The Role of Sleep Quality and Self – Efficacy in Job Burnout of Teachers

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A R T I C L E   I N F O

A B S T R A C T

This study aimed to explore the influence of teachers' sleep quality and self-efficacy on burnout in Iranshahr City. The statistical population for this study comprised all secondary high school teachers in Iranshahr city during the academic year 2023 – 2024. The sample consisted of 118 teachers who were chosen using the convenience sampling method. To gather the data, the job burnout questionnaires developed by Maslach, Jackson, and Leiter (1986), the Petersburg sleep quality questionnaire (1989), and the teacher self-efficacy questionnaire created by Schanen, Moran, and Woolfolk (2001) were utilized. To analyze the data, Pearson correlation and multiple regression were conducted, with all analyses carried out using SPSS software version 24. The results of the Pearson correlation coefficient indicated that emotional exhaustion and depersonalization had a negative correlation with comprehensive involvement, educational strategies, and class management ($p<.01$), while personal accomplishment showed a notable positive correlation with comprehensive involvement, educational strategies, class management, and sleep quality ($p<.01$). The overall model accounted for 24.7% of the variance in emotional exhaustion and 11% of the variance in depersonalization. Thorough involvement accounted for 14.5% of the variance in personal accomplishment, while sleep quality explained 9% of the variance in personal accomplishment.

I ntroduction

Today, the significance of education is well-known to all; it serves as the wealth of the present and our future, an invaluable asset that cannot be quantified, and it has guided humanity from the era of darkness and ignorance to a period of enlightenment (Soviz & Chavooshi, 2019). Throughout the years, numerous researchers have highlighted that educational professionals face a significant risk of experiencing anxiety, stress, and burnout due to their exposure to a variety of work-related stressors in their daily routines. Among the many participants in any educational framework, teachers should be viewed as essential figures, possessing the ability to influence the success or failure of students and the overall system (Fathi et al., 2020). Consequently, teaching is regarded as one of the most vital and foundational roles within any community, with the obligation of guiding and educating a generation falling on the teachers of that society (Kisambira, et al., 2024).

The mental well-being of teachers significantly influences the quality of education and the teaching and learning processes, impacting both educators and students. Burnout is an occupational risk that has gained attention in recent years because of its detrimental effects on both employees and organizations. One of the reasons the examination of burnout in organizational behavior is crucial today is the expenses that burnout imposes on the organization, expenses stemming from low morale, lack of satisfaction, reduced

quality, absenteeism, dissatisfaction, and other similar issues due to burnout. Consequently, around 75% of work losses are attributed to burnout in the organization (Glazzard & Rose, 2020).

Teaching is an extremely demanding profession. Educators encounter significant amounts of work-related stress, which can impact their mental health and lead to teacher burnout. A negative consequence of work stress that emerges is burnout. (Hassard et al., 2018, Elgendy et al., 2019; Soelton, Noermijati & Rohman, 2020). Burnout is a response to an extremely stressful circumstance (stress), and this concept is intimately connected to terms like alienation, indifference, apathy, cynicism, pessimism, mental and physical exhaustion, or intense pressure (Salyers et al., 2019).

Teachers frequently cite stressors such as excessive workload, student behavioral issues, limited opportunities for advancement, inadequate working conditions, unsatisfactory interactions with coworkers, and administrative challenges (Guider et al, 2024; Garwood et al, 2018). Stress responses arising from the workplace can lead to adverse effects on employees, including diminished job satisfaction, reduced organizational commitment, and lower productivity and effectiveness (Rasool et al., 2020; Alalhareth et al., 2024). Nonetheless, the consequences of burnout syndrome in the teaching profession are difficult to comprehend solely through individual outcomes. Karakelle & Canpolat (2008) showed that the negative mood of troubled teachers affected students through their teaching methods and the classroom environment they created.

