



## Teaching Styles and Self-Efficacy as Burnout Predictors among Teachers in Arab Schools in Israel

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The objective of this study is to examine the connection between self-efficacy, teachers' teaching styles and their sense of burnout at work. The study specifically targets teachers working in primary and secondary schools within the Arab educational system in Israel. 160 teachers from different schools were sampled for the study. 67 of them (41.6%) were men and 93 (58.4%) were women with average teaching seniority of 12 years. The research tool included: background data questionnaire, a teaching efficacy questionnaire, teaching styles questionnaire & burnout in teaching questionnaire. The results showed a positive, strong, statistically significant relationship between self-efficacy in teaching and facilitating and delegating teaching styles. Notably, a negative, moderately significant relationship between these teaching styles and instructors' exhaustion was observed. On the other hand, the results of the study indicate a small but favourable relationship between teachers' burnout and their expert teaching style. The main conclusion of the study is that good teaching avails, facilitates or motivates good learning, and although it is not possible to point out which teaching style is good and which isn't, it is possible to say that teachers who combine teaching styles with an emphasis on style that invites a process of the student cognitive and emotional involvement, with products of understanding performances, like facilitating or delegating teaching style.

**Keywords:** Arab schools in Israel, facilitators and delegator, self-efficacy, teachers' burnout, teaching styles

### INTRODUCTION

For teachers, self-efficacy—the conviction that one can make decisions and take actions that will have a positive impact on his or her life—is crucial. (Bartimote-Aufflick et al., 2016), because it shapes to a considerable extent the way teachers feel, think and behave in different situations. Thus, a high level of self-efficacy may increase the teachers' sense of well-being while on the other hand, when teachers feel insecure in their teaching ability; they tend to avoid dealing with difficulties that are perceived as a

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threat. Such teachers could also have low level of commitment to goals and tendency to give up easily. Additionally, many teachers find it difficult to rebuild their feeling of self-efficacy, so even a minor setback might make them doubt their abilities more severely. They may also experience stress and depression to a greater extent than teachers who have strong self-efficacy as a result of it (Cattelino et al., 2021). Meaning, a high measure of self-efficacy is used as a personal resource to deal with stress situation and as a degrading factor when it is low (Tripp, 2007).

Due to the many demands in teaching affecting all areas of life, the teaching profession is considered as a profession that burns out practitioners compared to other professions. (Hakanen, et al., 2006). Teachers' burnouts can have personal and organizational implications, like frequent absents from work, lack of enthusiasm, decline in performance and quality of service and lack of openness to new ideas (Bahrer-Kohler, 2013). In addition, there is a connection between teachers' burnout and pupils' motivation (Shen et al, 2015), and academic achievements (Madigan & Kim, 2021). Therefore, students of worn-out teachers might be significantly affected.

The 21st century brought many changes in the accessibility and speed of information dissemination, the nature of communication and ways of transmitting information, which led to a need for collaborative tools that allow employees to work together on development of technological means and other responses to immediate and changing needs of customers (Adebisi& Oyeleke, 2018). The changes mentioned above had an impact on the teaching-learning processes and the assessment methods used. As a result, teachers need to diversify their teaching methods and be open to being flexible and creative in their approach to teaching. This shift in mindset and the acquisition of new skills are necessary to adapt to these changes (Grasha, 2002).

These changes undermined the traditional status of the teacher as a transmitter of knowledge from generation to generation and made this concept barely relevant, since the collective knowledge is constantly changes and updates and is available to anyone with a touch of a button. One of the results of this change is the need of the teaching to fit itself to the pupil's emotional and cognitive place, to enable him/her to acquire the knowledge and skills and adapt his/her thinking mode to the conventional form of knowledge and thinking (Kroupis et al., 2019).

When the teacher feels that he/she is unable to be a good teacher, due to skills and properties that include negative feelings towards his/her teaching ways, there is a high risk of developing burnout feelings (Ding & Xie, 2021). There are situations in which a burnout process occurs due to vagueness between the teacher's roles, as he/she perceives it, and the results and achievements expected as a measure of the teacher's success.

The gap between the teaching ways perceived as desirable and the teachers' ability to bring them to the fore' in the course of their work, may cause a burnout that will lead to dropping out of the profession (Zimmerman & Martinez-Pons, 1992). In the same vein, it's important to keep in mind that using effective teaching strategies has a good impact on students' learning and that doing so necessitates continual education. (Fernández & Espada, 2021).

This study aims to examine the connection between self-efficacy, teachers' teaching styles and their sense of burnout at work. The prior could be procedurally defined as: the umbrella covering the knowledge, abilities, and characteristics required for efficient instruction. It includes a variety of skills and traits that allow teachers to support their students' growth and enhance learning. Competence in teaching goes beyond subject-matter knowledge; it also involves the capacity to design and implement effective instructional tactics, foster a supportive and inclusive learning environment, monitor student progress, and give insightful feedback (Garcia & Lee, 2021).

