

The Importance of Teachers' Motivation and its Relations to Burnouts in Universities of Zawia and Tripoli

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ABSTRACT

This study explored the relationship between motivation and burnout among Libyan English language university teachers at the University of Zawia and the University of Tripoli. It focused on demotivators affecting teachers' motivation and burnout, aiming to identify factors influencing these aspects and strategies to enhance motivation. Utilizing a quantitative approach, data was collected through an adapted questionnaire distributed to 30 teachers during the 2024 academic year. Findings revealed that most teachers felt satisfied and purposeful in their roles, indicating that higher motivation correlates with lower burnout, thus providing insights for improving teacher motivation and reducing burnout for a better teaching experience.

Keywords: Teacher motivation; burnout; factors.

الملخص

تناولت هذه الدراسة أهمية تحفيز الأساتذة وعلاقته بالإرهاك النفسي بين أساتذة اللغة الإنجليزية في جامعة الزاوية وجامعة طرابلس. وتم التركيز على العوامل المحيطة بالتحفيز وكيف تؤثر على المعلمين وانهاكهم النفسي. استخدمت الدراسة أسلوباً كمياً، حيث تم توزيع استبيان على 30 أستاذ جامعي خلال العام الدراسي 2024. وأظهرت النتائج أن معظم الأساتذة يشعرون بالرضا والإنجاز. ويعتقدون أنهم حسّنوا حياة طلابهم. كما تبين أن زيادة تحفيز الأساتذة تقلل من احتمال تعرضهم للإرهاك النفسي، مما يسهم في تحسين كفاءتهم وتجربة التدريس.

الكلمات المفتاحية: تحفيز الأساتذة، الإرهاك النفسي، العوامل المحيطة.

Introduction

Teacher motivation is a critical factor in teacher success. Motivated teachers are more likely to be engaged in their work, committed to their students, and effective in the classroom. Conversely, teacher burnout, a state of emotional, physical, and mental exhaustion caused by prolonged or excessive stress, can have a negative impact on teacher performance and therefore student outcomes.

Research has shown that teacher motivation and burnout are closely related. Teachers who are more motivated are less likely to experience burnout, while teachers who are less motivated are more likely to experience burnout.

This research paper explored the relationship between teacher motivation and burnout in more detail. It also discussed the factors that contributed to teacher motivation and burnout, as well as the implications for universities and policymakers.

The Concept of Burnout to Teachers and its Effects on Education

The first person to coin the term "burnout" was an American psychiatrist named Herbert Freudenberger in 1974. He characterizes burnout as "failing" or being fatigued as a result of decreasing resources, forces, and energy due to numerous requests. Exhaustion was initially perceived as a crisis of dissatisfaction at work and more apparent in human resources. As the years went by, this syndrome's characteristics altered from the nature of these professions' work, considering burnout to be a product of the challenging life at work, relationships with coworkers, and workplace insurance.

A study by Slemp et al. (2020) also discovered a negative correlation between teacher motivation and reported burnout. The term "burnout," first used by Maslach and Jackson in 1981, has three distinct aspects: (a) emotional exhaustion, which includes feelings of hopelessness, entrapment, and helplessness; (b) depersonalization, which refers to a physical exhaustion brought on by low energy and persistent fatigue; and (c) decreased personal accomplishment, which is based on the emergence of negative reactions to the work, people, and oneself. Additional burnout correlates have been found in a number of research. For example, Skaalvik and Skaalvik (2020) found that instructors were more likely to consider leaving the field when they were emotionally

worn out and felt that their performance as teachers did not meet their expectation. However, motivation was inversely correlated with their job satisfaction.

Demotivating L2 teachers has been linked to a variety of environmental and individual-specific factors. Numerous school responsibilities and a heavy workload (Kumazawa, 2013), insufficient funding (Yaghoubinejad et al., 2017), unexpected classroom realities combined with students' expectations (Tao et al., 2019), students' attitudes in the classroom (Sugino, 2010), government policies (Song and Kim, 2016), and geographic location (Gao and Xu, 2014) are a few notable demotivators. In addition to these outside variables, teacher motivation may be negatively impacted by societal perceptions that the teaching profession is relatively socially inferior and does not value education (Alexander et al., 2020), a perspective that is occasionally reinforced by the media (Hettiarachchi, 2013).

