aaa sssss s ooooo oo add sssssss s laggaage aiii vvmment during COVID-19 pandemic: A case of online education

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Abstract

Aim: Th prnnnn study w an eeeenp oonnvssggg hh rll ooonshppbtt ween aaadhrr s' snns of burnou and suud| nss' nnrgugg acheevemnn nntherr onnnn caass... **Methods:** To this end, 40 male and female English as a Foreign Language (EFL) teachers and 100 EFL learners were randomly selected from both public schools and private language institutes. The Oxford Placement Test (OPT) and MBI-ES questionnaire were employed as the instruments of the present study. The researcher distributed MBI-ES questionnaire among the teacher participants and also used OPT test and gave it to 100 students of each class in order to measure their achievement and their language performance. The present study used Pearson correlation in order to find the correlation between the aforementioned variables. **Conclusion:** Then, after collecting the data about the two above-mentioned vrr bbb h rssusssrevaadddhh thrr ss no sggnifacan rll ooonshppbtt ween aaadhrr s' snns of burnouaaaand st. dnnss' nnrgu. g acheevemnnddddrnng hh Cov>>19 pandemic.

Keywords: Burnout, Language Achievement, EFL Teachers, EFL Students.

Introduction

During last two years, a pandemic infectious disease caused by an emerging virus referred to as COVID-19, is considered a universal phenomenon. It has been recognized as a very contagious infection. COVID-19 infection leads to a group of symptoms in a large scope which may cause unexpected consequences in individuals. In addition to the biological and physical problems, COVID-19 leads to psychological impacts too. The effect of these problems could appear in any age and gender (Pokhrel & Chhetri, 2021). Ho et al. (2020) argued that any individual could suffer from new psychological problems caused by COVID-19. Teaching methods, tools, and particularly face-to-face communication are affected by these changes. The most important aspects of this crisis inevitably could be obviously increased in teachers' burnout due to immediate changes in workplace, life style and other related conditions (Tuna, & Özdin, 2021).

Additionally, across different countries, teachers are among those professionals with the highest levels of job stress and burnout on the job, and the governors are recommended to set some roles to retire teachers early since they feel burned out (e.g., Tang et al., 2001; Hakanen et al., 2006). Nevertheless, burnout is elucidated as a long-term work-related stress, mainly among human who provide some services to all individuals, like teachers (Jennett et al., 2003). Even though the intentions might vary, all teachers may experience stress in their job (Jennettet al., 2003). Most teachers effectively take control of such stress. Therefore, burnout may be the final step of overwhelming abortively with long-lasting stress (Jennett et al., 2003). According to Maslach, Jackson, and Leiter, (1997), burnout is often categorized as an emotional exhaustion, depersonalization pattern and reduced personal achievement.

Th probmmsmreeeee ooaaaachers' job burn. u ss wor. -related problem found in the work of some individual teachers' performance in the EFL classes. Teacher burnout impacts teacher job satisfaction, school climate, and culture. Symptoms of teacher burnout are both physical and behavioral. Teachers exhibiting characteristics associated with burnout experience negative psychological effects and increasingly negative behaviors that ultimately affect students and their achievement. Teacher burnout can stem from a variety of sources, including student-related matters, personal difficulties, and factors related to the environment and/or nature of the teaching profession. Teachers may exhibit characteristics of burnout which are mild, moderate, or severe in nature (Antoniou et al., 2013).

What has made the researcher eager to follow this study is to discover the reasons for aaachrrs' burn-out in one or more of the following areas such as emotional exhaustion, depersonalization, and lack of personal achievement. Therefore, what the researcher observed to be energized for handling the present study is the experience of difficulties in teaching or the significance of this burn out job in order to uncover these difficulties in online education. The results of the present study may provide teachers with the self-understanding necessary to prevent sense of burnout or to decrease current levels. Additionally, the information provided through this study offered information to school leaders that should enhance efforts to increase school morale and set some plans to reduce this sense of burnout on part of the teachers. Therefore, this study aimed to empirically uncovrr hh roooooshppbtt ween EFL aaachrrs' sens of.burnou nnd tts roooooooohrrr

suudenss' nnrguag acheevemen Thrr ffor,, hh purpos of th prnnnn suudy is oounaarhh the relationshpp btt ween EFL aaachrr s' sens of burnou and hhrrr studnnss' aanguag achievement. A correlational design measured the success of the teachers and the likely relation between the aforementioned variables. Thus, the research question was: is there any significan..rooooo shpp btt ween EFL aaachrr s' burnou nnd hhrrr studnnts' aanguag. achievement?

