# Extravert and Introvert EFL Teachers: How do Reflective Teaching and Burnout Relate?

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## Abstract

Reflectivity may affect various aspects of teachers' profession. The present study aimed to investigate the relationship between reflective teaching and burnout among introvert and extravert EFL teachers. To this end, based on convenience sampling, 100 English language teachers (55 females and 45 males) were selected from different language institutes in Tehran. Their age ranged between 22 and 30 years old, and their years of experience in teaching varied from 4 to 12 years. The administration of the Meyers-Briggs Traits Inventory (MBTI), at the onset of the study, revealed that 65 of the participants were extravert and 35 were introvert English language teachers. Reflective Teaching Questionnaire (Akbari, Behzadpoor, &Dadvand, 2010) and the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1986) were employed as the data collection instruments. The results of the Pearson product moment correlation coefficient showed that reflective teaching and burnout had a negative correlation with each other regardless of the personality type of the teachers. Also, the results of the independent samples t-test indicated that introvert teachers were more reflective than extravert teachers, while extravert teachers were less prone to burnout. The study has implications for teachers, administrators, and teacher trainers regarding the importance of enhancing reflection among EFL teachers.

**Keywords:** burnout, extraversion, introversion, personality traits, reflective teachers

## INTRODUCTION

A review of the basic tenets of different language teaching methods reveals that they have all considered a predefined role for teachers based on the assumption that if a method intends to be successful, the teacher should strictly follow the guidelines (Richards & Rodgers, 2001). However, after a history of failure in finding the best method (Kumaravadivelu, 1994), and with the advent of principled teaching or post-method pedagogy introduced by Kumaravadivelu (2001), teacher reflection as an essential ingredient of successful language teaching has been underscored. Accordingly, teachers' attitude and beliefs are considered crucial, and teachers' role as reflective individuals who can evaluate the teaching context and consider the practicalities is praised. This view

about teachers' role, in accordance with Dewey (1933), asserts that teachers are not supposed to be passive curriculum implementers but should play an active role in designing curriculum and educational reform. Therefore, teachers are given a more vital role in designing the material, syllabus, and curriculum. They are considered as active agents who are aware of their instructional decisions and the impact those decisions have on the outcome of their teaching (Pacheco, 2005).

However, with higher demands, more intricate responsibilities, and ongoing knowledge construction, many teachers deal with professional stress and burnout, experience difficulties to give of themselves to students as they used to do earlier partially because, as Vandenberghe and Huberman (1999) put forth, they lack the required support and capacity to create a positive learning environment.

New expectations from professionals, necessitated by fast-changing societies, have often associated with a sense of depersonalization that is one of the critical components of burnout (Maslach, 1993), a term coined by Freudenberger in 1974. According to Maslach, Schaufeli, and Leiter (2001), burnout is more likely when there is a "mismatch between the nature of the job and the nature of a person who does the job" (p. 9). Teachers may undergo burnout because of the stress they are subjected to in the teaching profession (Borg, 1990). However, teachers with different personality traits may vary in the degree of experiencing burnout and the tendency to perform as reflective teachers. As Diaz-Larenas (2011) argues, personality traits are among the factors that have a decisive role in the way teachers act during the process of learning and teaching. The focus of the current study was on investigating the relationship between reflectivity and burnout in teachers with introversion/extraversion personality trait. Moreover, the study sought to probe whether introvert and extravert teachers differ in the degree of burnout and reflectivity.

