



Teacher Well-Being among English Lecturers and Instructors in Saudi Arabia



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Abstract

In the recent years, the importance of teacher well-being (TWB), which plays a key role in teaching quality and students' educational outcomes, has encouraged a plethora of empirical studies across various disciplines. However, there are four notable gaps in the literature on TWB: (i) most studies focus on TWB in terms of *negative* psychological states and ignore the impact of *positive* states; (ii) few studies examine TWB in the Saudi Arabian context; (iii) most researchers have failed to propose how TWB can be improved; (iv) maintaining TWB among foreign language (FL) and English as a second language (ESL) teachers is challenging because of the unique demands of their roles. Therefore, to address these gaps in the literature, the current study examined TWB among Saudi ESL lecturers and instructors in terms of the positive aspects of their work life that measured their sense of personal accomplishment via a valid survey instrument and proposed ways to improve TWB. A sample ($n=129$) of Saudi lecturers and instructors completed a three-part survey designed to measure TWB in terms of both negative and positive psychological states: *emotional exhaustion*, *depersonalisation*, and *personal accomplishment*. The results highlight that on average, the Saudi ESL teachers sampled had relatively high levels of TWB as indicated by their low depersonalisation scores and relatively high personal accomplishment scores. That said, the teachers' relatively high average emotional exhaustion score (20) indicated that they felt moderately overworked, exhausted, and emotionally exhausted. On the light of outcome, the study represents an effort to improve teaching effectiveness, student outcomes, and educational governance and provide useful insights for Saudi Arabian educational stakeholders to enable them to better provide all students with highly motivated, well-supported, and well-qualified teachers.

Keywords: Teacher well-being; Review; Wellness; School; Teacher education.

1. Introduction

The primary objective of educational institutions is to provide successful education which covers a huge number of factors and variables. Of these, EFL/ ESL teacher's wellbeing is one of the most important due to its effect on students' performance (Acheson *et al.*, 2016; Van Horn *et al.*, 2004). A crucial aspect of psychological factors that affect instructors is TWB, which significantly relates to teaching effectiveness, student outcomes, and educational governance. Therefore, TWB represents a crucial issue for applied linguists and educational researchers, schools, and society (Duckworth *et al.*, 2009; Sutton and Wheatley, 2003). Arguably, a considerable amount of research has explored TWB; however, there are still some areas need to be investigated for their importance. McCallum *et al.* (2017) limited their focus to investigating the relationship between *negative* psychological states and TWB. Studies carried out by Curry and O'Brien (2012); Richards (2012) examined the effects of teachers' increased stress levels; where teachers' increasingly demanding workloads (Buchanan *et al.*, 2013; Yin *et al.*, 2016) and teacher burnout (Antoniou *et al.*, 2013). Second, few studies have examined TWB in the Saudi Arabian context (.....). Third, most researchers have failed to propose ways that TWB can be improved via implementing individual or organisation-wide policies and/or support-focused initiatives. Fourth, it appears that foreign language (FL) and English as a second language (ESL) teachers face unique challenges in maintaining acceptable levels of TWB due to the unique demands their roles place on them (.....).

This study attempts to examine the effect of these four inadequacies in TWB among Saudi ESL lecturers. Specifically it plans to examine positive psychological states to provide further clarity on the beneficial effect of TWB. Results may provide insights into how to solve this problem; i.e. to provide all students with highly motivated, well-supported, and well-qualified teachers.

Furthermore, the study adopted empirically robust PERMA model of well-being (Kern, 2014; Lai *et al.*, 2018; Tansey *et al.*, 2018). The method is intended to provide baseline data that can be used to provide useful insights for Saudi Arabian educational stakeholders to assist them to formulate initiatives to support TWB and therefore improve teaching effectiveness, student outcomes, and educational governance.

