

OCCUPATIONAL BURNOUT AND TEACHING EFFECTIVENESS AMONG EFL FACULTY MEMBERS IN SAUDI UNIVERSITIES: A CORRELATIONAL STUDY

AMAL AWAD ALRASHIDI

Master of English Language Curricula and Teaching Methods, Taibah University
Madinah, Saudi Arabia

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ABSTRACT

This study examined the levels of occupational burnout and teaching effectiveness, and the Correlation between them, among EFL faculty members in three Saudi universities. A quantitative descriptive-correlational design was employed. The sample consisted of 91 EFL faculty members selected from Taibah University, Prince Muqrin University, and the University of Hail. Data were collected using the Maslach Burnout Inventory–Educators Survey (MBI-ES) and the Lecturer Teaching Effectiveness Scale (LTES). The findings revealed a moderate overall level of occupational burnout, with moderate emotional exhaustion, low depersonalization, and high personal accomplishment. Teaching effectiveness was rated high across teaching delivery and classroom interaction, course design and assessment, and engagement and support. Correlation analyses indicated a statistically significant negative relationship between occupational burnout and teaching effectiveness, suggesting that increased burnout is associated with lower instructional effectiveness among EFL faculty members.

Keywords: Occupational Burnout, Teaching Effectiveness, Higher Education.

1.0 INTRODUCTION

Teaching is one of the oldest human professions, closely associated with the development of civilisations. Throughout history, educators have played a vital role in transmitting values, knowledge, and skills across generations, and their roles have extended beyond academic instruction to moral guidance, character development, and social belonging (Pike, 2013). In the modern era, the teaching profession has gained exceptional importance due to its pivotal role in preparing human capital capable of responding to rapid social, economic, and technological changes. Educators are increasingly recognised as key agents in promoting sustainable development, fostering innovation, and contributing to the construction of knowledge-based societies (Hargreaves, 2003). However, the expanded role of educators has also led to a significant increase in vocational demands. Ongoing shifts in educational practices and instructional technologies require teachers to master competencies such as digital proficiency, student-centred approaches, and modernised evaluation methods. These escalating expectations have intensified workloads, positioning teaching among the professions most susceptible to occupational and psychological stress (Norabuena-Figueroa et al., 2025).

This pressure is particularly pronounced at the higher education level, where faculty members are entrusted with preparing specialised professionals, generating scientific knowledge, and

contributing to research and community service. These roles require considerable cognitive and psychological effort and present increasing professional challenges amid global academic competition and the demands of quality assurance and accreditation (Ventista & Brown, 2023). In this demanding academic landscape, teaching English has become a central challenge, given its established role as a global medium for producing and disseminating scientific knowledge, as well as for academic and professional communication. This reality places increased educational responsibilities on EFL faculty members (Talafhah et al., 2025). Teaching English requires strong pedagogical and linguistic competence, and faculty members face challenges related to students' varying proficiency levels, individual differences, and motivation, as well as the need to use modern teaching strategies aligned with technological developments and active learning approaches (Yangöz & Ünal, 2023).

Occupational burnout remains a critical challenge within academia, where extensive exposure to work-related stressors leads to rising anxiety and psychological exhaustion (Joshi, 2025). Occupational burnout is widely conceptualised as a psychological syndrome arising from chronic work stressors and is manifested through three interrelated dimensions: emotional exhaustion, depersonalization or cynicism, and a reduced sense of professional accomplishment (Yingying et al., 2025). This issue is particularly pronounced among EFL faculty members due to the demands of constant linguistic monitoring and immediate feedback (Li, 2025). These pressures, compounded by overlapping research and administrative duties, create a professional imbalance that undermines mental well-being and pedagogical effectiveness. Consequently, highly stressed educators may struggle to use effective teaching strategies, thereby compromising the overall quality of the educational process (Talafhah et al., 2025; Teles et al., 2020).

The importance of investigating burnout among EFL faculty is further underscored by its implications for teaching effectiveness, a core indicator of educational quality in higher education. Teaching effectiveness in EFL contexts encompasses instructional clarity, classroom engagement, assessment practices, and the ability to foster meaningful language-learning outcomes (Pakdee et al., 2025). Recent empirical studies suggest that high levels of occupational burnout are negatively associated with teachers' instructional performance, classroom interaction, and pedagogical responsiveness, ultimately diminishing students' learning experiences and academic achievement (Pakdee et al., 2025; Kimama et al., 2024).

Despite growing attention to the burnout-teaching effectiveness nexus, empirical research explicitly examining this relationship among EFL faculty in Saudi universities remains scarce. Existing Saudi-based studies have predominantly focused on burnout prevalence or its associations with general psychological well-being, job satisfaction, or stress, rather than on teaching effectiveness in EFL higher education settings (Alharbi, 2025). Consequently, the central problem addressed in this study concerns the limited empirical clarity about the prevalence of occupational burnout among EFL faculty members in Saudi universities, the current level of teaching effectiveness, and the nature of the correlation between these two constructs. Understanding this problem is important for creating policies that support teachers, improve teaching quality, and promote long-term educational success (Deep et al., 2025).

Accordingly, this study aims to determine the level of occupational burnout among English language faculty members in Saudi universities, examine the level of teaching effectiveness

among them, and investigate the nature of the correlational relationship between occupational burnout and teaching effectiveness among EFL faculty members in Saudi universities. Specifically, the study addresses the following questions: What is the level of occupational burnout among EFL faculty at Saudi universities? What is the level of teaching effectiveness among EFL faculty members at Saudi universities? Is there a statistically significant correlation between occupational burnout and teaching effectiveness among EFL faculty members? The study hypothesises that there is a statistically significant negative correlation between occupational burnout and teaching effectiveness among EFL faculty members in Saudi universities at the 0.05 significance level.

The study contributes to the conceptual understanding of the relationship between faculty burnout and teaching effectiveness in university contexts and may support universities and academic decision-makers in improving the academic work environment by identifying the level of occupational burnout among English language faculty members and examining its association with teaching effectiveness. The findings may provide universities with evidence-based indicators to inform interventions aimed at enhancing faculty psychological well-being and occupational health (Maslach et al., 2001; Alharbi, 2025). The study is delimited to examining the correlation between occupational burnout and teaching effectiveness among English language faculty members who teach English as a Foreign Language (EFL) at Taibah University and Prince Muqrin University in Al-Madinah Al-Munawwarah and the University of Hail in Hail City during the second academic semester of 2026

2.0 LITERATURE REVIEW

2.1 Occupational Burnout and Teaching Effectiveness

Occupational burnout has developed from a broad notion of exhaustion into a structured, multidimensional psychological syndrome. Maslach et al. (2001) define burnout as “a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy” (p. 397). Thus, burnout cannot be reduced to a single symptom such as tiredness or stress; rather, it involves emotional, relational, and self-evaluative processes within specific work environments. For the present study, this multidimensional understanding is especially relevant because it allows burnout to be explored as a complex condition that may affect teaching effectiveness in several interconnected ways.

The literature consistently conceptualises occupational burnout through three main dimensions: emotional exhaustion, cynicism or depersonalization, and reduced personal accomplishment or professional inefficacy. Emotional exhaustion reflects emotional depletion resulting from prolonged exposure to demanding work conditions, while cynicism represents a detached and negative response to work and the people associated with it. Reduced personal accomplishment concerns feelings of reduced competence, low productivity, and diminished achievement at work (Maslach et al., 2001). These dimensions may shape teaching effectiveness in different ways through emotional depletion, relational withdrawal, or reduced professional confidence.

The literature indicates that occupational burnout develops through the interaction of high job demands, insufficient resources, and persistent organisational pressures rather than through any

single cause (Demerouti, 2024). Demerouti et al. (2001) and Bakker and Demerouti (2007) argue that burnout develops when job demands chronically exceed the resources available to employees. Job demands such as workload, time pressure, and emotional labour consume physical and psychological energy, while insufficient resources such as support, autonomy, and recognition fail to buffer these pressures. Excessive workload, inadequate resources, individual vulnerability, and weak institutional support therefore contribute to burnout, particularly when demands remain chronic and recovery opportunities are limited.