## LITERATURE REVIEW

Teachers' personality can have a decisive role in the process of learning and teaching. The extraversion-introversion dichotomy is a major personality characteristic or "attitude-type" as Jung calls it (Adler & Hull, 1976), which can shape teachers' behavior and activities in the classroom. However, debate on the dichotomy is vast, and several researchers have defined the terms from different angles, and have attributed different features to extravert and introvert persons. Jung differentiates introverts and extraverts by their attitude toward the object. That is, while introverts try to have an abstracting attitude and try to "prevent the object from gaining power" over them, extraverts have a "positive relation with objects," and their subjective attitude is "oriented by the object" (Alder & Hull, 1976, p. 466). According to Eysenck and Eysenck (1985), extraversion results from chronic under-stimulation, and thus extraverts seek compensatory stimulation in risky, social, and generally active behavior. Introverts, on the other hand, meet their stimulation needs much more easily and can become over stimulated in highly social contexts, thus preferring quieter activities. Brown (2000) defines extraversion as the extent to which a person needs to "receive ego enhancement, self-esteem, and a sense of wholeness from other people," whereas, as Brown puts forward, introversion refers

to the degree to which an individual "derives a sense of wholeness and fulfillment apart from a reflection of this self from other people" (p.155). Busato, Prins, Elshout, and Hamaker (2000) define extraversion as the arousal tendency toward social behavior, assertiveness, the experience of positive emotions, and impulsiveness. However, Helgoe (2008) maintains that introversion is a preference toward a rich inner life rather than a vast social life and that introverts, despite extraverts who mostly feel anxious and cannot think spontaneously, are good thinkers.

Besides being defined variously, extraversion and introversion have been viewed from different perspectives. For Brown (2000), the dichotomy does not suggest the superiority of one personality trait over the other. He sees cultural values and social norms as influential factors in the success of one type to the other. Helgoe (2008) perceives introversion a source that derives its energy from the inner reflection making introverts different people. Similarly, Jung believes that since extraverts gain power from the environment, they do not have the ability to challenge the outside world (Goncz, 2017).

Overall, the picture provided regarding extraversion/introversion implies that an education system develops into a more mature one when it embraces both characteristics, as each personality type generates features that can foster teaching and learning processes. Teachers belonging to each of the personality trait types have abilities, which can contribute to the development of any educational system.

Alternately, personality traits can come into play in the teaching profession as they have a significant role in how teachers respond to pressure. The social and professional interaction in the teaching and learning process may lead to burnout. Burnout is a syndrome of emotional exhaustion and cynicism that frequently occurs among individuals who deal with people at work to the extent that they feel emotional exhaustion which is the most widely reported criterion of burnout (Maslach et al., 2001). Emotional exhaustion for teachers refers to the state that they devote all their resources and put their energy into the task of teaching and do not have any more to summon, which is the most common aspect of burnout and is what people mean when they show dissatisfaction with their career (Cano-Garcia, 2005). It is worth mentioning that the teaching profession has been reported to have the highest degree of exhaustion among the five occupations (teaching, social services, medicine, mental health, and law enforcement) in the United States and the Netherlands (Schaufeli & Enzmann, 1998 as cited in Maslach et al., 2001).

Burnout has been investigated in association with numerous demographic factors like gender, age, and educational level. As far as gender is concerned, the findings are controversial. For example, while Özer and Beycioglu (2010) reported that female teachers experience burnout more than male teachers, Zamani Rad and Nasir (2010) found that burnout is more common among male teachers than female teachers. Regarding educational level, Sas, Boros, and Bonchis (2011), in their comparison between kindergarten and elementary teachers, found that educational level affects the degree of fatigue; that is, teachers with a higher level of education are more susceptible to stress and burnout. Besides, Lau, Yuen, and Chan (2005) found that older teachers experience burnout less than younger teachers do. They also maintained that burnout could create

depression and lead to motivation loss. Francis, Louden, and Rutledge (2004), Michielsen, Willemsen, Croon, De Vries, and Van Heck (2004), and Piedmont (1993) found a negative correlation between extraversion and emotional exhaustion  as  "the most widely reported and the most thoroughly analyzed" component of burnout (Maslach et al., 2001, p.403).