2. Literature Review

Investigating TWB can provide a useful measure of teachers' psychological well-being and how that well-being is affected by their length of time in the role, organisational factors and their teaching experience (newly qualified or experienced teachers). Arguably, investigating TWB is a crucial topic in education research due to its wide-reaching effect on students' educational outcomes, the staff themselves and the organisation in terms of staff turnover, staff retention rates and performance in educational league tables. In the Middle East context and for ESL/EFL lecturers and instructors, however, the issue of TWB has received scant attention from educationalists. Arguably, most studies on TWB focus on Western and Asian contexts. Therefore, literature review in this context, critically discusses the literature on TWB in relation to the aims of the present study. Firstly, it outlines the definitions of TWB in relation to burnout, the characteristics of TWB and the factors that support TWB. Secondly, it provides a comprehensive overview of the topic discussing a range of relevant studies on TWB across several contexts.

TWB has long been a subject of interest for education researchers due to the psychologically related occupational risks faced by teachers (Maslach *et al.*, 2001; Schaufeli and Buunk, 2002), and the far-reaching effects of sub-optimal TWB on colleagues, students, educational outcomes, and educational organisations of all types including schools, colleges, and universities (Mousavi *et al.*, 2012; Mukundan and Ahour, 2011). TWB has often been examined in terms of teacher burnout, a term first coined by Graham Greene in his 1960 novel, *A Burnt-out Case*, which tells the story of an architect who had become disillusioned and disappointed with his work due to a growing sense of loss of vocation and faith. The concept of burnout was then adopted into the psychological literature by Freudenberger (1974) who characterised burnout as a state of emotional and physical exhaustion, loss of motivation and depersonalisation due to sub-optimal working conditions. The concept of burnout was further developed by Maslach (1982) in his research on service-industry employees; he proposed the Maslach Burnout Inventory (MBI) to measure emotional stress and its effects on work-related behaviour with reference to (i) emotional exhaustion (EE), (ii) depersonalisation (DE), and (iii) personal accomplishment (PA). We now discuss the literature on each of these areas in relation to teachers.

First, EE is characterised by a sense of exhaustion, over-extension, a lack of enthusiasm, and being emotionally drained due to frequent conflicts within the educational setting (Gavrilovici, 2007). DE is defined as the formation of impersonal-like behaviours and emotionally defunct and negative attitudes in teachers towards their students. Finally, PA relates to personal fulfilment and self-esteem. Teacher burnout, indicated by a high EE score, high DE score, and low PA score, is negatively related to teachers' personal accomplishment and results in a lack of self-efficacy in their role as educators.

In terms of the sources of teacher burnout, Schwab and Iwanicki (1982) proposed the following: (i) background (educational qualifications, type of degree, etc.), (ii) individual personality (age, number of dependents, gender, etc.), and (iii) organisational factors (workload, work environment, class size, etc.). Such factors are highly dependent on the cohort of teachers investigated, their country of practice, and the relevant socio-economic factors that affect them. Furthermore, according to Saloviita and Pakarinen (2021), the likelihood of sources of teacher burnout appears to differ between different categories of teachers. For example, subject teachers experienced the highest level of burnout, with special education teachers reporting the lowest levels of teacher burnout. This finding relates to the present study as Saudi ESL teachers can be considered to be subject teachers of English. Interestingly, class size did not have a significant effect on teacher burnout. Also, teachers who were provided with more professional support reported lower levels of burnout. Finally, Saloviita and Pakarinen (2021) found that low self-efficacy was found to be a significant source of teacher stress and burnout; that is the lack of belief that a teacher has in their ability to achieve their pedagogical goals. This finding is interesting in regard to the present study as it investigates PA as it closely relates to self-efficacy. Further research into the effect of teacher self-esteem on teacher burnout found that it buffered the negative aspects of workplace stress that lead to burnout among teachers (Molero *et al.*, 2018). Next, we critically discuss a range of relevant studies on TWB.

