English as a foreign language teacher's well-being, resilience, and burnout

NAN DING
Nanjing Normal University, China

YIYU WANG
Peking University, China

YONXIANG WANG (CORRESPONDING AUTHOR)
Nanjing Normal University, China

ABSTRACT: Teaching poses a significant challenge for teachers as they are facing a plethora of stressors in their profession, leading to burnout. So, it is fundamental to detect the issues that affect their burnout. For instance, it is essential to cultivate resilience which is the ability to persist and cope with difficulties and adversities in the process of teaching. Furthermore, it has been shown that the well-being of educators plays a critical role in this process, so this study tries to inspect the significance of these issues in the English as a Foreign Language context. The study involved 341 English as a Foreign Language teachers who agreed to participate and were given three questionnaires to complete. Structural equation modeling was employed to study the structural model of the construct. The results indicated that teacher resilience accounted for 5.9% of the variance in teacher burnout, and teacher well-being was interpreted for 1.0% of the variance in teacher burnout. While each of the two constructs had a significant role in burnout, teacher resilience was a better predictor of burnout than well-being. Finally, the important implications and recommendations for professional development programs are presented.
Keywords: EFL Teacher, Online teaching, Professional development programs, Resilience, Teacher burnout, Well-being

Bienestar, resiliencia y agotamiento de los profesores de inglés como lengua extranjera

RESUMEN: La enseñanza es un gran desafío para los docentes, ya que enfrentan demasiada presión en su profesión. Esto conduce al agotamiento. Por lo tanto, es fundamental detectar los problemas que afectan su agotamiento. Por ejemplo, es fundamental cultivar la resiliencia, que es la capacidad de persistir y hacer frente a las dificultades y adversidades en el proceso de enseñanza. Además, se ha demostrado que el bienestar de los educadores juega un papel fundamental en este proceso, por lo que este estudio intenta inspeccionar la importancia de estos temas en el contexto de la enseñanza de idiomas. El estudio involucró a 341 profesores de inglés como lengua extranjera, que aceptaron participar y recibieron tres cuestionarios. Se empleó el modelado de ecuaciones estructurales para estudiar el modelo estructural del concepto. Los resultados indicaron que la resiliencia de los docentes representó el 5,9% de la varianza en el agotamiento de los docentes, y el bienestar representó el 1,0% de la varianza en

el agotamiento. Si bien cada uno de los dos conceptos tuvo un papel importante en el agotamiento, la resiliencia fue un mejor predictor del agotamiento que el bienestar. Finalmente, se presentan las implicaciones y recomendaciones importantes para los programas de desarrollo profesional.
Palabras clave: Profesor de inglés como lengua extranjera, enseñanza en línea, programas de desarrollo profesional, resiliencia, agotamiento docente, bienestar

1. INTRODUCTION

Educators have a noteworthy role in the path of teaching (Pishghadam et al., 2021). All around the world, different crises such as the COVID-19 pandemic forced educators to an abrupt shift to online education with minimal or no preparation (Chen et al., 2021; Solhi et al., 2023). Additionally, researchers have emphasized the importance of equipping teachers with the necessary skills to adapt to changing teaching methods in the future (Allen et al., 2020; Gao et al., 2022). Despite this, a few inquiries concentrated on the psychological distress experienced by teachers during the crisis such as the Covid-19 lockdown. For instance, MacIntyre et al. (2020) stated that this crisis has presented various unprecedented difficulties for teachers, including insufficient technological and pedagogical capabilities, reduced student involvement, and attendance, and heightened levels of stress. As highlighted by Wang, Derakhshan, and Azari Noughabi (2022), teaching was a profession with a lot of stress and it has become an even more stressful profession with a higher-than-average risk of burnout. As stated by Maslach and Leiter (2016), burnout is a gradual reaction to long-term work-related difficulties that are defined by emotional exhaustion, depersonalization, and reduced personal accomplishment. Considering the high risk of burnout among teachers, as noted by Gallant and Riley (2014), it is crucial to address this issue in teacher preparation programs, as it is believed to be a major contributing factor to teacher attrition. Compared to negative emotions such as burnout, Positive Psychology (PP) encourages experts to concentrate on the strength of positive emotions, such as happiness, interest, enthusiasm, resilience, positivity, and the ability to avoid difficulties (Derakhshan, 2022; MacIntyre et al., 2019, Wang et al., 2021; Xie & Derakhshan, 2021). The metanalysis done by Kim et al. (2019) revealed that most studies have shed light on particular psychological concepts that hinder language education while also highlighting the importance of promoting language-learning resilience and the results have emphasized the need for constructive language-learning practices. According to some scholars (MacIntyre et al., 2019; Wang & Derakhshan, 2023; Wang et al., 2022), resilience is a vital aspect of promoting creativity and is best exemplified in the PP which emphasizes individual flourishing and overall happiness. Deng et al. (2020) maintained that for educators, resilience refers to their aptitude to adapt to different conditions in the face of challenging situations.

