

Well-Being, Burnout, and Teaching Anxiety among EFL Teachers

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Abstract: While English as a foreign language (EFL) teachers endeavor to satisfy the needs of students and accomplish other demanding job responsibilities, they work hard to establish a positive rapport with students and demonstrate high professionalism. Thus, they may be susceptible to anxiety and burnout without emotional regulation and social and psychological support. The current study explores well-being, burnout, and teaching anxiety levels and their correlations. The participants were 313 English teachers from diverse educational settings. The data were gathered through scales to collect information on demographics, teachers' well-being, burnout, and teaching anxiety. The study concluded that well-being among EFL teachers is moderate, while their levels of burnout and anxiety are low. The study also found a positive correlation between the levels of occupational burnout dimensions experienced by teachers and their level of well-being and that increased levels of teaching anxiety among educators are inversely related to their overall well-being. There is also a significant relationship between the levels of occupational burnout dimensions experienced by teachers and their levels of teaching anxiety.

Keywords: *English as a foreign language; teaching; well-being; burnout; teaching anxiety*

INTRODUCTION

EFL teaching is of vital importance for several reasons. First, teachers play a prominent role in the age of globalization, since learners spend considerable time acquiring a foreign language with differing needs. In this respect, the primary source of learning is the interaction between learners and teachers. Considering that “human behavior relies on reciprocal interactions among thoughts and beliefs, behaviors, and environmental factors” (Schunk & Zimmerman, 1997, p. 35), language teachers facilitate learning by incorporating all those elements into a lesson plan (Abarca, 2004). Through this interaction, teachers convey linguistic features and cultural and social aspects to their classrooms using their background knowledge and pedagogical techniques. Second, EFL teachers are aware that they can teach effectively as long as the tasks they provide are engaging and appealing to their interests. Moreover, they must employ various techniques to present interactive, comprehensible, and attractive content while enhancing students' self-confidence, regardless of their proficiency level (Safari, 2020). Teachers also strive to meet their students' needs and satisfy the other stringent requirements of the job, try hard to establish a good relationship with students, and present a high level of professional performance. On the other hand, this complexity may bring stress and emotional exhaustion to teachers' lives. Unless negative emotions are regulated and supported socially and psychologically, they become more prone to anxiety and burnout which may damage their well-being (Teles et al., 2020).

Teachers' well-being breeds positive feelings and attitudes toward the learning environment, students, course, and enhanced motivation (Dewaele et al., 2020). Thus, promoting teachers' well-being is crucial, since teachers manage to possess a positive sense of their own identity only if they are

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involved in continuous professional development activities that will help them arouse enthusiasm and maintain satisfaction. However, well-being may be affected by burnout and teaching anxiety. Burnout is a factor worth considering in terms of occupational health among EFL teachers. At the very beginning of their career, EFL teachers can create new ways of thinking and implement innovative ideas to guide their students throughout their foreign language learning journey, thanks to their motivation and willingness. Nevertheless, teachers do not feel satisfied with their jobs when this enthusiasm fades, eventually encountering burnout. In other words, unless those teachers cope with job-related daily teaching stress, their relationship with the students is likely to be adversely affected, resulting in poor performance of both the teacher and the students and a decreased quality of learning. Burnout also has a detrimental effect on teachers' overall well-being and health. Namely, teachers' diminished motivation and low performance may trigger further physical, psychological, and occupational issues (Akbari, 2015). Teaching anxiety is also thought to significantly influence foreign language learning. When instructors are uncomfortable with their language instruction, they may perform poorly, and their presence may be negatively affected (Ameen et al., 2002). Moreover, teaching anxiety may lead to teachers' avoidance; they may refrain from using innovative instructional techniques (Thomas, 2006) and prepare good lesson plans to satisfy the demands of their students. As for the quality of foreign language teaching, Horwitz (1996) suggests that anxious teachers are reluctant to employ the target language, abstain from using it, and follow the course book precisely as it is, increasing the risk of unfavorable circumstances (Aydın, 2021). Teaching anxiety is crucial in a foreign language classroom because, as Austin et al. (2005) put forward, anxious teachers can transfer their stress to some of their students since they are known to be sensitive to their teachers' behaviors. In conclusion, there is a need to find the levels of well-being, burnout, and anxiety and the relationships among the mentioned variables, since current research lacks findings on teacher emotions concurrently in the language classroom, as clarified below. However, before presenting a research synthesis, a theoretical framework was developed.

Theoretical Background

According to Dodge et al. (2012), well-being is reliant upon the availability of mental, interpersonal, and physical resources that enable individuals to effectively confront and overcome emotional, interpersonal, or physical difficulties. Ryff (1989) states that psychological well-being is characterized by accepting oneself, social skills, independence, a good social life, personal growth, and having a goal in life. Regarding teachers' occupational well-being, Acton and Glasgow (2015) state that teacher well-being is a person's sense of intention, pleasure, and personal fulfillment created by collaboration with friends, family, coworkers, and learners. From a theoretical perspective, Forgeard et al. (2011) indicate that well-being can be divided into two major classes: objective well-being can be evaluated and monitored by others, and subjective well-being reveals an individual's subjective experience. From a hedonist perspective, happiness is the desired balance of pleasure and suffering (Thorburn, 2017). According to the Desire Fulfillment Theory, happiness depends on the most meaningful goals throughout a lifetime (Heathwood, 2006), whereas the Objective List Theory claims that some products improve a person's life, whether they enjoy it or not (Chappell & Meissner, 2023). Moreover, Human Nature Fulfilment Theory is founded on the notion of functionality, such as physical health, being free from violence, thinking and creating relationships and attachments, and making one's life plan and affiliation (Thorburn, 2017).

