

## EXPLORING THE RELATIONSHIP AMONG IRAQI EFL TEACHERS' MOTIVATION, AUTONOMY, SELF-EFFICACY, AND BURNOUT

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### Abstract

*This study attempted to examine the relationship between motivation, autonomy, self-Efficacy, and Burnout among Iraqi EFL instructor. 100 male and female instructors from different schools in Najaf, Iraq were invited to participate in the study. The participants were chosen through random sampling. The obtained data were analyzed using SPSS software. Three statistical tests that are not parametric (Pearson correlation) were applied to evaluate the obtained information. Results exhibited that Iraqi teachers' motivation and burnout mutually significant but negatively associated with each other. Furthermore, results showed that there existed a significant but negative correlation between Iraqi EFL lecturers' motivation and their burnout. Moreover, the results demonstrated that there was a meaningful but negative relationship between Iraqi EFL instructors' autonomy and their burnout. The findings suggest that identifying how different instructors are and how these variations catalyze varied performances among lecturers assist them to pass their difficulties effectively. Recognizing that an instructor who is powerful in one perspective is not necessarily powerful or weak in another perspective may also buttress how to aid teachers become better and to control their classes more effectively.*

**Keywords:** *Autonomy, Burnout, Motivation, Self-Efficacy, EFL lecturers.*

## INTRODUCTION

Education serves as a central pillar in the formation of linguistic and cultural environments. It not only acts as a pathway for language learners to reach their educational and career aspirations but also serves as a conduit for the introduction of fresh cultural perspectives and societal values to the communities associated with the target language (Esfandiari&Kamali, 2015). Yet, successfully maneuvering the complexities of these communities represents a nuanced undertaking, necessitating language educators to exhibit confidence not only in their professional competencies but also in their personal qualities (Sadeghi&Khezrlou, 2014). This intricate interplay between education, cultural exchange, and teacher self-assuredness underscores the multifaceted nature of language instruction and its profound influence on society.

Motivation, in the context of language teaching, refers to the drive, desire, and enthusiasm that language instructors have for their profession and their students' success. It encompasses the internal and external factors that influence their commitment and engagement in teaching (Deci& Ryan, 2014).

Autonomy of language instructors refers to their ability to make decisions, choose teaching methodologies, and adapt their teaching to the specific needs and characteristics of their students. It involves the freedom to create and implement their own educational strategies (Javadi, 2014).

Self-efficacy in language teaching is the belief that instructors hold about their own capabilities to effectively plan, manage, and execute tasks required in educational settings. It relates to their confidence in their teaching skills and their perceived ability to positively impact student learning (Skaalvik&Skaalvik, 2010).

Burnout among language instructors is characterized by emotional fatigue, depersonalization, and a decreased sense of personal accomplishment. It occurs as a result of ongoing workplace stress and can lead to physical, emotional, and attitudinal exhaustion in the context of teaching and job-related matters (Maslach et al., 1996). Furthermore, The burnout phenomenon is commonly observed among professionals in human services, particularly those whose main responsibility involves providing assistance and engaging with others in emotionally challenging situations over an extended period (Maslach, 1982). Motivation and autonomy in language instruction are closely intertwined. Motivated instructors often seek greater autonomy in their teaching approaches. When instructors are intrinsically motivated, they are more likely to take the initiative to explore innovative teaching methods and adapt their strategies to better meet the specific needs of their students (Deci& Ryan, 2014). Autonomy empowers instructors to make decisions about their teaching methods, which can enhance their motivation to continuously improve and refine their pedagogical approaches (Javadi, 2014). The synergy between motivation and autonomy is vital, as motivated instructors who have the freedom to make pedagogical choices are more likely to engage students effectively, ultimately fostering positive learning outcomes.

Self-efficacy plays a crucial role in motivating language instructors. Instructors with high self-efficacy beliefs tend to be more motivated and enthusiastic about their teaching (Skaalvik&Skaalvik, 2010). Their belief in their ability to plan, manage, and execute effective teaching strategies fuels their motivation to take on challenges and consistently strive for better instructional outcomes. The confidence that stems from self-efficacy can be a driving force behind an instructor's commitment to their students and their own professional development. Therefore, self-efficacy and motivation are interlinked, with self-efficacy serving as a catalyst for instructors' motivation to excel in their teaching roles.

Burnout among language instructors can be exacerbated when autonomy is compromised. When instructors feel they have limited control over their teaching methods and materials due to external constraints, it can lead to a sense of powerlessness and frustration, potentially contributing to burnout (Maslach et al., 1996). The inability to exercise autonomy in their teaching may diminish their enthusiasm and motivation, which can, in turn, increase the risk of burnout. Therefore, maintaining autonomy is not only important for effective teaching but also for preventing the emotional exhaustion associated with burnout.