### **Literature review**

#### **Self-efficacy**

Self-efficacy has the power to affect how people feel, think, and act in a variety of circumstances. An individual's sense of personal well-being will grow if they have a high sense of self-efficacy. On the other hand, those who have little commitment to the goals they set and even a tendency to give up easily are those who mistrust their ability and avoid dealing with challenges they view as a threat. These people struggle to rebuild their self-efficacy, and even a minor setback could make them doubt their own talents. Additionally, they experience stress and despair earlier and more intensely than individuals with strong self-efficacy (Ng & Lucianetti, 2016).

The idea of self-efficacy, which is based on Bandura's social-cognitive theory (Devi et al., 2017), contends that a person's confidence in their capacity to plan and take the necessary steps to attain their goals has a substantial influence on a variety of facets of their life. This comprises their personal and professional interests, values, goals, and deeds (Pinquart et al., 2003). Additionally, studies have shown that self-efficacy is crucial for self-directed learning, academic success, and general academic behaviour. In fact, it has been found to be the most reliable indicator of academic achievement and behaviour (Artino, 2012). As a result, one's self-efficacy beliefs not only affect personal growth but also have a significant impact on academic and career outcomes.

Teachers' self-efficacy is defined as their confidence in their personal qualifications to manage specific teaching and learning assignments in class, and improve the achievements of their students (Dellinger, 2001). The perception of teachers' self-efficacy relates to the perception of the teaching assignments difficulty, resources availability, perception of situations as obstacles and the amount of time delegated to the teaching performance, alongside various personal factors such as: teaching seniority, age and gender of the teacher (Tschannen-Moran & Hoy, 2007). Teachers' self-efficacy is combined of three dimensions (there) self-efficacy in class management; self-efficacy in activating alternative teaching methods and assessments and self-efficacy in forming relations with students and the ability to motivate them and involve them in the learning. These dimensions were found associated with performance of required and adapted teaching tasks (Perera, 2019).

Teacher's sense of self-efficacy, inversely to the perception of stressors such as disciplinary problems in the school (Collie et al, 2012; Klassen et al, 2013), as a sense of high self-efficacy predicts greater involvement and low level of burnout and

intentions to drop out of the teaching profession (Avanzi et al, 2012; Gilbert et al, 2014).

The effect of the teaching approach, particularly the collaborative learning method, on the perception of efficacy was the subject of numerous studies. For instance, Shachar and Shmuelevits (1997) investigated the connections between teachers of diverse junior high classes' sense of efficacy and their students' performance of collaborative learning, team collaboration, and teamwork. In one Israeli city, the study looked at 121 teachers from 9 junior high schools. The teachers took part in a one-year training program in a variety of cooperative teaching techniques. Comparatively to teachers who continued to teach in the traditional manner, the study found that teachers who used collaborative teaching methods consistently reported about a higher level of efficacy regarding the progress of problematic students and regarding fostering social relationships in the class (Tashakkori & Teddlie, 2021).

Other studies examined the relationship between the teacher's efficacy and his/her relations with students within the space of the class, emphasized the importance of class' management skill to the sense of efficacy (Ross, 1994). While others had shown that self-efficacy relates to participating in courses of continuing education, implementation of new and varied teaching methods and expressing commitment to the teaching profession and to diligence in the profession (Brouwers & Tomic, 2000).

### **Teaching styles**

The classroom environment, the instructor's experience, and the students' learning are all significantly impacted by the teacher's teaching methods (Swanson, 2020). For instance, a teacher who promotes collaboration and group work fosters active student engagement and a supportive learning environment. In contrast, a more authoritarian teaching style with rigid rules and lecture-based instruction may limit student interaction and critical thinking opportunities. The choice of teaching style significantly influences the overall classroom experience for both the teacher and students. Teaching styles are defined as the nature of actions the teacher use to reach the aims of the lesson, which are the visible application of teacher's beliefs about teaching (Felder, 2002). Teaching styles can be defined according to the learning types they encourage in classrooms (Schroeder et al, 2007). According to Grasha, (2002), the five most common teaching styles are:

#### *The expert teacher*

This style is characterized by perceiving the teacher as a person of knowledge and expertise the students need. In this case, the teacher controls each teaching stage and strives to maintain his/her status as an expert among the students. He/she is engaged in passing on knowledge and acts to insure that the students are ready for knowledge tests. This style is characterized with setting clear rules for the required students' behavior. A teacher who teaches via this style, demands of his/her students hard work and high achievements, and students' discipline is very important to him/her. The main role of a teacher is to pass on knowledge, therefore he/she has to be highly knowledgeable in the knowledge area he/she teaches, and pass on to his/her students, the 'learning material'

according to known learning program that was pre-set in advance (O'Neill et al., 2014). Part of this teaching style is that the teacher is in the center of the activity; the learning task is built as personal or competitive. Usually, no collaboration is required in the learning process, not even help in means or results. Lessons and exercises are implemented frontally. This style of teaching is designed to reach a uniform standard on the test and can be intimidating to inexperienced students as there is no real possibility to adapt the teaching to the personal abilities of the learner.

#### *The teacher with formal authority*

The status of a teacher who teaches in this teaching style is due to his appointment to the role, he/she is engaged with providing positive or negative feedback based on formal standards that students should comply with. In addition, he/she also sets up learning targets, expectations, and rules of behavior. The teacher focuses on ways and clear expectations regarding how things should be done, but the strong investment in the formal authority style can lead to rigid ways of managing the students' standards and concerns.