Teachers may have a faster perceived difference between their ideal self and their current self as a result of those possible demotivators. Finding the difference, though, does not always result in less of a boost. Self-dissimilarities are "likely to become the driving forces in their professional development and career pursuit," as stated by Gao and Xu (2014) (p. 153). Put differently, it is conceivable that demotivators encourage educators to take action to advance their careers (a process known as internalization).

Factors Influencing Teacher Motivation and Burnout

A teacher's well-being is influenced by various motivational factors, including both job resources and personal characteristics. Job resources, such as emotional support, adequate workload management, and coping strategies, have a positive impact on teacher well-being, commitment, and mental health (Nwoko. et al 2023). Teachers' professional relationships with students and colleagues also significantly impact their well-being and job satisfaction. According to Nwoko et al (2023) Kindergarten and primary school teachers rely more on social support than others, and support from leadership reduces the risk of burnout and increases job satisfaction. Training programs that focus on regulating emotions, improving teaching skills, and connecting well with students can improve teachers' well-being, job satisfaction, and commitment to their profession. A study by Sato et al (2022) states that passion for teaching is the primary motivational factor that impacts

teacher well-being. Personal capabilities such as self-efficacy, resilience, coping strategies, and autonomy are critical to the occupational well-being of teachers according to Nwoko et al (2023). Maintaining personal well-being and work-life balance also impacts teacher well-being. Access to support and positive educational settings can also impact teacher well-being (Nwoko,2023). Negative experiences of student misbehavior are associated with decreased teacher well-being, while positive teacher-student relationships foster occupational well-being. Nwoko et al (2023) suggests that promoting teacher motivation and job satisfaction is important to have an autonomous and supportive work environment that meets teachers' basic psychological needs.

Teachers may feel undervalued and demotivated when their voices are not incorporated into major decisions, and lack of autonomy and involvement in decision-making can contribute to teacher burnout (Nwoko, 2023). Autonomy is critical to occupational wellbeing, as it increases teacher motivation and job satisfaction, especially when combined with reflective practice.

The role of support from institutions administration and colleagues in teacher motivation and burnout has been a crucial area of research. The support from school administration and colleagues can play a role in reducing the risk of burnout among teachers. When schools take steps to prioritize the wellbeing and mental health of teachers, teachers demonstrate resilience in the face of challenges that come with the teaching profession. Effective management of classroom-related stressors using coping strategies, meaningful collaboration, and supportive colleagues are of immense assistance to teachers (Nwoko, 2023). Support from experienced colleagues can help teachers to work effectively in improving student learning and wellbeing, and to remain in the profession. The results of a study by Carroll et al. (2021) suggest that support from school administration and colleagues may moderate the relationship between certain stress factors and burnout. Teachers' social support at work can positively impact their own wellbeing. Moreover, the effects of socially supportive behaviors in schools on teacher wellbeing are important to understand (Nwoko, 2023). However, more research is needed to understand the specific ways that social support can be beneficial for teachers in managing stress and avoiding burnout. Intrapersonal and environmental factors are also considered in relation to teacher stress and burnout. Overall, enhanced quality of appropriate support for teachers can help in reducing the risk of burnout (Cheng, 2022).

Teacher burnout is linked to lower academic achievement and student motivation, causing emotional fatigue, depression, and reduced personal achievements. It suggests that burnout may impact student motivation and success. Understanding motivating factors can help prevent burnout and promote teacher motivation, countering emotional exhaustion and perceived lack of personal accomplishment. Therefore, this study aims to answer the following question:

Does teacher motivation affect teacher burnout?

Materials and Methods

Procedure of the study

This study used an adapted questionnaire from a study by Sato et, al (2022).The questionnaire consists of ten questions that utilizes the concepts of teachers' motivation and its relations to teachers' burnouts. The questionnaire was distributed to 30 academic university teachers from different English language departments in the university of Zawia and university of Tripoli.

The academic university teachers who participated in this study teach different subjects in the English language department; however, the common ground is that they all teach English at a university level. Their teaching experience vary in duration. Some of which have been teaching for a over a decade.

