

EFL Teachers' Burnout: Do Mobile Teaching Affordances Matter?

Mahnaz Hedayati-Kakhki^{ID} and Mona Tabatabaee-Yazdi^{ID}

Department of English, Tabaran Institute of Higher Education, Mashhad, Iran

Abstract

In recent years, integrating mobile devices and network technologies has been a critical issue in teaching and learning, especially within English teaching and learning. The importance of technology integration in teachers' learning and teaching process can only be deemed effective if users can realize the intended affordances in the teaching. Teachers' affordances, accordingly, can be defined as the relationship between the properties of an educational intervention and the characteristics of the learner that enable particular kinds of learning by individuals. On the other hand, one of the critical core barriers that English as a Foreign Language (EFL) teachers encounter in their job is the issue of burnout. Thus, because of the increased attention to the capabilities and affordances of mobile usage among teachers, this study intended to examine the relationship between EFL teachers' mobile affordances and their burnout as its main focus. The study also aimed at determining whether gender differences influence the teachers' mobile affordances and their burnout. To this aim, 228 EFL teachers were invited to participate in this study. Data were gathered using Mobile Teaching Affordances and Maslach Burnout Inventory and processed, analyzed, and reported using Pearson product-moment correlations and independent samples *t*-test. Findings proposed that teachers' perceptions of mobile affordances and their burnout had significantly and negatively correlated. Furthermore, the results indicated no significant difference between men's and women's mobile affordances. However, there was a significant difference between men and women in burnout scores favoring men.

Keywords: burnout, EFL teachers, gender, mobile affordances, technology

Introduction

In the last decades, English has been considered the dominant language of technology and computer, and the importance of learning new technology was merged with improving language abilities in educational contexts (Albirini, 2006). Besides, today, the knowledge of the English language and teaching a foreign language have been considered one of the factors that can affect technology use in developing countries (Zamani, 2010). At the same time, the emergence of mobile technology and its affordances in teaching areas seems devastating. In this regard, Norman (1988) linked technology affordances closely with teachers' mental and perceptual capabilities. These affordances refer to the technological tools and resources teachers can use to enhance their teaching practices and make them more efficient. In particular, teachers' mobile affordances create a new educational context for teachers and learners to move around, interact more with their environment, develop their understanding, and learn with others.

Accordingly, the importance of affordance can be emphasized in the extended factors such as mobile education that educators such as Orr (2010) treat as the main affordances of mobile learning. Orr (2010) considers mobile phones as electronic devices that are small enough to be easily carried in classrooms. Accordingly, and might be due to the COVID-19 pandemic, the education system, in recent years, has decided to shut down traditional teaching practices, and teachers need to be prepared for a new and vibrant classroom environment and transfer educational activities using

technology, especially mobile devices. These changes can affect teachers' teaching process and performance (Brown & Lee, 2015; as cited in Roohani & Dayeri, 2019). According to Santos-Trigo (2020), the teachers' educational technology affordances provide novel routes for learning disciplinary knowledge in the Second/Foreign language context. Therefore, educational technology can be viewed as the digital interaction patterns created in the educational system for collaborative, communicative, and content management purposes in online classes (Badia et al., 2011). Therefore, it seems necessary to consider various factors that can affect the quality of the teachers in the field of Second or Foreign Language (SL/FL) teaching. Using of mobile technology in the classrooms and the development of mobile apps have stirred up a substantial amount of enthusiasm in educators to find out the practical ways to incorporate teachers' technological uses as well as possibilities to shift academic environments from traditional approaches to mobile learning and instructional strategies (Gunter & Braga, 2018; Gunter & Reeves, 2017). Consequently, one of the significant features that every 21st-century teacher should own is the ability to incorporate technology and mobile devices into the teaching processes, which seems to have led to teaching/learning motivation.

