The Relationship between Iranian EFL Teachers' Burnout and Self-Efficacy across English-Related vs. Non-English-Related Academic Degrees

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ABSTRACT

The concepts of teacher efficacy and burnout have received significant consideration in teaching contexts recently which per se put premium upon teachers to become the center of attention in education since they play one of the most prominent roles in educational contexts (Abdollahzadeh & Rezaeian, 2011). Accordingly, the present study aimed to find out whether there would be any significant differences and correlations between Iranian EFL teachers' self-efficacy and burnout with English-related and non-English-related academic degrees. To this end, 120 Iranian English language teachers (100 female and 20 male) from different institutes in Gorgan, Aliabad and Gonbad in Golestan Province of Iran were selected as the participants of the study. Their ages ranged between 22 to 52 years. Half of them studied English-related majors whereas the other half studied non-English-related majors. They were selected through convenience sampling. Moreover, Tschannen-Moran and Woolfolk Hoy's (2001) self-efficacy and Maslach and Jackson's (1981) burnout questionnaires were used as the instruments of the study. The design of the present study was correlational and ex post facto. Since the data were normally distributed, the Pearson product-moment correlation coefficient and independent samples t-test were conducted to assess the relationship and difference between variables of two groups. The results of independent samples t-test revealed that there was no significant difference in the scores of related and non-English-related majors' in self-efficacy and burnout. Moreover, the results of Pearson correlation indicated that there was a positive and significant correlation between EFL-majored teachers' self-efficacy and burnout. Additionally, there was no significant correlation between non-EFL-majored teachers' self-efficacy and burnout. The findings of the present study throw some light on broadening our concepts of self-efficacy and burnout which might affect teachers' performance in the classroom.

1. Introduction

Issues, related to teacher and teacher education, have ignited great controversy among EFL/ESL practitioners and theoreticians in the last two decades or so. For example, the concepts of teacher self-efficacy and burnout have received prominent attention in educational contexts. Bandura (2006) points out in accordance with social cognitive theory that teacher self-efficacy may be conceptualized as individual teachers' beliefs in their own particular ability to think, plan, monitor, organize, and perform activities that are needed to achieve certain educational objectives. In addition to teacher's self-efficacy, burnout has gained momentum in the recent scope of teacher education research (Einar, Skaalvik, & Skaalvik, 2010; Ghorpade, Lackritz, & Singh, 2007; Maslach, Schaufeli, & Leiter, 2001; Mukundan & Khandehroo, 2010; Ozdemir, 2007; Sears, Urizar, & Evans, 2000; Wood, 2002; Zamani Rad & Nasir, 2010). According to Mashhady, Fallah, and Lotfi Gaskaree (2012), teacher's burnout is defined as "feelings of powerlessness in try to educate students and make school pleasant for students, lack of enthusiasm to prepare lessons, difficulty in motivating themselves to come to work, loss of energy and memory and lack of interest in the

subject" (p. 372). In developing students' achievement, teachers' role is an important factor that cannot be ignored. If it is proven that high efficient teachers are able to convey knowledge better and, as a result, to enhance students' attainment, the next step may be finding ways to develop their efficacy to have better achievements on the part of the students. In addition, "teachers' degree is their second characteristic which may make a difference in students' achievement" (Moradkhani, 2009, p. 5). Moreover, when it comes to the English teaching profession, academic degree has little influence on employing teachers. Hence, English language teachers are found to have both related and non-related degrees. Therefore, it might be a good idea to see whether teachers who have related English degrees prepare students with better attainments. Finding the effect of teacher self-efficacy and burnout with English-related and Non-English-related degrees can help teacher educators to plan better teacher education programs. Furthermore, administrators and school principals can use the findings as a starting point to implement ways to improve teacher efficacy. Even teachers themselves can use these results to enhance their practices in the classroom. Consequently, the present study aimed to find out whether there would be any significant difference and correlation between Iranian EFL teachers' self-efficacy and burnout with English-related and non-English-related academic degrees. As teachers' self-efficacy and burnout have been paid a great amount of attention by the researchers in the field, finding the role of EFL teachers' academic degree on their self-efficacy and burnout can function as a sound enquiry.

2. Literature Review
2.1 Theoretical Framework

According to Mashhady et al. (2012), researchers commonly classify the teaching profession as a highly stressful occupation. However, one may discuss the issue as to why some teachers succeed in surmounting high levels of occupational stress, in continuously improving students' accomplishments. One reason may lie in teacher's self-efficacy as a belief in one's ability. Bandura (1997) believes that people with high efficacy beliefs persisted with the task in the face of problem and gained higher outcomes with lower levels of stress. On the other hand, teacher's burnout is indicated by a number of negative personality features, including low levels of self-efficacy. Teacher burnout, the consequence of chronic and unattended anxiety, hits specifically the individuals who do not have the suitable resources given the demands of the profession (Mashhady et al., 2012).

The concept of self-efficacy was developed by Bandura (1986). Bandura (1995) defines self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 71). Perceived self-efficacy, i.e., "beliefs in one's capabilities to organize and execute the courses of action required producing given attainment" (Bandura, 1997, p. 3), can be promoted by four main sources of influence. He suggests these sources of efficacy expectations as: "mastery experience, vicarious experience, social or verbal persuasion, and arousal or physiological and emotional states" (p. 3).

