

## Investigating the Self-Efficacy and Professional Burnout level among Government Schools English Foreign Language Teachers in Lahore

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**Abstract:** The core objective of this research study was to delve into the intricate relationship between self-efficacy and professional burnout within the educational sector, especially focusing on teachers instructing English as a non-native language, who may be grappling with heightened stress levels. A mixed-methods approach was used for the present research, targeting English teachers across various educational levels in Lahore. The study encompassed a sample size of 316 participants, carefully selected from a total population of 1415 English teachers in Lahore, utilizing a simple random sampling technique. Meticulously designed and well-structured questionnaires were distributed and collected from respondents through a Google link. Subsequently, the collected data underwent thorough analysis using (SPSS). The comprehensive analysis of this research underscores a discernible relationship between self-efficacy and professional burnout among English teachers in public schools in Lahore. The core assumption posits that a diminished level of self-efficacy corresponds to an elevated level of burnout among the selected English teachers. The findings highlighted the existence and persistence of this issue among a subset of English teachers.

**Key Words:** Self efficacy, Professional Burnout, English language ,Teachers, Lahore District

**Introduction** A good teacher has expertise and knowledge in the specific domain of interest. He/she must grow professionally and keep in touch with the current state of the art, knowledge and teaching skills. To achieve this, a teacher must have to prepare the assigned courses and lectures in an excellent manner. A teacher has to demonstrate competency in the classroom in an effective way with the help of appropriate strategy and planning (Ali, 2020). Social cognitive theory derives the theory of self-efficacy. Bandora defined the concept of self-efficacy as: one's faith and belief in one's capacity to prosper in specific circumstances. Our awareness of ecological opportunities is determined by efficacy beliefs (Bandora, 2006a) and it affects the volume of effort, applied in an act, and the degree to which any individual would persevere when opposing obstruction (Pajares, 1997). If someone has a strong sense of efficacy, it certainly enhances personal development in many ways. Such people have the capabilities to deal with the difficult tasks as challenges and manage these

in an effective and accurate way (Bernaus & Gardner, 2008). There are four sources of self efficacy:

- Cognitive Processes
- Motivational Processes
- Effective Processes
- Selection Processes

Burnout is a condition of emotional, mental and physical exhaustion caused by excessive and prolonged stress. It happens when you feel overburden, emotionally drained, and unable to meet constant demands.

**Common symptoms of burnout include**

Compulsion to prove oneself	Job dissatisfaction	Inability to focus
Free-flowing creativity	Lack of sleep or reduced sleep quality	Forgetfulness

High productivity level	Lack of social interaction	Anxiety
High blood pressure	Lower productivity	General neglect of personal needs
Grinding your teeth at night	Fatigue	Change in appetite or diet
Irritability	Unusual heart rhythms	Headaches
Avoidance of decision making	Heart palpitations	

**Relationship between Teacher’s Self-Efficacy and Burnout**

Despite the high impact of new technologies, teachers play the most important role in educational settings, as they are believed to have a significant impact on various aspects, such as methods of teaching, teacher efficacy; burnout and emotional intelligence have received great attention. Therefore, the study of teacher burnout is of great importance to the productivity of teachers and subsequent student learning. It is the burnout of teachers with respect to their demographic variables. Interpersonal stress in the working environment may lead to job burnout. This stressed situation would occur, when there would be a mismatch between the teacher’s perceived capabilities and occupational requirements. Infrastructural and social backing issues as well as intensive load of liability may also increase the level of burn out and lessen the self- efficacy level. From this perspective the relationship/linkage between the levels of teacher’s burnout and self- efficacy yields significant impact in the educational ground particularly in relation to English language teachers.

Burnout is a universal phenomenon and the studies have found that teachers have the highest levels of burnout among human service workers. Some studies revealed the fact that teachers working in schools had been experiencing burnout at very high levels (Aloe *et al.*, 2014).

**Objectives of Research**

- To probe distinct aspects about the self-efficacy of teachers.

- To explore different factors about the burnout level of teachers.
- To examine the effects of Burn out on the Self-Efficacy of teachers.

**Hypothesis/Research Questions**

**H01:** There is no relationship between perceived self-efficacy and professional burnout among teachers.

**H02:** There is no relationship between professional burnout and socio-economic status.

**Research Questions**

1. How burnout affects the level of self-efficacy of teachers?
2. How to improve self-efficacy among teachers by decreasing the burnout level.

**Rationale of the Study**

According to SIS Punjab (School Information System) there are more than 1100 Government schools in Lahore with 2 million enrolled students. In Lahore, there were only 1415 English teachers who teach this subject. There is a huge load and stress for these English teachers to perform better in their respective schools. That’s why there is a need for an investigation for English (as a foreign language) teachers’ burnout and self-efficacy level.

