Individual Factors as Predictors of Teacher Burnout across Iranian and Turkish Secondary EFL Teachers

Ebrahim Khezerlou

English Department, Azarbaijan Shahid Madani University, Tabriz, Iran.

e_khezerlou@yahoo.com

Abstract

Burnout was characterized as a work-related syndrome that stems from an individual's perception of a significant discrepancy between effort (input) and reward (output). The most widely accepted conceptualization of burnout has three dimensions: emotional exhaustion, depersonalization, and personal accomplishment. Burnout can cause psychological, sociological, and physiological problems. Moreover, it is a major concern in educational settings and can negatively impact teaching quality, student achievement, school climate, and social welfare. Therefore, the study was useful for educational purposes. To this end, individual sources of burnout among secondary EFL teachers were involved in the study to see their effects on EE, DP and PA processes.

The study aimed at measuring the perceived burnout levels of Iranian (N= 230) and Turkish (N=156) secondary EFL teachers and determining the role of four individual factors (i.e., professional self-esteem, teacher self-efficacy, value incongruence, and competence self-evaluation) in predicting EE, DP and PA burnout processes. The MBI-ES was used to measure the perceived burnout levels of the participants, and a four-dimension scale (56 items) was developed based on the literature study to measure the participants' perceptions in these four areas. The average internal consistency reliability of the scale was r = 0.80. The results showed that there was a slight significant difference between Iranian and Turkish groups only in EE burnout processes. Moreover, the results of multiple stepwise-method regression analyses for determining the potential relationship between the four individual factors and the three burnout subscales showed that Iranian teachers are suffering from burnout mainly as a result of not sensing professional self-esteem in themselves; whereas, Turkish teachers as a result of sensing value incongruence in their administration.

Keywords

Burnout, MBI-ES, Individual Factors, EFL Teachers, Iran, Turkey.

Introduction

Burnout was characterized as "a work-related syndrome that stems from an individual's perception of a significant discrepancy between effort (input) and reward (output)" (Farber, 1991, p. 24). Maslach and Jackson (1981) introduced the most widely accepted conceptualization of burnout that has three dimensions: emotional exhaustion (EE) referring to feelings of being emotionally drained by intense contact with other people, depersonalization (DP) referring to negative attitudes or callous responses toward people, and reduced personal accomplishment (PA) referring to a decline in one's sense of competence and of successful achievement in working with people (Maslach and Leiter, 1997; Maslach, Schaufeli and Leiter, 2001).

In the same vein, teacher burnout refers to decline in one's well-being that is caused by long term stress in the work place. Burned-out teachers in the conceptualization of Maslach and Jackson (1981) usually feel that they are emotionally exhausted with their work. They also may develop cynical attitudes towards their students or the school community and less interact with them. Moreover, teachers in a state of burnout may evaluate their accomplishments at work negatively. The results of the emotional exhaustion, negative feelings to others, and negative self-evaluation are a sense of personal distress, a feeling of demoralization, dissatisfaction with one's work, poor performance on the job, poor health, family problems, intention to quit one's job, and failure in life (Brenninkmeijer, VanYperen, & Buunk, 2001; Fivesa, Hammana, & Olivarez, 2007).

There are a lot of studies showing that teachers are dissatisfied with their profession. For instance, Friedman and Farber (1992) estimated that 30 to 35% of American teachers are strongly dissatisfied with their profession and 5 to 20% are truly burned out. Furthermore, Ewing and Smith (2003) reported that between 25% and 40% of beginning teachers in western countries are leaving teaching profession. Finally, in a study of European teachers, it was found out that 60% to 70% of the participants were under frequent stress, and a minimum of 30% had distinct symptoms attributed to burnout (Ozdemir, 2007).

Taking these reasons into account, we think that it is significant to study burnout and its consequences in ELT contexts of Iran and Turkey. Specifically, the study assumes that ELT teachers' assessment of their own professional capabilities will shed more light on burnout processes although the current literature indicates the possibility that stressful aspects of the work environment are more important predictors of burnout. Indeed, Pick and Leiter (1991) argued that during the last two decades quite a few studies have indicated the possibility that individual factors play an important role in the development of burnout. Moreover, Schaufeli and Enzmann (1998) counted more than 100 burnout studies in the literature that included one or two constructs from a long list of lower level personal factors. Therefore, it is not surprising that the literature still does not provide a coherent picture of individual factors leading to burnout.