Moreover, the concept of burnout was posited by Freudenberger (1974). He describes burnout as "to fail, to wear out, or become exhausted by making excessive demands on energy, strength, or resources" (p. 159). Based on Maslach (1999), burnout is often accompanied by "physical exhaustion, illness or disorders evolving in a psychosomatic mode" (p. 212). Furthermore, teacher's self-efficacy is built upon the theoretical foundation of social cognitive theory concentrating on the evolution and practice of human agency that individuals can practice some effect over what they perform (Bandura, 2006a). Bandura believes that in this idea, individuals are self-efficient, proactive, self-regulating, and self-reflecting. Regarding this, Schunk and Meece (2006) declare that self-efficacy influences persons' aims and treatments and is affected by one's practices and situations in the setting. Bandura adds that Efficacy ideas set how environmental chances and problems are conceived and influence selection of performances, how much attempt is developed on an activity, and how long individuals will maintain when encountering problems. In addition, based on social cognitive theory teacher self-efficacy may be featured as personal teachers' beliefs in their own capability to design, organize, and conduct performances that are needed to gain given pedagogical aims.

Considering what teachers feel as burnout seems to be a very significant

problem which influences teaching-learning processes. A teacher experiencing burnout is one who has physical, mental and behavioral tiredness, this state moreover, explained as a process happening at the end of suitable and unsuitable reactions that are given to the stressful conditions directly influencing on teacher's physical, academic and social performance (Sears et al., 2000). Teachers that experience burnout attempted to clarify it as personal or situational variables (Ozdemir, 2007). Some factors like demographic features (Baysal, 1995), term of service, way of coping with stress, focus of control, and motivational factors are considered and named as personal factors (Brissie, Hoover-Dempsey, & Bassler, 1988).

On the other hand, misbehavior observed in students, tension in school atmosphere, and inadequate support and respect for work, lack of material support to perform their profession, social support, lack of administration's support and workload are known as situational factors. Teachers experiencing burnout seem to be more neglectful about absentees, lack of desire toward teaching learning process and decrease in expectations about students, lack of interest, compassion and idealism for students, administration, parents and generally for the job, and also they develop negative feelings against the people they give services (Schwab, Jackson, & Schuler, 1986).

2.2 Empirical Studies

According to the many studies done on teacher's self-efficacy and burnout, many researchers believe that self-efficacy and burnout have meaningful effects on the performance of teacher and student's learning (Akbari & Moradkhani, 2010; Akbari & Tavassoli, 2011; Einar et al., 2010; Ghazalbash & Afghari, 2016; Gholami, 2015; Ghonsoolya & Ghanizadeh, 2013; Mashhady et al., 2012; Moradkhani, 2009; Savas, Bozgeyik, & Eser, 2014; Tabatabaee Yazdi et al., 2013).

Mashhady et al. (2012) investigated the relationship between burnout and self-efficacy among EFL teachers. In addition, differences in teachers' burnout and self-efficacy were examined with respect to demographics. The results revealed that self-efficacy was negatively correlated with burnout, and it could be a potent predictor of burnout among EFL teachers. It was also shown that age and teaching experience were significantly correlated with self-efficacy and burnout. Moreover, the findings indicated significant differences in teachers' self-efficacy and burnout with respect to marital status. Moreover, Einar et al. (2010) in their study investigated teacher self-efficacy and teacher burnout. According to the findings, they concluded that teacher self-efficacy, collective efficacy and two dimensions of burnout were differently related both to school context variables and to teacher job satisfaction.

Additionally, Savas et al. (2014) examined the relationship between teacher self-efficacy and burnout. In order to collect the related data, "Maslach Burnout Inventory" and "Teacher Sense of Efficacy Scale" were used. The findings of the data analysis put forward that there was significant, medium and negative correlation between teacher self-efficacy and burnout levels of the participants. Hierarchical multiple regression analysis results, which were run to evaluate the relationship between the two variables better, demonstrated that teacher self-efficacy predicted burnout negatively.

By the same token, Tabatabaee Yazdi et al.'s (2013) study has been conducted as a qualitative dominant mixed research design to explore the correlation between self-efficacy of Iranian English as a foreign language (EFL) teachers and their reports of burnout comparing two big provinces of Tehran and Khorasan Razavi. The findings revealed that the participants' self-efficacy has a reverse relationship with their burnout. Moreover, a significant relationship was observed between teachers' age, gender, years of experiences and reports of burnout. Furthermore, Ghonsoolya and Ghanizadeh (2013) examined the relationship between EFL teachers' sense of self-efficacy and their self-regulation. It also explores the relationships between self-regulation on the one hand and length of teaching experience, age and gender respectively. The findings indicated a significant relationship between teachers' self-regulation and self-efficacy beliefs; additionally, among the components comprising self-regulation, goal-setting and mastery goal-orientation had the highest correlations with the teachers' sense of self-efficacy. Moreover, significant correlations were found between teachers' self-regulation, their teaching experience and their age. There were, however, no significant correlations with gender.

In the relevant study, Moradkhani (2009) investigated the effect of novice English language teachers' self-efficacy and academic degree on students' achievement.

