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The Interplay of Self-Efficacy and Psychological Well-Being as Determinants of Burnout Among Iranian Senior High School EFL Teachers

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ABSTRACT

Objective: This study investigates the critical interplay between teacher well-being, self-efficacy, and burnout among Iranian senior high school EFL teachers. Given that burnout poses a significant threat to educator mental health and retention, this research aims to determine how self-efficacy and well-being function as predictors of teacher burnout in the Iranian educational context.

Methods: Utilizing a quantitative, correlational research design, data were collected between April and July 2025 from 250 EFL teachers across 10 cities in five Iranian provinces (Khorasan Razavi, Tehran, Khuzestan, Fars, and Sistan-Baluchistan). Participants completed three standardized instruments: the Teacher Well-being Scale (TWBS), the Teachers' Sense of Efficacy Scale (TSES), and the Maslach Burnout Inventory (MBI). Structural Equation Modeling (SEM) was employed to analyze the causal relationships among these variables.

Results: The findings indicate that both self-efficacy and well-being are significant predictors of burnout. Specifically, teachers' sense of efficacy accounted for approximately 78% of the variability in burnout levels, while overall well-being contributed to 38% of the observed variance. Comparative analysis revealed that self-efficacy exerted a more pronounced influence on burnout levels than well-being.

Conclusions: The results underscore the necessity of fostering both psychological well-being and pedagogical confidence to mitigate burnout. Based on these insights, the study provides targeted academic and practical recommendations tailored to the unique professional environment of Iranian senior high school EFL educators.

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Introduction

The prevalence of burnout among educators, particularly within English as a Foreign Language (EFL) instruction, has emerged as a critical issue in educational research. This phenomenon is especially evident among Iranian senior high school EFL instructors, who encounter distinct challenges that may intensify experiences of exhaustion and disengagement. Burnout is defined by emotional exhaustion, depersonalization, and a reduced sense of personal achievement, which can significantly affect teachers' efficiency and overall welfare (Onan, 2024). This condition, stemming from prolonged exposure to occupational stress, poses a considerable risk for educators (Ghasemi, 2022; Mota, 2023).

The notion of well-being is predominantly structured within two separate paradigms: the hedonic and the eudemonic. The hedonic perspective underscores the quest for subjective well-being by means of positive emotions and overall life satisfaction (Sedeh, 2024). This viewpoint frequently utilizes self-reported assessments of happiness and life satisfaction to evaluate individuals' emotional conditions and their general quality of life (Sedeh, 2024). In contrast, the eudemonic perspective, especially relevant within occupational psychology, posits that well-being surpasses simple pleasure, entailing the fulfillment of human potential and the quest for a purposeful life (Sedeh, 2024; Rana, 2025). This perspective emphasizes the importance of purpose, personal growth, and the actualization of one's potential as essential components of overall welfare (Sedeh, 2024; Rana, 2025). In educational contexts, eudemonic well-being is delineated by several essential components, including the ability to foster significant relationships, avenues for professional development, a perception of personal competence, acknowledgment of contributions, and profound engagement in work (Bakker, 2024). For educators, fostering eudemonic well-being is crucial, as it not only augments their professional satisfaction but also exerts a beneficial impact on their students' educational experiences (Lindskov, 2025; Popescu, 2021). In the demanding educational environment of Iran, where educators frequently face substantial workloads and constrained resources, promoting this profound form of well-being is especially crucial for enhancing long-term motivation and professional resilience.

Self-efficacy, an essential variable impacting human cognition, motivation, and behavior, refers to an educator's confidence in their ability to positively influence student outcomes, even in adverse conditions (Fathi, 2021). This conviction is essential, as it influences educators' pedagogical

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strategies, classroom administration, and student involvement. Empirical evidence consistently indicates that a strong sense of self-efficacy correlates with positive professional outcomes, such as increased job satisfaction and commitment, while exhibiting an inverse relationship with burnout and inclinations to depart from the profession (Fathi, 2020). Teacher efficacy is not a static trait; it is greatly affected by contextual variables, including perceptions of the school environment, encompassing resource availability, administrative support, and the characteristics of instructional tasks (Kurosh, 2020). Enhancing these contextual elements within Iranian educational institutions is essential for augmenting teacher effectiveness (Ghasemi, 2022; Roohani, 2020).

Empirical research consistently demonstrates a detrimental relationship between self-efficacy and burnout, with numerous studies conducted within the Iranian context corroborating this finding. For example, Gholami (2015) identified an inverse correlation between self-efficacy and burnout among Iranian English language teachers. Fathi (2021) utilized Structural Equation Modeling (SEM) in a study of 238 Iranian EFL teachers, revealing a significant inverse correlation between teachers' efficacy beliefs and their levels of exhaustion, and further indicating that emotion regulation mediates the impact of self-efficacy on burnout. Similarly, Roohani (2020) observed that among 80 Iranian EFL instructors, self-efficacy directly reduced burnout and also served as a mediator for the adverse effects of occupational stressors. Khani (2015) further emphasized the role of self-efficacy in mitigating the detrimental effects of contextual factors and stressors on teacher burnout within the Iranian EFL setting.

Additionally, Fathi (2020) determined that self-efficacy was a more robust predictor of burnout among Iranian EFL teachers than resilience. Ghasemzadeh (2019) similarly reported that teacher self-efficacy was a more potent predictor of burnout than teacher reflection among Iranian EFL teachers, explaining 25.2% of the variance in burnout. Ghanizadeh (2023) likewise indicated that self-efficacy negatively impacted burnout and was a stronger predictor of burnout among EFL instructors compared to job motivation. These findings are consistent with international research, such as Zhao (2022), which confirmed that diminished self-efficacy significantly predicts burnout. Furthermore, Ghasemi (2022) established a significant correlation between teachers' self-efficacy, their perceptions of the work environment, and burnout. The significance of self-efficacy also extends to psychological well-being, as evidenced by Fathi (2020b), who demonstrated its predictive capacity for the psychological well-being of Iranian EFL teachers.