Mukundan and Khandehroo (2009) employed Maslach (1982) Burnout Inventory (MBI) to investigate burnout among 120 Malaysian ELT practitioners in terms of educational attainment, gender, and experience. The results indicated that a high level of burnout was present among this population for all variables. Specifically, for both male and female teachers, experience and educational level were significantly correlated with high EE scores, high DE scores, and low PA scores. Despite its merits, this study was unable to identify the individual and organisational factors contributing to burnout among this population; therefore, the present study attempts to address this issue by focusing on the effect of these factors in the Saudi Arabian context.

Mukundan *et al.* (2015), investigated TWB in Malaysia by collecting data on language teacher burnout via self-reported levels of PA, EE, and DE in relation to school type to determine if the type of school affected teacher burnout. The researchers sampled 714 primary school teachers employed at three types of middle schools: Malay, Tamil, and Chinese and used the Maslach Burnout Inventory-Educators Survey (MBI- ES) (Maslach and Jackson,

1986) to gather data on teacher burnout. The results showed that overall, the participants reported a moderate-to-low level of burnout; teachers at the Chinese school reported lower levels of PA than those at the Malaysian and Tamil schools although the reasons for this are unclear. While this study does not shed any light on the Middle Eastern (Saudi Arabian) context, its use of the Maslach Burnout Inventory-Educators Survey (MBI-ES) (Maslach *et al.*, 1996) was interesting and informative in the selection of suitable research instruments for the present study.

A more recent qualitative study by Gabrys-Barker and Gałajda (2016) investigated general stress and occupational stress among FL teachers using the thematic analysis of semi-structured interview data. The results revealed that a lack of self-esteem and well-being was correlated with general stress and occupational stress among this cohort due to their workload demands, poor support from their institution, the significant linguistic and intercultural demands of being a FL teacher, as well as the use of energy-intensive pedagogical methods. However, again, this study was conducted in a Western context and likely fails to highlight the specific factors affecting TWB among ESL/EFL instructors in the Middle East. This is because the latter cohort is likely to include teachers of Middle Eastern origin rather than ex-pat FL teachers, although this may not be the case in private language schools and colleges.

A very recent study by Mercer (2020) adopted an ecological perspective to investigate the TWB of eight private-sector ESL teachers in Malta using semi-structured interviews, visual prompts, and journal data. A grounded interpretative phenomenological analysis (IPA) methodology was used to analyse the data, which was presented according to the ecological perspective. The findings highlighted that TWB in the private sector is defined by the characteristics of the business model adopted by different schools. In particular, the teachers' working conditions and the status of ESL teachers in Malta affected their TWB most significantly; the teachers felt that their employment and future prospects were often precarious.

Meanwhile, a study that included a sample of teachers from a Middle Eastern country (Iran) by Mousavi *et al.* (2012) used burnout as a measure of TWB by comparing burnout between highly experienced teachers (10+ years' experience) and less-experienced teachers (<10 years' experience). The research instruments included the MBI-ES and a Miranda and Umhoefer (1998) to measure DE, EE, and PA. The results indicated that there were no significant differences in PA and DE between highly experienced teachers and less-experienced teachers; that said, the highly experienced teachers had much higher EE scores than their less-experienced counterparts. This difference, the authors hypothesised, may be due to the professional maturity of highly experienced teachers, wherein this cohort's substantial teaching career may have caused a build-up of their EE levels. However, the sample in this study only included 30 teachers from Iran and thus it has very limited external and internal validity and its results cannot be generalised to other contexts. Also, the study failed to suggest ways to help teachers overcome high levels of EE. These two points were worth bearing in mind for the present study so that its results are both valid and generalizable to other Middle Eastern contexts, and it can suggest useful ways of addressing the various aspects of teacher burnout (i.e., high DE, high EE, and low PA).