Alongside resilience and in line with the PP approach, well-being is viewed as a multi-faceted factor that includes personal, mental, and societal dimensions, as held by Wang et al. (2021). Mercer and Gregersen (2020) also state that well-being is associated with experiencing positive emotions, having a better quality of life, and overall life satisfaction. Likewise, well-being is crucial for educators in increasing close relationships with their learners, promoting better classroom atmospheres, and ultimately enhancing academic upshots for learners (Wang & Derakhshan, 2023). In addition, well-being is also associated

with resilience, which can be described as the ability of individuals to recover from adversity (Clough & Strycharczyk, 2015). The previous studies (e.g., Derakhshan, Eslami, et al., 2022; Fathi & Saeedian, 2020) support the impact of burnout on teaching careers, but the elements that contribute to it have not been identified. While the role of teacher-associated variables is significant, limited studies have delved into the influence of teacher resilience and well-being on burnout in the context of English as a Foreign Language (EFL) during online education. Existing literature scrutinizing the association among teacher resilience, well-being, and burnout has been primarily conducted in general education, and there is still a dearth of similar studies in the EFL domain. Although resilience and well-being are indicators of teacher success and can act as a protective factor for negative costs of the teaching profession, the researcher cannot find any prior studies that have investigated the concurrent effects of EFL teacher well-being and resilience on their burnout, particularly in China. Indeed, the present study may be significant as on one hand, it investigates the role of well-being and resilience on the main concern of teachers which is burnout, and on the other hand, this study adds interesting findings to the limited number of studies that have researched teachers' resilience, well-being and burnout in EFL context. Accordingly, the current study aims to explore the following questions in the context of the unparalleled pedagogical responses worldwide and the exceptional stressors of the crisis such as the Covid-19 pandemic:

Q$_1$. Are there any significant interrelationships among Chinese EFL teachers' burnout, resilience, and well-being?

Q$_2$. Do Chinese EFL teachers' resilience and well-being significantly predict their burnout?

2. Review of the Literature

2.1 Teachers' burnout

As stated before, Maslach and Leiter (2016) defined three components of burnout, namely, emotional exhaustion, depersonalization, and a lack of personal achievement. The first refers to an outward appearance of exhaustion. For example, when educators are bored, they may record the feeling of exhaustion or lack of vigor (Friedman-Krauss et al., 2014). It expresses the psychological state of an individual who has negative feelings about their career, such as frustration, desperation, cynicism, and fatigue since they are not able to deal with apprehension and stress related to the action of their duties and obligations in their workplace (Maslach, 2003). The second, as Sas et al. (2011) contend, occurs as a value of the combination of skeptical conduct and physical segregation from the profession giving rise to a teacher's negligence of the educational and emotional needs of learners. The third point is that teachers who experience burnout may feel like they are unable to achieve success on a personal level because they are unable to see the benefits of their efforts, which can lead to feelings of inadequacy (Maslach et al., 2001).

2.2 Well-being

Well-being refers to the positive professional experience of individuals, encompassing five eudemonic dimensions including relational competence at work, development opportunities at work, perceived ability, recognition and appreciation at work, and a sense of participation in work (Derakhshan, Dewaele, et al., 2022; Wang et al., 2021; Wang, Derakhshan, & Azari Noughabi, 2022). The well-being of teachers in the workplace which is the focus of this study is determined by these elements (Collie et al., 2015). The initial element, workload well-being, encompasses workload-related difficulties and associated tensions. The second item, organizational well-being, involves educators' perception of school as an enterprise, including school management, culture, and education. The final item, student communication well-being, encompasses educators' connections with pupils, including the understanding of students' behavior and motivation (Collie et al., 2015).

The study of well-being involves two mechanisms: subjective well-being and mental well-being, which are evaluated through hedonic and eudaimonic approaches, respectively. While the hedonic perspective focuses on feelings of pleasure and happiness, the eudaimonic perspective recognizes the challenges that individuals face in their lives and emphasizes personal growth through achieving a sense of purpose and meaning, developing strong relationships, feeling competent and in control, and recognizing the significance of life's hardships and experiences, all of which lead to a sense of satisfaction and fulfillment (Mercer & Gregersen, 2020; Han, 2021). Regarding teaching, the concept of well-being has been examined concerning teachers' job satisfaction and emotional experiences encountered through their work (Collie et al., 2015). Engels et al. (2004) maintain that the well-being of educators is a constructive emotion resulting from a balance between contextual factors, personal demands, and expectations related to the school environment.

