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# SYSTEMATIC LITERATURE REVIEW OF THE FACTORS AFFECTING WELL-BEING, BURNOUT AND TEACHING ANXIETY AMONG EFL TEACHERS

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## ABSTRACT

*Teaching a second or foreign language is a challenging profession, EFL instructors face obstacles and hardships that could ultimately result in them resigning from their positions. EFL teachers strive to meet students' needs and complete other demanding professional tasks while working hard to keep healthy relationships with pupils and demonstrate high levels of professionalism. In this study, three levels of burnout are explored which are emotional exhaustion, depersonalization and reduced personal performance. In addition, it should be mentioned that a pronounced and widespread phenomenon among English teachers is reduced personal performance combined with emotional exhaustion. Several serious consequences of burn out have been brought into light faced by teachers caused by teachers. Therefore, detecting the extent of teacher burnout and the underlying factors are crucial. The present research seeks to examine the extent of burnout experienced by EFL instructors and to determine whether certain factors (age, gender, years of teaching experience, and school type) can predict their burnout levels. The outcomes propose that EFL teachers need to see more concrete results of professional commitment to enhance the sense of fulfilment, which is necessary for sustainable educational development. Teachers should be offered improved learning opportunities. Furthermore, older teachers might participate in tasks to renew their professional passion and avoid depersonalization.*

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**KEYWORDS:** Professionalism, Depersonalization, Burnout, Sustainable Development Education, Learning Opportunities.

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## 1. INTRODUCTION

Teaching and learning English for EFL learners and teachers is an uphill task. In the present era of technology, many avenues are being opened to facilitate the teachers and learners (Barjesteh et al., 2025). The term “burnout” coined by Freudenberger (1989) was represented by emotional exhaustion, depersonalization and reduced personal performance. Emotional exhaustion, considered the most important dimension, refers to “emotional resources are depleted” (Maslach 2003). Depersonalization is characterized by an indifferent approach towards others. Finally, a decrease in personal achievement causes individuals to be dissatisfied with their work performance (Schaufeli & Dierendonck 1993). The studies acknowledged that the teaching profession is basically the task of emotions (Chen, Yin et al. 2020), demanding and stressful which can force teachers to quit the profession within five years (Borman and Dowling 2008). High level of mental and emotional stress are the main cause of burnout during teaching (Demerouti et al. 2002). It has long been claimed that burnout can arise from a variety of sources (Maslach 2001). In research on L2 teaching, burnout has been considered an important issue for years and has received deserved attention (Soleimanzadeh 2023). Several research works have been conducted to depict the factors of burnout during EFL teaching. The purpose of that study was to shed light on the factors and causes of burnout for the sake of getting inclusive knowledge. Many authors attempted to depict this phenomenon by shedding light on burnout among English teachers (Cheng 2022). In addition, in this study, the researchers grouped the types of burnout according to the classification of burnout (Cheng 2022). According to researcher, individual (personal factors such as personality and demographics), organizational (social and job-related factors such as class size and salary), and transactional factors (the interactions between individual and organizational factors such as perceived support from colleagues) are significant causes of teachers’ burnout.

It is an international proverbial comparison drawn between a teacher and a candle. A comparison that illustrates the magnitude of the sacrifice that teachers are willing to make to show others the way. The famous statement strongly suggests that teachers face high demands, which undoubtedly explains why teaching is considered the stressful profession according to a study by Coombe (2008) conducted a study and revealed that teaching is the most stressful job and the his statement was further

supported by another researcher who proved through his findings that about a quarter of teachers found teaching a very stressful (Kyriacou 2001). Johnson et al. (2005) conducted a study in UK that ranked the teaching profession among 26 stressful professions. Educators face stress, emotional hardening, and other stressors that largely pave the way to burnout.

Common causes of burnout include dealing with student misbehaviour (Chang and Davis 2009), job-related tensions (Habibi et al. 2020), and poor working environment (Martin et al. 2002). Considering teachers as shapers of the future, whose well-being is usually linked to the well-being of the entire nation, the position of studying the phenomenon of burnout becomes clear and valued to get more knowledge about the causes, possible impacts and interactions of burnout. Apart from some personal issues, there are also external effects. Teacher attrition has previously been reported as one of the main causes of teacher overload (Chang 2009). For example, in America, nearly 42 % of teachers were forced to quit their jobs during the beginning five years of their teaching career (Luekens 2004). Additionally, it was discovered that teacher exhaustion was connected to the academic performance of students (Rosa et al. 2018). Since the 1980s, researchers have developed awareness of the significance of examining the concept of burnout and have published a variety of studies on this topic from different perspectives (Farber, 1991). Previous research has revealed the reasons and outcomes of burnout, the relationship of burnout to other concepts such as educator performance, the appropriate antecedents, and various other factors. In EFL countries, the phenomenon of burnout is widely discussed in education sector.