Burnout seems to have become a mass phenomenon, receiving constant media attention. More and more people are missing work due to burnout. But is this set of symptoms a clearly-defined illness? How is burnout different from depression? Many questions hvven' been nnswrr dd y... Th rrrm "burnou was conrdd in hh 197. s by th mmrr acan psychologist Herbert Freudenberger. He used it to describe the consequences of severe srrsss nnd high ddaass nn "hll pnrg profsssoons. oo coars nnd nurs for xxamp,,, who sacrff c themsll v for ohlrr s, woudd ofnnn nnd up bnnrg "burndd ou – exhausted, listless, and unable to cope. Nowadays, the term is not only used for these helping professions, or for the dark side of self-sacrifice. It seems it can affect anyone, from stressed-out careerists and celebrities to overworked employees and homemakers (Eisenstein, 2018).

With teaching being such a rigorous and stress inducing profession, it comes as no surprise that new teachers, in particular, must cope with daunting challenges at the start of their careers. There has been some research performed linking the syndrome of burnout to teachers, although this is an area deserving of more analysis and provides motivation for the current study. Researchers have found evidence that new teachers have much higher levels of work pressures than do other professionals and are especially prone to job dissatisfaction, (Perie & Baker, 1997), and even burnout. The following studies examine the roles that motivation, coping behavior, and behavior management experiences play in moderating burnout for new teachers.

Several studies have been previously conducted to examine burnout and compare it with differen vrr bbb r xxampl,, suudy by ooooooo ... (2019) hh probed hh aaachrr s' burnout and job satisfaction in the Minority and Public Sector Schools. The findings demonstrated that a negative correlation between burnout and job satisfaction, teachers experienced moderate burnout levels, their job satisfaction level was high. Moreover, ook... Trud,,, d Bbbb (2020) xxpoodd aaachrr s' ttt uud towrr d chang,, effacacy, and burnout during the COVID-19 pandemic. Canadian teachers (N = 1626) took part in a longitudinal, national survey conducted at two points early in the COVID-19 pandemic. The results indicated that teacher efficacy, attitudes toward change, and perceptions of administrative support were correlated with teacher resilience and burnout at the onset of the pandemic.

Pressley (2021) investigated the factors contributing to teacher burnout during COVID-19. The results showed that there was no difference in teacher burnout stress based on ethnicity, location, years of teaching experience, and instruction type. To limit teacher burnout, schools and districts need to monitor teachers during the COVID-19 pandemic and provide support throughout the school year. The results also indicated that teachers

are facing new demands and showing high levels of stress with the new instructional requirements and the anxieties due to the current state of education and the pandemic.

Zadok-Gurman, et al., (2021) aimed at investigating the effect of Inquiry-Based Stress Reduction (IBSR) intervention on well-being, resilience and burnout of teachers during the COVID-19 pandemic. The study was a prospective controlled trial with an intervention group (N = 35) and a comparison control group (N = 32). The results showed that IBSR blended intervention enhanced the resilience and improved the subjective and psychological well-being of teachers in spite of the breakout of the COVID-19 pandemic and the first lockdown in Israel. Simultaneously the control group suffered from enhanced burnout levels and a decline in psychological and subjective well-being.

Ghanizadeh and Jahedizadeh (2016) investigated the relationship among teaching style, creativity, and burnout level of EFL instructors. They utilized Grasha's teaching Style Inventory, Maslach Burnout Inventory (MBI-ES), and the English Language Teacher Creativity Scale (ELT-CS). The discoveries uncovered that instructor inventiveness impacted the members' favored showing style and that educator innovativeness fundamentally and emphatically anticipated "facilitator" and "delegator" styles, while it adversely anticipated "authority" and "master". The discoveries likewise showed that three educating styles.

Hu, Schaufeli and Taris (2011) conducted a comprehensive study on interactions, focusing on the joint effects of demands and resources on burnout and engagement. Job resources buffered the negative effect of demands on burnout in only one of their two samples of health professionals. Moreover, employees experiencing high job demands and low job resources showed higher risks of burnout and reduced work engagement than employees in more favorable work conditions. However, after controlling for the additive effects of job demands and job resources, the predictive power of this synergetic effect decreased sharply. Apparently, the joint effect of job demands and job resources on burnout and engagement adds little beyond their additive effects.

