

Psychological Resilience and Burnout Among Language Teachers in Post-Emergency Remote Learning Environments

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Abstract: ELT has been profoundly rearranged in its psychological understanding as it has shifted from emergency remote teaching to repositioned educational frameworks for post-pandemic teaching. With this paper, it aims to assess the relationship of resilience to burnout experienced by teachers of languages in the post emergency remote teaching classroom as a response to the psychological distress experienced during this phase. When teachers of all disciplines stepped into the classroom of the 'new normal', they encountered a combination of unrelenting emotional labor, constant adaptation of instruction technology, and the reshaping of pedagogy. It is critical for the participants of the teaching pedagogy to maintain the balance of well-being. This paper emerges from an extensive perusal of the available literature as well as empirical frameworks that focus on teacher resilience. More specifically, the research investigates the potential of self-efficacy and emotional self-regulation to serve as important buffers against burnout, emotional exhaustion, feelings of depersonalization, and a declining sense of accomplishment. It is seen that the Technological and Pedagogical Content Knowledge model, once characterized as a demand of the job, has transformed the teaching profession by fostering confidence and reducing job-related stress. The study found a considerable inverse relationship between resilience and burnout, and that resilient teachers, who employed positive adaptive coping strategies and maintained well-being, experienced increased job satisfaction and a greater intention to engage in blended teaching. It is shown that post-emergency stressors indicate danger to professionally unregulated people and to those who are less emotionally mature. The abstract recommends using positive psychology to better organize professional development.

Key Words: psychological resilience, teacher burnout, language pedagogy, post-pandemic education, emergency remote learning, positive psychology, technostress

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Introduction

The global pandemic forced the rescheduling of linguistic teaching with the greatest adoption of the Emergency Remote Teaching (ERT). Emergency Remote Teaching (ERT) is a direct contrast to the planned online education. While planned online education is a deliberate and well-structured approach to utilize alternative delivery modes for teaching, Emergency Remote Teaching is a result of a forced transition of alternative delivery modes for teaching as a result of the crisis. Accordingly, implementing this forced transition of the approach placed immense psychological stress on language educators. Literature supports the fact that "digitization" led to the technostress and stress constituted the exhaustion from a negative coping with the use of modern information and computer technologies (MacIntyre et al., 2020; Panisoara

et al., 2020). For many language educators, the lack of demarcation of the working environment and the living environment played a role in the magnification of the burden as a result of the stress.

Language educators face a very complex psychological environment. Although the immediate crisis is over, the "new normal" is characterized by an increased burden of emotional labor and an increased risk of burnout (Mosleh et al., 2022; Panadero et al., 2022). Teaching language is a highly social and interactive activity, the loss of the physical presence and the subsequent shift back to hybrid or modified in-person teaching format has depleted the emotional reserves of educators. In the absence of the coping strategies, the stress becomes chronic and results in burnout.

Understanding the "post-pandemic projection" is an extremely important approach for ensuring the long-term sustainability of education (Rastegar & Rahimi, 2023). Digital technologies in the English Language Teaching (ELT) curriculum are firmly rooted, and with the resilience of a teaching workforce, the digital technologies will lead to positive outcomes.

Research Objectives

- To determine the prevalence of burnout of language educators from the shift to a normal educational environment (post – emergency remote teaching).
- To determine the association of psychological resilience to burnout.
- To determine the impact and coping of the TPACK on the mental health of teachers during the crisis.

Research Questions

- After the Emergency Remote Teaching (ERT) is lifted (and a normal environment is restored) how much burnout is seen in language teachers?
- Are psychological resilience and a decrease in burnout related?

This paper is structured as follows: Section II shows literature that goes in depth on resilience and self-efficacy and research on teacher burnout over the years is summarized. Section III explains the research methods and tools and describes the participants. Section IV includes the findings and the statistical work. Section V includes the perspectives of the results and what the current research is. Section VI wraps up the study with the recommendation and conclusion on the research's impact on teaching.