Freudenberger describes "burnout" as a condition where an individual feels a lack of personal achievement, along with feelings of fatigue and stress due to overwhelming demands on their energy, strength, and resources. A literature review indicates that the burnout phenomenon has been widely studied among professionals like physicians, educators, social workers, and those assisting with mental health, all of whom are human-centered and strive to provide services to individuals (Ergin, 1992; Farber, 1984; Gündüz, 2000, 2005; Koustelios, 2001; Maslach & Jackson, 1986; Pines, 2002; Poulin & Walter, 1993; Seidman & Zager, 1991; Sucuoğlu & Kuloğlu, 1996; Tümkaya, 1996).

Burnout refers to a state where an individual feels drained of energy and exhausted, both physically and mentally (Salyers, 2019). King (2008) Stress that burnout is a prolonged reaction to ongoing emotional and psychosocial stressors in the workplace (Maslach, 2003). The phrase "burnout" was originally proposed and utilized by Freydberg (1974) to describe the phenomenon of emotional exhaustion, along with a decline in motivation and dedication. Nonetheless, burnout studies have been broadened by incorporating empirical measures, one of which was created by Maslach (1981). The idea of job burnout indicates a psychological condition arising from ongoing interpersonal stress at work and has been defined by three primary elements. Three main aspects of job burnout include emotional exhaustion, a sense of depersonalization or disconnection from the work, and a feeling of insufficient achievement. The exhaustion element signifies the fundamental personal distress aspect of the concept. The depersonalization aspect pertains to the relational dynamics in response to stress. Ultimately, the aspect of diminished inefficiency signifies the self-assessment facet of burnout (Maslach, Schaufeli, & Leiter, 2001). Burnout is generally understood as a three-part model consisting of exhaustion, depersonalization, and reduced personal achievement (Maslach et al., 2001). Since the three-component model of burnout was introduced, a continuous debate regarding its content and validity has persisted (Demerouti et al, 2003; Maslach et al., 2001; Schaufeli, Leiter, & Maslach, 2009). Despite the altered labels of these three elements, their significance stayed constant: (1) exhaustion, signifying feelings of fatigue stemming from work; (2) depersonalization (or cynicism), indicating an indifferent stance toward the role or clients; and (3) diminished personal or professional accomplishments, conveyed through negative emotions and thoughts regarding one's achievements and abilities to thrive at work or in life overall (Schaufeli et al., 2009). The Maslach Burnout Inventory (MBI; Maslach, Jackson, & Leiter, 1996) assesses these three elements.

Numerous studies indicate that stress and burnout pose a potential issue across various professions (Maslach et al., 2001; Schaufeli, 2003; Gil-Monte, 2005; Schaufeli et al., 2009). Concerning teaching, research carried out in various regions globally has discovered that a significant number of educators

experience burnout syndrome (Fernández, 2002; Figueiredo-Ferraz et al., 2009; Rionda Arjona & Mares Cárdenas, 2011; Arias Gallegos and Jiménez Barrios, 2013; Ratto Dattoli et al., 2015), with some exhibiting higher levels of burnout relative to other professions (e.g., Schaufeli & Enzmann, 1998; de Heus and Diekstra, 1999; Schaufeli, 2003; Johnson et al., 2005). Teaching professions represent 27 percent of burnout instances, ranking second in frequency, just behind health service professions. In a broader German study, nearly one in three teachers (32.5%) experienced burnout, and 17.7% reported facing significant stress. Due to the harmful impacts of teacher burnout on the overall educational system, it has garnered extensive research focused on identifying factors that either contribute to or prevent it. Numerous studies found that teachers' personal psychological and individual aspects played a significant role, particularly in emotional intelligence (Fiorilli et al., 2019). Teaching methods (Akbari & Tavassoli, 2014), views on intelligence, tolerance for ambiguity (Zhaleh et al., 2018), self-efficacy (Seifalian & Derakhshan, 2018; Shoji et al., 2015; Skaalvik & Skaalvik, 2017), resilience (Polat & İskender, 2018), emotional regulation (Brackett et al., 2010; Greenier et al., 2021), reflective practice (Cirocki & Widodo, 2019; Shirazizadeh & Moradkhani, 2018), and innovation (Ghanizadeh & Jahedizadeh, 2016).

