The Relationship between Perceived Autonomy and Work Burnout amongst EFL Teachers

Khadija Alamoudi
King Abdulaziz University, Kingdom of Saudi Arabia

To cite this article:

The Relationship between Perceived Autonomy and Work Burnout amongst EFL Teachers

Khadija Alamoudi

Article Info	Abstract
	This research investigates the level of work autonomy and work burnout perceived by EFL teachers. It also examines the relationship between autonomy and burnout in the context of EFL teaching. The study participants were 158 EFL teachers from four Saudi universities. To measure teachers' perceived autonomy and work burnout, two questionnaires were administered to the teachers. The results indicate that EFL teachers' perceived method autonomy is high, while both scheduling and criteria autonomy are medium. In addition, EFL teachers' emotional exhaustion and depersonalization are found to be low, whereas personal accomplishment is high. A negative relationship between autonomy and burnout is also found according to the results of the study. The perception of having high or moderate levels of autonomy is connected to lower rates of burnout. According to the results, the autonomy of teachers can be seen as a particular personality trait of EFL teachers that helps mitigate burnout. The findings of this research may be beneficial for language teachers as it can increase their understanding of their own autonomy, burnout at work, and how to enhance these areas based on the suggestions provided.

Introduction

The role that teachers play in the success of their students is critical. Therefore, it is crucial to determine which factors related to teachers are most effective in promoting their success. According to Rushton, Morgan, and Richard (2007), successful teachers seem to share a number of traits. Although there are several variables to consider, it seems that factors like job autonomy and burnout require further attention (Faskhodi & Siyyari, 2018; Hakanen, Bakker, & Schaufeli, 2006). Recent studies have shown that characteristics of teachers can have positive effects on their job satisfaction, mental health, and can help prevent burnout. This has been supported by research from various scholars including Dormann, Fay, Zapf, and Frese (2006), Moslehi and Salehi (2021), Ryan and Deci (2006), and Tran and Moskovsky (2022). There appears to be a growing interest among practitioners and researchers alike in the concept of personal autonomy and its relevant aspects. Regarding the relationship between work autonomy and burnout, studies have been conducted in different fields. Maslach, Schaufeli, and Leiter (2001) claim that some of those studies have shown that perceived professional autonomy can help moderate burnout. However, there is no literature that investigates the relationship between work autonomy and the level of burnout in the context of EFL teaching in Saudi universities. Therefore, to fill this gap in the literature, this

paper was designed with the purpose of achieving two research objectives: 1). to examine the level of perceived autonomy and work burnout, and 2). to investigates the relationship between work burnout and autonomy among EFL teachers in four Saudi universities.

Literature Review

Conceptualization of EFL Teacher Autonomy

Review of the literature provides significant insights for the formation of the concept of autonomy as defined by Piaget and other philosophers. Piaget defines autonomy as an ego-directed behavior that is free from external and internal pressures (cited in Peck, Havighurst, Cooper, Lilienthal, & More, 1960, p. 7). A considerable number of theorists include autonomy when they describe human growth. For instance, Maslow (1981) at the self-actualization stage and Loevinger et al. (1985) at the autonomous stage include autonomy in their developmental hierarchies. Barenboim (1981) argues that when children learn autonomous behavior is acceptable from the adults around them, they attain autonomy in their adulthood.

The concept of work autonomy as pertains to educators has been discussed throughout history. During colonial New England, townships were required to maintain educational establishments in the middle of the 1600s. As a result, the community became responsible for education instead of the family (Franklin, 1989). According to Elsbree (1939), 'the teacher was perhaps more nearly his own boss at this time (colonial period) than at any other subsequent period. There was little constraint on the teacher's authority' (p. 71). Over time, there has been significant evolution in the concept of autonomy in education, which is backed by a substantial body of evidence (Assor, Kaplan, & Roth, 2002; Korthagen & Evelein, 2016; Reeve, 2009; Roth, 2014; Worth & Van den Brande, 2020). According to Koban-Koç and Koç (2016), scholars describe 'autonomy as a *trait*' that teachers can help students develop in the classroom by providing guidance and support (p. 66). In the same vein, Mendz and Kissane (2020) argue that autonomy as a *trait* involves having the ability and freedom to make decisions by individuals who possess agency and decision-making capacity. They claim that agency and decision-making capacity are prerequisites for autonomy, yet they do not constitute its dimensions. Wermke and Höstfält (2014) argue that although complete autonomy across all subject areas may seem like an unattainable goal for educational reform, individuals are still expected to adhere to the rules, regulations, and curriculum recommendations set forth by the educational system.

The literature review highlights that the concept of professional autonomy for teachers is not clearly defined and is often portrayed in various ways. For instance, teacher work autonomy is described as 'control one's own work environment'(Pearson & Hall, 1993, p. 173); 'freedom to make certain decisions' (Short, 1994, p. 490); capacity of teachers to be independent, self-directed, and reflective through critical reflection, detachment, independent action, and decision-making (Thanasoulas, 2000) or 'the capacity, freedom, and/or responsibility to make choices concerning one's own teaching'(Aoki, 2002). Several definitions of professional autonomy tend to highlight a particular aspect of the concept, emphasizing the capacity to self-regulate and guide one's own professional growth.

In this study, the definition of teacher autonomy is based on the ideas of Kamii (1999), who views it as a self-governing *ability* rather than a *right*. To avoid confusion between the terms 'provided' and 'perceived' autonomy, the present paper uses the term *'perceived* teacher autonomy'. This definition of *'perceived* teacher autonomy' is consistent with Myers and McCaulley's (1985) definition of perception, which encompasses all possible ways of becoming aware of something - whether it be a person, event, or idea.

Conceptualization of EFL Teacher Work Burnout

The term 'burnout' was initially introduced to academia by Freudenberger (1974), who described it as 'to fail, to wear out, or become exhausted by making excessive demands on energy, strength, or resources' (p. 159). This concept has since become a significant concern in the fields of psychology, healthcare, and education, among others. The concept of burnout did not become widely known until the development of the Maslach Burnout Inventory (Maslach & Jackson, 1981). In the initial phases of research on burnout, people from different professional groups were examined including nurses, human service workers, psychologists, and teachers. The concept 'burnout' received little scholarly attention and was regarded as 'pop psychology' (Maslach et al., 2001, p. 398), 'fad' (Farber, 2000, p. 589), or 'psychobabble' (Schwab, 1983, p. 21). Cordes and Dougherty (1993) acknowledged Freudenberger's work as a precursor to the empirical study of burnout, noting that it was not until the 1980s that researchers such as Iwanicki, Schwab, Maslach, and Jackson began conducting empirical studies on the concept.