Literature Review

Teacher burnout is a phenomenon that is caused by prolonged stress in the workplace that has not been managed. Teacher burnout is often described as having the feelings of emotional exhaustion, depersonalization and a decrease in the level of achievement. During the pandemic, the phenomenon of teacher burnout reached extreme levels that have not existed.

Research shows that shifting to remote instruction brought new challenges, like increased isolation, workload, and the blurring of personal and professional boundaries (Vargas Rubilar & Oros, 2021). Even after the end of the emergency measures, lecturers and teachers express ongoing high levels of fatigue related to the combination of traditional teaching and newly incorporated digital instruction (Castro et al., 2023).

Resilience is the ability to recover from stressful and challenging events in life. In English Language Teaching (ELT), resilience is the ability of teachers to surmount the problems posed by remote and hybrid forms of teaching and learning (Dudzik & Dziecioł-Pędich, 2023). Studies revealed that teachers with a higher level of resilience are more able to sustain their commitment and maintain teaching quality during

a disruptive situation (Salas-Serrano, 2022). Also, the impact of resilience on preventive burnout is especially strong in online forms of learning and teaching, in which resilience is the factor attributed to reducing the duration of the teacher's stress from permanent to temporary (Stoyanova et al., 2023).

Among the internal psychological resources are self-efficacy and emotion regulation. The belief of an individual to be able to successfully manage a certain situation, identified as self-efficacy, is shown to correlate with burnout as negatively affecting EFL (English as a Foreign Language) teachers (Han, 2022). Mediation models of burnout indicated that a high level of the capacity of teachers to control their emotions positively influences the reduction of teachers' high levels of stress stemming from the burden of digitalized teaching caused by tensions (Li, 2023). This is observed in all backgrounds of educators who are under constant school system reforms to address the needs of a varied student population (Brzezinska & Cromarty, 2022).

Transforming the TPACK framework is one of the significant developments shaping the future of education after the pandemic. Initially, the expectation of high digital literacy was classified as a "job demand" and was associated with the development of technostress and burnout (Rastegar & Rahimi, 2023). In the post-pandemic world, as educators became proficient in the use of digital resources, high digital literacy started to be classified as a "job resource." The interpretation of TPACK suggests that educators, on the one hand, feel a sense of digital empowerment, so these are able to use digital tools to improve pedagogy instead of focusing digital tools on pedagogy, thus the likelihood of burnout is significantly alleviated in a negative environment (Tran et al., 2023; Panisoara et al., 2020).

The latest developments in ELT focused on the use of Positive Psychology (PP) to promote educators' well-being. The use of PP entails the pursuit of (subjective and) well-being and flourishing as opposed to the conventional conception that the focus is on the elimination of disease (Sadeghi & Pourbahram, 2024). In the case of the language instructors, the maintenance of mental health is inextricably linked to strategies of coping with the challenges of a positive outlook, the maintenance of social networks and social support (Gregersen et al., 2021). The "new normal" is the departure from the focus on day-to-day coping skills and the insurances of safety towards professional flourishing and strengths and/or intrinsic resources (Song et al., 2022).

The review of available literature points to the high likelihood of the development TPACK of educators in the post-epidemic period. However, the development of high digital literacy in educators alongside the utilization of mental resources was essential. Resilience, self-efficacy and emotional regulation are the defensive triad which forms a strong barrier against chronic educator stress. More importantly, the evolution of TPACK in the post-epidemic period from a stressor to a resource is testament to mastery of technology and commitment to professional development. These studies suggest that institutional support must extend beyond just focus on technical teaching to include and foster positive psychology and resilience for the long-term viability of the profession.

Methodology

Research Design

A quantitative, cross-sectional research design is used for this study to understand the mental state of language teachers during the period of critical reorganization of educational systems following emergencies. This methodology is justified, as the focus of this study, the "new normal" for ELT, allows for the examination of the relationships among resilience, self-efficacy, and burnout. This design allows

for the establishment of the protective factors that prevent the symptoms of professional exhaustion in environments that are saturated with technology.