The results of the data analysis showed that there was no significant difference between the self-efficacy of teachers with different academic degrees. In contrast, the interaction between teachers' self-efficacy and their academic degree were found to have a significant relationship with language learners' development. It seems that as MA teachers' sense of efficacy increases, their students' achievement enhances consequently. Hence, it might be suggest that self-efficacy is a psychological construct that gains prominence as teachers get higher degrees in English related majors. Similarly, Ghazalbash and Afghari (2016) investigated the relationship between teacher burnout, and reflective teaching among Iranian EFL teachers. The findings of the study showed that there was a weak negative relationship between reflective teaching and burnout for male and female teachers and for both groups considered as a composite group of language teachers.

Alternatively, Akbari and Moradkhani (2010) probed into the possible relationships between experience/academic degree and teachers' self-efficacy among EFL teachers. The results of data analysis revealed that experienced teachers (with more than three years of teaching experience) had a significantly higher level of global efficacy, efficacy for student engagement, efficacy for classroom management, and efficacy for instructional techniques compared to their novice counterparts. In contrast, teachers who had English-related academic degrees did not enjoy significantly higher levels of efficacy except in the subcomponent of student engagement. In addition, Akbari and Tavassoli (2011) explored possible relationships among English language teachers' sense of efficacy, burnout, teaching style, and emotional intelligence on the one hand, and to document probable differences among them with respect to teachers' gender, degree, and experience on the other hand. The participants were heterogeneous in terms of their gender, degree, and teaching experience. The findings showed significant even though not high correlations among some of the components of teacher efficacy, burnout, teaching style, and emotional intelligence, as well as significant differences among some the components of these variables with respect to teachers' gender, degree, and experience. The results of this study can help teacher educators in dealing with different teachers since they will know about the variations among teachers' performances in the classroom and the problems any teacher with certain characteristics may have. Besides all, Gholami (2015) investigated the relationship between the self-efficacy of Iranian teachers of English and their reports of burnout. The findings revealed that participants' self-efficacy has a reverse relationship with their burnout.

In brief, the previous review of the related literature has obviously indicated that researchers and educators have attempted to investigate the relationship between EFL teacher's self-efficacy and burnout, and these studies have not dealt with academic majors as one of the variables of the present study, so a dearth of research is felt in the context of Iran on burnout and teacher's self-efficacy; therefore, the present study aimed to investigate the relationship between Iranian EFL teachers' burnout and self-efficacy across English-related vs. non-English-related academic degrees.

The following research questions guided the outcomes of the study-

1. Is there any significant difference between EFL teachers majoring in English-related and non-English-related majors regarding teachers' self-efficacy and teachers' burnout?
2. Is there any significant relationship between EFL-majored and non-EFL-majored teachers' self-efficacy and burnout?

3. Methodology

3.1 Participants

The participants of the present study were 120 Iranian English language teachers (100 female and 20 male) from different institutes in Gorgan, Aliabad, and Gonbad in Golestan Province of Iran. Their age ranged from 22 to 52 years and their teaching experience was 1 to 23 years. Half of them studied English-related majors (English Language Teaching, English Translation, English Literature) and the rest studied non-English-related majors (Biology, Computer engineering, Civil engineering, Mathematics, Statistics, etc.) who were selected through convenience sampling. Table 1 represents the detailed information about the participants.

Table 1: Details of the Participants

Groups	Age	Number	Teaching Experience	Gender	
				Male	Female
English-related	22-44	60		6	54
			1-23		
non-English-related	22-52	60		14	46

3.2 Instruments

To collect the data, two instruments were used. These instruments include: Teachers' Sense of Efficacy Scale (2001) and Maslach and Jackson's Burnout Inventory (1981). Each of these instruments is explained as follows:

3.2.1 Teachers' Sense of Efficacy Scale

We utilized the Teachers' Sense of Efficacy Scale designed by Tschannen-Moran and Woolfolk Hoy (2001), due to its comprehensiveness, integrity, and ease of administration. The Teachers' Sense of Efficacy Scale, also called the Ohio State Teacher Efficacy Scale (OSTES), encompasses two versions: long form (including 24 items) and short form (including 12 items). The long form was utilized in the present study, comprises three subscales: efficacy in student engagement (F1); efficacy in instructional strategies (F2); and efficacy in classroom management (F3). Each subscale loads equally on eight items, and every item is measured on a 9-point scale anchored with the notations: "nothing, very little, some influence, quite a bit, a great deal." This scale seeks to capture the multi-faceted nature of teachers' efficacy beliefs in a concise manner, without becoming too specific or too general. The cronbach's alpha coefficient for the reliability of the instrument was examined by Akbari and Tavassoli (2011) which was .89.

3.2.2 Maslach and Jackson's Burnout Inventory

In order to determine participants' level of burnout, a Persian adaptation of MBI (Maslach & Jackson, 1981) was utilized. The Persian adaptation of MBI was developed over three decades ago and shows accurate indexes of reliability and validity (Badri Gargari, 1995). The reliability of the instrument varied from .74 to .84 and the factorial structure was compatible with the original version. The 22-item questionnaire is composed of three subscales: Emotional exhaustion, Depersonalization and Personal accomplishment. The items are rated in two different ways. Firstly items are scored on a 7-point frequency scale ranging from (0) 'never' to (6) 'everyday'. Secondly items are scored on an 8-point scale ranging from (0) 'none' to (7) 'very much'. The higher the scores in both frequency and intensity, the more the participants experience the feeling of burnout. The reliability of the instrument was examined by Masoudi Miyanrostaghi, Mazandarani, and Seyyedrezaei (2016) which was .75.

