International Journal of Research in English Education (IJREE)

Original Article **Published online: 30 December 2024.**

On the Relationship among EFL Teachers' Classroom Management, Organizational Commitment and Burnout and Teachers' Perceptions of Their Nature

Behdokht Mall-Amiri[1*]

* Correspondence:
bmallamiri@gmail.com
1. Department of English, Central Tehran Branch, Islamic Azad University, Tehran, Iran

Received: 12 October 2024
Revision: 30 November 2024
Accepted: 15 December 2024
Published online: 30 December 2024

Abstract

This mixed-methods study was an attempt to ascertain if experienced EFL teachers' classroom management is related to their burnout and organizational commitment. It was also intended to unveil their perceptions and attitudes regarding the sources of their burnout and organizational commitment. For this purpose, 50 male and female experienced teachers were chosen from three English institutes in Tehran and were asked to fill up the three questionnaires: Maslach Burnout Inventory (MBI), Organizational Commitment Scale, and Attitudes and Beliefs on Classroom Control (ABCC) Inventory. They were further interviewed and observed in their actual classes. According to the obtained findings and results, the perceived classroom management of teachers did not significantly correlate with their actual management practice. Furthermore, there was a negative but statistically non-significant correlation between EFL teachers' organizational commitment and classroom management. The correlation between teachers' burnout and classroom management turned out to be positive but statistically non-significant as well. Considering the point that the correlations between the variables were non-significant, the predictability analyses were not conducted as the results would logically be non-significant too. Conducting the interviews, the majority of the teachers strongly believed that low commitment and burnout have nothing to do with their performance in classroom since there is something beyond the obligation to the organization, which is responsibility to learners, and no other external factors could interfere.

Keywords: burnout, classroom management, EFL teachers, organizational commitment, perceptions

[Downloaded from mail.ijreeonline.com on 2026-11-19]

1. Introduction

English language teachers have been coping with different challenges in their classrooms. One prevalent challenge in classrooms might be classroom management for both novice and experienced teachers (Goyette et al., 2000). Although classroom management has been considered as a crucial issue, it has been neglected in the area of teacher training (Everstone & Weinstein, 2013; Tal, 2010).

Studies indicate that teachers' decisions and practices regarding classroom management are impacted by their opinions and approaches towards classroom management (Parker, 2002; Martin et al., 1998). According to Martin et al. (1998), beliefs and attitudes concerning classroom management are based on teachers' perceptions of suitable and unsuitable behaviors and strategies of harnessing them. Brophy (1986) asserted that classroom management is the ability of a teacher for forming and continuing the classroom as an effective teaching and learning environment. Using control (teacher-centered) and caring approach (student-centered) are two approaches to managing classrooms (Bowers & Flinders, 1990; Jones, 1996; Mclauglin, 1991). Using control means teachers' effort in stopping, reducing, and correcting learners' misconduct and encouraging appropriate deeds and trig classroom environment by utilizing stringent rules (Nie & Lau, 2008, 2009). In contrast, the caring approach, which is affected by the social cognitive theory, has to do with teachers' efforts to show care, understanding, and respect for learners (Nie & Lau, 2008, 2009; Rogers & Webb, 1991).

One of the factors that may affect EFL teachers' attitudes toward classroom management might be their commitment to the organization they work in. English institutes are essential in the educational system of EFL settings. Considering its importance, most English institutes seek for those with a great degree of motivation and commitment to fulfill this aim. Mowday et al. (1982) have referred to organizational commitment as "the relative strength of an individual's identification with and involvement in an organization" p. (12). Santiago (2019) showed that classroom management, among several other variables, affect teachers' organizational commitment positively.

The other issue in the area of EFL teaching that a number of teachers are involved in, is burnout. Maslach (2003) asserted that burnout is "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind" (p.2). This term is not limited to the area of teaching but in any other working environment and different careers. Among different types of burnout in different careers and professions, teacher burnout may be considered one of the most essential types of burnout as teaching is a very demanding job (Kottler et al., 2005).

Based on a lot of studies that have been conducted on burnout, there are various factors related to it. Among those various factors, personal factors (individual) and organizational (institutional) factors are mentioned as two main categories (Mede, 2009). It has been asserted that burnout affects every stage of the teaching profession and it might influence EFL teachers' willingness to maintain in their careers (Aloe et al., 2013).

Findings of these studies vary in terms of burnout level. Most investigations indicated that, compared to older instructors, younger teachers are more prone to burnout (Byrne, 1991; Lackritz, 2004; Anderson & Iwanicki, 1984); whereas some investigations indicated no noticeable discrepancy regarding depersonalization and emotional fatigue (Dericioğulları et al., 2007). In terms of gender, females are shown to have greater enervation of feelings and loss of self-belief in comparison with males, while males had greater personal accomplishment (Dericioğulları et al., 2007). Regarding marital status, some investigations in general showed no significant association between this variable and burnout (Byrne, 1991).

According to the researcher's personal observation as an experienced EFL teacher, many EFL teachers in the EFL setting of Iran have many difficulties regarding classroom management. It may be assumed that teachers' classroom management ability is related to their burnout level on the grounds that what they actually practice may be the upshot of their mental sanity and comfort. Gilmour et al. (2022) also showed that teachers' burnout levels relate to their classroom management ability. The idea is supported by Köksal (2024) who held that,

The connection between teacher burnout and classroom management efficacy holds significant implications for a teacher's ability to successfully oversee their classroom. When teachers experience burnout, characterized by emotional, physical, and mental exhaustion, it can diminish their overall job satisfaction and engagement, consequently affecting their proficiency in classroom management (p. 240).

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Considering the researcher's own experiences and research findings in the literature, the present study aimed to reveal the relationship between EFL teachers' organizational commitment and their classroom management in the one hand, and EFL teachers' burnout level and their classroom management on the other. Furthermore, the researcher intended to unveil Iranian EFL teachers' perceptions and attitudes regarding the sources of their burnout as well as the way burnout and commitment may affect their classroom management if at all. The following questions were addressed to meet the aims:

Q1: Is there any significant relationship between EFL teachers' organizational commitment and their classroom management?

Q2: Is there any significant relationship between EFL teachers' burnout and their classroom management?

Q3: What are the teachers' perceived sources of their burnout?

Q4: How do teachers perceive their own organizational commitment? What are the factors that cause their degree of organizational commitment?

2. Literature Review

2.1 Classroom Management

The notion of classroom management refers to teachers' attempts to manage students' behaviors, supplying interaction among students, and handling relevant activities in the classroom (Brophy & Good, 2003). It has been indicated by Brophy and Good (2003) that classroom management is not restricted to the ability of teachers to encounter problems and misbehaviors in the classroom but their ability to prevent them from happening.