Furthermore, Bakker, Van der Zee, Lewig, and Dollard (2006) studied the relationship between big five personality factors and burnout. They found a negative correlation between extraversion and the three components of burnout; that is, exhaustion, depersonalization, and personal accomplishment. Similarly, a relation between burnout and "type-A behavior" which consists of "competition, time pressured lifestyle, hostility, and an excessive need for control" is reported by Maslach et al. (2001, p. 411) who also state that feeling type individuals are inclined towards burnout more than thinking type individuals. None of the studies, however, has indicated a positive relationship between extraversion and burnout. That is to say; it has not been documented that extraversion urges more burnout. In their meta-analysis, Alarcon, Eschleman, and Bowling (2009) reported that all components of burnout have a negative relationship with extraversion except personal accomplishment. However, as Chang (2009) argues, although studies on personality characteristics provide more useful information about the sources of burnout than do the studies on demographic factors (e.g., age, gender, level of education), the findings on personality traits are still imprecise partially because such traits are affected by several social and cultural variables (Brown, 2000).

The assumption underlying reflective teaching is that teachers learn from experience through focused reflection on the nature and meaning of teaching experience (Richards & Lockhart, 1996; Schön, 1983;). Teachers can understand their professional practices by reflecting on their deeds in the classroom and scrutinizing the experiences they have gained from their actions in the process of teaching. In other words, self-monitoring, observing one's own activities, and evaluating them can lead to reflective teaching. Zhu (2013) argues that via reflection, "teachers can gain deeper insight into their communication style with students" (p. 400). Reflection may help teachers overcome the complicated social and personal problems which may affect them in their profession (Hillier, 2005).

Numerous studies have addressed the relation between reflective teaching and burnout. Javadi and Khatib (2014), in their study on 170 EFL teachers, found that teachers' feeling of burnout is inversely related to their reflection. Shirazizadeh and Moradkhani (2018) also came to the same conclusion based on their study on 223 EFL teachers. Conversely, Colomeischi (2015), who studied the relationship of Romanian teachers' burnout with emotional intelligence and big five personality traits, concluded that personality traits have an influence on teachers' predisposition in experiencing burnout. Likewise, Ghazalbash and Afghari (2015) found no significant correlation between reflective teaching and burnout of the 50 EFL teachers who participated in their study.

The present study aimed to explore the relationship between introvert and extravert EFL teachers' burnout and reflective teaching. The reason for considering extraversion and introversion variables in the present study was that every teacher has his/her unique

personality, and personality could play a role in the relationship between reflective teaching and burnout of EFL teachers. Therefore, the researchers raised the following research questions to achieve the purposes of the study:

**RQ1:** Is there any relationship between introvert teachers' burnout and reflectivity?

**RQ2:** Is there any relationship between extravert teachers' burnout and reflectivity?

**RQ3:** Do introvert and extravert teachers differ in the degree of burnout?

**RQ4:** Do introvert and extravert teachers differ in the degree of reflectivity?

## METHOD

## Participants

The participants were 100 EFL teachers (55 females and 45 males) aged between 22 and 30 years who were selected from different English language teaching institutes in Tehran. The reason for selection of the age range was that according to Maslach et al., (2000), the degree of burnout among younger individuals is higher than those who are above 30 years of age. The participants were selected based on convenience sampling and had agreed to take part in this descriptive study. Their teaching experience was between 4 to 12 years and had different educational backgrounds. Table 1 shows the demographic information of the participants.

**Table 1**. Participants' demographic information

| Gender | Male | Female | | |
|---|---|---|---|---|
| Number | 45 | 55 | | |
| Age range | 22-24 | 25-27 | 28-30 | |
| Number of participants | 35 | 40 | 25 | |
| Educational degree | High school diploma | University student | Bachelor's degree | Master's degree |
| Number of participants | 5 | 30 | 45 | 20 |
| Years of experience | 0-5 | 5-10 | 10-15 | |
| Number of participants | 21 | 45 | 34 | |

## Instrumentation

Different instruments, after pilot testing, were used for data collection. The first instrument was a questionnaire adapted from the Meyers-Briggs Traits Inventory (MBTI), that was used to measure the participants' extraversion-introversion. The MBTI is a vastly used instrument to assess personality type (Myers et al., 2009). It is developed based on Jung's theory of psychological type and is considered to reveal differences within and across cultures. The result of the pilot study indicated that the introversion and extraversion sections of the questionnaire have reliability indices of 0.81 and 0.86, respectively.

