

Research paper

Balancing Accountability and Job Satisfaction: Insights into Teachers Burnout in Modern Education

Ali Taghizadeh^{1*}, Mehdi Manoochehrzadeh², Hamed Barjesteh³

¹Ph.D. candidate, Department of English Language and Literature, Ayatollah Amoli Branch,
Islamic Azad University, Amol, Iran

²Zerodale Centre for Research in Entrepreneurship Education and Development, Toronto,
Canada

³Associate Professor, Department of English Language and Literature, Ayatollah Amoli Branch,
Islamic Azad University, Amol, Iran

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*corresponding author: taghizadeh.11076@gmail.com

Abstract

Teacher accountability has emerged as an important subject in educational discussions, highlighting the necessity for high-quality instruction and the equitable evaluation of teachers. As accountability is a crucial factor for an effective teacher, researchers tried to compare this factor with teachers' claims. Although most of the teachers claim that they are accountable, some of them are not satisfied with their job which attract researchers to investigate in this area. This study aims to explore the potential relationships among Iranian English teachers' sense of accountability, job satisfaction, and the negative impact of burnout, investigating these connections among 110 male and female teachers through social media. The findings revealed a strong positive correlation between job satisfaction and accountability, while an inverse relationship was observed between accountability and burnout. The study offers practical insights for language teachers and curriculum developers on how accountability can influence both job satisfaction and burnout.

Keywords: Accountability, Job satisfaction, Burnout, Iranian English teachers

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Introduction

Since teachers play a crucial role in English language education, their personal, social, psychological, scientific, and academic traits have been extensively studied (Borg, 2003). Consequently, the accountability of teachers in the context of English language learning is of great importance. Accountability refers to the obligation of teachers to demonstrate their teaching effectiveness and to be responsible for their student's learning outcomes. This concept encompasses multiple aspects, including professional conduct, instructional quality, and student performance (Hwa, 2022). The accountability of teachers plays a crucial role in making sure the quality of education is provided to students. It is necessary for teachers to be transparent in their practices and continuously strive for improvement to meet the needs of diverse learners (Darling-Hammond & Bransford, 2005). When teachers are accountable for their students' learning outcomes, it can have a direct influence on their job satisfaction and burnout (Daley, 2017). Accountability in English language teaching means that teachers are held responsible for the progress and success of their learners in learning the language. Accountability measures for teachers should be designed in a way that promotes growth and development, rather than punitive measures. By providing support and resources for professional development, teachers can enhance their skills and knowledge, leading to better outcomes for students (Darling-Hammond et al., 2017). This includes designing effective lesson plans, delivering engaging and interactive classes, providing timely feedback to students, and assessing their learning outcomes (Vettriselvan et al., 2025). Teachers need to be held accountable for their actions and decisions in order to maintain a high standard of professionalism and ethics in the education sector (Wendler et al., 2024). This accountability fosters trust and confidence among stakeholders, ultimately leading to improved

student outcomes. Moreover, accountability in English language teaching can also contribute to job satisfaction among teachers (Rosli & Matore, 2024).

Teachers' job satisfaction is directly influenced by the level of support and resources provided to them in the school environment. Teacher job satisfaction is a multidimensional construct which is influenced by various personal, professional, and organizational factors, highlighting the complexity of employee well-being in education (Skaalvik & Shaalvik, 2011). When teachers see their students making progress in learning the language, it can be a source of pride and fulfillment for them. Knowing that they are making a meaningful impact on their students' lives can be a motivating factor that fuels their passion for teaching. This sense of accomplishment and satisfaction can lead to job satisfaction, which is crucial for teacher retention and overall job performance. Teachers who feel valued and appreciated by school leadership probably experience higher degree of job satisfaction and engagement in their day-to-day work (Assaf & Antoun, 2024). Besides, the lack of accountability in L2 teaching could end up to burnout among teachers. When teachers feel that they are not being held responsible for their students' learning outcomes, it can create a sense of apathy and disengagement in their work. This lack of motivation can lead to burnout, which is characterized by feelings of inefficacy, cynicism, and exhaustion in their teaching practice. In general, research shows that high workload is an important factor associated with teacher burnout (Pishghadam et al., 2023; Skaalvik & Skaalvik, 2017). Burnout can have negative consequences for teachers, such as decreased job satisfaction, increased stress levels, and even physical and mental health problems. A study by Maslach and Leiter (2016) delineates three burnout components: Emotional exhaustion, depersonalization, and decreased personal accomplishment. Therefore, schools and educational institutions need to become sure that

L2 instructors are held accountable for their students' learning outcomes in English language teaching.