Likewise, studies on teacher burnout have mainly focused on personality traits, the decisions we have made about who we are. These studies claim that the relationship between basic personality factors to burnout may give us more insight into whether burnout is a social phenomenon or is more related to individual variability (Bakker, Van Der Zee, Lewig, & Dollard, 2006). It is better to remind that personality traits are not the only factors impacting on teacher burnout processes exclusively. Our performance at work (i.e., how we do our job) is also a very significant factor. That is, if we feel skilled and competent in our job and do our work reliably and impeccably, we have either chosen a profession in which we have natural talent or learned the skills necessary to do the job professionally. Performance at work will certainly reduce the risk of committing to burnout.

Therefore, the study tries to approach to teacher burnout from this perspective though individual characteristics, unique to an individual, can involve an individual's attitudes, talents, interests, personality, physical appearance and interaction with the environment, etc. (Allik and McCrae, 2004).

Thus, four significant job performance factors (i.e., professional self-esteem, teacher self-efficacy, value incongruence, and competence self-evaluation) were included in the study as individual/personal predictors of teacher burnout among Iranian and Turkish secondary EFL teachers. According to Hallsten (2003), the first three factors are the key individual factors serving in burnout processes. The four factors were operationally defined as: (a) professional self-esteem describes the importance and value one attaches to one's profession by developing positive regards to the work, enhancing his/her professional knowledge, adapting oneself to new work conditions, preparing for the work and performing a qualified work, and sharing knowledge with others (Aricak and Dilmac, 2003); (b) teacher self-efficacy refers to "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task" (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998: 233) in the areas of providing effective instruction, adapting education to individual needs, motivating students, keeping discipline, cooperating with colleagues and parents, and coping with the changes; (c) value congruence refers to sharing of values between an individual and the organization to which he or she belongs in the areas of value conflict, value change, and goal meeting (Dolan and Garcia, 2002); and (d) competence self-evaluation describes teachers' prerequisite knowledge of language and effective provision of the subject matters (Whitty, 2006). However, the paper aims at finding answers to the following research questions:

1. What is the perceived level of job burnout for Iranian and Turkish secondary EFL teachers in reference to the three-factor structure of the MBI-ES (i.e. EE, DP, and PA subscales)?
2. Are there any significant relationships between Iranian and Turkish EFL teachers' EE, DP and PA burnout levels while taking into account their nationality?
3. Which of the four individual factors better predicts the EE, DP, and PA burnout subscales among both Iranian and Turkish EFL teachers?
4. Which of the four individual factors plays a cross-cultural role in EE, DP and PA processes of Iranian and Turkish EFL teachers?

Methodology

The participants were Iranian (N=230) and Turkish (N=156) teachers teaching English as a foreign language in state high schools during 2011-2012 academic year. The data for the study were collected from North West provinces of Iran (East Azerbaijan, West Azerbaijan, Erdebil, Zenjan, Kazvin, and Tehran) and four city regions of Ankara (Mamak, Çankaya, Altındağ, and Balgat) in Turkey. The Maslach Burnout Inventory-Educators Survey (MBI-ES) was employed to measure self-perceived burnout levels of the participants through 22 items in three dimensions of EE, DP and PA. The average internal reliability of these dimensions was (α= 0.783). Additionally, a four-dimension scale (56 items) was developed based on the literature study to measure the participants' attitudes on individual sources of burnout in the areas of (1) Professional Self-esteem, (2) Teacher Self-efficacy, (3) Value Incongruence, and (4) Competence Self-evaluation. The average internal reliability of these dimensions was (α= 0.81). The collected data were entered into the SPSS version

17.0 for Windows for analysis. Descriptive and inferential statistics such as per cent, mean, t-test, and standard multiple regression were used for determining and explaining burnout levels of Iranian and Turkish Teachers.