On the other hand, burnout is one of the significant issues in education that can be caused by various factors such as workload, lack of support, and low job satisfaction. The term Burnout (Maslach et al., 1996) refers to "a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal

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Correspondence concerning this article should be addressed to Mahnaz Hedayati Kakhki, Department of English, Tabaran Institute of Higher Education, Mashhad, Iran. **Email:** Mahnazhedayati@yahoo.co.uk

accomplishment that can occur among individuals who work with other people in some capacity" (p. 4). Maslach et al. (2001) consider teacher burnout a job syndrome of physical, emotional, and attitudinal exhaustion toward teaching and work-related issues (as cited in Roohani & Dayeri, 2019). According to Piko (2006), burnout diminishes the quality of service, performance, and job satisfaction. Kyriacou (2015) also stated that teacher burnout is "a syndrome of physical, emotional, and attitudinal exhaustion toward one's works which results from experiencing teacher stress over a long period" (Kyriacou, 2015, p. 72; as cited in Roohani & Dayeri, 2019). However, how much it could be related to teachers' technological knowledge and competencies was ignorant, which could hurt their students' and teachers' performance in the second/foreign learning and teaching process. Despite extensive research on mobile affordances, a literature review shows little attention has been paid to the interaction between teachers' mobile affordances and their sense of burnout.

Review of the Related Literature

Teachers Mobile Affordances

Nowadays, the educational system is in a continuous process of change. Universities have to keep pace with the needs and desires of students. The use of E-learning in the educational system and students' perception of the usefulness of this type of learning became subjects of interest for many investigators and teachers (Venkatesh et al., 2003, as cited in Coman et al., 2020). According to Pylkin et al. (2019), through the use of the internet and technology, a wide range of teachers and students have access to educational settings and have an opportunity to learn and teach from home and reduce the cost of transportation, accommodation, course books, etc. In addition, the instructors have the chance to control the attained knowledge by the learners through various ways, get feedback, encourage learners to search and interpret information autonomously and promote the demand for self-centered education.

Based on the literature review of pedagogy related to the use of technology in teaching, Nwagwu and Odetumibi (2011) showed that student teachers who considered mobile as an effective way to communicate, collaborate and learn were eagerly awaiting the integration of mobile learning in their learning process. The learners had the requisite knowledge, necessary skills, and awareness to utilize their mobile devices for mobile learning which were found to be economical compared to personal computers. Besides, in 2001, Kennewell considered the possibilities provided by the whole learning context when examining the use of technology in education. The teachers in this study were asked to decide what affordances would benefit their students. They suggested mobile affordances can facilitate their students' learning by prompting them to predict the simulation results and giving them additional information about affordances.

Consequently, Webb and Cox (2004) believed that some types of ICT provide affordances across a range of subjects while others facilitate much more specific affordances to particular subjects. According to Day and Lloyd (2007), understanding students' attitudes can also enhance the teachers' possible perceived and actual interactions. Their action research showed that when three criteria (giving less focus to the technological affordances of the internet itself but a greater focus on how teachers model its use, how meaningful it is to students, and the possibility for interaction with peers) were borne in teachers' mind, more successful outcomes were achieved.

Besides, studies on mobile learning readiness have identified some parameters affecting readiness for m-learning (Mobile-Learning), such as educational level, gender, and age (Alzaza & Yaakub, 2011; Cheung et al., 2011). Based on the review of related literature in these domains, English as a Foreign Language (EFL) teachers perceived technology use as very beneficial in many research and teaching contexts. Many instructors in Iran had positive attitudes toward using technology and their affordances towards technologies (Mollaei & Riasati, 2013). Accordingly, Balboni (2013) reported that teachers' emotions influence their classroom management and

cognitive abilities. Consequently, negative emotions towards using social media can affect all areas of life, including work, and influence teacher burnout.

Using social media by teachers and students regard to gender was examined by Pramaskara (2022), who considered females as an inferior and weak gender in using social media. Generally, the effectiveness and benefits of online teaching have been raging for decades. Both technological optimists and skeptics have argued whether moving toward online teaching would be better learning outcomes than traditional learning (Palloff & Pratt, 2013). It is asserted that mobile teaching affordances offer more flexible learning experiences, allowing for more collaboration and interaction with peers, providing access to learning resources in various formats, and promoting authentic and situated learning (Fuller & Yu, 2014).