Swider and Zimmerman (2010) describe burnout as a psychological syndrome that impacts a person's career, responsibilities, clients, family, and personal lives. This unpleasant condition is observed when individuals work in occupations that require extensive interpersonal interaction and stress management (Maslach & Jackson, 1981). According to Maslach and Jackson (1981), burnout is a complicated syndrome with three components: emotional weariness, depersonalization, and a diminished sense of personal accomplishment. Emotional exhaustion is characterized by the loss of an individual's mental and emotional reserves and willingness to teach. In contrast, depersonalization indicates an individual's withdrawal from the work environment and the development of negative attitudes toward learners instead, which undoubtedly leads to inefficiency (Kulavuz, 2006). Concerning reduced personal accomplishment, people tend to lose confidence and



motivation, and eventually, they are likely to confront intense self-criticism and emotional devastation (Soleimani & Bolourchi, 2021).

Anxiety is the sensory experience of stress, dread, uneasiness, and worry, stimulated by the autonomous nervous system in environments perceived as dangerous (Horwitz et al., 1986). It emerges when an individual faces a fluctuating sensation of unease that varies in duration and severity (Young, 1998) and includes three psychological categories: trait anxiety, state anxiety, and situation-related anxiety (Spielberger, 1983). Trait anxiety is a stable aspect of a person's personality, whereas state anxiety arises from an unpleasant physical or emotional state and is experienced at a particular time (Spielberger, 1983). Situation-specific anxiety is a unique form of anxiety that occurs repeatedly in any particular situation over time. It is directly associated with particular situations that vary from one experience to the next but remain constant over time (MacIntyre & Gardner, 1991). Foreign language anxiety that falls under the category of situation-specific anxiety is defined as "the sensation of tension and dread associated with second language situations, such as speaking, listening, and learning" (MacIntyre & Gardner, 1994, p. 284) and has three elements. First, communication apprehension is described as a person's level of nervousness or anxiety connected with actual or prospective communication with another individual or group (McCroskey, 1984). Second, fear of negative evaluation is a student's fear of being negatively judged while engaging in a social setting (Weeks et al., 2005). Last, test anxiety is the dread of failure in academic settings (Horwitz et al., 1986). Aydın and Uştuk (2020) define teaching anxiety as "an emotional and affective state that a teacher feels tension due to personal, perceptual, motivational and technical concerns before, during, and after teaching activities" (p. 639). Mercer (2018) suggests that non-native foreign language teachers may experience anxiousness as an adverse teacher reaction as a result of their low language competency and self-efficacy, which may result in unfavorable outcomes such as academic underperformance, reduced work productivity, rejection of social interactions, and more reserved tendencies (Kunt & Tüm, 2010).

Previous Research

Several studies have explored the link between teacher well-being and educational quality. For instance, the impact of teachers' emotions on the standards of language education and students' academic performance was examined by Alqarni (2021). A virtual survey was conducted with 53 EFL instructors at the university level in Saudi Arabia. The findings indicated a significant inverse relationship between subjective well-being and perceived stress levels. The research findings also revealed a significant correlation between the overall well-being of EFL instructors and their physical health, due to their severe workload and financial problems. Talbot and Mercer (2018) aimed to identify the emotional well-being of language instructors and their coping mechanisms. The study involved carrying out interviews with EFL instructors. Instructors with a higher level of wellness are more likely to be effective educators who exhibit a higher level of engagement in their language teaching practices and are better prepared to tackle problems as they arise. Han (2022) examined Chinese EFL instructors' job satisfaction, resilience, and well-being. According to this study, work satisfaction and resilience explained 56.4% of the variation in psychological health. Both categories were important measures of well-being, but work satisfaction explained 29.6% of the variance in overall well-being. In recent years, well-being has been explored in Turkish settings, resulting in limited published studies. For instance, Akpınar (2020) aimed to investigate the link between teachers' lifelong learning habits, well-being, and their self-efficacy views. The research revealed a clear and somewhat statistically significant correlation between instructors' lifelong learning habits, degrees of well-being, and self-efficacy views. Aytek (2020) also investigated the relationship between teachers' job-related affective well-being and school culture. The study included 357 public elementary, middle, and high school teachers. It was demonstrated that teachers' perceptions of school culture significantly impacted their emotional well-being at work. In addition, there was a link between teachers' education and their emotional well-being at work. These findings emphasize the need to address teachers' psychological well-being. It is time to better understand which psychological and non-psychological resources enable language teachers' well-being across locations and time. The study by Kurt et al. (2021) investigated the subjective well-being of pre-service teachers and its correlation with their teaching effectiveness beliefs and occupational anxiety. The study involved 261 participants who were



registered as English Language Teaching students at five universities located in Turkey. The research findings indicated that participants exhibited considerable perceived subjective well-being. These findings are also supported by Altınay (2022), who assessed pre-service teachers' interaction anxiety and mental health. In his study, two hundred thirty-two teacher candidates from a state university participated in the study. The research findings suggest that teacher applicants' interpersonal anxiety levels grow, and their psychological well-being decreases.

A significant number of researchers have investigated the relationship between teachers' burnout and how it manifests in their teaching performance. Ramberg et al. (2019) explored the potential relationships between teacher-reported stress, exhaustion, and depressed mood levels within a school setting and students' evaluations of school satisfaction and teachers' care, respectively. Results revealed negative relationships between school-level teachers' stress, exhaustion, and sad mood and students' school satisfaction and perceptions of teacher care. The results also indicated that teacher stress might have adverse effects on students. Soleimani and Bolourchi (2021) analyzed the association between EFL teachers' job satisfaction and burnout in Iran's public and private schools and institutions. The findings revealed a significant inverse relationship between job satisfaction and burnout among EFL teachers. Teles et al. (2020) investigated the phenomenon of teacher burnout and perceived stress in Higher Education Institutions. The Maslach Exhaustion Inventory and the Perceived Stress Scale were used to gauge teachers' weariness and perceived stress, respectively. The sample consisted of 520 university professors. University instructors who are 60 years old or older demonstrated decreased levels of perceived stress, like instructors with extensive teaching experience. Roohani and Dayeri (2019) conducted a study to identify certain Iranian EFL teachers' burnout and motivation profiles, examined the potential link between their burnout and motivation to teach, and investigated motivating elements that may predict teacher burnout. There were 15 EFL teachers from language schools participated. Contrary to the previous findings, it was revealed that EFL teachers had minimal degrees of burnout and were self-motivated in their teaching.