In another study, Shunging (2015) observed that many college English teachers in China complain about work stress. To learn the actual burnout and seek intervention, a questionnaire survey and written interviews were conducted in a medical university in China. 29.73% of the participants were experiencing burnout. At last no significant differences were found in the aspects of gender and educational background. The result of the interviews indicated four causes for burnout: factors related to job, students, management, and teacher development. For intervention, teachers and organization should work together to reduce the burnout syndrome.

Additionally, Gholami (2015) conducted a study to investigate the relationship between the self-efficacy of Iranian teachers of English and their reports of burnout. The data was collected through application of two questionnaires. The Maslach Burnout Inventory (MBI) (Maslach & Jackson 1981, 1986) and Teacher Efficacy Scales (Woolfolk & Hoy, 1990) were administered to ten university teachers. After obtaining the raw data, the SPSS software (version 16) was used to change the data into numerical interpretable forms. In order to determine the relationship between self-efficacy and teachers' burnout correlational analysis was employed. The results showed that teachers' self-efficacy has a reverse relationship with their burnout.

Methods
Participants
In the present study, a population of 40 male and female EFL teachers from both schools and language institutes, in Iran, were selected.   The participant teachers who were selected are mostly teaching in Private English institutes, on the other hand, they received at least four and a half hours of instruction per week. Besides, these teachers were most often employed based on their language proficiency. Besides, 100 EFL learners were selected based on G power. A typical research study should have a significance level of 5%, an effect size of 50%, and statistical power of 80% (Hair, et al., 2014). Accordingly, the minimum required total sample size for a two-tailed correlational study, given the probabttttty vvv of 0.05, hh fff.c s   (Cohen's d) of 0.5, nnd hh po. rr vvve of 0.8, based on G power (Faul, et al., 2007).

Instruments
The utilized questionnaires in this study are as follows:

The MBI-ES questionnaire: this questionnaire was developed by Maslach and Jackson (1986), represented three subscales: emotional exhaustion (9 items), measuring feelings of tiredness at work; personal accomplishment (8 items), assessing feelings of competence and successful achievement of teachers; and depersonalization (5 items), rffiiici i g aaachrrs' imprrsona rpppons oostudnnss. Th eeems wrr rddddon 7-point Likert scale ranging from 1 (never), to 7 (every day). The reliability and validity of the MBI-ES were well established. It was important to check the internal consistency of the eeems for hh quesooonrrre nn hh prnnnn rrrrrr cr . Cronbach's Apph rbbbbbbbyb coefficient was used for this purpose. The internal consistency of the questionnaire was 0.795 which confirmed the reliability of questionnaire.

OPT (Oxford Placement Test): OPT is an English language examination provided by Oxford University Press Language assessment. This test was used at the beginning of the research in order to determine the studnnt's vvve of aanguag - rofncnnoy.   pppecss of language proficiency are considered in OPT so we could consider it as a reliable proficiency test. OPT has 50 items related to all language skills, as far as this test developed by Oxford Language University, it is considered as reliable test. This this has been accepted as a standard placement test to measure language proficiency (Pallent 2008). Cronbach's pppph riii bbttttty cofff.c.. n of hh quesooonrrr w   0|811 whhch confirmed the reliability of questionnaire.

Data collection Procedure
In the present study, the researcher selected a population of 40 EFL teachers from both schools and language institutes based on the Convenience Sampling Method from Iran. The participants were 20 males and 20 females with age ranges of 24 -50. Then, the teacher after obeying the ethical regulations like pre-talking with the school heads as well as the targeted population distributed MBI-ES questionnaire among the teachers who were the participants in the investigation. Of course, the researcher sent the electrical versions of the above mentioned questionnaire to teachers who were in far distance and

were not able to participate in the research individually. The researcher used OPT test and gave it to 100 students of each class in order to measure their achievement and their performance. Finally, after collecting all data, the results were inserted into SPSS version 24 and the required statistics were accomplished. The required test for this study was correlational analysis to see whether there is any significant relationship between the variables of the study. As the purpose of this study was to investigate the correlation btt ween hh raaaoonshppbtt eee n aaadrr 's snns of burnout nnd nnrg"ag acheevemen a Pearson correlation was conducted to find the correlation between the aforementioned variables.