2.3 Resilience

Resilience refers to a combination of defensive and at-risk aspects in an individual that influences their ability to cope with and regulate changes and adverse experiences, which may disrupt their homeostasis (Brewer et al., 2019, Wang, Derakhshan, & Rahimpour, 2022). Moreover, Portnoy et al. (2018) added that it is linked to how people can recover or adjust when faced with challenging situations. As highlighted by Van der Meulen et al. (2020), the resilience process is centered on the interplay between individuals and their atmosphere and explores the link between various scopes of emotional well-being and their achievement. Southwick et al. (2014) noted that, in addition to the ability to adapt to challenging conditions, resilience can also be viewed as the strength to adjust to changes in circumstances. Greenier et al. (2021) added that in the educational context, resilience is a vital requirement in understanding teaching and learning processes, as individuals integrate their resources with subject-specific knowledge, employ effective approaches and tactics to overcome challenges and preserve their overall well-being. As maintained by Gu (2018), resilience as a dynamic, multidimensional notion develops from the interplay of individual and associated factors. Moreover, Fredrickson (2001) holds that resilience, involving the ability to effectively and efficiently handle hardships and setbacks, has been found to have a negative association with

emotions such as melancholy, and nervousness, and a constructive association with feelings of happiness and overall well-being.

2.4 Related Studies

According to Carroll et al.'s (2022) investigation on teacher trauma and burnout, over 50% of the participants had reported experiencing the maximum degrees of stress and burnout. Their findings from conditional process analysis underscore the significance of key factors such as emotion regulation and personal well-being, in the context of understanding the progress of teacher stress and certain types of burnout. In a study by Richards et al. (2016), the prominence of resilience in reducing role stress and burnout among teachers was explored. A total of 415 teachers took part in the inquiry, and data was collected using three surveys that examined resilience, role stressors, and burnout. By analyzing the data through Structural Equation Modeling (SEM), the researchers indicated that resilience had a significant role in minimizing the perceived stress and burnout levels among teachers. In addition, Karimi and Adam (2018) investigated the associations between teaching context, job stress, burnout, and teacher resilience among EFL teachers in Iran. The study involved providing relevant questionnaires to participants and through SEM, the researchers concluded that insufficient support, as an element of teaching, has significant effects on teachers' occupational stress compared to other components. Furthermore, they found that resilience could meaningfully reduce burnout and job stress among teachers. Fathi and Saeedian (2020) investigated the significance of teachers' belief in their abilities to endure challenges in foreseeing burnout of EFL teachers in Iran. The study involved 213 teachers who completed the survey instruments to measure these constructs. The outcomes indicated that both self-efficacy and resilience can anticipate burnout. Although both variables contributed uniquely to burnout, self-efficacy emerged as a stronger predictor than resilience. Despite the availability of literature on the connections between different teacher factors, no previous studies have investigated the simultaneous assistance of well-being and resilience on burnout in the EFL domain.

3. Method

3.1 Participants

The population consisted of 341 male and female teachers (male = 86, female = 255) whose ages ranged from 23 to 62 years with varying educational backgrounds and years of experience in teaching. They were gathered from various institutions, universities, and colleges based on convenient sampling from 27 provinces in Shaanxi, Anhui, Hubei, Hainan, Sichuan, Guangdong, Gansu, Liaoning, and other provinces.

Table 1. *Demographic Information*

Background Information	No.	%
Age Range		
21-24	5	1.47
25-30	17	4.99
31-34	33	9.68
35-40	86	25.22
41-44	98	28.74
45-50	54	15.84
51-54	24	7.04
55-60	23	6.74
Over 60	1	0.29
Gender		
Male	86	25.2
Female	255	74.8
Teaching Experience		
1-5	86	25.22
6-10	91	27.74
11-15	33	10.70
16-20	57	16.00
Above 20	74	20.34
Applied linguistics	73	21.41
Linguistics	34	9.97
English language and literature	53	15.54
English translation	33	9.68
English as a foreign language teaching	47	13.81
Others	101	29.59

Total: 341

3.2. Instruments

Consistent with the purposes of this research, the succeeding instruments were employed:

3.2.1. Maslach Burnout Inventory (MBI)

Maslach and Jackson (1981) have validated the most frequently used tool to measure burnout called MBI. The survey includes 22 items that are used to measure three different aspects of burnout such as emotional exhaustion, depersonalization, and reduced personal accomplishment. Participants rate their responses on a scale of 0-6, where 0 represents "never" and 6 represents "every day". In this study, the scale's reliability was equal to 0.701.