Studies in Turkey have validated these findings by revealing the factors that determine burnout levels. For instance, Demirel and Cephe (2015) examined the burnout levels of English 70 language instructors to identify the variables that contribute to burnout and determine if there is a correlation between their burnout levels and teaching experience. The results indicated that the less experience they had, the higher their burnout rate was. It was also shown that academic aspects such as teaching hours, student competency, and the offices teachers work in, such as testing, materials, and teacher development, have a significant role in the development of burnout among teachers. In her study, Mızrak (2020) sought to examine the burnout levels and self-efficacy beliefs of English teachers currently teaching at a School of Foreign Languages, as well as the link between teachers' self-efficacy beliefs and their burnout levels, and the extent to which self-efficacy beliefs differ in teachers experiencing burnout. The findings of the study indicate that educators encounter moderate levels of burnout concerning emotional exhaustion and personal accomplishment while experiencing higher levels of burnout in the context of depersonalization. In addition, age and gender did not significantly predict burnout, although the workload strongly predicts the Emotional Exhaustion component. Deneme (2021) explored the occupational burnout levels of Turkish EFL teachers based on several criteria. According to the study's findings, there was no correlation between the degrees of burnout among Turkish EFL teachers and the factors of gender, marital status, and socioeconomic position. On the other hand, it was observed that professional seniority and receiving support from colleagues and administrators influenced teachers' burnout levels. Tavit and Erdağ (2021) investigated how burnout affects EFL teachers working in primary schools in Turkey and how they deal with it, as well as to see if there was a correlation between the teachers' degrees of burnout and the coping mechanisms they used. 108 EFL teachers took part in the study. The results showed that the teachers had low levels of burnout. Both emotion-focused and problem-focused coping techniques are found to be less effective for instructors with high burnout levels. Hismanoğlu and Ersan (2016) looked at the burnout rates of 230 Turkish EFL instructors according to demographic factors. The participants were given the Maslach Burnout Inventory-Educators' Survey. The findings indicated no correlation between Turkish EFL instructors' burnout levels and age, gender, educational background, or weekly course load. However, there was a correlation between teaching experience and institution, as well as the subscales of emotional exhaustion and personal accomplishment and the burnout levels of Turkish



EFL instructors. There was a substantial correlation between monthly income and residing in a large or small city and Turkish EFL instructors' burnout levels. According to the subscale of Personal Accomplishment, there was a strong correlation between these factors and Turkish EFL instructors' burnout levels with regard to department and administrative duties. İlya (2023) conducted a second study to determine what kind of factors predict the amount of burnout encountered by EFL instructors. The study involved 32 EFL teachers who were given a survey on demographic data and Maslach's Burnout Inventory-Educators Survey. The findings implied that the majority of teachers had high levels of reduced personal accomplishment. Age was the most accurate predictor of burnout among the four factors interacting significantly with depersonalization.

Although there are many studies on anxiety associated with studying a foreign language, there is a lack of literature on anxiety associated with teaching a foreign language. Cowie (2011) investigated the impact of emotions on the working life of experienced EFL teachers. Teachers stated they had very positive emotional warmth for their students. Teachers, in contrast, described their interactions with coworkers and institutions in significantly more negative emotional terms. Two implications for teacher development are suggested: the need to convey the affective impact of teaching and the need to investigate the moral objectives of EFL education. Alraishidi (2022) examined the causes of foreign language teaching anxiety among non-native pre-service English teachers. Fourteen pre-service Saudi EFL teachers enrolled at a public university during their teaching practicum participated in this research. The results indicated five significant reasons for anxiety: fear of making errors, fear of negative evaluation, unfamiliar teaching topics, lack of preparation, and many students in one classroom. Liu and Wu (2021) examined the link between the individual features of 151 Chinese college English teachers and their teaching anxiety and foreign language anxiety (FLA). Concerns about classroom teaching, research, other work, and promotion, as well as a lack of interest and confidence in teaching, were uncovered by data analyses as causes of teaching anxiety. Furthermore, the significant apprehension of speaking English, worry about adverse outcomes, and confidence in English competence were significant predictors of teaching anxiety and teacher foreign language anxiety levels.

In the Turkish EFL context, research has examined EFL teachers' foreign language anxiety, which is widely associated with students, despite the finding that most instructors experience considerable stress as language teachers and language users in the classroom. For instance, Aydın and Uştuk's (2020) study employs a descriptive approach to examine foreign language teaching anxiety. Specifically, the study obtained from 156 teachers of diverse nationalities to identify the various components of this type of teacher's emotional state. The findings suggested that foreign language instruction anxiety is not restricted to the linguistic proficiency of educators. Instead, circumstances such as learners' disinterest and the presence of peers, mentors, or supervisors during instruction may trigger instances of anxiety. Dişli (2020) sought to investigate the teaching anxiety and anxiety causes of in-service, non-native, and high school EFL teachers. It was found that EFL teachers feel moderate teaching anxiety. Using the target language, teaching skills, making errors, teaching students at a certain level, learners' attitudes, and using technology were among the six variables that led to teaching anxiety. İpek (2006) investigated EFL teachers' foreign language anxiety in another study. Thirty-two English teachers who were not native speakers participated in the study. Teachers exhibited signs of anxiety in diverse situations, such as when instructing a particular skill, expressing apprehension regarding the proficiency level of the language they are studying, committing errors, being evaluated in comparison to peers, and communicating in their mother tongue. Aydın (2016) also conducted a study focusing on the reasons for anxiety in foreign language teaching. The study's sample consisted of sixty pre-service educators. The collection of qualitative data was conducted through the use of a background questionnaire, interviews, reflections, and essay papers. The study found that the roots of teaching anxiety are the teachers' personalities, perceptions of low language competence, fear of negative evaluation, teaching demotivation, teaching inexperience, and technological issues. In Özcan's (2021) study, twenty pre-service teachers participated. Three forms of teaching anxiety were identified: self-centered, task-centered, and student-centered. The results showed that personal, teacher training-related, and career-related factors contribute to this concern. Lack of experience and feelings of inadequacy, inconsistency between theory and practice, shortage of



opportunities for practice teaching, a negative reputation of the profession, and high expectations of teachers are the most often shared characteristics among each group.