In summary, the existing literature on TWB tends to focus on teacher burnout rather than any positive aspects of teachers' experiences. Also, there is an obvious scarcity of studies on TWB in the Middle Eastern context—Saudi Arabia, in particular. Besides, most studies fail to propose ways to improve TWB using either individual or organisation-wide policies and/or support-focused initiatives. Finally, there appears to be a consensus that FL and ESL/EFL teachers face unique challenges in terms of maintaining acceptable levels of TWB due to the unique demands of their roles. Therefore, in light of the four identified gaps in the literature reviewed above, the present study attempts to address these shortcomings to provide useful baseline data on TWB in the Middle Eastern ESL context. It also plans to suggest ways TWB can be improved among this cohort via implementing individual or organisation-wide policies and/or support-focused initiatives.

3. Research Questions

To examine TWB among Saudi ESL lecturers and instructors via a three-part survey measuring EE, DE, and PA, the following research questions (RQs) were formulated:

RQ1: What are the effects of emotional exhaustion, depersonalization, and personal accomplishment on TWB among Saudi ESL teachers?

RQ2: What are the relationships between emotional exhaustion, depersonalization, and personal accomplishment in terms of their effects on TWB?

4. Research Methods

To investigate TWB among Saudi ESL instructors (university level) to improve teaching effectiveness, student outcomes, and educational governance. The study adopted a quantitative research approach to carry out collect impressionistic data. A three-part survey designed to measure TWB in terms of both (i) negative psychological states (EE, DE) and (ii) positive psychological states (PA) was completed by a sample of 129 Saudi ESL lecturers and instructors.

5. Participants

A total of 129 of participants both male and female with different ranks (instructors, lecturers, senior lecturers etc.) were involved in this study. They all worked at Saudi universities as English language teachers when they participated in this study. Moreover, in terms of nationality the participants descended different cultural backgrounds. As usual in Saudi Arabia and other countries across the globe teaching multi-cultural staff forms an element of quality at academic institutes. Moreover, the staff members have different academic degrees which had

been obtained from different Universities across the world. In regard to the field of the study the participants have experience with teaching profession which range between 4 to 15 years' time. These demographic properties of the participants may affect contingency. For more information about participants see appendix (1).

6. Instruments

The burnout level of the participants was assessed using the 22-item Maslach Burnout Inventory (MBI) Holland *et al.* (1994). The questionnaire comprises three subscales: (i) EE: nine items, (ii) DE: five items, and (iii) PA: eight items. MBI describes burnout syndrome in terms of (a) high EE, (b) high DE, and (c) low PA. Reliability testing shows highly reliable internal consistency between questionnaire's items where the value of Cronbach's alpha is .805.

7. Data handling and Exclusion Criteria

Prior to data analysis, the data was explored to make certain that it was free from outliers or respondents who had provided a single-type response. Our criterion was to remove any participant whose mean score in the survey was above or below 3 SD. However, this procedure did not result in the removal of any participant.

8. Results

8.1. Level of Burnout among Teaching Staff in Saudi Arabia

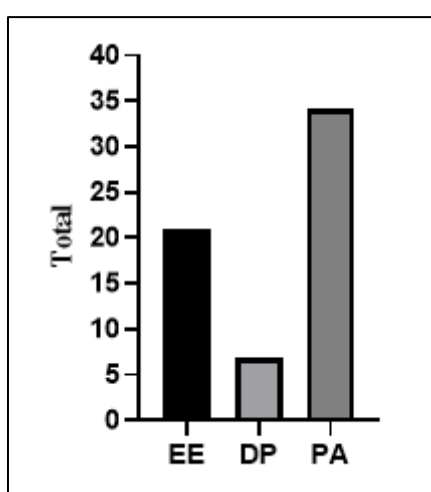


Figure-1. Level of Burnout

On the light of results in figure 1, the study computed the burnout in three different areas; including EE, DE, and PA. According to Maslach *et al.* (1996), EE and DP scores of > 27 and 13, respectively, and a PA score of < 31 indicate a high level of burnout. Burnout is considered moderate if EE scores fall between 17–26, DP scores between 7-12, and PA scores of 32–3. Scores lower than these stated ranges are indicative of low levels of burnout. To examine the burnout level and TWB among our participants, the overall mean was computed across EE, DE, and PA; detail in table 2, 3 and 4 respectively.