Data analysis

Statistical Analysis instruments

To evaluate the responses of the study sample, descriptive statistics were used to analyze the data using the Statistical Package for the Social Sciences (SPSS V27), which includes: frequency tables, bar charts, arithmetic mean, standard deviation, and simple linear regression to examine the effect of teacher's motivation on their burnout levels

Face Validity of the Questionnaire (Validity of Experts)

The researcher tested the validity of the study questionnaire by using the expert validity method. The questionnaire was presented to a group of experts who have experience in the field of the study. The researcher

considered the majority of the experts' comments to finalize the questionnaire's formulation.

Cronbach's Alpha Coefficient:

To test the reliability of the study tool, Cronbach's alpha test was used to measure the internal consistency of the questionnaire. The results shown in Table (1) indicate a reliability level of 85.9% in the responses of the study sample, which is an acceptable percentage since alpha values above 70% are considered reliable. Therefore, it can be concluded that this scale is reliable, meaning that the respondents understand its items in the same way as intended by the researcher. Consequently, it can be relied upon in this field study, as the likelihood of obtaining consistent results upon reapplication is estimated at 85.9%.

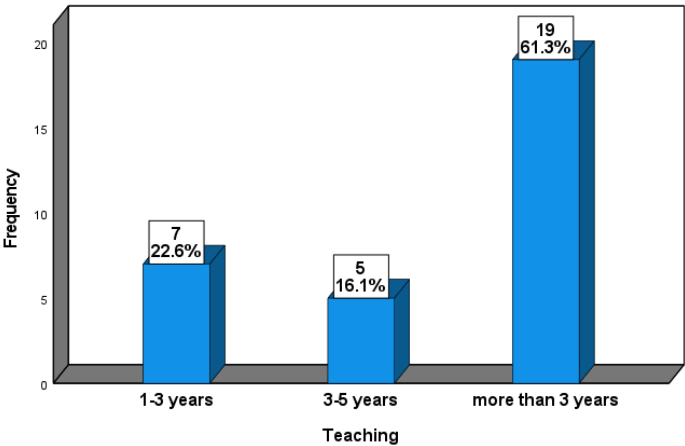
Table number (1)
Results of the test for the reliability of the study questionnaire
(Cronbach's Alpha)

Dimension	Number of statements	Cronbach's Alpha
Section A: Teachers' motivation	5	0.779
Section B: Teachers' burnout	5	0.818
Questionnaire	10	0.859

Table (2)
Distribution of the sample based on teaching years

Teaching years	Count	%
1-3 years	7	22.6
3-5 years	5	16.1
More than 5 years	19	61.3
Total	31	100.0

The provided data in Table 2 illustrates the distribution of the sample based on the number of years teachers have been in the profession. The sample consists of 31 teachers, with 22.6% having 1-3 years of experience, 16.1% having 3-5 years of experience, and 61.3% having more than 5 years of experience.



Section A: Teacher Motivation

Table (3)

Teachers’ responses regarding to their motivation of teaching

No	Statement	Not		2		3		4		Very much	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	How much do you enjoy teaching?	-	-	-	-	8	25.8	7	22.6	16	-

2	How much do you feel that teaching is meaningful and worthwhile?	-	-	1	3.2	2	6.5	7	22.6	21	-
3	How much do you feel that you are making a difference in the lives of your students?	-	-	1	3.2	6	19.4	12	38.7	12	-
4	How much do you feel supported by your school administration and colleagues?	3	9.7	5	16.1	13	41.9	7	22.6	3	3
5	How many do you have opportunities for professional development and growth?	3	9.7	8	25.8	7	22.6	10	32.3	3	3

The table (3) presents the responses of teachers regarding their motivation for teaching:

1. Majority of the teachers (51.6%) reported that they enjoy teaching "Very Much", while another 22.6% gave a rating of 4, indicating a high level of enjoyment and satisfaction with their job.
2. An overwhelming 67.7% of teachers feel that teaching is "Very Much" meaningful and worthwhile, suggesting a strong sense of purpose and fulfillment in their profession.
3. Over three-quarters of the teachers (77.4%) feel that they are making a significant difference in the lives of their students, with 38.7% rating it as "Very Much" and another 38.7% giving a rating of 4.

4. Regarding support from school administration and colleagues, the responses are quite varied. The largest group (41.9%) feels "Moderately" supported (rating 3), while 22.6% feel well-supported (rating 4). However, a significant percentage (25.8%) feels either "Not" supported (rating 1 or 2) or "Very Much" supported (rating 5).