Based on researchers' educational experience in the Ministry of Education in Iran, it is argued that some Iranian teachers suffer from burnout during their careers, but at the same time, many are satisfied with their jobs. The present study explores the accountability of Iranian English Language Teaching (ELT) instructors as one of the indicators of a successful and efficacious teacher and measures the possible correlation between accountability job satisfaction and burnout.

The main goal of the current study was to probe into the potential correlation between the accountability of Iranian English teachers and their job satisfaction and burnout in the field of Teaching English as a Foreign Language (TEFL). Teachers are considered a key factor in the learning process, and their accountability, behaviors, and attitudes pose a significant role in their effectiveness in their role. This research sought to identify the relationship between teachers' accountability, job satisfaction, and burnout in order to enhance their accountability in their profession. These research questions were posed:

RQ1: Is there a significant correlation between Iranian English teachers' accountability and their job satisfaction?

RQ2: Is there a significant correlation between Iranian English teachers' accountability and their burnout?

Based on the research questions, these hypotheses were formulated:

H₀1: No significant correlation exists between Iranian English teachers' accountability and their job satisfaction.

H₀2: No significant correlation exists between Iranian English teachers' accountability and their burnout.

Literature review

Teachers' accountability

Teachers' accountability in education is a critical aspect that impacts student learning and outcomes. Accountability ensures that teachers are held responsible for their performance and the success of their students. Researchers have found that when teachers are held accountable, they are more likely to focus on their teaching practices and make efforts to enhance student outcomes (Gourvenec et al., 2024). Accountability also plays a significant role in maintaining the quality of education and ensuring that teachers are providing students with the necessary skills and knowledge to succeed (Shadreck & Herbert, 2013). Research has shown that accountability measures such as standardized testing can help identify areas in which instructors might need professional development or additional support. Furthermore, accountability can lead to increased transparency and communication between teachers, students, and parents, fostering a collaborative and supportive learning environment (Lin & Zhao, 2023). By holding teachers accountable, schools can also promote a culture of continuous improvement and professional growth among educators (Savandha et al., 2024). In conclusion, teachers' accountability is essential for ensuring the quality of education and promoting student success. It encourages teachers to strive for excellence and provides valuable feedback for ongoing improvement in teaching practices. Teacher accountability is critical for several reasons: (a) Improving Student Outcomes: When teachers are held accountable for student learning, they are more likely to use effective teaching strategies, differentiate instruction, and create a supportive learning environment. This focus on accountability leads to better educational outcomes, including improved academic achievement and greater student engagement, (b) Professional Growth and Development: Accountability encourages teachers to engage in continuous professional development, reflecting on their teaching

practices and seeking opportunities for improvement. This culture of growth benefits teachers and students, creating a dynamic learning environment, (c) Transparency and Trust: Accountability fosters transparency in educational institutions, building trust between teachers, students, parents, and the community. When teachers are accountable, stakeholders are more confident in the quality of education provided, leading to stronger support for schools and educational policies.

Job Satisfaction

Teachers' job satisfaction plays a crucial role in their overall well-being and effectiveness in the classroom. Several factors influence the job satisfaction of teachers, including their relationships with colleagues and students, workload, administrative support, autonomy in the classroom, salary, and professional development opportunities (Mosley et al., 2025).

A study by Zhang (2022) investigates the critical factors influencing English as a Foreign Language (EFL) teachers' professional commitment, particularly focusing on job satisfaction and collective efficacy, which have been underexplored in existing literature. Job satisfaction encompasses teachers' positive evaluations of their work and working conditions, with empirical evidence linking it to reduced burnout and increased engagement. The review synthesizes findings from various studies, indicating a strong correlation between job satisfaction, collective efficacy, and teachers' professional commitment. The implications highlight the importance of improving working conditions to enhance job satisfaction and fostering collective efficacy in teacher education programs, ultimately leading to more committed and effective educators in the EFL context.