#### *The personal model*

In this style, the teacher teaches by personal example, encourages the students to imitate his/her approach and personality, supervises, instructs and directs by demonstrating how things should be done. This approach can lead to a situation in which some of the students may feel that they cannot meet the teacher's standards and expectations.

#### *The facilitating teacher*

In this teaching style, the teacher guides his students as individuals and as a group, towards performing the goals he/she set at the beginning of the lesson. He/she guides and directs students to express their ideas and ask questions in order to examine their understanding and progress according to their abilities, encouraging them to develop criteria to reach informed decisions (Crawford, 2000). The facilitating teacher is responsible for planning in advance; he /she has to create a positive climate and preserve it; help the participants to work on subjects which are meaningful to them and bond with each other. He/she has to sum up materials and provide input, to guard the group members and pay attention especially to those of them who are weak and vulnerable. He/she has to help the quiet members of the group to be heard on one hand, and stop the domineering members on the other (Shechtman, 2017).

In this teaching style there is personal flexibility, focusing on the students' aims and needs, and willingness to examine alternative ways of actions and possibilities to achieve them. However, training and conducting a follow-up on the students and formative assessment throughout the process of preparing the assignments, also require the teachers to have very high teaching skills and also requires a lot of time (Crossouard & Pryor, 2012)

#### *A delegating style*

As part of this teaching style, the teacher develops the students' ability to work and function autonomously. Thus, the students work on projects, either independently or as

part of an autonomous team, while the teacher functions as an available resource. In the framework of this teaching style, the general goal of the teacher is to promote the motivation of the students to learn and to promote in them a self-concept of independent learners. However, although the teacher is available to the students, the very fact of granting autonomy may be too much of a challenge for certain students.

Although it is not possible to point to a single teaching style as a preferred teaching style, it is more recommended that teachers should find a way to combine teaching styles, with an emphasis on facilitating style or delegating style, because these styles rather than placing the teacher and teaching in the center, they are suitable for teaching that places the student and learning at the center.

### **Burnout**

As mentioned above, this study investigates the relationship between: self-efficacy, teaching styles and burnout. Burnout is a condition of constant psychological fatigue at work, resulting from a mismatch between personal intentions and motivation on the one hand, and real experiences at work on the other, and become an obstacle preventing the individual from achieving professional goals. Burnout is described as a process in which the positions and behavior of the professional change in a negative direction resulting from pressures at work (Maslach, 2003).

Burnout is a syndrome of emotional weariness that frequently affects professionals dealing with people in some capacity and is defined as the moment when those professionals feel they can no longer contribute from themselves to others (Maslach, 2018). These two researchers referred in their definition to three factors that make up burnout: mental exhaustion, inability to reach personal fulfilment and depersonalization. Mental exhaustion appears when professionals feel on a psychological level, that they no longer can “give from themselves”, and as a result, they move from working at a high level of interest and caring, to work accompanied by a feeling of tiredness and frustration. Inability to reach personal fulfilment reflects a sense of inability to accomplish real achievement at work, manifested by signs of stress and depression. Burnout has many implications, beginning with affecting the worker’s health condition and ending with organization related implications, the worker functioning at work and in his family life (Maslach et al, 2001).

A state of physical, emotional, and cerebral tiredness in teachers is referred to as burnout. It is brought on by long-term stress, an excessive workload, and a feeling of diminished personal accomplishment in the teaching profession. According to Mckinnley-Thompson (2015), in the recent 4 decades, the issue of stress and burnout among teachers had worsened and the teachers’ mental burnout and the pressures they have to cope with had become subjects of increasing public and professional concern.

The study of Fisherman (2015), found the following factors- among the factors - affecting the teacher’s mental exhaustion: the need to deal with difficult and complicated teaching subjects, the challenge and intellectual effort invested in teaching, required knowledge unavailable to the teacher, and highly demanding psychological processes the teacher experiences during the first years of his/her work, their study

indicates that in Israel, these factors cause more than half of the drop out among rookie teachers (Brashier & Norris, 2008). In general, most teachers perceive teaching as a mission; (Roness, 2011), therefore, external demands like high-stakes assessments, constant documentation and registration and accountability are seen by the teachers as a burden that diverts them from the core of their work, which contributes to burnout processes. Autonomy is in a negative proportion to the dimensions of burnout, emotional exhaustion and a tendency to depression are in direct negative connection to a sense of personal achievement. Support of trainers/supervisors is directly related to a sense of autonomy among teachers and may reduce the feeling of too much load, as it offers teachers more opportunities to regulate their work.

Since it directly affects each aspect of burnout, relationships between teachers and students have been highlighted as the most important element affecting burnout. Numerous studies have offered verifiable proof to support this conclusion. For instance, studies have indicated that instructors who are supportive and caring toward their students report lower levels of emotional tiredness, depersonalization, and diminished sense of personal accomplishment. On the other side, difficulties or disagreements in the teacher-student relationship might exacerbate the symptoms of burnout. This emphasizes how important it is to encourage strong bonds and open lines of communication between instructors and students as a way to stop and lessen teacher burnout (Struyven et al, 2012).

