Jiang, Liu, and Nj (2017) stated that

research on burnout have identified a great number of stress factors within many occupations in various countries. The effect of teaching environment on teachers' burnout has been investigated (Whitehead, 2001). Mandaglio (1984), for example, investigated the effect of institutional factors on burnout. The findings indicated that overload in work context is a key element in fostering burnout. Boyle, Borg, Falzon, and Baglioni (1995) referred to four factors increasing teachers' burnout; that is, students' misbehavior, time pressures and lack of facilities, not having the promotion opportunity and negative relationships with colleagues or parents. In this study, to operationalize the burnout variable, Maslach and Jackson's (1996) Burnout Scale on these three dimensions, that is, emotional exhaustion, depersonalization and personal accomplishment was used.

Empirical Studies on Burnout and Job Satisfaction

The extent to which people are satisfied with their work has been of enduring research interest. Anbar and Eker's (2008) study of the relationship between Turkish academicians' burnout and job satisfaction indicated that their burnout and emotional exhaustion increased when their job satisfaction decreased. Moreover, in Schermuly, and Meyer's (2011) report of the relationship between job satisfaction and burnout among primary school vice-principals, job satisfaction was highly related to emotional exhaustion which could serve as an early alert system.

In the same line, Talik and Lalita (2013) probed the level of job satisfaction between the private and public school teachers. They observed no significant difference between the private and public school teachers regarding their level of satisfaction; moreover, male and female teachers had the same level of job satisfaction. In the same vein, Hosseini Fatemi and Raoufi (2014) investigated the relationship between public school and private institute teachers' burnout and their teaching styles. They found that the level of burnout among institute teachers were more than public school teachers.

In addition, Chan, Wan and Kuok (2014) assessed the relationship between burnout and turnover intention and job satisfaction. Findings revealed that burnout contributed to the

turnover intention significantly, and it negatively affected job satisfaction. In the same vein, Esfandiari and Kamali (2016) investigated the relationship among teachers' job satisfaction, burnout, and autonomy. According to the findings, job satisfaction had a weak and negative relationship with teachers' burnout and job satisfaction. Moreover, Koustelios and Tsigilis (2016) found a negative relationship between burnout and job satisfaction among physical education teachers.

Also, Akhavanattar and Ahmadi's (2017) study indicated that teachers' job satisfaction significantly predicted emotional exhaustion and personal accomplishment dimensions of burnout and their efficacy showed a strong positive correlation with the personal accomplishment dimension of burnout. Moreover, Khamisa, Oldenburg, Peltzer, and Ilic (2017) identified the relationship among nurses' work-related stress, burnout, job satisfaction and general health. The finding indicated that stress-related issues including poor staff management, resource inadequacy and security risks had more effects on nurses' burnout and job satisfaction. Moreover, burnout impacted the nurses' mental health and wellbeing.

Similarly, Yorulmaz, Colak and Altinkurt (2017) investigated the effect of gender, marital status, subject matter, school type, educational status on teachers' burnout. The results revealed that those variables had a very low effect on teachers' burnout. In addition, Heidari and Gorjia (2017) explored the effect of the level of English teachers' burnout on the EFL learners' general English achievement at senior high school. The findings indicated that teachers with low burnout had more effective teaching than the ones with high and medium burnout.

In Iranian context, English language teaching takes place in either public schools or private institutes. There are a lot of private language institutes established everywhere even in some remote villages and most of them have over hundreds of branches across the country. Regarding public schools, official English language education starts from the first year in junior high school and continues for the next seven years. The two environments are different in several ways, including their management, their physical space, and their payment systems, etc. Overall, English

language education occupies a big portion of education in the country. It is evident that teachers' burnout can make teachers feel emotionally drained and far from their learners, and this may lead to negative student-teacher relationships which, in turn, may affect the students' achievement negatively. Thus, this study was, thus, an attempt to explore the relationship between EFL teachers' job satisfaction and burnout in public schools versus private institutes in Iran. Furthermore, it explored the main sources of teachers' job dissatisfaction and burnout. The research questions that guided this study are as follows:

1. Is there a significant relationship between EFL teachers' job satisfaction and burnout in public schools?
2. Is there a significant relationship between EFL teachers' job satisfaction and burnout in private institutes?
3. Is there any significant difference between public schools vs. private institute teachers' job satisfaction?
4. Is there any significant difference between public schools vs. private institute teachers' burnout?
5. What are the sources of teachers' job dissatisfaction and burnout?