5. For opportunities for professional development and growth, the responses are also diverse. The largest group (32.3%) feels they have "Good" opportunities (rating 4), while 25.8% feel they have "Few" opportunities (rating 2). Around 22.6% feel they have "Moderate" opportunities (rating 3), and 19.4% feel they have either "Not" or "Very Much" opportunities (ratings 1 and 5).

Overall, the data suggests that teachers generally enjoy their work, find it meaningful, and feel they are making a positive impact on students' lives. However, there is room for improvement in terms of support from administration and colleagues, as well as opportunities for professional growth, which could potentially affect teacher motivation and burnout levels.

Table (4)

Mean and standard deviation for Teachers' responses regarding to their motivation of teaching

No	Statement	Mean	Standard deviation	Level of agreement
1	How much do you enjoy teaching?	4.26	0.855	Very high
2	How much do you feel that teaching is meaningful and worthwhile?	4.55	0.768	Very high

3	How much do you feel that you are making a difference in the lives of your students?	4.13	0.846	High
4	How much do you feel supported by your school administration and colleagues?	3.06	1.093	Moderate
5	How much do you have opportunities for professional development and growth?	3.06	1.181	Moderate
	Grand Mean	3.81	0.637	High

The results presented in Table 4 highlight the teachers' perspectives on their motivation for teaching. The mean scores indicate that the teachers reported a very high level of enjoyment ($M = 4.26$, $SD = 0.855$) and a strong sense of meaning and worthwhileness ($M = 4.55$, $SD = 0.768$) in their profession. Additionally, the teachers felt they were making a high level of difference in the lives of their students ($M = 4.13$, $SD = 0.846$). However, the results revealed a moderate level of agreement regarding the support received from school administration and colleagues ($M = 3.06$, $SD = 1.093$) and opportunities for professional development and growth ($M = 3.06$, $SD = 1.181$). Similarly, the statement "How much do you have opportunities for professional development and growth?" has a mean score of 3.06, indicating a moderate level of agreement. The high standard deviation of 1.181 further suggests a wide range of responses, with some teachers perceiving more opportunities than others. The grand mean score across all statements was 3.81 ($SD = 0.637$), indicating an overall high level of motivation among the teachers.

Section B: Teacher Burnout

Table (5)

Teachers' responses regarding to their burnout

No	Statement	Not		2		3		4		Very much	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	How often do you feel emotionally exhausted from your work?	3	9.7	8	25.8	8	25.8	10	32.3	2	3
2	How often do you feel that teaching frustrates you?	7	22.6	7	22.6	9	29.0	5	16.1	3	7
3	How often do you feel ineffective as a teacher?	12	38.7	6	19.4	8	25.8	3	9.7	2	12
4	How often do you feel detached from your students?	12	38.7	9	29.0	9	29.0	1	3.2	-	12
5	How often do you feel unmotivated to go to work?	7	22.6	13	41.9	8	25.8	2	6.5	1	7

The results presented in Table 5 highlight the teachers' responses regarding their experiences of burnout. A concerning finding was that a significant portion of teachers reported feeling emotionally exhausted from their work either frequently (32.3%) or very frequently (6.5%).

Additionally, nearly half of the teachers (45.2%) indicated that they felt frustrated by teaching frequently or very frequently, which is a substantial percentage.

On a more positive note, the majority of teachers (58.1%) reported rarely or occasionally feeling ineffective as a teacher, and a substantial portion (67.7%) rarely or occasionally felt detached from their students. Furthermore, a majority of teachers (64.5%) rarely or occasionally felt unmotivated to go to work.

However, it is important to note that a considerable number of teachers still experienced feelings of ineffectiveness (25.8% sometimes, 16.2% frequently or very frequently), detachment from students (29% sometimes, 3.2% frequently), and lack of motivation to work (25.8% sometimes, 9.7% frequently or very frequently). These findings suggest that while some teachers may be coping well, a significant portion of the sample is experiencing various indicators of burnout, such as emotional exhaustion, frustration, and lack of motivation.

