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Job Satisfaction and Burnout among Online EFL Teachers: A Gender-Based Analysis

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ABSTRACT

In language education, teachers' well-being has been emphasized greatly. However, there are a few studies conducted to investigate the association between Job Satisfaction (JS) and Burnout (BO) among online EFL (English as a Foreign Language) teachers across gender. Therefore, this study explored the correlation between JS and BO among online EFL teachers in Iran and explored whether these constructs differed by gender. Participants were 80 online Iranian EFL teachers (40 males and 40 females). Researcher used Spector's (1985) Job Satisfaction Survey and the Maslach Burnout Inventory (Maslach et al., 1996) for data collection, which both demonstrated satisfactory internal consistency of .85 and .82, respectively. Pearson's product-moment correlation and independent-samples t-tests were used for data analysis, indicating a significantly negative association between JS and BO, and emphasizing that teachers having higher JS levels had lower BO levels. However, gender had role in neither JS or BO. Findings emphasize that increasing teachers' JS can lower BO in online classes. The study can lead to more research studies on teachers' well-being in online language classes and provides practical implications for language institutes and educational policymakers seeking to improve teachers' professional experiences.

Keywords: Online EFL teachers, Job burnout, Job satisfaction.

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1. Introduction

Teaching English as a Foreign Language (EFL) is widely regarded as a demanding profession that requires teachers to cope with numerous academic, emotional, and professional challenges (Kashef & Barzegari Kahrizi, 2023). Teachers are responsible for planning lessons, assessing learners, maintaining effective classroom management, fostering student engagement, and pursuing continuous professional development. These responsibilities require substantial cognitive, emotional, and physical effort. As a result, teachers frequently experience stress, emotional exhaustion, and frustration, particularly when personal and professional demands overlap (Davaribina & Ghobadi Asl, 2021).

One of the most significant consequences of prolonged occupational stress is teacher burnout which has become a major concern in educational research because of its detrimental effects on teachers and educational systems (Wang et al., 2024). According to Maslach and Jackson (1981), burnout consists of emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to feelings of exhaustion due to work demands, depersonalization refers to the negative attitudes toward students, and reduced personal accomplishment indicates a reduced feeling of competence and professional success. Burnout often develops gradually and may become evident after three to five years of teaching experience (Heidari & Gorjian, 2017). Its consequences extend beyond teachers' psychological well-being, affecting job performance, absenteeism, turnover intentions, and organizational commitment (Koustelios & Tsigilis, 2016). Therefore, it is essential to recognize the key factors in order to prevent teachers' burnout and promote effective teaching. In this regard, job satisfaction has received considerable attention as a key determinant of teachers' psychological well-being and instructional effectiveness.

Job satisfaction refers to the extent to which individuals experience positive feelings and attitudes toward their work. Scott (2004) argues that employees who devote considerable time, effort, and energy in their work are more likely to experience higher levels of job satisfaction, particularly when their contributions are acknowledged and appreciated. Similarly, Safari (2020) maintains that enhancing job satisfaction contributes not only to employees' overall well-being but also to organizational effectiveness. In educational settings, teachers' individual characteristics, professional needs, and working conditions all influence their level of job satisfaction. A growing body of research has demonstrated that teachers with higher job satisfaction tend to foster more positive learning environments, enhance students' attitudes toward learning, and improve educational outcomes (Aziri, 2011; Blandford, 2000; Vousiopoulos et al., 2019).

The relationship between job satisfaction and teacher burnout has received considerable attention in educational research. Previous research has consistently demonstrated a negative relationship between these two constructs indicating that teachers with higher levels of job

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satisfaction are generally less likely to experience emotional exhaustion, depersonalization, and reduced personal accomplishment. Conversely, lower job satisfaction has been associated with increased occupational stress, burnout, and stronger intentions to leave the profession (Madigan & Kim, 2021; Skaalvik & Skaalvik, 2017). These findings suggest that job satisfaction may serve as an important protective factor against burnout and highlight the need to further investigate this relationship in contemporary educational contexts, where teachers are expected to adapt to rapidly changing instructional environments, including online language teaching.