Overview of the Current Study

Several reasons guided the current study. First, well-being among English teachers may cascade effects on teachers' classroom performance. Therefore, understanding what elevates teachers' happiness and how to attain wellness is of great importance and worth considering. After that, the sources of anxiety in EFL teachers and the consequences of anxiety on the language learning process and outcomes must be examined well to achieve an ideal learning atmosphere. Nonetheless, there is little research on EFL teachers' anxiety (İpek, 2006). Another vital issue related to teaching English is teachers' burnout due to critical changes in the workplace, expectations, and goals in numerous aspects of life; it impacts the quality of work and teachers' personal lives. For this reason, uncovering the underlying factors and current status of burnout is indispensable. Moreover, studies in the Turkish EFL context are mainly concerned with foreign language teaching anxiety and burnout (Eren, 2020; Farhadi, 2021), whereas there are only a few studies on well-being among EFL teachers. Therefore, a thorough study of Turkish EFL teachers would contribute to the literature by offering an excellent grasp of the matter and presenting essential data on the issue by creating a basis for further studies concerning teachers' emotions. The other prominent aspect of the current study is that the available studies do not concurrently focus on these three dimensions: well-being, burnout, and teaching anxiety. The previous studies take one or two of the affective factors and investigate those notions separately. The final significant aspect of the study is that most studies examine the conditions related to teachers' psychology, mostly at higher public and private schools. In contrast, most of the studies focusing on teaching anxiety involve Turkish EFL teachers working at universities. With these concerns in mind, this study aims to investigate how experience, working dynamics, and complexities affect their well-being, burnout, and teaching anxiety from the perspective of language teachers and to find whether negative emotional states, such as burnout and anxiety, can predict teachers' well-being, and correlate to each other. Within this perspective, the study asks the following research questions:

1. What is the level of well-being among EFL teachers?
2. What is the level of burnout among EFL teachers?
3. What is the level of teaching anxiety among EFL teachers?
4. Does burnout predict well-being among EFL teachers?
5. Does teaching anxiety predict well-being among EFL teachers?
6. Are well-being, burnout, and teaching anxiety interrelated?

METHOD

Research Context

In the present study, deductive aim is used with an analytical approach. It is analytic because it investigates the components of three phenomena separately and in-depth. It also has a deductive purpose as it begins with research questions restricting the study's scope and permitting a systematic examination of the three constructs: well-being, burnout, and anxiety based on underlying beliefs and expectations regarding the variables to be examined. The current research design is descriptive, and a correlational study design was adopted to understand the characteristics better and explore the positive or negative relationship among them (Seliger & Shohamy, 1989).

Participants

The study sample consisted of 313 lecturers, 257 females and 56 males, who teach in elementary schools, secondary schools, and university preparatory programs of public and private schools in the 2022-2023 academic year. The mean age of the participants was calculated as 37.9, with the youngest participant being 22 and the oldest being 70 years old. Regarding their educational backgrounds, 167 teachers, almost half of the teachers (53.4%), possess MA degrees, 92 teachers, nearly a third (29.4%) hold a bachelor's degree, and the remainder, 52 teachers (16.6%), hold Ph.D. degrees. The most experienced participants had 42 years of experience, while the least experienced had been teaching for less than one year, with a mean score of 14.1. As for the weekly teaching hours, teachers taught an



average of 21 hours per week, within a range of 3 to 42 hours. Moreover, 199 (63.6%) teachers worked at public institutions, while 114 (36.4%) worked for private institutions. In addition, 252 teachers (80.5%) had no administrative duties. Table 1 below provides additional demographic information about the participants. As a final note, the participants were randomly selected due to several reasons. First, the purpose was to minimize the risk of bias, since each of the participants had an equal chance regardless of their characteristics. Second, it allowed interpreting the findings to the broader population. Third and last, random selection helped equity in the research process (Mulisa, 2022).

Table 1. Detailed demographic information about participants

Variable		Number	%
Gender	Male	58	18.2
	Female	261	81.8
Highest level of education	BA	92	29.4
	MA	167	53.4
	PhD	52	16.6
Teaching Level	University	196	62.6
	High School	53	16.9
	Elementary	64	20.4
School type	Public	199	63.6
	Private	114	36.4
Administrative duty	Yes	60	20.1
	No	252	79.9