Teaching effectiveness is similarly presented as a multidimensional construct. Although the literature does not present a single universally accepted definition, it is fundamentally concerned with facilitating student learning. McKeachie (1979) defines teaching effectiveness as “the degree to which one has facilitated student achievement of educational goals” (p. 385), while Nilson (2010) defines it as “an instructor’s degree of success in facilitating student learning” (p. 315). Later scholarship broadens this understanding by incorporating instructional and relational processes. Ismail et al. (2018) define teaching effectiveness as “the aggregated effects of a complex set of in-classroom teacher behaviours on students’ learning” (p. 13), while Balkach and Mati (2019) emphasise classroom interaction between teachers and students. Taken together, these perspectives suggest that teaching effectiveness includes student achievement, instructional practice, and classroom interaction.

The literature identifies instructional clarity, pedagogical organisation, feedback, relational support, assessment, and student engagement as important dimensions of teaching effectiveness. These dimensions are not always clearly separated; in practice, they overlap conceptually and function interdependently (Ko et al., 2013). Teaching effectiveness should therefore not be understood as a set of isolated teaching traits, but as a dynamic pedagogical system shaped by instructional, evaluative, and interpersonal processes. This multidimensional framework is especially important because any negative effect of burnout may extend across several dimensions of teaching effectiveness rather than being confined to a single aspect of teaching performance.

Teaching effectiveness is also shaped by professional, institutional, and emotional factors, including teaching experience, professional development, institutional support, workload, and emotional well-being (Leibowitz et al., 2014). In particular, workload, institutional support, and emotional well-being are closely related to the development and consequences of burnout (Pakdee et al., 2025). This highlights the importance of examining teaching effectiveness within a broader professional context in which burnout may function as a significant factor constraining instructional quality among EFL faculty members.

2.2 Theoretical Framework

This study is grounded in an integrated theoretical perspective that combines the Maslach Burnout Theory and the Job Demands–Resources (JD-R) Model to explain the relationship between burnout and teaching effectiveness among faculty members. These frameworks collectively suggest that burnout is a multidimensional construct shaped by psychological and organisational factors, and that it significantly undermines teaching effectiveness. The Maslach Burnout Theory provides a foundational explanation by conceptualising burnout as a psychological syndrome characterised by emotional exhaustion, depersonalisation or cynicism,

and reduced personal accomplishment resulting from chronic work-related stress (Maslach & Jackson, 1981).

This theory suggests that continuous exposure to stressors depletes teachers' emotional and cognitive resources, leading to diminished engagement and reduced instructional effort. As burnout intensifies, educators become less responsive, more detached from students, and less confident in their professional abilities, which ultimately weakens teaching effectiveness. Empirical findings indicate that burnout is associated with decreased motivation, reduced competence, and lower instructional quality, all of which negatively influence teaching performance (Borromeo & Doronio, 2024). Expanding this perspective, the Job Demands–Resources (JD-R) Model explains burnout as a consequence of an imbalance between job demands and available resources (Demerouti et al., 2001). The model suggests that excessive job demands—such as heavy workload, time pressure, and classroom challenges—require sustained effort and lead to emotional exhaustion, while insufficient job resources—such as lack of support, autonomy, and feedback—result in disengagement and withdrawal behaviours (Mijakoski et al., 2022). Within the teaching profession, these conditions not only contribute to burnout but also reduce job satisfaction, motivation, and commitment, which are essential components of teaching effectiveness (Skaalvik & Skaalvik, 2020). Thus, the JD-R model demonstrates that burnout is structurally rooted in the work environment and directly affects educators' capacity to perform effectively.

2.3 Conceptual Framework

Burnout is a multidimensional construct characterised by emotional exhaustion, cynicism, and reduced professional efficacy, all of which negatively affect instructors' performance in instructional settings (Maslach et al., 2001; Schaufeli & Bakker, 2007). Previous research has consistently demonstrated that burnout is negatively associated with job performance, including both in-role and extra-role behaviours (Taris et al., 2005; Nijhuis et al., 2012). In the context of English as a Foreign Language (EFL) teaching in Saudi Arabia, educators are often exposed to various linguistic, cultural, and institutional challenges. These demands are likely to intensify burnout levels, thereby reducing teaching effectiveness by limiting teachers' energy, instructional engagement, and responsiveness to students. This relationship can be explained through the Job Demands–Resources (JD-R) theory, which posits that excessive job demands deplete employees' physical and psychological resources, leading to a decline in performance (Bakker & Demerouti, 2007, 2014). More specifically, burnout influences teaching effectiveness indirectly through key psychological mechanisms. Emotional exhaustion reduces teachers' cognitive and emotional capacity to effectively plan lessons, manage classrooms, and provide meaningful feedback (Maslach et al., 2001). At the same time, cynicism or depersonalization leads to disengagement from students, which weakens teacher-student interaction and diminishes instructional quality (Schaufeli & Bakker, 2007). Furthermore, burnout is associated with reduced intrinsic motivation or even amotivation, which negatively affects educators' effort and persistence in performing teaching tasks (Fernet et al., 2012). Therefore, burnout leads to emotional exhaustion and disengagement, which in turn result in reduced teaching effectiveness.

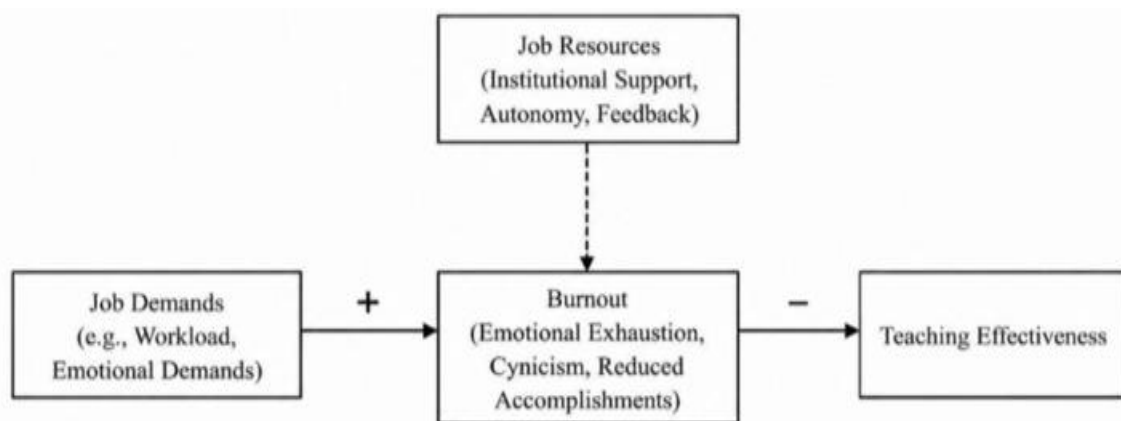
Importantly, the strength of the relationship between burnout and teaching effectiveness is influenced by several moderating factors, particularly within the Saudi EFL context. High job

demands, such as heavy teaching loads, administrative responsibilities, and large class sizes, tend to intensify burnout and strengthen its negative impact on performance (Bakker & Demerouti, 2007). In contrast, institutional support, including leadership support, professional development opportunities, and collegial collaboration, can buffer the adverse effects of burnout. Additionally, job resources such as autonomy and constructive performance feedback play a crucial role in enhancing motivation and mitigating the negative consequences of burnout (Bakker & Demerouti, 2014). According to the JD-R theory, these resources act as protective factors that weaken the negative relationship between burnout and teaching effectiveness.

2.4 Integrated Conceptual Interaction

This framework assumes a dynamic interaction among variables. Job demands (e.g., workload and emotional demands) increase the likelihood of burnout. Burnout then triggers psychological strain, particularly emotional exhaustion and cynicism, which reduce motivation, engagement, and instructional quality. These processes ultimately lead to lower teaching effectiveness. However, job resources such as institutional support, autonomy, and feedback moderate this pathway by either buffering the effects of burnout or enhancing faculty members' motivation and resilience (Bakker et al., 2014). In Saudi higher education EFL settings, where faculty members must navigate diverse learner needs and institutional expectations, these interactions are particularly significant. Strong institutional support can sustain faculty members' engagement even under high-demand conditions, thereby partially offsetting the negative effects of burnout on teaching effectiveness.