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Moreover, previous research substantiates the impact of burnout on educational professions; nevertheless, its underlying determinants remain an area of active inquiry (Fathi, 2020; Mota, 2023). Existing literature suggests that while educational scholars have recognized the relationship between burnout and teacher self-efficacy, their investigations often neglect the concurrent interplay of these constructs. Moreover, a significant research gap persists within this specific domain, particularly concerning Iranian senior high schools. Given the limited comprehensive data on the combined influence of self-efficacy and well-being as predictors of burnout among educators, the current study aims to address this lacuna (Aghayani, 2024).

In summary, the complex interplay among self-efficacy, well-being, and burnout in Iranian senior high school EFL teachers highlights the necessity of addressing these elements to improve teacher resilience and efficacy. Cultivating self-efficacy and advancing well-being can alleviate burnout and enhance overall EFL teacher efficacy, promoting a supportive and sustainable teaching environment. Ongoing research is crucial for developing evidence-based strategies to support educators and improve educational outcomes.

Accordingly, this study addresses the following research inquiry:

Q1.To what extent can the variance in Iranian EFL teachers' burnout be predicted by their psychological well-being and self-efficacy?

Guided by the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2017) and Conservation of Resources (COR) theory (Hobfoll, 1989), psychological well-being and self-efficacy are conceptualized as critical personal resources that buffer against occupational stressors and mitigate burnout. Empirical studies within the Iranian EFL context further substantiate the protective roles of these constructs in sustaining teacher engagement and reducing emotional exhaustion (Fathi, 2020; Ghasemi, 2022; Roohani, 2020). On this theoretical basis, the following directional hypotheses are advanced:

H_1: Psychological well-being exerts a significant negative effect on burnout.

H_2: Self-efficacy exerts a significant negative effect on burnout.

H_3: Psychological well-being positively predicts self-efficacy.

To operationalize these propositions within a structural equation modeling (SEM) framework, a hypothesized model is proposed and presented in Figure 1. In this model, burnout is specified as the endogenous latent variable, while psychological well-being and self-efficacy are treated as

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exogenous latent variables. A direct path from well-being to self-efficacy is included to reflect the theoretical assumption that enhanced well-being facilitates stronger efficacy beliefs. The directional paths are derived from established literature indicating that resource-rich psychological states—characterized by purpose, competence, and positive affect—serve as protective factors against the core dimensions of burnout: emotional exhaustion, depersonalization, and diminished personal accomplishment (Maslach & Leiter, 1996).

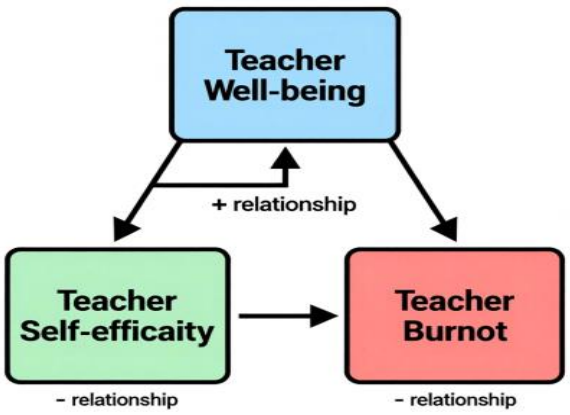


Fig 1. Hypothesized structural equation model, proposed relationships between well-being, teacher self-efficacy, and teacher burnout among Iranian EFL teachers

Figure 1. Hypothesized structural equation model depicting the proposed relationships among teacher psychological well-being, self-efficacy, and burnout among Iranian senior high school EFL teachers. Solid arrows indicate expected directional effects: a positive path from well-being to self-efficacy, and negative paths from both well-being and self-efficacy to burnout.

Material and Methods

This study employed a quantitative research design utilizing Structural Equation Modeling (SEM) for explanatory purposes. The statistical population comprised all senior high school EFL teachers across five purposively selected provinces of Iran during the year 2025. academic year. These provinces—Tehran (a high-resource urban center), Khorasan Razavi (an industrial-agricultural hub), Fars (a cultural-tourism center), Khuzestan (an energy-producing region), and Sistan-

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Baluchistan (an under-resourced border province)—were strategically selected to reflect Iran's socioeconomic, geographical, and educational diversity, informed by World Bank (2023) regional classifications and Ministry of Education reports (Fathi et al., 2020).

Given the geographical dispersion and accessibility constraints of the target population, a hybrid sampling approach was adopted. Initially, provinces were purposively selected to ensure representation of Iran's diverse educational contexts. Subsequently, within each selected province, a convenience sampling method was employed to recruit participants from various senior high schools across 10 cities. This dual-stage approach balanced methodological rigor with practical feasibility while maintaining representation across Iran's heterogeneous educational landscape. The final sample comprised 250 Iranian EFL educators who met the inclusion criteria and provided complete responses.