There are studies that demonstrate uniformities (Lamb, 1995; Ng & Farrell, 2003) as well as discrepancies (Farrell & Kun, 2008; Phipps & Borg, 2009) between teachers' beliefs and their actual practice in the classroom. Various behaviors can be found in different classes since beliefs rely on the local context (Li & Walsh, 2011). Each teacher has distinct beliefs in classroom management considering the situation filled with challenging behaviors (Aksoy, 2015). Understanding the beliefs of teachers about the management of classrooms and coping with issues cannot be reached by what they say about their actions. A deeper study into what they do in the classrooms should be carried out (Aksoy, 2015).

As Fehring (1998) stated, classroom practices are based on individual teachers' beliefs. Martin et al. (1998) stated that "there can be little doubt that the teachers encounter a variety of new experiences in the classroom. Their beliefs regarding these experiences and the manner in which they approach them work together to create a unique and individual style of classroom management" (p.13). Many instructors have formed their own attitude toward classroom management from their experience or their past experience as students (Coetzee et al., 2008). It is essential to recognize teachers' opinions in a bid to capture their behaviors. The study of the values of teachers consists of "five dimensions: subject matter, beliefs about teaching, learning and learners, the teacher and professional development" (Calderhead, 1996, p. 23). However, Ullah et al. (2022) concluded that male teachers' success in the classroom does not significantly correlate with their organizational commitment, which might be due to other factors determining their performance.

2.2 Organizational Commitment

Malik et al. (2010) held that, "organizational commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization" (p.18). Allen and Meyer (1996) viewed organizational commitment as behavior formed under a relationship with the organization and causes one to decide to become an abiding member of the organization. Furthermore, Allen and Meyer (1996) held that the notion of organizational commitment incorporates three conceptions: "affective, normative, and continuance commitment" (p.389). The first conception is an affective commitment, which has to do with "positive feelings of identification with, attachment to and involvement in the work of the organization" (Allen & Meyer, 1996, p.389). Secondly, normative commitment is based on "a sense of obligation to the organization" (Allen & Meyer, 1996, p.253). The third construct is continuance commitment, which is reported as "the extents to which employees feel a commitment to their organizations when they consider the costs of leaving the organization" (p.289).

Grusky (1966) concluded that organizational commitment grew as time passes in the organization. It is proposed that time spent becomes a respected resource per se, while the benefits of work duration make additional organizational

[Downloaded from mail.ijreeonline.com on 2026-11-19]

incentives easier to benefit from. Sheldon (1971) has shown that service length is related to investment in and commitment to an organization; however, its finding that the venture alone is not enough to generate organizational commitment among men with a medium length of service is not strictly in line with the notion of side bet.

The sense of commitment to the organization has been discussed in different areas and the educational sector has not been excluded. During the several past decades, some investigations have represented that teacher commitment significantly predicts teachers' work performance, nonattendance, and turnover (Mowday et al., 1982). Firestone and Pennell (1993) conducted a thorough analysis of the different teacher commitment meanings and concluded that a shared idea among the concepts is a psychological connection or association of the person with an object that has a unique meaning and significance. Reyes (1990) referred to teacher engagement as the strength of the affiliation with and involvement of a person in a specific organization. It has three main characteristics: (a) a firm belief in and recognition of the objectives and principles of the association, (b) an inclination to make a substantial endeavor for the school, and (c) a sturdy purpose or willingness to pursue with the school.

The intention of commitment might also differ. In recent teacher commitment studies (Somech & Bogler, 2002), attempts were made to differentiate between the commitment of teachers to their institution (organizational commitment) and to the teaching profession (professional commitment). Somech and Bogler (2002) found that the professional commitment of teachers explained the behavior of teachers towards learners. In comparison, organizational commitment explained actions towards the organization. Additionally, one factor that may relate to organizational commitment is burnout as revealed by Asadi and Bozorgian (2022).

2.3 Burnout

Burnout is the feeling of tiredness and boredom of work and it might be called long-run tiredness and lack of liveliness and incentive (Demirel & Cephe, 2015). Rudow (1999) defined burnout as "a phenomenon that takes years or even decades to evolve. It is often a lingering process unnoticed or underestimated by the teacher. Burnout is thus in large part a function of years of employment" (p. 54).

Notwithstanding the fact that the concept of burnout has been under investigation for more than 50 years, it was presented to the area of social science in 1974 (Demirel & Cephe, 2015). As cited by Chan (2007), this idea was invented by Freudenberger (1974) who utilized it to identify the development of corporeal and emotional fatigue related to adverse orientations and approaches coming up from strong communications they encounter while working with people. By the emergence of burnout in work-related stressors, the idea was steadily entered into educational settings aiming at examining and looking into possible stressful situations in teaching (Moneta, 2011).

With many studies on burnout, conclusions have been achieved that those who are dealing with human services are more susceptible to burnout and teaching as a stressful career is construed as a career with the high level of burnout (Maslach et al., 1996; Richardson & Watt, 2006). Burnout consists of three aspects; the first aspect is emotional exhaustion that refers to a situation in which as the result of massive exposure to diverse stressors, teachers do not have adequate energy and motivation to continue with students' learning and behavior. The second one is depersonalization, which concerns a nasty situation in which the teacher pays no attention to students' feelings and treats them as objects rather than human beings. The last aspect is personal success that shows to what extent teachers feel accomplished and skilled in their position (Maslach et al., 1996; Maslach et al., 2001).

The causes of burnout are categorized into three key components; individual, organizational, and transactional (Chang, 2009). Demographic information such as age, gender, and teaching experience are akin to individual factors. Organizational factors refer to career characteristics and workplaces such as unsatisfactory income, class size, and socioeconomic condition of the organization. In the last group, transactional factors refer to the interaction of individual and organizational factors including teacher's interpretation of students' misconduct and student-teacher interaction standards (Chang, 2009).