Figure1: Conceptual Model of the Relationship Among Job Demands, Job Resources, Burnout, and Teaching Effectiveness



Note. Solid arrows indicate hypothesized direct relationships. The dashed arrow indicates the proposed moderating effect of job resources on the relationship between job demands and burnout.

Figure 1 presents the conceptual framework of the study. The framework proposes that job demands, including workload and emotional demands, are positively associated with burnout. Burnout, in turn, is expected to negatively affect teaching effectiveness. In addition, job resources, represented by institutional support, autonomy, and feedback, are proposed to

moderate the relationship between job demands and burnout. Thus, the framework illustrates the direct effects among the study variables within the proposed model.

2.5 Related Studies

2.5.1 The Relationship Between Occupational Burnout and Teaching Effectiveness

A growing body of empirical literature indicates that occupational burnout is negatively associated with teaching effectiveness and broader instructional performance among faculty members and educators, although the strength and operationalisation of this relationship vary across contexts and methodological approaches. One of the clearest patterns is the consistent inverse association between burnout—especially emotional exhaustion—and indicators of teaching effectiveness. Among university faculty, Lackritz (2004) found that burnout significantly correlated with lower numerical student evaluations, suggesting that higher burnout levels are associated with reduced perceived teaching performance. Similarly, Bynum et al. (2023) demonstrated that higher faculty distress scores were associated with lower student evaluations of both clerkship quality and faculty teaching. However, both studies were conducted within U.S. institutions, with Bynum et al. focusing specifically on medical faculty, potentially limiting comparability across other academic disciplines.

Broader educational research reinforces the detrimental instructional implications of burnout. Arens and Morin (2016) found that teachers' emotional exhaustion was negatively related to student academic outcomes, including school grades, standardised achievement scores, perceptions of teacher support, and school satisfaction. Likewise, Wong et al. (2017) reported that emotional exhaustion and depersonalization indirectly reduced student educational outcomes through diminished teaching quality and student engagement. However, these studies focused respectively on primary school teachers and special education teachers, limiting their direct transferability to university faculty populations.

Despite broad consistency in identifying a negative burnout–performance relationship, teaching effectiveness has been conceptualised and measured differently across studies. Lackritz (2004) and Bynum et al. (2023) relied on student evaluations as proxies for teaching effectiveness, whereas Arens and Morin (2016) integrated standardised achievement data, school grades, and student psychosocial outcomes. This methodological inconsistency complicates precise comparison and limits cumulative synthesis. Furthermore, Feng et al. (2025) found that burnout dimensions were negatively linked to job performance among part-time university faculty. However, because the outcome was job performance rather than teaching effectiveness specifically, and the sample consisted of part-time faculty, the applicability of these findings to mainstream faculty teaching effectiveness should be interpreted cautiously.

The literature is also dominated by cross-sectional quantitative designs, limiting conclusions regarding directionality. Lackritz (2004), Bynum et al. (2023), and Feng et al. (2025) measured burnout and performance-related outcomes contemporaneously. In contrast, Lei et al. (2025), using panel data from 1,113 academics across nine universities, challenged conventional directional assumptions by proposing that job performance may influence burnout rather than merely result from it. Nevertheless, the study focused on overall job performance rather than teaching-specific effectiveness. Thus, while the negative association between burnout and

teaching-related outcomes is well established, the temporal dynamics of this relationship remain insufficiently understood.

2.5.2 Factors Affecting Occupational Burnout and Teaching Effectiveness

A substantial body of literature indicates that occupational burnout among faculty members is shaped by organisational, psychological, and performance-related factors, many of which simultaneously affect teaching effectiveness. Among the most consistently identified organisational predictors are competing academic role demands, workload pressure, and performance-based institutional expectations. Li et al. (2020) found that faculty experiencing greater teaching–research conflict reported significantly higher emotional exhaustion and depersonalization alongside lower personal accomplishment. Similarly, Zhou and Wang (2025) found that competitive institutional pressure, career advancement expectations, and workplace anxiety significantly intensified burnout. Collectively, these studies suggest that burnout is heightened in institutional environments characterised by persistent tension among instructional responsibilities, research productivity, and career advancement demands. However, the concentration of this evidence within Chinese higher education constrains its generalizability to other institutional contexts, including Saudi universities.

In contrast to organisational demands, psychological and relational resources appear to mitigate burnout. Li et al. (2020) found that perceived supervisor support and psychological capital weakened the relationship between teaching–research conflict and burnout, while Zhou and Wang (2025) reported that self-efficacy significantly reduced workplace anxiety and its subsequent impact on burnout. Lei et al. (2025) further found that higher-performing faculty reported lower burnout levels, suggesting that professional competence and successful job performance may function as internal protective resources. Taken together, these findings indicate that faculty with stronger psychological and institutional support resources appear better equipped to withstand occupational stressors and maintain lower levels of burnout.

Extending this evidence to broader professional outcomes, Zhang et al. (2022) found that job satisfaction partially mediates the relationship between burnout and turnover intention, while proactive personality functions as a moderator. More proactive faculty demonstrated greater resilience against burnout-related disengagement, indicating that individual dispositional characteristics may shape responses to occupational stressors alongside structural resources. Collectively, the evidence suggests that organisational conditions and individual adaptive resources interact in determining whether occupational stress culminates in burnout severe enough to impair faculty effectiveness and retention.

2.5.3 Methodological Approaches and Measurement Strategies

The literature examining occupational burnout and teaching effectiveness is characterised by a marked predominance of quantitative cross-sectional survey research, with psychometric measurement and correlational modelling commonly used to examine relationships between burnout and teaching-related outcomes. Tikkanen et al. (2021) found that teacher exhaustion significantly predicted student cynicism but not perceived teacher support. Salazar et al. (2022) found that upward social comparison significantly mediated burnout's relationship with teaching anxiety and teaching satisfaction; Li and Liu (2025) found significant mediation effects of psychological capital in the relationships between occupational stress, work-family

support, and burnout. Although these studies identify significant relational pathways, their shared dependence on cross-sectional designs prevents the establishment of temporal ordering and limits causal inference.

A further methodological issue concerns the operationalisation of burnout. Some studies reduced burnout to emotional exhaustion alone or treated it as a global composite construct. In contrast, Wartenberg et al. (2026) examined the three burnout dimensions and found that emotional exhaustion and reduced personal accomplishment—but not burnout uniformly—predicted diminished teacher communion and adverse student affective-motivational outcomes. These findings suggest that narrower burnout operationalisations may oversimplify the burnout-teaching relationship by obscuring the distinct pedagogical implications of specific burnout dimensions, whereas multidimensional measurement may produce more nuanced interpretations. Reliance on self-report psychometric instruments is another persistent methodological limitation. Salazar et al. (2022) and Li and Liu (2025) measured all variables through faculty self-report instruments administered simultaneously, increasing susceptibility to common method inflation. Tikkanen et al. (2021) partially addressed this limitation through student-level data, while Wartenberg et al. (2026) incorporated observer-rated interpersonal behaviours alongside student perceptions. Mixed-method approaches remain comparatively scarce. Fitzsimons and Smith (2025), using survey and interview data from teacher educators in Ireland and the United Kingdom, identified workload, policy pressure, lack of control, and feeling undervalued as important contributors to burnout and demonstrated that burnout may manifest differently across academic roles and institutional contexts.

Taken together, methodological decisions substantially shape conclusions regarding occupational burnout and teaching effectiveness. The predominance of cross-sectional quantitative designs restricts causal inference, reliance on self-report measures may inflate observed associations, inconsistent operationalisation of teaching effectiveness weakens conceptual coherence, and the scarcity of mixed-method approaches limits contextual understanding. These limitations are particularly consequential in the Saudi higher education context, where empirical research examining occupational burnout and teaching effectiveness among university faculty remains notably limited.

2.6 Gap in Literature

Overall, the reviewed literature demonstrates a consistent association between teacher burnout and reduced teaching effectiveness, mediated by psychological and contextual factors. Burnout is widely recognised as a multifaceted construct influenced by job demands, emotional resources, and organisational conditions, with significant implications for both teachers and students. However, several critical gaps remain. First, there is an overreliance on self-reported and cross-sectional data, limiting causal interpretations. Second, the majority of studies are conducted in primary and secondary education contexts, with limited focus on university faculty. Third, there is a lack of research in Middle Eastern and specifically Saudi contexts, where cultural, institutional, and organisational factors may shape burnout differently. Finally, the mediating and moderating mechanisms linking burnout to teaching effectiveness remain underexplored.