Research indicates that individuals with strong self-efficacy beliefs manage changes and challenges resulting from these changes more effectively (Hill, Smith, & Mann, 1987; Lent, Brown, & Larkin, 1987; Nease, Mudgett, & Quinones, 1999). Beliefs in self-efficacy indicate the degree to which individuals recognize the opportunities around them and play a crucial role in choosing activities, the level of effort they will apply, and their ability to persist in the face of challenges encountered during these tasks (Pajares, 1997). As noted by Saks (1994), newly-hired employees who have a greater sense of self-efficacy tend to experience lower levels of anxiety disorders and exhibit higher job satisfaction. Self-efficacy is often defined and assessed as a construct specific to certain domains; however, it can also be viewed and evaluated in a more general (or overarching) manner, reflecting the belief in one's ability to handle a wider variety of stressful or challenging situations (Luszczynska, Scholz, & Schwarzer, 2005). A broad method for self-efficacy allows for a streamlined evaluation of self-efficacy when scholars examine general stress adaptation (Luszczynska et al., 2005).

Social cognitive theory posits that self-efficacy influences different stress-related results (Bandura, 1997), with burnout serving as an illustration of one such result. Workers with low self-efficacy tend to hold negative beliefs regarding their future achievements and personal growth (Luszczynska & Schwarzer, 2005). These assumptions provide the theoretical foundation for the link between self-efficacy and burnout. Self-efficacy and stress-related outcome measures, like personal achievement, are conceptually different (Luszczynska & Schwarzer, 2005). The idea of personal accomplishment (and how it is assessed) has a retrospective nature and reflects the results of actions (for instance, "achieved many meaningful goals" or "experience joy after work"), while self-efficacy beliefs are prospective and active (meaning they pertain to an individual's potential abilities and upcoming actions).

Studies focused on stress indicate that self-efficacy can serve as a resource that mitigates the adverse effects of strain (Blecharz et al., 2014). Self-efficacy encourages recovery from workplace stress (Hahn, Binnewies, Sonnentag, & Mojza, 2011), and beliefs in one's abilities were shown to aid employees' adjustment to organizational changes (Jimmieson, Terry, & Callan, 2004). Research showed that an intervention designed to boost self-efficacy decreased workplace strain among employees (Unsworth & Mason, 2012). Self-efficacy is one of the capacities for personal self-control. The idea of self-efficacy was initially introduced by Bandura (1995); it refers to the beliefs (expectations) regarding how capable an individual is of performing a specific behavior in a particular situation. Furthermore, Schultz (2022) describes self-efficacy as our sense of sufficiency, proficiency, and our capability to handle life's challenges. Moreover, as stated by Woolfolk & Shaughnessy (2004), self-literacy refers to a person's evaluation of their own abilities or a gauge of confidence in their capacity to achieve a specific task. Self-efficacy, as proposed by Lunenburg (2011), can be defined as an individual's confidence in tackling and finishing specific tasks or challenges, enabling them to surmount hurdles and reach their desired objectives. Bandura (1997) describes the assessment of a person's self-efficacy as encompassing three dimensions: 1) Level (Capability): Individuals' confidence in their ability to perform specific tasks, 2) Generalization (Generality): The ability to encourage oneself to undertake necessary actions for task

completion, 3) Strength (Resilience): The capacity to exert effort, remain persistent and resilient, endure challenges, and address problems in different circumstances or situations.

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In another research examining how three psychological factors affect the burnout experience of Iranian EFL teachers, Akbari and Tavassoli (2014) found that the variables of teacher emotional intelligence, self-efficacy, and teaching approach were inversely related to the level of burnout among educators. Ventura, Salanova & Llorens (2015), utilizing Albert Bandura's Social Cognitive Theory, examined the predictive relationship between professional self-efficacy and teachers' engagement and burnout. In this regard, elevated self-efficacy beliefs resulted in the view of fewer hindrance demands, while greater challenge demands subsequently enhance work engagement and reduce burnout. Additionally, in a systematic review examining the relationship between self-efficacy and job burnout using 57 empirical studies, (Shoji et al., 2015) discovered that teachers' self-efficacy beliefs had a moderate effect on the three sub-constructs of burnout, with the most significant impact on diminished personal accomplishment. The results further established that teachers' self-efficacy beliefs diminished their burnout levels. The research conducted by Khani and Mirzaee (2015) emphasized the importance of instructors possessing strong self-efficacy beliefs in reducing their burnout, suggesting that the self-efficacy of EFL teachers may mediate the connection between contextual stressors and how instructors manage job burnout. In a different study, utilizing the Job Demands Resources model, Putwain and von der Embse (2019) found that teachers' beliefs about their efficacy and modifications made to the curriculum influence their perceptions of work-related stressors. In this context, perceptions of self-efficacy were discovered to influence the connection between perceived pressures arising from enforced curriculum changes and experienced work stress.

