The Impact Of Self-Efficacy And Autonomous Learning On Teacher Burnout

Abstract

The purpose of this study was to advance the research of self-efficacy and autonomous learning, within the context of learning. Both variables of self-efficacy and autonomous learning proved to have a correlation with two of the three areas of teacher burnout. These two variables were used as an assessment rooted in the context of learning. Based on these results an explanation could be made as to why teachers with higher levels of self-efficacy and the four factors associated with autonomous learning (desire, initiative, resourcefulness, and persistence) concerning their learning abilities showed less signs of burnout. Therefore, self-efficacy and autonomous learning do play an important role in teachers refraining from physically and emotionally distancing themselves (depersonalization) and having increased feelings of success from working with their students (personal accomplishment).