Yorulmaz and Altinkurt (2018) argued that some researchers highlighted that the phenomenon of teachers’ burn out is mainly due to personal issues of teachers. While some researchers examined this issue in relation to individual factors (Uğuz, 2016), others explored it according to the organizational aspects (Kimsesiz, 2019). Research in this area has helped to deepen the understanding of burnout in order to more effectively address it and make better the satisfaction level of teacher, as it was proved that untreated burnout can lead to chronic anxiety or physical ailments (Schaufeli, 2018). In a further contribution to the research on teacher burnout, this study examines the apparent level of teachers’ burnout as well as its association with other variables: age, gender, institution (public or private), and schooling experience, which are constantly

regarded the interpreters of teacher burnout. To understand this phenomenon, further studies should be conducted which shed light on this issue significantly.

The knowledge of English Language for non-native persons is pivotal for numerous reasons. Teachers occupy a core place in the period of globalisation, as pupils dedicate substantial time to learning a foreign language with varying requirements. The communication between students and educators is the key motive of learning. Given that "human behaviour depends on reciprocal interactions among thoughts and beliefs, behaviours, and environmental factors"(Schunk and Zimmerman 1998, P.35), language educators enhance learning by integrating these elements into lesson plans (Abarca 2004). Teachers impart linguistic characteristics and cultural and social dimensions to the classrooms by utilising the previous understanding and instructional methods. Secondly, EFL educators recognise that they may teach effectively if the responsibilities assigned by them are attractive and aligned with students' interests. Furthermore, they employ diverse methods to deliver interactive, intelligible, and engaging content while bolstering students' self-assurance, irrespective of their proficiency level (Safari 2020). Educators endeavour to address their students' needs and fulfil the rigorous demands of their profession, diligently work to cultivate positive relationships with pupils, and maintain a high standard of professional performance. Conversely, this complexity may induce stress and emotional fatigue in teachers' lives. Without proper regulation and social or psychological support for negative emotions, individuals are more susceptible to anxiety and burnout, thereby harming their well-being (Valle et al., 2020).

The well-being of teachers fosters favourable sentiments and views towards the teaching procedure, students, courses, and increased motivation (Dewaele & Li 2020). Consequently, enhancing teachers' well-being is essential, as educators can cultivate a positive self-identity only through ongoing professional development activities that foster excitement and sustain pleasure. Nonetheless, well-being may be influenced by burnout and pedagogical worry. Burnout is a significant consideration for professional wellbeing among EFL teachers. At the outset of their careers, EFL teachers try to cultivate novel perspectives and execute innovative strategies to assist their pupils in their foreign language acquisition, owing to their motivation and commitment. However, educators

experience work dissatisfaction when their excitement diminishes, ultimately leading to burnout. If instructors do not manage everyday job-related stress, their relationships with pupils may suffer, leading to diminished performance from both parties and a deterioration in the quality of learning. Burnout adversely impacts teachers' general well-being and health. Specifically, the decline in teachers' motivation and effectiveness may precipitate additional physical, psychological, and occupational problems (Akbari, 2015).

Teaching anxiety is believed to considerably impact foreign language acquisition. Instructors who are uneasy with their language instruction may exhibit subpar performance, adversely impacting their presence (Guffey et al., 2002). Furthermore, teaching anxiety may result in instructors' avoidance; they may abstain from employing novel instructional methods (Thomas, 2006) and fail to design effective lesson plans to fulfil their students' requirements. Regarding the quality of EFL instruction, Horwitz et al. (1986) posits that worried educators are hesitant to utilise the target language, refrain from its application, and adhere strictly to the course book, hence heightening the likelihood of adverse outcomes (Aydin, 2021). Addressing teaching anxiety is essential in a foreign language classroom, as Austin et al. (2005) indicate that worried educators may transmit their stress to pupils, who are often attuned to their teachers' behaviours. In conclusion, it is essential to assess the degrees of well-being, burnout, and anxiety, as well as the interrelations among these variables, given that existing research is deficient in findings about teacher emotions simultaneously within the language classroom, as elucidated below. Prior to presenting a research synthesis, a theoretical framework was established (Onan & Aydin 2024).