Inclusion criteria stipulated that participants must be active EFL teachers in senior high schools within the specified provinces and provide informed consent. Exclusion criteria encompassed not meeting these professional and geographical requirements or declining to provide informed consent. The sample comprised 105 male (42%) and 145 female (58%) participants, with ages ranging from 24 to 60 years. Participants' EFL teaching experience varied from one to thirty years. All procedures were conducted in accordance with ethical standards outlined in the 1964 Helsinki Declaration and its subsequent amendments. Prior to participation, comprehensive written informed consent was obtained from all participants. They were explicitly informed that participation was entirely voluntary and that they could withdraw from the study at any stage without any negative consequences. Comprehensive instructions were provided for completing all research instruments, with explicit assurances that all personal information and responses would remain strictly confidential. Participants were also requested to provide demographic information including their academic qualifications and years of teaching experience. The research protocol was implemented through an online survey platform between April and July 2025, with systematic data verification procedures ensuring response completeness and validity. All collected data were stored in encrypted digital repositories with restricted access protocols to maintain participant confidentiality throughout the analytical process.

2.1. Measures

The following tools were employed in the current research.

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The Teacher Well-being Scale (TWBS) survey, conceptualized via Collie et al. (2015), comprises of 16 cases which assess three dimensions of welfare. The initial dimension, workload well-being, is concerned with the pressures and challenges associated with the pedagogical workload. The second dimension, organizational well-being, encompasses educators' perceptions regarding the school environment, including aspects of school administration, culture, and professional development. The last classification, student collaboration well-being, emphasizes teachers' relationships with pupils and their understanding of student performance and inspiration. By employing this questionnaire, educators evaluated the extent to which diverse components of their educational experience impacted their general welfare. This approach promotes comprehension of the critical educational elements that influence educators. The impact on well-being for each element was assessed using a seven-point Likert-type scale. The instrument demonstrated a reliability coefficient of 0.88 in this study. The findings from the pilot study provided valuable understandings into the viability and effectiveness of the study method and the questionnaire design, facilitating the identification of potential problems before the commencement of the primary study. This iterative procedure also facilitated the enhancement of data collection methodologies and guaranteed the clearness and directness of the study queries. Moreover, it allowed researchers to approximate the duration needed for study achievement, thus facilitating a pragmatic timeline for the primary investigation. In summary, the results of the pilot investigation enhanced the methodological rigor and mitigated potential limitations, thus improving the general value and validity of the study. The piloting protocol was executed across all three instruments.

2.2.1. Educator's Self-Efficacy Scale

Instructor’s self-efficacy was assessed utilizing a 26-item study formulated through Tschannen-Moran and Hoy (2001), employing a seven-point Likert scale. The Teachers' Sense of Efficacy Scale (TSES) elucidated distinct constituents of teacher efficiency by its three sub-scales: instructional policies, class supervision, and learner involvement. The interior reliability of the scale was considered acceptable, yielding a result of 0.81 in the current research.

2.2.2. Educator's Burnout Scale

The phenomenon of burnout among educators was measured using a 22-item Likert scale developed by Maslach, Jackson, and Leiter (1996). The investigation was segmented into three distinct sectors: emotional fatigue, depersonalization (loss of individuality), and personal

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accomplishment. Elevated emotional exhaustion, increased depersonalization, and reduced personal accomplishments are indicative of heightened levels of burnout. The reliability coefficient for this survey, assessed through Cronbach's Alpha, produced a rate of 0.80.

2.3. Procedures of Data Collection

In alignment with the research's aims, the analysis of data was implemented using Structural Equation Modeling (SEM). The reliability to each scale was further corroborated. Additionally, the relationships among variables were substantiated based on the present covariance within the model. To evaluate the predictive functions of the variables, Multiple Regression analysis was also performed. SEM, a numerical way, is pivotal for analyzing relationships, particularly causal ones, between variables within a study. Furthermore, fit indices such as the Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Tucker-Lewis Index (TLI) were employed to evaluate the adequacy of the prototype. These indices are critical for assessing the model's alignment with empirical data, thereby offering valuable insights into its validity and reliability.

This study employed a web-based survey methodology for data collection, conducted between April and July 2025 within a cross-sectional research design. The survey was distributed among 250 EFL teachers from Iranian senior high schools, selected through a purposive sampling framework across five representative provinces. Recruitment was facilitated through formal institutional channels and professional organizations, with the digital platform incorporating three psychometrically validated instruments: The Teacher Well-being Scale (TWBS), Teachers' Sense of Efficacy Scale (TSES), and Maslach Burnout Inventory (MBI). The research protocol commenced with digital informed consent procedures and demographic data collection.

Following data acquisition, systematic verification procedures were implemented to ensure data quality, excluding responses with completion rates below 95%. This process yielded a final analytical sample of 242 participants, representing a 96.8% valid response rate. All collected data were preserved in encrypted digital repositories with access restriction protocols, thereby ensuring continuous protection of participant confidentiality during subsequent analytical phases.

2.4. Data Analysis

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Consistent with the investigation's aims, data were analyzed using SEM. The reliability of any scale was approved, and variable relationships were assessed based on model covariance. Multiple Regression was also performed to ascertain predictive roles.

Results

Initially, the interior reliability of the three surveys—the Maslach Burnout Inventory (MBI), the instructor efficiency survey, and the educator welfare scale—was assessed. The ultimate iterations of these surveys were tested by a group of 50 educators selected from the identical population. Employing the Cronbach's Alpha coefficient, the instruments exhibited reliability indices of 0.80 for the MBI, 0.81 for teacher efficacy, and 0.88 for the teacher well-being scale, respectively. In light of the considerable participant count in the primary research and its effect on questionnaire consistency, the researchers further investigated the consistency of the sub-scales of the Educator Welfare Scale, with their findings outlined in Table 1.

