

عنوان مقاله:

The Relationship between EFL Teachers' Motivation for Teaching and their Burnout during the COVID-19 Pandemic

محل انتشار:

هشتمین کنفرانس بین المللی مطالعات زبان و ادبیات (سال: 1401)

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خلاصه مقاله:

The purpose of the present study was to learn about the relationship between of COVID-19 pandemic on EFL teachers' burnout and their motivation for teaching. So, the research question was to test if there is a significant relationship between EFL teachers' motivation to teach (variable) and their burnout (variable) during the pandemic. The participants in this correlational research were selected through convenience and Snowball sampling. To respond to this question, two valid and reliable questionnaires were administered online during the pandemic to 66 Iranian EFL teachers (56.7% females and 43.3% males) who were teaching at universities or private language institutes in Ardabil. A 22-item questionnaire ranking the participants' view on feeling burned out on a 7-point scale (1 [never] to 7 [every day]), and a 15-item questionnaire asking about their view on agreement to having motivation to teach on a 5-point scale (1 [completely disagree] to 5 [completely agree]) to test the effect of the COVID-19 pandemic situation on the association of the participating Teachers' burnout and motivation to teach. A Kolmogorov-Smirnov test showed that the teachers' burnout scores were significantly increased ($p = .003 < .05$) during the pandemic, however, their motivation to teach increase was normal ($p = .200 > .05$). The results of Spearman's correlation test showed no statistically significant correlation between the EFL teachers' burnout and their motivation to teach during the COVID-19 pandemic ($r = -.094$, $p = .452$). Nevertheless, the results of this study might have some implications for EFL researchers and teacher educators. Foreign language policy makers and stakeholders should not only make the adequate attempt to provide teachers with more comfortable and less threatening atmosphere in the L2 educational environments but also, they should assign more freedom and agency to EFL teachers so as to help them gain higher self-efficacy perceptions in classroom.

کلمات کلیدی:

Burnout, Motivation, Self-efficacy, Self-regulation

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