The increasing prevalence of online language education has significantly reshaped EFL teachers' working environment. While online instruction offers greater flexibility and broadens access to language learning opportunities, it also presents a variety of instructional, technological, and emotional challenges. Compared with conventional classroom teaching, online EFL instruction requires teachers to develop strong digital competencies, facilitate learning in virtual environments, promote active student engagement, and continuously adapt to emerging educational technologies. These expanded responsibilities demand ongoing professional development and place considerable cognitive and emotional demands on teachers (Stan, 2022). Moreover, the growing reliance on digital technologies has intensified technostress, which has emerged as a major challenge in online language education (Kohnke et al., 2024).

Research by Chen et al. (2024) further suggests that technology-enhanced teaching environments may heighten teachers' susceptibility to burnout, particularly among those with limited psychological resources. Likewise, Dahabiyeh et al. (2022) and Yangöz and Ünal (2023) reported that increased workload, technological difficulties, emotional strain, and the challenge of maintaining balance between work and life negatively affect teachers' job satisfaction. Nevertheless, recent evidence indicates that resilience and psychological well-being can serve as protective factors, enabling teachers to deal with job-related stress more effectively and reducing teacher’s burnout in online EFL settings (Ding et al., 2025).

Gender has also been identified as a potential factor influencing teachers' experiences of job satisfaction and burnout, although empirical findings remain inconsistent. Some studies have reported that female teachers experience higher levels of emotional exhaustion than their male counterparts, possibly because they often face greater emotional demands and challenges in balancing professional and personal responsibilities (Maslach et al., 2001; Purvanova & Muros, 2010). In contrast, other studies have found no significant gender differences in teachers' overall levels of burnout or job satisfaction, suggesting that workplace conditions and organizational support may play a more influential role than gender itself (Madigan & Kim, 2021; Skaalvik & Skaalvik, 2017).

Despite the growing body of research on teacher well-being, three important gaps remain. First, most studies have focused on teachers in traditional face-to-face settings, whereas relatively little

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attention has been given to online EFL teachers. Second, although previous research has established a relationship between job satisfaction and burnout, this relationship has rarely been examined in technology-mediated language teaching environments. Third, evidence regarding gender differences remains inconclusive, and few studies have explored these issues within the Iranian EFL context. Accordingly, the present study aimed to examine the relationship between job satisfaction and burnout among Iranian online EFL teachers. In addition, it investigated whether male and female online teachers differed significantly in their levels of job satisfaction and burnout.

2. Review of the Literature

2.1 Burnout

Teachers' knowledge, attitudes, and professional behaviors directly influence students' academic success and educational outcomes (Darling-Hammond et al., 2020). As Hattie (2003) declares, "teachers make a difference" (p. 1). This impact is particularly significant in English language education where teachers are responsible not only for language instruction but also for fostering and facilitating meaningful communication opportunities and supporting students' academic and psychological development (Marashi & Assgar, 2019). Thus, EFL teachers are expected to maintain positive professional attitudes and constructive perceptions of their roles, students, and teaching practices (Greenier et al., 2021). However, demanding professional responsibilities, workplace pressures, and persistent stressors may negatively influence teachers' perceptions of their profession and reduce their effectiveness. One of the most harmful consequences of prolonged occupational stress is teacher BO, which causes emotional fatigue and decreases their accomplishment (Maslach & Leiter, 2016).

BO was firstly introduced by Freudenberger (1974) to explain the feeling of emotional exhaustion and decreased motivation among employees experiencing excessive job-related stress (Maslach et al., 2001). Later, Maslach (1976) expanded the concept within social sciences and argued that BO should not be viewed merely as an individual factor but rather as a consequence of unfavorable workplace conditions. According to Maslach and Leiter (1997), BO develops when individuals experience persistent exhaustion, perceive their work as lacking meaning, and feel unable to achieve their professional goals or make a positive contribution.