A study by Kumar and Balasubramani (2019) revealed that there was a significant influence of teacher's salary/remuneration and supervision on their job satisfaction. Professional

development opportunities and a collaborative work environment were found to be significant factors in increasing teachers' job satisfaction levels (Dreer, 2024). Similarly, supportive and collaborative relationships with colleagues and administrators can contribute to a higher sense of job satisfaction among teachers. Decision-making and autonomy power were identified as key components in determining the overall job satisfaction of L2 teachers and fulfillment in their roles (Zychová et al., 2024). Teachers who feel valued, respected, and supported in their work are more likely to be satisfied with their job. A positive school culture, characterized by strong relationships among staff members and a focus on student well-being, was shown to contribute to higher teacher job satisfaction levels (Heinla & Kuurme, 2022). Workload is another significant factor that affects teachers' job satisfaction. When teachers feel overwhelmed with excessive work demands, they might encounter greater levels of burnout and stress, leading to decreased job satisfaction. Conversely, having a manageable workload and reasonable expectations can contribute to greater job satisfaction among teachers. Professional development and chances for growth are also essential for teachers' job satisfaction. When teachers have access to ongoing training, resources, and opportunities to improve their practice, they are more likely to feel satisfied and fulfilled in their roles.

Burnout

Teachers' burnout is a serious issue that can have detrimental effects on both the educators themselves and their students (Madigan and Kim, 2023). Burnout is a psychological condition that occurs as a result of chronic stress and overwork, depersonalization, leading to a decreased sense of personal accomplishment and emotional exhaustion (Edú-Valsania et al., 2022). From a scientific standpoint, several factors contribute to teachers' burnout. High job demands, such as

heavy workloads, long hours, and challenging student behavior, can lead to chronic stress and, eventually, burnout. Additionally, colleagues' lack of support and administrators, in addition to feelings of powerlessness and lack of control over one's work environment, can exacerbate burnout symptoms (Alsalhe et al., 2021) The emotional exhaustion that teachers experience from constantly dealing with student behavior issues and academic pressures can lead to feelings of burnout if not properly addressed (Wang et al., 2024). Teacher burnout is characterized by three primary components: (a) Emotional Exhaustion: A feeling of being emotionally drained and depleted of emotional resources. Teachers experiencing emotional exhaustion often feel overwhelmed by their responsibilities, unable to cope with daily demands, and constantly tired, (b) Depersonalization: A sense of detachment or disconnection from students, colleagues, and the teaching profession. Teachers may develop a cynical attitude toward their work, students, or the school community, leading to reduced empathy and decreased engagement, (d) Reduced Personal Accomplishment: A diminished sense of professional competence and achievement. Teachers experiencing burnout may feel ineffective, question their ability to teach, and believe that their efforts do not positively impact their students or their school.

Accountability, job satisfaction and burnout in EFL context

Based on a study by Lucija Levanić (2024), job satisfaction among EFL teachers is significantly influenced by the school organizational climate. Key factors contributing to this satisfaction include the support and leadership style of the principal, teachers' autonomy and decision-making opportunities, the warmth and intimacy among staff, and the adequacy of school facilities. Positive perceptions of these factors correlate with higher job satisfaction, which in turn fosters a productive and engaging learning environment for students. The study emphasizes the importance of a

supportive and well-structured organizational climate in enhancing teachers' job satisfaction and overall school effectiveness.

The comparative study by Orakcı and Khalili (2024) delves into the critical thinking dimensions of Critical Openness (CO), Reflective Skepticism (RS), Innovative Thinking (IT), and Accountability (both External and Internal) among Iranian and Turkish EFL instructors. Using a comprehensive online survey conducted with 286 Iranian and 281 Turkish EFL instructors, the study applies Critical Thinking Theory and principles of 21st-century skills. The findings reveal that Turkish instructors exhibit higher levels of CO, RS, EA, and IA, while their Iranian counterparts demonstrate stronger IT abilities. These results underline the need for collaboration between educational policymakers and teacher training course designers to foster a more holistic and effective EFL teaching approach.