Table (6)

Mean and standard deviation for Teachers' responses regarding to their burnout

N o	Statement	Mean	Standard deviatio n	Level of agreeme nt
1	How often do you feel emotionally exhausted from your work?	3.00	1.125	Moderat e
2	How often do you feel that teaching frustrates you?	2.68	1.275	Moderat e
3	How often do you feel ineffective as a teacher?	2.26	1.264	Low
4	How often do you feel detached from your students?	1.97	.912	Low
5	How often do you feel unmotivated to go to work?	2.26	.999	Low
	Grand Mean	2.43	0.855	Low

The results presented in Table 6 provide insights into the teachers' experiences of burnout. The mean scores indicate a moderate level of emotional exhaustion from work ($M = 3.00$, $SD = 1.125$) and frustration with teaching ($M = 2.68$, $SD = 1.275$). However, the teachers reported low levels of feeling ineffective as a teacher ($M = 2.26$, $SD = 1.264$), detached from their students ($M = 1.97$, $SD = 0.912$), and unmotivated to go to work ($M = 2.26$, $SD = 0.999$). The grand mean score across all statements was 2.43 ($SD = 0.855$), suggesting an overall low level of burnout among the teachers. It is noteworthy that the standard deviations for statements related to emotional exhaustion and frustration were relatively higher, indicating greater variability in the teachers' responses compared to the other statements.

Does teacher motivation affect teacher burnout?

To answer the question above, simple linear regression was fit to address the effect of teacher's motivation on teacher burnout. The results are presents on table (7)

Table (7)

Results of fitting simple linear regression to examine the effect of teacher's motivation on their burnout levels

Variable	Coefficient	S.E.	Correlation (R)	Coefficient of determinati on (R^2)	T value	P-value
Motivation	-0.603	0.223	0.449	0.202	-2.707	0.011

The regression analysis results presented in Table 7 indicate a statistically significant negative relationship between teachers' motivation and burnout levels ($b = -0.603$, $p = 0.011$). The coefficient of determination ($R^2 = 0.202$) suggests that 20.2% of the variation in burnout can be explained by differences in motivation. Although the correlation between the two variables was moderate ($R = 0.449$), the t-value of -2.707 was sufficient to establish statistical significance at the

.05 level. The negative coefficient implies that higher levels of motivation are associated with lower levels of burnout among teachers.

Findings of this study

The study investigated university teachers' motivation levels and experiences of burnout. The results indicated that university teachers generally reported high levels of enjoyment and a strong sense of meaning and fulfillment in their profession. They also felt that they were making a positive impact on their students' lives. However, the levels of support from university administration, colleagues, and opportunities for professional development were rated as moderate, with considerable variability in the responses.

Regarding burnout, a significant portion of university teachers experienced emotional exhaustion and frustration with teaching. However, the majority did not feel ineffective, detached from students, or unmotivated to work. The overall level of burnout was low, as indicated by the grand mean score. Notably, the regression analysis revealed a statistically significant negative relationship between university teachers' motivation and burnout levels, suggesting that higher motivation is associated with lower burnout.

University teachers' motivation is crucial as it directly impacts their job satisfaction and engagement. High levels of motivation can lessen burnouts, while low motivation can often lead to increased stress and ultimately can result in downfall of teachers' wellbeing and students' outcomes.

Majority of university teachers felt that teaching is meaningful and worthwhile and felt that they are making difference in the lives of their students which indicates that their motivation was high; however, about 41% of the teachers did not quite feel supported by their administration which ultimately might lead to burnout due to the lack of a good recognition from their administration and colleagues.

The motivation of university teachers is a critical factor that influences not only their own well-being but also the educational experiences of their students. By fostering an environment that enhances motivation through support, recognition, autonomy and work-life balance, universities can help reduce burnouts and promote a more effective and fulfilling academic experience for both teachers and students. Addressing the motivational needs of the staff members should be a

priority for educational institutions aiming to enhance overall performance and satisfaction within academic community.

Discussion

In conclusion, this study studied the relationship between university teachers' motivation and teachers' burnout and how each aspect can affect the other. Teachers who are motivated are less likely to experience burnout; however, some factors should be considered such as the emotional support of the school or colleague administration as Carroll et al. (2021) suggested. Teachers who are more motivated are likely to have a positive effect on their students' work; therefore, professional opportunities should be offered and support from school administration in order to optimize teachers' motivation. However, to precisely understand how social support can help teachers manage their stress and prevent burnout, more research is required. Cheng (2022) suggested that providing teachers with higher quality, more suitable support can help lower their risk of burnout and therefore increase their motivation.