Participants

The study sample consists of 358 English language teachers, with the majority of them being university teachers in the higher education sector. This sample size provides a good foundation to analyze the representation of higher education and the demographics of the educational system. The sample includes a range of professional teaching experience, from junior to senior teachers. The entire sample of teachers has experienced Emergency Remote Teaching in its entirety and has been involved in the teaching, both online and on-site, after the pandemic.

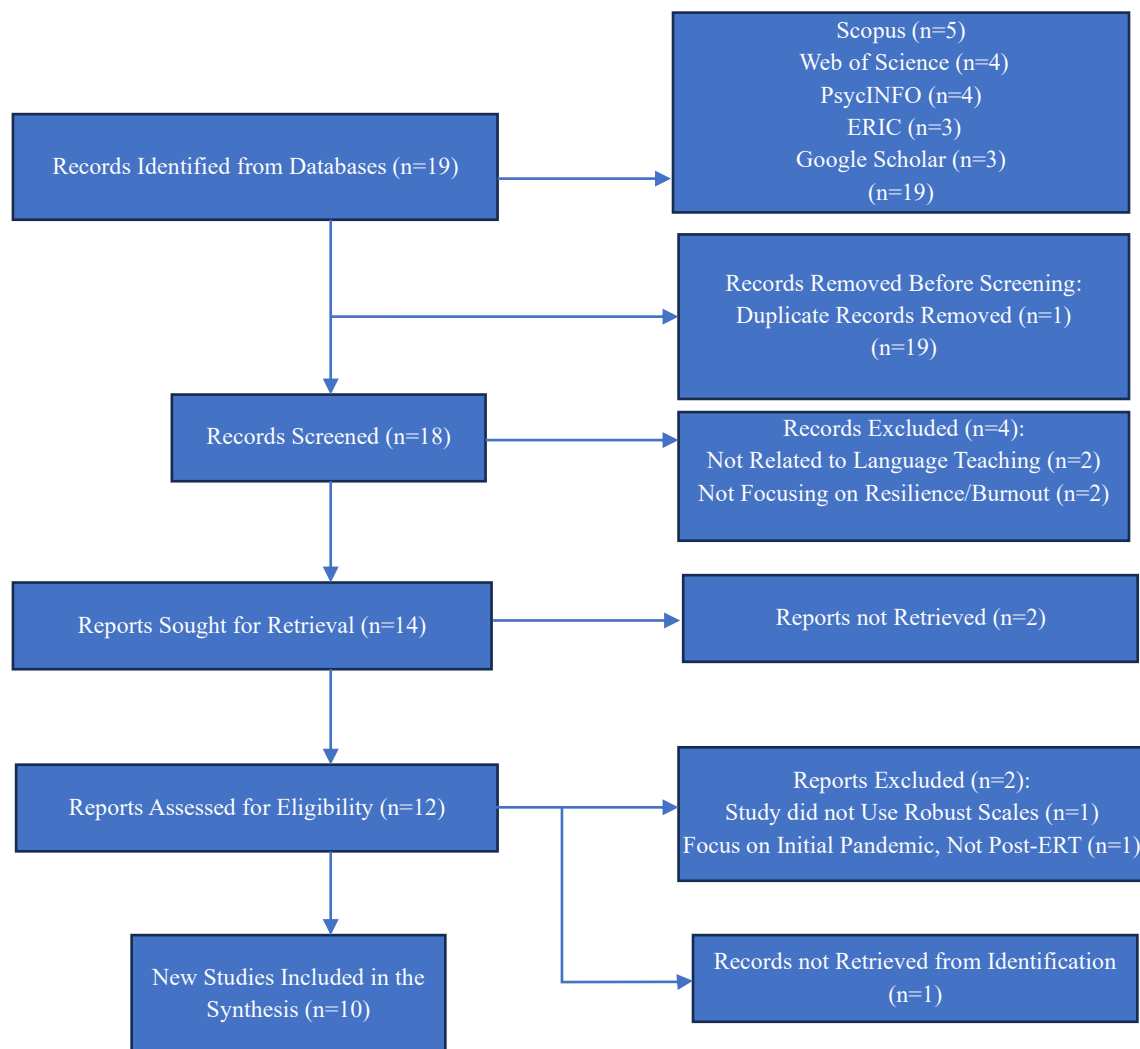


Figure 1: Flow Diagram for Systematic Review Selection

The process of selecting studies for the literature review is shown in figure 1, which represents the systematic and logical movement from initial identification of studies to the final selection.