### ***1.1. Unique Stressors of EFL Versus ESL Teaching Environments***

EFL and ESL teachers both face significant professional challenges, but the nature of their stressors often diverges due to contextual, cultural, and institutional differences. EFL Teachers operate in contexts where English is not spoken outside the classroom, leading to limited exposure and fewer opportunities for real-life language practice. ESL Teachers and students often live in English-speaking environments, providing more immersion but possibly greater pressure to achieve functional proficiency quickly.

EFL teachers may confront societal attitudes that undervalue English or overlook its immediate

practicality, making student motivation more challenging. ESL teachers might face high expectations from institutions or immigrant families for rapid language acquisition, which can heighten performance anxiety. EFL settings frequently have limited access to authentic materials, fewer trained colleagues, and less institutional support compared to ESL environments in countries with established language-support systems.

EFL instructors may experience greater professional isolation, as they are often among a minority of English educators in their institutions or regions. ESL teachers often have support networks of fellow language professionals and more opportunities for collaboration.

## 2. THEORETICAL BACKGROUND

Grouden and Jose (2015) assert that well-being depends on the accessibility of mental, interpersonal, and physical resources that empower individuals to adequately address and surmount emotional, interpersonal, or physical challenges. According to Ryff (1989), psychological well-being is defined by self-acceptance, social competence, autonomy, a fulfilling social life, personal development, and the presence of life goals. Acton and Glasgow (2015) assert that teachers' professional well-being encompasses a person's perception of persistence, enjoyment, and own satisfaction derived from interactions with friends, family, colleagues, and students. According to Forgeard (2011), well-being may be categorised into two primary types: objective well-being, which can be assessed and observed by other parties, and subjective well-being, which reflects an individual's personal experience. From a hedonistic viewpoint, happiness is the sought-after equilibrium of pleasure and suffering (Thorburn, 2018).

The Desire Fulfilment Theory posits that pleasure is contingent upon the most significant goals pursued during a lifetime (Heathwood, 2006), whereas the Objective List Theory asserts that certain goods enhance an individual's life, irrespective of their enjoyment (Chappell & Meissner 2023). Furthermore, the Human Nature Fulfilment Theory is predicated on the concept of functioning, encompassing physical health, the absence of violence, cognitive processes, the formation of relationships and attachments, as well as the establishment of life plans and affiliations ((Thorburn, 2018). Swider and Zimmerman (2010) characterise burnout as a psychological syndrome that affects an individual's professional duties, obligations, clientele, familial relationships, and

personal life. This undesirable situation occurs in professions necessitating significant interpersonal engagement and stress regulation (Maslach & Jackson, 1981). Maslach and Jackson (1981) define that burnout is a complex condition comprising three elements: emotional fatigue, depersonalisation, and a reduced sense of individual achievement. Emotional weariness is the depletion of a person's intellectual and emotional resources and a diminished inclination to instruct. Conversely, depersonalisation signifies a person's disengagement from the workplace and the appearance of unpleasant attitudes towards pupils, which presents inevitably the inadequacy (Kulavuz, 2006). Regarding diminished personal achievement, individuals often experience a decline in confidence and drive, ultimately leading to severe self-criticism and mental turmoil (Soleimani & Bolourchi 2021).

Anxiety is the sensory manifestation of stress, apprehension, discomfort, and concern, triggered by the autonomic nervous system in contexts deemed perilous (Horwitz et al. 1986). An individual experiences it as a variable sensation of discomfort that differs in duration and intensity (Young, 1999) and encompasses three psychological classifications: trait anxiety, state anxiety, and situation-related anxiety (Spielberger, 1983). Trait anxiety is a consistent characteristic of a person's personality, while state anxiety is induced by an adverse physical or emotional condition and occurs at a specified moment (Spielberger, 1983). Situation-specific nervousness is an apparent type of anxiety that manifests constantly in a certain context throughout time. It is directly linked to specific events that differ from one experience to another yet remain consistent over time (MacIntyre & Gardner 1991).