In a field that is seen as extremely demanding, teachers at all levels deal with tremendous problems on a daily basis. According to the reviewed research, teachers' academic wellness depends greatly on personal qualities including autonomy, methods for coping, resilience, and self-efficacy.

High self-efficacy teachers were found to be linked to low levels of burnout, good emotions, and expert instruction. This implies that a teacher's risk of burnout decreases and their ability to improve the education of students increases with their level of self-efficacy. It has been discovered that instructors with strong resilience have less burnout. Social support, and adaptive coping mechanisms were also found to be beneficial for preserving teachers' wellbeing. Additionally emphasized was the value of autonomy in fostering teacher motivation and job satisfaction.

The relationship between self- efficiency, burnout and overall teacher effectiveness is a critical area of research in educational psychology. High self- efficiency refers to teacher's belief in their ability to successfully execute teaching tasks and manage classroom challenges. This belief is linked to several positive outcomes including lower levels of burnout and enhanced emotional well-being.

Self- efficiency and Burnout

In general, teachers who have high level of self- efficiency are more able to withstand the pressures of their line of work. They frequently approach problems with a problem-solving mentality, which enables them to get through challenges circumstances without feeling overburdened. This resilience acts as protective factor against burnout, as these teachers are less likely to experience feelings of helplessness or emotional exhaustion. A study by Klassen and Chiu (2010) found that teachers with high self-efficacy and motivation reported significantly lower levels of emotional exhaustion, a key component of burnout. This suggests that when educators feel competent and passionate about their work, they are better equipped to handle the stresses of their profession. Consequently, their confidence in their teaching abilities not only reduces their risk of burnout but also enhances their capacity to engage and inspire students, leading to better educational outcomes.

Emotional Wellness and Professional Training

Teachers' emotional states have significant impact on how well they educate. Positive feelings like excitement and contentment are linked to high self-efficacy and can foster a more stimulating and encouraging learning environment in the classroom. Teachers are more likely to use creative teaching techniques and develop deep connections with their students when they are confident in their skills. Since motivated and self-assured teachers can modify their approaches to suit a ranges of student demands, this professional training is essential for the learning and development of students. A study by Skaalvik and Skaalvik (2017) highlighted that teacher who perceive high levels of support from their institutions and colleagues experience greater motivation and lower burnout rates. This indicates that fostering a supportive work environment can enhance teachers' motivation, thereby reducing the risk of burnout. Additionally, resilience has been identified as a protective factor; teachers with strong resilience are more likely to maintain their motivation and cope effectively with stressors (Brouwers & Tomic, 2000).

Resilience and Coping Mechanisms

A teacher's capacity to handle the demands of their work is greatly influenced by their resilience. Strongly resilient teachers are better able to manage stress and less likely to burnout, according to research. Resilience is influenced by a number of factors, including seeking out social support. Teachers may stay focused and productive by using the

adaptive coping strategies, which also help them manage stress and enhance general wellbeing.

Teachers must have a positive outlook, social support, and a high level of job satisfaction in order to avoid burnout. It was discovered that face-to-face class interactions, pleasant emotions, social support, and the availability of resources all increased job satisfaction. Teachers who expressed a high level of job satisfaction were also more motivated and well-off. However, it was discovered that non-teaching-related workload, anxiety, and depression symptoms reduced motivation and job satisfaction.

Finally, together, these factors create a supportive environment that not only benefits teachers but also leads to improved educational experience for students. By prioritizing these elements, educational institutions can help lessen burnout and promote a more effective and fulfilling experience.

Recommendation

Enhancing teachers' motivation and reducing burnout among university faculty is essential for fostering a positive academic environment and improving educational outcomes. Here are some suggested recommendations that universities can implement:

1. Establishing mentorship initiatives that pair experienced faculty with lower instructors to provide guidance, support and encouragement.
2. Offering workshops, seminars, training sessions focused on teaching strategies, research skills and personal development to help faculty feel more competent and confident in their teaching.
3. Implementing formal recognition programs that celebrate faculty accomplishments in teaching and research reinforcing their role and value in the workplace.

Finally, further studies in this particular area can shed important light on the complex connection between university teachers' motivation and burnout. By investigating a range of approaches, setting, and population, further studies can contribute to a more thorough comprehension of how to promote faculty well-being and academic achievement.

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