Several investigations have been accomplished to classify among teachers the factors connected to burnout. For example, common sources of burnout in experienced instructors are revealed in "Australia, Canada, Israel, New Zealand, the Netherlands, the United Kingdom, and the United States" (Coulter & Abney, 2009, p. 31). Maslach et al.'s (1996) research on teachers demonstrated that female employees were more emotionally drained than their male peers.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Another aspect that may affect burnout is teaching experience. Bivona (2002) indicated in her research that relatively less experienced instructors had more negative teaching attitudes than more experienced teachers. It is more likely that they will suffer burnout and quit. Leithwood et al. (1999) also indicated that instructors with short and very lengthy (above 24 years) teaching experience felt higher levels of burnout. In addition, several other projects have been carried out to detect the roots of teacher burnout. Maslach and Leiter (1997) found, for example, the workload of teachers, loss of control, society, reward, justice, and ethics to be the major sources of burnout. There are also numerous examples of the effect of the classroom, work place and institutional atmosphere (Dorman, 2003; Grayson & Alvarez, 2008; Lavian, 2012) as well as teacher personality (Teven, 2007), and workplace anxiety (Jennett et al. 2003) as potential causes of teacher burnout.

3. Methodology

3.1 Design

The present study embraced a mixed-methods approach. Initially, the quantitative data were gathered and the qualitative data were collected subsequently to enrich and explain the quantitative data. As for the weight of the design, the quantitative phase bore more importance as the qualitative data were utilized to explain the formerly gathered data. Therefore, this investigation enjoyed an explanatory sequential mixed-methods design. The quantitative data was analyzed and interpreted through correlational calculations and the qualitative data were analyzed thematically and reported descriptively to discuss findings of the quantitative stage. Teachers' organizational commitment and burnout were assumed as the predictor variables while their classroom management was the predicted variable. Age and teaching experience were control variables as the researcher chose teachers with a particular age range (25-45) having been teaching for at least 5 years.

3.2 Participants

The participants of the present investigation were 50 experienced male and female EFL teachers, having the minimum of 5 years of teaching experience, in three English institutes in Tehran aged 25 to 45. The participants were chosen non-randomly and based on availability. Besides, for the observation part of the study, the researcher gathered data along with a second rater, who was an English teacher with 15 years of experience in both teaching and supervision.

3.3 Instruments

The Attitude and beliefs on Classroom Control (ABCC) Inventory was employed to assess EFL teachers' classroom management beliefs (Martin, Yin, & Baldwin, 1998). This inventory encompasses 26 Likert-type items comprising instructional management, people management, and behavioral management. Each item has four alternatives: (4) *Describes me very well*, (3) *Describes me*, (2) *somewhat describes me*, and (1) *Does not describe me*. Cronbach's coefficient of the questionnaire has been estimated to be .71 (Rahimi & Asadollahi, 2012). In this investigation, the amount of Cronbach's coefficient was found to be .815.

Organizational Commitment was measured in the present study by Mowday et al.'s (1979). Organizational Commitment Questionnaire (OCQ). The 15 items of the OCQ evaluate respondents' devotion and crave to stay with the school, their conviction in and acknowledgment of the merits and objectives of the organization, and the eagerness to put in additional exertion to assist the organization succeed. Each item is scored on a 5-point Likert scale with the options of agree to disagree marked 5 to 1 respectively. The Cronbach's coefficient of the OCQ has been reported ranged from .82 to .93 (Mowday et al., 1979). The reliability coefficient of the questionnaire in this study was .607.

The Maslach Burnout Inventory (MBI), developed by (Maslach & Jackson, 1986) and including 22 items, was used in this study. Teachers were required to answer each item selecting one of the alternatives: 0 (*never*) to 6 (*every day*). The inventory contains three sub-dimensions: exhaustion (burnout), depersonalization, and personal achievement. Measurement of enthusiastic burnout characterizes feelings of being depleted by the work. Depersonalization characterizes the condition of being oblivious towards individuals getting benefit and improper behavior towards others notwithstanding their individual contrasts. Measurement of individual achievement characterizes feelings almost the capacity of adapting with the issues related to achievement and execution (Maslach & Jackson, 1986). Exhaustion (burnout) and depersonalization benefit from seven items each, to be answered and personal achievement includes eight items. The scale to measure the results is as follows:

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Burnout: Total 17 or less: Low-level burnout, Total between 18 and 29 inclusive: Moderate burnout, Total over 30: High-level burnout; *Depersonalization:* Total 5 or less: Low-level burnout, Total between 6 and 11 inclusive: Moderate burnout, Total of 12 and greater: High-level burnout; *Personal Achievement:*Total 33 or less: High-level burnout, Total between 34 and 39 inclusive: Moderate burnout, Total greater than 40: Low-level burnout (p.2).

Girgin (1995) and Baysal (1995) used the questionnaire in Turkey, and reliability estimation was between 0.63 and 0.87. The calculated reliability of the questionnaire in this study turned out to be .712. With the aim of evaluating classroom management of teachers, Murdoch's (2000) checklist was used in this inquiry. The complete checklist consists of 54 items, each is followed by four values from 1 to 4 (from unsatisfactory to excellent), and N/A to indicate inapplicability. The Murdoch's (2000) checklist has three parts. In part A (ELT Competencies), there are 24 items. In part B (General Teaching Competencies) there are 10 items, and the last part is C (Teaching Competencies) including 20 items. Two raters (one of them was the researcher, and the other one was an experienced supervisor) observed the classes and assessed their classroom management using the checklist separately. Their mean score was calculated. It should be mentioned that Murdoch (2000) validated the checklist and its reliability has been estimated to be as high as 0.90.

In an effort to gather qualitative data in the QL phase, the researcher developed two sets of questions related to teachers' burnout and their organizational commitment. The first interview consisted of four open-ending questions about burnout as follows:

1. Considering your working hours in a week, are you satisfied with your job? Why?

2. What reasons could lead you to burnout?

3. If someone asks you for consultation to choose teaching as their career, would you recommend it? Why?

4. If you turned back in time, would you take the same track for your career? Why?

And the other interview included four questions on organizational commitment (OC) as follows:

1. Would you recommend this organization as a good place to work at? Why?

2. What can increase your commitment to the organization?

3. What can decrease your commitment to the organization?

4. Do you think your opinions count at work? Why?

The researcher came up with these questions after reviewing and analyzing the relevant questionnaires on these two variables, consulting a clinical psychologist and an experienced TEFL expert, to ask half of the participants orally, and chose those, which were explanatory and could provide reasons and sources of burnout and OC. It should be mentioned that all the interview responses were recorded to be transcribed later if necessary. The interviews for both parts normally took between 7 to 13 minutes and were conducted with the participants' full consent in English and Persian via face-to-face interview.

3.4 Procedure

The following steps have been undertaken to fulfill the objectives of this investigation. First, the researcher selected the teachers of the study based on accessibility from three English Institutes in Tehran to complete three mentioned questionnaires. In order to obtain reliable data and observe the ethical right of the teachers to be informed about the objectives of the investigation, the researcher clarified to them the aims and objectives of the investigation. Then, the three questionnaires were distributed among the participants all at once in person or through e-mails. The teachers handed in or emailed the answered questionnaires to the researcher. Finally, the gained data were analyzed using the SPSS software.