In educational settings, BO is generally understood as a condition in which teachers experience difficulty maintaining effective professional performance due to prolonged workplace stress (Hanson, 2021; McCullough et al., 2022; Van Droogenbroeck et al., 2021). Teachers' BO can be the main source of physical, emotional, and mental exhaustion (Lavy, 2022). BO can affect teachers' physical and mental health (Perrone et al., 2019), gradually undermine their professional identity, self-esteem, and commitment to teaching (Colomeischi, 2015). Consequently, researchers have emphasized that teachers' BO is an individual concern and a broader educational issue as

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well, including implications for teacher retention, instructional quality, and student outcomes. For instance, Jabbarpoor (2016) argues that teacher BO requires serious attention because it involves psychological, professional, and social consequences. Similarly, Kyriacou (2015) notes that BO can reduce teachers' enthusiasm, commitment, and effectiveness in the classroom.

Combination of personal and contextual factors influences teachers' BO. Although experiencing stress is a normal aspect of professional life, continuous and unmanaged stress can gradually develop into BO (Hanson, 2021). Previous studies have identified several workplace-related factors contributing to teacher BO, including classroom management difficulties (Aloe et al., 2014), occupational stress (Aflakseir & Nemati, 2018), inadequate institutional support (Scott, 2019), workplace conflicts, and unclear professional expectations (Sadeghi & Khezrlou, 2016). In addition, teachers' psychological characteristics and emotional states can have an impact on how they perceive and respond to workplace demands (Herman et al., 2017). Therefore, BO should be understood as the result of an interaction between individual experiences and broader educational conditions rather than as an isolated personal problem.

2.2 Job Satisfaction

JS includes a person's feeling of achievement and positive evaluation of professional life. Although scholars have conceptualized the construct from slightly different perspectives, they generally agree that it reflects teachers' emotional and mental reactions to their work. For example, Skaalvik and Skaalvik (2011) emphasize teachers' emotional reactions toward their teaching responsibilities, whereas Collie et al. (2012) view JS as a sense of professional accomplishment. Similarly, Rezaee et al. (2020) define it as teachers' attitudes and emotions toward their profession. Collectively, these definitions suggest that teachers' JS has multiple dimensions formed by both personal characteristics and workplace conditions (Klassen & Chiu, 2010). In EFL contexts, higher levels of JS have been associated with greater teaching effectiveness, as satisfied teachers tend to demonstrate stronger professional commitment and instructional performance than their dissatisfied counterparts (Soodmand Afshar & Doosti, 2016).

Given its importance for both employees and organizations, JS has attracted considerable attention in educational and organizational research. Spector (2022) identifies JS as an important factor influencing occupational well-being, while Whitman et al. (2010) argue that higher JS contributes to greater productivity, stronger organizational commitment, and improved service quality across professions. Within educational settings, teacher JS is particularly significant because it extends beyond teachers' personal well-being to influence students' academic achievement, motivation, and overall learning experiences (Tymms et al., 2018).

Since teaching is a demanding career, many educators report great dissatisfaction (Brasfield et al., 2019). Although a teaching career can provide opportunities for professional growth and

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personal fulfillment, it can also become a source of chronic stress and dissatisfaction when teachers face persistent workplace challenges (Pavalache-llie & Ursu, 2016). Since the consequences of BO extend beyond individual teachers to students and educational institutions, identifying the factors that promote or hinder teachers' JS is essential.

Teachers' JS is affected by both personal and contextual factors. While satisfaction is experienced at the individual level, teaching itself is embedded within broader social, organizational, and cultural contexts (Klassen & Chiu, 2010). Demographic characteristics, including gender, age, marital status, and teaching experience, as well as workplace conditions such as institutional support, compensation, and educational policies can influence teachers' JS. Inadequate salaries, limited organizational support, and unstable educational policies have all been identified as important contributors to job dissatisfaction (Heidari & Gorjian, 2017). Consequently, educational institutions increasingly seek to find the variables that influence teachers' JS in order to enhance motivation, improve instructional quality, and promote teacher retention.