Methodology

Participants

The study included 120 EFL teachers (60 teachers from public schools and 60 from private institutes) between the age range of 20-50 in Urmia, Iran. The teachers had different native languages including Turkish, Persian, and Kurdish.

Instruments

Ho and Au's (2006) Job Satisfaction Scale, Maslach et al.'s (1996) Burnout Scale and the semi-structured interviews were used in the study.

Ho and Au's (2006) Job Satisfaction Scale. Job satisfaction was measured by Ho and Au's (2006) questionnaire containing 22 5-point Likert scale items ranging from 1 (strongly disagree) to 5 (strongly agree). A high mean score is indicative of a high degree of

teacher satisfaction. The reliability of the questionnaire using α -Cronbach was 0.76 in public schools and 0.79 in private institutes.

Maslach et al.'s (1996) Burnout Scale. Burnout was measured with the original English version of the Maslach Burnout Inventory-Educators' Survey (Maslach et al., 1996). The questionnaire consists of 22 statements and the participant rates the frequency of the feelings addressed through the statement on a 7-point continuum (0 = never, 6 = every day). High scores on the emotional exhaustion and depersonalization scales and low scores on the personal accomplishment scale are indicative of burnout. The reliability of the questionnaire using α -Cronbach was 0.71 in public schools and 0.82 in private schools.

Focus Group Interview. Having collected the quantitative data, the researchers interviewed 10 teachers as a focus group in order to gain more detailed information about the sources of teachers' job dissatisfaction and burnout

Design of Study

This study followed the principles of mixed-method correlational study which explored the relationship between two variables, namely, EFL teachers' job satisfaction and burnout in public schools and private institutes. Data included quantitative findings obtained through Ho and Au's (2006) Job Satisfaction Scale and Maslach et al.'s (1996) Burnout Scale and qualitative ones emerging from the interview protocols.

Procedure

As mentioned before, the tools for gathering data were two questionnaires. For data collection, Ho and Au's (2006) questionnaire including 22 items was used to find out EFL teachers' job satisfaction. Moreover, for gathering data for teachers' burnout, the researchers used Maslach et al.'s (1996) questionnaire which includes 22 questions. During the study, the researchers distributed the questionnaires among EFL teachers in public schools and private institutes in Urmia. After collecting, the data,

the researchers interviewed 10 teachers to understand their reasons for job dissatisfaction and burnout.

Data Analysis

The researchers used one-Sample Kolmogorov-Smirnov Test to check normality of data distribution. Moreover, Pearson Product correlation coefficient was used to find the correlation between EFL teachers' job satisfaction and burnout. In addition, an independent-samples t-test was used to explore the difference between the two teaching contexts, i.e., public schools and private institutes regarding teachers' job satisfaction and burnout.

Results

Quantitative Analysis of the Questionnaires

The reliability of questionnaires was as follows:

Table 1. Reliability of the Questionnaires

Variable	Dimension	α -Cronbach
Job Satisfaction	Public schools	0.76
	Private institutes	0.79
Burnout	Public schools	0.71
	Private institutes	0.82

According to Table 1, job satisfaction questionnaire had high reliability in public schools and private institute (0.76 and 0.79). Regarding burnout questionnaire, the reliability was high in both public schools and private institute as well (0.71 and 0.82).

Teachers' Job Satisfaction and Burnout in Public Schools

The researchers conducted Pearson product-moment correlation coefficient to explore the correlation between EFL teachers' job satisfaction and burnout in public schools (Table 2).

Table 2. Relationship between Teachers' Job Satisfaction and Burnout in Public Schools

		EFL Teachers' Job Satisfaction	EFL Teachers' Burnout
Job Satisfaction	Pearson Correlation	1	-.096
	Sig. (2-tailed)		.037

	N	60	60
Burnout	Pearson	-.096	1
	Correlation		
	Sig. (2-tailed)	.037	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows that there was a significantly negative association between EFL teachers' job satisfaction and burnout in public schools [$r = -0.09$, $n=60$, $\text{Sig} = 0.03 < 0.05$].