Besides, the significance of mobile affordances was investigated by Parsons et al. (2016), who do not emphasize the affordances of the mobile as a technological device, but as the physical environment in which mobile learning takes place. The educators suggest that teaching the new words in the real environment of an outdoor mobile learning activity leads to more learning challenges and opportunities than in a controlled classroom environment. Accordingly, Lai et al. (2017) survey the effect of the teachers on learners' use of technology for learning and their actions to support affordances. The research gathered data revealed the students' use of technology for learning when they highlighted that focusing on students can reveal cognitive and social behaviors relating to intentions to use technology for learning outside the classroom.

Braga et al. (2017) also discuss the pedagogical affordances that emerged during a course for English teachers on mobile devices and applications. Based on the gathered results, the most recurrent affordances refer to the use of audio materials produced during the interactions via WhatsApp to develop the oral skills of the teachers themselves. While reflecting on pedagogical affordances for improving their students' oral skills, the teachers used voice recording functionalities during the course to improve their pronunciation based on their peers' productions, to develop their oral comprehension in English, to use authentic language, to mention a few affordances (as cited in Gunter & Braga, 2018).

Besides, unlike video technologies, mobile technologies offer new possibilities for teachers in teacher education programs. To determine the relationship between mobile technologies and teacher observation, some educators, such as Gunter and Braga (2018), compare three teaching methods: traditional narrative paper pen, mobile app-supported, and video observation. The gathered data was collected in three different teaching sessions over four weeks. Results suggest recommendations for integrating mobile and video-based observation tools into experienced teacher development programs, as pre-service and in-service programs considered, as well as teacher certification programs.

In addition, in 2021, Agrawal aims to investigate the effect of the COVID-19 lockdown on the online education of undergraduate learners in India. A total of 265 students were taken for the survey. Around 15.47% of learners were involved in e-learning during the lockdown period. Most of the learners used Android mobile for attending e-learning. The findings revealed that around 13% of students do not have access to mobile phones and good internet connectivity. Liu et al. (2022) also explored the teachers' perceptions of students' online learning outcomes and how teachers' affordances in using technologies in online classes can predict these outcomes. The results showed that teacher affordances in online teaching were positively related to perceived online learning outcomes; also, teacher resilience was positively related to the teachers' perceived online learning outcomes; teacher resilience played a partial mediating role between teacher competence in online teaching and perceived online learning outcomes, and teachers' age moderated the direct and indirect relationship between teacher competence in online teaching and perceived online learning outcomes. The study results reveal that instructors should strengthen their teaching affordances and resilience before conducting online teaching. In addition, the practical strategy was considered to enhance teachers' resilience through teacher affordances.

Teachers' Burnout

Teachers' burnout directly or indirectly emphasized the whole society, students, and student's parents in particular (Friedman & Farber, 1992). The teachers have other responsibilities as well in their job. They are obligated to work with students who suffer from various emotional and behavioral barriers and consider many of the students' characteristics during the teaching process. According to Dormann (2003), teacher burnout harms teachers' ability to sustain their job. A teacher with burnout begins improving negative attitudes toward their students and other teachers, which, in turn, causes health problems and damage to their private life (as cited in Seferoğlu et al., 2014).

Accordingly, teachers' roles and responsibilities have changed during the teaching process. These changes affect teachers' views of life and their teaching performance. In this regard, one of the first researchers who asserted the negative impact of burnout on teachers' performance was Folkman et al. (1986). They reported that adopting appropriate coping strategies could decrease the negative results of job and burnout. Folkman et al. (1986) developed their studies about these issues, surveyed the importance of coping strategies adopted by people who confront stressful situations and developed a practical scale. The authors used the questionnaire and found that coping was strongly related to cognitive appraisal. Coping was also differentially related to satisfactory and unsatisfactory encounter outcomes. Findings clarify the functional relations among appraisal and coping variables. Besides, in 1998, Schaufeli and Enzmann expanded their studies in these domains. They consider variables including age, marital status, and type of personality that are considered influential factors of teacher burnout. The investigation reveals that unmarried participants reported more signs of burnout (as cited in Zhaleh et al., 2018).