The socio-cultural background in which teachers operate plays a vital role in mediating stress responses. Two central cultural orientations collectivism and individualism shape how individuals perceive, experience, and cope with occupational stress, including the stressors prevalent in teaching. In collectivist cultures, the emphasis on interconnectedness may provide more robust informal support structures. Interpersonal relationships can buffer against stress, with shared expectations facilitating the mobilization of resources in times of need. Coping is relational rather than individual, reducing the risk for emotional exhaustion and depersonalization commonly associated with teacher burnout.

Collectivist societies may impose higher situational strength, meaning that individuals are under greater pressure to conform to established

organizational and societal norms. While this promotes harmony, it can also lead to stress if teachers feel they must suppress their own needs for the good of the group. However, this same mechanism can result in less personal responsibility for negative outcomes, slightly alleviating the pressure felt in more individualist settings.

Research comparing emotional labor across cultural contexts finds that surface acting (masking emotions) leads to less burnout in collectivist cultures compared to individualist ones. Deep acting (genuinely modifying inner feelings) is even beneficial in collectivist cultures, highlighting the nuanced relationship between cultural values, emotional regulation, and stress. Individualists may appraise stressful events as personal challenges to be overcome independently, which can increase vulnerability to burnout if coping strategies are inadequate. In collectivist settings, stress is legitimized as a collective experience, reducing stigma around seeking help and, consequently, buffering against adverse stress responses.

Given that many EFL settings are in collectivist societies, teachers may experience both advantages (greater social support, less stigma around shared stress) and challenges (greater conformity pressures, risk of overburden if group norms discourage open discussion of individual struggles). Conversely, in individualist contexts, teachers must be proactive in seeking support and navigating institutional demands, which can amplify stress and burnout risk if organizational resources for support are inadequate. By integrating an analysis of socio-cultural mediators into the theoretical framework, this section helps explain the cross-national variability in EFL teacher well-being and burnout, emphasizing the importance of cultural context in shaping emotional and organizational outcomes.

### 3. LITERATURE REVIEW

Numerous research have investigated the relationship between instructor well-being and learning distinction. Alqarni (2021) investigated the impact of educators' emotions about quality of language education and students' academic performance. A virtual survey was administered to 53 university-level EFL instructors in Saudi Arabia. The results demonstrated a notable inverse correlation between subjective well-being and perceived stress levels. The research findings indicated a substantial association between the common well-being of EFL instructors and their substantial health, attributed to their excessive workload and financial difficulties. Swider and

Zimmerman (2010) sought to ascertain the emotional well-being of language educators and their coping strategies. The research entailed conducting interviews with EFL instructors. Instructors possessing superior wellness are more inclined to be good educators, demonstrating heightened interest in their language teaching methodologies and exhibiting greater preparedness to address emerging challenges. Han (2022) conducted a study that discussed about the level of job satisfaction, performance, issues, resilience, and betterment found among Chinese EFL instructors. This study found that work satisfaction and resilience accounted for almost 57 % of the variance in psychological health. These two categories were core indicators of well-being; however, job contentment accounted for 29.6% of the variance in overall well-being.

Recent years have seen the exploration of well-being in Turkish contexts, yielding a limited number of published studies. Aytek (2020) sought to examine the relationship among teachers' lifetime learning practices, betterment, and perceptions of self-usefulness. The research demonstrated a distinct and moderately statistically significant association among teachers' lifelong learning practices, stages of betterment, and perceptions of self-usefulness. Aytek (2020) examined a correlation between teachers' job-related sentimental betterment and school culture. The research encompassed 357 educators from public elementary, middle, and high schools. Teachers' assessments of school culture strongly influenced their emotional well-being at work. Moreover, a correlation existed between educators' qualifications and their mental wellness in the workplace. These findings underscore the necessity of attending to teachers' psychological well-being. It is essential to comprehend the psychological and non-psychological resources that facilitate the well-being of language teachers across various locales and historical periods.

Demir et al. (2021) observed the personal betterment of pre-service teachers and its relationship with their attitudes about teaching effectiveness and occupational anxiety. The research encompassed 261 participants enrolled as EFL Language students across five universities in Turkey. The research findings revealed that individuals demonstrated significant perceived subjective well-being. These findings are corroborated by Onan and Aydın (2024), who evaluated the interaction anxiety and mental health of pre-service teachers. Two hundred thirty-two teacher candidates from a public university contributed to the study. The research outcomes indicate that interpersonal anxiety levels of

teacher applicants increase, but their psychological well-being diminishes.