Burnout does not harm only the organization and the teacher's functioning on the job, it has direct implications on the teacher's health. Several studies found connection between various burnout components and a line of mental and physical health problems, including stress, depression, nervousness, decreased self-esteem, anxieties, insomnia, High Blood Pressure, Many episodes of flu morbidity, head hake and stomach hake (Leiter & Maslach, 2014). Teachers that have a sense of ability to cope, and know how to implement various teaching methods and work efficiently with parents and colleagues, have lower tendency to suffer burnout (Talmor et al., 2005).

#### **Self-efficacy in teaching, teaching style and teachers' burnout**

According to Ghanizadeh & Jahedizade, (2016), the teachers' burnout level is directly affected by their teaching style; while the styles of expert teaching and authoritative teaching show a positive effect on burnout, meaning that teachers using these two teaching styles are more likely to develop burnout, the finding indicate that a teaching style of personal model, an intermediary, and a facilitator teaching styles, have a negative effect on burnout among teachers; which means that teachers using more these teaching styles can reduce their burnout level.

Studies also report on a relationship between self-efficacy and teacher's burnout (Cherniss, 1995; Cansory, 2017), According to Brownell (1997) who examined the connection between self-efficacy and teacher's burnout. This view is supported by other studies like Cherniss, (1995) who found a strong relationship between low self-efficacy and burnout at work. Other studies (Akbari & Tavasolli, 2011; Ali & Mehdi, 2020; Tripp, 2007), concluded that high level self-efficacy functions as personal resource for

dealing with stressful situations and for burnout reduction, and as a degrading factor when it is low.

Beltman et al (2015), examined the connection between the teacher's professional image and his/her burnout at work, with a distinction between the teacher's professional image (the way he/she perceives his/herself), and the social image (what the teacher thing about how the society perceives him/her). The study concluded that low self-image of teachers, for example: one that is expressed in the feeling that they are not sufficiently skilled in their profession, lack sufficient personal ability and are not professional and do not feel work satisfaction – is associated with burnout.

The scholars Brouwers & Tomic (2000) had found that mental exhaustion affects the perception of self-efficacy. According to them, mental exhaustion lowers the teachers' achievements, their performance and their ability to control the class, and in so doing, impairs their self-efficacy sense. The reduction in self-efficacy sense leads the teachers to make accusations against the students and to feel a cynical and distant attitude towards them. A low self-efficacy was also associated with reduction in the teacher's personal fulfillment feeling. The above scholars claim that a teacher with low confidence in his/her ability to maintain order and discipline in the class, tends to give in easily to students disturbing behaviors and feels inefficient in imposing class order; thus, his/her sense of self-realization is reduced (Smith & Johnson, 2022).

High level of self-efficacy relates to the teacher's willingness to use new teaching methods (Ross, 1998). Furthermore, teachers that have high self-efficacy tend to adopt more humanist approach in the management of their class and encourage students' autonomy, while teachers that have low self-efficacy tend to manage their class in more conservative manner and often use strict regulations and sanctions. Also, teachers who adopted collaborative teaching methods, report of a higher level of efficacy sense regarding two aspects: advancement of struggling students and promoting in-class social relations, compared to teachers that continued to teach in the traditional ways (Cannon & Scharmann, 1996). Studies that investigated the relationship between the teacher's efficacy and his/her relationships with his/her students in the classroom space emphasize the importance of the class management to the sense of efficacy (Ross, 1994). Other studies shown that self-efficacy relates also to participation in extended study courses, implementation of diverse new teaching ways, and expressing willingness and commitment to persevere in the teaching profession (Brouwers & Tomic, 2000).

To reiterate the prior, we may conclude that through empirical research and data analysis, it was discovered that teachers who used collaborative teaching approaches felt more effective at helping challenging students and fostering in-class social interactions. Researchers found a substantial association between the self-efficacy levels of teachers who used collaborative teaching approaches and those who did not. This suggests that collaborative teaching strategies have a beneficial impact on instructors' perceptions of their capacity to help challenging students and promote constructive social interactions in the classroom.

### **Research Objectives**

The research objectives are justified because they seek to investigate critical facets of teaching, such as the traits that make up teachers' teaching philosophies, the indicator of teachers' confidence in their ability to instruct, and the association between teaching philosophies, teacher burnout, and self-efficacy. Effective instructional strategies and curricular guidelines can be influenced by knowledge about teaching styles. Insights into teacher motivation and instructional quality can be gained by analysing teachers' confidence in their ability to teach. Studying the connection between self-efficacy, burnout, and teaching methods improves student outcomes through improving teacher well-being and job satisfaction.

This study is designed to:

1. To examine the extent to which different teaching styles are utilized among teachers in the Arab education system in Israel.
2. To explore the levels of self-efficacy among teachers in the Arab education system in Israel.
3. To investigate the levels of burnout experienced by teachers in the Arab education system in Israel.