Teachers' Job Satisfaction and Burnout in Private Institutes

Pearson product-moment correlation was conducted to explore the correlation between EFL teachers' job satisfaction and burnout in private institutes (Table 3).

Table 3. Relationship between Teachers' Job Satisfaction and Burnout in Private Institutes

		EFL Teachers' Job Satisfaction	EFL Teachers' Burnout
Job Satisfaction	Pearson	1	-.010
	Correlation		
	Sig. (2-tailed)		.049
	N	60	60
Burnout	Pearson	.010	1
	Correlation		
	Sig. (2-tailed)	.049	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows that there was a significantly negative association between EFL teachers' job satisfaction and burnout in private institutes [$r = -.01$, $n=60$, $\text{Sig} = 0.04 < 0.05$].

The Difference between Teachers' Job Satisfaction in Public Schools and Private Institutes

An independent-samples t-test was run to compare the mean score of teachers in public schools and private institutes regarding their job satisfaction. The results of the descriptive statistics are presented accordingly in Table 4.

Table 4. Descriptive statistics: Teachers' Job Satisfaction in Public Schools and Private Institutes

	Place	<i>N</i>	<i>Mean</i>	<i>SD</i>
Job	Public Schools	60	4.72	0.547
Satisfaction	Private Institutes	60	3.53	0.296

The mean scores differed across the two groups regarding their job satisfaction, however, further analysis, i.e., an independent-samples t-test was run to establish significant results. There was a significant difference in scores for teachers in private institutes ($M=3.53$, $SD=0.29$; $t(58) = 2.05$, $p=.00 < .05$) and teachers in public schools [$M=4.72$, $SD=.54$; $t(58) = 3.88$, $p=.02 < .05$], that is, teachers in public schools enjoyed more job satisfaction than teachers in private institutes (see Appendix A).

The Difference between Teachers' Burnout in Public Schools and Private Institutes

An independent-samples t-test was run to compare the mean scores of teachers in public schools and private institutes regarding their burnout. Descriptive statistics are summarized accordingly in Table 5.

Table 5. The Difference between Teachers' Burnout in Public Schools and Private Institutes

	Place	<i>N</i>	<i>Mean</i>	<i>SD</i>
Burnout	Public Schools	60	3.02	0.252
	Private Institutes	60	3.54	0.304

According to the mean scores, there was a significant difference between two groups regarding their burnout and an independent-samples t-test was employed to confirm it. Scores for teachers in private institutes ($M=3.54$, $SD=0.30$; $t(58) = 4.66$, $p=.01 < .05$) and teachers in public schools [$M=3.02$, $SD=.25$; $t(58) = 3.22$, $p=.02 < .05$] turned out to be significantly different, that is, teachers in private institutes reported more burnout compared teachers in public schools (see Appendix B).

The Results of the Interview Analysis

What are the sources of job dissatisfaction and burnout?

All of the teachers' statements about sources of job dissatisfaction and burnout were classified into eight themes. The following table represents the themes and teachers' extracts.

Table 6.

#	Themes	Extracts
1	Low pay	I think that I deserve higher salaries due to the increasing responsibilities in the classroom; however, it is the neglected and the problematic area for the teachers since salary symbolizes the importance attached to teaching profession.
2	Workload and Time Pressure	What I dislike about working as a teacher in an institute is the time pressure since there is a mismatch between the intense syllable and the class time to cover it. In other words, too many tasks loaded with lots of details in too little time. It is really frustrating.
3	Working Hours	I have to work 6 days a week in the evenings. When my whole family is home or when there are parties or get-togethers, I cannot participate because most of them are in the evenings and I am working. I have a little time to spend with my family and friends. It is really disappointing but I have no choice.
4	Value Conflicts and Lack of Autonomy	The school principal expects everybody to work the same way. We no longer have the opportunity to teach according to our beliefs. In other words, we do not have any influence in educational programs. I feel bored since educational policies rarely take into consideration our ideas and they should continuously have contact with us as teachers and listen to our needs if they want to increase teachers' job satisfaction. Unfortunately, teacher involvement in decision-making is neglected. When I feel I am ignored, I may develop negative perceptions against my career and schools, and finally experience less job satisfaction in my job.
5	Lack of fairness, Appreciation, and Motivation	I feel that I have a burnout problem, the reason may most probably be the way the manager treats me. I feel discouraged when my principal only criticizes the teachers negatively by giving examples of their practices at classrooms. But when the things go well, they never get the positive feedbacks that they deserve. I am confident I am doing my job well but when my positive qualities are not