Burnout can have a detrimental impact on both self-efficacy and motivation in language instruction. Instructors experiencing burnout may suffer from diminished self-efficacy as their confidence in their teaching abilities erodes (Kyriacou, 2015). The emotional exhaustion and depersonalization associated with burnout can undermine their belief in their capability to positively impact student learning. As a consequence, burnout can lead to reduced motivation as instructors may struggle to find the enthusiasm to teach effectively (Maslach et al., 1996). The cycle of burnout can create a negative feedback loop, where diminished self-efficacy and motivation further exacerbate burnout, highlighting the importance of addressing burnout as a potential threat to the overall quality of language instruction.

Based on the above-mentioned issues, the present study aimed to scrutinize the associations between instructors' motivation and burnout. Furthermore, it also scrutinizes the connection between instructors' autonomy and their burnout. Moreover, it delves into probing the association between educators' self-efficacy and burnout. To put it differently, this study intends to explore their motivation, autonomy, and self-efficacy toward teaching, and the degree in which incentive components might prognosticate the experience of burnout of Iraqi instructors. To the best of the knowledge of the researcher, there weren't studies on Iraqi EFL Lecturers' motivation, Autonomy, Self-Efficacy, and Burnout especially in the university context in

Iraq. The findings of this correlational study may inform EFL teachers of the prominent functions their emotions and feelings may have, how they communicate with other individuals, and the level these motivational issues impact their teaching.

## Literature review

Motivation is the force that drives people to take action and is responsible for determining why they choose to do something, how long they will continue doing it, and how much effort they will put into it (Dörnyei, 2001). According to Robertson and Smith (1985), inspiration is a psychological notion that influences the ability and choice of human behavior. Vroom (1995) viewed motivation as the description for why people make certain choices or have a particular direction in their actions. These definitions demonstrate how crucial a role motivation plays in the majority of human behaviors (Syamananda, 2017). While there have been only a few studies on Iraqi university teachers' motivation towards teaching English, we will explore the concept and different types of motivation in this discussion.

Smith (2003, 2006) and Smith and ErdoRan (2008) altered the focus to teacher/student autonomy, which involves developing skills and attitudes while collaborating with others. Huang (2005) considered instructor independence as the desire, ability, and decision to handle an individual's own teaching and learning. He argued that an autonomous individual is someone who is able to demonstrate independence, social duty, and sound awareness in academic settings and beyond. They view education as a means of interpersonal control and social change.

Teachers who possess great self-efficacy are able to properly control various problems that come with teaching, such as dealing with pupils' learning and behavior, communicating with co-workers, parents and continuous learning. As a result, they do not perceive these challenges as stressful compared to teachers who have little self-efficacy. This suggests that high self-efficacy may serve as a protective factor against stressful situations that may lead to burnout. As Tschannen-Moran et al. (1998) stated, efficacy adverts to a person's idea about his/her capability to reach a certain degree of promotion. Bandura (2006) also noted that these beliefs affect how individuals approach difficult situations, how much they can tolerate failure, how much fear they feel when dealing with challenges, and how long they persist in the face of troubles. Henson et. al. (2001) further emphasized that having a remarkable sense of efficacy is one of the key attributes of connoisseur instructors as it is associated with positive teaching habits.

According to Jennett et. al. (2003), burnout is an end of long-term job stress, which is commonly experienced by teachers. Although the reasons for this stress may vary, most teachers experience anxiety in their job. While some instructors can handle work stress easily, but others may not cope with it. Burnout is characterized by constant fatigue and different syndromes that arise from long-term work tension, particularly in works that involve constant human contact (Brouwers&Tomic, 2000). Brouwers and Tomic(2000) maintained that emotional fatigue adverts to being emotionally overextended while depersonalization harks back to representing adverse responses to others. Reduced individual promotion concerns with having a negative assessment of oneself. Hakanen et. al. (2006) mentioned that emotional fatigue refers to the feelings of fatigue as an individual motivation is finished; depersonalization is pertinent with the improvement of negative perspectives about other individuals, and reduced individual promotion relates to the people's displeasure with their attainments. It should also be noted that studies have also indicated a negative correlation between burnout and inspiration (Schaufeli&Salanova, 2007).

