

## عنوان مقاله:

The Effect of Burnout on Teaching Performance of Male and Female EFL Teachers in L<sub>2</sub> Context

## محل انتشار:

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## خلاصه مقاله:

**Abstract** The male-female differences in burnout and its possible effect on EFL teachers' performance has not received much attention in the literature of burnout. To address this issue, the researchers conducted this study to investigate the effect of burnout and, more specifically, its three subcomponents—Emotional, Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA)—on the teaching performance of male and female EFL teachers in an L<sub>2</sub> teaching/learning context. The participants of this study were ۳۰ (۱۵ males and ۱۵ females) English teachers of five private language institutes and ۱۵۰ students of the same teachers. The data were collected through the Maslach Burnout Inventory-Educator Survey (MBI-ES) and Characteristics of Successful Iranian EFL Teachers Questionnaire. Multiple regression analysis, independent-samples t test and descriptive statistics were used in the data analysis process. The results showed that burnout does not influence the teachers' performance in a significant way. Additionally, it was revealed that there was no significant difference between the levels of burnout in male and female teachers. The findings challenge the common belief that burnout can greatly affect the teachers' performance and that female teachers are more likely to experience burnout than male teachers, revealing instead that burnout does not significantly affect the performance of teachers and there is no significant difference between male and female teachers in their levels of burnout.

## کلمات کلیدی:

burnout, emotional exhaustion, depersonalization, Reduced Personal Accomplishment, Teacher's Performance, EFL teachers

## لینک ثابت مقاله در پایگاه سیویلیکا:

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