3.3 Reliability of the Instruments

In order to check the reliability of self-efficacy and burnout questionnaires the Cronbach's alpha coefficient was used. As can be shown in Table 2 and 3, the calculated alpha value points out an ideal range of .92 for self-efficacy and .73 for burnout which demonstrates that the questionnaires items were completely suitable for the present study.

Table 2: Reliability Statistics of Self-efficacy

Cronbach's Alpha	N of Items
.92	24

Table 3: Reliability Statistics of Burnout

Cronbach's Alpha	N of Items
.73	22

3.4 Data Collection Procedures

In order to conduct the research and to test the research hypotheses, the following steps were followed: First, the participants were divided into two groups of teachers who studied English-related majors and non-English-related majors. Then, to collect the data, two questionnaires of teacher's self-efficacy and burnout were administered. The teachers filled out the questionnaire with the researcher's guide via e-mail, social network or in paper. The design of the study was correlational and ex post facto.

3.5 Data Analysis

The collected data were submitted to the computer software and Statistical Package of Social Sciences (SPSS) version 24 and an independent samples t-test was run to find out any possible differences between the scores of teacher's self-efficacy of two groups and another independent samples t-test was run to find out any possible differences between the scores of teacher's burnout of the two groups. Moreover, based on the normality of the data, Pearson product-moment correlation coefficient was utilized to find the relationship between EFL-majored teachers' self-efficacy and burnout also, the relationship between non-EFL-majored teachers' self-efficacy and burnout.

4. Results

4.1 Assessing the Normality of the Data

Normality of the data was confirmed by running Kolmogorov-Smirnov and Shapiro-Wilk tests. As presented in Table 4, the significant value for self-efficacy is $p=.2$ and for burnout $p=.16$ (above .05) which can be concluded that the data are distributed normally, and therefore, parametric tests can be employed for the analysis of the data. Moreover, as can be seen in Table 4, the significant value of Shapiro-Wilk test for

self-efficacy is *p*=.3 and for burnout *p*=.16 (above .05) which can be reasoned that the data are distributed normally.

Table 4: Tests of the Normality of the Data

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-efficacy	.067	120	.200*	.987	120	.302
Burnout	.073	120	.169	.984	120	.166

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

4.2 Answer to the First Research Question

The first research question was to examine the difference between EFL teachers majoring in English-related and non-English-related majors regarding teachers' self-efficacy and teachers' burnout. Table 5 summarizes the descriptive statistics for each group. As can be shown in Table 5, English-related self-efficacy enjoyed a mean of 168.4 and standard deviation of 20.09. The mean score for non-English-related was 166.18 and the standard deviation was 25.15. As to burnout non-English-related enjoyed a mean and standard deviation of 62.4 and 7.59 respectively, For English-related the mean score was 61.57 and the standard deviation was 7.08.

Table 5: Group Statistics for Related and non-English-related Majors in Self-efficacy and burnout Scale

	Types of Degree	N	Mean	Std. Deviation	Std. Error Mean
Self-efficacy	English-related	60	168.4	20.09	2.595
	Non-English-related	60	166.18	25.15	3.248
Burnout	English-related	60	61.57	7.084	.915
	Non-English-related	60	62.40	7.596	.981

Figure 1 below represents the schematic representation of the related and non-English-related majors' mean scores for self-efficacy. It is clear that the mean score of the English-related is more than that of non-English-related.
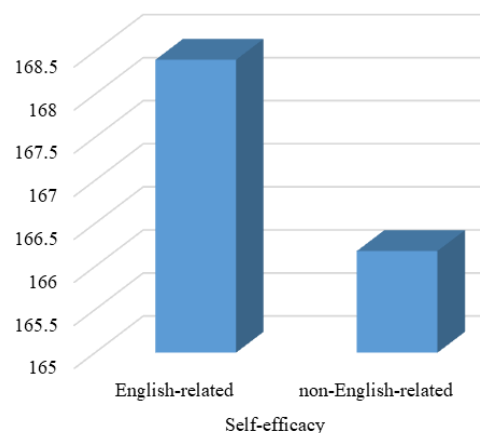

Figure 1: The schematic representation of the related and non-English-related mean scores in self-efficacy scale

Figure 2 below represents the schematic representation of the related and non-English-related majors' mean scores for burnout. It is clear that the mean score of the non-English-related is more than that of English-related.
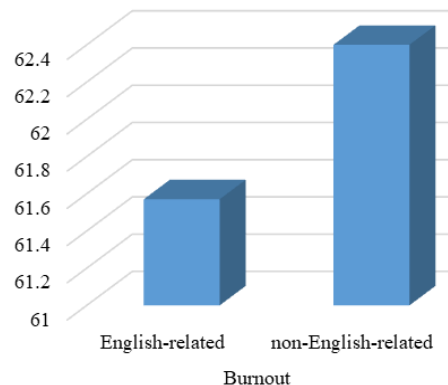

Figure 2: The schematic representation of the related and non-English-related mean scores for burnout

However, in order to make sure that the difference is statistically significant, an independent samples t-test was run. Table 6 illustrates that (t(118)= .53, *p* = .59) for self-efficacy. It can be concluded that there was not a significant difference in the scores of related and non-English-related majors regarding teachers' self-efficacy because the *p* value (.59) is not below the significant level (α= .05). Moreover, Table 6 demonstrates that (t (118)= -.62, *p* = .53) for burnout. It can be concluded that there was not a significant difference in the scores of related and non-English-related majors regarding teachers' burnout because the p value (.53) is not below the significant level (α= .05).