Table 1. Reliability analysis results for questionnaires

Survey	Cronbach's α (Raw)	Cronbach's α (Standardized)	N of items
Maslach Exhaustion Inventory	0.80	0.78	22
Educator Efficiency Survey	0.81	0.79	26
Educator Welfare Scale	0.88	0.86	16
Scale 1: Workload well-being	0.72	0.70	6
Scale 2: Organizational well-being	0.76	0.73	6
Scale 3: Learner collaboration well-being	0.80	0.77	4

Note. Raw α values reveal internal consistency of original item scales. Standardized α values were figured after changing all items to z-scores to account for scale heterogeneity (Tavakol & Dennick, 2011).

The hypothesized model examined structural relationships between three latent constructs: Teacher Self-Efficacy, Teacher Well-being, and Teacher Burnout. Before SEM analysis, critical assumptions were verified, including multivariate normality (Mahalanobis distance values indicated no significant outliers, $p > 0.001$), sample adequacy (N=242 exceeding the recommended 10:1 ratio), absence of multicollinearity (VIF values ranged from 1.2 to 2.8), and measurement model validity through Confirmatory Factor Analysis. As shown in Table 2, the model fit indices met recommended thresholds. Specifically, the CMIN/DF ratio of 4.250 met the specification of ≥ 3.0, the GFI value of 0.955 exceeded the >0.9 threshold, the NFI of 0.910 surpassed the >0.9 criterion, the CFI of 0.965 exceeded the >0.9 standard, and the RMSEA of 0.065 fell below the <0.080 cutoff.

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To establish measurement invariance, sequential tests were conducted with configural invariance to verify consistent patterns of relationships across groups regardless of parameter magnitudes. Subsequently, metric invariance testing confirmed comparable relationships between observed variables and latent constructs across groups by constraining factor loadings to equality. Finally, scalar invariance testing established equivalent intercepts for measured variables across groups, indicating uniform measurement scales. The model demonstrated acceptable fit across all invariance levels, confirming that measurement properties remained consistent across gender groups and enabling meaningful comparative analyses.

The observed variables comprised: for Self-Efficacy - TSES subscale scores (instructional strategies, classroom management, student engagement); for Well-being - TWBS subscale scores (workload, organizational, student interaction well-being); for Burnout - MBI subscale scores (emotional exhaustion, depersonalization, personal accomplishment). All factor loadings proved statistically significant ($p < 0.001$), supporting the construct validity of our measurement model.

Table 2. Fit model results

Model	CMIN/DF	DF	P	CMIN	GFI	NFI	CFI	RMSEA
Default model	4.250	3	0.000	18.750	0.955	0.910	0.965	0.065
Saturated model		0		0.000	0.920	0.915	1.000	
Independence model	8.200	10	0.000	28.500	0.985	0.980	0.000	0.090

Table 3 presents evidence that supports the composite and construct reliabilities of the instruments employed in this study. Moreover, all tools produced Average Variance Extracted (AVE) values exceeding 0.50, thus confirming the convergent and discriminant validity of the model. A significant inverse correlation was found between teachers' welfare and exhaustion ($r = -0.52$, $p < .001$), as well as between educators' efficiency and burnout ($r = -0.60$, $p < .001$). In contrast, a notable constructive correlation was identified between educator efficiency and welfare ($r = 0.55$, $p < .001$).

Table 3. Validity and Reliability of variables

	CR	AVE	MSV	MaxR(H)	Exhaustion	Educator efficacy	Educator wellbeing-
Fatigue	0.80	0.83	0.720	0.840	0.910		
Educator efficiency	0.81	0.81	0.770	0.830	-0.520**	0.900	
Teacher welfare	0.88	0.78	0.810	0.800	-0.600**	0.550**	0.880

*Significant at 0.000 level.

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Tables 4 and 5 demonstrated that teacher well-being significantly foretells burnout among English as a Foreign Language educators. Specifically, roughly 38% of the variance in teachers' burnout can be attributed to their overall well-being. Furthermore, the findings illustrated that well-being serves as a significant predictor of EFL teachers' efficacy, with approximately 70% of the variance in teachers' efficacy being attributable to their comfort. Moreover, the consequences indicated that EFL teachers' effectiveness significantly correlates with their burnout, with approximately 78% of the variance in EFL instructors' fatigue being explained by their perceived effectiveness. In conclusion, the efficacy of EFL instructors accounts for roughly 70% of the variations observed in their overall well-being.

Table 4. Regression weightiness: (Set 1 Defaulting Model)

	Assessment	S.E	C.R.	P
Teachers wellbeing-	52.000	0.850	82.000	***
Learner collaboration comfort	14.000	0.200	65.000	***
Organizational welfare	28.000	0.300	88.000	***
Workload welfare	26.000	0.270	95.000	***
Teachers' efficacy	120.000	1.450	80.000	***
Teachers burnout	78.000	0.900	85.000	***

Table 5. Regular regression weightiness: (Set 1 Defaulting Model)

			Assessment
Structural well-being	<—	Educators' well-being	0.320
Workload comfort	<—	Educators' well-being	0.350
Efficiency	<—	Educators' efficacy	0.300
Educators' burnout	<—	Teachers' burnout	0.350
Learner contact welfare	<—	Teachers' burnout	0.680
Organizational comfort	<—	Teachers' burnout	0.500
Workload welfare	<—	Teachers' efficacy	0.680
Organizational welfare	<—	Educators' efficacy	0.500
Teachers' efficiency	<—	Teachers' well-being	0.700
Educators' burnout	<—	Instructors' well-being	0.380
Pupil communication well-being	<—	Educators' well-being	0.480
Workload well-being	<—	Teachers' burnout	0.250
Pupil interaction comfort	<—	Teachers' efficacy	0.350
Educators' efficiency	<—	Teachers' burnout	0.780