Leung and Lee (2006) conducted a study on teachers in Hong Kong and found that burnout was a predictor of teachers leaving the job. Other research studies have shown that instructor exhaustion is linked to teacher self-efficacy, and that there is a strong relationship between the two (Grayson & Alvarez, 2008; Chwalisz et al., 1992; Skaalvik&Skaalvik, 2007). Fernet (2003) discovered that anxiety, resiliency, and breakdown all had various impacts on the burnout factors. In Canada, it has been found that 12% to 20% of instructors normally experience burnout symptoms(Houlfort& Sauvé, 2010). Within the same line of thinking, Shirom and Melamed (2006) recognized that emotional fatigue, physical exhaustion, and mind tiredness are main aspects of burnout. Recent studies have highlighted the importance of emotion-regulation ability in managing emotions, stress, and interactions with others. This ability is also related to burnout symptoms among teachers (Brackett et al., 2010). It should also be mentioned that the emotion-regulation ability affects how instructors express emotions, deal with their stress, and cooperate with other individuals (Gross, 2002) and it is associated with the burnout symptom (Brackett et al., 2010).

Moreover, Tschannen-Moran and Woolfolk Hoy (2001) maintained that instructors with a high efficacy have more organization and planning. They believed that these instructors are more energetic towards novel ideas, and are more engaged in the requirements of learners. Many studies were conducted in the literature for better interpret the concept of teachers' efficacy (Tschannen-Moran & Woolfolk Hoy, 2001).

Pishghadam et al. (2022) did a research to explore the idea of emotional separation and how it relates to teaching burnout, teaching motivation, and instructor achievement. The researchers sought to create a scale to assess the emo-educational

divorce among teachers and collected data from 552 teachers from different educational backgrounds, both males and females, representing social sciences and non-social sciences. The participants answered four scales. The findings demonstrated that the emo-educational divorce scale exhibited strong psychometric properties. Furthermore, the study revealed that emo-educational divorce was inversely associated with instructor achievement and teaching motivation, while it had a positive correlation with instructor burnout. Additionally, the research indicated that teacher advancement was negatively influenced by teaching burnout but positively influenced by teaching inspiration, with emo-educational divorce acting as a mediator. However, the indirect relationships between instructor achievement and teaching burnout did not achieve statistical significance.

BagheriNevisi and Alasadi (2022) through their study aimed to see the possible relationship between EFL instructors' burnout and their emotional and cultural intelligence. They tried to determine which variable, emotional or cultural intelligence, could better predict teacher burnout. Furthermore, their study investigated the potential impact of gender on Iraqi EFL teachers' burnout and compared male and female teachers in terms of their emotional intelligence and cultural intelligence. The researchers administered three questionnaires to over 200 instructors either personally or by email or link of Google Doc that is already-generated. While some teachers were hesitant to participate, all three questionnaires have been taken by 164 EFL Iraqi teachers. The findings depicted a significant but negative correlation between Iraqi EFL teachers' burnout and their emotional and cultural intelligence.

Farangi and Rashidi (2022) investigated the connection between the assessment practices of English as a Foreign Language (EFL) instructors in Iran and their levels of self-efficacy. They included 154 Iranian EFL instructors in their research sample. The findings demonstrated that instructors regarded assessment as an instrument to specify how much their learners could learn from teaching. The end results of assessment can be utilized to alter teaching procedures of assessment might be incorrect. Furthermore, they claimed that evaluation is a sign of school performance and, its outcomes should be treated vigilantly. Moreover, the findings indicated that Iranian EFL those instructors who had a great degree of self-efficacy, were better at students' challenging questions, and could evaluate learners' learning, and give them more descriptions and instances as they are perplexed. The results indicated that school responsibility and irrelevance prognosticated learners' involvement, learners' accountability resulted in classroom management and development showed teaching techniques.

Dakhil and Abbood (2022) conducted a study in Al-Diwaniyah, Iraq entitled "The relationship between Iraqi EFL Teachers' Spiritual Intelligence and Their Teaching Autonomy: A Case Study." The research involved 60 participants who were teaching English. The age range of the participants was between 23 to 50 years old. Two instrument and an interview were utilized. To measure the autonomy of EFL teachers, a scale called the Teacher Autonomy Scale (TAS) was used. This scale consisted of 18 items that were rated on a Likert-type scale. The scale did not have any items that were scored inversely. The total score from the TAS was used to determine the level of autonomy exhibited by the teachers, with higher scores indicating greater autonomy. The study found no considerable association between intelligence and autonomy, nor between intelligence/teaching autonomy and gender.