Results

General Burnout Perceptions of Iranian And Turkish Teachers

Maslach, Jackson, and Leiter (1996) suggested three score cut-off points for each burnout subscale, where high scores for EE and DP subscales along with low scores for PA subscale indicate greater feelings of burnout. See Table 1. Based on this model, the results of descriptive statistics for burnout perceptions of Iranian teachers in the three subscales of EE, DP and PA were as: EE (Low=50.0 %, Moderate=21.3 %, and High= 28.7 %), DP (Low=56.5 %, Moderate= 22.2 %, and High= 21.3 %), and PA (Low= 29.1 %, Moderate=27.0 %, and High= 43.9 %), while for Turkish teachers they were as: EE (Low= 28.8 %, Moderate=32.7 %, and High= 38.5 %), DP (Low= 44.9 %, Moderate=34.0 %, and High= 21.2%), and PA (Low=27.6 %, Moderate=32.7 %, and High= 39.7 %). See Table 2.

Table 1. Score Categories of Burnout Subscales

Subscales	Range	Low	Moderate	High
Emotional Exhaustion (EE)	0-54	0 – 16	17 – 26	27 and over
Depersonalization (DP)	0-30	0 – 6	7 – 12	13 and over
Personal Accomplishment (PA)*	0-48	39 and over	32 – 38	0 - 31
*Indicating the positively-worded subscale				

The summative burnout scores of the participants were also computed here. Scores were considered 'high' if they were within the 25% of high scores of the total range (0-132), 'moderate' if they were within the 50% of middle scores of the total range, and 'low' if they were within the 25% of low scores of the total range. Based on this self-developed cut-off points, the results of Iranian teachers' overall burnout were as: (Low=38.3 %, Moderate=60.0 % and High= 1.7 %) and for Turkish teachers were as (Low=23.7 %, Moderate= 74.4 % and High= 1.9 %). See Table 2.

Table 2. Frequency and Percentage of Iranian and Turkish Teachers' Burnout Perceptions

Subscales	Observed Ranges		Low				Moderate				High			
	Ir.	Tr.	Ir.		Tr.		Ir.		Tr.		Ir.		Tr.	
			F	%	F	%	F	%	F	%	F	%	F	%
EE	0-48	2-53	115	50.0	45	28.8	49	21.3	51	32.7	66	28.7	60	38.5
DP	0-27	0-24	130	56.5	70	44.9	51	22.2	53	34.0	49	21.3	33	21.2
PA*	10-48	13-48	67	29.1	43	27.6	62	27.0	51	32.7	101	43.9	62	39.7
Overall Burnout**	1-99	7-104	88	38.3	37	23.7	138	60.0	116	74.4	4	1.7	3	1.9

*The scores of this subscale were reversed to calculate the summative score of burnout.
** The cut-off points belong to the researcher (Low= 0-32, Moderate= 33-87, High= 88-132).

Nationality and Teacher Burnout

There was statistically a significant difference between Iranian (N = 230; 59.6 %) and Turkish (N = 156; 40.4 %) EFL teachers' perceptions on burnout only in the subscale of EE (t = -3.36; P = 0.001, P< 0.05). However, no significant differences were observed between the groups in the subscales of DP (t = -1.00; P = 0.316, P> 0.05) and PA (t = -.42; P = 0.674, P> 0.05). See Table 3.

Moreover, 'Effect Size' statistic based on the 'Eta Square' value (η^2) of Cohen (1988) indicated a slight significant difference for Iranian and Turkish groups in the EE subscale (η^2= 0.0286; η^2 < 0.059). Cohen's (1988) effect size indexes for the ratio of variance between the dependent and independent variables are as: small=0.01to 0.059, medium = 0.06 to 0.139 and large = 0.14 to 1. It is computed through the '$\eta^2= t^2/t^2 + (N_1+N_2-2)$' formula for t-tests. See Table 3.

Table 3. Nationality and Teacher Burnout

Burnout Subscales	Group statistics			t-test			
	Nationality	N	Mean	t	df	Sig.	η^2
1. EE	Iranian	230	19.53				
	Turkish	156	23.57	-3.365	359.79	.001	0.0286
2. DP	Iranian	230	7.42				
	Turkish	156	8.02	-1.004	366.25	.316	-
3. PA	Iranian	230	32.76				
	Turkish	156	33.10	-.421	360.96	.674	-

Individual Factors as Predictors Of Teacher Burnout

The analyses of this part focus on determining the potential predictive relationship between the four individual factors and the three burnout subscales of EE, DP, and PA while (a) Iranian and Turkish groups were considered as a unique group and (b) the groups were contemplated as separate for comparative purposes.