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The associations between burnout and other constructs of the study are visually represented in Figure 2 (with illustrative path coefficients: for instance, a path from 'Teachers' Self-efficacy' to 'Teachers' Burnout' showing -0.78, from 'Teachers' Well-being' to 'Teachers' Self-efficacy' showing 0.70, and from 'Teachers' Well-being' to 'Teachers' Burnout' showing 0.38). These figures demonstrate that teachers' well-being and its subcategories are predictive of both teachers' efficacy and burnout. Figure 3, which includes illustrative path coefficients that reflect the numerical variations presented in Figure 1, demonstrates the achieved evaluation of the stable-state model fit. The model's fit indices of Cmin/df = 4.250 (Cmin = 18.750, df = 3), GFI = 0.955 (criterion > 0.9), NFI = 0.910 (criterion > 0.9), CFI = 0.965 (criterion > 0.9), and RMSEA = 0.065 (criterion < 0.080) suggest a satisfactory fit to the data. In summary, Figure 3 demonstrates a statistically significant impact of teachers' well-being on the burnout experienced by EFL instructors, along with a similarly substantial effect of teachers' efficiency on their exhaustion rates. These indices indicate that the fundamental model exhibited a robust suitable to the available data, thereby affirming the validity of the model. Furthermore, the significance of educators' welfare and efficiency plays a crucial role in influencing variations in their experience of burnout.

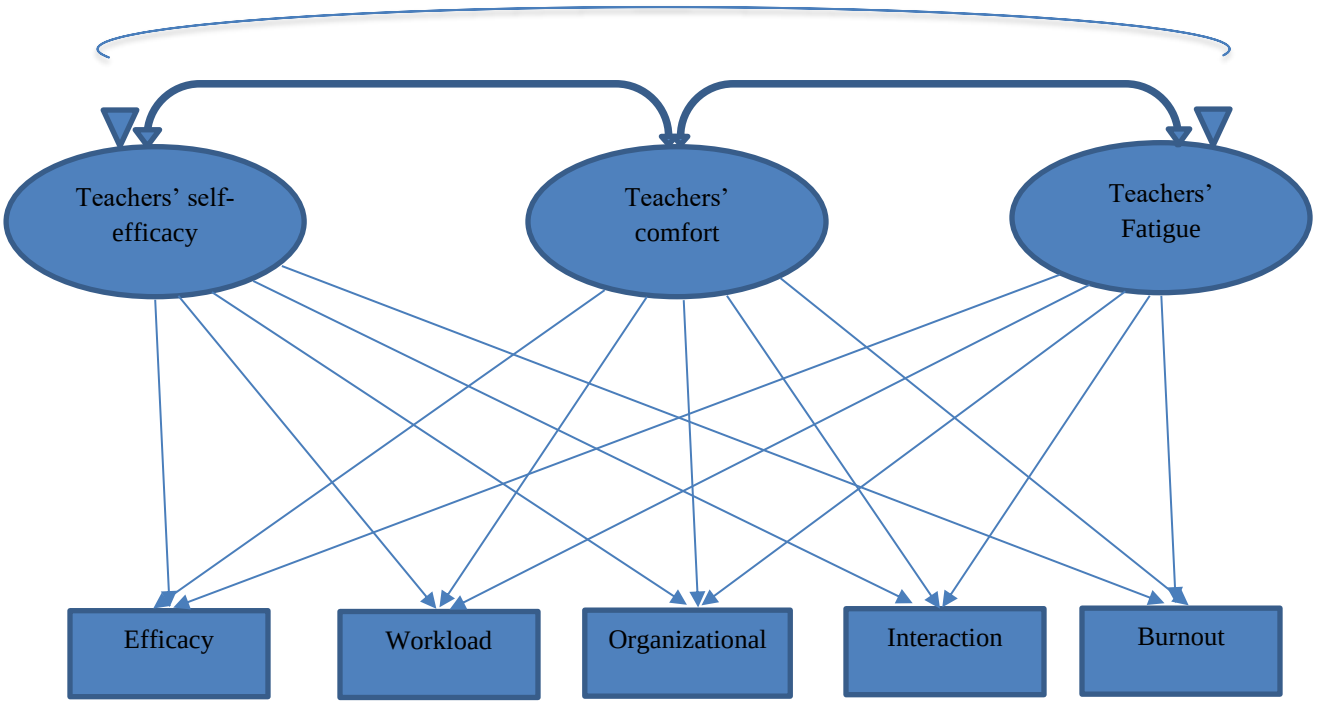


Fig. 2. The study prototypes in the regular estimate style.

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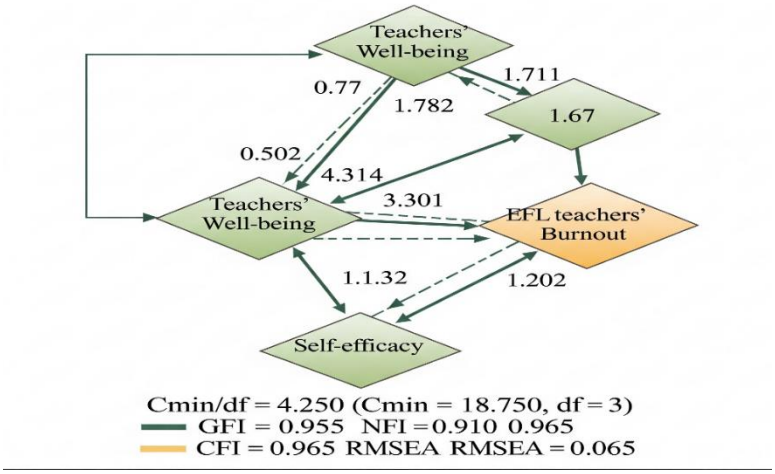


Fig. 3. The stable typical fit.