Table 6: Independent Samples T-test for Related and non-English-related Majors in Self-efficacy and burnout

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self-efficacy	Equal variances assumed	2.859	.094	.533	118	.595	2.217	4.157	-6.016	10.449
	Equal variances not assumed			.533	112.513	.595	2.217	4.157	-6.020	10.453
Burnout	Equal variances Assumed	.952	.331	-.621	118	.535	-.833	1.341	-3.489	1.822
	Equal variances not assumed			-.621	117.429	.535	-.833	1.341	-3.489	1.822

4.2.1 Descriptive Statistics in Self-efficacy Scale

The Teachers' Sense of Efficacy Scale comprises three subscales: efficacy in student engagement (F1); efficacy in

instructional strategies (F2); and efficacy in classroom management (F3). Each subscale loads equally on eight items, and every item is measured on a 9-point scale anchored with the notations: "nothing, very little, some influence, quite a bit, a great deal." This scale seeks to capture the multi-faceted nature of teachers' efficacy beliefs in a concise manner, without becoming too specific or too general. Tables 7 and 8 represent descriptive statistics of self-efficacy scale for related and non-English-related majors respectively.

Table 7: Descriptive Statistics in Self-efficacy Scale for Related Major

	N	Minimum	Maximum	Mean	Std. Deviation
Q1Selfefficacy	55	3.00	9.00	6.43	1.78
Q2Selfefficacy	59	3.00	9.00	6.23	1.67
Q3Selfefficacy	60	3.00	9.00	7.15	1.51
Q4Selfefficacy	60	3.00	9.00	6.90	1.45
Q5Selfefficacy	60	2.00	9.00	6.91	1.79
Q6Selfefficacy	60	4.00	9.00	7.33	1.37
Q7Selfefficacy	60	3.00	9.00	7.20	1.47
Q8Selfefficacy	60	3.00	9.00	7.03	1.46
Q9Selfefficacy	60	4.00	9.00	7.20	1.10
Q10Selfefficacy	60	3.00	9.00	7.33	1.31
Q11Selfefficacy	60	3.00	9.00	7.05	1.22
Q12Selfefficacy	60	4.00	9.00	6.56	1.25
Q13Selfefficacy	60	3.00	9.00	7.55	1.46
Q14Selfefficacy	60	5.00	9.00	7.13	1.26
Q15Selfefficacy	60	3.00	9.00	7.18	1.53
Q16Selfefficacy	60	3.00	9.00	7.18	1.54
Q17Selfefficacy	60	5.00	9.00	7.51	1.17
Q18Selfefficacy	60	3.00	9.00	6.85	1.58
Q19Selfefficacy	59	3.00	9.00	6.86	1.38
Q20Selfefficacy	59	3.00	9.00	7.84	1.41
Q21Selfefficacy	60	4.00	9.00	6.78	1.50
Q22Selfefficacy	60	4.00	9.00	6.80	1.43
Q23Selfefficacy	60	4.00	9.00	6.85	1.37
Q24Selfefficacy	60	3.00	9.00	7.36	1.40
Valid N (list-wise)	52				

a. Type of Degree = related

As indicated in Table 7, from related teachers' perspective on self-efficacy questioner, items 13, 17, and 20 (How much can you do to get children to follow classroom rules?) (M= 7.55), (How much can you do to adjust your lessons to the proper level for individual students?) (M= 7.51), and (To what extent can you provide an alternative explanation for example when students are confused?) (M= 7.84) have the highest mean scores. However, items 1, 2, and 12 (How much can you do to get through to the most difficult students?) (M=6.43), (How much can you do to help your students think critically?) (M=6.23), and (How much can you do to foster student creativity?) (M=6.56) gained the lowest mean scores.

Table 8: Descriptive Statistics in Self-efficacy Scale for non-English-Related Major

	N	Minimum	Maximum	Mean	Std. Deviation
Q1Selfefficacy	60	1.00	9.00	6.48	1.89
Q2Selfefficacy	60	1.00	9.00	6.30	1.94
Q3Selfefficacy	60	3.00	9.00	7.01	1.90
Q4Selfefficacy	60	3.00	9.00	7.03	1.74
Q5Selfefficacy	60	2.00	9.00	6.91	1.71
Q6Selfefficacy	60	4.00	9.00	7.38	1.37
Q7Selfefficacy	60	3.00	9.00	7.13	1.76
Q8Selfefficacy	60	3.00	9.00	7.00	1.51
Q9Selfefficacy	60	3.00	9.00	7.06	1.75
Q10Selfefficacy	60	3.00	9.00	7.01	1.63
Q11Selfefficacy	59	3.00	9.00	7.18	1.50
Q12Selfefficacy	60	3.00	9.00	6.75	1.60
Q13Selfefficacy	60	3.00	9.00	7.40	1.42
Q14Selfefficacy	59	3.00	9.00	6.77	1.65
Q15Selfefficacy	60	3.00	9.00	7.18	1.53
Q16Selfefficacy	60	3.00	9.00	6.78	1.72
Q17Selfefficacy	60	1.00	9.00	6.83	1.84
Q18Selfefficacy	60	1.00	9.00	6.80	1.84
Q19Selfefficacy	59	3.00	9.00	6.47	1.76
Q20Selfefficacy	59	3.00	9.00	7.15	1.61
Q21Selfefficacy	60	3.00	9.00	6.95	1.54
Q22Selfefficacy	60	3.00	9.00	6.73	1.69
Q23Selfefficacy	60	3.00	9.00	6.98	1.63
Q24Selfefficacy	60	3.00	9.00	7.28	1.64
Valid N (list wise)	56				