In order to triangulate the data related to classroom management orientation and raise the accuracy thereof, the researcher planned a one-session observation of all 50 participants. With the purpose of evaluating teachers' classroom management in action, the researcher and a second rater observed all participants using the Murdoch's checklist. In the end, the mean of the two raters' scores was calculated to obtain the final result.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

With the intention of enriching data related to the teachers' burnout and organizational commitment, the researcher developed two sets of interview questions to be conducted with half of the participants. The responses were recorded, analyzed, and interpreted by the researcher. All these processes were conducted with the participant' consent.

4. Results

To come to an overall score for the classroom management of the teachers, the scores driven from observations were to be added to those obtained from the questionnaires. Primarily though, the researcher opted to probe the correlation between the two sets of scores.

Table 1. Descriptive statistics of the CM observations and questionnaire scores

	N	Mean	Std. Deviation	Skewness		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Ratios
CMobsrvd	50	165.0700	17.37639	-.286	.337	-.848
Cmqustnr	50	83.9600	8.11891	-.727	.337	-2.15
Valid N (listwise)	50					

As displayed in the above table, the scores related to the observation did not show normalcy as the corresponding skewness ratio exceeded 1.96. As such, the non-parametric equivalent Spearman had to be used:

Table 2. Correlations between the CM observations and questionnaire scores

			CMqustnr	CMobsrvd
Spearman's rho	CMqustnr	Correlation Coefficient	1.000	.092
		Sig. (2-tailed)	.	.527
		N	50	50
	CMobsrvd	Correlation Coefficient	.092	1.000
		Sig. (2-tailed)	.527	.
		N	50	50

Table 2 evinces a non-significant correlation between the two sets of scores related to classroom management (r=.092, p=.52>.05). As such, the researcher deemed no logic for the aggression of the data types, and only the teachers' actual classroom management practice was taken into consideration for further correlational analysis. The disparity, will be discussed subsequently.

4.1 The First Question

To answer the first question about the any significant relationship between EFL teachers' organizational commitment and their classroom management, the researcher decided to take the observed classroom management scores into calculations as there could be more confidence in the accuracy and genuineness of the scores reflecting the construct in question. The normality, linearity, and outliers conditions were met for the organizational commitment and classroom management scores firstly. Table 3 depicts the Pearson correlation result:

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Table 3. Correlations between OC and CM

		Organizational Cmtmnt	CM
Organizational Cmtmnt	Pearson Correlation	1	-.009
	Sig. (2-tailed)		.953
	N	50	50
CM	Pearson Correlation	-.009	1
	Sig. (2-tailed)	.953	
	N	50	50

Table 3 evinces a negative and non-significant correlation between the two variables (r=-.009, p=.95>.05). Therefore, the corresponding null hypothesis, *there is no significant relationship between EFL teachers' organizational commitment and their classroom management*, was confirmed.

4.2 The Second Question

To show the correlation between teachers' burnout and their classroom management, firstly, the normality condition was checked to legitimize conducting the parametric Pearson correlation calculation. As the data showed skewness, the outliers were detected. One solution for such cases is "changing the values to a less extreme value, thus including the person in the analysis but not allowing the score to distort the statistics" (Pallant, 2007, p.63). Thus, the researcher decided to change the scores to the value of the mean (44). With the modification inserted, the normality condition was checked and confirmed. The linearity condition was also met. Afterwards, the Pearson formula was used to analyze the correlation between the two variables.

Table 4. Correlations between CM and burnout

		CMobsrvd	Burnout2
CMobsrvd	Pearson Correlation	1	.173
	Sig. (2-tailed)		.231
	N	50	50
Burnout2	Pearson Correlation	.173	1
	Sig. (2-tailed)	.231	
	N	50	50

As shown in Table 4, the correlation between burnout and classroom management of the teachers was positive and non-significant (r=.173, p=.231>.05). Therefore, the corresponding null hypothesis, *there is no significant relationship between EFL teachers' burnout and their classroom management,* was confirmed. The main assumption of a regression analysis required to estimate predictability of variables is existence of a significant correlation between the concerned variables. As the correlations between burnout and CM, and OC and CM turned out to be statistically non-significant, calculating predictability was out of question.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

4.3 The Third Question

The second raised question addressed the teachers' perceived factors that contribute to their burnout. The researcher collected quantitative data related to teachers' burnout through a questionnaire. In this phase of the study, the researcher interviewed half of the participants, 25 experienced English teachers in 3 language institutes in Tehran. The interview consisted of 4 open-ended questions on "Burnout".

Considering the first question regarding their satisfaction with working hours in a week, 64% of teachers were entirely satisfied with the situation. They gave logical reasons to justify their satisfaction. Among those reasons, fairly flexible schedule has been extremely important since it lets teachers decide upon their working hours and provides time to enjoy the social life and have much me-time. Among them, 16% believed that teaching as a second job does not make them tired, and that the job is not the main source of income for them, so they feel partly satisfied with such a part-time job. On the other hand, 20% of them were completely dissatisfied with their working hours. They mentioned that teachers need a lot of preparation in advance to run a successful class and this makes teaching a difficult job aggravated with low salary.

Table 5. Teachers' satisfaction with their working hours

Level of satisfaction	**Number of teachers (out of 25)**	**Percentage**
Entirely satisfied	16	64%
Partly satisfied	4	16%
Dissatisfied	5	20%

Next, teachers were asked to mention "the reasons, which could lead them to burnout". The teachers provided a good number of reasons regarding the issue. Table 6 shows the reasons and the corresponding percentages.