**Methodology**

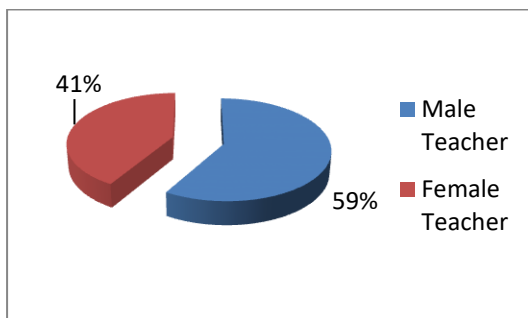
Research approach was used for this research that is mix method and research design is descriptive and inferential. The targeted population was the school teachers who were teaching English language in public schools of Lahore. District Lahore randomly selected at first stage then randomly selected Primary, Elementary, Secondary and Higher Secondary schools. The respondents were selected by simple random sampling technique and the sample size was consisted of 316 out of 1415 all over Lahore of English teachers who have master degrees in English and teach English as a subject. Measurement Scale of Tools: Bandura’s Instrument Teacher Self-Efficacy Scale: Teachers’ Survey Questionnaire and Maslach Burnout Inventory (MBI): Teachers’ Survey Questionnaire was used for data collection. Data was collected with the help of Google form shared in whatsapp groups with English teachers. This data was transferred into SPSS and analyzed by appropriate statistical measures.

Results and Discussion

Detail of Population

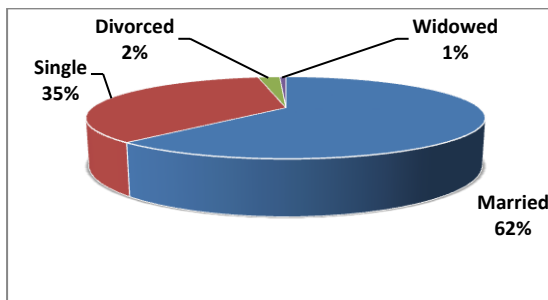
Sr. No	Level Of School	Male Teachers	Female Teachers	Total
1	Primary Level	441	319	760
2	Elementary Level	238	172	410
3	Secondary & Higher secondary Level	142	102	245
Total		821	594	1415

Gender Distribution



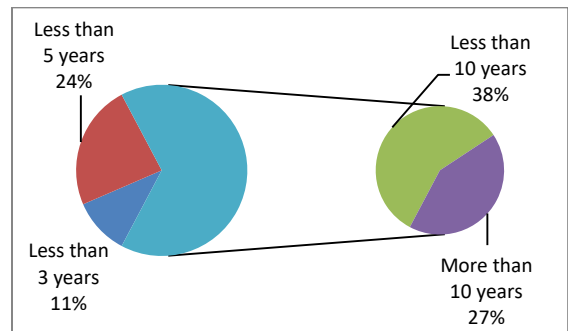
The maximum number of responses was 185 which were male, while 131 were female which constituted 41%.

Marital Status of the Respondents



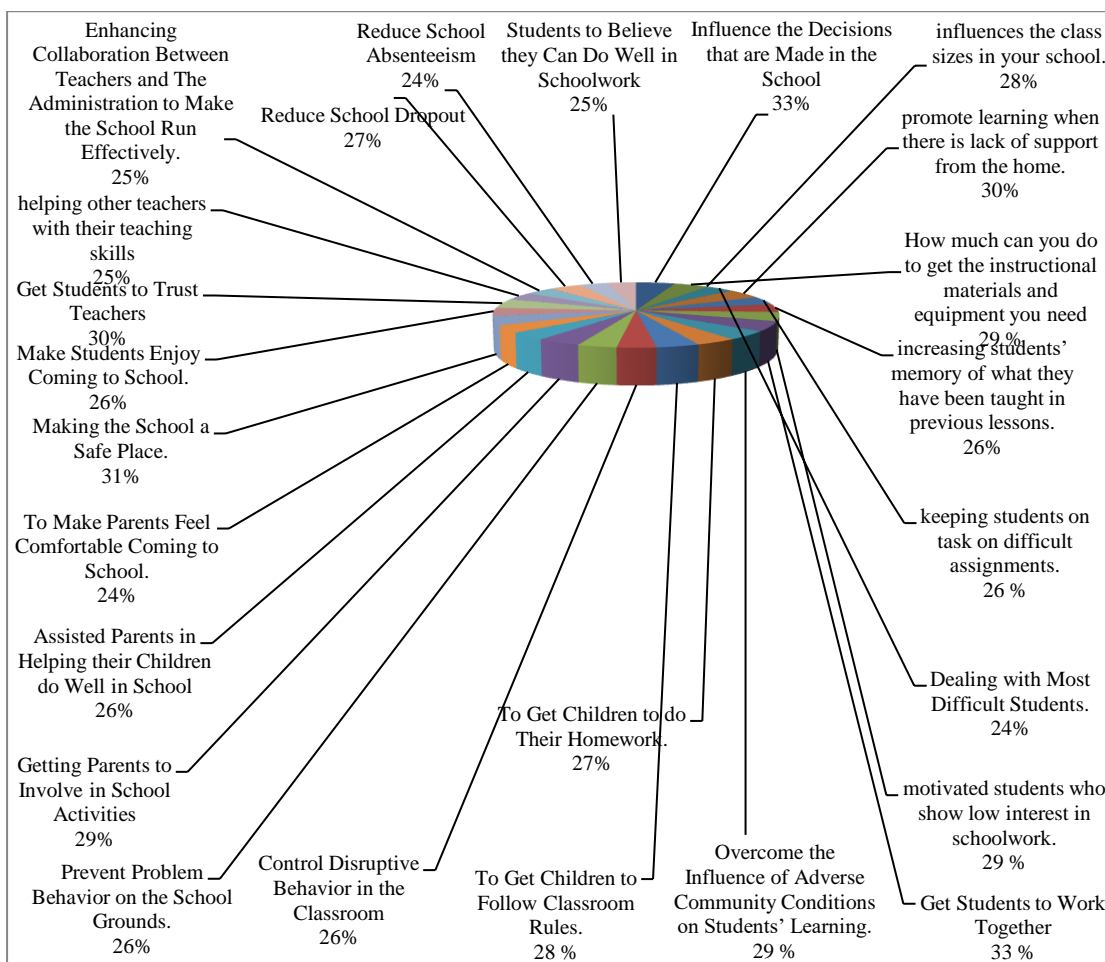
This distribution helps to understand the effect and impact of family life in their respective job life.