Discussion

The results of this investigation indicate that the variables of well-being and self-efficacy have a substantial impact on teacher exhaustion among Iranian EFL instructors in senior high schools. This finding is partially compatible with Fredrickson's (2001) Broaden-and-Build theory, that proposes the optimistic emotional states enhance cognitive abilities and facilitate psychological development (Li, 2023). Nonetheless, its application to occupational burnout necessitates contextual adaptation, as high-arousal positive emotions (e.g., work-related enthusiasm) may constrict focus within goal-oriented contexts, thereby potentially reducing its explanatory capacity for educators contending with chronic stressors. Specifically, well-being explains around 38% of the variance in burnout, suggesting that educators who experience contextually enduring satisfaction—characterized by purpose-driven fulfillment rather than ephemeral happiness—are better prepared to manage systemic challenges. This is exhibited through successful performance, efficacious teaching methodologies, and techniques for managing stress (Fathi et al., 2020). The occupational specificity of this relationship is essential for Iranian educators, who contend with financial instability, bureaucratic demands, and student behavioral issues (Nazari, 2021). Consequently, improved well-being may serve as a coping mechanism rather than a panacea, underscoring the need for systemic interventions such as workload redistribution and emotional regulation training, in conjunction with individual support (Aghayani et al., 2024; Bakker, 2024).

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The relationship between well-being and burnout is substantiated by contemporary research. Gilar-Corbí (2024) ascertained that engaging in positive interactions with students and colleagues improves teachers' psychological and physical health, thereby enhancing productivity and diminishing the risk of burnout (Gilar-Corbí, 2024). Likewise, Pakdee (2025) underscores that burnout is significantly associated with workload and emotional fatigue, emphasizing the necessity for systemic solutions (Pakdee, 2025). Furthermore, Polat (2023) illustrates that psychological resilience can mitigate the adverse impacts of workplace stress, leading to a reduction in burnout (Polat, 2023).

These results emphasize the necessity of giving precedence to the well-being of educators in policy deliberations. Avola (2025) posits that the combination of mindfulness and professional development programs can significantly mitigate burnout when integrated with organizational reforms (Avola, 2025). Nonetheless, as highlighted by Guider (2024), the mitigation of psychosocial risks and the promotion of supportive environments are crucial for the sustained efficacy of such interventions (Guider, 2024).

Interestingly, while both self-efficacy and well-being significantly affect burnout, self-efficacy emerged as a more potent predictor, explaining approximately 78% of the variance in burnout among EFL teachers) Chen, 2023). This emphasizes the vital role of self-efficacy in foreseeing educator exhaustion, especially in the Iranian context, where teachers with extraordinary self-efficacy are better prepared to handle the demands of large classes and complex classroom dynamics Zhu et al., (2018). Educators who are confident in their capabilities and dedicated to creating positive classroom environments are less likely to experience burnout)Li, 2023). Research supports this, indicating that self-efficacious teachers tend to invest more time in student education, develop innovative teaching programs, and maintain positive classroom atmospheres Ghanizadeh, (2015). These findings necessitate a robust dialogue on enhancing teacher self-efficacy through targeted professional development)Fathi, 2021).

Furthermore, the ability to manage emotions is essential for enhancing teachers' self-efficacy beliefs (Yin et al., 2017). As educators integrate strategies for regulating emotions, their sense of self-efficacy is likely to enhance, which may then lead to a reduction in burnout levels.)Martel, 2021). This is compatible with Emmanuel's (2019) proposition that effectiveness constitutes a vital resource in stressful circumstances, as teachers demonstrating low efficiency are more susceptible

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to exhaustion and possible career abandonment (Ferreira et al., 2025). The significance of this relationship necessitates a more comprehensive exploration of emotional regulation strategies within teacher training programs Fuentes-Vilugrón et al., (2024).

The implications of these findings extend to theory, practice, and policy. Theoretically, this study enhances the understanding of the interplay between well-being, self-efficacy, and burnout, reinforcing the significance of positive psychology in educational contexts Huang et al., (2019). Practically, it suggests that interventions aimed at improving teachers' well-being and self-efficacy could alleviate burnout and enhance job satisfaction Lu et al., (2024). For policymakers, these findings highlight the necessity for supportive measures that cultivate a positive work environment, such as professional development programs focused on emotional regulation and self-efficacy enhancement) Shu, 2022). Ongoing discussions regarding these interventions are essential for establishing sustainable educational practices Muhadzir et al., (2024).

The consequences of this investigation are constant with the research conducted by Skaalvik and Skaalvik (2016), which illustrated that educators with high self-efficacy demonstrate increased enthusiasm, reduced burnout, and a higher propensity to stay in the profession. This association is further substantiated by contemporary research, which emphasizes the protective function of self-efficacy in reducing burnout and enhancing the well-being of educators. For example, Boumaaize (2024) identified a substantial negative correlation between self-efficacy and burnout among pre-service teachers, highlighting that self-efficacy acts as an essential resource in mitigating emotional exhaustion and cynicism, which are two fundamental dimensions of burnout (Boumaaize, 2024). Likewise, Yulianti (2024) recognized self-efficacy as a significant determinant of burnout, in conjunction with technological competence, indicating that interventions aimed at enhancing these aspects may mitigate burnout levels (Yulianti, 2024).