A considerable number of scholars have examined a correlation between teacher burnout and its manifestation during teaching performance. Låftman et al. (2019) investigated the potential correlations between teacher-informed stress, exhaustion, and depressive feeling in a school environment and learners' assessments of school fulfilment and observed trainer supervision. Findings indicated adverse correlations between teachers' stress, fatigue, and depressive mood at the school level and kids' happiness with school and insights of educator support. Findings also suggested that teacher stress could negatively impact kids. Soleimani and Bolourchi (2021) examined a correlation between job fulfilment and burnout among EFL educators in Iran's public and private educational institutions. The outcomes indicated a notable opposite connection between job happiness and burnout among EFL educators.

Valle et al. (2020) investigated the topic of educator burnout and perceived stress within Higher Education Institutions. The Maslach Burnout Inventory (1976) and the felt Stress Scale were employed to assess instructors' fatigue and felt stress, respectively. The sample comprised 520 university professors. University instructors aged 60 and beyond exhibited lower levels of felt stress, similar to those with much teaching experience. Roohani and Dayeri (2019) piloted a study to identify the burnout and motivation profiles of specific Iranian EFL teachers, studied the potential correlation between their burnout and teaching inspiration, and investigated motivational factors that may predict teacher burnout. Fifteen EFL teachers from language schools participated. In contrast to earlier findings, it was disclosed that EFL instructors exhibited low levels of burnout and demonstrated intrinsic motivation during instruction.

Research in Turkey has corroborated these findings by identifying the determinants of burnout levels. Demirel and Cephe (2015) researched burnout stages of 70 EFL trainers to identify contributing variables and ascertain any association between burnout levels and teaching practice. Findings demonstrated that a lower level of experience correlated with an increased burnout rate. Research indicates that theoretical reasons, including schooling hours, pupil ability, and environments in which educators operate—such as assessment, resources, and professional development—substantially pave the way for emergence of burnout among educators. Mizrak (2019) investigated

burnout levels and self-effectiveness, opinions of English educators at a School of Foreign Languages, exploring a correlation between these beliefs and burnout levels, as well as the variations in self-efficacy beliefs among teachers experiencing burnout. The study's findings reveal that educators experience moderate burnout related to emotional weariness and personal accomplishment, while exhibiting elevated levels of burnout in terms of reification. Furthermore, age and gender did not serve as significant predictors of burnout, although load of work was a substantial interpreter of the Emotional Exhaustion component.

Deneme (2021) examined the occupational burnout levels of Turkish EFL educators due to various factors. Findings of the study indicated no association between the levels of burnout among Turkish EFL teachers and the variables of gender, marital status, and socioeconomic status. Conversely, it was noted that professional seniority and support from colleagues and administrators affected teachers' degrees of burnout. Swider and Zimmerman (2010) examined the impact of burnout on EFL instructors in Turkish primary schools and their managing approaches, as well as the association between the levels of burnout and the coping methods employed by the teachers. A total of 108 EFL instructors participated during study. Findings indicated that the educators exhibited minimal degrees of burnout. Emotion-focused and problem-focused coping strategies are observed to be less beneficial for instructors experiencing high levels of burnout. Hismanoglu and Ersan (2016) examined the burnout rates of 230 Turkish EFL instructors in relation to demographic parameters. The participants established the Maslach Burnout Inventory-Educators' Survey. Its results demonstrated no association between the burnout levels of Turkish EFL instructors and their age, gender, educational background, or weekly course load. There was an association between teaching experience and institution, as well as between the subscales of emotive weariness and particular achievement, and the burnout levels of EFL educators. A significant association existed between monthly salary and living in either a major or small city, as well as the burnout levels of Turkish EFL trainers. The subscale of Personal Accomplishment indicated a robust association between these parameters and burnout levels of Turkish EFL instructors about departmental and administrative responsibilities.

İlya (2023) did a secondary investigation to identify the elements that indicate the level of burnout faced by EFL instructors. The research

encompassed 32 EFL educators who completed a survey including demographic information and the Maslach Burnout Inventory-Educators Survey. Its results indicated that most teachers experienced diminished personal accomplishment. Age emerged as the most precise predictor of burnout among the four characteristics that substantially interacted with depersonalisation.