Teaching Experience of the Respondents



The results demonstrated that maximum respondents having a good understanding about the teaching methodology, procedure, working environment and all the level of satisfaction.

Analysis of Self Efficacy



**Influence the Decisions**

Almost 33% of teachers replied that they couldn't play a role in decision making. This may give a clue that the problem of staff dissatisfaction in said domain of interest exists.

**Express Views Freely on Important School Matters**

The participant's responses indicated that the majority are still having freedom to express their views in school decisions. Although a satisfactory number raise their voices, they either they have good positions in schools like headmaster, vice principle and have more than 10 years of teaching experience. 23% of teachers were still having no freedom to express their views in their respective schools.

**Instructional materials and equipment**

Majority actually agreed that they were equipped with the latest instructional materials and equipment they need for teaching English subject in their respective

schools. So, this certainly impacts the teaching capabilities and ultimately increases the self-efficacy level. But, still a number of 16% were deprived of such facilities and ultimately decrease in performance. Similar compared result of different schools by their management characteristics, organizational behavior and teachers' capabilities (Aloe, 2014).

**Influence the class size**

Almost half of the respondents highlighted that they have no influence in deciding the class sizes. It is up to the higher-level administration, who decides according to the intake number and the availability of teaching staff in said area of interest. However, almost half of the participants voted against the above argument and they argued that they were given complete freedom and they have influence in deciding the class size.

**Dealing with difficult Students**

More than half teachers faced issues in handling most difficult students. It is due to the fact that they were not allowed to deal with such students as much as they want. So, this thing limited the teacher and forced him/her to do as the above administration instructed. So, lessen the self-efficacy and increase the burn out level.

#### **Lack of support from the home**

An appropriate number of the participants' respond that they were bound from some aspects and can do a limit to promote learning among those students, whose families couldn't support and focus on their children in studies. Thus, this ultimately restricts the teacher's capability and the way to deal with such children. This restriction brings the feelings of less confidence and may lessen the self-efficacy and may increase the burn out level among such English teachers.

#### **Task on difficult assignments**

Out of 316 responses, the most frequently selected option of A Great Deal which is 83 having 22% responses. Second option was Quite a bit which is 71 and 22 % of the total responses. Similarly, third, fourth and fifth options selected from the survey are Some Influence, Very little and Nothing having frequency with percentage 57 (18%), 39 (12%) and 68 (21%) respectively.

#### **Increase students' memory**

Analysis of the participant responses indicated that they have insufficient teacher training, lack of technical support in terms of pedagogy and equipment to prepare students to memorize the previously taught lesson. So, the self-efficacy level and ultimately increases the level of dissatisfaction among teachers.

#### **Motivated students**

An appropriate teacher's strength argued that they actually face some restrictions and constraints, to motivate students who show low interest in schoolwork. Teachers can do and perform at some level, but still teachers need some more liberty to let students motivate in schoolwork.

#### **Students to Work Together**

Analysis indicated that almost 20% of the teachers can't perform well to get students to work together. Due to some school restrictions, such as, in a way, students can get in the habit of cheating/ copying. So it's better to perform alone.

#### **Overcome the Influence of Adverse Community**

The results demonstrated that it is not hard to deal with the influence of adverse community conditions on students' learning. So, this may increase the level of satisfaction among such

teachers that they couldn't perform effectively towards the community and students. However, 25% of staff responded against the above argument and found difficulties to addressing in such situations.

#### **Children to do their Homework**

Facts indicated that it is also not an easy task for some of the teachers to get children to do their homework to some extent. They can motivate students to do homework but, if a student repeatedly can't do this, a teacher can do nothing except to inform higher administration and to the parents. A teacher's such situation may impact the self-efficacy level.

#### **Children to Follow Classroom Rules**

It is seen that more than 25% teachers were also restricted. It looks like the full authority of the teacher has been taken back and divided among different stakeholders such as administration, parents, community etc. In a way, a teacher may lose its power and self-confidence, which ultimately impacts the level of self-efficacy.

