

The impact of teacher's self-perception and burnout on learners' English general achievement: the case of senior high school students

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ABSTRACT

The present study was carried out to determine the effect of the teachers' burnout and self-perception on EFL learners' English General Achievement (EGA) at senior high school level. To arrive at this goal, the participants in five intact classes were non-randomly selected through convenient sampling method. The participants included high schoolteachers and their student at first the researcher asked 15 female English teachers whose learners' were 90 high school students and students were non – randomly selected in each class. Thus totally there were 15 teachers who were at 5 categories of personality second group of the participants in clouded 90 they were selected based on convenient non-random sampling method. They were females with the age ranging from 14 to 16 years old. Therefore, 90 participants were selected as the second group of the participants. The learners took a pre- test of EGA. Then they passed 10 sessions of their regular classes in 10 weeks, each session 90 minutes. The teachers took a burnout questionnaire and the learners' pre and post-test scores were collected. Data were analyzed through one – way ANOVA and paired sample t-tests to show the significant differences between the teachers' burnout level and its effect on the learners' EGA at the end of the classes. Results showed extroverted teachers' students were highly motivated and better than other learners in exam scores on the post-test. However, the extroverted teachers should a higher degree of burn out level. Implications of the study suggest that the teachers with extroversion behavior would be needed to have an effective English class.

Keywords: burnout, self –perception, EGA.

Introduction

Persistent change and challenges of the past two decades in the field of education have resulted in an increasing workload for teachers and administrators, because teaching is one of the most significant professions of the world. Schools are important place where children follow careers and give meaning to their lives. As teachers play a special role in setting the standards and creating the conditions for children's school attainments, they are considered to be a key element towards student's academic success. Teachers with high self-perception beliefs are more likely to implement innovative methods in the classroom to use classroom management approaches and adequate teaching methods that encourage students' autonomy and reduce custodial control to take responsibility, and to manage classroom

problems than the teachers with a low sense of self-efficiency (Brien et al., 1994). So, an environment which encourages risk-taking, personal commitment and involvement, decision-making and professional growth will enhance teachers' sense of self-perception (O'Connor & Korr, 1996; Ashton, et al., 1983).

Burnout might have serious negative influences on (teachers Son ,2008). It is an important factor that hinders teachers' efficiency, effectiveness and their job involvement. It negatively affects the quality of teaching and consequently, the performance of students. In addition, teachers' burnout leads to job dissatisfaction, work alienation, apathy, Absenteeism, and finally leaving the profession. One of the factors which seem to be directly related to burnout among teachers is emotional intelligence. In order to fight against harmful consequences of burnout, "teachers are to be equipped with the means to fight against the so-called stressors, and a major asset for teachers seeking to cope with stress is said to be enjoying high level of emotional intelligence". (Son, 2008).

Due to the many challenges the society bring out there is a perceived social pressure to every professional category, but teachers experience more and more the need to cope with lots of demanding of an uncertain society. For the teacher's life there is a growing challenge at personal, social and professional level. Teachers could experience emotional stress, inadequacy feelings, loss of enthusiasm, and lack of reward.

All these issues could affect their professional performance and, on the long-term, it could affect the quality of education and the quality of the output in educational setting. The emotional intelligence is better known as a useful tool for improving the quality of life and the people performance within work (Eysneck, 1978). Teachers, as professionals who work within human development area, being responsible for the becoming of many generations of children, need to demonstrate real emotional qualities which could enable them for a better performing. There are many conceptualization within the literature, the emotional intelligence viewed as intelligence (it describes an emotional general aptitude so it can be conceived as an equivalent intelligence quotient; the emotional intelligence viewed as a trait; the emotional intelligence as a sum of learned competences (it allows the examination of the adjustment way of the person and it can be seen as a performance) It is emphasized that the trait emotional intelligence differs from the emotional intelligence ability and the differences are based on the measurement way(Darling-Hammond, 2000).