Initially, 19 entries were recorded in the major academic databases, which became 18 after duplicates were eliminated. During the screening stage, 4 entries were removed for irrelevance to the fields of language instruction and the psychological analyses of burnout and resilience. Out of 14 documents retrieved, 12 were evaluated for retention. Of these, 2 were eliminated for failing to explore the post-ERT phase or for the absence of adequate psychometric instruments. In the end, 10 high-quality documents were

included in the final synthesis. This helped develop and sustain the language teachers' well-being mechanisms post pandemic, in the context of language instruction. “

Instruments

As a result of the existing digital teaching context, three worldwide psychometric tools were slightly adjusted for this survey. Teachers' burnout was assessed with the Maslach Burnout Inventory (MBI) which has three dimensions of measurement: the levels of Emotional Exhaustion, Emotional Deterioration, and Emotional Disempowerment (Li, 2023; Budisavljevic et al., 2023). To evaluate the return-from-adversity phenomena, the Connor-Davidson Resilience Scale (CD-RISC) was used, where the higher the score, the higher the psychological elasticity (Stoyanova et al., 2023). Additionally, the Teachers' Sense of Self-Efficacy Scale (TSES) was used to empirically evaluate teachers' beliefs about the degree of their control and monitoring of the learning and teaching processes, as well as their interactions with the students in the online learning environments (Li, 2023; Han, 2022).

Data Collection and Analysis

To ensure teachers' safety, an online survey tool was adopted as one of the data collection techniques during the shift to home teaching and learning, which optimized data collection and collection spread, while maintaining participant data security.

The study employed a mediation model to understand whether the relation between teacher resilience and burnout was affected by emotional regulation and self-efficacy as mediating variables (Li, 2023). The statistical analysis was conducted by obtaining baseline stress levels using descriptive statistics, followed by correlation strength using Pearson's r (Budisavljevic et al., 2023). To preserve the structure, Path Analysis using Structural Equation Modeling (SEM) was utilized, affirming that the model fit indices satisfied the criteria of the Psychological Monitoring Research (Li, 2023). This analytical model offers an empirically driven perspective on the “resilience path” of ELT practitioners (Salas-Serrano, 2022).

Results

Descriptive Analysis of Resilience and Burnout

The findings reflect the complex relationships existing between the psychological resilience and the three dimensions of burnout in language teachers. An average showed that emotional exhaustion and the facets of the corresponding burnout were scoring in the relatively high range. Even so, the teachers showed a moderate level of psychological resilience. This suggests the adaptive resilience to the demands of the teaching practice after emergencies. Surprisingly, and in the case of personal accomplishment scores, teachers were sustaining relatively high levels of scoring, confirming that, in the case of professional outcomes, language teachers achieved and found valued and productive teaching despite the challenges that were related to remote delivery and technostress.

Correlational Analysis

The correlation matrix presents the dimensions of the variables statistically, and the findings suggest that while psychological resilience, emotional exhaustion, and depersonalization show a statistically strong inverse relation, high resilience scores relate to the weakening of these facets of burnout. With the results of a survey of 358 respondents, it was shown that there was a positive augmentation of resilience and personal accomplishments. And, built the theory that resilience is a major protector that mitigates the damaging effects of burnout in post-emergency situations and environments.

Table 1: Correlation Matrix of Resilience and Burnout Dimensions (N=358)

Variables	Mean	Standard Deviation	1	2	3	4
Psychological Resilience	32.45	6.12	1			
Emotional Exhaustion	28.14	8.35	-0.52	1		
Depersonalization	11.20	4.56	-0.41	0.63	1	
Personal Accomplishment	36.80	5.22	0.48	-0.35	-0.29	1

Note: Correlations are significant at the 0.01 level.