Method

Participants

In order to accomplish the main purpose of this study, 110 male and female English teachers took part in the current study based on convenience sampling. The participants were teachers who teach prospect and vision books at junior high schools, high schools and vocational schools of Iran. Their age range was from 24 to 65 and they had at least 1 to maximum 40 years of teaching experience. Since this research intended to correlate teachers' accountability with job satisfaction and burnout, the researcher required a large sample of English teachers for gathering data. Because of limitations and lack of access and time to a large number of subjects, a number of available teachers were chosen to be included in this research based on convenience sampling. Considering the fact that their honesty in their self-judgment affects the result of the study, it is

mentioned in the questionnaire that to answer the questions honestly and their answers were safe and did not have no more use for other purposes.

Instruments

Accountability questionnaire (Appendix A), job satisfaction questionnaire (Appendix B), and burnout questionnaire (Appendix C) were employed in this study. A modified version of Bovens' (2005) accountability questionnaire was developed, consisting of 24 questions divided into 4 subcategories: legal accountability (i.e., items 8–14), professional accountability (i.e., items 14–20), and political accountability (items 21–24), and organizational accountability (items 1–7). The questionnaire was piloted in order to investigate its reliability. Accordingly, 15 teachers participated in the pilot study, and the reliability coefficient was 0.77 according to the Cronbach Alpha formula results.

Data regarding the burnout of Iranian English teachers was gathered using a modified version of Maslach's burnout inventory (1982). There were three subcategories (i.e., depersonalization, emotional exhaustion, and lack of personal success) and twenty-two questions total. The questionnaire's reliability and validity were computed. Three professors were chosen to verify the questionnaire's face and content validity. A reliability coefficient of 0.89 was found by using 15 teachers to pilot-test the questionnaire. The third tool was a questionnaire on job satisfaction with 19 Likert-scale items. Three academics were chosen to verify the face and content validity of this survey. The pilot group was given the questionnaire. The questionnaire's reliability coefficient was 0.89.

Data Collection Procedure

In order to achieve the purposes of this study, firstly, 110 male ($n=49$) and female ($n=61$) EFL teachers, were selected through convenience sampling from all around Iran through social media invitation link connected to surveyheart inquiry website which was shared in different groups of Iranian English teachers in Telegram and Whatsapp. The data were collected after a period of one month. After collecting the data, they were analyzed for the missing data, the outliers, and fact-checking. Thus, some questionnaires ($n= 10$) were discarded since they seemed to be incomplete, blank, or carelessly filled out. Therefore, the remaining qualified questionnaires ($n= 110$) were considered a valid response. Participants took the questionnaires through a link in Telegram or Instagram application and the link was survey heart, filled them in and submitted them to the researcher within one month. Participants had to have the following two conditions: The teachers had to be formal teachers working in the Ministry of Education and they had to have at least one year of teaching experience in education. To receive the reliable data, the researcher explained the purpose of completing the questionnaires and assured the participants that their data would be confidential; besides, the participants were asked to complete the questionnaires when they have enough time to cover all the questions.

Data Analysis

The descriptive and inferential statistics were employed throughout this study. In order to analyze the data, a SPSS version 21 was applied. Firstly, the Kolmogorov–Smirnov test was used to analyze the normality of collected data. Furthermore, descriptive statistics as means, Standard Deviation (SD) and standard error of measurement were analyzed. Moreover, a Pearson product moment was applied to see the correlation

between variables. In the last phase, a regression test was applied to examine the effect size of the collected data.

Results

In the first stage of analysis, the possible relationship between the accountability of English teachers in Iran and their job satisfaction was explored. The results of Pearson's product-moment correlation test are depicted in Table 1. As shown in the table, a positive relationship was discovered between teacher accountability and satisfaction in their jobs ($r = .477, p = .000, n = 110$).

Table 2 shows the statistical significance of the results, i.e. $F(1,98) = 28.84, p < 0.05$, implying that the regression model significantly predicts teacher accountability.