In an EFL classroom, a teacher control over many factors, such as students mood and behavior and their English General achievement. The amount of communication between teacher and students which in turn will affect not only students' motivation for English language learning but also teacher's self-perception and burnout. In this research based on Maslach and Leiter1997, we will found out three dimensions of burnout: exhaustion, cynicism and ineffectiveness. Exhaustion is the first reaction to the stress of job demands and people feel lack the energy to face another project or another person. Cynicism minimizes the involvement at work and it is an attempt to protect oneself from exhaustion and disappointment. Ineffectiveness brings loss of confidence in oneself and a sense of inadequacy. (Callahan, 1996).

Statement of the Problem

Most people think speaking and writing are the most important of communication in the English environment, but speaking English in foreign language is difficult for the learners. In many countries of the world where English is learned as a foreign language, learners are obliged to pass certain number of English courses as requirements. Most studies have criticized the textual and instructional goals of General English courses and have remained oblivious to teacher's characteristics as a relevant and indispensable factor in teaching GEA. Self – perception and burnout of teachers are two important factors in teaching GEA. In this study, the study focuses on the teachers' burnout status and its effect on learners' GEA. This knowledge may be ignored by the EFL practitioners in teaching and learning processes.

Objectives and Significance of the Study

This study aims to examine the role of the Teacher's self-perception and burnout on GEA. The objective of the research consists of figuring out the existence of the burnout syndrome in teachers and to

bring out the relationship between it and GEA. When work stress results in teacher burnout; it can have serious consequences for the health and happiness of teachers, and also the students, professionals, and families they interact with on a daily basis. Teachers at risk for burnout come to see their work as futile and inconsistent with the ideals or goals they have set as beginning teachers (Bullough & Baughman, 1997). Meanwhile, the significant of teacher's self-perception has a topic of considerable interest to learners.

Research Questions

The research questions to be investigated in the present study are as follows:
RQ1. Is there any relationship between teachers' burnout and learners' English General Achievement?

RQ2. Is there any relationship between teachers' self-perception and learners' English General Achievement?

Background

The present study has reviewed the literature related to the Impact of Teacher's Self-perception and Burnout on Learners English General Achievement in Senior High School. It has discussed learners English General Achievement through Teacher's Self-perception and burnout. In this chapter we has explained every variables with the background.

SELF-PERCEPTION

Self-perception, an individual's ability to respond differentially to his own behavior and its controlling variables, is a product of social interaction (Mead, 1934; Ryle, 1949; Skinner, 1957). Verbal statements that are self-descriptive are among the most common responses comprising self-perception, and the techniques employed by the community to teach its members to make such statements would not seem to differ fundamentally from the methods used to teach interpersonal perception in general. The community, however, does face severe limitations in training the individual to make statements describing internal events to which only he has direct access. Skinner (1953, 1957) has analyzed the limited resources available to the community for training its members thus to "know themselves," and he has described the inescapable inadequacies of the resulting knowledge. Skinner suggests that some self-descriptions of internal stimuli can be learned through metaphor or stimulus generalization. The child, for example, can easily learn to describe "butterflies in the stomach" without explicit discrimination training. More often, however, a socializing community must teach the descriptive responses more directly. In training a child to describe pain, for example, the community, at some point, must teach him the correct response at the critical time when the appropriate private stimuli are impinging upon him. But the community itself must necessarily identify the "critical time" on the basis of observable stimuli or responses and implicitly assume that the private stimuli are, in fact, accompanying these public events. This analysis suggests that many of the self-descriptive statements that appear to be exclusively under the discriminative control of private stimuli may, in fact, still be partially controlled by the same accompanying public events used by the training community to infer the individual's inner states. Private stimuli may play a smaller role than the individual himself suspects. For example, by manipulating the external cues of the situation, Schachter and Singer (1962) were able to evoke self-descriptions of emotional states as disparate as euphoria and anger from 5s in whom operationally identical states of physiological arousal had been induced. It appears that these 5s utilized internal stimuli only to make the gross discrimination that they were emotional, but that the more subtle discrimination of which emotion they were experiencing was under the control of external cues.