appreciated, I get annoyed and discouraged from working. I do not think I am sick and tired of teaching but sometimes I feel weary and disappointed because of the principals' unreasonable behavior. Moreover, when I see that there is no difference between hard-working, responsible, and persevering teachers and the ones who are looking at teaching just as a job without caring about the learners' needs, I get disappointed.

- | | | |
|----------|---|--|
| 6 | Adapting Teaching to Students' Needs | I am falling short when it comes to students with various needs, wants, purposes, expectations and even learning styles and strategies. The greatest challenge is the diversity in the student group. |
| 7 | Disruptive Student Behavior | I think most of the teachers including me are fed up with students' misbehavior and lack of motivation to learn English. I use an extreme amount of energy on students with behavioral problems. I am falling short when it comes to students with disruptive behavior. I feel unsuccessful when this happens, which is quite often. |
| 8 | Lack of Technological Facilities | Most of the language institutes and schools do not have any facilities and important technological devices since we, as today's teachers, are supposed to educate a digital generation. When we are deprived of new technology, both our motivation and students' could be damaged easily. |
-

Discussion

The present study investigated the relationship between EFL teacher's job satisfaction and burnout in public school and private institutes. It also attempted to find the difference between EFL teachers in public schools and private institutes regarding their job satisfaction and burnout. The results showed that there was a significantly negative relationship between EFL teachers' job satisfaction and burnout in both public schools and private institutes. Moreover, there was a significance difference between the two contexts regarding teachers' job satisfaction and burnout, in other words, public school teachers enjoyed more job satisfaction

than private institute teachers, in contrast, private institute teachers turned out to experience more burnout compared to their counterparts at public schools. Regarding the qualitative phase, the findings indicated 8 main sources of stress and job dissatisfaction and burnout among teachers, namely, low pay, workload and time pressure, working hours, value conflicts and lack of autonomy, lack of fairness, appreciation, and motivation, adapting teaching to students' needs, disruptive student behavior, and lack of technological facilities.

The results of the study accord with the findings of Koustelios and Tsigilis's (2016), Portero de la Cruz and Vaquero Abellan's (2015), and Khamisa, Oldenburg, Peltzer, Ilic's (2017) which indicated a significantly negative relationship between burnout and job satisfaction among physical education teachers and nursing staff at a university hospital. Moreover, the findings are in line with Esfandiari and Kamali's (2016) studies indicating that job satisfaction had a weak and negative relationship with teachers' burnout. Furthermore, the findings are confirmed by Chan, Wan and Kuok (2014) who found that burnout negatively influenced job satisfaction. The outcome of the present research has been also supported by Schermuly, Schermuly, and Meyer (2011) and Anbar and Eker (2008) who found a negative relationship between burnout and job satisfaction.

The observed difference between public schools and private institutes regarding teachers' job satisfaction is in contrast with Talik and Lalita's (2013) study which revealed no difference between governmental and private school teachers in terms of their job satisfaction. However, the findings support Hosseini Fatemi and Raoufi (2014) who reported that the level of burnout among institute teachers was more than public school teachers. This is due to the flexibility, security of job, high wage and independence enjoyed by governmental school teachers. School teachers felt more confident in the classes and acted like professional instructors.