8.2. Level of EE: Item Analysis

Table-1. Teachers' rating of EE

Items	Mean	SD
I feel I am working too hard on my job	3.26	2.075
I feel worn out at the end of a working day	2.84	1.860
I feel emotionally exhausted because of my work	2.53	1.871
I feel tired as soon as I get up in the morning and see 5. a new working day stretched Out	2.43	1.891
I feel burned out from my work	2.24	1.923
I feel frustrated by my job	2.14	1.931
I feel like I'm at the end of my rope i.e., have no strength	1.89	1.825
Working with people the whole day is stressful for me	1.86	1.793
Working with people directly puts too much stress on me	1.80	1.756
Overall mean	2.33	0.45

Table 1 above provides the means and standard deviations (SDs) of nine items related to the level of emotional exhaustion (EE). As seen in Table 2, item (1) "I feel I am working too hard on my job" recorded the highest mean (M=3.26, SD=2.075); item (10) "Working with people directly puts too much stress on me" recorded the lowest

mean (M=1.80, SD=1.756). The overall mean for the level of EE was M=2.33, which was almost equal to the median of scale (3), which revealed a moderate level of EE.

8.3 Level of DE: Item Analysis

Table-2. Teachers' rating of DE

Items	Mean	SD
I worry that this job is hardening me emotionally	1.78	2.027
I feel that my colleagues blame me for some of their problems	1.57	1.722
I have become more callous (i.e., insensitive, cruel) to people since I have started doing this job	1.39	1.834
I get the feeling that I treat some students impersonally, as if they were objects	1.09	1.709
I don't really care what happens to some students	.97	1.556
Overall mean	1.76	1.56

Table 2 (above) provides the means and standard deviations (SDs) of five items related to teachers' rating of depersonalisation (DE). As seen in Table 2, item (1) "I worry that this job is hardening me emotionally" recorded the highest mean (M=1.78, SD=2.027); and item (5) "I don't really care what happens to the students" recorded the lowest mean (M=.97, SD=1.556). The overall mean for the level of DE was M=1.76 which revealed a high level of DE.

8.4. Item Analysis of the PA Burnout

Table-3. Teachers' ratings of PA

Items	Mean	SD
I can easily create a relaxed atmosphere with my students	4.66	1.721
I can easily understand the actions of my colleagues/supervisors	4.58	1.749
I feel exhilarated i.e., Happy after working closely with my colleagues	4.48	1.825
I deal very effectively with the problems of my students	4.46	1.746
In my work I deal with emotional problems very calmly	4.18	1.856
I feel very energetic	4.14	1.806
I feel that I influence other people positively through my work	3.94	1.802
I have accomplished many worthwhile things in this job	3.64	1.936
Overall mean	1.80	1.57

Table 3 above provides the means and standard deviations (SDs) of eight items related to teachers' ratings of personal accomplishment (PA). As seen in Table 4, item (1) "I can easily create a relaxed atmosphere with my students" recorded the highest mean PA score (M=4.66, SD=1.721); and item (8) "I have accomplished many worthwhile things in this job" recorded the lowest mean PA score with (M=.3.63, SD=1.936). The overall mean for the level of PA is M=1.80 which revealed a high level of DE..

9. Summary of Relationships

Table-4. Relationship between EE and external factors

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.369 ^a	.136	.070	11.93999	1.687

b. Dependent Variable: EE

In this study, the R² values for EE as the dependent variable and the predictors as shown in table 4. The R² value for EE in this model was 0.369, which indicated that 36.9% of EE could be explained by the following predictors: (Constant), Training support, Professional development, Teaching experience, Working hours, Class size, Income, University status, Education, and Local or expatriate.