#### **Control Disruptive Behavior in the Classroom.**

It is argued from many respondents that it is difficult to handle and manage the disruptive behavior in the classroom. Most of the respondent replied that they can manage and handle the disruptive situation, but still there requires some training and skills to handle such situations effectively. So, if a teacher can't properly manage disruptive situations in his/her territory due to some constraints, then, certainly this happens to lessen the self-efficacy and increase the dissatisfaction level. Similar study found Turkish schools in Bursa. The research was conducted on teachers of special education related with hearing, orthopedic and mentally impaired students. Analysis revealed that male teachers showed more level of emotional exhaustion than female ones (Küçükşüleymanoğlu, 2011).

#### **Prevent Problem Behavior on the School Grounds**

Analysis of responses indicated that the majority of teachers can have influence in the class but, there is a great deal to handle the problem behavior in the school grounds. They argued that teachers influence was limited to the classroom only due to many reasons. This less influence may create dissatisfaction among teachers as well.

#### **Parents Involvement in School Activities**

More than 25% of teachers argued in their responses that they actually interact with the

parents via the school administration. Certainly, in a controlled environment, teachers can communicate with the parents in a limited scope and so, it is difficult to get them involved in school activities. This may impact self-efficacy.

#### **Assisted Parents in helping their Children do Well in School**

Teachers have some scope to deal with the children to let students perform well in school, but in a limited scope. School administration actually couldn't want to make the parents unhappy, so the administration has some different objectives.

#### **Parents Feel Comfortable**

Most of the respondents were confident enough that they can deal with the parents to let them come to the school with comfort. Although, a good number were against this, and argued that, it's the school administration duty to deal with parents.

#### **Make Students Enjoy Coming to School**

This analysis is comparatively goes towards that teacher in the classroom provides a comfortable, pleasurable and enjoyable environment and this may force students to come to the school.

#### **Students to Trust Teachers**

More than 25% of the teachers stated that it is hard and a tough job to get the student's trust.

#### **Helping colleague with their teaching skills**

Teacher community may have influence and help each other by exchanging teaching material, tutorials, supporting material and others to excel other teachers' skills. Teacher can play his/her role to enhance the collaboration between the school administration and the teacher community. But, according to the 28% of the responses, it is a big deal.

#### **Collaboration with Teachers and the Administration for the betterment of school**

It is not an easy task. It is the extra-work Load, that a teacher can take for the betterment of school.

#### **Reduce School Dropout**

Approximately 30% responses highlighted that a teacher can't play a major role to reduce the dropout level. Majority of these respondents upon asking argued that it is at the policy level implications and teachers' community have no or slightly influence in such matters.