### **Research Questions**

1. What is the prevalence of various teaching styles among teachers in the Arab education system in Israel?
2. What are the levels of self-efficacy exhibited by teachers in the Arab education system in Israel?
3. To what extent do teachers in the Arab education system in Israel experience burnout?

### **METHOD**

The current study is correlational quantitative research based on questionnaires examining attitudes and feelings of the studied population.

The objective of the current study is to examine the associations between the variables of interest using a correlational quantitative research approach. In this method, questionnaires are used to collect information on the attitudes and sentiments of the population being investigated. The use of questionnaires allows the researchers to methodically gather participant self-reported data, enabling the assessment of numerous components connected to the research aims.

The research design selected, correlational, allows for the examination of associations or relationships between different variables without establishing causality. This design is suitable for exploring the connections between teachers' teaching styles, their trust in their teaching capacity, and factors such as burnout and self-efficacy. The use of

quantitative methods ensures that the data can be analysed statistically, enabling researchers to identify patterns, trends, and potential correlations among the variables.

A survey questionnaire will be created to measure the important constructs for the investigation. To ensure representativeness and generalizability of the results, the questionnaire will be given to a sample of teachers who have been chosen using the right sampling methodologies. To verify the measurement's validity and reliability, the questionnaire's items will be created using known scales and existing research.

### **The research population and sample**

160 teachers from elementary and high schools in northern Israel's Arabic-speaking educational system made up the study's sample. The participants were selected based on their occupation as teachers within this specific educational system. They were geographically located in the northern region of Israel. The sample included both men and women, with 41.6% men and 58.4% women. The participants' average teaching experience was 12 years, supporting a professional experience-based inclusion criterion. By recruiting teachers from a variety of schools that are part of the Arabic educational system in northern Israel, the researchers ensured that the sample was diverse and representative.

*Education* – 30 of the teachers included in the sample (from now onwards – participants) have a B. Ed degree, 68 a Bachelor degree (BA), 61 with master degree (MA), and 1 with doctoral degree (PhD).

*Role* -39 of the participants teach in primary school (grades 1 to 6), 53 participant teach in Junior high (grades 7 to 9) and 67 of the participants teach in high schools (grades 10 to 12).

*Academic subjects* – 31 of the participant teach Math, 31 teach sciences, 72 teach languages and 26 teach other subjects.

### **Research tool**

The questionnaire utilized in the current study was divided into the following four sections:

*Part 1 – Demographic questionnaire-* Participants provided personal information for this component (Attachment 1), including gender, age, educational level, type of population, field/subject, role, and grades taught.

*Part 2 –self-efficacies in teaching questionnaire-* This questionnaire (Attachment 2), created by Pfitzner-Eden, Thiel, and Horsley (2014), used a 5-level Likert scale to evaluate the effectiveness of teaching. It had 12 questions measuring three criteria: class management, student engagement, and instructional techniques (such as "Think-Pair-Share"). In the current study, the questionnaire's reliability, as measured by Cronbach's alpha, was = 0.936.

*Part 3 – Teaching styles questionnaire-* (Attachment 3) used a Likert scale with 30 items and was based on Grasha's (2002) study. Expertise, formal authority, personal model, facilitation, and delegation were the five main teaching philosophies that were

evaluated. In the current study, the questionnaire's reliability, as measured by Cronbach's alpha, was = 0.875.

*Part 4 – Questionnaire about the teacher's feelings at work – burnout* – This questionnaire (Attachment 4) had 14 questions on a 6-point Likert scale and was adapted from De Smul et al (2018). It evaluated exhaustion, a lack of fulfilment, and depersonalization as three aspects of burnout. In the current study, the questionnaire's reliability, as measured by Cronbach's alpha, was = 0.942.

Exhaustion, a loss of fulfilment, and depersonalization are the three elements of burnout that are precisely measured by the questionnaire. It is made up of 14 questions that are presented on a 6-point Likert scale and was modified from a 2018 study by De Smul et al. The questionnaire assesses the degree to which teachers report feeling emotionally and physically spent as a result of the demands of their jobs. It evaluates the lack of fulfilment as well, revealing how unsatisfied or disappointed instructors are with their jobs. The questionnaire also assesses depersonalization, it describes the extent to which educators grow jaded and disinterested in either their pupils or the people they encounter with at work. In the current study, the questionnaire's reliability was evaluated using Cronbach's alpha, which produced a result of 0.942, demonstrating the questionnaire's strong internal consistency and reliability.

The generic questionnaire utilized in the study has 64 items overall. According to earlier studies, the reliability of the full questionnaire ranged from 0.90 to 0.936, and in the current study, the reliability of the questionnaire, as measured by Cronbach's alpha, was 0.90 to 0.942.

The study sought information on participant demographics, teaching efficacy, teaching styles, and burnout by using these extensive questionnaires. The validity of the data collected is supported by the excellent reliability scores of the questionnaires, which also serve as a strong basis for the analysis and interpretation of the findings.