The burnout theory was developed by a number of early scholars, including Farber (1984), Maslach (1976), and Maslach and Jackson (1981). These researchers conducted studies on the topic, which helped to establish the concept of burnout and its effects in various professional fields. As research on burnout continued, several researchers, including Farber (1984), Gold (1984), Gold and Bachelor (1988), Hock (1988), Nummela (1982), and Whiteman, Young, and Fisher (1985), identified a variety of related issues. Among those issues identified by Gold (1985) were 'disruptive behavior, students' lack of interest in their work, new programs, accountability testing, and excessive paperwork' (p. 255). According to Maslach et al. (2001), the concept of burnout was difficult to define before the establishment of the Maslach Burnout Inventory (MBI) by Maslach and Jackson (1981). In their book 'The Truth About Burnout', Maslach and Leiter (2008) defined burnout as 'an erosion of engagement that what started out as important, meaningful, and challenging work becomes unpleasant, unfulfilling, and meaningless.' (p. 23). Consequently, burnout occurs when energy is replaced by exhaustion, hopefulness by cynicism, and effectiveness by ineffectiveness.

Initial studies of teachers' burnout in teacher education focused on teacher stress. (Smylie, 1999). Teachers of special education appear to be the most vulnerable to high levels of stress (McIntyre, 1983). Early 1980s research found that descriptions of the demographic characteristics of the applicants, including gender, age, years of experience in teaching, marital status, and education level highly contributed to teacher stress and burnout. Teachers and students' ratios, grades taught, special needs children, and workload were among the work-related factors investigated in the late 1980s. Workload was found to be one of the most prominent factors contributing to burnout. Thus, models examining workload-related burnout were proposed. Researchers in the 1990s studied

the interaction between work environments and teacher burnout. According to Blasé (1982), teacher burnout is primarily caused by 'prolonged job strain that results from the inadequacy of coping resources and the absence of equitable rewards in relation to the demands of work-related stressors' (p. 109). Research on teacher burnout in the early 20th century suggests that burnout is a condition that results from persistent stress associated with workplace conditions. In recent decades, Maslach's psychological constructs have become the dominant framework for understanding burnout. There has been an increase in the use of the MBI scale established by Maslach and Jackson (1981), which assesses the three dimensions of burnout: cynicism, emotional exhaustion, and inefficacy. In addition to the widespread use of the MBI scale, researchers and practitioners alike have become more aware of the teachers' burnout negative impacts on both students and teachers themselves. For instance, teacher burnout can decrease the level of students' academic achievement and motivation (Billingsley & Bettini, 2019). As for the teachers, the consequences of burnout can manifest in changes in mood and well-being, such as increased irritability and symptoms of mental health problems (Capone, Joshanloo, & Park, 2019; Madigan & Kim, 2021).

Teachers' burnout can be attributed to a wide range of factors (Maslach et al., 2001). Chang (2009) identified three types of factors that contribute to teacher burnout: organizational, individual, and transactional factors. Individual factors include demographic information such as age, gender, years of experience, and personality traits (Burke & Greenglass, 1988; Friedman, 1991; Maslach & Jackson, 1981). Institutional and job characteristics, such as workload, school socioeconomic status, and level of administrative support, are organizational factors that can contribute to teacher burnout (Brissie, Hoover-Dempsey, & Bassler, 1988; Evers, Tomic, & Brouwers, 2004; Farber, 1984; Maslach et al., 2001). Transactional factors involve the interaction between organizational and individual factors. This includes how employees perceive the leadership style of their organization, how teachers attribute student misbehavior, and the perception of outcomes and investments exchanged between teachers and their organization (Bibou-Nakou, Stogiannidou, & Kiosseoglou, 1999; Evers et al., 2004; Friedman, 1995). Studies that identify individual factors provide answers to the question of 'who' encounters burnout, and studies examining social and organizational factors offer responses to the question 'what' causes burnout in teachers. However, transactional factors studies find responses to the inquiry 'who' grows burnout in 'which' situations (Chang, 2009). Teachers who are autonomously motivated will experience less exhaustion when they view their involvement in teaching tasks as inspiring and important. Additionally, it has been suggested that teachers who are more dedicated to goals, mission, and objectives of their workplace will have a lower risk of job-related stress than less committed individuals.

The literature on teacher burnout suggests that the emphasis has shifted from investigating organizational and individual factors separately to examining individual experiences of teachers considering transactional factors. The increasing research on transactional factors contributes to a better understanding of teacher burnout. For instance, the number of studies examining the causes of teacher burnout during the past two decades has increased significantly concluding that the disruptive behavior of students leads primarily to teacher burnout (Bibou-Nakou et al., 1999; Evers et al., 2004; Yvonne Gold, 1985; Pines, 2002). Student disruptive behaviors may be regarded as a determinant factor in teacher burnout. However, Chang (2009) argues that while individual and organizational factors are important contributors to teacher burnout, they do not provide a complete understanding of the

problem. To better understand the issue, it is essential to consider the beliefs and attitudes of teachers towards disruptive behaviors of the students. Since what teachers believe impacts their thinking and behavior(Skott, Mosvold, & Sakonidis, 2018; Woolfolk Hoy, Hoy, & Davis, 2009), the emotional reactions of teachers to burnout are affected by their beliefs and cognitive processes. The present study examines teacher work burnout as it relates to teachers' judgments and habits regarding teaching tasks and student behavior, which can significantly influence their experiences and perceptions of burnout.

Correlation between Teacher Autonomy and Work Burnout

In recent years, there has been growing interest in examining the relationship between perceived teacher autonomy and burnout. Ryan and Deci (2000) assert that autonomy is one of the fundamental needs of a person, which is the necessity to make choices and exercise self-determination. Satisfying this need is considered one of the most important conditions that determine optimal functioning, mental well-being, and personal growth. On the other hand, when the need for autonomy is frustrated, it can have negative effects on mental well-being and cognitive function. The notion that autonomy is a hallmark of professionalism has been widely discussed in the literature (Smith & Hopkins, 1978), with some researchers suggesting that professionals who are able to exercise greater autonomy in their work are more likely to experience job satisfaction (Davis & Bordieri, 1988). Gavrilyuk, Loginova, and Buzovkina (2013) argue that in the context of university teaching, a lack of teacher autonomy can have negative effects on one's psychological well-being and professional performance. Teacher burnout is often associated with these disturbances. Several other studies have shown that constraints on teacher autonomy can lead to feelings of tension, frustration, and anxiety among teachers (Bacharach, Bauer, & Conley, 1986; J. Blase & Matthews, 1984; Cedoline, 1982; Natale, 1993).