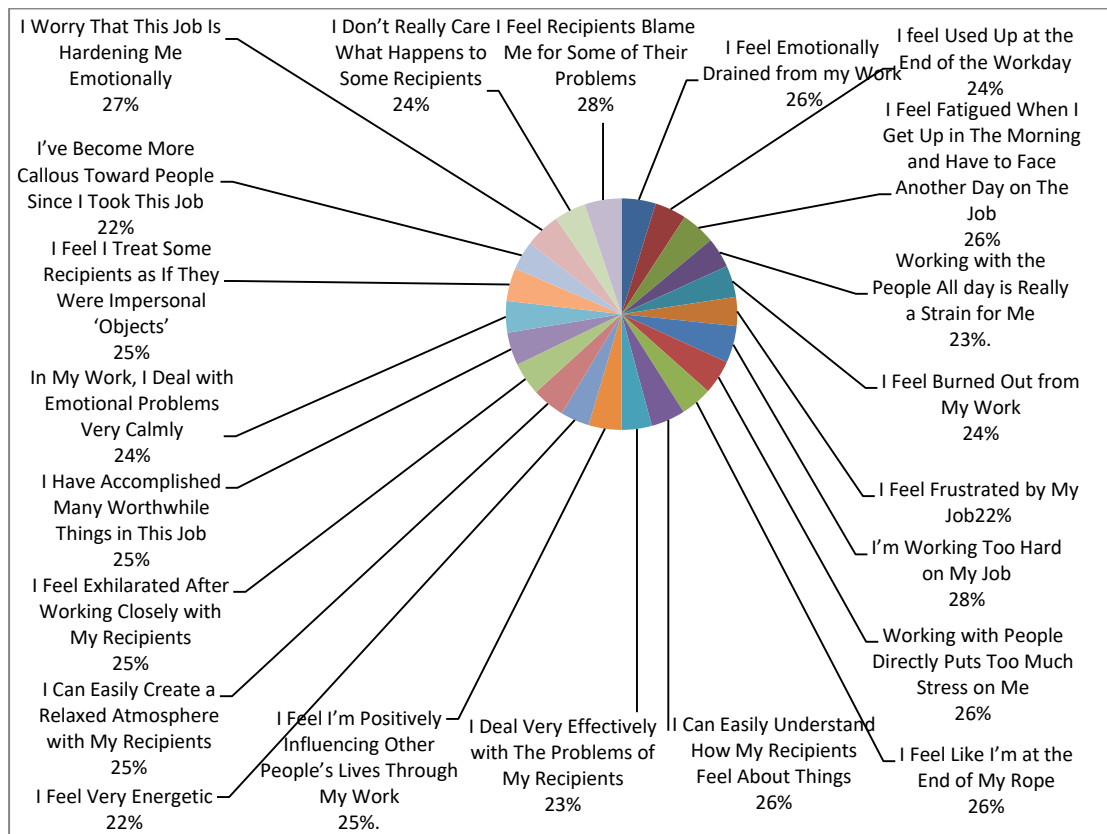
#### **Reduce School Absenteeism**

Almost 30% of the responses, it is evident that it is up to the policy about the absentees set by school administration or higher level.

#### **Students Believe**

The respondents' statistics, it is found that some of the teachers think that they put their effort to maximize the students believe that they can do well in schoolwork by means of motivation, activity, brainstorming, but even then, a large number of students couldn't achieve this level.

### **Analysis of Burnout**



**Emotionally Drained from Work**

The Only 26% of respondents stated that they were never exhausted from their job. However, a large number agreed that they have situations in their job life, that they faced exhausted situations many times. This indicates that the working environment for most of the teachers demands some sort of modifications, so as to minimize the burn out level. Similar study conducted a research on Turkish schools over the same assignments to keenly know the differences amongst teachers in the same school, the findings revealed that in terms of gender, male teachers had low level of exhaust as compared to the female (Sari, 2004).

**Feel Used Up at the End of the Workday**

Out of 316 responses, the most frequently selected option is "Never" which is 76 having 24% responses. The second option was selected "sometimes" and "Frequently" which is 61 and 22% of the total responses. Similarly, other options selected from the survey are rarely and Sometimes having frequency with percentage 60 (19%), 58 (18%) respectively.

**Fatigued feelings**

This study concluded that the majority of the teachers feel fatigued when get up in the morning and have to face another day on the job. This indicates that the level of motivation

in doing a job is not good enough. Most of the teachers are doing their jobs to meet their daily life necessities, however, job satisfaction and comfort level is below the level.

**Working with people Strain for Me**

Analysis of the respondents indicates that Working with the people all day is really a strain for me is not a big factor among the burn out level in teachers. They can spend time happily without any strain. Norwegian schools to found the relationship between self-efficacy and burnout, findings provided as strong relationship among efficacy level and strain of the tasks given to them, level of efficacy must be supported by appropriate degree of appreciation in order to erase the emotional exhaustion and burnouts to achieve more better results similar result found by previous study (Skaalvik, 2007).

**Feel Burned Out from Work**

Almost above 40% participants completely agreed that they feel burned out from their work. This is a massive number in terms of dissatisfaction level. Only 20% were completely satisfied with their jobs and no such issue at all. However, all remaining teaching staff occasionally faced the issue of burnout.

**Feel Frustrated by Job**

Analysis indicates that only 19% of teachers stated that they are not frustrated by their jobs; however, a massive number stated that they are somehow frustrated by my job. Another study done by Hong that overburden work on teachers also affects largely on their abilities and enhances burnouts (Brown & Hong, 2012).

**Working Too Hard on teaching Job**

According to the findings that most of the teachers do not work too hard on their jobs. Only a few are against it and stated they worked very hard. So, this indicates that they were actually not provided with an infrastructure, where teachers can groom themselves regularly and update themselves according to the need. That's why they don't work very hard on their job.

**Working with People Puts Too Much Stress on Me**

Analysis disclosed that the majority of the teachers completely agreed that working with people directly doesn't put too much stress on them. It indicates that people are somehow convenient with each other in the working environment and it is not the main cause of their respective burnout level. Similarly that job stress also causes low efficacy and high burnouts among teachers irrespective of genders; however result revealed that males usually had high efficacy and low burnouts as compared to the female teachers (Betoret, 2009).

**Feel at the End of My Rope**

Out of 316 responses, the most frequently selected option "Never" which is 76 having 24% responses.

**Understand How Recipients Feel About Things.**

According to statistics, it is analyzed that most of the teachers at their respective workplaces can easily understand and generate harmony among other teachers. This is a positive sign and can't impact the burnout level.

**Effectively deal with the Problems of Recipients**

Most of the teachers can deal very effectively with the problems of their respective recipients. Although some are completely disagreeing with this, it highlights that teachers are somehow compatible with each other and support each other to solve problems. Similar study showed compared results of different schools by their management characteristics, organizational behavior and teachers' capabilities (Aloe, 2014).

**Positively Influencing Other People's Lives through Work**

The mostly selected option is "Always" and "Sometimes" which is 80 having 25% responses. Most of the teachers think that they positively influence other people's lives through their work. This is a good sign and directly serves the community.

**Feel Very Energetic**

Out of 316 responses, the most frequently selected option is "Never" which is 69 having 22% responses. The second option was selected "Always" which is 66 and 21 % of the total responses. Analysis highlights that most don't feel energetic at their workplaces.