Despite several research on anxiety related to learning a foreign language, there is a paucity of literature concerning anxiety linked to teaching a foreign language. Alrashidi (2022) investigated the factors contributing to foreign language teaching anxiety in non-native pre-service English educators. Fourteen pre-service Saudi EFL educators enrolled at a public university during their teaching practicum involved in this study. The outcomes revealed five primary factors contributing to anxiety: anxiety of making mistakes, fear of negative assessment, unfamiliarity with teaching subjects, inadequate organisation, and many pupils in a single classroom.

Liu and Wu (2021) investigated the link between the personal characteristics of 151 Chinese EFL trainers and their communicating anxiety and foreign language anxiety (FLA). Data analyses revealed that concerns regarding classroom instruction, research, additional responsibilities, and advancement, together with a deficiency in interest and confidence in teaching, contribute to teaching anxiety. Moreover, the substantial fear of speaking English, concerns over negative consequences, and self-assurance in English proficiency were notable predictors of teaching anxiety and degrees of foreign language anxiety among educators.

Dişli (2020) aimed to investigate the educating nervousness and its underlying causes among in-service, non-native, high school EFL teachers. EFL instructors experience moderate levels of teaching nervousness. Six variables causing teaching anxiety included the target language, pedagogical skills, error-making, student proficiency levels, learner attitudes, and technology utilisation. Aydin (2021) did a study examining the causes of anxiety in foreign language instruction. Sample of this research comprised sixty pre-service educators. The qualitative data collection was executed via a background questionnaire, interviews, reflections, and essay submissions. The research identified that the origins of teaching anxiety stem from teachers' personalities, views of inadequate language proficiency, apprehension over unfavourable assessment, lack of desire in teaching, inexperience in pedagogy, and technical challenges.

Özcan & Sallabaş (2024) study involved twenty

pre-service instructors. Three categories of teaching anxiety were identified: self-focused, task-oriented, and student-focused. The findings indicated that personal, teacher training, and career-related factors contribute to this issue. The most commonly shared traits among each group are a deficiency in experience and feelings of inadequacy, a disparity between theory and practice, a scarcity of opportunities for practical instruction, a negative perception of the profession, and elevated expectations of educators.

Burnout, a subject of intense discussion, has been described in numerous ways by diverse experts. Freudenberger (1974) metaphorically defines the phrase as a "symptom of emotional exhaustion and a decline in motivation and commitment." A further description put out by Maslach and Pines (1977), recognised as a preeminent figure in burnout literature, likewise characterises burnout as "a syndrome of emotional exhaustion and cynicism that frequently afflicts individuals engaged in 'people work'." Both imply that burnout is considered the emotional condition induced by work-related circumstances, potentially resulting in psychological detachment from the activity, loss of excitement, perceived ineffectiveness in fulfilling professional responsibilities, and a sense of reaching a breaking point. The burnout syndrome comprises elevated emotional tiredness and depersonalisation, along with diminished personal accomplishment.

Nevertheless, as posited by Hakanen, Schaufeli et al. (2008), new studies indicate that the initial two elements constitute the essence of burnout. The investigation outlining burnout identify components that contribute to the onset of the syndrome. They are categorised as individual, interpersonal, societal, organisational, and historical variables (Stogiannidou et al., 1999). Research examining a correlation between burnout and organisational factors has revealed that time pressure (Schaufeli et al., 2008), interpersonal relationships with colleagues (Leung & Lee, 2006), available support systems (Skaalvik, 2011), and the quality collective collaborations in the work station (Guay et al., 2012) are predictive of the extent of burnout experienced by educators. Additionally, the type of school in which teachers are hired was also found to be connected with teacher burnout (Kimsesiz, 2019). EFL teachers at primary schools had a greater degree of burnout than their counterparts in middle and high schools (Kimsesiz, 2019). From an alternative viewpoint, the classification of educational institutions as either state schools or private entities may influence the extent of teacher burnout, as prior

research has indicated that working conditions affect burnout levels (Demirel and Cephe, 2015). Another study demonstrated that teachers' beliefs are the primary seers of their responses to work-related issues, such as student misbehaviour ( Hoy et al. 2009).

Consequently, it is inferred that identical or analogous circumstances can result in varying levels of stress and burnout, contingent upon teachers' individual characteristics, perceptions, and attributions. It offers an additional rationale for investigating burnout in particular educational settings. Despite several research studies published to date, instructors continue to regularly express burnout syndrome, as they have during the past (Gold 1984; Kasalak & Dağyar, 2021). Furthermore, many national scrutinise concerning the situation among English language educators remains restricted. Given the context-dependency, significant ramifications of the disease, and the necessity for enhanced comprehension, additional research studies are imperative.