Conclusion and Implications

Teachers have a great role in the educational settings and they enhance the quality of human and social resources (Zlatkovic & Petrovic, 2011), accordingly, teachers' burnout as a vital issue

affecting their physical and mental health must be taken into account. Therefore, this study investigated the relationship between EFL teacher's job satisfaction and burnout in public school and private institutes. The findings indicated a significantly negative relationship between EFL teachers' job satisfaction and burnout in public schools and in private institutes. Moreover, the degree of public school teachers' job satisfaction was more than private institute teachers'; however, private institute teachers' burnout level was higher than public school teachers'.

The findings of the current study can indicate a number of implications. Since institute teachers experience higher levels of burnout than school teachers, the managers at institutes should promote a happier working environment, interpersonal support, considerable workload, and positive communications with teachers; furthermore, they should involve teachers in decision making to hinder any stress from working context. In addition, more workshops should be held for less experienced teachers so as to encourage them to improve their teaching styles and establish mutual relationship with their students and colleagues. Teachers may benefit from the results of the present study. The findings inform them of the key role their emotions and feelings may play and the extent to which these emotions affect their performance.

This study was limited to examining the relationship between EFL teachers' job satisfaction and burnout in public schools and private institutes. Designing similar studies in other contexts, organizations, etc. (e.g., between school and college teachers) might contribute to the generalizability of the research results. Moreover, sampling from other geographic areas can also improve generalizability of the study results. Besides, additional research with a larger sample size would contribute to and enhance the findings of the present study. Replication studies may also bring about beneficial information for the purpose of clarifying how burnout affects job satisfaction.

About the authors

Maryam Soleimani has a PhD in TEFL from Urmia University. She received her M.A. in TEFL from Islamic Azad

University-Tabriz Branch and her B.A. in English Literature from Tabriz University. She has served as the assistant professor in Farhangiyān University since 2018 and as a full-time teacher at Iran Language Institute since 2006. Her major research interests are collaborative learning, corrective feedback, and focus on form.

Amin Bolourchi got his M.A in TEFL from Allameh Tabataba'i University in Tehran. He received his B.A in English Literature from Urmia University. He has been teaching English for more than 6 years in different institutes and schools, mainly, Jihad Daneshgahi and State schools. He is now a full-time teacher in the ministry of education. His fields of interest are Sociocultural theory, collaborative learning and focus on form.

References

- Akhavanattar, F., & Ahmadi, S. D. (2017). The relationship of EFL teacher efficacy, job satisfaction, and work-related burnout. *Advanced Social humanities and Management*, 4(1), 20-30.
- Aksu, M., Temeloglu, E. (2015). The effect of burnout on employee's satisfaction: A research at 3, 4, 5 star hotels in Canakkale center. *International Journal of Business and Social Science*, 6(1), 219-213.
- Anand, T., & Monika, T. (2017). Relationship of emotional intelligence with occupational stress and burnout in private king sector. *International journal of engineering and management sciences*, 8(40), 177-185.
- Anbar, A., & Eker, M. (2008). An examination of relationship between burnout and job satisfaction among Turkish accounting and finance academicians. *European Journal of Economic and Political Studies*, 1(1), 39-57.
- Armstrong, M. (2006). *A handbook of human resource management practice*, Tenth edition, Kogan Page Publishing, London.
- Boyle, G. J., Borg, M. G., Falzon, J. M., & Baglioni, A. J. (1995). A structural model of the dimensions of teacher stress. *British Journal of Educational Psychology*, 65, 49-67.