2.3 Gender Differences in Job Satisfaction

JS can be examined through both individual and organizational factors. Characteristics such as gender, age, cultural background, and personality interact with organizational factors including salary, promotion opportunities, working conditions, and institutional support to influence teachers' overall satisfaction with their profession (Aksu, 2012). Among these variables, gender has received considerable attention in JS because females and males may vary in their work expectations, motivations, and perceptions of professional success (Negiz et al., 2011).

The relationship between gender and teachers' JS remains inconclusive. Studies conducted across different educational contexts have produced inconsistent findings, suggesting that gender differences may depend on cultural, institutional, and occupational factors (Aydın et al., 2012; Klassen & Chiu, 2010; Lassibille & Navarro Gómez, 2020; Saiti & Papadopoulos, 2015; Toropova et al., 2021). A lot of research studies have reported that females' JS level is higher because they can hold more positive attitudes toward teaching (De Nobile & McCormick, 2008; Magee, 2013). In contrast, Aydın et al. (2012) found that male teachers reported significantly higher JS than females.

In another study conducted by Toropova et al. (2021), findings indicated that female teachers demonstrated greater JS. Similar results were reported in European educational settings, where female teachers expressed higher satisfaction despite experiencing disadvantages related to income expectations, recruitment, promotion, and career advancement opportunities (Saiti & Papadopoulos, 2015). Since teaching has traditionally been accompanied by women, this may lead to more positive attitudes toward teaching among females (Magee, 2013; Menon & Reppa, 2011).

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Supporting this perspective, Crossman and Harris (2006) found that female teachers in private schools have higher levels of JS in comparison to males.

2.4 Empirical Studies on the Relationship between Burnout and Job Satisfaction

A lot of research studies have examined the relationship between teachers' BO and JS, with most studies indicating a negative correlation between these two variables. In other words, teachers who experience higher levels of BO are reported to have lower levels of JS. For instance, Anbar and Eker (2008) found significant negative relationships between BO and JS, indicating that increased emotional exhaustion and work-related stress may reduce teachers' positive perceptions of their profession. Similarly, Koustelios and Tsigilis (2016), in their study of physical education teachers, found that higher BO levels were associated with lower JS, while Chan et al. (2014) identified BO as an important factor contributing to teachers' turnover intentions and JS. In the Iranian EFL context, Baghbani and Dehghan Neishabory (2012) found that teaching-related stress significantly causes lower levels of JS, emphasizing the great impact of work-related stress on teachers' professional success. In addition, Esfandiari and Kamali (2016) reported that BO was negatively associated with JS.

More recent studies have continued to emphasize the interconnected nature of BO and JS. Lee and Lin (2019) found significant relationships between BO dimensions and JS, while Wisnu (2019) reported that emotional exhaustion negatively influenced teachers' satisfaction with their work. Similarly, Soleimani and Bolourchi (2021) examined EFL teachers in public schools and private institutions and found a negative relationship between JS and BO in both contexts. Their findings also indicated that teachers in public schools reported higher JS in comparison to the ones in private institutions, suggesting that institutional context may influence teachers' professional experiences. Although the relationship between teachers' JS and BO has been widely examined, findings regarding gender differences remain inconsistent. While some studies have reported that female teachers experience higher levels of JS than their male counterparts (Latif, 2024; Toropova et al., 2021), other studies have found greater satisfaction among male teachers (Crossman & Harris, 2006; Tahir & Sajid, 2014).

Since there is a great association between JS and BO, understanding how these variables interact is particularly important. Previous research has consistently suggested that lower levels of JS are linked to higher levels of BO; however, most existing studies have focused on traditional face-to-face teaching environments. Comparatively limited attention has been given to online teaching contexts, where teachers encounter distinct professional demands, such as technological challenges, reduced interpersonal interaction, and different forms of workload and institutional support. Furthermore, within EFL contexts, evidence regarding gender differences in teachers' JS and BO remains inconclusive with studies reporting mixed results in different cultural and instructional contexts. The limited and inconsistent findings indicate that the influence of gender

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on these variables is not yet fully understood, particularly among online EFL teachers. Considering that online teaching has expanded considerably and may create professional experiences different from those found in conventional classrooms, further investigation is needed. Therefore, the present study aimed at examining the relationship between online EFL teachers' JS and BO with particular attention to possible gender differences. Accordingly, this study addresses the subsequent research questions:

1. Is there a relationship between JS and BO among female online EFL teachers?
2. Is there a relationship between JS and BO among male online EFL teachers?
3. Is there a difference in JS between male and female online EFL teachers?
4. Is there a difference in BO between male and female online EFL teachers?