3.2.2. Connor-Davidson Resilience Scale (CD-RISC)

The 10-item scale, which was adapted, condensed, and verified, by Campbell-Sills and Stein (2007), was utilized. It employs a Likert-type rating system, where response options range from 0 (not at all true) to 4 (almost always true). The reliability of the scale was 0.889.

3.2.3. The Teacher's Well-being Sale

The TWBS questionnaire by Collie et al. (2015) comprises 16 items that assess three well-being elements, namely workload well-being, organizational well-being, and student communication well-being, Through the TWBS questionnaire, educators evaluate the level to which different aspects of their education impact their well-being. This approach aids in understanding the key education aspects that influence educators. Each item is rated on a seven-point Likert-type scale, ranging from negatively impacting well-being to positively impacting it. In this study, the reliability of this scale was 0.890.

3.3. Data Collection

To understand the accuracy of the data and facilitate the understanding of the respondents, this study adopted a questionnaire in both Chinese and English. The questionnaire was released through the "Questionnaire Star" platform and was retrieved by a WeChat link. The entire procedure spanned 25 days, starting on January 25th and ending on February 20th. Participants received instructions on completing the questionnaire on their devices and were advised on how to handle any issues that may arise during the study. The data was subsequently cleaned and thoroughly reviewed by the researcher prior to being submitted to SPSS 25 for further analysis.

3.4. Data Analysis

Corresponding to the goal of the study, the data were scrutinized through SEM to develop a model of the relationships among the latent variables. Also, the convergent validity for each concept was guaranteed and the composite reliability for each scale was also testified. In addition, the correlation between the variables was reported based on the existing covariance in the model. Additionally, to check the predictor roles of resilience and well-being on their burnout, Multiple Linear Regression was run.

4. Results

The first step to analyzing the data was to screen it. As mentioned above in the participant section, 341 answers were obtained from the administration of the questionnaire. These answers were probed for suspicious patterns and 12 cases were spotted and omitted. Moreover, the standard deviation of each participant's responses to the questionnaires was calculated to see the variability. Those with low variability in their answers (SD < .05) were considered unengaged respondents (N = 6) and their answers were dismissed. This left the final gleaned data with 323 cases.

4.1. Construct Validity

A Confirmatory factor analysis (CFA) was employed initially to assure the construct validity. To check the convergent validity, two major criteria were taken into account: a) lack of non-significant loadings and b) lack of low standardized loadings (values below 0.5

were considered low). Table 2 designates the results of the t-test for the contribution of each item to the corresponding component (based on regression analysis) and the standardized estimated loadings. As indicated, just four items, i.e., item 3 in resilience and items 13, 14, and 22 in burnout, had standardized loadings below 0.5. These items, according to Kline (2016) endanger convergent validity. Therefore, they were dismissed from our final model.

Table 2. *Item Loadings for the Initial CFA Model*

			Weight	S.E.	t	P	Loading
R01	←	Resilience	1.000				.673
R02	←	Resilience	1.008	.119	8.503	***	.512
R03	←	Resilience	.812	.099	8.197	***	.493
R04	←	Resilience	1.208	.109	11.03	***	.681
R05	←	Resilience	1.352	.113	11.93	***	.743
R06	←	Resilience	.992	.092	10.74	***	.661
R07	←	Resilience	1.280	.107	11.96	***	.745
R08	←	Resilience	1.396	.108	12.98	***	.821
R09	←	Resilience	1.328	.107	12.41	***	.778
R10	←	Resilience	1.076	.105	10.29	***	.630
W01	←	Workload	1.000				.769
W02	←	Workload	1.092	.084	13.05	***	.725
W03	←	Workload	1.231	.104	11.81	***	.663
W04	←	Workload	1.126	.097	11.65	***	.655
W05	←	Workload	1.135	.084	13.57	***	.751
W06	←	Workload	1.345	.101	13.28	***	.737
W07	←	Organizational	1.000				.887
W08	←	Organizational	1.064	.043	24.79	***	.913
W09	←	Organizational	.792	.041	19.38	***	.811
W10	←	Organizational	.930	.047	19.79	***	.820
W11	←	Organizational	.939	.044	21.49	***	.855
W12	←	Organizational	.883	.066	13.44	***	.646
W13	←	Student.Interaction	1.000				.920
W14	←	Student.Interaction	.977	.037	26.11	***	.900
W15	←	Student.Interaction	.987	.039	25.59	***	.892
W16	←	Student.Interaction	.906	.042	21.78	***	.834
B01	←	Emotional.Exhaustion	1.000				.802
B02	←	Emotional.Exhaustion	.892	.069	12.95	***	.679
B03	←	Emotional.Exhaustion	1.055	.065	16.26	***	.811
B04	←	Emotional.Exhaustion	1.035	.060	17.32	***	.850
B05	←	Emotional.Exhaustion	.933	.066	14.12	***	.727
B06	←	Emotional.Exhaustion	.735	.069	10.59	***	.573
B07	←	Emotional.Exhaustion	.953	.062	15.48	***	.781
B08	←	Depersonalization	1.000				.694
B09	←	Depersonalization	1.017	.081	12.55	***	.739
B10	←	Depersonalization	.989	.078	12.65	***	.745
B11	←	Depersonalization	1.260	.083	15.12	***	.903