- Chan, S._H., Wan. Y. K. P., & Kuok, O. M. (2014). Relationships among burnout, job satisfaction and turnover of casino employees in Macau. *Journal of Hospitality Marketing & Management*, 24(4), 345-374.
- Cheriness, C. (1985). Stress, burnout, and the special services provider. *Special Services in the Schools*, 2(1), 45-61.
- Colomeischi, A. A. (2015). Teachers' burnout in relation with their emotional intelligence and personality traits. *ELSVIER, Science Direct*, 180, 1067-1073.
- Cordes, C., & Dougherty, T. (1993). A review and integration of research on job burnout. *Academy of Management Review*, 18, 621-656.
- Erdmar, G., & Demirel, H. (2016). Job and life satisfaction of teachers and the conflicts they experience at work and at home. *Journal of education and training studies*, 4(6), 164-175.
- Esfandiari, R., & Kamali, M. (2016). On the relationship between job satisfaction, teacher burnout, and teacher autonomy. *Iranian journal of applied language studies*, 8(2), 73- 98.
- Freudenberger, H. J. (1974). Staff burn-out. *Journal of social issues*, 30(1), 159-165.
- Guan, S., Xiaerfuding, X., Ning, L., Lian, Y., Jiang, Y., Liu, J., & Bun N. T. (2017). Effect of job strain on job burnout, mental fatigue and chronic diseases among civil servants in the Xinjiang Uygur Autonomous Region of China. *International journal of environmental research and public health*, 14, 2-15.
- Guan, S., Xiaerfuding, X., Ning, L., Lian, Y., Jiang, Y., Liu, J., & Nj, T. B. (2017). Effect of job strain on job burnout, mental fatigue and chronic diseases among civil servants in the Xinjiang Uygur autonomous region of China. *International Journal of Environmental Research and Public Health*, 14(8), 1-15.

- Heidari, S., & Gorjian, B. (2017). The Effect of the level of English teachers' burnout on the EFL learners' general English achievement at senior high school. *Journal of applied linguistics and language learning*, 3(2), 41-47.
- Hajihassani, M. (2017), Marital conflict and job burnout. *Ergonomics international journal*, 1(4), 1-4.
- Ho, C. L., & Au, W. T. (2006). Teaching satisfaction scale: Measuring job satisfaction of teachers. *Educational and Psychological Measurement*, 66(1), 172-185.
- Hosseini Fatemi, A., & Raufi, R. (2014). Burnout and teaching style among Iranian English language educators in public schools and private institutes: a case-comparison study. *International Journal of Research Studies in Language Learning*, 1, 1-7.
- Jabbarpoor, Sh. (2016). Teachers' burnout levels in Iranian EFL context: The case of junior high school, senior high school, university, and private English institute EFL teachers. *Journal of Language and Translation*, 1(11), 91-105.
- Jennett, H. K., Harris, S. L., & Mesibov, G. B. (2003). Commitment to philosophy, teacher efficacy, and burnout among teachers of children with autism. *Journal of Autism and Developmental Disorders*, 33, 583-593.
- Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Managerial Psychology*, 20, 178-187.
- Kaliski, B. S. (2007). *Encyclopedia of business and finance*, Second edition, Thompson Gale, Detroit.
- Koustelios, A., & Tsigilis, N. (2016). The relationship between burnout and job satisfaction among physical education teachers: a multivariate approach. *European physical education review*, 11, 189-203.

- Khamisa, N., Oldenburg, B., Peltzer,., & K. Ilic, D. (2015), Work related stress, burnout, job satisfaction and general health of nurses. *Int. J. environ. Res. public health*, 12, 652-666.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53, 27-35.
- Maslach, C. (1982). *Burnout: The cost of caring*. Englewood Cliffs, NJ: Prentice Hall.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach burnout inventory manual (3rd Ed.)*. Palo Alto, CA: Consulting Psychologists Press.
- Nastasa, L. E., & Farcas, A. D. (2016). The effect of emotional intelligence on burnout in healthcare professionals. *ELSVIER, Science Direct*, 187, 78-82.
- Pavalache-ile, M., & Ursu, G. (2016), Burnout, locus of control and job satisfaction. *Transilvania university of braşos, special issue*, 9(58), 167-170.
- Portero de la Cruz, S., & Vaquero Abellán, M. (2015). *Professional burnout, stress and job satisfaction of nursing staff at a university hospital*. Retrieved January 6th from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4547079/>
- Tilak, J., & Lalita (2013). Job satisfaction among teachers of private and government school: A comparative analysis. *International Journal of Social Science & Interdisciplinary Research*, 2(9), 151-158.
- Sadeghi, K., & Khezrlou, S. (2014). Burnout among English Language Teachers in Iran: Do Sociodemographic Characteristics Matter? *Procedia Social and Behavioral Sciences*, 98, 1590-1598.
- Sadeghi, K., & Sa'adatpourvahid, M. (2016). EFL teachers' stress and job satisfaction: What contribution can teacher education make? *Iranian Journal of Language Teaching Research*, 4(3), 75-96.