Another instrument employed in the study was the Reflective Teaching Questionnaire (Appendix A) developed and validated by Akbari, Behzadpoor, and Dadvand (2010). It has 29 items on Likert Scale (ranging from 1= never to 5= always) and covers five different categories; that is, Practical, Cognitive, Learner, Meta-Cognitive, and Critical. A sample of

300 teachers, as reported by Akbari et al., has participated in the exploratory and confirmatory factor analyses. The reliability of the questionnaire using Cronbach's alpha, as reported by the test developers, is estimated at 0.91. The result of the pilot study indicated a reliability index of 0.72.

The third instrument was the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1986), which is the most well-known and reliable scale for measuring teachers' perceived amount of burnout (Appendix B). The inventory has 22 questions with a 6-point Likert scale consisting of three sub-dimensions; that is, emotional exhaustion (EE), depersonalization (D), and personal accomplishment (PA). Higher emotional exhaustion and depersonalization and lower personal accomplishment cause high burnout status. Cronbach's alpha values of dimensions are reported to be for emotional exhaustion ($r=.90$); depersonalization ($r= .79$); and personal accomplishment ($r= .71$) (Maslach, 1993). According to the reliability analysis in the pilot study, the burnout questionnaire had a reliability index of 0.75.

## PROCEDURE

### Pilot study

The purpose of the pilot study was to ensure that the questionnaires enjoyed an acceptable reliability index before being employed in the main study. Thus, 30 EFL teachers, with similar demographic characteristics of the participants, completed the burnout questionnaire, the personality questionnaire, and the reflective teaching questionnaire. Cronbach's alpha was run to estimate the reliability indices of the questionnaires. As Table 2 shows, the results of the tests signified that the scales had values above 0.70, and thus could safely be applied.

**Table 2.** Descriptive statistics of the pilot study

|                     | n  | minimum | maximum | mean    | SD      | alpha |
|---------------------|----|---------|---------|---------|---------|-------|
| Reflective pilot    | 30 | 80.00   | 106.00  | 91.7333 | 9.20994 | .722  |
| Burnout pilot       | 30 | 56.00   | 74.00   | 65.6000 | 5.01446 | .754  |
| Introversion pilot  | 30 | 11.00   | 19.00   | 14.9333 | 1.91065 | .812  |
| Extraversion pilot  | 30 | 14.00   | 21.00   | 17.1667 | 1.72374 | .861  |
| Valid n (listwise)  | 30 |         |         |         |         |       |

### Main study

At the onset of the study, the Meyers-Briggs Personality Questionnaire was administered to the 100 participants in the study. The results showed that 65 of the language teachers were extraverts, and 35 were introverts. Based on the results, the teacher participants were divided into two groups of introverts and extraverts. Then the burnout and reflective teaching questionnaires were administered to the groups.

The researchers ran a Kolmogorov-Smirnov test of normality before embarking on the actual analysis. Table 3 shows the results obtained from the administration of reflective teaching and burnout questionnaires. As the table shows, all values related to reflective teaching and burnout for both introvert and extravert teachers were above the significant

level of 0.05. Accordingly, the researchers concluded that the data were normally distributed.

**Table 3.** Kolmogorov-Smirnov test of normality

| | Groups | Kolmogorov-Smirnov[a] | | |
|---|---|---|---|---|
| | | Statistic | df | Sig. |
| **Reflective** | Extravert | .089 | 65 | .200* |
| | Introvert | .124 | 35 | .192 |
| **Burnout** | Extravert | .091 | 65 | .200* |
| | Introvert | .114 | 35 | .200* |
| a. Lilliefors Significance Correction | | | | |
| *. This is a lower bound of the true significance. | | | | |

It is worth mentioning that the researchers did not examine the normality of the distribution of the scores obtained from MBTI because extraversion and introversion scores were only used to distinguish introvert from extravert teachers.