Studies examining the relationship between EFL teachers' autonomy and work burnout has yielded mixed results, with some studies suggesting a positive correlation between autonomy and burnout, while others have found a negative correlation or no significant relationship. Those conflicting findings resulted from the specific aspects of autonomy and burnout being measured. Javadi (2014) studied teacher autonomy in relation to feelings of burnout as a construct for professional development in Iran. Participants were 143 EFL teachers from private institutes for language teaching. To collect data, Javadi used Maslach Burnout Inventory and Pines and Hall Teaching Autonomy Scale. The study's results suggest that burnout and autonomy are significantly and inversely related in EFL teaching. Additionally, the multiple regression analysis conducted in the study found that certain components of burnout, such as emotional exhaustion and depersonalization, played a significant role in predicting teacher autonomy. Skaalvik and Skaalvik (2014) examined the relationship between EFL teacher autonomy and job satisfaction, engagement, and burnout. They used five different scales: Teacher Autonomy, Utrecht Work Engagement, Teacher Self-Efficacy, Teacher Job Satisfaction, and the Maslach Burnout Inventory. Surprisingly, their study found that both self-efficacy and autonomy were significant contributors to burnout in EFL teachers. These findings amongst others suggest that the relationship between autonomy and burnout in EFL teaching is more complex than previously thought and highlight the need for further research to better understand the nuanced interplay between these two aspects.

Aim of the Study

This study aims to investigate the degree of both professional autonomy and work burnout perceived by EFL teachers and to examine the relationship between the two concepts. To achieve this, the following research questions were formulated:

    1. What is the level of perceived work autonomy among EFL teachers?

    2. What is the level of work burnout among EFL teachers?

    3. How does perceived autonomy relate to the 3 constructs of work burnout?

    4. How does perceived autonomy relate to work burnout?

Accordingly, the following four hypotheses are tested to answer question 3 and 4:

    1. The relationship is not significant between the autonomy and emotional exhaustion of the EFL teachers.

(1st construct)

    2. The relationship is not significant between the autonomy and depersonalization of the EFL teachers.

(2nd construct)

    3. The relationship is not significant between the autonomy and personal accomplishment of the EFL teachers.

(3rd construct)

    4. The relationship is not significant between the autonomy and work burnout of the EFL teachers.

Methodology

This quantitative study employs a cross-sectional online questionnaire with two scales to investigate the relationship between perceived autonomy and work burnout among EFL teachers in Saudi universities. By examining the complex interplay between these two aspects, this study aims to shed further light on the degree of work autonomy and the level of work burnout perceived by EFL teachers. It also attempts to test the relationship between autonomy and emotional exhaustion, depersonalization and personal accomplishment of the EFL teachers.

Participants

The study included 158 full-time EFL teachers from four language institutions located in four universities in Saudi Arabia. Out of the total 158 EFL teachers who participated in the study, 111 (71.6%) were female and 44 (28.4%) were male. In terms of age distribution, 50 teachers (32.3%) fell within the 40-49 age range, 48 (31%) were between 30-39, 38 (24.5%) were aged 50-59, 14 (9%) were between the ages of 22-29, and 5(3.2%) were 60 years or older. In terms of the highest educational degree obtained by the participants, the majority (41.3%) held a master's degree, while 35.5% had obtained a doctorate degree, and 23.2% had a bachelor's degree as their latest degree. These demographic characteristics of the participants provide important insights into the sample of teachers included in the study and help to contextualize the findings in terms of gender, educational background, and age-related differences in perceived autonomy and work burnout.

Instruments

Breaugh's Work Autonomy Scale (WAS)

This study utilized the Work Autonomy Scale (WAS) to measure three different constructs namely: method autonomy, scheduling autonomy, and criteria autonomy. Method autonomy refers to the extent to which individuals are free to conduct their work in a particular manner. Scheduling autonomy is their ability to determine when and how to perform their work tasks. Criteria autonomy refers to the level of management individuals have over the evaluation of their performance at work (Breaugh, 1985, 1989). The Work Autonomy Scale (WAS) used in the study consisted of nine questions in total, with three questions for each of the three WAS subscales (method, scheduling, and criteria autonomy), rated on a seven-point Likert scale. The factor structure of the scale was assessed using confirmatory factor analysis, which demonstrated excellent fit measures. In a previous study of 129 individuals, Breaugh (1999) reported high internal consistency for the three subscales of the WAS, with Cronbach's alpha coefficients of .93 for method autonomy, .88 for scheduling autonomy, and .85 for criteria autonomy. These findings suggest that the WAS is a reliable and a valid tool for measuring perceived autonomy in EFL teaching contexts.

Maslach's Burnout Inventory (MBI)

The study employed the Maslach Burnout Inventory - Educators Survey (MBI-ES) to measure three indicators of burnout: emotional exhaustion, depersonalization, and personal achievement. Emotional exhaustion refers to a state in which an individual is unable to function on a physical level due to a depletion of emotional resources (Maslach, Jackson, & Leiter, 1997). Depersonalization, as defined by Maslach and Schaufeli (2018), refers to feeling and acting in a cynical manner towards oneself and students, often leading to a sense of detachment and emotional exhaustion. Reduced personal accomplishment, as defined by Maslach, Jackson, and Leiter(1997), refers to negative self-evaluations of one's work or students, and can lead to feelings of inadequacy and burnout. The Maslach Burnout Inventory (MBI) used in the study consisted of 22 items divided into three subscales: emotional exhaustion (9 items), depersonalization (5 items), and personal accomplishment (8 items), rated on a seven-point Likert scale. A confirmatory factor analysis was conducted to assess the factor structure of the instrument, which showed excellent goodness of fit measures. The MBI-ES demonstrated high internal consistency for the emotional exhaustion construct with a value of $r = 0.90$, and moderate internal consistency for both the personal accomplishment and depersonalization constructs, with a value of $r = 0.76$ for each (Yvonne Gold, 1984). These findings indicate that the MBI-ES is a reliable and a valid tool to assess burnout of EFL teachers.

Results

Section I: Q 1, What is the level of perceived work autonomy among EFL teachers?