Han and Wang administered a research called "Investigating the Correlation Among Chinese EFL Teachers' Self-efficacy, Work Engagement, and Reflection" in which they aimed to explore how self-efficacy, work engagement, and reflection are correlated among EFL teachers in China. They distributed three validated questionnaires related to each variable among 614 Chinese EFL instructors with various knowledge and academic qualifications. The outcomes of Pearson's Product-moment correlation demonstrated that there was a positive relationship between the participants' self-efficacy, work engagement, and reflection. In addition, the findings of regression analysis and ANOVA indicated that Chinese EFL instructors' self-efficacy and work engagement considerably led to their reflection.

Fathi and Saedian (2020) carried out a research study titled "A Structural Model of Teacher Self-Efficacy, Resilience, and Burnout among Iranian EFL Teachers". The researchers aimed to explore the significance of instructor self-efficacy and resilience in predicting burnout among Iranian EFL educators. The researchers collected data from 213 male and female teachers who completed three tools for these constructs. The outcomes showed that instructor self-efficacy accounted for 20.1% of the burnout variance, while instructor resilience accounted for 11.7% of the variance. Although both variables contributed to burnout, teacher self-efficacy was found to be a stronger predictor than teacher resilience.

Roohani and Dayeri (2019) through their work addressed the gap in knowledge by discerning Iranian EFL teachers' motivation and burnout profiles, scrutinizing any link between burnout and incentive to teach, and examining inspirational ingredients which may prognosticate teacher burnout. The study involved 115 EFL teachers from Iran who completed surveys and participated in semi-structured interviews. The results exhibited that EFL instructors had little extent of burnout and were independently inspired in their instructing. There was a negative correlation between independence forms of incentive and burnout. In addition, the results depicted that autonomy and external regulation might better result in EFL instructors' burnout.

Based on the above-mentioned issues, to meet the objectives of the study, this research aimed to answer the following research questions .

**RQ1:** Is there a meaningful association between Iraqi EFL instructors' motivation and their burnout?

**RQ2:** Is there a meaningful association among Iraqi EFL instructors' autonomy and burnout?

**RQ3:** Is there a meaningful correlation between Iraqi EFL instructors' self-efficacy and burnout?

**Method**

**Design**

The primary design of the study is correlational, as it aims to examine the relationships (associations) between several variables: instructors' motivation, instructors' autonomy, instructors' self-efficacy, and burnout. This design will involve measuring these variables among a group of Iraqi instructors.

**Participants**

This descriptive study was carried out with 100 Iraqi male and female teachers .with the age range of 30- 50, their major was teaching English as a foreign language (EFL) at different high schools in Najaf, Iraq. The participants were native speakers of Arabic language. They were selected randomly by the researcher through the convenience sampling method.

**Instruments**

In order to meet the objectives of the present study, the following instruments were used:

- 1.Maslach (1996) Burnout Inventory (MBI)
- 2.Motivation to Teach Questionnaire (MTQ)
- 3.Teacher Autonomy Questionnaire (TAQ)
- 4.Teachers' Self-efficacy Scale.

The researcher piloted the questionnaires. In order to, indicate the appropriateness and validity of the questionnaires, two experts from Kufa University used. They hold a Ph.D. in ELT with more than 15 years of teaching experience in. They decided the items in the questionnaires were related and appropriate to the participants of the current study. In addition, Cronbach's Alpha was used to test the reliability of the questionnaires.

**1. Maslach (1996) Burnout Inventory (MBI)**

This tool was made by Maslach et. al. (1996) and it was used for assessing purposes of instructors' burnout. It entails 22 items that gauge different perspectives of burnout including depersonalization (DP), emotional exhaustion (EE), and personal accomplishment (PA).It is a 7-point Likert so that 0 equals never and 6 equals to every day(appendix A). The questionnaire reliability of Cronbach's alpha was .908 , indicting a high internal consistency of the teachers' burnout questionnaire.

Cronbach's Alpha	N of Items
.908	22

**2.Motivation to Teach Questionnaire (MTQ)**

It was employed to assess EFL instructors' inspiration for teaching. This is a valid and reliable questionnaire that entails 16 items indicating four subcategories of intrinsic motivation, specified regulation, introductory regulation, and extrinsic regulation.The questions are rated modeled on a 5-point Likert scale which ranges from 1 equals to completely disagree to 5 equals completely agree. The reliability of the questionnaire, calculated through Cronbach's alpha was .829 , indicting a high internal consistency of the teachers' motivation questionnaire.