These gaps justify the current study, which seeks to examine occupational burnout and teaching effectiveness among faculty members in Saudi universities. By addressing contextual

limitations and integrating direct relationships, this study contributes to advancing a more comprehensive understanding of burnout in higher education.

3.0 METHODOLOGY

3.1 Research Design

The present study implemented a descriptive–correlational research approach to assess the strength and direction of the association between occupational burnout and teaching effectiveness among EFL faculty members in Saudi universities. Data were collected using questionnaires measuring occupational burnout and teaching effectiveness, allowing quantitative analysis of the relationship between the study variables (Creswell, 2012; Putri et al., 2025).

3.2 Research population

The study population comprised male and female EFL faculty members teaching in the English Language and Translation Department, the English Language Department, and EFL programs at Taibah University and Prince Muqrin University in Al-Madinah Al-Munawwarah and the University of Hail in Hail City. The total population consisted of 208 EFL faculty members teaching during the second academic semester of 2026, regardless of academic rank or years of teaching experience.

3.3 Research Sample

A census sampling approach was employed, whereby the questionnaire was distributed to all 208 EFL faculty members in the defined population across the three universities. The selection of the universities was primarily guided by feasibility and accessibility considerations. Of the 208 questionnaires distributed electronically, 98 responses were received. Following data screening, 91 questionnaires were retained as valid for statistical analysis, representing a final valid-response rate of approximately 44%.

3.4 Research Instruments

Occupational burnout was measured using the Maslach Burnout Inventory–Educators Survey (MBI-ES) developed by Maslach et al. (1986). The MBI-ES comprises 22 items across three dimensions: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. Responses are recorded on a seven-point frequency scale ranging from 0 (Never) to 6 (Every day). Scores are calculated separately for each dimension; higher Emotional Exhaustion and Depersonalization scores indicate higher burnout, whereas lower Personal Accomplishment scores reflect higher burnout (Maslach et al., 2001). Content validity is supported by the systematic development of the instrument's items in alignment with the theoretically defined dimensions of burnout. The MBI-ES items represent the three core components of the construct—Emotional Exhaustion, Depersonalization, and Personal Accomplishment—and were specifically adapted for educational settings (Maslach & Jackson, 1981; Maslach et al., 1986). This alignment between the conceptual dimensions and their corresponding items ensures adequate representation of the burnout construct within academic environments (Maslach et al., 2001).

Construct validity is supported by empirical evidence confirming the instrument's three-factor structure. Cross-validation research in educational samples demonstrated that the items load consistently on Emotional Exhaustion, Depersonalization, and Personal Accomplishment (Iwanicki & Schwab, 1981). The stability of this factorial structure provides evidence that the MBI-ES appropriately operationalises the burnout construct and supports its use for measuring occupational burnout among EFL faculty members in the present study. A pilot study with 20 participants assessed the internal consistency of the Maslach Burnout Inventory–Educators Survey (MBI-ES) using Cronbach's alpha. The 22-item instrument comprised three dimensions: Dimension 1 included 9 items ($\alpha = .812$), Dimension 2 included 5 items ($\alpha = .700$), and Dimension 3 included 8 items ($\alpha = .921$). The overall 22-item scale yielded $\alpha = .853$. These coefficients indicate adequate internal consistency and support the reliability of the MBI-ES for the main study. Teaching effectiveness was measured using the Lecturer Teaching Effectiveness Scale (LTES) developed by Ibrahim and Taura (2025). The original LTES comprised 24 items across three domains: Teaching Delivery and Classroom Interaction, Student Engagement and Support, and Course Design and Assessment. The original instrument used a four-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD), with higher scores indicating higher teaching effectiveness.

For the present study, the LTES underwent expert review for content validity. Specialists in EFL teaching evaluated the items for relevance, clarity, representativeness, and appropriateness. Following this process, the scale was revised from 24 to 25 items because one double-barrelled item was divided into two separate items, while several items were reworded to improve clarity and conceptual specificity. The revised 25-item scale comprised 7 items for Teaching Delivery and Classroom Interaction, 10 items for Student Engagement and Support, and 8 items for Course Design and Assessment. Construct validity was examined in the 20-participant pilot study using Pearson correlations among the three dimensions and the overall score; all reported correlations were positive and statistically significant at $p < .01$.

Internal consistency of the revised LTES was also assessed using Cronbach's alpha in the pilot study. The coefficients were .865 for Teaching Delivery and Classroom Interaction, .803 for Student Engagement and Support, and .848 for Course Design and Assessment, with an overall coefficient of .973 for the 25-item scale.

3.5 Data Collection

Data were collected electronically using a structured questionnaire consisting of three sections: demographic information, the MBI-ES, and the LTES. The questionnaire was administered to the entire defined population of 208 faculty members at the three participating universities over a period of 2–4 weeks during the second academic semester of the 2026 academic year. Responses were screened for completeness and accuracy, and incomplete or invalid questionnaires were excluded before statistical analysis.

3.6 Ethical Considerations

Ethical approval was obtained from the Research Ethics Committee at Taibah University before data collection, and official permission was obtained from the relevant authorities. Participants were informed about the purpose and procedures of the study, the voluntary nature of participation, their right to withdraw, and the measures taken to protect confidentiality.

Completion and submission of the questionnaire constituted informed consent. No personal or identifying information was collected, and responses remained anonymous. Research data were stored in password-protected and encrypted digital files on a secure platform, with access restricted to the researcher and research supervisor.

3.7 Data Analysis

Data were coded and analysed using SPSS version 29. Before analysis, the dataset was screened for completeness, missing values, accuracy, and data-entry errors. Descriptive statistics, including means and standard deviations, were used to determine the levels of occupational burnout and its three dimensions—Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment—and teaching effectiveness and its three dimensions—Teaching Delivery and Classroom Interaction, Student Engagement and Support, and Course Design and Assessment. Pearson product-moment correlation analysis was used to examine the direction and strength of the relationship between occupational burnout and teaching effectiveness and to test the study hypothesis. Statistical significance was set at $p < .05$.

4.0 RESULTS

4.1 Participant Characteristics

Table 1: Characteristics of the Study Sample (N = 91)

Characteristic	n	%
Gender		
Female	48	52.7
Male	43	47.3
Academic degree		
Assistant Professor	13	14.3
Associate Professor	14	15.4
English language instructor	14	15.4
Lecturer	39	42.9
Professor	6	6.6
Teaching Assistant	5	5.5
University		
Prince Muqrin University	21	23.1
Taibah University	34	37.4
University of Hail	36	39.6

After applying the exclusion criteria, the final sample consisted of 91 faculty members. Female participants represented 52.7% of the sample ($n = 48$), while male participants accounted for 47.3% ($n = 43$). Lecturers represented the largest academic group (42.9%, $n = 39$), followed by Associate Professors and English language instructors (15.4%, $n = 14$ each), Assistant Professors (14.3%, $n = 13$), Professors (6.6%, $n = 6$), and Teaching Assistants (5.5%, $n = 5$). Participants were drawn from the University of Hail (39.6%, $n = 36$), Taibah University (37.4%, $n = 34$), and Prince Muqrin University (23.1%, $n = 21$).

4.2 The Results of the First Research Question

Table 2: Occupational Burnout by University and Subscale

University	EE	DP	PA	Overall Burnout	Level
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	
Prince Muqrin University	2.2857 (1.14642)	0.9429 (0.85590)	4.7083 (0.85908)	2.6456 (0.55184)	Medium
Taibah University	2.3860 (1.12956)	0.9941 (0.91385)	4.3566 (1.09412)	2.5789 (0.54990)	Medium
University of Hail	1.8472 (1.20642)	1.1611 (1.06885)	4.1250 (1.06318)	2.3778 (0.65939)	Medium
Total	2.1497 (1.17810)	1.0484 (0.96025)	4.3462 (1.04534)	2.5147 (0.60058)	Medium

Note. EE = Emotional Exhaustion; DP = Depersonalization; PA = Personal Accomplishment.