Table 6. Teachers' perceived reasons for burnout

Reasons	**Percentage**
No work-life balance (being workaholic)	12%
Perfectionism	4%
Spending spare time for preparation	12%
Stress and fatigue	12%
Lack of creativity and uniformity	4%
Inequality	12%
Struggling with parents	4%
No job promotion	12%
Passive and uninterested students	28%
Rumors and discomfort	4%

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Unfair salary	36%
Studying and working simultaneously	4%
Putting down efforts	16%
Limitations at work	12%
Unfair decisions by heads	4%
Working for long hours	12%
Discrimination	16%
Inappropriate planning by supervisors	32%
No development in their own teaching	4%
Teaching the same levels for a long time	4%
No mutual respect	8%
Low teamwork	4%

Teachers offered legitimate reasons to respond to this question, which are listed in Table 6. They were asked to talk about the reasons, which can increase burnout and lead them to quit teaching. On the top of those reasons, they (36%) were fed up with unfair salary that they get in language institutes and they (12%) were unsatisfied with the inequality in terms of giving promotion and salary raise. Moreover, the other reason was spending the longest time on preparation and writing lesson plans for the classes, which prevent them (12%) from having time for themselves to leisure pursuits. They (12%) mentioned that due to the low salary they get, they (4%) have to take more classes to make money and as the result, they turn to a workaholic with no time for other stuff. The enormous pressure from this situation lead to stress and fatigue in their (12%) career path. Besides, those who look for perfectionism (4%) and are obsessed with performing highly standard claimed that this feature makes them expect more from themselves, so they put a lot of effort in teaching to satisfy their desire, though the managers and supervisors put them (16%) down and do not appreciate their hard work. Nevertheless, there were some teachers (4%), who were not satisfied with their teaching skill and they (4%) claimed that they have found themselves unable to develop it due to poor knowledge and lack of creativity. Consequently, the managers and supervisors do not trust (4%) to teach higher levels and teaching low levels for a long time makes them demotivated.

Apparently, encountering limitations at work based on the particular policies could restrict teachers (12%) from implementing their creativity in their teaching and applying their teaching style. Following these disagreements, teachers (4%) find the atmosphere uncomfortable and unfair dealing with rumors and struggles, which lose their respect in workplace (8%) and discourage teamwork spirit (4%). Furthermore, teachers (28%) reported some reasons stem from the learners' side such as teaching passive and uninterested learners and struggling with parents (4%). Those who study and work simultaneously (4%) find it difficult to be focused on teaching career and take it as seriously as the ones who just teach and there is room for them to improve their teaching skill and allocate much time on it.

As for the third question, "If someone asks you for consultation to choose teaching as their career, would you recommend it? why?", teachers may be divided into two groups in terms of their responses; 68% of them stated that they would recommend teaching to others if they ask for consultation. They said they would do so as they believed teaching is a prestigious job in which teachers have the chance of professional development and promotion. The other reason for supporting the idea of recommending teaching to the interested ones as expressed by these teachers was that teaching makes loads of unforgettably pleasant moments for teachers.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

The other group (32%) mentioned that they would not recommend teaching to anyone due to the serious difficulties teachers encounter in this career. Among those problems, low income has been stated several times as the main problem. They argued that teachers give more and get less in spite of heavy workload and a lot of preparation. Moreover, they stated that teaching could be a good second job or part-time job, not the main one. The fact that both groups pointed out was that the very first prerequisites to step into teaching career are knowledge, ability, interest, patience and passion.

In the fourth question in which the teachers responded to a question regarding taking the same career if they could turn back in time, 80% of participants expressed that they would take the same career if they turned back in time. However, they expressed deep regret at some mistakes they had made during the teaching years. Some argued that they should have started the career more focused and stronger to be much more knowledgeable as English teachers. Furthermore, some others indicated that they would have taught in other countries but Iran. The others lamented that they had to work for others at English institutes, and they believed that they should have run their own business independently as freelancers. Additionally, doing international courses such as CELTA was the other issue they have regretted. They pointed out the fact that a large number of managers and supervisors seek for CELTA, DELTA, TESOL holders to promote their position in ELT community. Basically, they expressed their regression that they were not aware of the term Professional Development at the time of beginning teaching. Therefore, they did nothing to improve their level of teaching skills.

In contrast, 20% of teachers were not satisfied with their decision on choosing teaching as their main career considering that teaching is not a good source of income particularly for breadwinners and they should have chosen another field of study and another job to make a living.

4.4 The Fourth Question

The fourth research question addressed the teachers' perceived organizational commitment. To answer this question, teachers were orally asked four questions. In the first one, "Would you recommend this organization as a good place to work? Why?", the majority of teachers (80%) stated that their workplace is a great place to work since the managers count on employees and are supportive to them. Moreover, they appreciated the energetic and friendly atmosphere, which is built in their organizations. Besides, they argued that high spirit of cooperation and teamwork is significantly observed in their workplace and the situation fosters the chance of self-development and professional development.

On the contrary, 20% of participants stated that teaching in branch institutes is really demanding due to the deficiencies in terms of management and policies. The other reason that made them dissatisfied was that the organizations do not pay teachers properly and regularly. One of them mentioned that getting along with the course book is not easy for him. As for the second question, the teachers were asked to talk about factors that can increase their commitment to the organizations. Teachers' level of commitment to the organizations could increase under some circumstances mentioned by the participants. Table 7 shows a list of reasons, which have been stated as the factors to escalate organizational commitment and the corresponding percentage of respondents.

Table 7. List of factors to escalate organizational commitment

Reasons	**Percentage**
Professional unbiased management	20%
Competitive salary	48%
Job promotion	20%
Appreciation and feeling valued	20%
Encouragement and positive feedback	12%
Job security	8%

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Boosting the chance of professional development	8%
Punctual payment	4%
Being open to criticism	4%
Counting on teachers	12%
Mutual respect and trust	32%
Providing equal opportunities for everyone	4%
Modern technology	4%

Basically, high organizational commitment to the organization would lead to job satisfaction and the teachers discussed many factors which would intensify their commitment degree. One of the factors that teachers (48%) mentioned was high salary, which motivates them to stay committed and even take on firmer commitment. They (4%) also reported that if managers pay teachers on time and value their efforts (20%), teachers feel appreciated and job security. The other factor according to the teachers (32%) was that those managers who trust teachers and treat them respectfully more probable gain teachers' loyalty to their organization.

Moreover, they (8%) mentioned that some managers pave the way for some teachers to develop and grow in the career. However, they (4%) mentioned that this is not an equal opportunity to all teachers, and it stems from biased management, so they (20%) believed that unbiased management would escalate their commitment to the organization due to the encouragement they offer to their teachers. They (4%) also stated that a good organization is the one in which teachers feel free to talk to the manager with no fear of judgment or losing job; therefore, the managers who are open to criticism are more likely to train committed teachers.

Besides, they (12%) felt that to be firmly committed to an organization needs managers who count on teachers' opinions at work. The other thing that was mentioned by 4% of the participants was equipping language institutes with modern technology such as smart boards to get motivated and feel like working in a modern workplace. This is obvious that when teachers realize that they have opportunities to promote in the organization, they (20%) devote a great deal of effort to prove themselves through expressing high level of commitment.