a. Type of Degree = non-English-related

As can be seen in Table 8, from non-English-related teachers' perspective about self-efficacy's questioner, items 6, 13, and 24 (How much can you do to get students to believe they can do well in school work?) (M=7.38), (How much can you do to get children to follow classroom rules?) (M=7.40), and (How well can you provide appropriate challenges for very capable students?) (M=7.28) have the highest mean scores among the other items. However, items 1, 2, and 19 (How much can you do to get through to the most difficult students?) (M=6.48), (How much can you do to help your students think critically?) (M=6.30), and (How well can you keep a few problem students form ruining an entire lesson?) (M=6.47) gained the lowest mean scores.

4.2.2 Descriptive Statistics in Burnout Scale

The 22-item burnout questionnaire is composed of three subscales: Emotional exhaustion, Depersonalization and Personal accomplishment. The items are rated in two different ways. Firstly items are scored on a 7-point frequency scale ranging from (0) 'never' to (6) 'everyday'. Secondly items are scored on an 8-point scale ranging from (0) 'none' to (7) 'very much'. The higher the scores in both frequency and intensity, the more the participants experience the feeling of burnout. Tables 9 and 10 represents descriptive statistics of burnout scale for related and non-English-related majors respectively.

Table 9: Descriptive Statistics in Burnout Scale for Related Major

	N	Minimum	Maximum	Mean	Std. Deviation
Q1Burnout	60	1.00	6.00	2.05	1.34
Q2Burnout	60	1.00	6.00	1.38	.90
Q3Burnout	60	1.00	5.00	1.75	.95
Q4Burnout	60	2.00	7.00	5.10	1.18
Q5Burnout	60	1.00	5.00	1.28	.78
Q6Burnout	60	1.00	4.00	1.35	.65
Q7Burnout	60	2.00	7.00	4.76	1.46
Q8Burnout	60	1.00	6.00	1.95	1.37
Q9Burnout	60	1.00	9.00	3.60	1.54
Q10Burnout	60	1.00	4.00	1.16	.58
Q11Burnout	60	1.00	4.00	1.18	.56
Q12Burnout	60	3.00	7.00	5.76	1.11
Q13Burnout	60	1.00	5.00	1.28	.84
Q14Burnout	60	1.00	4.00	1.58	.88
Q15Burnout	60	1.00	4.00	1.30	.67
Q16Burnout	60	1.00	4.00	1.28	.61
Q17Burnout	60	1.00	7.00	5.15	1.32
Q18Burnout	60	2.00	7.00	5.60	1.21
Q19Burnout	60	2.00	7.00	5.93	1.27
Q20Burnout	60	1.00	6.00	1.25	.93
Q21Burnout	60	1.00	7.00	5.43	1.44
Q22Burnout	60	1.00	4.00	1.40	.80
Valid N (list wise)	60				

a. Type of Degree = related

As indicated in Table 9, from related teachers' perspective on burnout questioner, items 12, 18, and 19 (I feel I am full of power and energy) (M= 5.76), (after working with my colleagues, I feel joy and happiness) (M= 5.60), and (my job has had important and valuable achievements for me) (M= 5.93) have the highest mean scores. However, items 10, 11, and 20 (from when I chose this job, I am indifferent to others)   (M=1.16), (I worried that this job make me cruel to others) (M=1.18), and (I feel that I arrived at the end of my life) (M=1.25) have the lowest mean scores.

Table 10: Descriptive Statistics in Burnout Scale for non-English-Related Major

	N	Minimum	Maximum	Mean	Std. Deviation
Q1Burnout	60	1.00	7.00	2.23	1.52
Q2Burnout	60	1.00	4.00	1.43	.72
Q3Burnout	60	1.00	6.00	1.86	1.14
Q4Burnout	60	1.00	7.00	4.86	1.55
Q5Burnout	60	1.00	4.00	1.45	.83
Q6Burnout	60	1.00	5.00	1.56	.94
Q7Burnout	60	1.00	7.00	4.60	1.78
Q8Burnout	60	1.00	7.00	2.11	1.51
Q9Burnout	60	1.00	7.00	3.93	1.79
Q10Burnout	60	1.00	6.00	1.40	1.02
Q11Burnout	60	1.00	3.00	1.11	.41
Q12Burnout	60	2.00	7.00	5.68	1.24
Q13Burnout	60	1.00	3.00	1.10	.39
Q14Burnout	60	1.00	5.00	1.48	.87
Q15Burnout	60	1.00	5.00	1.70	1.27
Q16Burnout	60	1.00	5.00	1.53	.89
Q17Burnout	60	3.00	7.00	5.21	1.29
Q18Burnout	60	2.00	7.00	5.50	1.26
Q19Burnout	60	1.00	7.00	5.55	1.34
Q20Burnout	60	1.00	4.00	1.18	.53
Q21Burnout	60	2.00	7.00	5.21	1.34
Q22Burnout	60	1.00	4.00	1.65	.89
Valid N (list wise)	60				