Table 1 .
Correlations Between job satisfaction and Accountability

	Job Satisfaction	Accountability
Pearson Correlation	.477	1
Sig. (2-tailed)	.000	
N	110	110

The regression analysis results are all presented in below. First, Table 2, indicates that the results are statistically significant; $F(1,98) = 21.22, p < .05$, meaning that the regression model predicts teachers' accountability significantly well.

Table 2.
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3719.443	1	3719.443	28.845	.000 ^b
	Residual	12636.557	98	128.944		
	Total	16356.000	99			

- a. Dependent Variable: accountability
 b. Predictors: (Constant), job satisfaction

The adjusted R-squared was 0.220 for teachers' job satisfaction, indicating that 22% of the variance in teachers' accountability scores was explained by their job satisfaction, which was considered a small effect size according to Cohen's guidelines for effect sizes. It can be concluded that job satisfaction significantly predicts teacher responsibility ($\beta = 0.47, p < .000$).

During the second phase of the analysis, the possible relationship between Iranian English teachers' burnout and their accountability was reflected. A negative significant relationship between teachers' accountability and their burnout was revealed (Tables 3 & 4) based on the results of a Pearson product-moment correlation test ($r = -.422, p = .000, n = 110$); $F(1,98) = 21.22, p < .05$. The findings suggest that the regression model predicts teachers' accountability significantly well.

Table 3.
Correlations between Teachers' Accountability and Their Burnout

		Accountability	Burnout
Accountability	Pearson Correlation	1	-.422**
	Sig. (2-tailed)		.000
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

The regression analysis results are all presented in below. First, Table 4 indicates that the results are statistically significant; $F(1,98) = 21.22, p < .05$, meaning that the regression model predicts teachers' accountability significantly well.

Table 4.
ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2911.318	1	2911.318	21.221	.000 ^b
	Residual	13444.682	97	137.191		
	Total	16356.000	98			

a. Dependent Variable: accountability

b. Predictors: (Constant), burnout

The adjusted R-squared was 0.220 for teacher burnout, implying that 17% of the variance in teachers' accountability scores was explained by their burnout. This can be considered a small impact. It can be concluded that teachers' burnout negatively predicts their responsibility ($\beta = -0.42, p < .000$).

Discussion

The study discovered a strong positive connection between teachers' accountability and their job satisfaction. It revealed that teachers who are responsible, serious, and hardworking in the classroom environment manifest more satisfaction with their job. This conclusion aligns with previous research by Selamat, Samsu, and Kamalu (2013) and Toropova, Myrberg, and Johansson (2020), who emphasized the importance of following educational norms for increased class efficiency and student learning. However, Aliakbari and Kafshgar (2013) did not find a significant correlation between teachers' accountability and job satisfaction, suggesting that conflicting results may stem from differences in measurement scales and cultural or moral norms. Some teachers may separate their external work conditions from their inner sense of responsibility to teaching, which influences their overall job satisfaction.

The study also highlighted a negative relationship between teachers' accountability and burnout. Additionally, Lee and Tsang (2023) explained that external and internal accountabilities are both negatively related to burnout; internal accountability, deep acting, and expression of naturally felt emotions mediate the relationship between external accountability and burnout; internal accountability and surface acting sequentially play a chain mediating role between external accountability and burnout; and internal accountability and expression of naturally felt

emotions sequentially play a chain mediating role between external accountability and teacher burnout.

This study sought to identify a possible significant correlation between the accountability of English teachers in Iran and their burnout and job satisfaction. The objectives of the current study are classified into 2 main parts. As the first step, the possible correlation between the accountability of English teachers in Iran and their job satisfaction was studied. The results demonstrated that there is a significant and positive relationship between teacher job satisfaction and responsibility. Based on the results of the first question, it sounds reasonable to assert that there is a direct link between teachers' job satisfaction and their accountability. In this regard, the more hardworking, serious, responsible, and EFL teachers are in the classroom, the more satisfied they are with their profession.