1. **Fatigue:** (items: 1,2,6,8,12). This metric checks the teacher's exhaustion. Reliability of this metric as reported by researchers tested by Alfa Cronbach was:  $\alpha = 0.90$  and in the current study reliability was  $\alpha = 0.925$ .
2. **Lack of Fulfillment:** (items: 4,7,9,10). Reliability of this metric as reported by researchers tested by Alfa Cronbach was:  $\alpha = 0.82$  and in the current study reliability was  $\alpha = 0.741$ .
3. **De-personalization:** (items: 3,5,11,13). Reliability of this metric as reported by researchers tested by Alfa Cronbach was:  $\alpha = 0.842$ .

The researchers can use descriptive statistics (like means and standard deviations) to summarize the results for each metric and inferential statistics (like t-tests and ANOVA) to evaluate group differences in order to understand the data. A pilot research involving a smaller sample of teachers can be carried out to validate the questionnaires. To ensure accurate assessment of each metric, the reliability of the questionnaires should be assessed by the pilot research using Cronbach's alpha. Correlations with recognized burnout measures might be used to evaluate the construct validity. Any problems with

the questionnaire items can be found with the use of participant feedback, allowing for improvements.

## **FINDINGS**

A mix of descriptive statistics, correlational analysis, and regression analysis would be adequate to address the research issues about teaching methods, self-efficacy, and burnout among instructors in the Arab educational system in Israel. Descriptive statistics would offer information on the degrees of self-efficacy and burnout among teachers as well as how much different teaching philosophies are used. The links between teaching methods, self-efficacy, and burnout would be investigated using correlational analysis to ascertain the strength and direction of these associations. The predictive value of teaching style and teaching competency (self-efficacy) in relation to instructors' burnout levels would next be examined using regression analysis. Depending on the nature of the data and the research hypotheses being investigated, a certain set of analytical techniques will be selected.

The findings of the current study are presented in 3 stages: in the first stage we present the participants division according to teaching style, and the level of efficacy among teachers. In the second stage we present the relationship between self-efficacy in teaching and teaching styles; between sense of self-efficacy in teaching and the teacher's feeling at work (burnout). In the final third stage, we present the relationship between teaching style, teachers' burnout and self-efficacy in teaching. The results were received by the use of multi-linear regression.

### **Descriptive statistic**

The most prominent teaching style found among the participants was the facilitating style (41%), the second most common was the expert style (33%), the third was the personal model (12%), fourth, the formal authoritative style (9%), and the fifth was the delegating style (5%).

Table 1

Teaching styles frequencies according to the prominent style of each participant

Teaching style	Frequency N=160	Percentage N=160
Delegating	8	5%
Facilitating	65	41%
Formal authority	15	9%
Personal model	19	12%
Expert	52	33%

A significant majority (71%) of the teachers that participated in the current study had a high self-efficacy sense, and only about fifth of them (21%) had a low self-efficacy sense. The efficacy sense was calculated according to the average self-efficacy for each participant individually. An average of 3 or above was considered as high self-efficacy and below 3 was considered as low self-efficacy. (See table 2).

Table 2  
Teachers' frequencies according to self-efficacy in teaching

Self-efficacy in teaching	Frequency N=160	Percentage N=160
Low self-efficacy	33	21%
High self-efficacy	127	79%

### Examination of relationships

The results of Pearson correlation test (see Table 3), indicate the existence of significant connections between different teaching styles. The strongest, positive and most significant connection was found between facilitating teaching style and delegating teaching style; ( $r = 0.85$ ,  $p < .0001$ ). This result shows that teachers using facilitating teaching style tend to reveal also characteristics of a delegating teaching style and vice versa. On the other hand, a significant negative connection of medium strength was found between delegating teaching style and an expert teaching style. ( $r = 0.204$ ,  $P < .0001$ ). This result indicates that the more a teacher tends to be characterized as using a delegating teaching style, the tendency to use characteristics of an expert teaching style decreases, and vice versa.

In addition to the above, a significant strong positive connection was found between self-efficacy and a delegating teaching style. ( $R = 0.607$ ,  $p < .0001$ ) and significant strong positive connection between self-efficacy and the facilitating teaching style. These results show that the more the teacher tends to use a facilitating or delegating teaching style, his/her tendency to feel high self-efficacy in teaching increases. On the other hand, no connection between self-efficacy and an expert teaching style was found.

Table 3  
The results of Pearson correlation between the prominent teaching style of the teacher and the teacher's efficacy in teaching

metric	1	2	3	4	5	6
1 Efficacy in teaching	-					
2 Expert	0.062	-				
3 Formal authority	0.415**	0.604**	-			
4 Personal model	0.388**	0.545**	0.684**	-		
5 Facilitating	0.730**	-0.106	0.294**	0.444**	-	
6 Delegating	0.607**	-0.204**	0.309**	0.401**	0.851**	-

\* $P < .001$ , \*\* $p < .0001$

Links were also found between teaching styles and teacher burnout, especially a medium significant negative connection between facilitating teaching style and teachers' burnout ( $r = 0.504$ ,  $p < .0001$ ). The findings indicate that a teacher's propensity to adopt a facilitating approach reduces as their level of burnout increases.

Similarly, the results also revealed a medium significant negative connection between a delegating teaching style ( $r = 0.489$ ,  $p < .0001$ ). This results show that the more a teacher tends to be characterized by a delegating style, the tendency to develop burnout decreases.