Teachers' burnout

The initial descriptions of burnout by Freudenberger and Maslach, 1982 generated a tremendous amount of attention and subsequent discussion and debate about this experience. Different authors proposed different definitions of the phenomenon, and made different assumptions about its causes and effects. What is important to note is that all of these many definitions were based on experiential

descriptions, and not on theoretical models. The word “burnout” (or “burn-out,” as it was initially spelled) was clearly the “language of the people,” and as such it was used to evoke the lived realities of the workplace; thus it is not surprising that so many varying perspectives were expressed. An additional downside of the populist origins of burnout was that it was often dismissed as “pop psychology” and as unworthy of serious scholarly attention, with the consequence that the phenomenon was largely ignored within relevant research fields until much later. This lack of agreement on a standard, accepted definition of burnout during these early years clearly posed a challenge for the development of any systematic inquiry into the phenomenon. However, a closer analysis of these varying perspectives revealed some common threads, and provided the base for some initial agreement about the key dimensions of burnout (Maslach 1982).

What was common to all definitions was that burnout occurs at an individual level; that it is an internal psychological experience involving feelings, attitudes, motives, and expectations; and that it is a negative experience for the individual, in that it concerns problems, distress, discomfort, dysfunction, and/or negative consequences. In terms of core aspects, or dimensions, of burnout, some definitions focused on a single one while others mentioned multiple dimensions. The dimension on which there was (and continues to be) the most agreement is exhaustion. It has been also described as wearing out, loss of energy, depletion, debilitation, and fatigue. Although sometimes this exhaustion is a physical one, often a psychological or emotional exhaustion is described as central to burnout, i.e., a loss of feeling and concern. A second dimension of these definitions was a negative shift in responses to others: depersonalization, negative or inappropriate attitudes toward clients, irritability, loss of idealism, and withdrawal. Most discussions of this dimension emphasized its movement (in a negative direction) over time—a movement that was also called a shift, change, development, or accumulation. A third dimension found in these definitions was a negative response toward oneself and one’s personal accomplishments, also described as depression, low self-esteem, low morale, reduced productivity or capability, and an inability to cope. In order to make further progress on establishing a common definition of burnout, it was necessary to go beyond the initial anecdotal descriptions and lack of guiding theory.

Researchers began to conduct more extensive qualitative research, which involved interviews, surveys, and field observations of employees in caregiving and human services professions. At first, the focus was more on health care, because of its explicit recognition of the challenges of maintaining a “detached concern” and of the negative effects of burnout. Soon, however, exploratory studies were being done in the social services, mental health, criminal justice, and education fields, as members of these professions began to recognize burnout as a shared problem. The decision to use each of these subject populations was sometimes serendipitous, as informants in one group would often refer researchers to people in the next. Similar themes emerged from these interviews, although the specific content differed as a function of the type of occupation (e.g., differences between working with students or with delinquent adolescents). This evidence of a parallel pattern suggested that burnout was not just some idiosyncratic response to stress, but was a syndrome with some identifiable regularities. The recurring themes were (a) the primacy of exhaustion, (b) the subsequent negative shift in response to others, and (c) a negative self-assessment of professional competence. To further refine these ideas into a clear definition of the phenomenon, and to develop a standardized method for assessing it, researchers began to develop self-assessment measures and to conduct more systematic psychometric studies. Burnout is a syndrome which emanates from an individual’s perceptions of unmet needs and unfulfilled expectations. It is characterized by progressive disillusionment, with related psychological and physical symptoms which diminish one’s self-esteem and it develops gradually over a period of time. (Gold & Roth, 2005). Burnout actually is a psychological state, although accompanied by physical symptoms as well. Burnout is an individual problem, but some research showed that burnout is the problem of social environment in which people work. (Maslach, Leiter, 1997). The practice and research demonstrated that burnout is detrimental to health, to the ability to cope, to the personal lifestyle, and it can lead to deterioration in job performance. When an individual perceives that their needs are not being met over a period of time, they become discouraged, angry, and depressed. Most