Some researchers, such as Hogan and McKnight (2007), surveyed the status of burnout among higher education online instructors in 2007, the importance of gender and burnout, and compared normative data from educator burnout among online teachers. The results revealed that online teachers possessed an average score on the emotional subscale, a high degree of depersonalization, and a low degree of personal accomplishment. Besides, Al-Fudail and Mellar (2008) found that using mobile technology in education can enhance teacher productivity, reduce workload, and improve job satisfaction. The study suggests that mobile technology can provide teachers with greater flexibility in their work, allowing them to work more efficiently and effectively.

Also, McCann and Holt (2009) survey the relationship between years of online work experience, gender, educational level, academic training, and burnout. The analysis revealed appreciable differences in burnout syndromes when comparing online and traditional teaching methods. It appears as though the online instructor is less stressed than the traditional instructor.

Bayani et al. (2013) also examined which demographic information, such as age, gender, or years of experience, were the most critical determinant of burnout in EFL teachers. They examined related studies in these domains and collected data from 280 EFL teachers and found out that male teachers suffered more from burnout symptoms than their female counterparts.

Accordingly, Harmsen et al. (2018) explore the importance of teachers' job burnout and the impact of the transmission of e-learning during the COVID-19 pandemic on job burnout. The results reveal that when teachers experience high stress levels, their mental health will be negatively affected, leading to attrition and burnout, negatively affecting their students' achievement.

Roohani and Dayeri (2019) were interested in surveying the relationship between Iranian EFL teachers' burnout, self-confidence, and motivation. The investigations reveal that the instructors and teachers with low - levels of burnout were autonomously motivated in their teaching and gained more confidence in the activities. Also, the study's findings reveal a negative relationship between self-confidence and burnout among instructors.

Furthermore, development in exposure to technological devices has been reported to increase stress and burnout levels among people. Stress is an emotional, physical, or mental reaction that causes tension; that refers to social, environmental, or psychological situations. Accordingly, Mheidly et al. (2020)

examine the impact of telecommunication and media applications in online learning and social relations. The results of the investigations reveal that time-facing screens and smart devices increase stress and burnout.

Studies by Hwang et al. (2021) and Gholizadeh et al. (2022) also indicate that using mobile technology in teaching can improve teacher well-being. This suggests that mobile technology can help alleviate some of the stress and workload associated with traditional teaching methods. Overall, these studies suggest a positive relationship between the use of mobile technology in teaching and teacher well-being.

Besides, Medetbayeva and Akhmetov (2021) believed teachers were rushed to teach and administrate exams online. This unplanned transmission occurred while most teachers were unready and lacked sufficient resources, leading to increasing exhaustion, stress, and anxiety levels. Based on the related literature, females were more likely than males to report emotional exhaustion related to their job. Toropova et al. (2021) investigated the practical factors of job satisfaction and surveyed the relation of these factors with school working conditions and teacher characteristics between male and female instructors. The educators consider some factors as important as possible in this area as teacher workload, teacher perceptions of student discipline in school, and teacher cooperation that could influence teachers' job satisfaction. The results reveal that female teachers had more job satisfaction than male teachers. Artz et al. (2022) also believed traditional female workers were significantly more likely than males to report job burnout. Thus, providing support and resources to transform perceptions and attitudes regarding gender roles may help females to reduce their burnout. Finally, very recently, Hamad and Azeez (2023) intended to study whether there is an association between e-learning and job burnout for university faculty members. Their findings illustrated that faculty members had no signs of fatigue or burnout when using e-learning.

Objectives

This research intended to examine the relationship between EFL teachers' mobile affordances and their burnout as its main focus. The study also aimed at determining whether gender differences influence the teachers' mobile affordances and their burnout.

Research Questions

The researchers of this study decided to investigate the relationship between the mobile affordances of Iranian EFL teachers and their reports of burnout in private language institutes and universities. In other words, since not much attention has been paid to the relationship between EFL teachers' mobile affordances and their burnout, this study aims to investigate the relationship between these two variables by posing the following research questions:

1. Is there any significant relationship between Iranian EFL teachers' mobile affordances and their burnout?
2. Is there any significant difference between Iranian EFL men's and women teachers' mobile affordances?
3. Is there any significant difference between Iranian EFL men and women teachers' burnout?