			Weight	S.E.	t	P	Loading
B12	←	Depersonalization	1.256	.083	15.19	***	.909
B13	←	Depersonalization	.018	.090	.196	.845	.011
B14	←	Depersonalization	.051	.084	.611	.541	.035
B15	←	Personal.Accomplishment	1.000				.742
B16	←	Personal.Accomplishment	1.020	.068	15.01	***	.803
B17	←	Personal.Accomplishment	1.137	.070	16.28	***	.863
B18	←	Personal.Accomplishment	1.164	.068	17.20	***	.905
B19	←	Personal.Accomplishment	1.137	.068	16.81	***	.887
B20	←	Personal.Accomplishment	1.151	.070	16.48	***	.872
B21	←	Personal.Accomplishment	1.160	.065	17.91	***	.935
B22	←	Personal.Accomplishment	.184	.069	2.680	.007	.152

After removing the problematic items, to enhance the model fit, the indices of changes with the threshold of 10 were examined, and offers consistent with the literature were employed. The imputation regression acts by calculating the mean of each element, it is a more precise measure because the weighted proportion of each item is taken into account when computing the average.

Table 3. *Descriptive Statistics of the Scores after Regression Imputation*

		Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Well-Being	Workload	1.51	5.11	3.712	.744	-.388	-.096
	Organizational	1.74	7.09	4.993	1.18	-.266	-.384
	Student Interaction	1.28	7.04	5.359	1.14	-.657	.276
	Total	1.28	4.57	3.335	.64	-.320	-.033
Burnout	Emotional Exhaustion	.81	5.32	2.376	.92	.709	.131
	Depersonalization	.75	4.89	1.890	.93	.979	.387
	Personal Accomplishment	.78	4.77	2.174	.95	.477	-.412
	Total	.46	4.13	1.649	.75	.798	.238
Resilience	Total	1.30	3.84	2.843	.50	-.117	-.034

Valid N (listwise): 323

As displayed in Table 3, the normalcy of data was below the total value of 2. Then, the composite reliability (CR) and discriminant validity for each factor were scrutinized (Table 4). It should be noted that all questionnaires had CR values above 0.7, which is satisfactory. Furthermore, for each component, the maximum shared variance (MSV) with other components was below the average variance extracted (AVE), acknowledging the convergent and divergent validity. Furthermore, the square root of AVE was above the inter-correlations of the factors, indicating discriminant validity (Fornell & Larcker. 1981).

Table 4. *Composite Reliability and Discriminant Validity of the Factors*

| | CR | AVE | MSV | Fornell-Larcker | | |
				Resilience	Burnout	Well-Being
Resilience	0.889	0.476	0.365	**0.690**		
Burnout	0.701	0.513	0.060	-0.386**	**0.716**	
Well-Being	0.890	0.729	0.365	0.604**	-0.244**	**0.854**

** Correlation is significant at p < .01

Regarding the first research question, table 4 shows there was a strong association between resilience and wellbeing (*r* = .604), while burnout and resilience (*r* = -0.386) and burnout and wellbeing (*r* = -.244) were correlated. Both were negative and small. Based on the declaration of Hu and Bentler (1999), many standards must be met for a model to show the goodness of fit. These standards, along with the values gained from the data, are reported in Table 5.