Teachers begin teaching with the expectation that they will make a difference in the lives of the children they teach. During the initial induction period, many teachers begin to realize that helping boys and girls becomes secondary to administrative pressures, poor classroom conditions, critical parents and disruptive and disrespectful students. (Gold & Roth, 2005). So, they realize a gap between their needs, their expectations and the reality of the job. The workplace could be perceived by some teachers as cold, hostile, demanding environment, both psychologically and economically. This fact conducts to the feeling of exhaustion: emotionally, physically, spiritually (Maslach, Leiter, 1997).

Experimental Background

Freudenberger (1974) coined the term “burnout”, and defined it as: “the state of physical and emotional depletion resulting from conditions of work” (p. 160). This definition of burnout formulated by Freudenberger (1974) emphasized emotional exhaustion as the result of prolonged overwork and overextension. Maslach and Jackson (1981) completed this early understanding of burnout by adding three unique symptoms considered to be the result of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. For teachers, emotional exhaustion refers to state that the teacher has put all of his or her energy for teaching and has finally run out of resources. Depersonalization occurs when the teacher develops negative feelings towards his or her students and even the school community. And the last one, reduced personal accomplishment, refers to a negative self- evaluation and not being happy with teaching as a profession (Anderson & Iwanicki, 1984). The result of this negative self-evaluation is a sense of sorrow and breakdown in the pursuit of ideals (Friesen, Prokop, & Sarros, 1988).

Hakanen, Bakker, and Schaufeli (2006) showed that both emotional exhaustion and depersonalization interrelated negatively with self-rated health as well as work ability among Finnish teachers. Research also shows a negative relation between burnout and motivation (Hakanen et al., 2006; Schaufeli & Salanova, 2007).

Furthermore, Leung and Lee (2006) showed, in a study of teachers in Hong Kong, that burnout predicted teachers' intentions of leaving the profession. Teacher burnout has been shown to be connected to teacher self-efficacy (Chwalisz, Altmaier, & Russell, 1992; Friedman & Farber, 1992). And Skaalvik and Skaalvik (2007) found a strong relation between teacher self-efficacy and teacher burnout.

Chan (2003) found out that stress, resiliency, and helplessness all had important and independent effects on the burnout factors of emotional exhaustion and depersonalization. In Canada, current data suggest that from 12% to 20% of teachers state burnout symptoms at least once a week (Fernet, 2003; Houliort & Sauvé, 2010). teachers with high self-efficacy beliefs are more likely to: (a) implement curriculum innovations, (b) use classroom management and instructional methods that encourage student autonomy, (c) manage classroom problems effectively, (d) keep students on task, and (e) have fruitful collaborative relationships with colleagues and parents that contribute to sustained work satisfaction and higher teacher retention (Betoret, 2006; Caprara et al., 2006; Chan, 2006).

In a study of teacher burnout, Fernet, Guay, Senécal and Austin (2012) stated that: “Changes in teachers’ perceptions of classroom overload and students’ disruptive behavior are negatively related to changes in autonomous motivation, which in turn negatively predict changes in emotional exhaustion. Results also indicate that changes in teachers’ perceptions of students’ disruptive behaviors and school principal’s leadership behaviors are related to changes in self-efficacy, which in turn negatively predict changes in three burnout components.” Burnout can be described as a chronic state of exhaustion due to long-term interpersonal stress within human service professions. It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations. Burnout has been defined as “a syndrome of Emotional Exhaustion, Depersonalization, and Reduced Accomplishment which is a special risk for individuals who work with other people in some capacity” (Leiter & Maslach, 1998, p. 347). Emotional Exhaustion is seen as the stress component. It refers to feelings of being emotionally overextended and depleted of one’s emotional resources. Fatigue, debilitation, loss of energy, and wearing out are characteristics of this component. Depersonalisation is the “other evaluation component”. It is described as cynicism, irritability, loss of idealism, and negative or inappropriate attitudes toward recipients. It refers to a negative, callous, or excessively detached response to other