Tools

The study used four tools to obtain data on demographic information, teachers' well-being, burnout, and foreign language teaching. First, a background questionnaire was used to interrogate information about their age, gender, highest level of education, the department from which they graduated, years of experience teaching English, the level at which they teach, and the type of school they work. Second, the Authentic Happiness Inventory (AHI) looks at the shifts in happiness that result from the emergence of favorable feelings (a pleasant life), involvement in activities that promote the effective use of an individual's unique abilities (the engaged life), and serving a purpose more significant than the self's pleasures (the meaningful life) (Peterson et al., 2005; Seligman et al., 2005). The AHI is a self-report scale comprising 24 items that the respondent scores on a scale (*My mood is usually ...1=a bad mood, 2=a neutral mood, 3=a good mood, 4=a great mood, 5=an unbelievably great mood*) according to the extent to which they agree or disagree with each statement. Cronbach's Alpha values were .87 (Peterson et al., 2005) .93 (Zabihi et al., 2014) and the variance value was 56% (Zabihi et al., 2014). Third, the Teacher Burnout Scale (TBS) developed by Seidman and Zager (1987) assessed the burnout experienced by EFL teachers. The scale comprises 21 items grouped into four subscales: perceived administrative support, coping with job-related stress, career satisfaction, and attitudes toward students. During the survey developing process, the scale showed strong internal consistency, with four components accounting for 60% of the variation and a Cronbach alpha coefficient of above .70 for each subscale. More specifically, the administrative support alpha value was .84, and the career satisfaction alpha coefficient was .89. The Cronbach alpha was .80 for managing work-related stress and .72 for attitude towards pupils, demonstrating adequate internal consistency (Mamo, 2022; Moreno Jimenez et al., 1997; Schaufeli, 1996). Last, the Foreign Language Teaching Anxiety Scale (FLTAS) that was developed by Aydın and Uştuk (2016) was used to assess the EFL teachers' levels of foreign language teaching anxiety among 156 participants. In the scale, Aydın and Uştuk (2016) identified factors that can trigger anxiety, such as personality traits, perceived proficiency, and language skills. The instrument comprised 27 items that were rated on a Likert scale ranging from 1 to 5. Each subscale was rated on a 5-point scale, where 1 represented "never," 2 represented "rarely," 3 represented "sometimes," 4 represented "usually," and 5 represented "always." Cronbach's alpha yielded an internal consistency of .95, while the FLTAS Cronbach's alpha reliability coefficient was .95. The reliability coefficients on Cronbach's alpha for the subcategories of FLTAS are as follows: Self-perception of language proficiency .93, teaching inexperience. .87, lack of student



interest .82, fear of negative evaluation .85, difficulties with time management .76 as presented in Table 2.

Table 2. Reliability values of the scale in other studies

Scales	Constructs	Cronbach's alpha	Study
The Authentic Happiness Inventory	Meaningful and Purposeful	.89	(Zabihi et al., 2014)
	Pleasures and Positive Emotions	.81	
	Engagement in Life Activities	.80	
	Interpersonal Connectedness	.93	
	Overall	.93	
The Teacher Burnout Scale	Career satisfaction	.89	(Seidman & Zager, 1987)
	Administrative support	.84	
	Coping with job-related stress	.80	
	Attitudes toward students	.72	
	Overall	.70	
The Teacher Anxiety Scale	Self-perception of language proficiency	.93	(Aydın & Uştuk, 2020)
	Teaching inexperience	.87	
	Lack of student interest	.81	
	Fear of negative evaluation	.85	
	Difficulties with time management	.76	
	Overall	.95	

Procedure

The data-gathering procedure was initiated once approval was received from the Ethics Committee of Educational Sciences. Then, the survey containing four scales was converted to Google Forms and shared with the English teachers at primary schools, secondary schools, and preparatory schools in higher education institutions throughout Turkey via e-mail and social media posts. The participants were informed of the study's objective, importance, and methodology. The confidentiality of their personal information and responses was assured before their participation. Ultimately, collected data were analyzed using SPSS. During the data collection period, participants were sent personalized invitation letters since personalized invitation letters are found to be a feasible and cost-effective method for increasing participation rates by increasing appreciation among the target participants.

The mean and standard deviation values of the relevant scores of the teachers were calculated to determine the level of well-being, professional burnout, and teaching anxiety dimension. Multiple linear regression analysis was applied to investigate whether teachers' occupational burnout levels significantly predicted their well-being. Then, the Pearson product-moment correlation coefficients were calculated to determine whether there were significant relationships between teachers' well-being, professional burnout, and teaching anxiety. Following the assessment of the validity and reliability of each scale, descriptive statistics were provided, including the calculation of frequencies, mean scores, and standard deviations. As shown in Table 3, the reliability values indicated a high level of reliability, and the total variances of the scales indicated that the measuring scales were valid and internally consistent. The overall Cronbach's alpha for the AHI was high at 0.938, showing that the items within this scale were highly correlated and the scale was internally consistent. The percentage of variance explained indicated as 58.16%. As for the second scale, the TBI, the observed high internal consistency (.92) demonstrated that the items within the scale were coherent and that the construct was reliable with a percentage of variance (61.11%) suggesting that the scale effectively accurately represented the primary factors contributing to teacher burnout. The third scale which was used for measuring the level of teachers' anxiety, FLTAS, showed that the scale items were coherent and reliable (.92) in assessing teacher anxiety, and approximately 61.11% of the variability in responses can be explained by teacher anxiety.



Table 3. Values for reliability and validity of the scales

Scales	Construct	Cronbach's Alpha	% of variance
The Authentic Happiness Inventory	Meaningful and Purposeful	.862	20.14
	Pleasures and Positive Emotions	.855	16.40
	Engagement in Life Activities	.794	10.30
	Interpersonal Connectedness	.802	11.32
	Overall	.938	58.16
The Teacher Burnout Scale	Career satisfaction	.723	15.21
	Administrative support	.865	19.86
	Coping with job-related stress	.847	17.25
	Attitudes toward students	.791	12.68
	Overall	.918	65.00
The Teacher Anxiety Scale	Self-perception of language proficiency	.869	14.20
	Teaching inexperience	.810	12.26
	Lack of student interest	.861	13.42
	Fear of negative evaluation	.867	14.30
	Difficulties with time management	.685	6.93
	Overall	.922	61.11

RESULTS

The Levels of Well-being

Values in Table 4 show EFL teachers' well-being levels. ($\bar{x}=2.97$). The results indicated that EFL teachers' general well-being was at a 'moderate' level. With a mean score of 3.14, EFL instructors considered their lives to be moderately meaningful and purposeful. With a mean score of 2.68, EFL instructors reported a moderate amount of delight and positive emotions in their lives. With a mean score of 2.92, EFL instructors tended to be relatively more involved in numerous life activities. The overall well-being of EFL instructors is moderate, with a mean score of 2.97, when all the relevant constructs are taken into account.