The results of previous studies seem congruent with the results of this research question (e.g., Caprara et al., 2006; Isae&Barjesteh, 2024; Selamat, 2013; Winter et al., 2006). According to Toropova et al. (2020), instructors play a vital role in learners' education. They must familiarize themselves with suitable instructional norms like preparing proper and optimal instruction to enhance students' learning and class efficiency. Implementing these norms in the classroom can lead to improved performance and job satisfaction. On the contrary, Aliakbari and Kafshgar (2013) discovered no significant association between teachers' accountability and their job satisfaction.

Aliakbari and Kafshgar (2013) compare responsibility from the perspective of content components and as a separate concept. Consequently, one viable purpose for these inconsistent results can be the character of the scale. Cultural and ethical differences inside the specific contexts studied can also lead to different outcomes. Teachers with unique ethical standards and ethical cultures may additionally intentionally no longer allow their outside contextual working situations

to influence their internal sense of responsibility for teaching outcomes and teach otherwise. Another possible cause for these outcomes might be that maximum of the research reports a significant relationship between teachers' sense of responsibility and job pride issues used. The standards of experience of duty and self-responsibility are interchangeable. Hence, this study's consequences appear to be regular with the idea that such measures usually do not define the same concept (Lauermaun&Karabenick, 2013). Moreover, they confirmed that teachers were able to show that differences associated with demographic variables had been more stated than those related to job satisfaction factors. Those factors can lead to differences in instructors' overall performance within the classroom context.

The second part of the current study tested the viable relationship between teacher accountability and burnout. The outcomes of this question confirmed a widespread negative relationship between teacher accountability and teacher burnout which testifies that as teacher accountability increases, teacher burnout decreases. Conversely, as trainer burnout increases, so teacher accountability reduces. The outcomes of this research question are steady with the results of preceding studies (e.g., Fernet, Guay, Senecal& Austin, 2012; Maas, Schoch, Scholz, et. al. 2021; Ozdemir, 2007; Jensen and Solheim, 2019). In Ozdemir's (2007) view, many districts and schools lack sufficient investment to update facilities, technology, and employees. This places a heavy burden on instructors, who need to deal with shortages of books and materials while managing high teacher-to-scholar ratios. Through the years, this burden can leave teachers desperate and ready to close achievement gaps and meet pupil needs.

Conclusion

This research examined the relationship between accountability among Iranian English teachers and their job satisfaction (JS) and burnout (BO). The findings revealed a strong positive correlation between teachers' accountability and their job satisfaction, suggesting that accountable teachers tend to be more satisfied with their jobs. While previous studies have shown both positive and contradictory results regarding the link between accountability and job satisfaction, this study confirmed that higher accountability is associated with lower burnout levels. As teachers' sense of accountability increases, their experience of burnout decreases, and vice versa. Overall, the study concludes that accountability plays a crucial role in enhancing job satisfaction and reducing burnout among teachers.

This research highlights several pedagogical and theoretical implications for integrating technology in English Language Teaching (ELT) within the Iranian context. It suggests that educational researchers and administrators should investigate the factors affecting teacher performance from multiple perspectives. Recognizing teachers as whole individuals implies that their emotions and thoughts about their roles influence their teaching effectiveness. Therefore, understanding teachers' personal characteristics is crucial for school administrators aiming to improve educational outcomes. While the study establishes a connection between teachers' sense of accountability and job satisfaction, both factors are vital for enhancing educational environments. It emphasizes that teachers' beliefs and feelings should not overlook the influence of their moral standards, cultural background, and holistic human attributes. Additionally, teachers in the study often highlighted external factors in students' lives that might hinder academic success. While acknowledging these influences, it is important for teachers not to overly focus on them, recognizing that broader factors can impact student performance. The findings serve as a guide for

school principals to understand their significant role in supporting teacher performance. They should create opportunities for professional development and empower teachers to select new materials and methods, engage in reflective practices, and improve their teaching quality.

Based on the results of the current research, several recommendations for future studies have been proposed. Firstly, it is suggested that other researchers incorporate a variety of psychological factors, such as age and gender, to replicate the study. Additionally, exploring cultural knowledge and teacher motivation could be valuable in future research. Future investigations might consider the overall measures of these two concepts. Although the study revealed promising connections between variables, it did not address the cultural and social differences that could influence the results. By accounting for these cultural and social factors, the findings may demonstrate greater consistency across different contexts. Secondly, the current study encountered limitations regarding sample size and geographical coverage during data collection. As a result, the findings cannot be generalized to a broader population. The research involved a limited number of participants, indicating a need for more extensive sampling in various settings, such as universities and public schools.