Methodology

Participants

Concerning correlational studies, given the probability level of .05, the effect size (Cohen's *d*) of .5, the minimum expected correlation coefficient of .20, and the power level of .8, the minimum required total sample size would be 194 (Hulley et al., 2013). Moreover, according to Abramowitz and Stegun (1965), Cohen (1988), and Soper (2020), the minimum required total sample size and per-group sample size for a two-tailed *t*-test study, given the probability level of .05, the effect size (Cohen's *d*) of .5, and the power level of .8, would be 128 and 64, respectively. Therefore, considering all the study's research questions, this study invited 228 participants (Men = 30%, Women = 70%) to participate. They taught different proficiency levels (Advanced,

Upper Intermediate, Lower Intermediate, and Basic). Their age ranged from 18 to 51 ($M = 33$, $SD = 6.5$). Data collection started in September 2022 and lasted for about one month.

Instruments

Teachers' Attitudes towards Mobile Teaching Affordances

The Mobile Teaching Affordances questionnaire, developed and validated by Hedayat and Tabatabaee-Yazdi (under review), assesses EFL teachers' mobile teaching affordances. The questionnaire consists of four constructs, including connectivity (items 1-9), context-sensitivity (items 10 to 18), mobility and interaction with others (items 19-23), and assessments (items 24-29). The items were set on a five-point Likert scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*). The reliability and construct validity of the questionnaire was checked using Mokken Scale Analysis.

The Maslach Burnout Inventory Questionnaire

The questionnaire has 22 items comprising three sub-dimensions: emotional exhaustion, depersonalization, and personal accomplishment. The 22 MBI items are based on 7-a point Likert scale (0 = *never*, 1 = *a few times a year or less*, 2 = *once a month or less*, 3 = *a few times a month*, 4 = *once a week*, 5 = *a few times a week*, and 6 = *everyday*). It took about five minutes to be completed by the respondents. The internal reliability of the questionnaire was reported by Maslach et al. (1996) as highly acceptable (Emotional Exhaustion [$\alpha = .90$], Depersonalization [$\alpha = .79$], and Personal Accomplishment [$\alpha = .71$]).

Procedures

To determine the relationship between teachers' mobile affordances and their burnout, this study used Mobile Teaching Affordances and Maslach Burnout Inventory questionnaires to conduct qualitative, correlational research. The mobile affordance and teacher burnout questionnaires were distributed electronically (using Google Forms) and on paper, starting in September 2022. Statistical Package for Social Sciences (SPSS, version 24) was used for data analysis. To study the correlation between the study's two variables, the first research question, the Pearson product-moment correlation coefficient, was run. Furthermore, to investigate the significant differences between Iranian EFL men and women teachers' mobile affordances and burnout, the second and third research questions, an Independent-samples *t*-test, were run.

Results

To answer the study's research questions, first, a series of preliminary analyses, such as assessing the questionnaire's

Table 3

Independent Samples Test of Mobile Teaching Affordances between Men and Women

Variable	Levene's test for equality of variances		t-test for equality of means					
	<i>F</i>	<i>p</i>	<i>t</i>	<i>df</i>	<i>p</i>	MD	SEM	
Mobile affordances	Equal variances assumed	4.21	.04	-1.05	226	.30	-1.87	1.78
	Equal variances not assumed			-1.11	147.53	.27	-1.87	1.68

Note. MD = mean difference; SEM = standard error mean.