The first research question sought the relationship between introvert teachers' burnout and reflection. Therefore, the correlation of introvert teachers' scores on burnout and reflective teaching questionnaires was computed using the Pearson product moment correlation. As Table 4 shows, there was a negative correlation between reflective teaching and burnout of introvert teachers. For examining the strength of the relationship, Cohen's (1988, p. 79-81) guideline was used (r= .10 to .29 small, r=.30 to .49 medium, r= .50 to 1.0 large). As Table 4 shows, the correlation value (r= -.384) shows a medium strength. In other words, there is a moderate relationship between introvert teachers' burnout and reflective teaching. In order to examine how much variance the two variables (reflective teaching and burnout) had in common, the coefficient of determination was computed. The value of $r^2$= 0.147 shows that the two variables share only about 15 percent of their variance. The significance level ($p$=0.02) shows that although the sample size was not very large (n=35), there was a statistically significant relationship (negative) between burnout and reflective teaching among the introvert teachers. Therefore, it could be concluded that higher reflectivity correlates with lower burnout among the introvert teachers.

**Table 4.** Correlation between introvert teachers' burnout and reflective teaching

| | | Reflective teaching |
|---|---|---|
| **Burnout** | **Pearson correlation** | -.384* |
| | Sig. (2-tailed) | .023 |
| | n | 35 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | |

The second research question probed the relationship between extravert teachers' burnout and reflective teaching. For answering this question, the correlation between the extravert teachers' scores on burnout and reflective teaching was computed. As indicated in Table 5, there was a negative relationship between burnout and reflective teaching among the extravert teachers (r=-0.26). The strength of the relationship, as signified by Cohen's guideline, is a small one (r=-0.26). In other words, there is a weak relationship between extravert teachers' burnout and reflective teaching. In order to examine how

much variance the two variables (reflective teaching and burnout) had in common, the coefficient of determination was computed. The value of $r^2$= 0.07 shows that the two variables share only about 7 percent of their variance. The significance level ($p$=0.03) shows that although the sample size was not large (n=65<100), there was a statistically significant relationship (negative) between burnout and reflective teaching among the extravert teachers. The result implies that higher reflectivity correlates with lower burnout among the extravert teachers.

**Table 5.** Correlation between extravert teachers' burnout and reflective teaching

|  |  | Reflective teaching |
|---|---|---|
| **Burnout** | **Pearson correlation** | -.267* |
|  | Sig. (2-tailed) | .032 |
|  | n | 65 |

**. Correlation is significant at the 0.01 level (2-tailed).

In order to examine whether the correlation values of the two groups were significantly different, the r values for each group was converted into z values. Table 6 shows the r values and the converted z values which were obtained from the transformation table of r to z (Pallant, 2007, p. 139).

**Table 6**. Converting r values of the groups to z values

| Participants | r | n | z |
|---|---|---|---|
| Introvert teachers | .384 | 35 | .406 |
| Extravert teachers | .267 | 65 | .271 |

Then the z values were put into the equation to calculate z observed (see Pallant, 2007, p. 140). Since the observed z value ($z_{obs}$=0.6) was between ±1.96, it could be concluded that the correlation coefficient values of burnout and reflective teaching of the introvert and extravert teachers were not statistically significant. In other words, the relation between burnout and reflective teaching (though not a very strong one) is independent from introversion/extraversion personality trait.

The third research question investigated whether the introvert and extravert teachers differ in the degree of reflectivity. Thus, the reflectivity scores of the introvert and extravert teachers were compared. Table 7 shows the descriptive statistics of extravert and introvert teachers regarding reflective teaching and burnout. In the reflective teaching questionnaire, the introvert teachers (M=98.65, SD=3.20) gained a higher mean than the extravert teachers (M= 83.06, SD=6.10).  However, in burnout questionnaire, extravert teachers (M= 46.83, SD=4.66) scored lower compared to introvert teachers (M= 56.22, SD=3.03).