3. Methods

3.1 Design of the Study

This study had a quantitative correlational-comparative design to investigate the relationship between online EFL teachers' JS and BO. Specifically, correlational analyses were conducted to examine the association between the two constructs, while comparative analyses were performed to determine whether JS and BO differed significantly across gender.

3.2 Participants

This research study included 80 Iranian online EFL teachers (40 females and 40 males) recruited through online professional platforms and social media groups for EFL teachers using convenience sampling. Participants were between 30 to 50 years of age and had a minimum of five years of experience teaching English online. The questionnaires were delivered electronically. Informed consent was provided before the study.

3.3 Instruments

Two standardized instruments were conducted for data collection.

3.3.1 Job Satisfaction Survey (JSS)

Spector's (1985) Job Satisfaction Survey (JSS) consisting of 36 items assessing nine facets of JS, with four items representing each facet was used by the researcher. Responses are scored on a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). Before data analysis, revers-scoring was used for negatively worded items. Instrument had good internal consistency of .85.

3.3.2 Maslach Burnout Inventory–Educators Survey (MBI-ES)

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The researcher used the Maslach Burnout Inventory–Educators Survey (MBI–ES) (Maslach et al., 1996) having 22 items on a seven-point Likert scale ranging from 0 (never) to 6 (every day). The instrument assesses Emotional Exhaustion (9 items), Depersonalization (5 items), and Personal Accomplishment (8 items). Higher levels of BO are indicated by higher scores on the Emotional Exhaustion and Depersonalization, and lower scores on the Personal Accomplishment (Maslach et al., 1996). In the present study, the MBI–ES showed acceptable internal consistency of .82.

3.4 Procedure

The study included a pilot study and the main study. To measure the internal consistency of the research instruments, the researcher conducted the pilot study.

3.4.1 Pilot Study

A pilot study was conducted with 20 Iranian online EFL teachers (10 females and 10 males) who were recruited using convenience sampling and had characteristics similar to those of the target population. Participants completed the Job Satisfaction Survey (Spector, 1985) and the Maslach Burnout Inventory–Educators Survey (Maslach et al., 1996). Internal consistency was assessed using Cronbach's alpha. The JSS yielded a Cronbach's alpha coefficient of .85, while the MBI–ES yielded a coefficient of .82, indicating satisfactory reliability for both instruments.

3.4.2 Main Study

The main study included 80 Iranian online EFL teachers (40 females and 40 males). Participants were handed in informed consent before filling out questionnaires. The researcher assured the participants that all answers would remain confidential. The questionnaires were administered electronically, and the completed responses were collected for statistical analysis. The researcher used Pearson's correlation analysis to find the relationship between JS and BO, and independent-samples t tests to explore the impact of gender on JS and BO.

3.5 Data Analysis

Researcher used IBM SPSS Statistics to analyze data. At first, the assumptions underlying the parametric statistical tests were assessed. Normality was evaluated using skewness and kurtosis values. Levene's test was used to measure the homogeneity of variances for the independent-samples t tests. The assumption checks indicated no serious violations; therefore, parametric statistical procedures were considered appropriate. The researcher calculated Descriptive statistics for all variables. Pearson product-moment correlation coefficients were then calculated separately for female and male online EFL teachers to investigate the relationship between JS and BO. Finally, independent-samples t tests were conducted to determine whether significant gender differences existed in JS and BO.

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4. Results

4.1 Quantitative Analysis of the Questionnaires

The reliability of both questionnaires was as follows:

Table 1. Reliability of the questionnaires

Variable	α-Cronbach
Job Satisfaction	0.85
Burnout	0.82

According to Table 1, job satisfaction questionnaires had high reliability (0.85). Regarding burnout questionnaire, the reliability was high as well (0.82).