- Schermuly, C. C., Schermuly, R. A., & Meyer, B. (2011). Effects of vice-principals' psychological empowerment on job satisfaction and burnout. *International Journal of Educational Management*, 25(3), 252-264.
- Shin, H., Park, Y. M., Yuan Ying, J., Boyoung, K., Noh, H., & Min Lee, S. (2014). Relationships between coping strategies and burnout, symptoms, a meta-analytic approach. *Professional psychology: research and practice*, 45(1), 44-56.
- Snipes, R. L., Oswald, S. L., LaTour, M., & Armenakis, A. A. (2005). The effects of specific job satisfaction facets on customer perceptions of service quality: An employee-level analysis. *Journal of Business Research*, 58(10), 1330-1339.
- Statt, D. (2004). *The Routledge dictionary of business management*, Third edition. Routledge Publishing, Detroit.
- Swider, B. W., & Zimmerman, R. D. (2010). Born to burnout: A meta-analytic path model of personality, Job burnout, and work outcomes. *Journal of Vocational Behavior*, 76, 487-506.
- Thiagaraj, D. Thangaswamy, A. (2017). Theoretical concept of job satisfaction- a study. *International journal of research-granthalayah*, 5(6), 464-470.
- Travers, C. J., & Cooper, C. L. (1996). *Teachers under pressure: Stress in the teaching profession*. London: Routledge.
- Useche, S., Alonso, F. E., Cendales, B., Autukevičiūtė, R., & Serge, A. (2016). Burnout, job strain and road accidents in the field of public Transportation: The case of city bus drivers. *Journal of environmental and occupational science*, 6(1), 1-7.
- Vandenbergh, R., & Huberman, A.M. (1999). *Understanding and Preventing Teacher Burnout: A Sourcebook of International Research and Practice*. Cambridge: Cambridge University Press.
- Whitehead, A. J. (2001). *Teacher burnout: A study of occupational stress and burnout in New Zealand primary school teachers*

(Unpublished doctoral dissertation). Massey University, Albany, Auckland.

- Yoon, J. S. (2002). Teacher characteristics as predictors of teacher-student relationships: stress, negative effect, and self-efficacy. *Social Behavior and Personality: An International Journal*, 30(5), 485-493.
- Yorulmaz, Y. I., Colak, I., & Altinkurt, Y. (2017). A meta-analysis of the relationship between teachers' job satisfaction and burnout. *Eurasian Journal of Educational Research*, 71, 175-192.
- Zembylas, M., & Papanastasiou, E. C. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, 42(3), 357-374.
- Zlatković, B., & Petrović, D. (2011). Pre-service teacher training in Serbia: Analysis of the compatibility of teachers faculties curricula. *Journal of Education*, 60(4), 651-663.

APPENDIX A: Independent-samples T-test for Difference between Teachers' Job Satisfaction in Public Schools and Private Institutes

		Levene's Test		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval	
									Lower	Upper
Job Satisfaction in Public Schools	Equal variances assumed	2.82	.03	3.88	58	.023	.06759	.07681	-.221	.086
	Equal variances not assumed			3.88	55.66	.023	.06759	.07681	-.221	.086
Job Satisfaction in Private Ins.	Equal variances assumed	.261	.02	2.05	58	.005	.12222	.11554	-.109	.353
	Equal variances not assumed			2.05	52.73	.005	.12222	.11554	-.1095	.3539

Appendix B: Independent-samples T-test: Difference between Teachers' Burnout in Public Schools and Private Institutes

		Levene's Test		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval	
									Lower	Upper
Burnout in Public Schools	Equal variances assumed	.048	.027	3.229	58	.020	02121	.09273	-.2068	.1644
	Equal variances not assumed			3.229	57.8	.020	02121	.09273	-.2068	.1644
Burnout in Private Institutes	Equal variances assumed	.000	.046	4.660	58	.012	.10909	.16523	-.4398	.2216
	Equal variances not assumed			4.660	57.9	.012	10909	.16523	-.4398	.2216