Cronbach's Alpha	N of Items
.829	16

**3.Teachers' Self-efficacy Scale**

This questionnaire was made by Tschannen-Moran and Woolfolk-Hoy (2001) and it was employed in this fact. This scale contains 24 items and is assigned into three categories: Efficacy of classroom management, the efficacy of pupils' management, and efficacy of instructional methods.The subjects of the study required to reveal their ideas on a scale of 1 (nothing) to 9 (a great deal) . The questionnaire reliability by Cronbach's alpha was .929, indicting a high internal consistency of the teachers' self-efficacy questionnaire.

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Cronbach's Alpha	N of Items
.929	20

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**4. Teacher Autonomy Questionnaire (TAQ)**

In this study, a valid and reliable questionnaire organized by Pearson and Hall (1993) was employed as one of the instruments of the study. This scale discerns the extent of instructor independence and entails 20 items. It is also a 4-point Likert scale so that 1 equals to definitely true and 4 equals to definitely false. The reliability of the questionnaire, calculated through Cronbach’s alpha was .885, indicating a high internal consistency of the teachers’ autonomy questionnaire.

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Cronbach's Alpha	N of Items
.885	20

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**Data Collection Procedure**

This correlational study were carried out through various stages. First, in order to gather the data, four different questionnaires in regard with inspiration, self-efficacy, independence, and burnout made by famous scholars were chose as the instruments of the study. Then, the researcher checked whether the two main issues of reliability and validity have been approved. After being assured about this subject, they were sent to 250 English instructors through e-mail, Telegram, and Whatsapp. They were requested to fill the questionnaires out and back the completed forms after one week. Among them, only 100 out of 250 which had sufficient time and completed the scales were selected as the final population of the study. Then, the obtained data were entered to a statistical software in order to the study’s hypotheses and find out the connections among the variables under investigation.

**Data Analysis**

Four varied scales were used to collect the data. The most updated version of SPSS was utilized to evaluate the acquired information. Tandem normality assumption containing three different correlations was run to examine the associations among Iraqi EFL instructors' motivation, autonomy, self-efficacy, and burnout.

**Descriptive Statistics of Iraqi Teachers’ Burnout, Motivation, Self-Efficacy, and Autonomy**

First to compare the mean scores of the Iraqi teachers’ burnout, motivation, self-efficacy, and autonomy, the researcher used the descriptive statistics. Table 1 shows the results of this test. Table 1 reveals that the mean and standard deviation of the Iraqi teachers’ burnout scores were (M=91.80,SD=36.87), teacher motivation (M=53.30,SD=17.83), teacher self-efficacy (M=118.40, SD= 54.63) and teacher autonomy (M=53.32,SD=16.26).

**Table 1** *Descriptive Statistics of the Iraqi Teachers’ Burnout, Motivation, Self-Efficacy, and Autonomy Scores*

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	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' Burnout	100	22.00	152.00	91.80	36.87
Teacher Motivation	100	16.00	80.00	53.30	17.83
Teacher Self-Efficacy	100	24.00	211.00	118.40	54.63
Teacher Autonomy	100	20.00	79.00	53.32	16.26
Valid N (listwise)	100				

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**Testing Normality Assumption**

Table 2 demonstrates that the statistical value is .944 and the significance is .000. The normality test criterion indicates that the data is normal revealing that the information is of normal distribution.

**Table 2** Testing Normality Assumption

	N	Skewness			Kurtosis		
		Statistic	Statistic	Std. Error	Statistic	Std. Error	Ratio
							1.82
Burnout	.100	-.45	.192	.534	-.476	.372	-1.24
Motivation	.100	.308	.192		-.424	.372	
				.312	-.398	.372	-.395
Self-Efficacy	.100	.204	.192				
Autonomy	.100	.102	.192	.112	-.154	.372	-1.04

**Exploring the First Research Question**

It was intended to see if there existed a remarkable relation between Iraqi EFL instructors' motivation and their burnout. To answer this research question, the researcher employed the correlation of Pearson product-moment whereby two main assumptions are demanded: First, normal distribution, and second, linearity. In order to ensure the normality distribution of teachers' motivation and their burnout scores, the researcher ran one-sample Kolmogorov-Smirnov and Shapiro-Wilk tests. The results of the Normality test are presented in Table 3. As it is illustrated in Table 2, the p-values in the One –sample Kolmogorov Smirnov test, .200 and .107 were higher than alpha level .05, indicating that the teachers' motivation and their burnout scores had a normal distribution. So, the normality assumption was met.