people. Reduced Personal Accomplishment is the “self-evaluation component” and is equated with reduced professional efficacy, productivity or capability, low morale, and an inability to cope with job demands. It represents a decline in one’s feelings of competence and achievement at work. Inadequate coping responses to the stressful encounters may lead to Emotional Exhaustion. In order to avoid becoming more and more exhausted, people withdraw from their clients and start focusing on their private life rather than on their job life. Distancing oneself from one’s job can lead to reduced accomplishment on the job (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007; Maslach, Schaufeli, & Leiter, 2001; Schaufeli & Bakker, 2004) and may pose a risk for illness, such as cardiovascular disease (Melamed, Shirom, Toker, Berliner, & Shapira, 2006). There is ample evidence that teachers, in the course of their careers, experience a great deal of stress that may result in depressed mood, exhaustion, poor performance, or attitude and personality changes, which, in turn, may lead to illness and premature retirement (Bakker & Schaufeli, 2000; Vandenberghe & Huberman, 1999).

In Iran, where English is learned as a foreign language, high school students are obliged to pass certain number of English courses as academic requirements. General English Achievement (GEA) is prerequisite for special English courses offered throughout academic years of study for university students. In Iran, GEA is characterized by a commitment to pass three credits in a domain-specific fashion in which reading skill is the sole skill which is taught. In essence, General English courses consist of semi-specific texts designed for students studying for achieving expertise in different academic fields from sciences to engineering and humanities. However, the extent to which these courses result in optimal learning output has been partially examined by several researchers (Ghonsooly & Pishghadam, 2008). Maslach and Leiter 1997 found out three dimensions of burnout: exhaustion, cynicism and ineffectiveness Son, J. B. (2008). Exhaustion is the first reaction to the stress of job demands and people feel lack the energy to face another project or another person. Cynicism minimizes the involvement at work and it is an attempt to protect oneself from exhaustion and disappointment. Ineffectiveness brings loss of confidence in oneself and a sense of inadequacy Most of the studies done have criticized the textual and instructional goals of General English courses and have remained oblivious to learner characteristics as a relevant and indispensable factor in General English achievement . (Fairhurst, A. M., & Fairhurst, L., 1995).

When asked in open-ended format to say what comes to mind when they think about a teaching career, people were more likely to make negative (~50%) than positive (~35%) comments. Yılmaz, H. and Çavaş, P. (2010) Predominantly, they talked about the workload and the perceived problems of dealing with students’ behavior. On the positive side, the major comments were about job satisfaction, and the amount of holidays. (Yılmaz, H. and Çavaş, P., 2010)

Asked to say what characteristics they feel good teachers should have, people highlighted the importance of having the right personality, well ahead of skills, abilities and training. In particular, they feel that good teachers need to be patient, kind and ‘in touch’ with young people. The most desired ‘skill’ was being able to enforce discipline, followed by the ability to effectively communicate and transfer knowledge. (Eysneck, H. J., 1978).

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The practice and research demonstrated that burnout is detrimental to health, to the ability to cope, to the personal lifestyle, and it can lead to deterioration in job performance. When an individual perceives that their needs are not being met over a period of time, they become discouraged, angry, and depressed. Most teachers begin teaching with the expectation that they will make a difference in the lives of the children they teach. During the initial induction period, many teachers begin to realize that helping boys and girls becomes secondary to administrative pressures, poor classroom conditions, critical parents and disruptive and disrespectful students (Gold & Roth, 2005).