On the other hand, was found a significant weak positive connection between expert teaching style and teachers' burnout ( $r = 0.244$ ,  $p < 0.0001$ ). The previous results show that the more a teacher tends to be characterized by an expert teaching style, the tendency to develop burnout increases.

In addition, no significant connection was found between formal authority teaching style and personal model teaching style and teachers' burnout. The findings validate the research conjecture No 3, which stated that a negative connection will be found between certain teaching styles (formal authority, personal model, facilitator, and delegator) and teachers' burnout, meaning that the more the teacher tends to be characterized in the above teaching styles, the tendency to develop burnout decreases. Conjecture No. 4, stating that a positive connection will be found between teachers' tendency to be characterized with a specific teaching style and burnout, was also validated as the findings show that the more the teacher tends to be characterized with expert teaching style, the tendency to develop burnout increases.

Table 4

Correlation between the teacher's prominent teaching style and the teacher's send of burnout at work

Metric	1	2	3	4	5	6
1 Teachers' burnout	-					
2 Expert	0.244**	-				
3 Formal authority	0.029	0.604**	-			
4 Personal model	-0.036	0.545**	0.684**	-		
5 Facilitator	-.504**	-0.106	0.294**	0.444**	-	
6 Delegator	-0.489**	-0.204**	0.309**	0.401**	0.851**	-

\* $P < .001$ , \*\* $p < .0001$

The findings also shown significant linkage between teaching efficacy and teachers' burnout, nonetheless the most noticeable connection was found between teaching efficacy and self-esteem ( $r = -0.453$ ,  $p < .0001$ ). This result indicates that the more the teacher is confident in his/her teaching abilities, the tendency to exude lower self-esteem decreases. Similarly, a significant weak negative connection was found between teaching efficacy and teachers' lack of fulfilment sense ( $r = -0.373$ ,  $p < .0001$ ). This result indicates that the more the teacher is confident in his/her teaching abilities, the tendency to feel lack of fulfilment at work decreases. The findings also show a significant weak negative connection between teaching efficacy and teachers' exhaustion ( $r = -0.394$ ,  $p < .0001$ ). this result indicates that the more the teacher tends to be efficient in teaching, the tendency to develop exhaustion at work decreases.

Table 5

Correlation between teacher's efficacy and teacher's feelings at work (burnout)

Metric	1	2	3	4
1 Teaching efficacy	-			
2 Fatigue (exhaustion)	-0.394**	-		
3 Lack of fulfilment	-0.373**	0.850**	-	
4 Defaming	-0.453**	-0.646**	0.743**	-

\* $p < .001$ , \*\* $p < .0001$

### Multiple regression

A multiple regression analysis was performed to find out to what extent it is possible to predict the burnout of teachers in teaching, based on teaching styles and self-efficacy sense. The burnout in teaching was entered as a dependent variable, while the self-efficacy in teaching and teaching styles were entered as independent variables.

Table 6

Findings of the regression for prediction of the variable (burnout in teaching) according to teaching styles and level of teaching efficacy.

The explaining variables	B	$\beta$	t	R	R <sup>2</sup>
1 Permanent	15.427	-	3.638**		
2 Teaching styles	0.321	0.562	9.612**	0.703	0.494
3 Self-efficacy	-0.156	-0.308	-5.263**		

\*\*P<.0001

It appears from the provided table that the variable being measured in the second row, "Teaching styles," is being looked at as a predictive or explanatory variable. The results of the regression analysis are shown in the table along with the t-value, unstandardized coefficient (B), standardized coefficient ( $\beta$ ), and coefficient of determination (R<sup>2</sup>).

The positive coefficient (B = 0.321) and the standardized coefficient ( $\beta$  = 0.562) in the table demonstrate that the independent variable "Teaching styles" significantly positively affects the dependent variable. The effect appears to be statistically significant, according to the t-value (9.612). The predictive variable and the dependent variable have a significant positive correlation, as shown by the R value (0.703), which denotes the relationship. According to the R<sup>2</sup> value (0.494), the variable "Teaching styles" accounts for about 49.4% of the variance in the dependent variable.

### DISCUSSION

The findings of the current study provide compelling evidence of a significant and direct relationship between different teaching styles employed by educators and their levels of burnout. The study further elucidates the presence of both positive and negative correlations between different teaching styles and efficacy. The findings regarding the link between teachers' teaching styles and burnout level is in line with the finding of Ghanizadeh & Jahezadeh study of 2016, which reported that the expert teaching style and the formal authoritative teaching style have positive effect on burnout, which means, that teachers using these teaching styles may develop a higher burnout level. On the other hand, the findings indicate that personal model, intermediary and facilitating teaching styles have a negative effect on the teacher's burnout level, which means, that teachers using more these teaching styles may reduce the level of their burnout.

*Overture:* This research study aims to investigate the relationship between teachers' levels of burnout, their teaching methods, and their teaching efficacy. The study explores various teaching philosophies and their correlations with burnout, as well as the influence of teaching efficacy on burnout levels. The findings contribute to our

understanding of factors impacting teacher well-being and provide insights for professional development and support initiatives.