Two systematic reviews that utilized meta-analysis to examine the connection between self-efficacy and burnout components produced varying results. Alarcon, Eschleman & Bowling (2009) recognized 12 studies and discovered that the most significant relationships were noted for self-efficacy and personal achievements among employees across different professions. In comparison, Brown, Hoye & Nicholson (2012) revealed that for teachers, the links between burnout and personal achievements appeared less often than the links between self-efficacy and the other two components of burnout. The two reviews did not examine the possible moderators (like the type of occupation) of these relationships or the variations in the relationships between self-efficacy and components of burnout. The variations between these two meta-analyses, regarding the studied population, operational definitions, and the assessment of self-efficacy and burnout, may influence the results derived. Brown et al. (2012) concentrated on educators and considered both general and specific self-efficacy, while Alarcon et al. (2009) did not consider the profession type and only included studies that examined the impact of general self-efficacy. Additionally, the constraint of the two reviews pertains to the definition of burnout: both studies did not include data

gathered through tools other than MBI; thus, it is challenging to assess whether the operationalization of burnout influences its connection with personal resource variables.

Besides demonstrating a wide range of negative consequences of work-related stress, researchers and professionals have begun to advocate for analyzing the role of protective factors (Kay-Eccles, 2012; Voss Horrell et al, 2011). These protective factors may refer to the characteristics of the work environment (e.g. organizational structure, safety standards) or individual variables (e.g. self-efficacy, age, optimism) which have established associations with burnout (Alarcon et al., 2009; Lee et al, 2013). Environmental characteristics or individual difference variables (such as organizational structures or age) are difficult to change (Voss Horrell et al., 2011). In contrast, cognitions such as self-efficacy are modifiable protective factors. According to social cognitive theory self-efficacy refers to individuals' beliefs in their capability to exercise control over challenging demands (Bandura, 1997). In the context of occupational stress, self-efficacy represents the confidence that one can employ the skills necessary to deal with job-specific tasks and cope with job-specific challenges, job-related stress, and its consequences. In addition to showing a variety of adverse effects from work-related stress, researchers and professionals have started to promote the examination of protective factors (Kay-Eccles, 2012; Voss Horrell et al., 2011). These protective factors can pertain to the traits of the workplace (e.g., organizational framework, safety protocols) or personal attributes (e.g., self-efficacy, age, positivity) that have shown links to burnout (Alarcon et al., 2009; Lee et al, 2013). Environmental traits or individual differences (like organizational frameworks or age) are challenging to modify (Voss Horrell et al., 2011). Conversely, cognitions like self-efficacy can be altered as protective factors. Social cognitive theory posits that self-efficacy pertains to a person's belief in their ability to manage difficult challenges (Bandura, 1997). In occupational stress, self-efficacy refers to the belief in one's ability to use the skills required to manage job-specific duties and handle job-specific challenges, work-related stress, and its effects.

Marek et al. (2019) found no association between burnout and sleep quality. It is well documented that sleep disturbances are associated with burnout. Additionally, sleep quality has been associated with mental health issues, burnout syndrome, depression, and anxiety. In a study on the relationship between sleep quality and dimensions of burnout, significant differences were found between good and poor sleepers on the subscales of emotional exhaustion, depersonalization, and personal accomplishment (Söderström et al., 2012).