In the third question, the researcher asked the opposite view to identify the issues that decrease teachers' commitment to the organizations. Most of them raised the exact opposing points to the ones mentioned in the previous question. The teachers' perceived reasons that lead them to lower commitment are listed in Table 8.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Table 8. List of factors causing low organizational commitment

Reasons	Percentage
Ignoring professionalism	4%
Paying no attention to teachers' requests	32%
Inflexible behavior	4%
Not keeping promises	8%
Delayed payment	20%
Stress and anxiety at work	8%
Low teamwork willingness	16%
ng working hours	24%
No promotion chance	28%
No appreciation	20%
Disrespect to seniors	12%
Low salary	36%

As for the previous part, teachers gave reasons, which can increase their commitment to the organizations, in this part they offered those which diminish their commitment to the organization. The same as what they stated about escalating commitment, the amount of salary and punctual payment stands on the top among the reported responses. It highlighted the issue that low salary for 36% of the teachers and delay in paying for 20% could cause severe problems due to which they lose their commitment to the organization. They (32%) also complained that if managers do not pay attention to their requests at work and they are not taken seriously to feel being a member of the community, they lose their commitment as the result. They (4%) believed that the way managers and supervisors treat them is of a great importance and since they are experienced teachers, also 20% of them expect the heads to behave impeccably and appreciate their expertise comparing with novice teachers of the organization. Besides, they (24%) considered long working hours a significant factor, which might end up wriggling out of commitment to the place you work for. This long working hours and the pressure could bring about stress and anxiety, which were mentioned by 8% of them participants as crucial factors in such a phenomenon. The other relevant factor was making false promises by managers and supervisors regarding raising salary, promotions, assisting with professional development programs, and so on. They (8%) mentioned that some managers make you sure of promotion chance in the organization, but the promises will not be kept. Among these teachers the researcher found those (4%) who paid big money to take part in international courses such as TESOL, nevertheless the organization does not appreciate professionalism and does not regard such certificates as a means of promotion. They (16%) assumed that teamwork spirit is vital for success and neglecting this point could stifle teachers' creativity, problem-solving skills, and innovation at work.

Overall, the majority of the teachers (88%) stated reasons to support their agreement with the mindset that there is no relationship between what problems they have with the organization or even themselves and the quality of their classes and the way they manage their classes. They argued that there is something beyond their commitment to the organization, which is their commitment to their learners as a teacher. It has been mentioned that learners and their families trust them and participate in their classes despite of financial worries and money troubles they encounter. They also referred to conscience as the motive they have to perform perfectly in their classed, no matter what challenges or struggles they have been experimenting with in organizations. They viewed their classes somewhere particularly at learners' service with no external factors involves.

The fourth question was "Do you think your opinions count at work? Why?". Basically, 64% of the participants were satisfied with the situation at work. They have supported this satisfaction and stated that the managers ask them to give constructive opinions. They hold monthly meetings to decide upon the upcoming plans and visions and

[Downloaded from mail.ijreeonline.com on 2026-11-19]

fortunately, the consequences have been observable in practice. Those who were not satisfied (36%) referred to the managing team who does not care about teachers' opinions at all.

5. Discussion and Conclusion

This mixed-methods research was an endeavor to reveal if there is any significant relationship among EFL teachers' classroom management and their burnout and organizational commitment. Furthermore, their perceptions about the nature of their burnout and organizational commitment were the focus of this investigation. The result related to the first research question indicated a negative non-significant relationship between EFL teachers' organizational commitment and classroom management orientations. Hence, the corresponding null hypothesis was maintained. The second research question aimed at showing the relationship between EFL teachers' burnout and classroom management. The related statistical analysis demonstrated that there is a positive non-significant relationship between the two variables, and the second null hypothesis failed to be rejected as well.

The outcomes of the quantitative data analysis revealed that there is a negative and non-significant correlation between organizational commitment and classroom management ability of teachers. Thus, although the correlation was non-significant statistically, the finding indicated that high organizational commitment in EFL teachers leads to less classroom management control. The researcher speculated that this surprising result may be due to what teachers expressed as feeling like having fixed and stable positions at work and being secure and confident in terms of getting accepted and feeling valued in the system. As a result, they may be less motivated and under pressure to show extra effort to prove their abilities and skills to get promoted. However, the correlation, by virtue of the non-significant coefficient, is too low to be generalizable to the EFL teacher population, which may be attributed to the sample size. In other words, with larger sample of teachers brought under investigation a different finding may be achieved in terms of the direction and magnitude of the correlation. Similarly, Ullah et al. (2022) concluded that male teachers' success in the classroom does not significantly correlate with their organizational commitment, which might be due to other factors determining their performance.

In addition, the findings related to the qualitative phase, indicated that there are numbers of reasons, as perceived and expressed by teachers, which increase and decrease their level of commitment towards their organizations. Among those mentioned factors, there are common reasons, which lead to high commitment, such as; competitive salary, mutual respect and trust, professional unbiased management, job promotion and appreciation from managers at work. Nevertheless, they mentioned a couple of reasons, which bring about low commitment to the organizations. Among the items in the list, the researcher found that EFL teachers might show less commitment as the consequence of low salary and delayed payment, which could be addressed if managers raise the salaries and pay teachers on time in order to increase their motivation to play the role of a committed component in a system. Furthermore, they complained the promotion chances; due to the fact that the selected sample of this research comprised experienced instructors who had been teaching for at least 5 years, finding no room for getting promotion has been a problem, which results in low organizational commitment. A great number of these teachers claimed that long working hours is another reason to feel less committed to the organizations. Put simply, if teachers get paid on monthly basis, they do not consider long working hours a factor that brings about low commitment. Moreover, 20% of teachers stated that managers do not appreciate them, so that they feel less valued at work and it prevents them from being that committed to the system. Overall, by virtue of the obtained results on the correlation analysis, the predictability of organizational commitment about their classroom management is deduced to be non-significant as well.

As for the other finding of this investigation, the correlation between EFL teachers' burnout and classroom management turned out to be positive but statistically non-significant. This result runs counter to Aloe et al.'s (2013) finding that classroom management self-efficacy of teachers is negatively and significantly related to their burnout implying that the higher their classroom management self-efficacy, the less burnout they experience. Gilmour et al. (2022), likewise, came to the conclusion that teachers' burnout profiles relate to their classroom management ability. The justification for this investigation's outcome may be given by drawing on the qualitative data driven on the burnout variable. The non-significant relationship between their burnout and classroom management can be explained by what teachers stated. They strongly believed that the quality of their performance has nothing to do with the personal issues or even dissatisfaction with the organization.

