

عنوان مقاله:

Examining the Role of Active/Passive Motivation in EFL Teachers' Burnout and Efficacy

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خلاصه مقاله:

This study sought to investigate the probable relationships among English as a Foreign Language (EFL) teachers' active/passive motivation, their sense of efficacy, and burnout. To this end, the Active/Passive Motivation Scale (APMS), Teacher's Sense of Efficacy Scale (TSES), and Maslach Burnout Inventory (MBI) were administered to ۳۴۵ Iranian EFL teachers. Next, in order to substantiate the construct validity of the APMS, Confirmatory Factor Analysis (CFA) was conducted. Moreover, correlational analyses and Structural Equation Modeling (SEM) were employed to explore the relationships among the variables. The results indicated significant relationships between active/passive motivation and all subconstructs of TSES, between active motivation and all subconstructs of burnout, and between passive motivation and two burnout subscales, namely emotional exhaustion and personal accomplishment. Additionally, while no significant relationship was found between age and the three constructs, the results demonstrated that teaching experience and teacher's sense of efficacy were positively correlated. Female teachers were also found to be less likely to feel depersonalized. Moreover, mediated by active motivation, teacher efficacy was a significant negative predictor of teacher burnout. Finally, the implications of the study for administrators and teachers were discussed and suggestions were made for further research.

کلمات کلیدی:

active motivation, passive motivation, teacher burnout, teacher efficacy., active motivation, passive motivation, teacher burnout, teacher efficacy

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