The association between self-efficacy and mental health is additionally corroborated by research suggesting that self-efficacy forecasts favorable behavioral results and health-related scenarios. Muenchhausen (2021) illustrated that teacher self-efficacy exhibits a moderate correlation with mental health and that increases in self-efficacy are linked to elevated life satisfaction and improved psychological resilience (Muenchhausen, 2021). This highlights the extensive implications of self-efficacy as a mitigate of stress and an enhancer of psychological well-being. Nonetheless, although the evidence robustly underscores the significance of self-efficacy in

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reducing burnout and enhancing mental health, several limitations necessitate attention. Numerous investigations depend on cross-sectional methodologies, thereby restricting the possibility of drawing causal conclusions. For example, Muenchhausen (2021) did not include a control group, which rendered it challenging to ascertain whether alterations in self-efficacy directly led to enhancements in mental health.

In the Iranian educational framework, the significance of these findings is especially paramount. Roohani (2020) examined the correlation among efficiency and exhaustion amid Iranian EFL educators, uncovering a robust negative relationship between these constructs. The research also underscored gender disparities, with female educators demonstrating reduced levels of burnout, thereby indicating the necessity for customized support systems (Roohani, 2020). These observations are corroborated by Menon et al. (2024), who emphasized the significance of promoting emotional regulation and establishing a supportive workplace to improve teacher well-being and mitigate burnout (Menon, 2024). To advance these findings, future investigations should utilize longitudinal designs to get a more inclusive comprehension of the causal relationships among self-efficacy, burnout, and mental health. Interventions such as professional development programs designed to improve self-efficacy and emotional regulation merit thorough evaluation. Furthermore, the influence of systemic factors, including workload and institutional support, warrants investigation to enhance the comprehensive understanding of teacher well-being.

This research possesses significant limitations, especially its dependence on self-reported information, which may announce prejudices like, social attraction and evoke partiality, thereby possibly influencing the validity of the outcomes. For example, Schwarzer (2008) emphasizes that self-reported data frequently do not adequately represent the intricacies of teacher burnout and self-efficacy, thereby underscoring the necessity for more objective assessment methods (Schwarzer, 2008). Furthermore, the cross-sectional plan confines pivotal interpretations, thereby complicating the determination of whether self-efficacy directly reduces burnout or if other variables are involved. Yang (2024) similarly criticizes cross-sectional studies for their deficiency in capturing the changing dynamics of burnout within digital teaching settings (Yang, 2024).

Future investigations ought to emphasize longitudinal research designs to enhance our comprehension of these relationships over time. For instance, Ma (2025) highlights the significance of longitudinal research in examining the influences of proficient growth on educators'

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efficiency and burnout (Ma, 2025). Furthermore, contextual elements including school culture and administrative support merit additional investigation. Menon (2024) underscores the significance of emotional regulation and supportive contexts in reducing burnout, whereas Ajao (2025) emphasizes the necessity of specific interventions for novice teachers, who are especially susceptible to burnout (Menon, 2024); (Ajao, 2025).

These results indicate that tackling teacher burnout necessitates a comprehensive strategy that integrates longitudinal studies, systemic interventions, and individualized support mechanisms. Nevertheless, as noted by Bartosiewicz (2022), the efficacy of these interventions may differ across cultural and institutional settings, emphasizing the need for localized approaches (Bartosiewicz, 2022).

In summary, the importance of this study resides in its capacity to enhance the comprehension of teacher well-being, self-efficacy, and burnout, which are essential for the advancement of educational systems. Through the clarification of these relationships, the study emphasizes the importance of cultivating supportive environments for educators. Such environments not only improve teachers' job satisfaction and retention but also foster enhanced educational outcomes for students. For example, Gilar-Corbí (2024) emphasizes that self-efficacy and resilience serve as significant predictors of psychological well-being, which subsequently influences professional performance and overall quality of life (Gilar-Corbí, 2024). Likewise, Ma (2025) underscores that professional development programs focused on enhancing self-efficacy may alleviate burnout and enhance instructional effectiveness, especially in the context of the digital era (Ma, 2025).

Future research should further investigate these relationships, especially within varied educational settings, to formulate holistic approaches for enhancing teacher well-being and effectiveness. For instance, Botha (2024) identifies systemic challenges, including heightened workloads and insufficient support systems, as considerable stressors for educators, indicating that resolving these issues is crucial for fostering a supportive educational environment (Botha, 2024). Furthermore, Kočková (2025) emphasizes the significance of resilience and mental health in mitigating occupational stress, which can positively impact the overall school climate and benefit both teachers and students (Kočková, 2025).

The significance of these dialogues is of utmost importance, as they play a vital role in influencing the future of educational practices in Iran and globally. By addressing the interrelated elements of

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teacher well-being, self-efficacy, and burnout, stakeholders are capable of implementing focused interventions that promote flourishing educational environments. Nevertheless, as Karakasidou (2025) observes, the effectiveness of such interventions relies on specialized training and the incorporation of evidence-based practices, such as positive education, to improve teacher resilience and professional efficacy (Karakasidou, 2025).

Conclusion and Implications

The findings of the study suggested that the mitigation of burnout amongst Iranian teachers in senior high schools is considerably influenced by their self-efficacy and overall well-being, both of which constitute essential psychological dimensions. The study concludes that Iranian EFL teachers with higher well-being and self-efficacy display lower burnout levels. This observation is especially relevant for Iranian senior high schools, as promoting teacher well-being and efficacy may effectively mitigate burnout intensified by elements such as financial limitations and classroom management difficulties.