4.2 The Findings Obtained for Research Question One

The researcher conducted Pearson product-moment correlation coefficient to explore the correlation between online female EFL teachers' job satisfaction and burnout (Table 2).

Table 2. Relationship between online female EFL teachers' job satisfaction and burnout

		Online Female EFL Teachers Job Satisfaction	Online Female EFL Teachers' Burnout
Job Satisfaction	Pearson Correlation	1	-.093
	Sig. (2-tailed)		.035
	N	40	40
Burnout	Pearson Correlation	-.093	1
	Sig. (2-tailed)	.035	
	N	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows that there was a significant negative correlation between online Female EFL teachers' job satisfaction and burnout [r = -0.09, n=40, Sig= 0.03< 0.05].

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4.3 The Findings Obtained for Research Question Two

The researcher conducted Pearson product-moment correlation coefficient to explore the correlation between online male EFL teachers' job satisfaction and burnout (Table 3).

Table 3. Relationship between online male teachers' job satisfaction and burnout

		Online Male EFL Teachers' Job Satisfactio	Online Male EFL Teachers' Burnout
Job Satisfaction	Pearson Correlation	1	-.091
	Sig. (2-tailed)		.038
	N	40	40
Burnout	Pearson Correlation	-.091	1
	Sig. (2-tailed)	.038	
	N	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows that there was a significant negative association between online male EFL teachers' job satisfaction and burnout [r = -.09, n=40, Sig= 0.03< 0.05].

4.4 The Findings Obtained for Research Question Three

An independent-samples t-test was run to compare the mean score of online female and male teachers regarding their job satisfaction. The results of the descriptive statistics are presented accordingly in Table 4.

Table 4. Difference between online EFL teachers' job satisfaction regarding gender

	Gender	N	Mean	Std. Deviation
Job Satisfaction	Females	40	3.95	0.384
	Males	40	3.65	0.369

According to the mean scores, there was not a significant difference between two groups regarding their job satisfaction and an independent-samples t-test was employed to confirm it (see Table 5).

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Table 5. Independent-samples t-test for difference between online female and male teachers' job satisfaction

		Levene's Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Female Teachers' Job Satisfaction	Equal variances assumed	2.73	.58	3.85	78	.75	.0638	.07513	-.230	.088
	Equal variances not assumed			3.85	77.66	.75	.0638	.07513	-.230	.088
Male Teachers' Job Satisfaction	Equal variances assumed	2.57	.68	3.15	78	.63	.0341	.05451	-.225	.048
	Equal variances not assumed			3.15	77.73	.63	.0341	.05451	-.225	.048

An independent-samples t-test was conducted to compare the scores of online female and male teachers regarding their job satisfaction. There was not a significant difference in scores for female teachers (M=3.95, SD=0.38; t (78) = 3.85, p=.75 > .05) and male teachers [M=3.65, SD=.36; t (78) = 3.15, p=.63 > .05], that is, job satisfaction level of both female and male teachers was the same.

4.5 The Findings Obtained for Research Question Four

An independent-samples t-test was run to compare the mean score of online female and male teachers regarding their burnout. The results of the descriptive statistics are presented accordingly in Table 6.

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Table 6. Difference between online EFL teachers' burnout regarding gender

	Gender	N	Mean	Std. Deviation
Burnout	Females	40	3.27	0.358
	Males	40	3.15	0.340

According to the mean scores, there was not a significant difference between two groups regarding their burnout and an independent-samples t-test was employed to confirm it (see Table 7).

Table 7. Independent-samples T-test: Difference between Online Female and Male Teachers' Burnout regarding Gender

		Levene's Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Female Teachers' Burnout	Equal Variances assumed	.048	.72	22	78	.73	02121	.09273	-.2068	.1644
	Equal variances not assumed			22	77.8	.73	02121	.09273	-.2068	.1644
Male Teachers' Burnout	Equal variances assumed	.053	.78	16	73	.65	.01909	.06523	-.2048	.1516
	Equal variances not assumed			16	77.9	.65	.01909	.06523	-.2048	.1516

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An independent-samples t-test was conducted to compare the scores of online female and male teachers regarding their burnout. There was not a significant difference in scores for female teachers (M=3.27, SD=0.35; t (78) = 3.22, p=.75 > .05) and male teachers [M=3.15, SD=.34; t (78) = 3.16, p=.70 > .05], that is, both female and male teachers had the same level of burnout.