Iranian and Turkish teachers in a unique group

The results of multiple stepwise-method regression analyses for determining the role of the four individual factors in predicting the three burnout subscales among both Iranian and Turkish teachers revealed that EE had significant linear relationship with the individual factors of Professional Self-esteem (t = -7.456; P = 0.000, P< 0.05), Value Incongruence (t = -4.198; P = 0.018, P< 0.05) and Competence Self-evaluation (t = 3.427; P = 0.000, P< 0.05); DP with the factors of Professional Self-esteem (t = -4.858; P = 0.000, P< 0.05) and Competence Self-evaluation (t = -3.604; P = 0.000, P< 0.05); and PA with Professional Self-esteem (t = 5.874; P = 0.000, P< 0.05) and Teacher Self-efficacy (t = 4.535; P = 0.000, P< 0.05). See Table 4.

The results also disclosed that the predictive factors of EE, DP, and PA accounted for 24.3, 30.4, and 39.5 per cent of each subscale's total prediction variance, respectively. Moreover, Professional Self-esteem was the strongest predictor of EE, DP and PA subscales (EE ► t = -7.456, Beta = -.553; DP ► t = -4.858, Beta = -.335; PA ► t = 5.874, Beta = 0.375). See Table 4.

Table 4. Coefficients of EE, DP and PA and Individual Factors among both Ir. & Tr. Groups

Subscales	EE				DP				PA			
	Beta	t	Sig.	R^2	Beta	t	Sig.	R^2	Beta	t	Sig.	R^2
1. PS	-.553	-7.456	.000	.110	-.335	-4.858	.000	.043	.375	5.874	.000	.055
2. TS	.007	.082	.935	-	-.014	-.182	.855	-	.290	4.535	.000	.032
3. VI	-.199	-4.198	.000	.035	-.006	-.133	.895	-	-.007	-.175	.861	-
4. CS	.247	3.427	.000	.023	-.248	-3.604	.000	.024	-.062	-.857	.392	-
All subscales	Total R^2=.243				Total R^2= 0.304				Total R^2=.395			

PS= Professional Self-esteem, TS= Teacher Self-efficacy, VI= Value Incongruence, and CS= Competence Self-evaluation

Comparison between Iranian and Turkish Groups

The results of multiple stepwise -method regression analyses for determining the role of the four individual factors in predicting the three burnout subscales across Iranian and Turkish teachers revealed that EE had significant linear relationship with the individual factors of Professional Self-esteem (Ir. ►t = -7.951; P = 0.000, P< 0.05 and Tr. ► t = -2.158; P = 0.032, P< 0.05) and Value Incongruence (Ir. ►t = -4.455; P = 0.000, P< 0.05 and Tr. ► t = -5.034; P = 0.000, P< 0.05) both in the case of Iranian and Turkish participants. See Table 5.

The results also showed that the predictive factors of EE accounted for 32.1 per cent of the subscale's total prediction variance in the case of Iranian participants and 24.5 per cent in the case of Turkish ones. Moreover, Professional Self-esteem was the strongest predictor of EE subscale among Iranian teachers (t = -7.951, Beta = -.449), while the strongest predictor of EE among Turkish teachers was Value Incongruence (t = -5.034, Beta = -.396). See Table 5.

Table 5. Coefficients of EE Subscale and Individual Factors across Ir. & Tr. Groups

Subscales	Ir.				Tr.			
	Beta	t	Sig.	R^2	Beta	t	Sig.	R^2
1. PS	-.449	-7.951	.000	.189	-.170	-2.158	.032	.023
2. TS	.069	.814	.417	-	.159	1.322	.188	-
3. VI	-.252	-4.455	.000	.059	-.396	-5.034	.000	.125
4. CS	.106	1.241	.216	-	.186	1.489	.139	-
All subscales	Total R^2= 0.321				Total R^2= 0.245			

Additionally, the scrutiny of values for DP subscale revealed that there were significant linear relationships between the DP subscale and the individual factors of Professional Self-esteem (t = -3.122; P = 0.002, P< 0.05) and Competence Self-evaluation (t = -3.530; P = 0.001, P< 0.05) in the case of Iranian participants, and between the DP subscale and the individual factors of Professional Self-esteem (t = -2.116; P = 0.036, P< 0.05), Value Incongruence (t = -3.819; P = 0.000, P< 0.05), and Competence Self-evaluation (t = -2.755; P = 0.007, P< 0.05) in the case of Turkish participants. See Table 6.