Occupational burnout levels were classified as low (0–2), medium (2.01–4), and high (4.01–6). The overall level of occupational burnout among EFL faculty members was moderate across all participating universities. The total mean score for occupational burnout was $M = 2.5147$ ($SD = 0.60058$). Prince Muqrin University recorded the highest mean score ($M = 2.6456$), followed by Taibah University ($M = 2.5789$), while the University of Hail showed the lowest mean score ($M = 2.3778$); all remained within the moderate category.

Regarding the dimensions of occupational burnout, Personal Accomplishment (PA) had the highest mean score ($M = 4.3462$), compared with Emotional Exhaustion (EE; $M = 2.1497$) and Depersonalization (DP; $M = 1.0484$).

Emotional Exhaustion (EE) subscale

Table 3: Statistical Analysis of Emotional Exhaustion (EE) Subscale Levels

Items	Every day	A few times a week	Once a week	A few times a month	Once a month or less	A few times a year or less	Never	Mean	Std.	Level
I feel emotionally drained from my work	1 (1.1%)	8 (8.8%)	9 (9.9%)	18 (19.8%)	16 (17.6%)	26 (28.6%)	13 (14.3%)	2.13	1.558	Medium
I feel used up at the end of the workday.	5 (5.5%)	10 (11.0%)	11 (12.1%)	19 (20.9%)	12 (13.2%)	27 (29.7%)	7 (7.7%)	2.55	1.701	Medium
I feel fatigued when I get up in the morning and	5 (5.5%)	5 (5.5%)	7 (7.7%)	23 (25.3%)	18 (19.8%)	22 (24.2%)	11 (12.1%)	2.31	1.610	Medium

have to face another day on the job.										
Working with people all day is really a strain for me.	3 (3.3%)	8 (8.8%)	4 (4.4%)	19 (20.9%)	8 (8.8%)	24 (26.4%)	25 (27.5%)	1.88	1.756	Low
I feel burned out from my work.	3 (3.3%)	10 (11.0%)	7 (7.7%)	11 (12.1%)	16 (17.6%)	20 (22.0%)	24 (26.4%)	1.99	1.804	Low
I feel frustrated by my job.	2 (2.2%)	4 (4.4%)	9 (9.9%)	15 (16.5%)	10 (11.0%)	20 (22.0%)	31 (34.1%)	1.68	1.679	Low
I feel I'm working too hard on my job.	10 (11.0%)	19 (20.9%)	15 (16.5%)	13 (14.3%)	9 (9.9%)	18 (19.8%)	7 (7.7%)	3.19	1.891	Medium
Working with people directly puts too much stress on me.	1 (1.1%)	5 (5.5%)	11 (12.1%)	11 (12.1%)	14 (15.4%)	26 (28.6%)	23 (25.3%)	1.78	1.597	Low
I feel like I'm at the end of my rope.	2 (2.2%)	1 (1.1%)	8 (8.8%)	14 (15.4%)	11 (12.1%)	21 (23.1%)	34 (37.4%)	1.47	1.559	Low
Emotional Exhaustion (EE)	32 (3.9%)	70 (8.5%)	81 (9.9%)	143 (17.5%)	114 (13.9%)	204 (24.9%)	175 (21.4%)	2.11	1.17	Medium

Table 3 presents the results of the Emotional Exhaustion (EE) subscale of occupational burnout, including means, standard deviations, and the corresponding level for each item the findings indicate that the overall mean score for Emotional Exhaustion was ($M = 2.11$, $SD = 1.17$), which reflects a moderate level of emotional exhaustion among the participants. At the item level, results varied between low and moderate levels. Three items were rated at a moderate level, including feeling emotionally drained from work ($M = 2.13$), feeling used up at the end of the workday ($M = 2.55$), and feeling fatigued when starting a new workday ($M = 2.31$). In contrast, several items fell within the low level, such as perceiving work with people as a strain ($M = 1.88$), feeling burned out from work ($M = 1.99$), feeling frustrated by the job ($M = 1.68$), experiencing excessive stress from direct work with people ($M = 1.78$), and feeling at the end of one's rope ($M = 1.47$). Overall, the results suggest that emotional exhaustion among participants is generally moderate, with noticeable variability across items. While some aspects of work-related fatigue are moderately present, other dimensions of exhaustion remain relatively low.

Depersonalization (DP) Subscale

Table 4: Statistical Analysis of Depersonalization (DP) Subscale Levels

Items	Every day	A few times a week	Once a week	A few times a month	Once a month	A few times a month	Never	Mean	Std.	Level
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	month year or or less less									
I feel I treat some students as if they were impersonal objects.	2 (2.2%)	1 (1.1%)	4 (4.4%)	3 (3.3%)	2 (2.2%)	12 (13.2%)	67 (73.6%)	0.64	1.379	Low
I've become more callous toward people since I took this job"	4 (4.4%)	3 (3.3%)	5 (5.5%)	12 (13.2%)	8 (8.8%)	13 (14.3%)	46 (50.5%)	1.36	1.773	Low
I worry that this job is hardening me emotionally"	6 (6.6%)	5 (5.5%)	3 (3.3%)	7 (7.7%)	8 (8.8%)	21 (23.1%)	41 (45.1%)	1.44	1.875	Low
I don't really care what happens to some students"	0 (0.0%)	1 (1.1%)	2 (2.2%)	4 (4.4%)	7 (7.7%)	12 (13.2%)	65 (71.4%)	0.56	1.077	Low
I feel students blame me for some of their problems.	2 (2.2%)	4 (4.4%)	6 (6.6%)	7 (7.7%)	4 (4.4%)	28 (30.8%)	40 (44.0%)	1.24	1.615	Low
Depersonalization (DP) Subscale	14 (3.1%)	14 (3.1%)	20 (4.4%)	33 (7.3%)	29 (6.4%)	86 (18.9%)	259 (56.9%)	1.05	0.960	Low

Table 4 presents the results of the Depersonalization (DP) subscale of occupational burnout, including means, standard deviations, and the corresponding levels for each item.

The findings indicate that the overall mean score for Depersonalization was ($M = 1.05$, $SD = 0.960$), which reflects a low level of depersonalization among the participants.

At the item level, all statements were rated at a low level. The highest mean scores were observed for items such as worrying that the job is emotionally hardening ($M = 1.44$) and becoming more callous toward people since starting the job ($M = 1.36$). Other items, such as treating students as impersonal objects ($M = 0.64$) and not caring about what happens to some students ($M = 0.56$), recorded very low mean values, indicating minimal presence of such attitudes.

Similarly, the item related to feeling blamed by students for their problems showed a low mean score ($M = 1.24$), further supporting the overall low level of depersonalization.

Overall, these results suggest that participants demonstrate a low tendency toward depersonalization, indicating that they generally maintain positive and non-detached attitudes toward students in their professional roles.

Personal Accomplishment (PA) Subscale

Table 5: Statistical Analysis of Personal Accomplishment (PA) Subscale Levels

Items	Every day	A few times a week	Once a week	A few times a month	Once a month or less	A few times a year or less	Never	Mean	Std.	Level
I can easily understand how my students feel about things."	35 (38.5%)	29 (31.9%)	9 (9.9%)	5 (5.5%)	7 (7.7%)	5 (5.5%)	1 (1.1%)	4.67	1.57 1	High
I deal very effectively with the problems of my students."	49 (53.8%)	21 (23.1%)	4 (4.4%)	10 (11.0%)	1 (1.1%)	5 (5.5%)	1 (1.1%)	4.97	1.51 6	High
I feel I'm positively influencing other people's lives through my work."	29 (31.9%)	22 (24.2%)	9 (9.9%)	16 (17.6%)	8 (8.8%)	6 (6.6%)	1 (1.1%)	4.29	1.66 2	High
I feel very energetic	18 (19.8%)	31 (34.1%)	9 (9.9%)	17 (18.7%)	9 (9.9%)	6 (6.6%)	1 (1.1%)	4.11	1.58 1	High
I can easily create a relaxed atmosphere with my students."	36 (39.6%)	26 (28.6%)	11 (12.1%)	5 (5.5%)	9 (9.9%)	1 (1.1%)	3 (3.3%)	4.66	0.96 0	High
I feel exhilarated after working closely with my students."	28 (30.8%)	16 (17.6%)	7 (7.7%)	14 (15.4%)	9 (9.9%)	8 (8.8%)	9 (9.9%)	3.78	2.08 1	Medium
I have accomplished many worthwhile things in this job."	26 (28.6%)	22 (24.2%)	7 (7.7%)	19 (20.9%)	6 (6.6%)	11 (12.1%)	0 (0.0%)	4.11	1.72 2	High
In my work, I deal with emotional problems very calmly	29 (31.9%)	21 (23.1%)	10 (11.0%)	10 (11.0%)	12 (13.2%)	8 (8.8%)	1 (1.1%)	4.19	1.76 3	High
Personal Accomplishment (PA) Subscale	250 (34.3%)	188 (25.8%)	66 (9.1%)	96 (13.2%)	61 (8.4%)	50 (6.9%)	17 (2.3%)	4.35	1.05	High

Table 5 presents the results of the Personal Accomplishment (PA) subscale of occupational burnout, including means, standard deviations, and the corresponding levels for each item.