**Table 7.** Descriptive statistics of extravert and introvert teachers

|  | **Groups** | **n** | **Mean** | **SD** | **Std. error mean** |
|---|---|---|---|---|---|
| **Reflective** | **Extravert** | 65 | 83.0615 | 6.10296 | .75698 |
|  | **Introvert** | 35 | 98.6571 | 3.20792 | .54224 |
| **Burnout** | **Extravert** | 65 | 46.8308 | 4.66225 | .57828 |
|  | **Introvert** | 35 | 56.2286 | 3.03979 | .51382 |

An independent samples t-test was run to examine whether there was a statistically significant difference between the reflective teaching means of the two groups. As Table 7 shows, the results of the Leven's test on the reflective questionnaire (F= .001) was smaller than 0.05, indicating that the groups were not homogeneous regarding their variances.  Therefore, due to the robustness of the t-test (Best & Kahn, 2006), the second row of the t-test table (equal variances not assumed) was considered. The result shows that there was a statistically significant difference between the mean scores of introvert teachers (M= 98.65, SD=3.20) and extravert teachers (M= 83.06, SD= 6.10) in reflectivity t (98) =16.74, *p*<0.001 (two-tailed). The magnitude of the differences in the means (mean difference= -15.59, 95% CI: -17.44 to -13.74) was very large (eta squared= 0.74). In other words, it was found that introvert teachers were significantly more reflective than extravert teachers were.

**Table 8.** Independent samples t-test between introvert & extravert teachers' reflective teaching

|  |  | Levene's test for equality of variances | | t-test for equality of means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  | F | Sig. | t | df | Sig. 2-tailed | Mean difference | Std. Error difference | 95% Confidence interval of the difference | |
|  |  |  |  |  |  |  |  |  | Lower | Upper |
| Reflective | Equal variances assumed | 12.5 | .001 | -14.08 | 98 | .000 | -15.59560 | 1.10730 | -17.7930 | -13.3982 |
|  | Equal variances not assumed |  |  | -16.74 | 97.97 | .000 | -15.59560 | .93115 | -17.4434 | -13.7477 |

Another independent samples t-test was run to examine whether there was a statistically significant difference between the teachers with introversion and extraversion personality traits regarding the degree of burnout (fourth research question). As shown in Table 9, the results of the Leven's test on the burnout questionnaire (F=.032), was smaller than 0.05 rejecting the null hypothesis that there was no statistically significant difference between the variances of the two groups. As a result, the second row of the table (equal variances not assumed) was taken into account. The result of the independent samples t-test for introvert teachers (M=56.22, SD=3.03) and extravert teachers (M=46.83, SD= 4.66) on the burnout questionnaire t(98) =12.14, *p*<0.001 (two-tailed) verified a statistically significant difference between the means of the two groups. The magnitude of the differences in the means (mean difference=-9.39, 95% CI: -10.93 to -7.86) was very large (eta squared= 0.60). That is to say; it was found that the extravert teachers significantly experienced less burnout than the introvert teachers did.

**Table 9.** Independent samples t-test between introvert & extravert teachers' burnout

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | F | Sig. | t | df | Sig. 2-tailed | Mean difference | Std. error difference | 95% Confidence interval of the difference | |
| | | | | | | | | | Lower | Upper |
| Burnout | Equal variances assumed | 4.75 | .032 | -10.74 | 98 | .000 | -9.3978 | .87458 | -11.1333 | -7.6622 |
| | Equal variances not assumed | | | -12.14 | 94.30 | .000 | -9.3978 | .77357 | -10.9336 | -7.8619 |