Research has consistently indicated that connections between sleep issues and work-related stress are important and have substantial effects on quality of life, job performance, and motivation. Teaching is a demanding profession, and thus far, the potential effects of inadequate sleep quality on job burnout have not been thoroughly examined. Recognizing the inevitability of certain job burnout factors, accurately understanding these elements, and focusing on enhancing mental and physical health while minimizing job burnout effects, this research views job burnout as a variable influencing teachers' efficiency and sleep quality, which is vital to consider. Additionally, this current study seeks to answer the question: "Can self-efficacy and sleep quality serve as predictors of teachers' job burnout?" If so, which one predicts burnout more effectively?

Method

The design of the current research is descriptive of the correlation type.

Sample and Sampling Method

The statistical population for this study consists of all secondary high school teachers in Iranshahr city during the academic year 2023 – 2024. A total of 118 teachers were chosen as a sample for this study using the convenience sampling method. To conduct the research, coordination was established with the target population, and the researcher distributed the questionnaires one by one without revealing the participants' names. Ensuring participants were willing to cooperate, the researchers provided instructions on how to fill out the questionnaires and requested that they complete them in a relaxed manner.

Tools Used

Job burnout questionnaire

The job burnout questionnaire was developed by Maslach and Jackson (1986). It consists of 22 items that assess emotional exhaustion, depersonalization, and feelings of reduced personal accomplishment in a professional setting. A highly thorough and simultaneously detailed definition of job burnout is the one given by Maslach and Jackson (1981). They contend that job burnout signifies a decline in an individual's capacity to cope with both internal and external stressors and constitutes a syndrome arising from physical and emotional exhaustion, resulting in a detrimental self-image, a pessimistic outlook on work, and poor communication with others. Consequently, job burnout consists of a three-dimensional framework, which, although interrelated, tends to manifest less concurrently in reaction to factors causing job stress (Farahbakhsh, 2009). Form validity and content validity have been employed to assess the validity of the questionnaire, and throughout this research, specialists, including professors and experts in the area, have been utilized. Maslach & Jackson (1981) computed the internal reliability for each dimension as follows: the correlation coefficient for emotional exhaustion was 0.9, for depersonalization it was 0.79, and for lack of personal accomplishment, it was 0.71. Azizi, Feizabadi & Salehi (2008) employed Cronbach's alpha method to assess the reliability of the job burnout questionnaire and reported an alpha value of 0.774. In the present study, the total Cronbach alpha was found to be .61.

Teacher self – efficacy questionnaire

The teacher self-efficacy scale was developed by Woolfolk & Shaughnessy (2004), comprising 24 items across 3 subscales: inclusive engagement (7 items), instructional strategies (9 items), and classroom management (8 items) to assess teacher self-efficacy. The total of the item scores reflects the overall efficiency rating. A greater score signifies increased self-efficacy. It is important to mention that besides the total score, this scale offers three sub-scores connected to the sub-scales of self-efficacy in involving students in academic matters, self-efficacy in instructional techniques, and self-efficacy in managing the classroom. In the study conducted by Hosseinchari et al (2011), the reliability of the scale was assessed using Cronbach's alpha method, resulting in a total reliability score of 0.83, reflecting the questionnaire's acceptable internal consistency. The consistency of each sub-test based on the identified factors of this scale was also assessed using Cronbach's alpha method. For the self-efficacy sub-scale regarding student involvement in academic matters, the value is 0.76; for the self-efficacy in teaching methods, it is 0.69; and for the self-efficacy sub-scale in classroom management, it stands at 0.73. The total reliability of this questionnaire measured by Cronbach alpha was 0.93.

Petersburg sleep questionnaire

The Pittsburgh Sleep Quality Questionnaire assesses individuals' perceptions of their sleep quality over the past four weeks. It consists of seven points. Every scale of the questionnaire receives a score ranging from zero to three. Components: An individual's overall assessment of sleep quality, Time taken to fall asleep, Effective sleep duration, Sufficiency of sleep (determined by the ratio of effective sleep duration to total time in bed), Sleep disturbances (assessed by nighttime awakenings). The quantity of sleep medication consumed, Daytime performance (characterized as issues stemming from inadequate sleep faced by an individual throughout the day). The reliability of this survey is stated to be .83 according to Cronbach's alpha coefficient. The content validity of the sleep quality survey has been verified (Kakouei et al., 2010). The overall reliability of this questionnaire, assessed using Cronbach alpha, was 0.77.