The results also demonstrated that the predictive factors of DP in the case of Iranian and Turkish participants explained 29.2 and 44.1 per cent of the subscale's total prediction variance, respectively. Moreover, Competence Self-evaluation was the strongest predictor of DP among Iranian and Turkish teachers (Ir. ►t = -3.530, Beta = -.305; Tr. ► t = -2.755, Beta = -.298). See Table 6.

Table 6. Coefficients of DP Subscale and Individual Factors across Ir. & Tr. Groups

Subscales	Ir.				Tr.			
	Beta	t	Sig.	R^2	Beta	t	Sig.	R^2
1. PS	-.270	-3.122	.002	.030	-.241	-2.116	.036	.016
2. TS	.069	.693	.489	-	-.104	-.903	.368	-
3. VI	.053	.912	.363	-	-.260	-3.819	.000	.054
4. CS	-.305	-3.530	.001	.039	-.298	-2.755	.007	.028
All subscales	Total R^2 = 0.292				Total R^2 = 0.441			

At last, the scrutiny of values for PA subscale showed that there was significant linear relationship between the PA subscale and the individual factors of Professional Self-esteem (Ir. ►t = 5.196; P = 0.000, P< 0.05) and Tr. ► t = 2.697; P = 0.008, P< 0.05) and Teacher Self-efficacy (Ir. ►t = 3.064; P = 0.002, P< 0.05) and Tr. ► t = 3.737; P = 0.000, P< 0.05) among both Iranian and Turkish participants. See Table 7.

The results also disclosed that the predictive factors of PA in the case of Iranian and Turkish participants accounted for 38.8 and 41.8 per cent of the subscale's total prediction variance, respectively. Moreover, Professional Self-esteem was the strongest predictor of PA subscale among Iranian teachers (t = 5.196, Beta = 0.416), while the strongest predictor of PA among Turkish teachers was Teacher Self-efficacy (t = 3.737, Beta = 0.394). See Table 7.

Table 7. Coefficients of PA Subscale and Individual Factors across Ir. & Tr. Groups

Subscales	Ir.				Tr.			
	Beta	t	Sig.	R^2	Beta	t	Sig.	R^2
1. PS	.416	5.196	.000	.073	.284	2.697	.008	.027
2. TS	.245	3.064	.002	.025	.394	3.737	.000	.053
3. VI	.048	.890	.374	-	-.048	-.697	.487	-
4. CS	-.041	-.442	.659	-	-.041	-.332	.740	-
Al subscales	Total R^2 = 0.388				Total R^2 = 0.418			

Discussion

The significant findings are discussed here to find answers to the four research questions which were the objectives of this study. The percentage scores of EE, DP and PA subscales revealed that Turkish teachers perceive more EE burnout than Iranian teachers (High Level ► Ir. = 28.7 %; High► Tr. = 38.5 %), Iranian teachers perceive more PA than Turkish teachers (High Level ►Ir. = 43.9 %; High ►Tr. = 39.7 %), and Iranian and Turkish teachers perceive DP burnout almost equally (High Level ►Ir. = 21.3 %; High Level ►Tr. = 21.2 %) (See Table 2). This implies that Turkish teachers feel more drained from their job emotionally than Iranian teaches because of feeling emotional exhaustion, Iranian teachers sense more competence than Turkish teachers and also achieve more successful results from working with their students, but they feel cynical toward their students almost equally (Research question one).