The results show that the effect of global reading strategies on English proficiency was positive and significant ($\beta = 0.16, p=0.022$). Similarly, problem-solving reading strategies had a positive and significant ($\beta=0.194, p=0.016$) effect on English proficiency. The results also show that support reading strategies had a positive and significant on English proficiency ($\beta = 0.225, p=0.001$). The results of bootstrapping also indicated that English proficiency had a positive and significant ($\beta=0.378, p<0.001$) impact on reading comprehension (path b).

9.2. Relationship between PA and External Factors

The results can be seen in Table 10, the effect of vocabulary size on English proficiency was positive and significant ($\beta = 0.242, p<0.001$). The results show that the effect of global reading strategies on English proficiency was positive and significant ($\beta = 0.16, p=0.022$). Similarly, problem-solving reading strategies had a positive and significant ($\beta=0.194, p=0.016$) effect on English proficiency. The results also show that support reading strategies had a positive and significant on English proficiency ($\beta = 0.225, p=0.001$). The results of bootstrapping also indicated that English proficiency had a positive and significant ($\beta=0.378, p<0.001$) impact on reading comprehension (path b).

9.3. Testing Research Questions

Importantly, from the results it seems that is some effect of (research question 1) emotional exhaustion, depersonalization, and personal accomplishment on TWB among Saudi ESL teachers. Similarly there seems to be some relationship between (research question 2) emotional exhaustion, depersonalization, and personal accomplishment in terms of their effects on TWB.

10. Discussion and Conclusions

This study investigated TWB among Saudi ESL teachers using three measures: EE, DE, and PA. of the three, the average PA score was the highest (30), followed by EE (20), then DA (5). PA relates to the positive occupation-based aspects experienced by the participants (i.e., their ability to facilitate a relaxed classroom atmosphere, have a good understanding of the actions of their colleagues and supervisors, feel a sense of exhilaration due to collaborating with their colleagues, effectively manage student issues, deal calmly with emotional problems, feel energetic, positively influence other people in their work, and accomplish considerable worthwhile tasks).

The high PA scores appear to indicate that the teachers sampled were relatively content with their ability to positively influence their educational context, which is promising as it suggests that this cohort suggests that they have an adequate ability to be self-efficacious in their work.

In contrast, the relatively high EE scores (20) indicated that the participants felt a relatively high degree of negative emotions related to their work as ESL/EFL teachers such as feeling overworked, exhausted, emotionally exhausted, reluctant to face a new working day, burned out, frustrated, not having the emotional resources to carry on, finding working with other stressful.

Finally, the lowest score was for DE (5), which implies that teachers adopting impersonal-like behaviours, becoming emotionally defunct, and holding negative attitudes towards students. The low DE scores indicate that the teachers sampled were relatively positive about the occupational issues they faced and did not have any significant problems in this regard.

To address the research gaps relating to TWB among Saudi Arabian ESL teachers for the purpose of overcoming the exclusive focus on negative psychological states such as burnout by investigating the impact of positive psychological states that support TWB via the variable of PA, the researcher recruited a sample ($n=129$) of Saudi ESL lecturers and instructors who then completed a three-part survey designed to measure TWB in terms of both negative psychological states (EE, DE) and positive ones (PA).

The results highlight that on average, the participants were adequately content with their teaching settings as indicated by their relatively high PA scores, which demonstrated that they felt a strong sense of self-efficacy in being able to positively influence their occupational context.

In contrast, the scores for the negative psychological states reported by the participants in terms of their low EE scores (i.e., occupational aspects such as feeling overworked, exhausted, emotionally exhausted, reluctant to face a new working day, feeling burned out, frustrated, not having the emotional resources to carry on, and finding working with others stressful) indicated that the participants felt a relatively high degree of negative emotions related to their work as ESL/EFL teachers.