Table 4. Well-being level among the EFL teachers (n=313)

Constructs	Mean	Std. Dev.
A meaningful and purposeful life	3.14	.61
Pleasures and positive emotions	2.68	.80
Engagement in life activities	2.92	.68
Interpersonal connectedness	2.71	.72
Overall	2.97	.60

The Levels of Burnout

Table 5 demonstrates the levels of teachers' experiences regarding burnout ($\bar{x}=3.44$). The data gathered shed light on EFL teacher's burnout and other risk factors. EFL instructors had moderate career satisfaction, according to the mean score of 3.54. EFL teachers perceived administrative help moderately, with a mean score of 3.48. The mean score of 3.46 implied that EFL instructors view their job-related stress management skills as moderate as well. The mean score of 3.28 suggested that EFL teachers had fairly favorable views towards their pupils. All in all, it can be concluded that EFL instructors were moderately exhausted with an overall mean of 3.44.



Table 5. Burnout level among EFL teachers (n=313)

Constructs	Mean	Std. Dev.
Career satisfaction	3.54	.73
Perceived administrative support	3.48	.70
Coping with job-related stress	3.46	.76
Attitudes towards students	3.28	.73
Overall	3.44	.65

Teaching Anxiety

Table 6 shows the EFL teachers' anxiety levels who participated in the study. ($\bar{x}=1.99$) The mean score on the self-perception of language proficiency scale was 1.68. This suggested that, on average, EFL instructors participating in the study had a moderate level of anxiety regarding their perception of their language proficiency. The mean score for teaching inexperience ($\bar{x}=1.46$) demonstrated that EFL instructors in the study had a relatively low level of anxiety regarding their lack of teaching experience. On the other hand, the mean score for fear of negative evaluation is 2.11. This illustrates that EFL instructors in the study exhibited moderate anxiety due to their fear of receiving a negative evaluation. At the same time, the lack of student interest concerns was at a moderate level ($\bar{x}=2.75$). This suggested that EFL instructors in the study had a relatively high level of anxiety related to their perception of an absence of student interest. Moreover, difficulties with time management had a mean score of 1.98. This illustrated that EFL teachers in the study had moderate anxiety regarding time management issues. In conclusion, with an overall mean score of 1.99, the data revealed that the EFL instructors in this study experience anxiety at a low level, with "lack of student interest" being a particular source of concern.

Table 6. Teaching anxiety level of the EFL teachers (n=313)

Score	Mean	Std. Dev.
Self-perception of language proficiency	1.68	.54
Teaching inexperience	1.46	.54
Lack of student interest	2.75	.87
Fear of negative evaluation	2.11	.90
Difficulties with time management	1.98	.74
Overall	1.99	.55

Burnout Effect on Well-being

According to the values in Table 7, the ANOVA test shows that teachers' occupational burnout levels can be used to predict their well-being together [$F(4, 308) = 37.17$; $p < .001$], as indicated in Table 6. As a result of the multiple regression analysis, it was found that only coping with job-related stress levels ($\beta = .30$; $p = .001$) had a significant and positive effect on their well-being level. The R^2 value, the degree of explaining the teachers' occupational burnout levels on their well-being level, was calculated as .317. In other words, teachers' occupational burnout levels explained their well-being by 31.7% (at $p < .001$ significance level).

Table 7. Multiple regression analysis for burnout predicting teaching anxiety level of the EFL teachers

Independent Variables	B	SE B	β (Beta)	t	P
Career Satisfaction	.09	.08	.11	1.17	.245
Perceived Administrative Support	.08	.08	.09	1.02	.311
Coping With Job-Related Stress	.24	.07	.30	3.39	.001**
Attitudes Towards Students	.11	.06	.13	1.74	.082
(Constant)	1.23	.15		8.18	.000***

Note: $R^2 = .317$; $F(4, 308) = 37.17$, $p < .001$

Dependent Variable: Well-being

** $p < .01$, *** $p < .001$



Anxiety Effect on Well-being

As shown in Table 8, the ANOVA test shows that teaching anxiety can be used to predict their well-being together [$F(5, 307) = 20.12; p < .001$]. The multiple regression analysis found that *teaching inexperience* levels ($\beta = -.21; p = .001$) and fear of negative evaluation levels ($\beta = -.20; p = .003$) significantly and negatively affected their well-being. The R^2 value, which is the degree of explaining the teachers' teaching anxiety on their well-being level, was calculated as .235. In other words, teachers' teaching anxiety levels/scores explain their well-being by 23.5% ($p < .001$).

Table 8. Multiple regression analysis for teaching anxiety predicting teaching anxiety level of the EFL teachers

Independent Variable	B	SE B	B (Beta)	t	P
Self-perception of language proficiency	-.09	.07	-.08	-1.27	.204
Teaching inexperience	-.24	.07	-.21	-3.22	.001**
Lack of student interest	-.07	.04	-.11	-1.80	.073
Fear of negative evaluation	-.13	.04	-.20	-2.97	.003**
Difficulties with time management	-.03	.06	-.03	-.46	.647
(Constant)	4.00	.12		34.24	.000***

Note: $R^2 = .235$; $F(5, 307) = 20.12, p < .001$

Dependent Variable: Well-being

** $p < .01$, *** $p < .001$

Interrelations among Well-being, Burnout, and Teaching Anxiety

As seen in Table 8, the levels of well-being, burnout, and teaching anxiety are interrelated. For instance, significant and positive relationships existed between teachers' well-being and occupational burnout dimensions, varying from 'moderate' to 'strong'. The most robust relationship was between teachers' well-being and coping with work-related stress ($r_{\text{Well-being} \times \text{Coping With Job-Related Stress}} = .547; p < .001$), while the weakest relationship was between well-being and attitudes towards students ($r_{\text{Well-being} \times \text{Attitudes towards Students}} = .487; p < .001$). Other than these, teachers' well-being and career satisfaction ($r_{\text{Well-being} \times \text{Career Satisfaction}} = .510; p < .001$) and, with perceived administrative support ($r_{\text{Well-being} \times \text{Perceived Administrative Support}} = .505; p < .001$) relationships were also to be 'strong'. An increase in teachers' levels of occupational burnout also increases their well-being.