a. Type of Degree = non-English-related

As shown in Table 10, from non-English-related teachers' perspective about burnout questioner, items 12, 18, and 19 (I feel I am full of power and energy) (M=5.68), (after working with my colleagues, I feel joy and happiness) (M=5.50), and (my job has had important and valuable achievements for me) (M=5.55) gained the highest mean scores among the other items. However, items 11, 13, and 20 (I worry that this job make me cruel to others) (M=1.11), (my job made me to feel futility) (M=1.10), and (I feel I arrived at the end of my life) (M=1.18) have the lowest mean scores.

4.3   Answer to the Second Research Question

The second research question was to examine the relationship between EFL-majored and non-EFL-majored teachers' self-efficacy and burnout. Table 11 summarizes the descriptive statistics for each of the instrument. As can be shown in the Table 11, for EFL-majored self-efficacy enjoyed a mean of 168.4 and standard deviation of 20.09. For burnout the mean score was 61.57 and the standard deviation was 7.08. Moreover, as can be seen in the Table 11, for non-EFL-majored self-efficacy had a mean of 166.18 and standard deviation of 25.15. For burnout the mean score was 62.4 and the standard deviation was 7.59.

Table 11: Descriptive Statistics for EFL-majored and non-EFL-majored Teachers' Self-efficacy and Burnout

	Mean	Std. Deviation	N
EFL-majored			
Self-efficacy	168.40	20.09	60
Burnout	61.57	7.08	60
Non-EFL-majored			
Self-efficacy	166.18	25.15	60
Burnout	62.40	7.59	60

A Pearson product-moment correlation coefficient was computed to assess the relationship between EFL-majored and non-EFL-majored teachers' self-efficacy and burnout. The results, as demonstrated in Table 12, indicated that for EFL-majored there was a positive correlation between the two variables [$r = .288$, $p = .026$]. Overall, there was a significant correlation between EFL-majored teachers' self-efficacy and burnout because the *p* value is below the significant level ($α= .05$). In addition, for non-EFL-majored there was a positive correlation between the two variables [$r =$

.140, p = .287]. Moreover, there was not a significant correlation between non-EFL-majored teachers' self-efficacy and burnout because the p value is greater than the significant level (α= .05).

Table 12: The Correlations Between EFL-majored Teachers' Self-Efficacy and Burnout

		Self-efficacy	Burnout
EFL-majored			
Self-efficacy	Pearson Correlation	1	.288*
	Sig. (2-tailed)		.026
	N	60	60
Burnout	Pearson Correlation	.288*	1
	Sig. (2-tailed)	.026	
	N	60	60
Non-EFL · majored			
Self-efficacy	Pearson Correlation	1	.140
	Sig.(2-tailed)		.287
	N	60	60
Burnout	Pearson Correlation	.140	1
	Sig.(2-tailed)	.287	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).
a. Type of Degree = related and non-related

To see a more tangible view of the data, see Figures 3 and 4 which are the graphic representation of the data for the correlation between EFL-majored and non-EFL-majored teachers' self-efficacy and burnout.
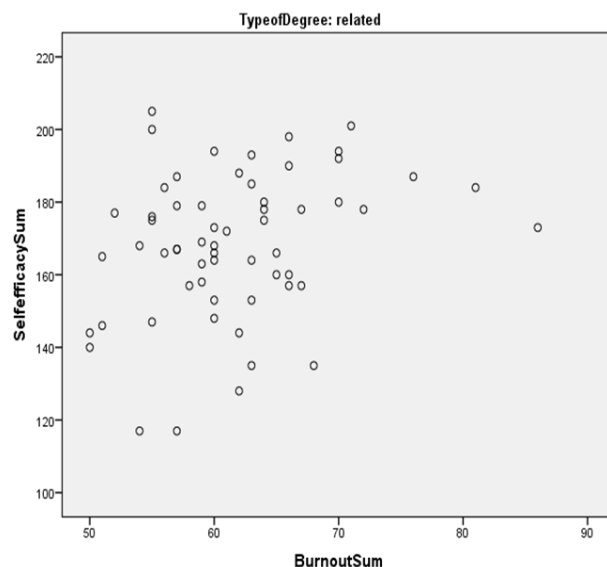
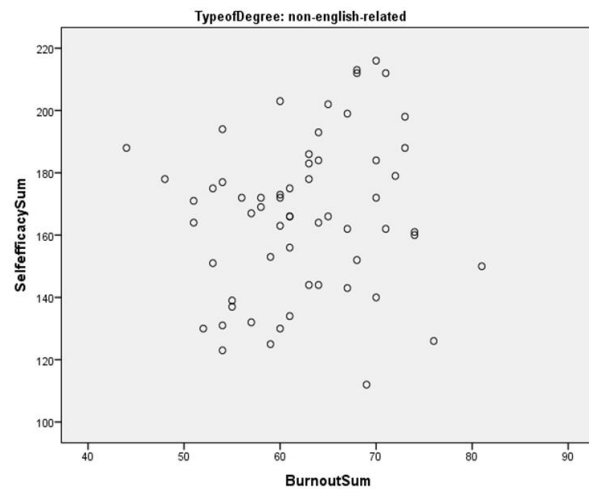Figure 3: The correlation between EFL-majored teachers' self-efficacy and burnout