In the qualitative analysis, the findings revealed that there are various reasons that lead EFL teachers to burnout and among them, there were some frequent reasons including; having passive and uninterested students in class, unfair

[Downloaded from mail.ijreeonline.com on 2026-11-19]

salary, no appreciation for teachers' efforts, discrimination and inappropriate planning by supervisors. In addition, teachers claimed that managers do not appreciate their endeavors and they were dissatisfied with discrimination at work. Additionally, they were displeased with inappropriate planning by supervisors, which could be sorted out if supervisors try negotiable plans and organize friendly meetings to come up with ideas for making new decisions upon the educational issues. Thus, the more motivated a teacher is, the more they can perform in classroom to solve the problems regarding classroom management and they are more eager to apply classroom techniques and strategies in their classes. Surprisingly, the reasons provided by teachers as the ones that increase their level of commitment are in line with those related to burnout. Therefore, both organizational commitment and burnout can grow in the same way and the more committed they get, the less burnout they experience.

References

Aksoy, K. (2015). What you think is not what you do in the Classroom: Investigating teacher's beliefs for classroom management in an EFL classroom. *Procedia-Social and Behavioral Sciences, 199,* 675-683. https://doi.org/10.1016/j.sbspro.2015.07.597

Aliakbari, M., & Heidarzadi, M. (2015). The relationship between EFL teachers' beliefs and actual practices of classroom management. *Cogent Education, 2*(1), 1-13. https://doi.org/10.1080/2331186X.2015.1039255

Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior, 49*(3), 252-276. https://doi.org/10.1006/jvbe.1996.0043

Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2013). Classroom management self-efficacy and burnout: A multivariate meta-analysis. *Educational Psychology Review, 26*(1), 101-126. https://doi.org/10.1007/s10648-013-9244-0

Anderson, M. B. G., & Iwanicki, E. F. (1984). Teacher motivation and its relationship to burnout. *Educational Administration Quarterly*, *20*(2), 109-132. https://doi.org/10.1177/0013161X84020002007

Asadi, E., & Bozorgian, H. (2022). EFL teachers' burnout levels and their commitment to Iran language institute: A case study. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances, 10*(2), 95-115.

Baysal, A. (1995). *Lise ve dengi okul öğretmenlerinde meslekte tükenmişliğe etki eden faktörler*, [Unpublished doctoral dissertation]. Sosyal Bilimler Enstitüsü, Izmir.

Bivona, K. N. (2002). *Teacher morale: The impact of teaching experience, workplace conditions, and workload.* ERIC Document Reproduction Service no. ED467760

Bowers, C. A., & Flinders, D. J. (1990). *Responsive teaching: An ecological approach to classroom patterns of language, culture, and thought*. New York: Teachers College.

Brophy, J. (1986). Classroom management techniques. *Education and Urban Society*, *18*(2), 182-194. https://doi.org/10.1177/0013124586018002005

Brophy, J., & Good, T. (2003). *Looking in classrooms*. Pearson Education Inc.

Byrne, B. M. (1991). The Maslach burnout inventory: Validating factorial structure and invariance across intermediate, secondary, and university educators. *Multivariate Behavioral Research*, *26*(4), 583-605. doi: 10.1207/s15327906mbr2604_2

Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 709–725). Macmillan.

Chan, D. W. (2007). Burnout, self-efficacy, and successful intelligence among Chinese prospective and in-service school teachers in Hong Kong. *Educational Psychology Journal*, *27*(1), 33-49. https://doi.org/10.1080/01443410601061397

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

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Coetzee, S. A., Van Niekerk, E. J., & Wydeman, J. L. (2008). *Education law sources regulating classroom management. Coetzee, SA Van Niekerk, EJ & Wydeman, JL Managing Classrooms Legally: An educators' guide to effective classroom management.* Pretoria: Van Schaik.

Demirel, E. E., & Cephe, P. T. (2015). Looking into burnout levels among English language instructors. *Journal of Language and Linguistic Studies*, *11*(1), 1-14. file:///C:/Users/SMA/Downloads/361-807-1-PB-1.pdf

Dericioğulları, A., Konak, Ş., Arslan, E., & Öztürk, B. (2007). Öğretim elemanlarının tükenmişlik düzeyleri: Mehmet Akif Ersoy Üniversitesi örneği. *Fırat Sağlık Hizmetleri Dergisi*, *2*(5), 13-23.

Dorman, J. (2003). Testing a model for teacher burnout. *Australian Journal of Educational & Developmental Psychology*, *3*(1), 35-47. https://www.psicopolis.com/psicvaribox/burnout/docbu1.pdf

Farrell, T. S., & Kun, S. T. K. (2008). Language policy, language teachers' beliefs, and classroom practices. *Applied Linguistics*, *29*(3), 381-403. doi:10.1093/applin/amm050

Fehring, H. (1998). *Influences on teachers' judgements of students' literacy development in a Victorian context* [Unpublished doctoral dissertation]. RMIT University.

Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research*, *63*(4), 489-525. https://doi.org/10.3102/00346543063004489

Gilmour, A. F., Sandilos, L. E., Pilny, W. V., Schwartz, S., & Wehby, J. H. (2022). Teaching students with emotional behavioral disorders: Teachers' burnout profiles and classroom management. *Journal of emotional and Behavioral Disorders, 30*(1), 16-28. http://dx.doi.org/10.1007/s10648-013-9244-0

Girgin, G. (1995). *İlkokul ogretmenlerinde meslekten tukenmisligin gelisimini etkileyen degiskenlerin analizi ve bir model onerisi: Izmir ili kirsalve kentsel yore karsilastirmasi [Analysis of variables affecting progress of professional burnout in primary school teachers and a model proposal].* Unpublished Doctoral Dissertation, Dokuz Eylul University, Social Sciences Institute, İzmir.

Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, *24*(5), 1349-1363. https://doi.org/10.1016/j.tate.2007.06.005

Grusky, O. (1966). Career mobility and organizational commitment. *Administrative Science Quarterly*, *10*(4), 488-503. https://doi.org/10.2307/2391572

Goyette, R., Dore, R., & Dion, E. (2000). Pupils' misbehaviors and the reactions and causal attributions of physical education student teachers: A sequential analysis. *Journal of Teaching in Physical Education*, *20*(1), 3-14. https://doi.org/10.1123/jtpe.20.1.3

Jennett, H. K., Harris, S. L., & Mesibov, G. B. (2003). Commitment to philosophy, teacher efficacy, and burnout among teachers of children with autism. *Journal of Autism and Developmental Disorders*, *33*(6), 583-593. doi: 10.1023/b:jadd.0000005996.19417.57

Jones, V. (1996). *Classroom management*. MacMillan.