It was also understood that there were significant, negative, and 'moderate' relationships between teachers' well-being and teaching anxiety dimensions. The strongest relationship was between teachers' well-being and teaching inexperience ($r_{\text{Well-being} \times \text{Teaching inexperience}} = -.421; p < .001$), while the weakest relationship was between well-being and lack of student interest ($r_{\text{Well-being} \times \text{Lack of student interest}} = -.343; p < .001$). Additionally, teachers' well-being and Self-perception of language proficiency ($r_{\text{Well-being} \times \text{Self-perception of language proficiency}} = -.356; p < .001$), fear of negative evaluation ($r_{\text{Well-being} \times \text{Fear of negative evaluation}} = -.407; p < .001$) and, with difficulties with time management ($r_{\text{Well-being} \times \text{Difficulties with time management}} = -.354; p < .001$) relationships were also to be 'moderate'. An increase in teachers' levels of teaching anxiety causes a decrease in their well-being level.

The results given in Table 9 indicated that there are significant and negative relationships between teachers' occupational burnout dimensions and teaching anxiety dimensions varying from 'very weak' to 'moderate'. The strongest relationship was between attitudes towards students ($r_{\text{Attitudes towards Students} \times \text{Lack of student interest}} = -.402; p < .001$), while the weakest relationship was between coping with job-related stress and self-perception of language proficiency ($r_{\text{Coping With Job-Related Stress} \times \text{Self-perception of language proficiency}} = -.141; p = .013$). An increase in teachers' levels of occupational burnout dimensions also causes an increase in their teaching anxiety.



Table 9. Correlations among EFL teachers' well-being, burnout and teaching anxiety levels

Variables		Burnout				Teaching Anxiety				
		Career Satisfaction	Perceived Administrative Support	Coping With Job-Related Stress	Attitudes Towards Students	Self-perception of language proficiency	Teaching Inexperience	Lack of student interest	Fear of negative evaluation	Difficulties with time management
Well-being	r	.510***	.505***	.547***	.487***	-.356***	-.421***	-.343***	-.407***	-.354***
	p	.000	.000	.000	.000	.000	.000	.000	.000	.000
Career Satisfaction	r					-.179**	-.312***	-.306***	-.222***	-.159**
	p					.001	.000	.000	.000	.005
Perceived Administrative Support	r					-.173**	-.319***	-.356***	-.250***	-.198***
	p					.002	.000	.000	.000	.000
Coping With Job-Related Stress	r					-.141*	-.280***	-.257***	-.203***	-.163**
	p					.013	.000	.000	.000	.004
Attitudes Towards Students	r					-.231***	-.342***	-.402***	-.211***	-.180**
	p					.000	.000	.000	.000	.001

CONCLUSIONS AND DISCUSSION

The study reaches six main conclusions. First, EFL teachers maintain their well-being at a moderate level. They experience moderate well-being across various aspects, including meaningful and purposeful life, pleasures and positive emotions, engagement in life activities, and interpersonal connectedness. Second, they reflect a moderate level of burnout regarding their attitudes toward students. Third, they experience a low level of teaching anxiety. In other words, they are not anxious due to their language proficiency levels, years of teaching, fear of being negatively evaluated, or time management issues. The only dimension that might provoke their anxiety is the lack of student interest which is perceived at a more moderate degree. Fourth, the study concludes that there is a significant correlation between teachers' occupational exhaustion and their well-being, and teachers' levels of burnout can be used to predict their collective well-being. Struggling with job-related stress is identified as a significant positive factor influencing well-being, whereas career satisfaction, perceived administrative support, and attitudes towards students does not substantially contribute to their overall well-being. Fifth, the results suggest a notable association between the anxiety levels of English teachers and their general well-being. The research reveals that the absence of previous teaching experience and the fear of negative evaluations are crucial factors that negatively influence the teachers' overall well-being. The results do not yield statistically significant evidence of a correlation between well-being and the other variables, including self-perceived language ability, lack of student involvement, and challenges related to time management. Last, the study concludes that a strong relationship exists between teachers' well-being and coping with work-related stress, while a very slight relationship exists between well-being and teachers' attitudes towards students. An increase in the dimensions of teachers' occupational burnout correlates with a rise in their well-being. The well-



being of teachers has a strong negative correlation with their lack of teaching experience. In contrast, the weakest negative correlation is between well-being and student disinterest. In addition, a subsequent increase in teachers' teaching anxiety is associated with a decline in their sense of well-being. Furthermore, the last negative and significant relationship is between attitudes towards students and the absence of student interest, while the weakest relationship is between coping with job-related stress and self-perception of language proficiency. A rise in the levels of teachers' occupational exhaustion dimensions also results in a rise in their teaching anxiety.