This systematic literature review makes several significant contributions to the existing body of knowledge on EFL teacher well-being, burnout, and teaching anxiety. Unlike previous studies that often examine well-being, burnout, or teaching anxiety in isolation, this review synthesizes findings across these interrelated domains, providing a more holistic understanding of the challenges faced by EFL teachers.

While much of the existing literature concentrates on general education or native language teaching contexts, this review specifically addresses the unique stressors and factors affecting EFL teachers, particularly in non-native English-speaking countries. This focus helps to fill a notable gap in the literature by highlighting context-specific issues such as cultural expectations, language proficiency demands, and institutional support structures.

The review systematically examines the predictive roles of demographic (age, gender), professional (years of experience, school type), and organizational factors in teacher burnout. By doing so, it clarifies which variables are most influential and under what circumstances, offering nuanced insights for future research and policy interventions.

Emphasis on Professional Development and Support: The findings underscore the importance of ongoing professional development, collegial support, and opportunities for career renewal in mitigating burnout and enhancing well-being among EFL teachers. This emphasis provides actionable

recommendations for educational leaders and policymakers. *Highlighting the Interplay Between Burnout, Well-Being, and Teaching Anxiety: By exploring the interconnections among these variables, the review advances understanding of how teacher emotions and psychological states interact in the EFL classroom, and how these dynamics can impact both teacher retention and student outcomes.*

The review identifies underexplored areas, such as the long-term effects of institutional interventions and the role of digital technologies in supporting teacher well-being, thus setting a clear agenda for subsequent studies.

## 4. METHODOLOGY

A comprehensive systematic literature review was conducted to identify relevant studies addressing the well-being, burnout, and teaching anxiety among EFL (English as a Foreign Language) teachers. The search strategy was developed according to established guidelines for evidence synthesis and systematic reviews to ensure transparency and reproducibility. The inherent limitations of a systematic literature review is based on published, English-language studies, this review's sampling strategy and methodological rigor support the representativeness of the synthesized evidence regarding well-being, burnout, and teaching anxiety among EFL teachers.

### 4.1. *Keyword And Boolean Searches*

The search incorporated a combination of keywords and Boolean operators representing key concepts such as "EFL teacher", "well-being", "burnout", "teaching anxiety", and "predictive factors." Synonyms and term variations, English as a foreign language, language teacher stress, occupational burnout were systematically included to capture a wide range of relevant literature.

### 4.2. *Controlled Vocabulary*

Where available, database-specific controlled vocabularies MeSH in PubMed, ERIC Thesaurus terms were used to enhance search sensitivity.

### 4.3. *Inclusion And Exclusion Criteria*

Studies were included they (a) focused on EFL teachers, (b) addressed at least one of the variables: well-being, burnout, or teaching anxiety, and (c) were empirical peer-reviewed articles. Studies outside the EFL context, not published in English, or lacking empirical data were excluded.

#### 4.4. Screening Process

Titles and abstracts were screened for relevance. Full texts were examined for eligibility based on predefined criteria. Duplicate records were removed. The screening process followed PRISMA guidelines to maintain rigor and reduce bias.

#### 4.5. Sources

**The literature search targeted multiple databases to ensure a comprehensive retrieval of relevant studies:**

**Table 1: Databases Searched for Literature Retrieval.**

Database	Description
Scopus	Multidisciplinary coverage with peer-reviewed journals in education, psychology, and applied linguistics.
Web of Science	Broad coverage of educational, social sciences, and psychology journals.
ERIC	Education-specific database with extensive coverage of educator-focused research
PsycINFO	Emphasis on psychological aspects, including teacher well-being and anxiety.
ScienceDirect	Includes journals focusing on education, behavioral sciences, and language teaching.
Google Scholar	Supplementary searches for grey literature and to confirm saturation.

Searches were conducted in each database using tailored queries to accommodate interface-specific requirements and controlled vocabularies where possible. Additional hand-searching of reference lists of included articles ensured that relevant studies not indexed in the primary databases were considered.