To measure the degree of work autonomy, means scores, standard deviations and One Sample T Test are used to determine the significance of the difference between EFL Teachers' responses mean scores and hypothetical mean (4) on domains and the work autonomy scale as a whole. Table 1 below provides detailed information.

Table 1. Tt-Test Mean Scores and Hypothetical Mean on Work Autonomy

No	Domain	Mean	S.D	Rank	t value	Sig value	Degree
1	Method Autonomy	5.13	1.47	1	9.65	0.000	High
2	Scheduling Autonomy	4.05	1.51	2	0.457	0.649	Medium
3	Criteria Autonomy	3.79	1.63	3	1.605	0.111	Medium
Mean of whole scale		4.33	1.19	-	3.434	0.001	High

According to the results presented in Table 1, the domain of method autonomy was ranked first, followed by scheduling autonomy in second place, and criteria autonomy in third place. The mean scores of the work autonomy scale ranged from 5.13 to 3.79. The obtained t-value of method autonomy (9.65) is significant at (0.05) level where the sig value (0.000) is below the level of significance (0.05). It suggests that a significant difference can be found between the mean scores of EFL teachers' responses in method autonomy (5.13) and the hypothetical mean (4) in favor of the mean of EFL teachers' responses. Hence, this result indicates that the method autonomy of EFL teachers is high. The obtained t-value of scheduling autonomy (0.457) is not significant at (0.05) level where the sig value (0.649) is higher than the level of significance (0.05). This designates that there is no significant difference between the responses mean scores in scheduling autonomy (4.05) and the hypothetical mean (4). Therefore, these findings suggest that EFL teachers' scheduling autonomy falls within the moderate range. The obtained t-value of criteria autonomy (1.605) is not significant at (0.05) level where the sig value (0.111) is higher than the level of significance (0.05). This suggests that there is no significant difference between the responses mean scores in criteria autonomy (3.79) and the hypothetical mean (4). Thus, this outcome suggests that EFL teachers' criteria autonomy is moderate. The obtained t-value of work autonomy (3.434) is significant at (0.05) level where the sig value (0.001) is below the level of significance (0.05). It shows that there is significant difference between the responses mean scores in work autonomy (4.33) and the hypothetical mean (4) in favor of the mean of EFL teachers' responses. Hence, this result indicates that the work autonomy of EFL teachers is high. In other word the degree of work autonomy among EFL teachers is high.

Section II: Q2, What is the level of work burnout among EFL teachers?

To analyze the degree of work burnout, means scores, standard deviations and One Sample T Test are used to identify the significance difference between EFL Teachers' responses mean scores and hypothetical mean (4) on domains and the work burnout scale as a whole. Table 2 displays that the personal accomplishment domain was ranked first, followed by the emotional exhaustion domain in second place, and the depersonalization domain in third place. The mean scores of the work burnout scale ranged from 5.99 to 1.62. The obtained t-value of emotional exhaustion (7.75) is significant at (0.05) level where the sig value (0.000) is below the significance level (0.05). It indicates that the mean scores of EFL teachers' responses in emotional exhaustion (3.08) and the hypothetical mean (4) differ significantly in favor of the hypothetical mean. Therefore, this finding suggests that EFL teachers experience low levels of emotional exhaustion. The obtained t-value of depersonalization (36.07) is significant at (0.05) level where the sig value (0.000) is l below the level of significance (0.05). It suggests that the difference between the mean scores of responses in depersonalization (1.62) and the hypothetical mean (4) is significant in

favor of the hypothetical mean. Thus, this outcome suggests that EFL teachers experience low levels of depersonalization.

The obtained t-value of personal accomplishment (28.15) is significant at (0.05) level where the sig value (0.000) is below the level of significance (0.05). It implies that the difference between the mean scores of responses in personal accomplishment (5.99) and the hypothetical mean (4) is significant in favor of the mean of EFL teachers' responses. Hence, this result indicates that the personal accomplishment of EFL teachers is high. The obtained t-value of work burnout (5.94) is significant at (0.05) level where the sig value (0.000) is below the level of significance (0.05). It shows that the difference between the responses mean scores in work burnout (3.76) and the hypothetical mean (4) is significant in favor of the hypothetical mean. Hence, this result indicates that the work burnout of EFL teachers is low. In other word the degree of work burnout among EFL teachers is low.

Table 2. Mean Scores/Notions of Work Burnout Constructs and Relationship with Autonomy

No	Domain	Mean	S.D	Rank	t value	Sig value	Degree	Relationship with Autonomy	
1	Emotional Exhaustion	3.08	1.49	2	7.75	0.000	Low	R	- 0.346**
								Sig	0.000
2	Depersonalization	1.62	0.83	3	36.07	0.000	Low	R	-0.514
								Sig	0.054
3	Personal Accomplishment	5.99	0.89	1	28.15	0.000	High	R	0.226**
								Sig	0.004
Mean of whole scale		3.76	0.52	-	5.94	0.000	Low		

Section III: Q3, First Hypothesis, 'The relationship is not significant between autonomy and emotional exhaustion of the EFL teachers' (1st construct)

The relationship at ($\alpha \leq 0.05$) level between the autonomy and emotional exhaustion of the EFL teachers is not significant. The statistical relationship at ($\alpha \leq 0.05$) level between autonomy and emotional exhaustion of the EFL teachers was identified using the Pearson's product-moment correlation (P.C). Based on the outcomes presented in Table 2, a significant inverse relationship is found between autonomy and emotional exhaustion among EFL teachers. This can be indicated by the r value -0.346, which is significant at 0.05 level where sig value 0.000 is less than 0.05. Thus, the null hypothesis that states 'there is no significant relationship at ($\alpha \leq 0.05$) level between the autonomy and emotional exhaustion of the EFL teachers' is rejected. An alternate hypothesis which states that 'there is significant negative relationship at ($\alpha \leq 0.05$) level between the autonomy and emotional exhaustion of the EFL teachers' is accepted.

Section IV: Q3, Second Hypothesis, 'The relationship is not significant between autonomy and depersonalization of the EFL teachers' (2nd construct)

The relationship at ($\alpha \leq 0.05$) level between the autonomy and depersonalization of the EFL teachers is not

significant. The statistical relationship at ($\alpha \leq 0.05$) level between autonomy and depersonalization of the EFL teachers was identified using the Pearson's product-moment correlation (P.C). The findings presented in Table 2 indicate that there is no significant relationship between autonomy and depersonalization among EFL teachers. This can be indicated by the r value -0.154, which is not significant at 0.05 level where sig value 0.054 is higher than 0.05. Consequently, the proposed null hypothesis that states 'there is no significant relationship at ($\alpha \leq 0.05$) level between the autonomy and depersonalization of the EFL teachers' is accepted.