*Teaching Styles and Burnout:* The study findings indicate both positive and negative correlations between teaching philosophies and burnout levels. Consistent with previous research by Ghanizadeh and Jahezadeh (2016), formal authoritative and expert teaching styles were found to be positively associated with higher burnout levels. Conversely, the teaching philosophies of personal model, intermediary, and facilitating were linked to reduced burnout levels among teachers. Teachers adopting these instructional approaches appeared to experience lower levels of burnout.

*Teaching Styles and Teaching Efficacy:* The study supports earlier findings that the most common teaching style among teachers is the facilitator approach. Furthermore, it reveals that teachers characterized by facilitating or delegating teaching styles tend to have higher levels of self-efficacy. This aligns with previous research suggesting that teachers with high self-efficacy are more humanist in their class management, encouraging student autonomy. In contrast, teachers with low self-efficacy tend to adopt more conservative class management approaches, emphasizing strict regulations and sanctions.

*Teaching Efficacy and Burnout:* The study demonstrates a negative connection between teaching efficacy and burnout levels. Teachers with higher levels of self-efficacy were found to have a decreased tendency to develop burnout. This finding aligns with previous studies that established a negative relationship between self-efficacy and burnout among teachers. It suggests that teachers who perceive themselves as efficient and capable are less prone to experiencing burnout.

*Implications and Conclusion:* The research findings highlight the importance of considering teaching efficacy and teaching styles in relation to burnout prevention and teaching effectiveness. The expert teaching style was associated with higher burnout levels, while the facilitator approach was linked to reduced burnout. Additionally, the study emphasizes the significance of self-efficacy in teaching and its potential role in reducing burnout risk. These findings have implications for designing professional development programs and support initiatives that aim to enhance teaching efficacy, reduce burnout, and promote teacher well-being.

By examining the interplay between teaching styles, teaching efficacy, and burnout, this research contributes valuable insights to the field of education and offers practical implications for promoting teacher well-being and instructional effectiveness.

## **CONCLUSION**

The current study investigated connection between a dependent variable –burnout in teaching, and two independent variables: teachers’ self-efficacy and teaching style, and found that the teaching style used by the teacher is imperative to increase his/her sense of competence in teaching. The study’s findings indicate a significant strong, positive connection between self-efficacy in teaching and the facilitator and delegator teaching styles. In other words, that the more the teacher tends to be characterized in facilitating or delegating teaching style, his/her sense of teaching ability rises. Although the

delegating teaching style was found to be important to the teacher's sense of self-efficacy, the findings of the current study show that this teaching style is the least common among teachers of the Arab sector in Israel. This information is important for building teachers training program designed to train future teachers to use facilitating or delegating teaching styles, in order to increase the sense of competence in teaching.

In addition, the findings of this study indicate a pronounced medium negative connection between facilitating and delegating teaching styles and teachers' burnout. In other words, the more the teacher tends to be characterized in facilitating or delegating teaching style, the tendency to develop burnout decreases. On the other hand, the findings indicate a pronounced weak positive connection between an expert teaching style and teachers' burnout. In other words, the more the teacher tends to be characterized in expert teaching style, his/her tendency to develop burnout will increase. The findings also show that the more the teacher tends to be capable efficient teacher, his/her tendency to develop burnout decreases. The finding of the linear regression test shown that burnout in teaching can be predicted by teaching style and the teacher's self-efficacy level.

The current study helps to understand the factors that may affect teachers' burnout and points out two factors, teaching style and teaching capability/self-efficacy as predictors of burnout level in teaching. These mechanisms will help in development of suitable training programs for teachers to improve their teaching style. In other words, the findings of this study constitutes an important and applicable contribution to teachers, principals, and decision makers in the Israeli educational system, to encourage facilitator and delegator teaching styles in order to increase the sense of self-efficacy among teachers and reduce factors of pressure and teachers' burnout.

In addition, the findings of this study contribute to the theoretical understanding of the field under study, the awareness of teachers and principals to the potential inherent in innovation and the need to change traditional teaching methods and adopt advanced technologies. The study reveals that the delegating teaching style is less commonly employed by teachers in the Arab educational system. This information is very important for building a training program designed to expose teachers to a delegating teaching style in order to increase the sense of self-efficacy in teaching.

### **RECOMMENDATIONS**

1. Encourage the use of facilitation- and delegation-focused teaching methods because they are linked favourably to teachers' self-efficacy and have the potential to lessen burnout..
2. To improve learning outcomes and generate positive responses from students, encourage teachers to employ teaching strategies that encourage students' cognitive and emotional involvement.
3. Ensure that teachers have the chance to pursue and put into practice excellent teaching methods that encourage student engagement and performance in the classroom.

4. When creating interventions or support programs aimed at improving teacher self-efficacy and lowering burnout, take into account the unique requirements and peculiarities of the Arab educational system in Israel.

5. To acquire a better understanding of the elements affecting teachers' well-being and instructional practices in the Arab educational system, more research should be done on the relationship between teaching styles, self-efficacy, and burnout among instructors.

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