5. Discussion

This study explored the association between JS and BO among Iranian online EFL teachers across gender. The findings showed a negative relationship between JS and BO, indicating that teachers with higher JS levels tended to report lower BO levels. This finding suggests that teachers with greater JS can perceive their working environment positively, feel supported, and derive a stronger sense of professional accomplishment, all of which may reduce BO and foster greater professional success. In addition, there were no significant gender differences regarding JS or BO. One possible explanation is that online EFL teaching provides comparable working conditions, workloads, and technological demands for both male and female teachers. Consequently, gender can have less impact in shaping teachers' JS and BO than organizational or job-related factors.

The findings support previous research studies demonstrating an inverse relationship between JS and BO. Similar associations have been reported across a variety of professional and educational contexts, including studies involving physical education teachers and healthcare professionals (Anbar & Eker, 2008; Esfandiari & Kamali, 2016; Khamisa et al., 2017; Koustelios & Tsigilis, 2016; Kroupis et al., 2019). Thus, the studies suggest that teachers with greater JS experience less BO, regardless of educational context. This may be because JS enhances teachers' feeling of professional accomplishment and engagement, thereby reducing emotional exhaustion and depersonalization.

The present findings are further supported by previous studies conducted in diverse educational settings. Richards et al. (2018), Wei and Kanesan Abdullah (2016), Vousiopoulos et al. (2019), Karavasilis (2019), as well as Soleimani and Bolourchi (2021) likewise reported a significant inverse relationship between teachers' JS and BO. The consistent results in various countries and educational settings indicate that this relationship is not context-specific. It may reflect the fact that teachers having greater JS are more motivated, engaged, and psychologically resilient, thereby reducing their susceptibility to BO.

Previous research suggests that a substantial proportion of teachers experience significant work-related stress which is largely attributable to excessive workload, limited professional autonomy, time constraints, inadequate instructional resources, communication challenges with school administrators, frequent performance evaluations, and insufficient institutional support (Scott, 2019). These workplace conditions are likely to undermine teachers' JS while increasing their

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susceptibility to BO, providing a plausible explanation for the inverse relationship identified in the present study.

Another finding of the study indicated the absence of gender differences in JS and BO among online teachers, which contrasts with previous studies indicating higher levels of BO among females (Greenglass et al., 1988; Timms et al., 2007) or greater JS and lower stress among male teachers (Veronica, 2011). It also differs from Kara's (2020) study of visual arts teachers, which found that females reported significantly higher levels of emotional exhaustion and depersonalization than their males in educational settings. It can be suggested that online EFL teaching provides relatively similar working conditions, workloads, and technological demands for both male and female teachers that mitigate the gender-based variations observed in traditional classroom settings. Moreover, differences across studies may reflect variations in educational settings, teaching modalities, cultural contexts, and institutional support, suggesting that the influence of gender on teachers' well-being is likely to be context dependent. As a result, organizational and job-related factors may have more effects on teachers' JS and BO than gender in online educational contexts.

However, present findings are consistent with those of Talik and Lalita (2013) reporting no gender differences in teachers' JS. Research conducted before suggests that association between JS and BO is affected by not just gender. For example, Tasner et al. (2017) argued that occupational demands, cultural expectations, and biological factors may shape teachers' experiences of JS and BO. Similarly, Asimaki et al. (2016) noted that female teachers often suffer from greater stress and BO because they are frequently required to balance professional responsibilities with family obligations. Therefore, the inconsistent findings across previous studies suggest that gender alone is unlikely to determine teachers' JS and BO. Rather, these outcomes appear to be shaped by the interaction of organizational, cultural, and occupational factors, particularly within online teaching environments.