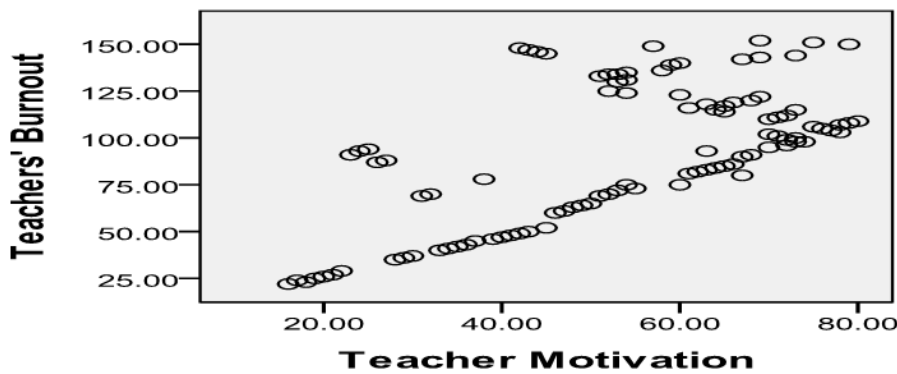
**Table 3** The Normality Distribution Tests for the Iraqi Teachers' Motivation and Their Burnout Scores

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teachers' Burnout	.272	100	.200*	.962	100	.225
Teacher Motivation	.107	100	.107	.942	100	.320

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Besides, in order to see whether the relationship between Iraqi teachers' motivation and their burnout was linear or not, the researcher used a Scatter plot. Figure 4.1 shows the results of this test. As it is clear from Figure 1, there was a linear relationship between Iraqi teachers' motivation and their burnout scores. For that reason, the linearity assumption was met.



**Figure 1** Linearity assumption for the teachers' motivation and their burnout scores

On the other hand, in order to see whether there was a significant relationship between Iraqi teachers' motivation and their burnout scores, the researcher used Pearson Product Moment correlation. The results of this test are displayed in Table 4. According to the findings displayed in Table 4, it can be asserted that Iraqi instructors' motivation and burnout significantly but negatively correlated with one another. In other words, the higher Iraqi EFL instructors' motivation was, the lower their possible burnout was.

**Table 4** *Pearson Product Moment Correlation between Iraqi Teachers' Motivation and Their Burnout Scores*

	Motivation	
Burnout	Pearson Correlation	-.582**
	Sig. (2-tailed)	.000
	N	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Exploring the Second Research Question**

It was intended to figure out if there existed a remarkable association between Iraqi EFL instructors' autonomy and their burnout. Two assumptions in the data are demanded by the correlation of Pearson-product moment: First: linearity, and second, normal distribution.. To determine the normality of the distribution of the data regarding the Iraqi teachers' autonomy and their burnout scores, the researcher used One-Sample Kolmogorov- Smirnov and Shapiro-Wilk tests. Table 5 indicates the results of these tests. As it is illustrated in Table 5, the p-values in the One –sample Kolmogorov Smirnov test, .200 and .300 were higher than alpha level .05, indicating that the teachers' autonomy and their burnout scores had a normal distribution. So, the normality assumption was met.

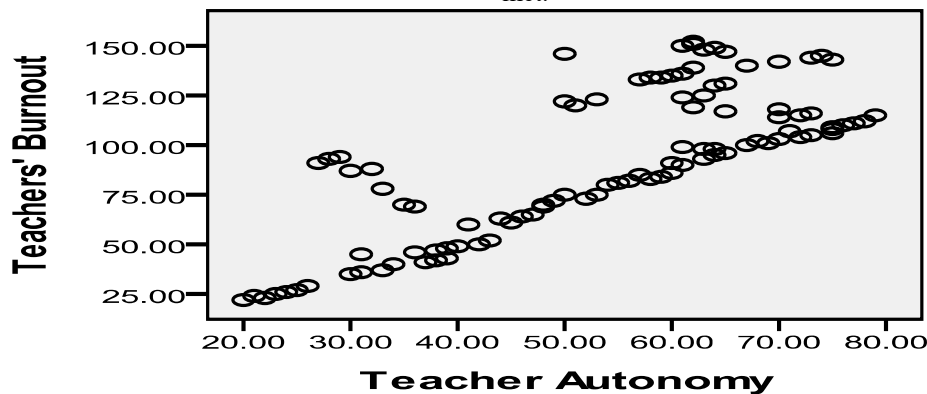
**Table 5** *The Normality Distribution Tests for the Iraqi Teachers' Motivation and Their Burnout Scores*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Teachers' Burnout	.272	100	.200*	.962	100	.225
Teacher Autonomy	.129	100	.300	.943	100	.089

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Moreover, in order to see whether the relationship between Iraqi teachers' autonomy and their burnout was linear or not, the researcher used a Scatter plot. Figure 2 shows the results of this test. As it is clear from Figure 2, there was a linear relationship between Iraqi teachers' motivation and their burnout scores. For that reason, the linearity assumption was met.