Data analysis

In this study, the data was analyzed using SPSS software version 23. The analysis of data in this study operated on two levels: descriptive and inferential, utilizing frequency and percentage, as well as Pearson correlation and stepwise regression, to determine the relationships between variables.

Results

Table 1-Frequency and percentage in the study sample.

Variable	Group	Frequency	Percent
Gender	Female	94	79.7
	Male	24	20.3

	Total	118	100.0
Marital status	Married	100	84.7
	Single	18	15.3
	Total	118	100.0

The findings in table 1 indicate that 94 (79.7%) of the participants were female, while 24 (20.3%) were male. Additionally, 100 (84.7%) of them were married, and 18 (15.3%) were single.

Table 2- Mean and SD of the study variables.

Variable	Mean	SD
Emotional exhaustion	8.70	8.63
Depersonalization	1.94	3.12
Personal accomplishment	34.78	10.90
Involving	19.86	3.68
Educational strategies	25.99	4.84
Class management	19.53	3.74
Sleep quality	12.52	6.45

Table 2 displaying mean and standard deviation of the study variables.

Table 3- Pearson correlation of job burnout with teachers' self efficacy and sleep quality (n=118).

Variable	1	2	3	4	5	6	7
1. emotional exhaustion	1						
2. depersonalization	.374**	1					
3. personal accomplishment	-.427**	-.293**	1				
4. comprehensive involving	-.476**	-.333**	.397**	1			
5. educational strategies	-.316**	-.220*	.366**	.854**	1		
6. class management	-.371**	-.328**	.429**	.854**	.855**	1	
7. sleep quality	-.138	-.128	.312**	.058	.000	.121	1

**p<.01, *p<.05

The results of Pearson correlation coefficient revealed that emotional exhaustion was negatively correlated with comperehnsive involving (r=-.476, p<.01), educational strategies (r=-.316, p<.01), and class management (r=-.371, p<.01). But it was not significantly correlated with sleep quality. The results revealed that depersonalization was negatively correlated with comperehnsive involving (r=-.333, p<.01), educational strategies (r=-.22, p<.05), and class management (r=-.328, p<.01). But it was not significantly correlated with sleep quality. Eventually, personal accomplishment was significantly positivly correlated with comperehnsive involving (r=.397, p<.01), educational strategies (r=.366, p<.01), class management (r=.429, p<.01), and sleep quality (r=.312, p<.01).

Table 4- results of multiple stepwise regression of emotional exhaustion component from self – efficacy.

Model	R	R^2	ΔR^2	B	Std.E	Beta	t	Sig.
comprehensive involving	.497	.247	.239	-1.167	.201	-.497	-5.809	.0001

The results of multiple stepwise regression revealed that only comprehenisve involving was entered into regression equation and explained 24.7% of the variance in emotional exhaustion. While, other sub – scales of self – efficacy components had not criteria to enter into regression equation and were omitted from the regression model. The comprehensive involving had a significant negative relationship (*Beta*=-.497, p=.0001) with emotional exhaustion and it was a unique predictor for emotional exhaustion.

Table 5- results of multiple stepwise regression of depersonalization component from self – efficacy components.

Model	R	R^2	ΔR^2	B	Std.E	Beta	t	Sig.
comprehensive involving	.332	.11	.101	-.28	.709	-.332	-3.568	.001

The results of multiple stepwise regression revealed that only comprehenisve involving was entered into regression equation and explained 11% of the variance in depersonalization. While, other sub – scales of self – efficacy components had not criteria to enter into regression equation and were omitted from the regression model. The comprehensive involving had a significant negative relationship (*Beta*=-.332, p=.001) with depersonalization.

Table 6- results of multiple stepwise regression of personal accomplishment component from self – efficacy components.