Therefore, they realize a gap between their needs, their expectations and the reality of the job. The workplace could be perceived by some teachers as cold, hostile, demanding environment, both psychologically and economically. This facts conduct to the feeling of exhaustion: emotionally, physically, spiritually (Maslach & Leiter 1997). Maslach and Leiter, 1982 consider that burnout is always

more likely when there is a major mismatch between the nature of the job and the nature of the person who does the job. These authors describe some indicators for burnout presence which we could find also in school settings. One is the work overload phenomenon – teachers have to do too much in too little time with few resources. In schools teachers could experience lack of control. This could derive from rigid policies and tight monitoring. Teachers need to pursue a specific program and there is a very little place for innovation and creativity. Teachers have very few opportunities to make choices and decisions. The teaching activity requires a lot of energy, deep involvement in many types of activities: after school meeting with parents, supervising extracurricular activities, preparing lesson plans, preparing long-term plans and projects, counseling students and parents. This multidimensional work is not rewarded, so lack of reward for contributions to the job could be another factor for burnout. Teachers feel devalued when they don't get recognition / both financially and socially. If the teaching profession is not valued at the society level most of the teachers experience the loss of the internal reward (the feeling of pride of doing something really important and fulfilling). In nowadays school we could find the lack of community / teachers become isolated trying to thrive by themselves, not to share praise, comfort or respect with others. Also, in our schools is present the lack of fairness, which is evident when there is inequity of workload or pay.

Aurora Adina Colomeischi, 2015 in their article, *Teachers' Burnout in Relation with Their Emotional Intelligence and Personality Traits* considered that Burnout as a work-related syndrome is a major problem which most of the professionals need to cope with. The present challenges of Romanian educational system consist in real premises for teachers to experience burnout. The study intend to figure out the existence of the burnout syndrome in teachers and to bring out the relation between it and other internal factors such as emotional intelligence and personality traits. The results bring out a picture of the burnout in Romanian teachers, the main internal factors that influence it.

Ganizad and Jahedizadeh, 2016, put forward the prospect of developing a deeper understanding of EFL students' de-motivation and, accordingly, its effect on their burnout, and language achievement. According to the findings of the current research, it can be concluded that de-motivation as a detrimental factor reduces students' motivation, degrades students' achievement, influences learners' beliefs and attitudes, depreciates emotional states, and results in long-term learning outcomes. Our proposed model highlighted the role of internal de-motivators in student's burnout and language achievement. This in turn can have principal implications for EFL education and SLA research. In particular, teachers can re-motivate and develop the academic achievements of their students by promoting rapport between themselves and EFL learners, interacting with other teachers to adopt authentic and interesting materials, and providing a learning environment which incites learners and diminishes feelings of inefficacy. Their study is limited in a number of ways. First, the participants were selected based on convenience sampling as far as feasibility considerations are concerned. Second, the students' demographic variables were not controlled; i. e., specific level and age were not restricted. Third, the participants of the current study consisted of EFL learners studying at university and language institute.

Mirer and Ramirez, 2017, in their article, *The influence of teachers' self - efficacy on perceptions: Perceived teacher competence and respect and student effort and achievement*, In the current study the authors examine how teachers' self-reported level of self-efficacy influences students' perceptions of two aspects of the instructional environment, perceived teaching competence and perceived teacher respect. The relationship of teacher self-efficacy to teachers' perceptions of their students' achievement and effort is also considered. Data were collected at two time points from 51 teachers and 427 students in high school mathematics and science classrooms. A series of multi-level models found that teaching self-efficacy and course level were significantly associated with students' perceived teacher competence and perceived teacher respect as well as teachers' ratings of student characteristics.