**Relaxed Atmosphere with Recipients**

This study revealed that most frequently selected option of "Never" which is 80 having 25% responses. Most of the teachers it is not an easy job to create a relaxed atmosphere with their recipients at workplaces. Thus, indicates that at individual level, they have capability and put the effort accordingly, but due to lack of support from higher administration.

**Feel Exhilarated After Working**

More than half of the respondents don't have a delightful experience after working. It seems to them; they assume that it's not a big contribution towards society.

**Accomplished Worthwhile things in Job**

Most of the teachers confirmed that they didn't accomplish many worthwhile things in this job. It also highlights that they are capable but their efforts and capability utilization isn't as effective as it should be.

**Deal with Emotional Problems Very Calmly**

Most of the respondents disagreed with this statement. They actually do not have enough skills to deal with the emotional problems associated with their respective jobs. So, these should be given some sort of psychological training to get themselves out of this problem.

**Treat Some Recipients as If They Were Impersonal 'Objects'**

Mostly replied it is somehow true. However, few were shown to disagree with the statement.

**Callous Toward People**

Analysis indicated that almost half of the participants supported this statement that they have some heartlessness towards people after getting a job.

However, half of the participants denied and stated that they have come closer to their people after work.

**Job Hardening Emotionally**



Most of the participants actually denied this statement.

**Don't Care What Happens to Some Recipients.**

The teacher mostly disagreed and stated that they do care about their respective recipients. However, few were against this statement.

**Recipients Blame for Some of their Problems.**

Out of 316 responses, the most respondents stated that their recipients don't blame me for some of the problems. This indicates a positive sign and lessens the burn out level.

**Correlation Analysis**

The Pearson correlation that is  $-0.461$  represents that there is a significant negative correlation between these two variables. On the basis of results the researcher safely accepts the hypothesis. The results show that there is a relationship between self-efficacy and professional burnout in public school teachers of Lahore who were teaching English as a subject. The assumption says that lesser the level of self-efficacy, greater the burn out level among those selected English teachers. This indicates that the problem exists and persists among some of the teachers. There were many reasons for this phenomenon

including, no influence in decision making, not allowed to express their views in school matters, no influence in acquisition of resources, issues in handling most difficult students among many others highlighted above in the analysis phase. Certainly, many reasons were behind these such as, school administration don't want to distribute authority in comparatively junior teaching staff, no interaction with the policy makers, no proper training and workshops etc.

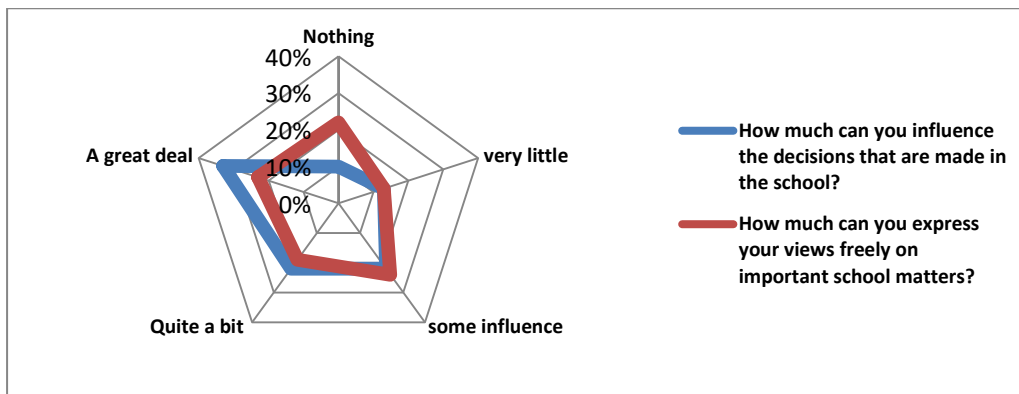
**Survey Results of Bandura's Instrument Teacher Self-Efficacy Scale**

Efficacy to Influence Decision making, Efficacy to Influence School Resources, Instructional Self-Efficacy, Disciplinary Self-Efficacy,

Self-efficacy		Professional Burnout	
Self-efficacy	Pearson Correlation	1	-.461
Sig. (2-tailed)		.933	
N	26	22	
Professional Burnout	Pearson Correlation	-.461	1
Sig. (2-tailed)		.933	
N	22	22	

Efficacy to Enlist Parental Involvement and Efficacy to Create a Positive School Climate.

**Efficacy to influence decision making**



**Efficacy to influence decision making**

In a survey, 33% of teachers responded that they enjoy a great deal of influence in decisions that are taken in schools. Similarly, 23% of teachers respond that they can express their opinions on important school matters to a much greater extent.

**Efficacy to influence school resources**

Activity based teaching by using low-cost material is very helpful for students to understand the learning outcomes. In this

According to survey results that 10 % and 22 % responses disclosed that they have no influence in decision making as well as they are not allowed to express their views in school matters respectively. It has been observed that teachers were not allowed to express their views freely on important matters of school. survey 29% teachers agreed that they have a great deal of influence in acquiring instructional material and equipment when those are required the result demonstrated

that teachers' self-efficacy level to influence school resources was adequate.