## DISCUSSION

The results of the study obtained from computing the correlations between introvert and extravert teachers' reflectivity and burnout (first and second research questions) showed a negative correlation between the two variables regardless of the participants' personality traits. The lack of a statistically significant difference between the correlation values of the two groups verifies this finding, as well. It could be stated that reflectivity has a reverse relationship with burnout, not counting the type of personality trait. That is to say; the more reflective a teacher is, the less s/he is prone to burnout. The simple explanation for the negative relationship between burnout and reflectivity may lie in with the fact that reflective teachers are better thinkers. Therefore, a teacher equipped with higher reflective teaching skills has better capability to identify the stressors and seek solutions for dealing with them. In other words, a reflective teacher may have more resources available to cope with teaching challenges and the resultant burnout. It is worth mentioning that the first finding of the study is in line with Javadi and Khatib (2014) and Shirazizadeh and Moradkhani (2018), whereas it contradicts the results of Colomeischi (2015) and Ghazalbash and Afghari (2015).

The statistically significant difference between reflectivity of introvert and extravert EFL teachers (third research question) shows that the introvert participants are more reflective than the extravert participants, a finding compatible with the characteristics attributed to introverts who are defined to be better thinkers (Helgoe, 2008), have a preference for inner feelings, and thoughtfulness. This finding, also, is in line with Burruss and Kaenzig (1999) who believe that reflection is one of the dominant factors of introversion. Thus, it can be stated that introvert teachers may be better at collecting information through observing, listening, and concentrating on performances of themselves and others.  They can make informed decisions for better performance in the future. In the same vein, Myers, McCaulley, Quenk, and Hammer (2009) maintain that introverts, if not under time pressure, can focus successfully on what they intend to do.

Alternatively, the results of the independent samples t-test between the burnout scores of the introvert and extravert participants (fourth research question) showed that extravert teachers are less prone to burnout than introvert teachers are. This finding is in agreement with the results obtained from the studies that focused on burnout and big five personality traits (e.g., Bakker et al., 2006), and burnout and emotional exhaustion (Francis et al., 2004; Michielsen et al., (2004), Piedmont, 1993).  An explanation for this finding is that burnout happens when teachers lack adequate resources to cope with teaching challenges and stressors. Extravert teachers may have more immediate resources to deal with some stressors, such as seeking help from others.  Extraverts are portrayed as sociable, cooperative, energetic, and talkative individuals who eagerly communicate with others (Burruss & Kaenzig, 1999; Busato et al., 2000). Therefore, such characteristics of the extravert teachers allow them to be more expressive, open to suggestions, and enthusiastic to teach. In times of difficulty, they more readily connect with others and seek ways to free themselves from the stresses and challenges they encounter in teaching. The very same nature of extraversion may allow extraverts to be open to the solutions offered by others that, in turn, may help them overcome their problems and difficulties easier.

Personality traits as the driving forces, which lead peoples' actions have captured many scholars' attention (e.g., Eysenck, 1991; Jung, 1954).   Being aware of personality traits and their impact on teachers' way of teaching can contribute to the relations they have with the administrators and staff at the workplace. As Ones, Dilchert, Viswesvaran, and Judge (2007) state, many of the studies in the field of personality have demonstrated its importance in successful staff recruitment, as well as predicting the peoples' patterns of behavior, the quality of their practices, and their outcome in various fields. Also, considering the developmental stages that novice teachers go through (Khoshnevisan, 2017) before gaining expertise in their field elucidates the importance of paying attention to personality traits as much as background knowledge and teaching strategies. Acknowledging personality differences can lead to individualized, culturally-sensitive teaching, and stimulate teachers to look for new ways of classroom management (Rashtchi & Khoshnevisan, 2019).

## CONCLUSION

Two main conclusions can be drawn from the results of the study. The first conclusion is that personality traits can contribute to the prediction of teachers' inclination toward burnout or reflection. Depending on the introversion/extraversion personality trait, teachers may respond to teaching challenges differently. The second conclusion is that the way teachers deal with teaching challenges determine the degree of burnout they experience. Thus, training teachers to become reflective teachers can help them respond to the teaching stressors appropriately and be successful in coping with the challenges.