Table 5. *Evaluation of the CFA Model's Goodness of Fit*

| Criteria | | Threshold | | | Evaluation |
		Terrible	Acceptable	Excellent	
CMIN	2171.81				
df	884				
CMIN/df	2.457	> 5	> 3	> 1	Excellent
RMSEA	.067	> 0.08	< 0.08	< 0.06	Acceptable
CFI	.918	< 0.9	> 0.9	> 0.95	Acceptable
SRMR	.084	> 0.1	> 0.08	< 0.08	Acceptable

The results described in Table 3 specify acceptable goodness of fit. As the results of the correlation analysis, above, presented that both well-being and resilience had significant relationships with burnout. Therefore, the regression model was created with resilience and well-being as predictors and burnout as a predicted variable. Figure 1 shows the measurement model.
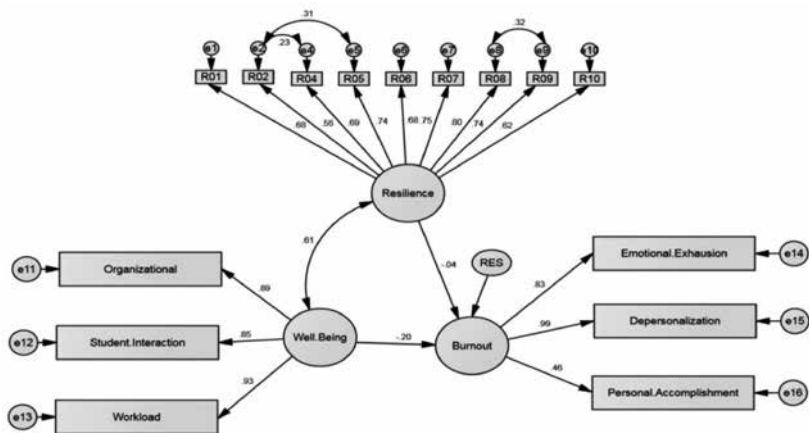

Figure 1. *The Final Measurement Model*

Table 6. *Results of Multiple Linear Regression Analysis with SEM*

			Weight	S.E.	t	P	β	R^2	Multiple correlation R^2
Burnout	←	Resilience	-.310	.072	-4.30	.588	-.24	.059	.131
Burnout	←	Well-Being	-.244	.059	-2.42	.015	-.09	.010	
Resilience	←	Well-Being	.338	.045	7.50	.000	.60		

Table 6 presents the outcomes obtained from this regression analysis and as reported in Table 6, both resilience (β = -.024, p = .588) and well-being (β = -.09, *p* = .015) were significant predictors of burnout. Resilience uniquely could predict 5.9% of the variance in burnout while well-being predicted 1.0% of its variance.

5. Discussion

The results showed that both variables, namely, well-being and resilience had an impact on the teacher burnout experienced during the crisis, which aligns with the Broaden-and-Build theory proposed by Fredrickson (2001). This theory suggests that a constructive emotional state broadens attention and thinking, which in turn generates chances to develop new mental, emotional, and social resources. These resources and behavioral patterns emerge on account of more open, integrative, and flexible patterns of thinking generated by the experience of positive feelings.

Regarding the role of well-being in teachers' burnout, the outcomes indicated that well-being predicts 1.0% of burnout. Indeed, it can be stated that those educators who experience a sense of well-being are expected to be efficient in their teaching performance, involved in their language teaching methods, and better equipped to handle any obstacles that can lead to job-related stress and exhaustion (Wang & Chen, 2022; Talbot & Mercer, 2018).

Regarding the role of resilience in teachers' burnout, nonetheless, the study revealed that although both resilience and well-being significantly impacted burnout individually, resilience was a better predictor of burnout than well-being as it can predict 5.9% of the variance in burnout. It can be stated that those educators who are resilient, such as being adaptable, having a sense of accomplishment, efficacy, persistence, or using effective coping approaches, may be more likely to persevere despite stimulating conditions (Mansfield et al., 2012). The findings of the current investigation are in line with recent research that has also demonstrated a negative association between teacher resilience and burnout, as evidenced by studies conducted by some scholars (e.g., Fathi & Saeedian, 2020; Karimi & Adam, 2018; Richards et al., 2016). Consistent with Lo (2014), the ability of educators to withstand and recover from the detrimental impact of stress and burnout is enhanced by their resilience. This is due to their capacity to cope with challenges and be flexible and persistent in fulfilling their professional roles. The results of this research coincide with those of de Sousa et al. (2018), who likewise observed a similar trend among their participants and they stated that resilience had a significant role in every aspect of burnout. It can be discussed that teachers with higher resilience are better equipped to navigate the often-challenging sociopolitical atmospheres of their institutions and schools, leading to decreased apprehension (Derakhshan, Dewaele, et al., 2022). Additionally, higher degrees of resilience may correspond with lower degrees of stress and emotional exhaustion, greater job satisfaction, and increased compe-

tence in maintaining positive relationships with others. Organizations should regard offering resilience training as resilience through work involvement contributes to higher performance, particularly for workers in positions where work involvement is significant and where there is an increased risk of burnout (Robertson et al., 2015) and they also declared that high resilience prevents their burnout.