**Instructional Self-Efficacy**

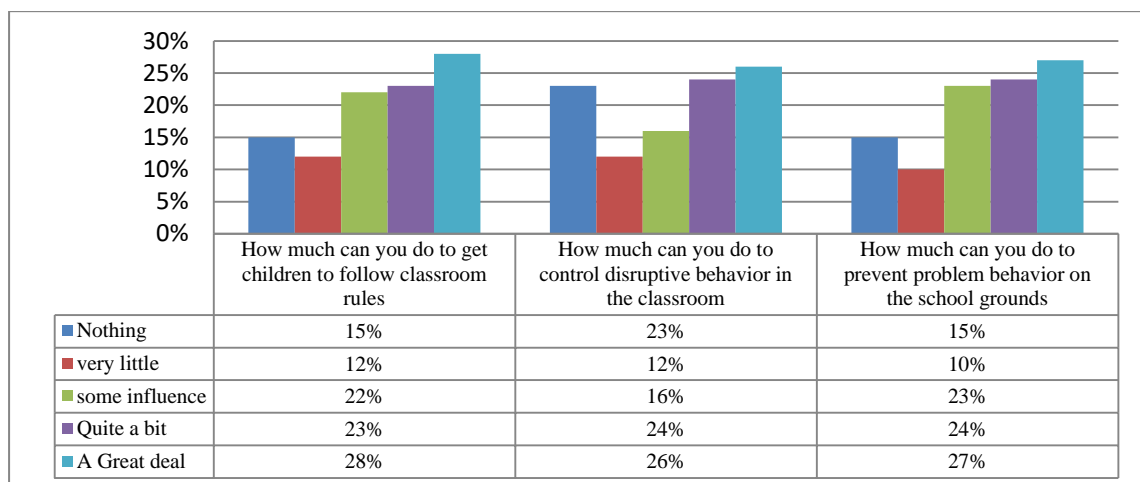
Overall, analysis of these responses that the majority actually agree that they were equipped with the latest instructional materials and equipment they need for teaching English in their respective schools. So, this certainly impacts the teaching capabilities and ultimately increases the self-efficacy level. But, still a good number were deprived of such facilities and ultimately decrease in performance. Also, almost half of the population highlighted that they have no influence in deciding the class sizes. It up to the higher level administration, who decides according to the intake number and the availability of teaching staff in said area of interest.

Upon further analysis, we found that Lahore, being an urban area and comparatively a developed region, a systematic approach is found in some areas of Lahore. Overall analysis demonstrated that almost more than half teachers faced issues to handling most difficult students. Furthermore, appropriate teacher strength argued that they actually face some restrictions and constraints, to motivate students who were showing low interest in schoolwork. Teachers can do and perform at some level, but still teachers need some more liberty to let students motivate in schoolwork.

**Disciplinary Self-Efficacy**

Overall teachers were showing a great deal to maintain the discipline in school and class. However, it is argued from many respondents that it is difficult to handle and manage the disruptive behavior in the classroom. Although, a good number replied that they can manage and handle the disruptive situation, but still there requires some training and skills to handle such situations effectively. So, if a teacher can't properly manage disruptive situations in his/her territory due to some constraints, then, certainly this happens to lessen the self-efficacy and increase the dissatisfaction. Also, it is seen that more than 25% teachers are also restricted in said context. It looks like the full authority of the teacher has been taken back and divided among different stakeholders such as administration, parents, community etc. In a way, a teacher may lose its power and self-confidence, which ultimately impacts the level of self-efficacy. Furthermore, Analysis of responses indicates that the majority of teachers can have influence in the class but, there is a great deal to handle the problem behavior in the school grounds. They argued that teachers' influence was limited to the classroom only due to many reasons. This less influence may create dissatisfaction among teachers as well. Disciplinary self-efficacy in an area which shows decline in a great deal from classroom rules to problem behavior on school ground.