Section V: Q3, Third Hypothesis, 'The relationship is not significant between autonomy and personal accomplishment of the EFL teachers' (3rd construct)

The relationship at ($\alpha \leq 0.05$) level between the autonomy and personal accomplishment of the EFL teachers is not significant. The statistical relationship at ($\alpha \leq 0.05$) level between autonomy and personal accomplishment of the EFL teachers was identified using the Pearson's product-moment correlation (P.C). The data in Table 2 demonstrates a significant and positive association between autonomy and personal accomplishment among EFL teachers, which is shown by the r value 0.226 that is significant at 0.05 level where sig value 0.004 is less than 0.05. Accordingly, the null hypothesis that states 'there is no significant relationship at ($\alpha \leq 0.05$) level between the autonomy and personal accomplishment of the EFL teachers' should be rejected. An alternative hypothesis which states that 'there is significant positive relationship at ($\alpha \leq 0.05$) level between the autonomy and personal accomplishment of the EFL teachers' is accepted.

Section VI: Q4, Fourth Hypothesis, 'The relationship is not significant between the autonomy and work burnout of the EFL teachers'.

The relationship at ($\alpha \leq 0.05$) level between the autonomy and work burnout of the EFL teachers is not significant. The statistical relationship at ($\alpha \leq 0.05$) level between autonomy and work burnout of the EFL teachers was identified using Pearson's product-moment correlation (P.C). Table 3 shows these results.

Table 3. The Relationship between Autonomy Scores and Work Burnout

Relationship		Autonomy	Work Burnout
Autonomy	R	—	-0.237**
	Sig	—	0.003
Work Burnout	R	-0.237**	—
	Sig	0.003	—

Results presented in table 3 indicate that the relationship between autonomy and work burnout of the EFL teachers is significant and negative. This can be indicated by the r value -0.237, which is significant at 0.05 level where sig value 0.003 is less than 0.05. Thus, the null hypothesis that states 'there is no significant relationship at ($\alpha \leq 0.05$) level between the autonomy and work burnout of the EFL teachers' must be rejected. An alternate hypothesis which states that 'there is significant negative relationship at ($\alpha \leq 0.05$) level between the autonomy and work burnout of the EFL teachers' is accepted.

Discussion

To begin with, the average levels of perceived work autonomy among the surveyed EFL teachers were relatively high. The participants reported higher levels of perceived autonomy in the method autonomy domain compared to both the scheduling and criteria autonomy domains. These findings suggest that EFL teachers have a considerably high level of control over how they perform their work tasks but may have less control over when and how they are evaluated or monitored. There was a range of mean scores between 5.28 and 4.96 for the three items that comprised the method autonomy construct. Thus, EFL teachers are highly autonomous when it comes to selecting the methods they use in their work. In accordance with previous research, such as Berry (2016) Kim, Twombly, and Wolf-Wendel (2008), participants in this research demonstrated a high degree of perceived method autonomy. The mean score for work scheduling autonomy ranged from 4.58 to 3.15. It appears that EFL teachers have moderate control over the timing of their work-related endeavors based on these findings. Compared to previous studies, this level of medium scheduling autonomy does not appear to be consistent. Townsend (1998) and Berry (2016) found that participants have a higher degree of work scheduling autonomy. The mean score for work criteria autonomy was lower among this study participants, ranging from 3.93 to 3.68. These findings are consistent with Berry's (2016) findings. There may be a link between the lower perception of work scheduling and perceived work criteria autonomy among EFL teachers compared to the perception of work method autonomy because of the nature of language course duties and evaluation methods which teachers usually do not have control over (Alamoudi, 2018).

All three constructs of WAS autonomy; namely: method, schedule, and criteria autonomy; were statistically significant correlated with the burnout constructs. A negative correlation of emotional exhaustion and a positive correlation of personal accomplishment were found. These findings provide support for the first and third hypotheses of the study. Since greater levels of achievements on the MBI-ES are linked to burnout of low levels, all three WAS constructs of autonomy had a statistically significant correlation with work burnout levels among the participants. Based on these results, hypothesis four is supported as burnout is significantly correlated with levels of work autonomy. In line with previous literature (Berry, 2016; Jonge & Schaufeli, 1998; Landsbergis, 1988; Olanrewaju & Ifenna, 2011), these findings demonstrate that burnout and autonomy are negatively related. Nevertheless, the results show that the relationship was not significant between autonomy constructs and depersonalization of the EFL teachers, which contradict results from the previously mentioned literature. Increasing work-related autonomy has been shown to decrease stress related to work (Berry, 2016; Saragih, 2015).

The relatively high degree of autonomy among participants in terms of work method might make it easier for EFL teachers to interact with work environments more effectively and to ameliorate inevitable stressful working situations. In various educational settings, it is widely recognized that teachers value having a higher level of autonomy when it comes to classroom-related issues (Alamoudi, 2021; Alamoudi & Troudi, 2017). However, their involvement in administrative tasks and curriculum improvement, such as curriculum planning and development, resource distribution, scheduling, and task allocation, seems to be less noticeable (Lennert da Silva & Molstad, 2020; Nguyen & Walkinshaw, 2018; Tran & Moskovsky, 2022; Wermke, Olason, & Salokangas, 2019). To increase teacher involvement in curriculum development and other administrative issues, various

approaches can be implemented. These include establishing teacher-led committees, pursuing professional development opportunities, promoting a culture of collaboration, and providing resources and support to enable teachers to take a more active role (Al-Amoudi, 2013). By adopting these strategies, a more collaborative and supportive work environment will be created, which can ultimately contribute to greater professional autonomy and less work burnout. Yest, this study does not explore these strategies and others that enhance teachers' perceived autonomy. This limitation is going to be addressed in the recommendations section below.