Discussion

Focusing on three research questions, the current study showed a small negative relationship between teacher burnout and mobile affordance, signifying that the more knowledgeable teachers regard Mobile affordances, the less burnout syndrome they experience. In line with this finding, Webb and Cox (2004) refer to the importance of affordances extensively when identifying trends in how new technologies such as mobile, tablet, and other CALL materials are used in the school curriculum. The importance of

reliability and data's normality, was done using SPSS. The results of descriptive statistics showed that 228 EFL teachers completed the questionnaires. Besides, the normality of the data was checked using the Kolmogorov-Smirnov test. The analysis reveals significant normal distributions among EFL teachers in the current research since the *p*-values for both variables were higher than .05. Then, the Pearson-moment correlation coefficient, a parametric measure of rank correlation, was used to answer the first research question. The results (Table 1) revealed a small negative correlation between mobile affordance and EFL teachers' burnout ($r = -.15$, $p = .04$). The more knowledgeable teachers are regarding Mobile affordances, the less sense of burnout they have.

Table 1

Correlation between EFL Teachers' Mobile Affordances and Their Burnout

Pearson correlation	Teachers' burnout
Correlation coefficient	-.15*
<i>p</i> (2-tailed)	.04

Note. $N = 228$.

*Correlation is significant at the .05 level (2-tailed)

To answer the second and third research questions, the independent samples *t*-test was used. Table 2 shows the descriptive statistics of men and women teachers in mobile affordances and burnout.

Table 2

The Descriptive Statistics of Men and Women Teachers in Mobile Affordances & Burnout

Variable	Participant	<i>n</i>	<i>M</i>	<i>SD</i>
Mobile Affordances	Women	159	113.92	12.829
	Men	69	112.06	11.156
Burnout	Women	159	57.50	16.825
	Men	69	71.06	19.444

As the Table shows, among teachers, women have a higher Mobile Affordances mean score (113.92) than men (112.06), while men have a higher mean score (71.06) than women (57.50) in burnout. To find whether these differences are significant, an independent samples *t*-test was run (Table 3).

The results (Table 3) illustrated that although there was not a significant mean difference between men and women in Mobile Affordance ($p = .30$, two-tailed), there was a significant mean difference between men and women in burnout ($p = .00$, two-tailed). Thus, the second research hypothesis was accepted, while the third one was rejected.

affordance and burnout in the educational system in the online teaching process was also emphasized by McCann and Holt (2009). They examined stress among higher education faculty members with online courses. The analysis revealed significant differences in burnout when comparing online and traditional teaching methods. The online instructor appears less stressed than the traditional instructor, without differences between males and females. According to Balboni (2013), teachers' emotions influence their management of the classroom, but also their cognitive abilities. Therefore, negative emotions towards employing social

media can affect all areas of life, including work, and influence teacher burnout. Gunter and Braga (2018) decided to shut down traditional teaching practices so focused on teachers using technology, especially online mobile devices via Apps, to develop the oral skills of the teachers which led to a decrease in their sense of burnout. Besides, Çelik et al. (2018) examined the importance of Mobile affordance and showed that mobile technologies offer new affordances for teacher observation in teacher education programs, making them more motivated. These changes can affect the teaching process of teachers and their performance. Although the teachers' motivation could improve their performances, if the anxiety and frustration of teachers are not managed, it can result in numerous negative consequences, including loss of job satisfaction and decreased effectiveness in teaching. It can even result in burnout (Kumawat, 2020). Estrada-Muñoz et al. (2020), concerning the use of technological tools in the school context, show how teachers who experience conditions such as techno-anxiety and techno-fatigue report high levels of physiological activation, discomfort and tension about teaching technologies' current and future use.

Moreover, social media correlations with teachers' burnout were surveyed by de Bruijn et al. (2021). They found a significant correlation between social media use and teacher job burnout. Very recently, Hamad and Azeez (2023) aimed to determine whether there is a relationship between the level of e-learning and job burnout for faculty members at the University of Mosul and showed that the participants reported less intensive feelings and no sense of fatigue when using e-learning.

Regarding the second research question, the results revealed no significant difference between men and women regarding mobile affordances, which contrasts with the study of Kuo et al. (2013), who examined media affordance on different platforms. They reported that males are more engaged in expressing information than females, therefore, had lower affordance towards these issues. Also, Liu et al. (2016) revealed that affordances toward using social media in their instruction were different by the level of teaching experiences. However, the gender of teachers was not related to their using media affordances. In this regard, however, Pramaskara (2022) viewed females as an inferior and weak gender in using social media. He believed that the media have affordances related to human interactions and that there is a significant difference between males' and females' attitudes towards using media.