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Appendices

Appendix A (accountability questionnaire)

خیلی کم	م	متوسط	زیاد	خیلی زیاد	سوالات	ردیف
					میزان مراجعه هدفمند دانش آموزان و والدین نزد معلمان زبان انگلیسی چقدر است؟	1
					عمل به وعده ها از سوی معلمان زبان انگلیسی به دانش آموزان، والدین و مدرسه چقدر است؟	2
					رفتار معلمان زبان انگلیسی با دانش آموزان تا چه میزان محترمانه است؟	3
					تا چه حد از سفارش دیگران برای توجه ویژه و نامعمول به یک دانش آموز توسط معلمان جلوگیری می شود؟	4
					تعهد به ارزش های انسانی در معلمان زبان انگلیسی تا چه اندازه است؟	5
					تا چه اندازه خود را برای دانش آموزان و والدینشان در دسترس می دانید؟	6
					تا چه اندازه از تشریفات زائد و بیهوده به هنگام تدریس و برخورد با والدین در مدرسه جلوگیری می کنید؟	7
					تا چه میزانی قوانین و مقررات توسط معلمان زبان انگلیسی به صورت کامل در مدرسه انجام می شود؟	8
					تا چه حد، بخشنامه های مرتبط با درس زبان انگلیسی را به موقع، به دانش آموزان اطلاع رسانی می کنید؟	9
					تا چه اندازه به رفع خلاها و مشکلات قانونی در خصوص دانش آموزان اقدام می کنید؟	10
					تا چه اندازه برای تمامی مراحل تدریس زبان انگلیسی در کلاس درس مدرسه، هزینه شخصی می کنید؟	11
					تا چه اندازه از اجرای قوانین پیچیده و تشریفات زائد در قبال دانش آموزان جلوگیری می کنید؟	12
					میزان کنترل و نظارت خود را بر کلاس درس تا چه میزان می بینید؟	13
					تا چه میزان دانش آموزان را برای حل مشکلات درسی و اداری شان راهنمایی می کنید؟	14
					تا چه حد خدمات تحصیلی به دانش آموزان را به طور مناسب ارائه می کنید؟	15

				تا چه حد تعداد معلمان زبان انگلیسی با نیاز اداره شهرتان متناسب است؟	1 6
				تا چه حد، اطلاعات پیشرفت تحصیلی، برنامه سالانه و اهداف آموزشی را به دانش آموزان اطلاع می دهید؟	1 7
				تا چه حد خدمات آموزشی را به صورت عادلانه به تمامی دانش آموزان ارائه می کنید؟	1 8
				تا چه میزان، تصحیح اوراق امتحانی نهایی و کلاسی را به سرعت انجام می دهید و نتایج را سریعاً اعلام می کنید؟	1 9
				دانش آموزان تا چه اندازه به وعده های داده شده ی معلمان زبان انگلیسی اعتماد می کنند؟	2 0
				دانش آموزان تا چه اندازه در تصمیم گیری های شما تاثیرگذار هستند و مشارکت می کنند؟	2 1
				دانش آموزان تا چه اندازه در انتخاب معلمان زبان انگلیسی خود تاثیرگذار هستند؟	2 2
				شما تا چه میزان تبعیض میان دانش آموزان را در کلاس درس از لحاظ علمی، رفتاری و... کاهش می دهید؟	2 3
				تا چه حد بین برنامه ی اجرا شده در کلاس درس زبان انگلیسی و انتظارات دانش آموزان، اولیاء و مدرسه، همخوانی و هماهنگی می بینید؟	2 4

Appendix B (job satisfaction questionnaire)

ردیف	سوالات	کاملاً موافقم	موافقم	نظری ندارم	مخالفم	کاملاً مخالفم
1	درباره شغل معلمی، عوامل نامطلوبی وجود دارند که می توان آنها را بهبود بخشید.					
2	شغل معلمی، برایم نوعی سرگرمی است.					
3	شغل معلمی معمولاً برایم جالب است و من را خسته نمی کند.					
4	تصور می کنم اکثر همکارانم، به شغل معلمی علاقه مندند.					
5	شغل معلمی را تا حدی نامطلوب تصور میکنم					
6	به هنگام کار در مدرسه، واقعا احساس راحتی و آرامش می نمایم.					
7	اغلب اوقات از شغل معلمی خسته می شوم.					