Conclusion

Maslach and Leiter (2008) define burnout as the failure to engage in one's work, where one who formerly found their work fulfilling has become disengaged and has lost their sense of purpose in their work. When job engagement is high, depersonalization and emotional exhaustion are low and personal accomplishments are high on the MBI. This study indicates that EFL teachers show a great level of job engagement, and their personal accomplishment is accordingly high. In cases where teachers have a low level of engagement, Maslach, Schaufeli, and Leiter (2001) argued employees may improve how they perceive the actual work they perform in addition to enhance work-life balance and job control. Since higher level of job engagement is characterized by 'feelings of enthusiasm and significance, and by a sense of pride and inspiration' (Maslach et al., 2001, p. 417), teachers can choose approaches they could control with regards to their positions to counteract the loss of passion in one's job. It is possible to accomplish this by implementing a variety of strategies, including the creation of new courses within the discipline, the use of new educational methodologies, instructional design, and student assessment methods, and the pursuit of more professional development.

To conclude, the results of this study provide valuable insights into the relationship between work autonomy and burnout among EFL teachers. They also indicate that the surveyed EFL teachers exhibit a relatively high level of perceived autonomy and quite a low level of burnout in their work. However, the study does not investigate the impact of employing interventions, such as implementing different mechanisms and strategies, on teachers' perceived levels of autonomy or burnout. In the following section, suggestions for future research are made to address this limitation.

Recommendations and Future Research

In order to improve job engagement and reduce the likelihood of burnout among EFL teachers, further research is required on the effect of utilizing different strategies on perceived autonomy and work burnout. These strategies may include the following: first, seeking opportunities for professional development. EFL teachers can increase their job engagement and sense of purpose by pursuing professional development opportunities that align with their interests and goals. This can include participating in conferences, online courses, workshops, and training sessions. They can also join webinars and virtual communities as well as pursue advanced degrees or certifications. Second, promoting work-life balance can enhance teachers' interest and enthusiasm for their job. This may include developing flexible work arrangements, attending wellness programs and resources, and promoting self-care practices. Third, advancing innovation and creativity can enhance teachers' engagement. EFL

teachers can support administrators and supervisors in developing new course materials, methodologies, and assessment methods that are in accordance with their teaching philosophy and the institution's goals. This can help to improve teachers' autonomy and job satisfaction and promote a sense of ownership and investment in their work. Fourth, promoting a supportive work environment can be an effective way to enhance EFL teachers' job engagement. When teachers foster an encouraging work culture where they feel valued and supported by their peers, the levels of involvement and commitment to their job can be boosted. In this regard, EFL teachers can promote a culture of collaboration and shared decision-making, provide supportive resources and tools, and offer opportunities for feedback and input from their colleagues.

All things considered, it is suggested that additional studies in the context of teaching English as a foreign language are necessary to evaluate the effectiveness of implementing the strategies that have been formerly outlined. Conducting such studies can be beneficial in enriching the ongoing literature on EFL teacher autonomy and burnout, as well as in increasing the teachers' level of perceived autonomy, which can in turn enhance their job performance, productivity, and engagement in the workplace.

References

Al-Amoudi, K. A. (2013). Closing Techniques for Face-to-Face Conversation in Saudi Educational Institutes. *Arab World English Journal, 4*(2).

Alamoudi, K. (2018). *Challenges to Teacher Evaluation at Saudi Universities and Suggestions for Solutions: A Perspective of English Language Teachers.* (Doctoral Dissertation), University of Exeter, Retrieved from https://ore.exeter.ac.uk/repository/bitstream/handle/10871/35200/AlamoudiK.pdf?sequence=1 (2018-12-19T17:43:44Z)

Alamoudi, K. (2021). Interventions to Improve a Practicum Course for EFL Teachers in Saudi Arabia. *Arab World English Journal, 12*(1), 59-70. doi:https://dx.doi.org/10.24093/awej/vol12no1.5

Alamoudi, K., & Troudi, S. (2017). EFL Teacher Evaluation: A Theoretical Perspective. *Evaluation in Foreign Language Education in the Middle East and North Africa*, 29. doi:10.1007/978-3-319-43234-2_2

Aoki, N. (2002). Aspects of teacher autonomy: Capacity, freedom and responsibility. *Learner autonomy, 7*, 110-124.

Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good, but relevance is excellent: Autonomy-enhancing and suppressing teacher behaviours predicting students' engagement in schoolwork. *British journal of educational psychology, 72*(2), 261-278. doi: https://doi.org/10.1348/000709902158883

Bacharach, S. B., Bauer, S. C., & Conley, S. (1986). Organizational analysis of stress: The case of elementary and secondary schools. *Work and Occupations, 13*(1), 7-32. doi:https://doi.org/10.1177/0730888486013001

Barenboim, C. (1981). The Development of Person Perception in Childhood and Adolescence: From Behavioral Comparisons to Psychological Constructs to Psychological Comparisons. *Child Development, 52*(1), 129-144. doi:https://doi.org/10.2307/1129222

Berry, J. W. (2016). Burnout, Autonomy, And Job Satisfaction In Full-Time Public Community College Faculty Members: A Regional Survey And Analysis.

Bibou-Nakou, I., Stogiannidou, A., & Kiosseoglou, G. (1999). The relation between teacher burnout and teachers'

attributions and practices regarding school behaviour problems. *School Psychology International, 20*(2), 209-217. doi:https://doi.org/10.1177/0143034399020002004

Billingsley, B., & Bettini, E. (2019). Special education teacher attrition and retention: A review of the literature. *Review of Educational Research, 89*(5), 697-744. doi:https://doi.org/10.3102/003465431986249

Blase, J., & Matthews, K. (1984). How principals stress teachers. *The Canadian School Executive, 4*(8), 11.

Blase, J. J. (1982). A social-psychological grounded theory of teacher stress and burnout. *Educational Administration Quarterly, 18*(4), 93-113. doi:https://doi.org/10.1177/0013161X82018004008

Breaugh, J. A. (1985). The measurement of work autonomy. *Human relations, 38*(6), 551-570. doi:https://doi.org/10.1177/001872678503800604

Breaugh, J. A. (1989). The work autonomy scales: Additional validity evidence. *Human relations, 42*(11), 1033-1056. doi:https://doi.org/10.1177/001872678904201105

Breaugh, J. A. (1999). Further investigation of the work autonomy scales: Two studies. *Journal of Business and Psychology, 13*(3), 357-373. doi:https://doi.org/10.1023/A:1022926416628

Brissie, J. S., Hoover-Dempsey, K. V., & Bassler, O. C. (1988). Individual, situational contributors to teacher burnout. *The Journal of Educational Research, 82*(2), 106-112. doi:https://doi.org/10.1080/00220671.1988.10885876

Burke, R. J., & Greenglass, E. R. (1988). Career orientations and psychological burnout in teachers. *Psychological reports, 63*(1), 107-116. doi:https://doi.org/10.2466/pr0.1988.63.1.107

Capone, V., Joshanloo, M., & Park, M. S.-A. (2019). Burnout, depression, efficacy beliefs, and work-related variables among school teachers. *International Journal of Educational Research, 95*, 97-108. doi:https://doi.org/10.1016/j.ijer.2019.02.001

Cedoline, A. J. (1982). *Job burnout in public education: Symptoms, causes, and survival skills*: Teachers College Press.