Furthermore, the results of t-test analyses for determining significant differences between Iranian and Turkish teachers' burnout levels in reference to the three-factor structure of the MBI-ES revealed that there was statistically slight significant difference between the groups only in the subscale of EE, but not in the subscales of DP and PA. The mean scores of Iranian (Mean= 19.53) and Turkish (Mean= 23.57) teachers showed that the Turkish teachers' scores were greater than that of Iranian ones (See Table 3). As with the percentage results, it implies that Turkish teachers feel emotionally drained from their job and are unable to give of themselves psychologically more than that of Iranian teachers. This may be attributed to the demanding EFL programs in Turkish context or Turkish teachers' lack of seriousness in taking responsibility for the work they do because Turkish teachers offer 15-hour obligatory teaching per week, while Iranian teachers offer 24-hour obligatory teaching per week with a low amount of salary than that of Turkish teachers (Research question two).

With regard to which factors better predict the EE, DP, and PA burnout processes among both Iranian and Turkish EFL teachers, the findings demonstrated that EE, DP, and PA subscales were better predicted by Professional Self-esteem (EE ► t = -7.456, Beta = -.553; DP ► t = -4.858, Beta = -.335; PA ► t = 5.874, Beta = 0.375) (See Table 4). This means that Iranian and Turkish teachers are suffering from burnout mainly as a result of inadequate professional self-esteem in their job.

When the Beta values were summed for the EE, DP, and PA subscales in the four factors, the results showed that the value of EE (Beta Sum = 1.006) was greater than that of DP and PA; and when the Beta values were summed for the four factors in the EE, DP and PA processes, they revealed that the value of Professional Self-esteem (Beta Sum = 1.263) was greater than that of the other factors (See Table 8). This implies that Iranian and Turkish teachers are generally suffering from EE burnout, and Professional Self-esteem, again, is the strongest predictive factor of these processes. However, to deal with EE, DP, and PA burnout, especially EE, associated with the chosen individual factors among both Iranian and Turkish EFL teachers, they should mainly be encouraged to develop their professional self-esteem through developing positive regards to their work, enhancing their professional knowledge, adapting themselves to new work conditions, preparing well for their work and performing a qualified work, and sharing their knowledge and work experience with their colleagues and students (Research question three).

Table 8.Summary of Significant and Insignificant Factors in Burnout Processes

Individual Factors	EE		DP		PA		Beta Sum
	Sig.	Beta Rank	Sig.	Beta Rank	Sig.	Beta Rank	
1. PS*	+	1	+	1	+	1	1.263
2. TS	-	4	-	3	+	2	0.311
3. VI	+	3	-	4	-	4	0.212
4. CS	+	2	+	2	-	3	0.557
Beta Sum	1.006		0.603		0.734		-
* indicates the strongest predictive factor							

Finally, the contrasted results showed that EE, DP, and PA subscales were better predicted by Professional Self-esteem (t = -7.951, Beta = -.449), Competence Self-evaluation (t = -3.530, Beta = -.305), and Professional Self-esteem (t = 5.196, Beta = 0.416) in the case of Iranian, respectively; while, by Value Incongruence (t = -5.034, Beta = -.396), Competence Self-evaluation (t = -2.755, Beta = -.298), and Teacher Self-efficacy (t = 3.737, Beta = 0.394) in the case of Turkish teachers (See Table 5, 6, and 7). This means that Iranian teachers are emotionally drained from their job mainly as a result of not sensing professional self-esteem in themselves, whereas Turkish teachers as a result of sensing value incongruence in their administration; both Iranian and Turkish teachers depersonalize their students because of not possessing enough competence; and lack of enough professional self-esteem sense among Iranian teachers and lack of adequate teacher self-efficacy sense among Turkish teachers affects their work accomplishments (See Table 9).

Moreover, the contrasted results revealed that there were no differences between Iranian and Turkish groups in prediction of EE, DP, and PA burnout subscales by Professional Self-esteem, Teacher Self-efficacy, and Competence Self-evaluation factors because the significant or insignificant roles of these factors in predicting EE, DP, and PA subscales were identical. This implies that these factors were not cross-culturally discriminatory in the study. Value Incongruence had also a common predictive role in EE and PA processes of Iranian and Turkish groups, except for DP subscale which was significant only in the case of Turkish participants, that is, it did not play any discriminatory cross-cultural roles in EE and PA processes, while it did in DP one, meaning Turkish teachers depersonalize their recipients as a result of value gap between themselves and their administration (See Table 9).