The findings indicate that the overall mean score for Personal Accomplishment was ($M = 4.35$, $SD = 1.05$), which reflects a high level of personal accomplishment among the participants. At

the item level, most statements were rated at a high level, indicating strong positive perceptions of professional effectiveness and achievement. The highest mean scores were observed for items related to dealing effectively with students' problems ($M = 4.97$) and understanding students' feelings ($M = 4.67$), followed by creating a relaxed learning atmosphere ($M = 4.66$) and positively influencing others' lives through work ($M = 4.29$). Similarly, participants reported high levels of confidence in their ability to remain calm when dealing with emotional problems ($M = 4.19$) and a strong sense of accomplishment in their job ($M = 4.11$). Feeling energetic also showed a relatively high mean score ($M = 4.11$). In contrast, only one item—feeling exhilarated after working closely with students—was rated at a moderate level ($M = 3.78$), suggesting a slight variation in emotional engagement compared to other items. Overall, the results suggest that participants experience a strong sense of personal accomplishment in their work, reflecting high professional efficacy and a positive perception of their impact on students.

4.3 The Results of The Second Research Question

Table 6: Teaching Effectiveness by University and Dimension

University	Teaching Delivery and Classroom Interaction	Course Design and Assessment	Engagement and Support	Overall Teaching Effectiveness	Level
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	
Prince Muqrin University	3.6190 (0.42458)	3.5952 (0.38711)	3.6000 (0.41352)	3.6048 (0.37778)	High
Taibah University	3.3866 (0.52581)	3.3088 (0.53321)	3.2971 (0.54577)	3.3308 (0.51280)	High
University of Hail	3.3651 (0.54258)	3.2743 (0.55887)	3.2667 (0.49971)	3.3020 (0.48845)	High
Total	3.4317 (0.51639)	3.3613 (0.52522)	3.3549 (0.51257)	3.3826 (0.48584)	High

Teaching effectiveness levels were classified as low (1.00–2.00), medium (2.01–3.00), and high (3.01–4.00). The overall level of teaching effectiveness among EFL faculty members was high across all participating universities. The total mean score was $M = 3.3826$ ($SD = 0.48584$). Prince Muqrin University recorded the highest overall mean ($M = 3.6048$), followed by Taibah University ($M = 3.3308$) and the University of Hail ($M = 3.3020$); all universities fell within the high-level category. Teaching Delivery and Classroom Interaction obtained the highest overall mean score ($M = 3.4317$), followed by Course Design and Assessment ($M = 3.3613$) and Engagement and Support ($M = 3.3549$).

Teaching Delivery and Classroom Interaction

Table 7: Statistical Analysis of Teaching Delivery and Classroom Interaction

Items	Strongly agree	agree	disagree	Strongly disagree	Mean	Std. Deviation	Level
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The lecturer delivers lectures for the full allocated time.	37 (40.7%)	41 (45.1%)	12 (13.2%)	1 (1.1%)	3.25	0.72	High
The lecturer begins and ends lectures punctually.	39 (42.9%)	38 (41.8%)	12 (13.2%)	2 (2.2%)	3.26	0.76	High
The lecturer presents concepts logically and ensures clarity in explanations.	51 (56.0%)	34 (37.4%)	4 (4.4%)	2 (2.2%)	3.47	0.68	High
The lecturer relates course content to real-life applications and current events to sustain student interest.	49 (53.8%)	35 (38.5%)	7 (7.7%)	0 (0.0%)	3.46	0.64	High
The lecturer uses practical examples and exercises to illustrate complex ideas.	49 (53.8%)	38 (41.8%)	2 (2.2%)	2 (2.2%)	3.48	0.63	High
The lecturer maintains eye contact during the lectures.	55 (60.4%)	31 (34.1%)	3 (3.3%)	2 (2.2%)	3.53	0.67	High
The lecturer communicates clearly during the lectures.	56 (61.5%)	33 (36.3%)	1 (1.1%)	1 (1.1%)	3.58	0.57	High
Total	336 (52.7%)	250 (39.2%)	41 (6.4%)	10 (1.6%)	3.43	0.51	High

Table 7 presents the results of teaching delivery and classroom interaction, including mean scores, standard deviations, and the corresponding levels for each item.

The findings indicate that the overall mean score was ($M = 3.43$, $SD = 0.51$), which reflects a high level of teaching delivery and classroom interaction among the lecturers. At the item level, all statements were rated at a high level, suggesting strong positive perceptions of instructional quality and classroom engagement. The highest mean score was observed for clear communication during lectures ($M = 3.58$), followed by maintaining eye contact ($M = 3.53$), and using practical examples to explain complex ideas ($M = 3.48$). Similarly, lecturers were

perceived as effectively presenting concepts in a logical and clear manner ($M = 3.47$), and relating course content to real-life applications to enhance student interest ($M = 3.46$). In addition, delivering lectures within the allocated time ($M = 3.25$) and starting and ending lectures punctually ($M = 3.26$) were also rated highly. Overall, these results indicate a consistently high level of teaching effectiveness and classroom interaction, reflecting strong instructional practices, effective communication skills, and active engagement with students in the learning process.

Course Design and Assessment

Table 8: Statistical Analysis of Course Design and Assessment

Items	Strongly agree	agree	disagree	Strongly disagree	Mean	Std. Deviation	Level
The lecturer creates a welcoming and inclusive atmosphere for learning.	51 (56.0%)	34 (37.4%)	6 (6.6%)	0 (0.0%)	3.50	0.59	High
The lecturer respects students' opinions and encourages diverse viewpoints.	58 (63.7%)	31 (34.1%)	2 (2.2%)	0 (0.0%)	3.62	0.52	High
The lecturer acknowledges individual learning achievements and provides tailored support.	42 (46.2%)	32 (35.2%)	9 (9.9%)	8 (8.8%)	3.19	0.83	High
The lecturer is approachable and accessible for consultations outside class hours.	44 (48.4%)	37 (40.7%)	8 (8.8%)	2 (2.2%)	3.35	0.70	High
The lecturer motivates students by fostering a sense of purpose and connection to the subject matter.	45 (49.5%)	38 (41.8%)	8 (8.8%)	0 (0.0%)	3.41	0.63	High
The lecturer provides timely and constructive feedback on assignments and tests to aid learning.	44 (48.4%)	33 (36.3%)	10 (11.0%)	4 (4.4%)	3.29	0.75	High
The lecturer is sensitive to students' learning pace and	35 (38.5%)	43 (47.3%)	10 (11.0%)	3 (3.3%)	3.21	0.71	High

adjusts delivery accordingly.								
The lecturer encourages self-reflection and improvement through reflective tasks and metacognitive activities.	38 (41.8%)	47 (51.6%)	5 (5.5%)	1 (1.1%)	3.35	0.62	High	
Total	357 (49.0%)	295 (40.5%)	58 (8.0%)	18 (2.5%)	3.36	0.52	High	

Table 8 presents the results of course design and assessment practices, including mean scores, standard deviations, and the corresponding levels for each item.

The findings indicate that the overall mean score was ($M = 3.36$, $SD = 0.52$), which reflects a high level of course design and assessment quality among the lecturers.

At the item level, all statements were rated at a high level, indicating positive perceptions of inclusive teaching practices, student support, and assessment strategies. The highest mean score was observed for respecting students' opinions and encouraging diverse viewpoints ($M = 3.62$), followed by creating a welcoming and inclusive learning environment ($M = 3.50$).