6. CONCLUSION AND IMPLICATIONS

Teaching is a demanding job, and the current COVID-19 crisis has only added to the stress that teachers are experiencing, which may harm their mental health. The next generation of teachers is facing a challenging work environment, where they must adapt to new teaching methods, such as online teaching. Therefore, all stakeholders involved in the education system should provide support for teachers to help them manage these difficulties, improve their motivation at work, and prevent burnout. It appears that educators' resources had a key role in maintaining their health, particularly during a crisis. It may be advantageous for educators to get specialized training designed to improve their strengths, including social and emotional skills. The findings of this inquiry indicate that factors such as resilience and well-being can be beneficial. A helpful way to decrease the stress and burnout experienced by educators is to grant them access to teacher training programs facilitated by Professional Development (PD) which refers to opportunities for education and training that help to promote an individual's competencies, abilities, and attitudes, with the ultimate goal of improving their professional practices (Winton et al., 2016). These initiatives aim to impart knowledge so that they can better leverage effective classroom practices (Friedman-Krauss et al., 2014).

Along with Vaisanen et al. (2018), utilizing functional strategies such as receiving advice or asking for feedback from peers or teacher educators to manage traumatic circumstances (Paquette & Rieg, 2016), or proactive strategies such as building and using the resources to deal with burnout through resilience-building to deal with stress, this approach can be particularly beneficial in the initial stages of teacher training to decrease the prevalence of stress and burnout. Resilient teachers can manage their destructive feelings while creating constructive emotional practices, which can include feelings of self-importance and accomplishment. Furthermore, these teachers are capable of handling stressful situations and working through difficult circumstances in ways that may ultimately decrease the likelihood of experiencing burnout (Ergun & Dewaele, 2021).

From a theoretical viewpoint, the findings added trustworthiness to the prominence of considering PP within the EFL context (Dewaele et al. 2019), proposing that EFL teachers' well-being and resilience, as two positive psychosomatic constructs, can improve their immunity which impacts their instructional practices and emotional state. The practical implications of this study are to suggest treatments and tactics that educators can implement to maintain their resilience and well-being. First, the results show that teachers' burnout is influenced by their resilience and well-being, indicating that enhancing these two concepts in the context of online teaching can play a crucial role in decreasing burnout rates. Indeed, the use of constructive coping strategies should be taken into consideration to prevent the development of the syndrome while the use of coping strategies is significant in preventing burnout. Therefore, the prominence of developing resilience in teaching performance should

be highlighted to face job demands, as it acts as a buffer for stressors and decreases vulnerability to burnout. Regarding the enhancement of well-being, social support should be regarded as an important strategy that addresses the engagement, relationships, and accomplishment components of well-being. Indeed, social support in the workplace has been found to predict career satisfaction and engagement and that consequently can decrease their burnout.

Furthermore, improving EFL teachers' insights into their academic knowledge and abilities can foster their resilience and well-being, specifically in case of challenges. Therefore, several interventions can be implemented to foster EFL teachers' resilience and well-being. For instance, collaborative problem-solving is an effective tactic that decreases burnout in the face of difficulties and EFL teacher trainers are recommended to take some steps to enhance teachers' well-being. It is proposed by Kim et al. (2022) that specialized training focused on promoting cooperative communications and ensuring accessibility to social support in academic environments can enhance the well-being of EFL teachers. The study is significant as it provides modules and activities that can help in-service EFL teachers apply and adapt strategies to promote resilience and well-being in their specific pedagogical context. Teacher educators may find the modules' descriptions particularly useful in informing their teacher training programs. Professionals engaged in in-service teacher professional learning may choose to focus on the more practical, in-class applications. Also, identifying potential risk factors and introducing strategies to alleviate them to prevent teacher burnout should be a key focus of any training program. For instance, in PD programs for teachers, it is vital to inform them about the phenomenon of burnout and its consequences early on. Additionally, it is necessary to provide them with effective coping strategies such as positivism, tolerance to frustration, locus of internal control, and self-efficacy, which act as dimensions of protection against exhaustion, and negative dimensions of burnout that are contextualized to their specific situations.

Moreover, educational programs should focus on improving teachers' well-being and resilience to decrease the risk of burnout, which could have constructive effects on the entire school community. As noted by Mansfield et al. (2012), it can be concluded that focusing on well-being and resilience provides an opportunity to recognize more impactful interventions to address the exhaustion of the teacher. According to Wang and Chen (2022), EFL teachers' well-being can be designed through PD programs since those who have access to a larger number of PD opportunities tend to feel more satisfied and inclined to offer high-quality instruction, as they view their work environment more positively, experiencing a boost in their overall well-being. As teacher burnout rates continue to rise, the results provide a ray of hope for potential interventions aimed at promoting teacher well-being. These interventions can concentrate on identifying and valuing strategies that address cognitive frames and perceptions (Web et al., 2012). Different types of teaching can be effective in boosting well-being such as altruistic teaching as it seems to improve teachers' motivation and can lead to well-being (Derakhshan & Zare, 2023).