Methodology

Participants

The present research was constructed at Islamic grade 10 of High School Students in Ahvaz. This study was comprised of 15 female English teachers and 75 female students as the participants of the

study. Fifteen teachers were selected among 30 EFL teachers in 30 intact classes. Five High schools of Khoramshar were selected; from each High school three English teachers and 15 students were non-randomly chosen to collect the required data. The teachers' age is ranging from 26 to 50 and the students' age was ranging from 16 to 18.

Instrumentations and Materials

In the present survey three tests were used: A pre-test to determine the learners' level of general English achievement test at the beginning of research period. It included 40 multiple-choice of grade 10 of high school. This test was also used as the post-test which determined the effect of teacher's self-perception and burnout on the learners' English achievement at the end of the research period. The reliability value of the test was calculated through KR-21 formula as ($r=.86$) and its face and content validities were determined by two experts.

The questionnaire FFPI (Five-Factor Personality Inventory) was developed by Hendriks, Hofstee, de Raad, and Angleitner (1996). It was included five factors of Big five model: Extraversion (E), Agreeableness (A), Conscientiousness (C), Emotional Stability (S), and Autonomy (D). High scores at Extraversion scale indicate that the person feels at ease in society; he/she is an active participant at entertaining activities; he/she enjoys talking and easily connects with people. The high scores at agreeableness scale indicate that the participant shows interest for other people, they respect the views and rights of others and try to keep good relationships with others. High scores at conscientiousness scale obtain the participants who respect norms and regulations, which are disciplined and plan their actions, who strives to do everything perfect, who is trustworthy (Yılmaz & Çavaş, 2010). The high scores at emotional stability scale indicate that the participant is a positive thinker and an optimist, he/she controls his/her emotions and he/she is self-confident.

Second questionnaire is the teacher burnout scale (Friedman, 1999) is an adaptation of the Maslach burnout inventory (Maslach & Jackson, 1981), containing 14 items comprising three subscales: exhaustion, unaccomplishment, and depersonalization which were used for Romanian teachers. The questionnaire comprises 14 items and has three subscales: Exhaustion, Unaccomplishment and Depersonalization (Darling, 2000)

Procedure

At first the researcher asked 15 female English teachers and 75 female students as its participants. From each High school 3 English teachers and 18 students were non-randomly chosen to collect the required data. The test was administered to 150 students. 75 learners whose scores were in band score of pre-intermediate level the mean score will be selected and non-randomly were divided into 5 groups. The groups were under the instruction in 10 sessions, during five weeks, twice a week and 60 minutes per session.

Data Analysis

First, the data of the pretest for each sample will be inserted and analyze separately in order to find the mean and standard deviation of the scores of each group. Paired samples t-test and One-way-ANOVA were employed to see if there were significant differences between the groups. The collected data were analyzed through SPSS program Version 19. The hypotheses were tested at a .05 level of significance.

Conclusion

The present study began with the assumption that teacher's burn out could effect on Learners English General Achievement. The experimental and the control groups were taught through two different methods of instruction. The results showed that there was a significant difference among teachers with regard to the subscales of burnout. It means that high burnout teachers are more emotionally exhausted; they are lack empathy with their learners and feel lack of accomplishment more than other groups. In addition, it was revealed that learners performed significantly similar on pre-test and three groups

performed significantly different on the post-test. Having administered the pre-, post- tests and analyzing the data through specific statistical analysis of Descriptive Statistics, Independent Samples t- test and Paired Samples t-Test, the results indicated that teacher's burn out could effect on Learners English General Achievement. Based on the present study results, the following conclusions may be made: 1-Due to the rarity of research on the effect of teacher burnout on learners' achievement in Iran, it is recommended that this study be replied with larger population to confirm or reject the findings.

2- The small population of this study does not allow generalization and the results should be interpreted with caution.

3- It is recommended that future research focus on larger populations. Further study on stressors and level of stress among female teachers in comparison with other professions needs to be carried out.

4- This study focused on female teachers and female learners. It is recommended that another study be carried out on male teachers and male learners and the results of the former be compared with that of late.

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