**Figure 2** *Linearity assumption for the Iraqi teachers' autonomy and their burnout scores*

In order to see whether there was a significant relationship between Iraqi teachers' motivation and their burnout scores, the researcher used Pearson Product Moment correlation. The results of this test are displayed in Table 4. According to the findings displayed in Table 6, it can be asserted that Iraqi instructors' autonomy and burnout significantly but negatively correlated with one another. To state the matter differently, the higher Iraqi EFL instructors' autonomy was, the lower their burnout seemed to be.



**Table 6** *Pearson Product Moment Correlation between Teachers' Autonomy and Their Burnout Scores*

		Autonomy
Burnout	Pearson Correlation	-.554**
	Sig. (2-tailed)	.000
	N	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**5.3 Exploring the Third Research Question**

This question was intended to discern if there existed a remarkable correlation between Iraqi EFL instructors' self-efficacy and their burnout. Two assumptions in the data are demanded by the correlation of Pearson-product moment: First: linearity, and second, normal distribution. To determine the normality of the distribution of the data regarding the Iraqi teachers' self-efficacy and their burnout scores, the researcher used One-Sample Kolmogorov- Smirnov and Shapiro-Wilk tests. Table 7 indicates the results of these tests. As is shown in Table 7, the p-values in the One –sample Kolmogorov Smirnov test, .200 and .415 were higher than alpha level .05, indicating that the teachers' self-efficacy and their burnout scores had a normal distribution. So, the normality assumption was met.

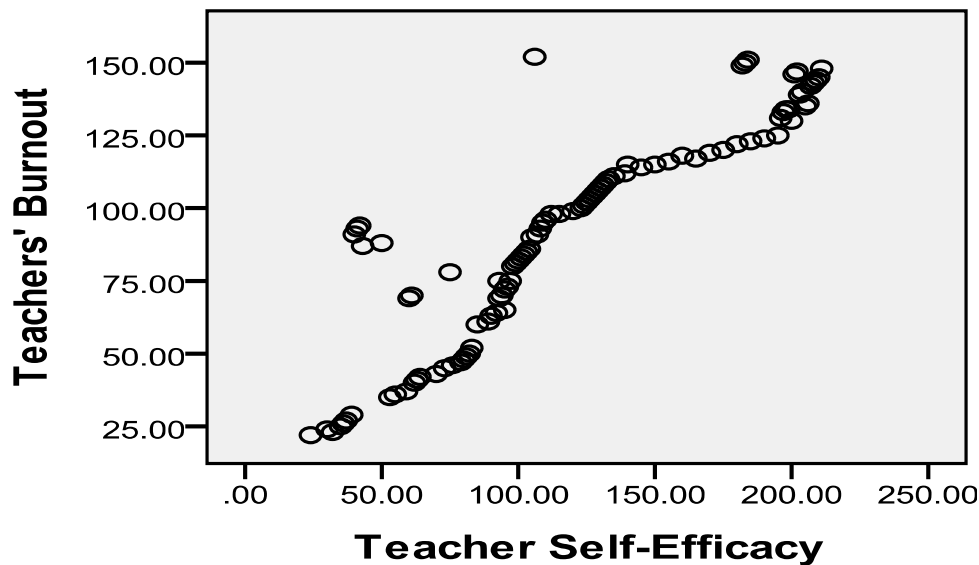
**Table 7** *The Normality Distribution Tests for the Iraqi Teachers' Motivation and Their Burnout Scores*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teachers' Burnout	.272	100	.200*	.962	100	.225
Teacher Self-Efficacy	.100	100	.415	.942	100	.550

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

In addition, in order to see whether the relationship between Iraqi teachers' self-efficacy and their burnout was linear or not, the researcher used a Scatter plot. Figure 3 shows the results of this test. According to Figure 3, there was a linear relationship between Iraqi teachers' self-efficacy and their burnout scores. For that reason, the linearity assumption was met.



**Figure 3** *Linearity assumption for the Iraqi teachers' self-efficacy and their burnout scores*

Since the normality and linearity assumptions were met, the parametric test of Pearson Product Moment Correlation was used to examine significance of relationship between the Iraqi teachers' self-efficacy and their burnout. The results of the Spearman-rank order Correlation are detailed in Table 8. According to the findings, it is clear that Iraqi instructors' self-efficacy and their burnout significantly but negatively correlated with one another. To state the matter differently, the higher Iraqi EFL instructors' self-efficacy was, the lower their burnout seemed to be.