Kottler, J. A., Zehm, S. J., & Kottler, E. (2005). *On being a teacher: The human dimension*. Corwin Press.

Köksal, Ö. (2024). The relationship between EFL teachers' burnout and their classroom management. *International Online Journal of Education and Teaching (IOJET), 11*(1). 238-247. https://orcid.org/0000-0003-0517-116X

Lackritz, J. R. (2004). Exploring burnout among university faculty: Incidence, performance, and demographic issues. *Teaching and Teacher Education*, *20*(7), 713-729. https://doi.org/10.1016/j.tate.2004.07.002

Lamb, C. (1995). Got the burnout blues? Get rejuvenated with these ten tips. *Learning*, *24*(3), 24-25.

Lavian, R. H. (2012). The impact of organizational climate on burnout among homeroom teachers and special education teachers (full classes/individual pupils) in mainstream schools. *Teachers and Teaching*, *18*(2), 233-247. doi:10.1080/13540602.2012.632272

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Leithwood, K. A., Menzies, T., Jantzi, D., & Leithwood, J. (1999). Teacher burnout: A critical challenge for leaders of restructuring schools. In A. M. Huberman (Ed.). *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 85–114). Cambridge University Press.

Li, L., & Walsh, S. (2011). Seeing is believing: looking at EFL teachers' beliefs through classroom interaction. *Classroom Discourse*, *2*(1), 39-57. https://doi.org/10.1080/19463014.2011.562657

Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. *International Journal of Business and Management*, *5*(6), 17. doi:10.5539/ijbm.v5n6p17

Martin, N. K., Yin, Z., & Baldwin, B. (1998). Construct validation of the attitudes and beliefs on classroom control inventory. *The Journal of Classroom Interaction*, *33*(2), 6-15. https://www.jstor.org/stable/23870556

Maslach, C. (2003). Job burnout: New directions in research and intervention. *Current Directions in Psychological Science*, *12*(5), 189-192. https://doi.org/10.1111/1467-8721.01258

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

Maslach, C., & Leiter, M. P. (1997). *The truth about burnout. How organizations cause personal stress and what to do about it*. Jossey-Bass publishers.

Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach Burnout Inventory Manual* (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, *52*(1), 397-422. https://doi.org/10.1146/annurev.psych.52.1.397

McLaughlin, H. J. (1991). Reconciling care and control: Authority in classroom relationships. *Journal of Teacher Education*, *42*(3), 182-195.

https://doi.org/10.1177/002248719104200304

Mede, E. (2009). An analysis of relations among personal variables, perceived self-efficacy and social support on burnout among Turkish EFL Teachers. *Inonu University Journal of the Faculty of Education (INUJFE)*, *10*(2), 39-92. https://dergipark.org.tr/en/download/article-file/92300

Moneta, G. B. (2011). Need for achievement, burnout, and intention to leave: Testing an occupational model in educational settings. *Personality and Individual Differences*, *50*(2), 274-278. https://doi.org/10.1016/j.paid.2010.10.002

Mowday, R., Porter, L., & Steers, R. (1982). *Employee-organization Linkages: The psychology of commitment, absenteeism, and turnover.* New York. Academic Press.

Ng, J., & Farrell, T. S. C. (2003). Do teachers' beliefs of grammar teaching match their classroom practices? A Singapore case study. In D. Deterding, A. Brown, & E. Low (Eds.). *English in Singapore: Research on Grammar* (pp. 128-137). McGraw Hill.

Nie, Y., & Lau, S. (2008). *Control and care: The complementary roles in classroom management*. Paper presented in the 2008 Annual Meeting of the American Educational Research Association, New York.

Nie, Y., & Lau, S. (2009). Complementary roles of care and behavioral control in classroom management: The self-determination theory perspective. *Contemporary Educational Psychology*, *34*(3), 185-194. https://doi.org/10.1016/j.cedpsych.2009.03.001

Parker, D. (2002). *Classroom management styles: Differences in beliefs among traditionally-licensed and alternatively-licensed teachers* [Unpublished doctoral dissertation]. The University of Southern Mississippi, Southern Mississippi.

Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, *37*(3), 380-390. https://doi.org/10.1016/j.system.2009.03.002

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Rahimi, M., & Asadollahi, F. (2012). EFL teachers' classroom management orientations: investigating the role of individual differences and contextual variables. *Procedia-Social and Behavioral Sciences*, *31*, 43-48. https://doi.org/10.1016/j.sbspro.2011.12.014

Richardson, P. W., & Watt, H. M. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education*, *34*(1), 27-56. https://doi.org/10.1080/13598660500480290

Rogers, D., & Webb, J. (1991). The ethic of caring in teacher education. *Journal of Teacher Education*, *42*(3), 173-181. https://doi.org/10.1177/002248719104200303

Rudow, B. (1999). Stress and *burnout* in the teaching profession: European studies, issues, and research perspectives. In R. Em Vanderbergue, & M. A. Huberman (Eds.). *Understanding and preventing teacher burnout: a source book of international practice and research* (pp.38-58). Cambridge University Press.

Santiago, T. C. (2019). Teachers' affective attitude and its effect on their organizational commitment. *International Journal of Sciences: Basic and Applied Research, 48*(3), 78-91. https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/view/10270

Sheldon, M. E. (1971). Investments and involvements as mechanisms producing commitment to the organization. *Administrative Science Quarterly*, *16*(2), 143-150. https://doi.org/10.2307/2391824

Somech, A., & Bogler, R. (2002). Antecedents and consequences of teacher organizational and professional commitment. *Educational Administration Quarterly*, *38*(4), 555-577. doi:10.1177/001316102237672

Tal, C. (2010). Case studies to deepen understanding and enhance classroom management skills in preschool teacher training. *Early Childhood Education Journal*, *38*(2), 143-152. doi:10.1007/s10643-010-0395-z

Teven, J. J. (2007). Teacher temperament: Correlates with teacher caring, burnout, and organizational outcomes. *Communication Education*, *56*(3), 382-400. https://doi.org/10.1080/03634520701361912

Ullah, S., Wahab, A., & Khan, F. U. (2022). A study on the organizational commitment of teachers and their classroom performance. *Global Social Sciences Review, VII(*II), 532–541. https://doi.org/10.31703/gssr.2022(VII-II).51

Wolfgang, C. H. (2015). *Solving discipline problems: Strategies for classroom teachers*. Allyn & Bacon.

[Downloaded from mail.ijreeonline.com on 2026-11-19]