Mediation Effect of Self-Efficacy

Path analysis shows that teacher self-efficacy is a significant mediator in the relationship between resilience and burnout. More specifically, resilience does not only decrease burnout directly, but also strengthens a teacher's self-efficacy and belief in their pedagogical skills. This increased self-efficacy, in turn, helps diminish both emotional and professional exhaustion.

Impact of Post-Pandemic Technological Integration

The evaluation of their technological and pedagogical skills not only described their level of knowledge about technology, but one of the significant positive changes described for teachers with high resilience in their post-pandemic burnout was the integration of technology, as positive digital competency shifted from a challenging job demand to a significant job asset. In contrast, teachers with low resilience still experience high technostress, especially related to the demands of hybrid instruction and the continuous pressure to use digital tools.

Discussion

The findings confirm that psychological resilience acts as a vital "resilience path" for language teachers navigating the complexities of post-emergency environments (Salas-Serrano, 2022). The significant negative correlation between resilience and emotional exhaustion ($r = -0.52$) highlights that internal psychological elasticity is the primary defense mechanism against the lingering effects of technostress (Stoyanova et al., 2023; Panisoara et al., 2020). Consistent with recent research, the transition of digital competence from a perceived burden to a strategic resource suggests that as teachers' TPACK matures, the risk of depersonalization decreases (Rastegar & Rahimi, 2023).

The evidence supports the idea that psychological resilience is a key motivation factor for the linguistic departments of teachers dealing with post-emergency situations (Salas-Serrano, 2022). The strong negative aspect of resilience and emotional exhaustion ($r = -0.52$) indicates that psychological stresses and irritabilities are the primary defensive reactions associated with technostress (Stoyanova et al., 2023; Panisoara et al., 2020). This aligns with the findings that as teachers' TPACK progresses, the perception of digital burdens decreases and the likelihood of depersonalization decreases (Rastegar & Rahimi, 2023). The mediation effect of self-efficacy also supports the findings of multiple contexts, that stresses and reactions are the significant conditions for ensuring the happiness and presence of the involved teachers (Li, 2023; Han, 2022). While the parts of the transition of the phases of the pandemic are completed, the permanence of hybrid systems requires the high levels of emotional labor associated with the teaching of foreign languages (Panadero et al., 2022). The evidence shows that teachers using The Science of Happiness and The Science of Positive Psychology and Spheres of Support are more likely to achieve flourishing levels of satisfaction with their career, as opposed to a bare gainful survival (García-Álvarez et al., 2021; Sadeghi & Pourbahram, 2024). The findings of this study should be used to

motivate the inclusion of psychological resilience in the already established areas of technical capacity building to maintain the ELT workforce (Gregersen et al., 2021; Castro et al., 2023).

Conclusion

The evidence indicates that the high level of work-related stress and irritability associated with the transition of teachers of foreign languages to post-emergency conditions can be managed as opposed to the widespread facets of digital transformations. This study showed that psychological resilience and mitigated self-efficacy touch the boundaries of the managed work-related stresses and are the key factors in the successful mobilization of the internal and external social resources. The results indicate that emotional exhaustion is becoming the prevailing challenge in the “new normal,” while the sustained feeling of personal accomplishment in language teachers serves as a strong basis for the recovery of both the school and the continuity of teaching. The change of digital competency from a demand of a stressful job to a supportive job resource denotes that personal mastery in the work becomes a resource for maintaining psychological health. Therefore, to continue to offer high-quality instruction in global language teaching, it becomes extremely important to create a strong academic environment that focuses on technological and emotional needs. To extend on these findings, it becomes important that future studies look at the long-term effects of teacher burnout in hybrid systems as an established framework, and the level of stability of resilience over long periods of time. The empirical studies are complemented by the use of interviews and of a participant ethnography of teachers who are moving from emergency tele-teaching. Likewise, it is important to look at the global level to see how varying levels of digital infrastructure impact the outcome of teacher wellbeing. From a pedagogical context, it is of the utmost importance that school managements implement digital health in combination with positive psychology in the teacher training. Fostering a balance of adaptive psychological skills while eliminating technostress is critical to the survival of the language teaching profession.

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