Additionally, fostering teacher resilience is essential, so Cosgun and Savaş (2019) proposed several strategies, including providing teachers with access to professional enhancement materials, nurturing mutual connections, and fostering decision-making and arranging opportunities. Leroux (2018) emphasizes the significance of cultivating and endorsing teachers' resilience within the school, with the school administration acting as a crucial

agent in building and sustaining resilience. EFL Teacher education programs also hold a vital responsibility for preparing teachers for the obstacles they encounter by enhancing their cooperation, problem-solving, stress-management, and efficacy-building abilities, as proposed by Silva et al. (2018). Also, EFL teacher trainers should encourage learners to concentrate on finding solutions rather than getting overwhelmed by problems in the face of adversity, thus fortifying their resilience.

As declared by Lin et al. (2021), to broaden the scope of potential influencing issues in forthcoming research, it may be beneficial to scrutinize additional variables. Research has suggested that distinct factors such as gender, age, and teaching experience can have a function in shaping both teacher resilience and well-being. So in future studies, these issues can be taken into account. To obtain more precise conclusions about teacher-related concepts, future researchers should employ longitudinal designs to track changes in these concepts over time. Additionally, using qualitative or mixed research designs could enhance the generalizability of these conclusions by presenting a more comprehensive view of the variables that affect teacher burnout in EFL settings.

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8. APPENDICES

Maslach Burnout Inventory (MBI)
1. I feel emotionally drained by my work.
2. Working with people all day long requires a great deal of effort.
3. I feel like my work is breaking me down.
4. I feel frustrated by my work.
5. I feel I work too hard at my job.
6. It stresses me too much to work in direct contact with people.
7. I feel like I'm at the end of my rope.
8. I feel I look after certain patients/client impersonally, as if they are objects.

9. I feel tired when I get up in the morning and have to face another day at work.
10. I have the impression that my patients/clients make me responsible for some of their problems.
11. I am at the end of my patience at the end of my work day.
12. I really don't care about what happens to some of my patients/clients.
13. I have become more insensitive to people since I've been working.
14. I'm afraid that this job is making me uncaring.
15. I accomplish many worthwhile things in this job.
16. I feel full of energy.
17. I am easily able to understand what my patients/clients feel.
18. I look after my patients'/clients' problems very effectively.
19. In my work, I handle emotional problems very calmly.
20. Through my work, I feel that I have a positive influence on people.
21. I am easily able to create a relaxed atmosphere with my patients/clients.
22. I feel refreshed when I have been close to my patients/clients at work

Resilience Questionnaire

1. I am able to adapt to change
2. Sometimes fate or God can help me overcome my challenges
3. Sometimes I believe things happen for a reason
4. Under pressure, I am able to focus and think clearly.
5. I prefer to take the lead in problem solving
6. I am not easily discouraged by failure
7. I Think of myself as strong person
8. If necessary, I can make unpopular or difficult decisions that affect other people
9. I can handle unpleasant feelings, such us anger or fear
10. Sometimes I have to act on a hunch
11. I like challenges
12. I work hard to attain my goals
13. In my workplace I enjoy being together with other people
14. New friendships are something I make easily in my workplace
15. Meeting new people in my workplace is something I am good at
16. In my workplace When I am with others I easily laugh
17. My family's understanding of what is important in life is very similar to mine
18. I feel very happy with my family
19. My family is characterized by healthy coherence
20. In difficult periods my family keeps a positive outlook on the future
21. Facing other people, our family acts loyal towards one another
22. In my family we like to do things together
23. I can discuss personal issues with my peers
24. The bonds among my peers and me are strong
25. I get support from my peers
26. When needed, I have always someone in my workplace who can help me

Teacher Well-being Scale

1. Marking work
2. Relations with administrators at my school
3. Student behavior
4. Fitting everything in to the allotted time
5. Support offered by school leadership
6. Relations with students in my class
7. Administrative work related to teaching
8. Recognition for my teaching
9. Student motivation
10. Work I complete outside of school hours for teaching
11. School rules and procedures that are in place
12. Working to finish my teaching tasks
13. Communication between members of the school
14. Classroom management
15. Staying late after work for meetings and activities
16. Participation in school-level decision making