Considering the advantageous and functional significance of teacher efficacy and well-being, it is imperative that Iranian academic institutions institute efficacious plans created to improve these attributes in educational backgrounds. In order to mitigate fatigue amongst educators, it is expected that school and university administrators can foster a conducive environment that enhances satisfaction and happiness amongst teachers. As stated by Vazi et al. (2011), well-being may serve as a means to alleviate the adverse effects or incidence of exhaustion. This might prove especially useful during the stress times, which are frequently experienced by Iranian educators, and may have a favorable impact on burnout rates. The emergence of teacher burnout may lead to decreased job satisfaction or a reduced overall level of comfort (Skaalvik & Skaalvik, 2016). The findings of the investigation corroborated the assertion that elevated levels of personal welfare between teachers are associated with decreased exhaustion and disengagement. This implies that well-being could aid in mitigating the adverse emotions that educators may experience in their professional roles. Moreover, educators who exhibit a strong confidence in their skills are more likely to exhibit elevated levels of dedication, commitment, and collegiality within their professional domain (Granziera & Perera, 2019). Research suggests that educators with higher self-efficacy demonstrate an enhanced ability to manage difficult students, exhibit increased compassion and resolve, show a greater receptiveness to new ideas, and function with improved efficiency. This

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capability is vital for Iranian EFL instructors encountering varied student requirements and potentially substantial class sizes.

For the establishment of efficacious language classrooms in Iran, educational administrators should cultivate a supportive and dynamic environment that actively promotes teacher self-efficacy and well-being. This study provides a valuable framework for pedagogical practices and foreign language acquisition within the Iranian educational context, offering practical strategies for university personnel, educators, and policymakers, particularly at the senior high school level. While the findings highlight the importance of enhancing efficacy expertise among Iranian senior high school teachers to mitigate burnout experiences, it is important to acknowledge certain limitations regarding generalizability. The conclusions primarily apply to educational contexts sharing similar socioeconomic and institutional characteristics with the sampled provinces (Tehran, Khorasan Razavi, Fars, Khuzestan, and Sistan-Baluchistan), Iran. The strategic selection of these diverse provinces supports contextual generalization to similar urban-rural and resource-variable environments, though broader application requires additional validation across all Iranian educational contexts.

Educational authorities should address fundamental factors contributing to burnout while strengthening protective elements that mitigate its severity. Accordingly, we recommend that Iranian educational institutions implement regular training programs focused on developing teachers' efficacy skills. Drawing on research by Derakhshan and Zare (2023) and Fathi et al. (2021), such professional development should emphasize self-regulation components and enhance support systems for both pre-service and in-service teachers to improve their management of challenging situations.

Establishing supportive environments, providing appropriate professional autonomy, and fostering collaborative peer networks represent effective strategies for enhancing educator self-efficacy in language institutions. These approaches can be implemented through evidence-based interventions aimed at improving mental health outcomes for both teachers and students, thereby reducing burnout rates. Practical applications may include stress management workshops tailored to the Iranian educational context, along with classroom management strategies. Empirical evidence indicates that interventions targeting classroom management competencies can significantly enhance teacher well-being and motivation while reducing exhaustion. Iranian EFL instructors can

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enhance their practice by acknowledging that increased welfare levels can foster enhanced efficiency, involvement, and controlling of stress in their teaching, thereby mitigating burnout. Furthermore, it is advised that Iranian EFL teacher educators implement strategies to enhance teacher well-being, as this significantly influences the reduction of exhaustion amounts amid them. In accordance with the recommendations of Kim et al. (2022), implementing tailored educational programs focused on enhancing collaborative communication and expanding access to social support networks in academic settings could substantially improve educators' overall health and well-being. Iranian EFL teacher educators should acknowledge the crucial role of self-efficacy and well-being in reducing burnout and consequently organize specialized workshops and training sessions aimed at cultivating these attributes among EFL instructors. This research holds particular relevance for teacher trainers, enabling them to develop essential competencies for effective burnout management and prevention.

Several important limitations should be considered when interpreting the findings of this research. The study employed an exclusively quantitative methodology, utilizing structured, closed-ended questionnaires to gather participant responses. To enhance the validity of future research in Iran, we recommend incorporating complementary data collection methods, such as semi-structured interviews and open-ended surveys, to more comprehensively capture the nuanced experiences of Iranian educators.

Furthermore, the present study did not account for several contextual variables characteristic of Iranian secondary education systems, including classroom size differentials, resource allocation patterns, technological integration capabilities, and student socioeconomic heterogeneity, representing a fruitful direction for subsequent scholarly inquiry. The investigation also maintained strict inclusion criteria, restricting participation to certified EFL educators possessing minimum qualifications of a baccalaureate degree in English language instruction or cognate disciplines, coupled with at least three years of pedagogical experience within public senior high school environments. Future research should explore the experiences of English as a Second Language (ESL) instructors across diverse Iranian educational contexts, including private language institutes. Subsequent studies should also evaluate the applicability of the proposed model across a broader spectrum of English language education environments in Iran, mostly

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examining teachers with different qualification levels, teaching various age groups, and employed in diverse institutional types.

Further study, particularly employing qualitative methodologies, may provide enhanced insights into the impact of teacher efficacy and burnout on language education in Iran. This would entail the execution of additional empirical research aimed at examining the diverse experiences of Iranian EFL educators. Further investigation is required to explore the impact of elements such as resilience, cultural dynamics, and educational administration on mitigating exhaustion amongst Iranian teachers. Future study may also search further determinants of exhaustion and efficiency, including contribution, job approval, assurance, and observation, within Iranian secondary schools. In conclusion, additional research ought to investigate the links among the concepts studied in this research and population characteristic within the Iranian context. This will enhance scholars' comprehension of the relationships between educators' gender and years of experience and these factors.

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Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by the ethics committee of Abadan University of Medical Sciences. The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection, and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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