**Responses of Trainee Teachers on disciplinary self-efficacy**



**Efficacy to enlist parental involvement**

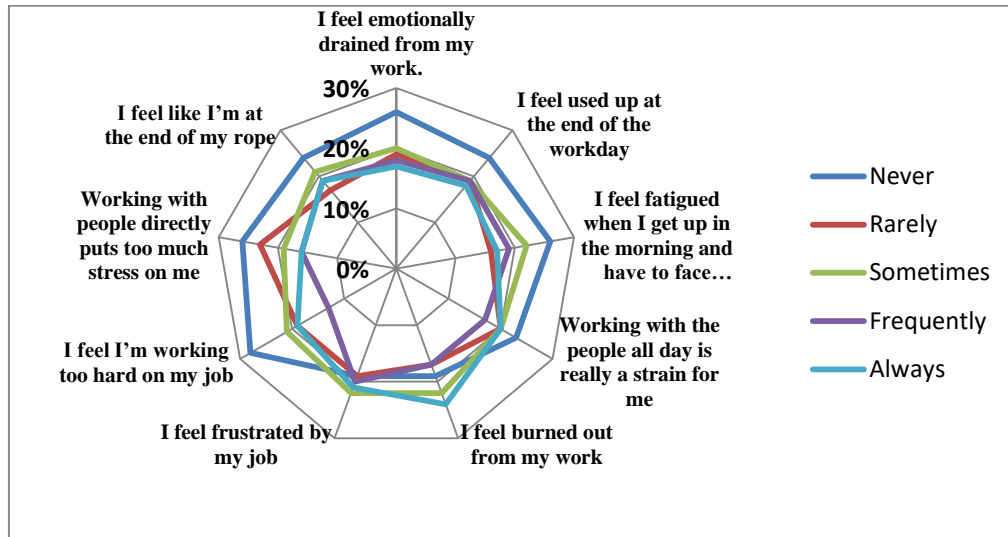
Mostly teachers were showing their satisfaction level in efficacy to enlist parental involvement. Majority of teachers can have influence in the class but, there is a great deal to handle the problem behavior in the school grounds. They argued that teachers' influence

was limited to the classroom only due to many reasons. This less influence may create dissatisfaction among teachers as well. From below table values, it is concluded that teachers have some scope to deal with the children to let students perform well in school, but in a limited scope. School administration

actually doesn't want to make the parents, so the administration has some different

objectives. That's the reason, a teacher may be restricted to express effectively.

Teacher on Emotional Exhaustion



Efficacy to create a positive school climate

The reliability of (08) items are measured with Cronbach's Alpha which is 0.852 and most teachers were showing their satisfaction level in efficacy to enlist parental involvement. Some teachers argued that to make safety measures at a job place is an administrative job and being a teacher, the prime duty is to teach class, rather than to perform administrative tasks. That's why, some of the respondents argued that it is beyond their job scope. Furthermore, Analysis of responses indicated that more than 25% of the teachers stated that it is hard and a tough job to get the student's trust. So, in a way, it is slightly difficult for a teacher to scale up among the student's community. This is certainly impacting self-efficacy. Although, the teacher community may have influence and help each other by exchanging teaching material, tutorials, supporting material and others to excel other teachers' skills.

Approximately 30% responses highlighted that a teacher can't play a major role to reduce the dropout level. Majority of these respondents upon asking argued that it is at the policy level implications and teachers' community have no or slightly influence in such matters.

Above 30% of the responses, it is evident that it is up to the policy about the absentees set by school administration or at higher level. A teacher seems to be partially authorized to

maintain presence of the students in the class room and this partial authority may lead to lessen the self-efficacy.

Conclusion

This study sheds light on the overlooked impact of relationships in teaching, emphasizing the extraordinary results possible with adequate time and attention. It emphasizes that teaching effectiveness is a gradual process involving innate talent and improved communication skills, which are important for professional development and raising student learning standards. Priority levels depend on creating a friendly environment for teachers and students, regardless of efficacy. Low-efficacy teachers benefit from comprehensive training, while average-efficacy teachers need recognition and work to understand the psychological aspects of students. High-performing teachers must have decision-making powers to positively change the educational landscape. Addressing professional burnout is critical, with exhaustion affecting teaching standards; teachers need a calm environment for consistent performance. The interplay of self-efficacy and burnout underscores the importance of targeted training for resilience. Recognizing students' interests is the key for professional teachers, contributing to a brighter future.

### Recommendation

- Innovative training techniques should be implemented at regular intervals to raise the efficacy level of teachers while ensuring effective delivery of skills in classrooms.
- Low-efficacy teachers should be praised and supported, guided toward achieving high-efficacy standards.
- Collaboration between low-efficacy professionals and high-efficacy teachers and experts should be fostered for learning and competition.
- Literature should be provided to increase the attractiveness and value of the personality of underutilized professionals.
- Empower high-efficacy professionals to volunteer to train and raise the standards of low-efficacy counterparts.
- Prevent exhaustion and burnout in high-efficacy teachers to maintain effective communication and professional skills.
- Burnout levels among all professionals should be monitored and managed to strengthen the teaching profession.
- The number of professionals should be increased to distribute the workload and pressure, especially on those with high efficacy.
- Financial resources should be increased to raise professional standards in education.

- Regulatory authorities should be established to monitor institutions and ensure adherence to professional standards.
- Regular psychological training and workshops should be conducted for teachers throughout the year.
- Psychological relationships between high-performing teachers and students should be prioritized.
- Introduce engaging teaching materials to maintain and enhance students' interest in the learning process.
- High-efficacy teachers should identify and focus on weaker students in the class.
- Promote collaboration through parent-teacher associations to better understand students' needs.
- Students should be provided psychological training on the importance of learning foreign languages, especially in English.
- Government should be supportive to improve the quality of education.
- The instruction of high-efficacy teachers should include future career concerns related to English language skills.
- There should be random but regular mass surveys to check and regulate schools.
- In order to improve the overall education system in the rural areas of Punjab, the deficiencies identified in Lahore schools should be addressed immediately.

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