Similarly, lecturers were perceived as effectively motivating students and fostering a sense of purpose and connection to the subject matter ($M = 3.41$), as well as being approachable and accessible for consultations outside class hours ($M = 3.35$). Providing constructive feedback on assignments and assessments also received a high rating ($M = 3.29$).

In addition, lecturers were rated positively in terms of sensitivity to students' learning pace ($M = 3.21$), acknowledging individual learning achievements and providing tailored support ($M = 3.19$), and encouraging self-reflection and metacognitive development ($M = 3.35$).

Engagement and Support

Table 9: Statistical Analysis of Engagement and Support

Items	Strongly agree	agree	disagree	Strongly disagree	Mean	Std. Deviation	Level
The lecturer supports students in overcoming learning challenges both inside and outside scheduled class time	35 (38.5%)	44 (48.4%)	9 (9.9%)	3 (3.3%)	3.22	0.69	High
The lecturer fosters a participatory environment by valuing student contributions during lectures	45 (49.5%)	41 (45.1%)	4 (4.4%)	1 (1.1%)	3.43	0.62	High

The lecturer evaluates students fairly, adhering to established grading standards	56 (61.5%)	33 (36.3%)	2 (2.2%)	0 (0.0%)	3.59	0.54	High
The lecturer ensures that assignments and tests reflect the course's key learning outcomes	52 (57.1%)	38 (41.8%)	1 (1.1%)	0 (0.0%)	3.56	0.51	High
The lecturer returns graded assignments and tests promptly to guide student improvement	45 (49.5%)	33 (36.3%)	12 (13.2%)	1 (1.1%)	3.33	0.72	High
The lecturer provides detailed feedback to help students identify knowledge gaps and misconceptions	43 (47.3%)	28 (30.8%)	17 (18.7%)	3 (3.3%)	3.22	0.79	High
The lecturer uses a variety of instructional strategies to accommodate diverse learning styles	35 (38.5%)	45 (49.5%)	8 (8.8%)	3 (3.3%)	3.24	0.69	High
The lecturer clarifies key concepts before transitioning to new topics	39 (42.9%)	49 (53.8%)	2 (2.2%)	1 (1.1%)	3.39	0.56	High
The lecturer designs assignments and activities that promote independent and collaborative learning	34 (37.4%)	50 (54.9%)	6 (6.6%)	1 (1.1%)	3.29	0.60	High
The lecturer effectively integrates theoretical knowledge with practical applications relevant to future professional needs	39 (42.9%)	42 (46.2%)	9 (9.9%)	1 (1.1%)	3.31	0.66	High
Total	413 (45.4%)	403 (44.3%)	70 (7.7%)	14 (1.5%)	3.35	0.51	High

Table 9 presents the results of the engagement and support dimension, including mean scores, standard deviations, and the corresponding levels for each item.

The findings indicate that the overall mean score was ($M = 3.35$, $SD = 0.51$), which reflects a high level of engagement and support provided by lecturers.

At the item level, all statements were rated at a high level, indicating strong perceptions of student support, fairness, and active engagement in the learning process. The highest mean scores were observed for fair evaluation of students according to established grading standards ($M = 3.59$), followed by ensuring that assessments reflect course learning outcomes ($M = 3.56$).

Similarly, lecturers were perceived as fostering participatory learning environments by valuing student contributions ($M = 3.43$), and clearly clarifying key concepts before moving to new topics ($M = 3.39$). Other positively rated aspects included providing timely feedback on assessments ($M = 3.33$), integrating theoretical and practical knowledge relevant to future professional needs ($M = 3.31$), and designing activities that promote independent and collaborative learning ($M = 3.29$).

In addition, lecturers were rated highly for using diverse instructional strategies to accommodate different learning styles ($M = 3.24$), supporting students in overcoming learning challenges ($M = 3.22$), and providing detailed feedback to identify gaps and misconceptions ($M = 3.22$). Overall, these results indicate a consistently high level of engagement and support, reflecting strong commitment to student-centered teaching practices, fairness in assessment, and active facilitation of learning

4.4 The Results of The Third Research Question

Table 10: Correlation Between Occupational Burnout and Teaching Effectiveness

Variables	Pearson r	Spearman ρ
Occupational burnout with teaching effectiveness	-0.450**	-0.471**

Note. ** $p < .01$.

Pearson's and Spearman's correlation coefficients were calculated to examine the relationship between occupational burnout and teaching effectiveness. The findings revealed a statistically significant negative correlation between occupational burnout and teaching effectiveness ($r = -0.450$, $p < .01$). Similarly, the Spearman correlation coefficient showed a statistically significant negative association ($\rho = -0.471$, $p < .01$). Thus, higher levels of occupational burnout were associated with lower levels of teaching effectiveness. The convergence between Pearson's and Spearman's coefficients indicates the same negative direction of the relationship across the two analyses.

5.0 DISCUSSION

5.1 Discussion of the First Research Question

The occupational burnout profile among the participants reflects a generally balanced pattern. Faculty members experience a certain degree of work-related fatigue and emotional strain, as reflected in the moderate level of emotional exhaustion. However, this exhaustion does not appear to have developed into negative or detached attitudes toward students, as depersonalization remained low. At the same time, participants reported a high level of personal accomplishment, suggesting that they continue to perceive themselves as professionally competent and effective. This pattern may reflect a partial or contained form of burnout in which emotional exhaustion is present but is buffered by a strong sense of professional achievement and commitment. Nevertheless, high personal accomplishment does not necessarily eliminate the risk of burnout and may coexist with emotional fatigue.

The finding aligns with previous studies that reported moderate levels of occupational burnout among educational staff. Alwaely and Jarrah (2020) found a moderate level of occupational burnout among faculty members in the College of Education at Al Ain University; Diab and Hussein (2024) reported a moderate level among employees of the College of Education at Iraqi University; and Al-Mutairi (2021) found that occupational burnout among employees at the University of Hail was moderate. The similarity may be attributed to comparable professional and psychological demands in higher education, including teaching responsibilities, administrative duties, performance evaluation requirements, and increasing academic expectations. However, differences in institutional culture, workload distribution, academic rank, years of experience, and available organisational support may influence how burnout is experienced and reported.

The findings can also be interpreted in light of the Job Demands–Resources (JD-R) model and Conservation of Resources theory. Emotional exhaustion is regarded as a core and sensitive component of burnout in response to work-related stressors (Maslach et al., 2001). Academic work involves teaching, research, student supervision, and administrative duties, and high job demands that are not matched by sufficient resources may lead to gradual exhaustion (Bakker & Demerouti, 2007). Demerouti (2024) similarly emphasises the role of high job demands, low resources, and persistent organisational pressure. The low level of depersonalization suggests that stress has not reached a point at which emotional detachment or cynicism toward students becomes dominant, although social desirability bias may also partly contribute to low scores in contexts where detached attitudes toward students are professionally inappropriate (Schaufeli et al., 2009).

The high level of personal accomplishment reflects a strong sense of professional competence and effectiveness. Conservation of Resources theory suggests that personal resources such as competence, motivation, experience, and professional support can help protect individuals from the negative effects of burnout (Hobfoll, 1989). Personal accomplishment may therefore function as both a protective factor and a compensatory mechanism. Taken together, the coexistence of moderate emotional exhaustion, low depersonalization, and high personal accomplishment suggests that faculty members may be experiencing work-related strain while still preserving professional identity, commitment, and a sense of effectiveness. This pattern challenges the assumption that burnout dimensions always develop in a fixed or linear sequence (Leiter & Maslach, 1988) and is consistent with literature suggesting that burnout dimensions may develop differently depending on personal, organisational, and contextual factors (Edú-Valsania et al., 2022). Psychological and relational resources, including self-efficacy, psychological capital, perceived supervisor support, and professional competence, may buffer vulnerability to occupational stress (Li et al., 2020; Zhou & Wang, 2025; Lei et al., 2025), although they should not be assumed to fully prevent burnout.