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## APPENDIX A: REFLECTIVE TEACHING QUESTIONNAIRE

|  | Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|---|
| 1. I have a file where I keep my accounts of my teaching for reviewing purposes. |  |  |  |  |  |
| 2. I talk about my classroom experiences with my colleagues and seek their advice/feedback. |  |  |  |  |  |
| 3. After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague. |  |  |  |  |  |
| 4. I discuss practical/theoretical issues with my colleagues. |  |  |  |  |  |
| 5. I observe other teachers' classrooms to learn about their efficient practices. |  |  |  |  |  |
| 6. I ask my peers to observe my teaching and comment on my teaching performance. |  |  |  |  |  |
| 7. I read books/articles related to effective teaching to improve my classroom performance |  |  |  |  |  |
| 8. I participate in workshops/conferences |  |  |  |  |  |

| related to teaching/learning issues. |
| 9. I think of writing articles based on my classroom experiences. |
| 10. I look at journal articles or search the internet to see what the recent developments in my profession are. |
| 11. I carry out small-scale research activities in my classes to become better informed of learning/teaching processes. |
| 12. I think of classroom events as potential research topics and think of finding a method for investigating them. |
| 13. I talk to my students to learn about their learning styles and preferences. |
| 14. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities. |
| 15. I ask my students whether they like a teaching task or not. |
| 16. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching. |
| 17. I think of the ways my biography or my background affects the way I define myself as a teacher. |
| 18. I think of the meaning or significance of my job as a teacher. |
| 19. I try to find out which aspects of my teaching provide me with a sense of satisfaction. |
| 20. I think about my strengths and weaknesses as a teacher. |
| 21. I think of the positive/negative role models I have had as a student and the way they have affected me in my practice. |
| 22. I think of inconsistencies and contradictions that occur in my classroom practice. |
| 23. I think about instances of social injustice in my own surroundings and try to discuss them in my classes. |
| 24. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias. |
| 25. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty. |
| 26. I think about the political aspects of my teaching and the way I may affect my students' political views. |
| 27. I think of ways through which I can promote tolerance and democracy in my classes and in the society in general. |

| 28. I think about the ways gender, social class, and race influence my students 'achievements. |
| --- |
| 29. I think of outside social events that can influence my teaching inside the class. |

## APPENDIX B: BURNOUT QUESTIONNAIRE

| | never | A few times a year or less | Once a month or less | A few times a month | Once a week | A few times week | Every day |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1-In my work. I often have a desire to escape | | | | | | | |
| 2-I have a sense of inner emptiness | | | | | | | |
| 3-I am indecisive at work | | | | | | | |
| 4-I have erratic or incongruent emotions | | | | | | | |
| 5-I rarely have a good day in this job | | | | | | | |
| 6-I don't feel like I have any control over my life | | | | | | | |
| 7- I don't have much motivation to be with people on my job | | | | | | | |
| 8-My interest in friendship, food, and entertainment is low | | | | | | | |
| 9-I feel depressed | | | | | | | |
| 10-I often have a <<don't care>>attitude | | | | | | | |
| 11-I feel emotionally exhausted | | | | | | | |
| 12-I feel hopeless at work | | | | | | | |
| 13-I feel <<wiped out>>a lot in my job | | | | | | | |
| 14-I fell <<run down>> | | | | | | | |
| 15-I have symptoms such as such heart palpitations, recurrent or lingering sickness chest pains or aching | | | | | | | |
| 16-I feel mentally exhausted most of the time | | | | | | | |
| 17-I feel anxious most of the time | | | | | | | |
| 18-What used to be a little thing sets me off and I tend to overreact | | | | | | | |
| 19-Working with people always puts stress on me | | | | | | | |
| 20-I feel burned out from my work | | | | | | | |
| 21-I am chronically tired and may even wake up exhausted | | | | | | | |