Pedagogical Implications

In light of this study's findings, it is possible to draw some pedagogical implications. First, the current study confirms previous research on the strong relationship between teaching experience and well-being by concluding that inexperienced teachers have lower well-being levels while this happiness increases as they gain experience. For instance, Kruk and Oghyanous (2012) state that novice teachers have stronger associations between occupational stress and turnover intentions than experienced teachers. Similarly, Rice (2010) notes that novice teachers may face additional professional problems due to their inexperience which may increase the likelihood of turnover. Second, this study provides additional evidence regarding the stress among language teachers. The results indicate that an increase in the dimensions of teachers' occupational burnout, such as career satisfaction, perceptions of administrative support, and the ability to cope with job-related stress, leads to an improvement in their well-being. Similar findings are also obtained in the previous studies. For example, Benevene et al. (2018) highlight the importance of creating a positive and rewarding work environment for teachers, and state that, by prioritizing teachers' well-being and job satisfaction, schools can not only improve their academic outcomes but also foster a culture of excellence and commitment. They indicate that teachers' health positively correlates with happiness and self-esteem, especially when they believe they are in a rewarding workplace. In a recent study, Lucas Mangas et al. (2021) state a relationship between teachers' psychological well-being and job satisfaction, particularly in their work environment and personal growth. Fostering solid relationships, mastering one's environment, and having a sense of purpose in teaching are found to be essential for promoting occupational well-being and reducing burnout. Third, the results in this current study illustrate that the more the lack of student interest, the more teachers' attitudes toward students are influenced adversely. The previous studies also reached similar results. Manasia et al. (2020) conclude that instructors' job satisfaction is inversely related to job demands, such as student disobedience and disagreements. Teachers are less likely to enjoy their teaching responsibilities as employment demands increase. Additionally, teachers' anxiety levels are positively correlated with job demands, resulting in higher stress levels. Those negative attitudes can affect their ability to hold students' attention and involve them in learning. Therefore, as job demands increase, teachers experience less enjoyment in teaching, more negative emotions, and lower subjective satisfaction, ultimately affecting their overall well-being. Chang (2009) states that students' lack of enthusiasm or interest can set off teachers' emotional reactions, including negative feelings like irritation and rage. Teachers' emotions are found to be affected by the actions of their pupils, which could result in unfavorable attitudes if students show little enthusiasm or drive. Fourth, in the present study, even though it can be concluded that there is no significant correlation between perceived target language proficiency and the capacity to deal with stress at work, Nayernia and Balaban (2019) look into the relationship between non-native English teachers' burnout and language proficiency and find a significant correlation between lower levels of emotional exhaustion, depersonalization, and personal success and higher language proficiency. Moreover, the present study also shows the existing literature that the fear of negative evaluation, which is a predictor of anxiety, has an unfavorable impact on teachers' overall well-being by decreasing their joy in the workplace. This will be detrimental to the quality and effectiveness of the teaching and learning atmosphere (Aydın, 2016). In addition, for Tüm (2019) who focuses on foreign language teaching anxiety by employing interviews with student teachers, fear of poor evaluation and error concerns are identified as anxiety triggers. The findings indicate that foreign language anxiety is related to teachers' overall well-being, emphasizing the need for interventions to help teachers manage anxiety and improve their teaching. Fifth, the current findings illustrate that perceived administrative support is one of the environmental factors that impact teachers' well-being positively, which is confirmed in similar studies in the current literature (Larson et al., 2019). As an example, Smith and



Ingersol (2004) state that most of the new teachers in the United States exit the teaching profession within five years. The challenges consist of challenging work-related conditions, among which are heavy workloads and insufficient help from administrators and mentors. Similarly, Kinman and Jones (2008) report that work-life conflict and poor integration make academics sick, unsatisfied, and more inclined to leave. Moreover, with more job control, scheduling flexibility, and institutional support, academics have a better work-life balance. Last, the participants of the present study feel satisfied with their careers at a moderate level, which correlates positively with their well-being. In other words, when teachers' occupational stress decreases, their job satisfaction rises since their perceptions of autonomy and professionalism improve. Put another way, the results show that the more teachers are satisfied with their careers, the better they feel about their well-being. To illustrate, a productive workplace reduces attrition, fatigue, emotional exhaustion, and teacher turnover by enhancing job satisfaction, happiness, and retention (Ortan et al., 2021). For example, Saarinen et al. (2007) put forward a faculty well-being model that concurs with the present study findings, and identify four essential areas for well-being; working circumstances, worker and work relationships, working community, and professional competence to enhance the subjective and all forms of occupational well-being of school staff and the workplace community.

Practical Recommendations

Some practical recommendations can also be noted. First, to alleviate the strain and pressure inevitable in their profession, school administrators must provide a healthy environment for their teachers that promotes their well-being and leads to the ultimate success of both students and teachers. Along with this, Kyriacou (2001) provides recommendations to alleviate the stress among EFL teachers working in educational institutions by collaborating with teachers on curriculum development and planning for instruction that has a direct impact on their classrooms, providing teachers with the necessary materials and facilities to support their instructional practices, and providing specific job descriptions to avoid vague roles and tensions. Teachers can be given some in-service training on motivating students, maintaining their rapport, and keeping their well-being and self-motivation high. Second, to achieve this kind of engagement in the workplace, teachers should be encouraged to be involved in professional growth activities such as mentoring and networking. In addition, establishing open lines of communication between EFL teachers and administrators for offering managerial support and performance evaluation is an alternative stress-reduction method. Third, program developers should incorporate training sessions into the program, mainly aimed at prospective teachers. These sessions should aim to increase awareness of incidents that may lead to teaching anxiety and provide strategies for overcoming such moments in the classroom. Furthermore, since the perception of low proficiency in a foreign language can lead to teaching anxiety, teachers should prioritize their language and content knowledge before conducting classes and remain receptive to ongoing learning throughout their professional journey to enhance their self-assurance in their language proficiency. Finally, teachers should establish meaningful connections with their students since attaining well-being is contingent upon possessing psychological, physical, and social resources that enable individuals to confront environmental challenges effectively. To enhance overall well-being, it is crucial to ascertain whether individuals require additional demands and challenges or if they would benefit from increased support, autonomy, or feedback to attain a state of stability.

Limitations and Recommendations for Further Research

The present study has several limitations. First, the study explored the teachers' perceptions using quantitative tools. Second, only quantitative data were collected for this descriptive and correlational study, using a background questionnaire and three Likert-type scales to gather data regarding teachers' emotional states. Third, the number of participants was confined to 313 EFL teachers. Finally, the gathered demographic information was not explored in this study since it was outside the scope of the research questions.

More descriptive and experimental research is required to recognize the factors that trigger teachers' negative emotions, such as burnout and anxiety while teaching, and how these factors contribute to teachers' career satisfaction and well-being in the classroom. Furthermore, longitudinal studies could be conducted to understand how teachers' negative feelings and level of satisfaction are



shaped over time, with or without intervention, and to determine whether teachers' personality traits or their work environment impact teachers' feelings. In addition, the factors investigating teachers' burnout and their attitudes toward students, and the reasons for students' disinterest in learning a foreign language could be examined in further studies. Last, studies should be extended to include a greater number of teachers to investigate the level of administrative support provided by school administration and how teachers perceive this support and feedback.

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