Figure 4: The correlation between non-EFL-majored teachers' self-efficacy and burnout

As mentioned before, the aim of the present research was to investigate the relationship between Iranian EFL teachers' burnout and self-efficacy across English-related vs. non-English-related academic degrees. To answer the research questions the following null hypotheses were probed:

H1: There is no significant difference between teachers who majored in English-related and the ones who majored in non-English-related regarding teachers' self-efficacy and burnout.

H2: There is no significant relationship between EFL-majored and non-EFL-majored teachers' self-efficacy and burnout.

Based on the results obtained from the statistical data analysis presented in Tables 6 and 12, it is concluded that the null hypothesis 1 was accepted which presents the fact that there is no significant difference between teachers who majored in English-related and the ones who majored in non-English-related regarding teachers' self-efficacy and burnout. and null hypothesis 2 for EFL-majored was rejected which means that there is a significant relationship between EFL-majored teachers' self-efficacy and burnout. However, for non-EFL-majored the null hypothesis was accepted which means that there is no significantrelationship between non-EFL-majored teachers' self-efficacy and burnout.

5. Discussion and Conclusion

The results of the present study are in line with Akbari and Tavassoli's (2011) study which explored possible relationships among English language teachers' sense of efficacy, burnout, teaching style, and emotional intelligence, and to document probable differences among them with respect to teachers' gender, degree, and experience. Their findings demonstrated significant even though not high correlations among some of the components of teacher

efficacy, burnout, teaching style, and emotional intelligence, as well as significant differences among some of the components of these variables with respect to teachers' gender, degree, and experience which are consistent with the findings of present research.

In a like manner, the findings of this study support what was offered by Barari et al. (2014) who investigated the effect of self-efficacy on job burnout among primary school teachers. They found that self-efficacy and burnout components are mutually correlated with each other.

In line with the findings of the present study, Akbari and Moradkhani (2010) investigated possible relationships between experience/academic degree and teachers' self-efficacy among EFL teachers. The results of data analysis showed that experienced teachers (with more than three years of teaching experience) had a significantly higher level of global efficacy, efficacy for student engagement, efficacy for classroom management, and efficacy for instructional techniques compared to their novice counterparts. Also, teachers who had English-related academic degrees did not enjoy significantly higher levels of efficacy except in the subcomponent of student engagement which is in line with the results of this research. In contrast, the findings of the present study are not consistent with Gholami's (2015) study investigating the relationship between the self-efficacy of Iranian teachers of English and their reports of burnout. He found that self-efficacy had a reverse relationship with burnout which is in contrast with this research.

The findings of the present study are in contrast with Mashhady et al.'s (2012) study which investigated the relationship between burnout and self-efficacy among EFL teachers. They found that self-efficacy was negatively correlated with burnout, and it could be a potent predictor of burnout among EFL teachers. It was also shown that age and teaching experience were significantly correlated with self-efficacy and burnout. Moreover, the findings indicated significant differences in teachers' self-efficacy and burnout with respect to marital status.

Moreover, Savas et al.'s (2014) findings which examined the relationship between teacher self-efficacy and burnout are in contrast with the results of this research. The findings of their data analysis revealed that there was significant, medium and negative correlation between teacher self-efficacy and burnout levels of the participants which is not in line with the findings of the present study. By the same token, the results of Tabatabaee Yazdi et al.'s (2013) study which explored the correlation between self-efficacy of Iranian English as a foreign language (EFL) teachers and their reports of burnout are in contrast with the findings of this research. They concluded that the participants' self-efficacy has a reverse relationship with their burnout which is not in line with this research results. Moreover, a significant relationship was observed between teachers' age, gender, years of experiences and reports of burnout.

Moradkhani (2009) believes that self-efficacy is a psychological construct that achieves prominence as teachers get higher degrees in English related majors. In his study, he concluded that there was no significant difference between the self-efficacy of teachers with different academic degrees. Additionally, in line with the results of the present study Eghtesadi Roudi (2011) declares that "low proficiency, lack of support from administrators, student misbehavior and nature of the L2 were among the major reasons of burnout among Iranian EFL teachers" (p.1).

To efficiently handle teacher burnout, according to the results of the present research, EFL teachers, should improve skills in observing their stress levels. As mentioned by Cockburn (1996), the first step for teachers in decreasing stress is to enhance their awareness of stress levels. Additionally, teachers and language institute administrators should cooperate to discuss the sources and results of teacher burnout as well as ways to reduce teacher burnout.

Furthermore, it is suggested that school administers and teachers do more to improve and strengthen the organizational aspect of educating, that is, the ability to work as an employee accepting administrations, cooperate and support from others (e.g., colleagues, supervisors, and associates). A positive and supportive school atmosphere also helps teachers in becoming more successful and confident.

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