**Table 8** Pearson Product Moment Correlation between Teachers' Autonomy and Their Burnout Scores

		Self-Efficacy
Burnout	Pearson Correlation	-.564**
	Sig. (2-tailed)	.000
	N	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The overall outcomes were indication to the fact that the three variable: Motivation, self-efficacy, and autonomy of Iraqi EFL instructors were significantly but negatively associated with their possible burnout. First, motivated Iraqi EFL instructors had the lowest level of burnout. Next, more self-efficacious Iraqi instructors had lower degrees of burnout compared to their autonomous counterparts. However, autonomy appeared to have had a less significant association with burnout in comparison with the other two variables: Motivation and self-efficacy. In other words, Iraqi EFL autonomous teachers were more vulnerable to burnout in comparison to the motivated and self-efficacious counterparts.

**Discussion**

The present study aimed to scrutinize the associations between instructors' motivation and burnout. Furthermore, it also scrutinizes the connection between instructors' autonomy and their burnout. Moreover, it explores the association between educators' self-efficacy and burnout. To put it differently, this study intends to explore their motivation, autonomy, and self-efficacy toward teaching and the degree to which incentive components might predict the experience of burnout of Iraqi instructors.

The outcomes of the first research question demonstrated a remarkable but negative association between Iraqi EFL instructors' motivation and their burnout. The outcomes of this research are congruent with Pyhalto et. al. (2011) which asserted that motivation catalyzes the instructors' optimal involvement in their job. In other words, EFL instructors who possess a high degree of external regulation and ponder that their lives are managed by terms out of their access would face a sort of tension and they tend to improve emotional exhaustion that can make a negative perspective towards teaching.

Moreover, the outcomes of this study corroborate with the earlier results (Fernet, 2003; Fernet et al., 2012). They showed that incentive might be linked with a weak degree of burnout to teachers and this leads to a sense prosperity among instructors. The outcomes also support the findings of Reza Pishghadam et. al. (2022). They exhibited a remarkable but negative link between instructors' motivation and their burnout.

Concerning the second research question which aimed at discerning the connection between Iraqi EFL teachers' autonomy and burnout, the results indicated a significant but negative association between these two variables.. This findings are also congruent with Javadi (2014). She stated that the components of burnout were remarkable predictors of instructor autonomy. In addition' some studies (e.g., Fernet et al., 2012; Koustelios&Tsigilis, 2005) asserted that as the instructors' sense of classroom improves and pupils' behavior alters, this negatively catalyzes changes in autonomy, which in turn negatively results in emotional exhaustion.

However, the outcomes are not consistent with the conclusions of Schermuly et. al. (2011) study which exhibited no meaningful association between autonomy and emotional exhaustion. A logical justification for such result may stem from the perspective that burnout takes a lot of time to increase so that teachers with low experience may be out of depth in terms of burnout (Friesen et al., 1988).

The outcomes of the third research question revealed a meaningful but negative connection between Iraqi EFL instructor' self-efficacy and burnout.. To put it in another way, language instructors low level of self-efficacy felt burnout greater than those instructors with great level of self-efficacy The outcomes of this study support the previous findings of (Brouwers&Tomic, 2000; Skaalvik&Skaalvik, 2009) which reported that instructors' self-efficacy were negatively correlated with their burnout. Put it differently, depersonalization and fatigue views of burnout have a negative association with instructors' self-efficacy.

The outcomes corroborates with the claims of (e.g., Schwarzer&Hallum, 2008) which revealed a negative correlation between educators' burnout and their self-efficacy. Moreover, congruent with the outcomes of the present fact, Kerry-Henkel (2017) and Maslach et. al. (2001) claimed that educators with great level of self-efficacy experienced less burnout.

**Conclusion**

This correlational study attempted to scrutinize the association among Iraqi EFL lecturers' motivation, autonomy, self-efficacy, and burnout. In essence, the outcomes represented that there existed a considerable and negative connection between teachers' motivation and burnout. To add more, another finding demonstrated that there was a remarkable negative link between educator autonomy and teacher burnout. This means that the higher Iraqi EFL instructors' autonomy was, the

lower their burnout seemed to be. To put it in another words, the outcomes demonstrated that the EFL teachers' autonomy was a main coordinate with burnout. This shows that EFL educators who consider themselves to be less independently propelled in conducting their classroom errands are more possibly to be tired emotionally. Several issues may effect burnout, such as situational components, instructors' attributes, and their features. Autonomy may have a less impact on rather than motivation and self-efficacy. Last no the least, the finding represented that there existed a meaningful negative link between self-efficacy and burnout among Iraqi EFL lecturers.

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