				نسبتاً از کارم راضی هستم.	8
				اکثراً احساس می کنم که مجبورم به کارم ادامه دهم.	9
				در حال حاضر از شغلم راضی هستم.	10
				احساس می کنم که دیگر به کارم علاقه ای ندارم.	11
				به طور قطع از کارم متنفرم.	12
				تصور میکنم که در محیط کار مدرسه، از دیگران خوشحال تر هستم.	13
				اکثر اوقات شیفته شغل «آموزش زبان انگلیسی» هستم.	14
				شغل «آموزش زبان انگلیسی» بسیار طاقت فرساست.	15
				شغل «معلمی» را بهتر از سایر همکاران دوست دارم.	16
				شغل «معلمی زبان انگلیسی»، خیلی خسته کننده است.	17
				از تدریس زبان انگلیسی احساس لذت واقعی می کنم.	18
				هرگز در آینده، شغل «آموزش زبان انگلیسی» را انتخاب نخواهم کرد.	19

Appendix C (burnout questionnaire)

ردیف	سوالات	كاملا موافقم	موافقم	نظری ندارم	مخالفم	كاملا مخالفم
1	احساس می‌کنم از نظر روانی، « شغل معلمی زبان انگلیسی» توان و نیروی مرا گرفته است					
2	در پایان یک روز کاری، احساس می‌کنم از زحمات من، سوء استفاده شده است.					
3	صبح روزی که کار دارم و از خواب برمی‌خیزم، از تصور این که دوباره به مدرسه بروم، احساس خستگی میکنم.					
4	به آسانی میتوانم احساسات دانش آموزان خود را درک کنم.					
5	احساس می‌کنم با برخی از دانش آموزانم به صورت اشیایی و بدون شخصیت انسانی، برخورد می‌کنم.					
6	کار در مدرسه برای تمام روز، واقعاً سخت و طاقت فرساست.					
7	احساس میکنم به راحتی می‌توانم با مشکلات کاری ام کنار بیایم.					
8	احساس میکنم شغل «معلمی زبان انگلیسی» از نظر روحی، مرا فرسوده کرده است.					
9	احساس میکنم از طریق شغل معلمی، بر زندگی دانش آموزان تأثیر مثبت میگذارم.					
10	از زمانیکه شغل «معلمی زبان انگلیسی» را انتخاب کرده ام، نسبت به دیگران، بی تفاوت شده ام.					
11	از این نگرانم که شغل «معلمی زبان انگلیسی»، مرا نسبت به مردم سنگدل کند.					
12	احساس میکنم سرشار از نیرو و انرژی هستم.					
13	شغلم باعث شده است که احساس پوچی و بیهودگی کنم.					
14	احساس میکنم به سختی وظیفه شغلی ام را انجام می‌دهم.					
15	واقعاً برایم مهم نیست که چه بر سر کارم می‌آید.					

				سر و کار داشتن مستقیم با دانش آموزان و اولیائشان، سخت است و مرا تحت فشار روانی قرار می دهد.	16
				به آسانی میتوانم محیط آرامی برای دانش آموزانم فراهم کنم.	17
				پس از انجام کار، احساس نشاط و شادمانی میکنم.	18
				این شغل، دستاوردهای مهم و با ارزشی برایم به همراه آورده است.	19
				احساس میکنم به آخر خط رسیده ام.	20
				در حیطه شغلی خود با مشکلات عاطفی و روانی، با متانت برخورد میکنم.	21
				احساس میکنم دانش آموزانم برای برخی مشکلاتشان، مرا مقصر می دانند و مرا سرزنش می کنند.	22