#### 4.6. Documentation And Replicability

All search strategies, including search terms, Boolean operators, and date ranges, were documented for transparency and replicability. The search was last updated in June 2025. This systematic approach ensured a thorough and unbiased identification of empirical studies related to well-being, burnout, and teaching anxiety among EFL teachers

#### 4.7. Implications, And Limitations

The objective of the present study was twofold: to analyse the burnout levels of EFL teachers and to examine the influence of four variables – age, gender, length of teaching experience, and school type – on the subscales of burnout. Age emerged as the most dependable prognostic variable across all three dimensions of burnout; yet, the sole statistically significant interaction pertained to the component of depersonalisation. Consequently, it may be deduced that as educators age, they often experience increased professional isolation, perceive pupils as mere objects, and execute their responsibilities in a more mechanical manner. Given that it has been previously demonstrated that a good work environment aids instructors in mitigating burnout (Schneider et al. 2006), a more supportive

atmosphere can be established for educators. Innovative implementations may be executed to stimulate their passion and enhance engagement.

Moreover, as educators indicated an increased sense of reduced personal accomplishment, certain measures may be implemented to clarify the results of their efforts. Getting a clear understanding of the topic, the causes of perceived burnout and its potential impacts on teachers' lives may be investigated using interviews, diaries, or open-ended enquiries. Secondly, stratified sampling would have been better suitable for obtaining representative data that was evenly distributed among the sub-groups (age, teaching experience, school type, gender). The current study broke a crucial assumption of parametric testing, namely the normal distribution of data; hence, employing nonparametric tests may produce more reliable outcomes. Ultimately, the Inventory was delivered to just a limited subset of the population, hence the results cannot be generalised to all English language teachers globally (Xiao, Akhter, 2024).

## 5. DISCUSSIONS AND CONCLUSION

The research reaches the principal conclusions. EFL educators sustain their well-being at a reasonable level. They exhibit moderate well-being in several domains, encompassing a meaningful and purposeful existence, enjoyment and positive emotions, active participation in life activities, and social connectedness. Secondly, they exhibit a moderate degree of burnout in relation to their views towards pupils. Third, they exhibit a little degree of pedagogical worry. In other words, they are not

apprehensive due to their language proficiency, teaching experience, fear of adverse evaluation, or time management challenges. The sole dimension that may elicit their fear is the apparent lack of student interest, which is regarded at a more moderate level. Job-related stress is recognised as a key positive element affecting well-being, while professional satisfaction, perceived administrative support, and attitudes towards students do not significantly enhance general well-being.

The findings indicate a considerable link between the anxiety levels of English teachers and their overall well-being. The study indicates that a lack of prior teaching experience and the apprehension of adverse assessments are significant factors that detrimentally affect teachers' overall well-being. The findings do not provide statistically significant evidence of a correlation between well-being and other variables, such as self-assessed language

proficiency, insufficient student engagement, and time management issues. The study suggests that a robust correlation exists between teachers' well-being and their ability to manage work-related stress, although a negligible correlation is observed between well-being and instructors' attitudes towards pupils. An escalation in teachers' occupational burnout connects with an enhancement in their well-being. Furthermore, an increase in teachers' teaching anxiety correlates with a decrease in their sense of well-being. Moreover, the last negative and significant correlation exist between attitudes towards students and the lack of student interest, whereas the smallest correlation pertains to coping with job-related stress and self-assessment of language competency. An increase in teachers' occupational weariness correlates with heightened teaching anxiety.

**Acknowledgement of Potential Publication Bias:** An important limitation to recognize in this review is the potential for publication bias among the included studies. Publication bias arises when studies with significant or positive findings are more likely to be published, while research reporting null, negative, or inconclusive results is underrepresented in published literature. As a consequence, the body of evidence available in peer-reviewed journals particularly those indexed in major databases such as Scopus, Web of Science, ERIC, and others searched in this review may not fully represent the breadth of research conducted on EFL teacher well-being, burnout, and teaching anxiety.

**Publication Bias and Mitigation Strategies:** This bias can lead to an overestimation of the strength or consistency of observed relationships between variables (e.g., demographic predictors and burnout), and may result in gaps in our understanding of the true scope and variability of these phenomena. Despite efforts to conduct comprehensive and systematic database searches, the inherent selectivity in publication practices remains a challenge to the complete objectivity and generalizability of findings. Where possible, this review has attempted to mitigate this limitation by supplementing database searches with hand-searching and reviewing reference lists for relevant, possibly overlooked studies. Nonetheless, readers should interpret results with an understanding of the possibility that unpublished, non-significant, or non-English studies may yield additional or divergent insights.

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