Results

In order to implement statistical methods and calculate appropriate test statistics and logical inference about research hypotheses, the most important step was to select the appropriate statistical method for research. The test of the normality of a distribution is one of the most common uses of the Normal Distribution Test that the statistical hypotheses of the Kolmogorov-Smirnov test is appropriate for this purpose.

Table 1. *Results of the Normality Test*

		Burnout	Language Achievement
N		40	100
Normal Parameters[a,b]	Mean	4.3742	40.6139
	Std. Deviation	.52149	5.03009
Most Extreme Differences	Absolute	.119	.071
	Positive	.119	.065
	Negative	-.068	-.071
Kolmogorov-Smirnov Z		1.303	1.352
Asymp. Sig. (2-tailed)		.067	.052

Pearson Correlation Analysis is utilized to examine the hypotheses. The correlation coefficient is a maximum of +1 and a minimum of 1. The closer the correlation coefficient (R) is to +1, is the more a direct linear relationship and a strong correlation between the two variables, i.e increasing one of the variables increases the other ones, and if this value closes to 1 it means that that there is an inverse and strong linear relationship between the two variables. Now, if there is no linear relationship between the two variables, their correlation coefficient is zero if the opposite is not the case. If the correlation coefficient is zero, it cannot be concluded that the two variables are independent of each other, but it can only be stated that there is no linear relationship between the two variables. So, when

the null hypothesis is being rejected, the significance level of the test should be less than .05.

The relationship between teachers ' burnout and students' language achievement is examined in following part. The Pearson correlation parametric test is used to test the related hypothesis. The hypothesis tested is as follows:

Table 2
The Correlation Analysis of the Relationship Between Teachers' Burnout and the Students' Language Achievement

		Burnout	Language Achievement
Burnout	Pearson Correlation	1	-.069
	Sig. (2-tailed)		.453
	N	40	100
Language Achievement	Pearson Correlation	-.069	1
	Sig. (2-tailed)	.453	
	N	40	100

According to the above table, the significance level of the test is 0.453, which is more than .05 (Sig = .026 <.05). Therefore, by 95% confidence, the null hypothesis is accepted, since the *Pearson correlation coefficient* equals to .203. It can be said that there is no sggnifacanrrooooooshppbtt ween aaadhrr s' burnouaaad studnnss' aanguag achvvvemen..

Discussion

In order to answer the question of the study and based on the results obtained, it is concluded that there is no significant relationship between teachers' burnout and students' language achievement. Therefore, the results of this study were in line with Addison and Yankyera (2015) who researched how female teachers in West Akim Municipality of Ghana Education Service manage stress and teacher burnout, and explored the causes, effects and ways of improving work-related stress for better standards of education.

Finally, in a similar study in concordance with our findings, Heidari and Gorjian (2017) conducted a study to discover the impact of teachers' burnout on EFL learners' General English Achievement (GEA) at senior high school. To this end, two groups of participants were selected non-randomly. The first group was 9 English teachers who were selected based on their level of burnout among 30 English teachers by Maslach (1981) burnout Inventory. The results indicated that teachers' levels of burnout significantly affected on the learners' general English achievement. Therefore, low burnout teachers had more effective teaching than high and medium burnout teachers.

The findings of the present study align with several implications in educational contexts. The educational practitioners can obtain these results into consideration by planning objectives, selecting some instruments for preparing EFL courses. It is probable that teachers without sense of burnout are fully given incentives and motives in the academic settings. Besides, their students will make progress in their learning arena and will reduce their burden as a substantial obstacle in learning English. Besides, present study will have

some implications on teachers to get familiar with some psychological traits that, if considered and well-recognized and analyzed throughout such studies, will help both the learners and teacher to obtain academic achievements in education that is the highest goal of any language learner practitioner or language learner.

Conclusion

The present study faced obstacles and barriers to be accomplished and realized. The difficulties were gradually arising and appearing during the research process. These obstacles can be summarized as following: The first limitation was the lack of primary sources about research topic during COVID-19 Pandemic, and that prevented the researcher widen the area of research. For that reason, the only way to cover this need is relying more on secondary and electronic sources. The findings in this study advocate a richness of perspectives that several future studies both qualitative and quantitative ones are required about burnout in the context of academic areas. Besides, longitudinal and mixed methods studies could provide further understanding and measure the relationship btt ween EFL aaachrr s' sens of burnouaaand studnnts' aangugg acheevemnn

Disclosure Statements

The authors state that there is no conflict of interest in the present study.

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