Concerning the third research question, the results showed a significant difference in burnout between men and women, favoring men teachers. Although, some educators as Guthrie et al. (1998), examined burnout during participants' undergraduate training and believed that there was no significant difference between the males and females in their scores.

However, Purvanova and Muros (2010) survey the relationship between gender and burnout among 409 participants. The results showed that females are more likely to experience burnout than male employees. Other educators, such as Bayani et al. (2013), reported demographic information of the participant, such as age, gender, or years of experience, as important issues that determine burnout of EFL teachers. They examined related studies in these domains and collected data from 280 EFL teachers and found out that male teachers suffered more from burnout symptoms than their female counterparts. Also, Ghanizadeh and Jahedizadeh (2015) reported that teacher burnout is related to background variables, including age, gender, and educational level. They showed that burnout is more seen in males than females. However, Artz et al. (2022) stated that females are more likely than males to report physical and emotional exhaustion related to their job. Besides, Medetbayeva and Akhmetov (2021) believed that females were likelier than males to report emotional exhaustion related to their job. Accordingly, Toropova et al. (2021) reveal that female teachers had more job satisfaction than male teachers. Artz et al. (2022) also believed female workers were significantly more likely than males to report job burnout.

Conclusion

This study aimed to determine if a relationship exists between teachers' mobile affordances and their burnout. The study was

conducted among teachers who taught English as their foreign language in Iran. A review of the related studies showed that the importance of affordance could be emphasized on the expanded factors such as mobile teaching. Also, the influences of using technology and teachers' affordances towards it were examined by different educators who believed that the m-learning readiness of teachers was influenced by their level of technical knowledge, awareness, and motivation. On the other hand, researchers attempt to overcome the problems which may arise if a mismatch is found between what language teachers expect in their job and what they experience. But, how much there were related to each other was ignorant; therefore, in the current study, the researcher examined the relationship between the teachers' mobile affordance and their burnout.

Considering the results of this study, mobile teaching affordances can positively impact teachers' burnout. This is achievable for teachers by, for instance, using mobile devices such as tablets or smartphones to manage their workload by allowing them to access resources and communicate with students and colleagues from anywhere at any time. This flexibility can reduce stress levels and increase job satisfaction. Moreover, these affordances can provide opportunities for professional development and collaboration with other educators. This can help teachers feel more supported in their work and reduce feelings of isolation. According to the literature, when teachers experience burnout, they develop a negative attitude toward the learners. Also, the lack of information about social media for users creates personal problems that make teachers feel worried, disappointed, confused or unstable, and stressed, which can lead to burnout. If teachers can identify the main problems at work and learn how to handle them as they surface daily, perhaps the students' stress and fatigue towards attending English classes decrease which may lead to more class attendance enthusiasm. Therefore, the teachers and students could establish successful communication with each other. Therefore, mobile teaching affordances can significantly reduce teachers' burnout by providing tools for managing workload, enhancing communication and collaboration, and promoting professional development. Accordingly, since this study leads learning social media usage to overcome the barriers and reduce feelings of uselessness and risk of job burnout, language teachers and supervisors could benefit from the results by setting some goals towards incorporating technology and mobile affordances into their teaching approaches. Training alone cannot solve this matter and supervisors and managers of language institutions must take responsibility for providing an environment that encourages instructors and others to use and follow such techno-based approaches.

Considering the significant influence of social media usage on teachers' and learners' performance and the rapid evolution of techno-based educational materials, different studies still need to be planned. Future studies might, for example, look for trends in the correlation between mobile affordances and students' burnout over recent decades among EFL students in the electronic environment. Comparing the results from different university students in different cities might provide additional insights into expanding the study. Also, expanding the investigation among EFL teachers of various age ranges and teaching experience could bring different results. The number of samples, particularly on the part of the EFL teachers, could be increased to get more significant findings. Besides, a qualitative study side could be added to the future study through interviews, diaries, and observations.

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