5.2 Discussion of The Second Research Question

The findings indicate a high level of teaching effectiveness across teaching delivery and classroom interaction, course design and assessment, and engagement and support. These findings reflect the multidimensional nature of teaching effectiveness, in which effectiveness is constructed through instructional clarity, pedagogical organisation, feedback practices, relational support, and assessment alignment. The high scores in teaching delivery and

classroom interaction reflect the instructional clarity dimension emphasised by Hativa (2001) and Derakhshan et al. (2023), including clear explanation, logical sequencing, use of examples, and checking student understanding. This is also consistent with Chesebro and McCroskey's (2001) view of clarity as a set of interconnected pedagogical practices. However, instructional clarity alone should not be treated as a complete indicator of teaching effectiveness, and the findings may be more accurately interpreted as evidence of perceived instructional clarity rather than comprehensive evidence of overall teaching quality.

The results for course design and assessment can be interpreted through constructive alignment theory (Biggs, 1996), which emphasises alignment among learning outcomes, teaching activities, and assessment tasks. The high means suggest that instructors are likely designing courses in a coherent, structured manner, ensuring that assessment reflects the intended learning outcomes. This alignment supports meaningful learning. Similarly, the high levels of engagement and support are consistent with the relational dimension of teaching effectiveness highlighted by Prananto et al. (2025) and Kahu (2013), who emphasise teacher support, autonomy, fairness, and emotional presence. Strong agreement on items related to fairness, feedback, and participation suggests supportive learning environments that foster trust and motivation. However, overall means may conceal differences among students, departments, course levels, or teaching contexts.

The high level of teaching effectiveness may also reflect stable teaching practices and explanatory and cognitive organisational skills developed through accumulated academic experience. Faculty members may rely on logical sequencing, relevant examples, balanced teaching strategies, constructive feedback, and fair and transparent assessment practices. The findings may further reflect a positive classroom climate characterised by respect, interaction, student participation, and academic and emotional support. These explanations should be viewed as possible interpretations rather than definitive causes, particularly given the study's reliance on questionnaire data. Without additional evidence such as classroom observation, interviews, or direct measures of student learning, the findings should be read as a positive but cautious indication of teaching effectiveness rather than conclusive proof of uniform effectiveness across all faculty members or teaching situations.

5.3 Discussion of The Third Research Question

The statistically significant negative correlation between occupational burnout and teaching effectiveness can be interpreted in light of Maslach Burnout Theory and the JD-R Model. Pearson's correlation ($r = -0.450$, $p < .01$) and Spearman's rho ($\rho = -0.471$, $p < .01$) indicate that higher levels of occupational burnout are associated with lower levels of teaching effectiveness. The convergence between the two coefficients strengthens the consistency of the finding. However, the relationship should be interpreted as an association rather than evidence of direct causation. Teaching effectiveness may also be influenced by workload, administrative responsibilities, institutional support, and the broader academic environment.

From the perspective of Maslach Burnout Theory, prolonged work-related stress may undermine educators' psychological functioning and professional performance. Emotional exhaustion may reduce the emotional and cognitive capacity to plan lessons, manage classroom interaction, respond to students' needs, and sustain instructional engagement; depersonalization may weaken teacher-student relationships; and reduced personal

accomplishment may weaken motivation and commitment (Maslach & Jackson, 1981). At the same time, the moderate size of the correlation suggests that burnout is important but not exclusive. Faculty members may maintain relatively high teaching effectiveness despite burnout through coping strategies, professional experience, collegial support, or institutional resources (Bakker et al., 2014). The relationship may also be reciprocal rather than one-directional (Lei et al., 2025).

The finding is also consistent with the JD-R Model, which explains burnout as a consequence of imbalance between excessive job demands and insufficient job resources (Demerouti et al., 2001). In Saudi university EFL contexts, demands may include teaching loads, administrative responsibilities, time pressure, research expectations, and diverse student needs. When these demands are not balanced by resources such as professional support, autonomy, constructive feedback, and collegial collaboration, burnout becomes more likely and may reduce motivation, commitment, and work engagement (Bakker et al., 2014). Thus, the negative relationship may reflect the interaction between demanding work conditions and the availability of institutional resources rather than individual weakness alone (Demerouti et al., 2001; Corbo et al., 2016; Bakker & Demerouti, 2007).

The finding aligns with previous empirical studies reporting negative relationships among burnout, faculty distress, and teaching-related outcomes. Lackritz (2004) found that higher burnout among university faculty was associated with lower student evaluations of teaching performance; Bynum et al. (2023) reported that faculty distress negatively affected students' perceptions of teaching quality; and Arens and Morin (2016) reported that teachers' emotional exhaustion negatively affected educational outcomes and student satisfaction. Alwaely and Jarrah (2020) also reported a negative relationship between occupational burnout and teaching performance. These studies suggest that burnout may affect teaching effectiveness through reduced instructional engagement, weaker teacher–student interaction, lower emotional availability, and diminished professional confidence. Organisational pressures may further contribute: Li et al. (2020) identified conflict between teaching and research demands as a contributor to emotional exhaustion and depersonalization, while Zhou and Wang (2025) highlighted institutional pressures, academic competition, and promotion-related expectations. Overall, the current finding supports a meaningful negative association between occupational burnout and teaching effectiveness while indicating that other individual, professional, and institutional factors are also likely to operate alongside burnout.

6.0 IMPLICATIONS AND RECOMMENDATIONS

The findings highlight the need for preventive institutional strategies that reduce excessive job demands, strengthen organisational support, and sustain faculty members' psychological and professional resources before moderate exhaustion progresses to more severe forms of burnout. Saudi universities should develop strategies for workload management and balanced distribution of teaching and administrative responsibilities, provide psychological and professional support programs, and enhance organisational resources such as leadership support, constructive feedback, collegial collaboration, and professional autonomy. Faculty development programs should continue to strengthen instructional competencies, classroom engagement strategies, and effective assessment practices, while institutional policies should support work–life balance and reduce excessive performance pressures associated with

promotion and research productivity. Greater attention should also be given to positive faculty–student relationships, supportive classroom climates, and the integration of faculty well-being indicators into quality assurance and institutional evaluation systems.

7.0 LIMITATIONS

Several limitations should be acknowledged. First, the correlational research design can identify the direction and strength of the relationship between occupational burnout and teaching effectiveness but cannot establish causality. Second, the study was limited to EFL faculty members in three Saudi universities—Taibah University, Prince Muqrin University, and the University of Hail—so the findings may not be fully generalizable to all Saudi universities, other regions, or other academic disciplines. Third, the study relied on self-reported questionnaire data, which may introduce response bias, social desirability bias, and personal interpretation of questionnaire items. Because teaching effectiveness was measured through faculty members' perceptions rather than classroom observations, student evaluations, peer reviews, or achievement data, the findings reflect perceived teaching effectiveness rather than objectively observed instructional performance. Fourth, the study was conducted during the second academic semester of 2026 and therefore represents a specific time frame. Fifth, potentially relevant variables such as workload, administrative responsibilities, institutional support, class size, academic rank, years of teaching experience, professional development opportunities, and work–life balance were not examined in depth. Finally, the quantitative design limits understanding of faculty members' lived experiences of burnout.

8.0 FUTURE RESEARCH

Future studies could examine occupational burnout and teaching effectiveness across different academic disciplines and educational contexts, use longitudinal designs, and investigate mediating or moderating roles of psychological capital, resilience, job satisfaction, organisational support, and work engagement. Comparative studies between public and private universities or Saudi and non-Saudi contexts, qualitative studies of faculty experiences and coping strategies, studies of digital teaching environments and artificial intelligence integration, and experimental or intervention-based evaluations of institutional support and professional development programs may also extend the present findings.

9.0 CONCLUSION

The present study investigated the level of occupational burnout and teaching effectiveness among EFL faculty members at Saudi universities and the relationship between these variables. Faculty members demonstrated a burnout profile characterised by moderate emotional exhaustion, low depersonalization, and high personal accomplishment. Teaching effectiveness was high across teaching delivery and classroom interaction, course design and assessment, and engagement and support. The findings also revealed a statistically significant negative relationship between occupational burnout and teaching effectiveness, indicating that higher levels of burnout are associated with lower levels of teaching effectiveness. Taken together, the results suggest that faculty members continue to maintain positive professional attitudes and a strong sense of competence despite meaningful work-related pressures, while also underscoring the importance of institutional efforts to reduce burnout and sustain effective teaching.

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