Finally, the lowest score was for DE, which suggested that the teachers sampled were moderately positive about the occupational challenges they face and did not have any significant problems in this regard.

The use of participants descending from multi-cultural sample of ESL teachers, both Arab and non-Arab, provides a variation of results (61.2% and 38.8%, respectively). These results suggest that non-Arab ESL teachers working in Saudi Arabia face additional psychological challenges. It probably has to do with living and working abroad. For example, being isolated from their friends, families, and their home culture, and how these challenges affect their TWB.

11. Conclusions

In conclusion, this paper provides useful baseline data on the current psychological state of ESL teachers working in Saudi Arabia in terms of both positive and negative aspects. The results show a relatively high level of TWB as indicated by the high PA scores, moderate EE scores, and relatively low DE scores. It is hoped that the results will be useful in improving educational outcomes for Saudi ESL students and enhancing teaching effectiveness. Besides, the results could also be useful in facilitating better educational governance by providing useful insights for Saudi Arabian educational stakeholders that could lead to new TWB support initiatives for ESL teachers. This would enable the provision of highly motivated, well-supported, and well-qualified teachers and coherent inter-school curricula which are crucial factors for supporting academic success among students.

Suggestions for Further Studies

Other studies should focus on finding how significant the relationships between TWB and negative psychological states and teachers' workloads as measured by hours spent teaching per week, as in [Mukundan and Khandehroo \(2010\)](#).

Future studies need to address the issue of whether the number of children taught, the age of the students, and years of teaching experience were related to low PA, and high EE and DE, as suggested by [Mukundan and Hour \(2011\)](#).

A further study should investigate the role of teacher gender on TWB as others have done (e.g., (Jamshidirad *et al.*, 2012). In summary, the above topics represent interesting avenues for future research on TWB.

Future studies could take a more individualised approach by using qualitative or mixed-methods research instruments (such as PA, EE, and DE surveys) in combination with semi-structured interviews to better understand the participants' scores by using thematic analysis to identify common issues affecting the above scores for closer analysis.

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Appendix 1. Demographic information about participants of the study

Demographic		Per cent
Sex	Male	48.8
	Female	51.2
Education	Undergraduate	31
	Postgraduate	43.4
	PhD	25.6
Occupation	Instructor	26.4
	Lecturer	47.3
	Senior lecturer	18.6
	Associate Professor	7.8
Employment	Permanent	76
	Temporary	24
Status	Local	52.7
	Expatriate	47.3
Ethnicity	Arab	61.2
	Non-Arab	38.8
Income	<\$1500	29.5
	Between \$1500-\$3000	42.6
	> \$3000	72.9
Professional Development	1-3 times a year	72.1
	4-8 times a year	19.4
	9-15 times a year	5.4
	> 15 times a year	3.1
Training support	Yes	76
	No	24

Appendix 2. Coefficient PA AND OTHER FACTORS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Error Std.	Beta			Lower Bound	Upper Bound
1	(Constant)	25.460	8.287		3.072	.003	9.050	41.870
	Education	-3.318	1.675	-.201	-1.981	.050	-6.636	-.001
	Teaching experience	.125	.142	.102	.884	.379	-.155	.406
	Working hours	.065	.098	.062	.664	.508	-.130	.260
	Professional development	.371	1.482	.022	.251	.803	-2.563	3.306
	Local or expatriate	-5.914	2.879	-.240	-2.054	.042	-11.616	-.213
	Income	.237	1.506	.015	.157	.875	-2.745	3.220
	Class Size	2.742	2.105	.115	1.302	.195	-1.427	6.911
	University status	-1.536	2.720	-.053	-.565	.573	-6.923	3.851
	Training support	2.928	2.542	.102	1.152	.252	-2.105	7.961

Appendix 3. ANOVA EE AND OTHER FACTORS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2645.484	9	293.943	2.062	.038 ^b
	Residual	16822.485	118	142.563		
	Total	19467.969	127			