Chang, M.-L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational psychology review, 21*(3), 193-218. doi:https://doi.org/10.1007/s10648-009-9106-y

Cordes, C. L., & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *Academy of management review, 18*(4), 621-656. doi:https://doi.org/10.5465/amr.1993.9402210153

Davis, G. L., & Bordieri, J. E. (1988). Perceived autonomy and job satisfaction in occupational therapists. *The American Journal of Occupational Therapy, 42*(9), 591-595. doi:https://doi.org/10.5014/ajot.42.9.591

Dormann, C., Fay, D., Zapf, D., & Frese, M. (2006). A state-trait analysis of job satisfaction: on the effect of core self-evaluations. *Applied Psychology, 55*(1), 27-51. doi: https://doi.org/10.1111/j.1464-0597.2006.00227.x

Elsbree, W. S. (1939). *The American teacher: Evolution of a profession in a democracy*: American Book Company.

Evers, W. J., Tomic, W., & Brouwers, A. (2004). Burnout among teachers: Students' and teachers' perceptions compared. *School Psychology International, 25*(2), 131-148. doi:https://doi.org/10.1177/0143034304043670

Farber, B. A. (1984). Stress and burnout in suburban teachers. *The Journal of Educational Research, 77*(6), 325-331. doi:https://doi.org/10.1080/00220671.1984.10885550

Farber, B. A. (2000). Introduction: Understanding and treating burnout in a changing culture. *Journal of clinical*

psychology, 56(5), 589-594.

Faskhodi, A. A., & Siyyari, M. (2018). Dimensions of work engagement and teacher burnout: A study of relations among Iranian EFL teachers. *Australian Journal of Teacher Education (Online), 43*(1), 78-93. doi:https://search.informit.org/doi/10.3316/ielapa.381316514834525

Franklin, H. L. (1989). Principal consideration and its relationship to teacher sense of autonomy.

Freudenberger, H. J. (1974). Staff burn-out. *Journal of social issues, 30*(1), 159-165. doi: https://doi.org/10.1111/j.1540-4560.1974.tb00706.x

Friedman, I. A. (1991). High and low-burnout schools: School culture aspects of teacher burnout. *The Journal of Educational Research, 84*(6), 325-333. doi:https://doi.org/10.1080/00220671.1991.9941813

Friedman, I. A. (1995). Student behavior patterns contributing to teacher burnout. *The Journal of Educational Research, 88*(5), 281-289. doi:https://doi.org/10.1080/00220671.1995.9941312

Gavrilyuk, O. A., Loginova, I. O., & Buzovkina, N. Y. (2013). Relations of perceived autonomy and burnout syndrome in university teachers. *International Journal of Applied Psychology, 3*(3), 52-62. doi:DOI: 10.5923/j.ijap.20130303.04

Gold, Y. (1984). The factorial validity of the Maslach Burnout Inventory in a sample of California elementary and junior high school classroom teachers. *Educational and Psychological Measurement, 44*(4), 1009-1016. doi:https://doi.org/10.1177/0013164484444024

Gold, Y. (1985). Does teacher burnout begin with student teaching. *Education, 105*(3).

Gold, Y., & Bachelor, P. (1988). Signs of burnout are evident for practice teachers during the teacher training period. *Education, 108*(4).

Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of school psychology, 43*(6), 495-513. doi:https://doi.org/10.1016/j.jsp.2005.11.001

Hock, R. R. (1988). Professional burnout among public school teachers. *Public personnel management, 17*(2), 167-189. doi:https://doi.org/10.1177/009102608801700207

Javadi, F. (2014). On the relationship between teacher autonomy and feeling of burnout among Iranian EFL teachers. *Procedia-Social and Behavioral Sciences, 98*, 770-774. doi:https://doi.org/10.1016/j.sbspro.2014.03.480

Jonge, J., & Schaufeli, W. B. (1998). Job characteristics and employee well-being: a test of Warr's Vitamin Model in health care workers using structural equation modelling. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 19*(4), 387-407. doi:https://doi.org/10.1002/(SICI)1099-1379(199807)19:4<387::AID-JOB851>3.0.CO;2-9

Kamii, C. (1999). *Young children reinvent arithmetic: Implications of Piaget's theory*: Teachers College Press.

Kim, D., Twombly, S., & Wolf-Wendel, L. (2008). Factors predicting community college faculty satisfaction with instructional autonomy. *Community College Review, 35*(3), 159-180. doi:https://doi.org/10.1177/0091552107310111

Koban-Koç, D., & Koç, S. E. (2016). Understanding learner autonomy through cognitive, metacognitive and social strategies used by English language learners in a computer-based classroom. *Journal of Language Teaching and Learning, 6*(2), 58-69.

Korthagen, F. A., & Evelein, F. G. (2016). Relations between student teachers' basic needs fulfillment and their teaching behavior. *Teaching and Teacher Education, 60*, 234-244.

Landsbergis, P. A. (1988). Occupational stress among health care workers: a test of the job demands-control model. *Journal of organizational behavior, 9*(3), 217-239. doi: https://doi.org/10.1002/job.4030090303

Lennert da Silva, A. L., & Molstad, C. E. (2020). Teacher autonomy and teacher agency: A comparative study in Brazilian and Norwegian lower secondary education. *The Curriculum Journal, 31*(1), 115-131. doi: https://doi.org/10.1002/curj.3

Loevinger, J., Cohn, L. D., Bonneville, L. P., Redmore, C. D., Streich, D. D., & Sargent, M. (1985). Ego development in college. *Journal of personality and social psychology, 48*(4). doi:https://doi.org/10.1037/0022-3514.48.4.947

Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research, 105*, 101714. doi:https://doi.org/10.1016/j.ijer.2020.101714

Maslach, C. (1976). "Burned-out". *Human Behavior, 5*(9), 16-22.