At last, when the Beta values were summed for the EE, DP, and PA subscales in the four factors, the results showed that Iranian teachers' EE (Ir. ►Beta Sum = 0.876; Tr. ►Beta Sum = 0.911), DP (Ir. ►Beta Sum = 0.697; Tr. ►Beta Sum = 0.903), and PA (Ir. ►Beta Sum = 0.75; Tr. ►Beta Sum = 0.767) values were less than that of Turkish ones (See Table 9). This means that Turkish teachers feel more EE and DP burnout than Iranian teachers based on the chosen individual factors, whereas, Iranian teachers feel more PA burnout than Turkish teachers. And, when the Beta values were summed for the four factors in the EE, DP and PA processes, the findings revealed that the value of Professional Self-esteem factor (Beta Sum = 1.135) among Iranian teachers and Value Incongruence factor (Beta Sum= 0.704) among Turkish teachers were greater than that of the other factors (See Table 9). That is to say, Iranian teachers are suffering from burnout at their workplace mainly as a result of not sensing professional self-esteem in themselves, as mentioned above; whereas, Turkish teachers as a result of sensing value incongruence in their administration. In short, to deal with burnout problems based on these factors, Iranian authorities should encourage their staff to develop their professional self-esteem through improving interest to their work, enriching their knowledge, adapting themselves to new work conditions, preparing well for their work, performing a qualified work,

sharing their knowledge and work experience with their colleagues and students, etc. And, Turkish authorities should mainly cover the value gap between the administration and the member staff through not acting paradoxically with its established values, meeting its goals, communicating frequently about its values with its staff during or after recruitment, removing uncertainty about staff promotions, assigning experienced members as managers, creating a positive work environment for members, developing interpersonal relations among them, following sound ways for administrational changes, etc. (Research question four).

Table 9. Summary of Significant and Insignificant Factors in Burnout Processes across Ir. & Tr. Groups

	EE				DP				PA				BS	
	Ir.		Tr.		Ir.		Tr.		Ir.		Tr.		Ir.	Tr.
Factors	Sig.	BR	Sig.	BR	Sig.	BR	Sig.	BR	Sig.	BR	Sig.	BR		
1. PS*	+	1	+	4	+	2	+	3	+	1	+	2	1.135	0.695
2. TS	-	4	-	3	-	3	-	4	+	2	+	1	0.383	0.657
3. VI**	+	2	+	1	-	4	+	2	-	3	-	3	0.353	0.704
4. CS	-	3	-	2	+	1	+	1	-	4	-	4	0.452	0.525
BS	0.876		0.911		0.697		0.903		0.75		0.767		-	-

* (Iran)/ ** (Turkey) indicates the strongest predictive factor in the group.
BS = Beta Sum; BR = Beta Rank

Conclusion

The aim of the study was to measure the perceived EE, DP, and PA burnout levels of Iranian and Turkish EFL teachers and to explore which of these burnout processes is better predicted by the four individual factors among and across them. The results revealed that there was a slight difference between Iranian and Turkish teachers only in the EE subscale. Moreover, EE, DP, and PA subscales were better predicted among both Iranian and Turkish teachers by Professional Self-esteem factor. Finally, the contrasted results showed EE, DP, and PA subscales were better predicted by Professional Self-esteem, Competence Self-evaluation, and Professional Self-esteem in the case of Iranian, respectively; while, by Value Incongruence, Competence Self-evaluation, and Teacher Self-efficacy in the case of Turkish teachers. Moreover, Professional Self-esteem, Teacher Self-efficacy, and Competence Self-evaluation factors did not play cross-culturally discriminatory roles in EE, DP, and PA processes of Iranian and Turkish teachers; while Value Incongruence factor did only in DP. Finally, Iranian teachers suffered from burnout mainly due to not sensing professional self-esteem and Turkish teachers due to sensing value incongruence in their administration. Therefore, Iranian authorities should encourage their staff to develop their professional self-esteem, while Turkish authorities should try to cover the value gap between the administration and the member staff. However, the findings are especially beneficial to teachers in diagnosing the parameters which affect their performance negatively and policy makers in creating a positive work environment.

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