Overall, the findings suggest that JS is a key protective factor against BO among Iranian online EFL teachers. While no gender differences were identified, the results highlight the significance of institutional support, favorable working conditions, and effective management practices in promoting teachers' well-being. These findings emphasize that the educational institutions should create strategies to increase teachers' JS and as a result, reduce their BO and improve the quality of online language education.

6. Conclusion

The role of teachers in enhancing learners' social progress is great (Zlatkovic & Petrovic, 2011). Given their crucial role, promoting teachers' well-being and preventing BO are essential for maintaining the quality and sustainability of education. To this end, this study examined the

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relationship between online EFL teachers' JS and BO across gender. The findings revealed two key results: first, a negative relationship between JS and BO; second, no significant differences regarding gender in either JS or BO among online EFL teachers. These findings suggest that higher JS level is connected to lower BO regardless of gender. Therefore, educational institutions and language institutes should consider strategies aimed at enhancing teachers' JS through supportive work environments, fair organizational practices, and opportunities for professional progress to promote teachers' well-being and minimize BO.

This research has great implications for educators, administrators, and policymakers by highlighting the psychosocial factors that influence online EFL teachers' professional experiences. The findings can help stakeholders identify and address workplace challenges that hinder effective teaching and learning while developing professional development programs to support teachers in online EFL settings. Results can encourage educational institutions in implementing strategies to reduce work-related stress, enhance teachers' JS. Results further suggest that providing supportive working environments, adequate institutional support, and continuous chances for professional development can lower BO levels regardless of teachers' gender.

In addition, findings can encourage teachers to develop greater self-awareness and reflect on how their emotional well-being influences their professional effectiveness and instructional practices (Mohammadi, 2023). By recognizing the close relationship between JS and BO, teachers can find some techniques to cope with stress at work. These insights are also valuable for teacher' professional progress and also teacher education programs across educational settings. Furthermore, educational leaders should foster supportive work environments by implementing policies increasing teachers' JS. Such initiatives are particularly important in online teaching contexts, where professional isolation and the unique demands of virtual instruction may increase BO.

Moreover, findings provide insights for school heads and teacher educators. Since low JS may contribute to reduced teaching effectiveness, organizational commitment, and increased BO, early identification of work-related challenges and timely supportive interventions are essential. If prolonged stress and job dissatisfaction remain unaddressed, their negative effects may extend beyond the classroom, influencing teachers' psychological well-being, their relationships with learners and co-workers. Therefore, identifying sources of job-related stress should be a priority for educational institutions. In particular, improving working conditions through fair compensation, greater job security, comprehensive health benefits, and manageable workloads may help reduce BO. Furthermore, fostering collaborative cooperation between heads and teachers can increase teachers' JS.

To improve working conditions, language institutes and educational organizations should provide adequate technological resources and modern teaching facilities to better support both

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instructors and learners in online environments. Additionally, optimizing the number of the students in online classes may help reduce teachers' the stress of overcrowded classrooms, particularly among inexperienced instructors. Such measures can enhance teachers' JS and lower BO risk.

This research has some limitations. The first limitation is that small number of participants were included. Future studies should include more participants to enhance external validity. Moreover, since the participants were limited to online EFL teachers, more care and attention should be paid when extending these findings to other educational settings. Therefore, further research could examine the relationship between JS and BO among online EFL teachers across different regions, institutions, and teaching contexts to provide valid results. The use of questionnaires for data collection is another limitation. Although questionnaires provide valuable quantitative information, researchers should use interviews, observations, and diaries to triangulate findings. Furthermore, some potentially influential variables, including teachers' language proficiency, age, educational qualifications, teaching experience, self-efficacy, resilience, organizational support, and workload were not examined as control variables in this study. More research could take into account these factors to provide a more reliable results regarding the relationship between JS and BO among online EFL teachers.

Based on findings of present study, there are some suggestions for future researchers. First, more longitudinal studies should be conducted to explore association between JS and BO. Furthermore, comparative research in various instructional settings can provide more insights regarding the targeted variables. Cross-cultural investigations are also recommended to explore how cultural, institutional, and educational differences may shape teachers' JS and BO.

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