Model	R	R^2	ΔR^2	R^2 changed	B	Std.E	Beta	t	Sig.
1. Comprehensive involving	.38	.145	.136	.145	1.024	.243	.363	4.206	.0001
2. Sleep quality	.494	.244	.229	.09	.50	.137	.316	3.661	.0001

The results of multiple stepwise regression revealed that in the first step comprehenisve involving was entered into regression equation and explained 14.5% of the variance in personal accomplishment, and in the second step sleep quality was entered into regression equation and explained 9% of the variance in personal accomplishment. While, other sub – scales of self – efficacy components had not criteria to enter into regression equation and were omitted from the regression model. The comprehensive involving had a significant positive relationship (*Beta*=.363, p=.0001) with personal accomplishent and it was a unique and positive predictor for personal accomplishment. The sleep quality also had a significant positive relationship (*Beta*=.316, p=.0001) with personal accomplishment and it was a significant and positive predictor for personal accomplishment.

Discussion

The purpose of this research was to investigate the role of self – efficacy and quality of sleep in burnout in the secondary school teachers in Iranshahr city. The results of this study revealed that job burnout components such as emotional exhaustion and depersonalization were negatively correlated with self – efficacy componnets, for instance, comperehnsive involving, educational strategies, and class management. Also, comprehensive involving wich is one of the teachers' self – efficacy predicted negatively emotional exhaustion and depersonalization. The results of this study are consistent with the findings of previous studies (Brown, 2012; Alarcon et al., 2009; Lee, et al., 2013). High teachers' self – efficacy decreases workplace strains such as emotional exhaustion and depersonalization, for example, Schultz (2010) defines self-efficacy as our perception of adequacy, skillfulness, and our ability to tackle life's difficulties. Elevated self-efficacy reduces the negative aspects of burnout, specifically emotional exhaustion and depersonalization; conversely, diminished self-efficacy heightens teachers' emotional exhaustion and depersonalization (components of burnout). It can be said that people with strong self-efficacy can leverage their skills and turn obstacles into chances. Without a doubt, these people possess positive traits, and they will attain success in both their careers and personal endeavors, impacting their happiness and vitality. Therefore, relying on the obtained results and the earlier cited examples.

Ultimately, the findings of this research indicated that personal achievement had a significant positive correlation with aspects of self-efficacy components, including comprehensive engagement, educational techniques, and classroom management. The comprehensive component was a distinctive negative predictor of job burnout. The outcomes of this research align with the findings of Brown (2012); he indicated that for educators, the connections between burnout and personal accomplishments occurred less frequently than the relationships between self-efficacy and the other two aspects of burnout. It appears that teachers' self-efficacy boosts personal achievement and conversely reduces emotional exhaustion levels. It

can be concluded that in occupational stress, self-efficacy denotes the confidence in one's capability to utilize the necessary skills for managing job-specific responsibilities and addressing job-related challenges, work stress, and its impacts.

Results of this study demonstrated that personal accomplishment was significantly positivly related with sleep quality. But emotional exhaustion and depersonalization wer not significantly correlated with sleep quality. The results of this study are consistent with the part of the findings of Söderström et al. (2012). He found notable disparities between individuals with good sleep and those with poor sleep in the areas of emotional exhaustion, depersonalization, and personal accomplishment (Söderström et al., 2012). It seems that high sleep quality is associated with higher personal accomplishment in teachers in comparision to the two other components of job burnout. It seems quality of sleep is a unique predictor for personal accomplishment in teachers of secondary high school.

Limitations and suggestions

Every study has its unique limitations; this one focused on secondary school teachers, and generalizing these findings to other settings and professions should be approached with care because of varying climatic and cultural factors. Another constraint of this study was the instruments employed to gather data, which were self-report questionnaires, and the particular limitations of these instruments ought to be taken into account. The findings of this study indicate that poor sleep quality leads to a reduction in self-efficacy and increased job burnout, prompting researchers to consider implementing interventional and therapeutic strategies to enhance the sleep quality of educational staff (particularly teachers). It is recommended that this study be carried out on the staff of different organizations. Taking into account the impact of job burnout on teachers' teaching efficiency and quality, it is recommended to enhance preventive and educational programs by increasing counseling services for teachers. Additionally, employing cognitive-behavioral techniques and other therapies to improve sleep quality in individuals experiencing sleep issues is also advised.

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