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of organizational behavior, 2*(2), 99-113. doi:https://doi.org/10.1002/job.4030020205

Maslach, C., Jackson, S. E., & Leiter, M. P. (1997). *Maslach burnout inventory*: Scarecrow Education.

Maslach, C., & Leiter, M. P. (2008). *The truth about burnout: How organizations cause personal stress and what to do about it*: John Wiley & Sons.

Maslach, C., & Schaufeli, W. B. (2018). Historical and conceptual development of burnout. In *Professional burnout: Recent developments in theory and research* (pp. 1-16): CRC Press.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology, 52*, 397-422.

Maslow, A. H. (1981). *Motivation and personality*: Prabhat Prakashan.

McIntyre, T. C. (1983). The Effect of Class Size on Perceptions of Burnout by Special Education Teachers. *Mental Retardation and Learning Disability Bulletin, 11*(3), 142-145.

Mendz, G. L., & Kissane, D. W. (2020). Agency, autonomy and euthanasia. *Journal of Law, Medicine & Ethics, 48*(3), 555-564.

Moslehi, P., & Salehi, H. (2021). Relationship between reflective teaching and teacher autonomy among Iranian EFL experienced and novice teachers. *Journal of Practical Studies in Education, 2*(5), 1-10. doi:https://doi.org/10.46809/jpse.v2i5.28

Myers, I. B., McCaulley, M. H., & Most, R. (1985). *Manual, a guide to the development and use of the Myers-Briggs type indicator*: consulting psychologists press.

Natale, J. A. (1993). Why Teachers Leave. *Executive Educator, 15*(7), 14-18.

Nguyen, X. N. C. M., & Walkinshaw, I. (2018). Autonomy in teaching practice: Insights from Vietnamese English language teachers trained in Inner-Circle countries. *Teaching and Teacher Education, 69*, 21-32. doi:https://doi.org/10.1016/j.tate.2017.08.015

Nummela, R. M. (1982). The number of teacher adaptations can predict burnout. *Education, 103*(1).

Olanrewaju, A., & Ifenna, E. (2011). Task identity and job autonomy as correlates of burnout among doctors in Jos. *Journal of Basic and Applied Scientific Research, 1*(7), 644-648.

Pearson, L. C., & Hall, B. W. (1993). Initial construct validation of the teaching autonomy scale. *The Journal of Educational Research, 86*(3), 172-178. doi:https://doi.org/10.1080/00220671.1993.9941155

Peck, R. F., Havighurst, R. J., Cooper, R., Lilienthal, J., & More, D. (1960). The psychology of character

development.

Pines, A. M. (2002). Teacher burnout: A psychodynamic existential perspective. *Teachers and Teaching, 8*(2), 121-140. doi:https://doi.org/10.1080/13540600220127331

Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational psychologist, 44*(3), 159-175. doi:https://doi.org/10.1080/00461520903028990

Roth, G. (2014). Antecedents and outcomes of teachers' autonomous motivation: A self-determination theory analysis. In *Teacher motivation* (pp. 36-51): Routledge.

Rushton, S., Morgan, J., & Richard, M. (2007). Teacher's Myers-Briggs personality profiles: Identifying effective teacher personality traits. *Teaching and Teacher Education, 23*(4), 432-441. doi:https://doi.org/10.1016/j.tate.2006.12.011

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology, 25*(1), 54-67.

Ryan, R. M., & Deci, E. L. (2006). Self-regulation and the problem of human autonomy: Does psychology need choice, self-determination, and will? *Journal of personality, 74*(6), 1557-1586. doi: https://doi.org/10.1111/j.1467-6494.2006.00420.x

Saragih, S. (2015). The effects of job autonomy on work outcomes: Self efficacy as an intervening variable. *International Research Journal of Business Studies, 4*(3). doi:https://doi.org/10.21632/irjbs.4.3.203-215

Schwab, R. L. (1983). Teacher burnout: Moving beyond "psychobabble". *Theory into practice, 22*(1), 21-26. doi:https://doi.org/10.1080/00405848309543033

Short, P. M. (1994). Defining teacher empowerment. *Education, 114*(4), 488-493.

Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological reports, 114*(1), 68-77. doi:https://doi.org/10.2466/14.02.PR0.114k14w0

Skott, J., Mosvold, R., & Sakonidis, C. (2018). Classroom practice and teachers' knowledge, beliefs and identity. In *Developing Research in Mathematics Education* (pp. 162-180): Routledge.

Smith, H., & Hopkins, H. (1978). Willard and Spackman's occupational therapy. *Philadelphia FA Davis Co.*

Smylie, M. A. (1999). Teacher stress in a time of reform. *Understanding and preventing teacher burnout: A sourcebook of international research and practice*, 59-84.

Thanasoulas, D. (2000). Autonomy and learning: An epistemological approach. *Applied Semiotics, 10*, 115-131.

Townsend, B. K. (1998). Women faculty: Satisfaction with employment in the community college. *Community College Journal of Research and Practice, 22*(7), 655-661. doi:https://doi.org/10.1080/1066892980220703

Tran, L. H., & Moskovsky, C. (2022). Has teacher autonomy gone MIA?: A qualitative study of views from EFL teachers in Vietnamese universities. *Issues in educational research, 32*(2), 765-783.

Wermke, W., & Höstfält, G. (2014). Contextualizing teacher autonomy in time and space: A model for comparing various forms of governing the teaching profession. *Journal of curriculum studies, 46*(1), 58-80. doi:https://doi.org/10.1080/00220272.2013.812681

Wermke, W., Olason, R. S., & Salokangas, M. (2019). Decision-making and control: Perceived autonomy of teachers in Germany and Sweden. *Journal of curriculum studies, 51*(3), 306-325.

doi:https://doi.org/10.1080/00220272.2018.1482960

Whiteman, J. L., Young, J. C., & Fisher, M. L. (1985). Teacher burnout and the perception of student behavior. *Education, 105*(3).

Woolfolk Hoy, A., Hoy, W., & Davis, H. (2009). Teachers' self-efficacy beliefs. Kathryn R. Wentzel & Allan Wigfield (Eds.), Handbook of motivation at school. In: Newyork: Routledge.

Worth, J., & Van den Brande, J. (2020). Teacher Autonomy: How Does It Relate to Job Satisfaction and Retention? *National Foundation for Educational Research*.

Author Information

Khadija Alamoudi

https://orcid.org/0000-0002-8466-0967

English Language Institute

King Abdulaziz University

Kingdom of Saudi Arabia

Contact e-mail: *kha.alamoudi@gmail.com*