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Mediator and moderator effect of *resilience* between *self-efficacy* and *burnout* amongst social and legal sciences faculty members☆

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ABSTRACT

It is believed that a positive perception that one has when performing a specific task, allows having a better positioning to be able to face the challenges demanded by the professional environment with greater ease and optimism, consequently, reducing the levels of *Burnout*. The main objective of this research is to verify by means of an analysis of mediation and moderation if this hypothesis, that connects *self-efficacy*, *resilience* and *burnout*, occurs amongst social and legal sciences faculty members. To this effect, 384 faculty members participated on this study. The results reveal that *resilience* works as a mediator between *self-efficacy* and *burnout* with the same strength regardless of the contextual variables, but not as moderator. The correlations between the three constructs resulted significant in all cases. Finally, meaningful differences were found between gender and between the type of university. In view of these results, theoretical and practical applicability is discussed.

Efecto mediador y moderador de la resiliencia entre la autoeficacia y el *burnout* entre el profesorado universitario de ciencias sociales y legales

Palabras clave:
Autoeficacia
Resiliencia
Burnout
Universidad
Mediación
Moderación

RESUMEN

Se cree que una percepción positiva de uno mismo al desarrollar una tarea concreta permite tener un mejor posicionamiento para hacer frente a los retos surgidos en el ámbito profesional con mayor facilidad y optimismo, reduciendo consecuentemente, los niveles de *burnout*. El principal objetivo de esta investigación es verificar a través de un análisis de mediación y moderación si esta hipótesis, que conecta, *autoeficacia*, *resiliencia* y *burnout*, es cierta entre el profesorado universitario de ciencias sociales y legales. Para ello, 384 profesores participan en este estudio. De los resultados se observa cómo la resiliencia funciona como mediadora entre la autoeficacia y el *burnout* con la misma fuerza independientemente de las variables contextuales, pero no como moderadora. De igual modo, las correlaciones entre los tres constructos resultan significativas en todos los casos. Finalmente, se hallan diferencias significativas en el género y en el tipo de universidad. En vista de estos resultados, se discute su aplicabilidad teórica y práctica.

Introduction

Teaching self-efficacy and its relationship with professional burnout

Self-efficacy emerges as a cognitive and motivational responsible for directing human behaviour. It is considered as the personal judgement or assessment of each person's skills and abilities when carrying out a specific action (Bandura, 1982; Olaz, 2003). In this

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line, the positive or negative evaluations that each subject has of himself or herself, will be based on previous experiences and on their perception and belief about their capacity to face the task and will vary intrapsychically in time and interpersonally (Fernández, 2008).

In the educational field, the most current research studies in this line are mainly based on the social cognitive model of Albert Bandura, who support the idea that human functioning encompasses both, the interaction between behaviour and environment, as well as other personal factors (biological, cognitive and affective), which influence the beliefs about what each person can do (Bandura, 1986; Valverde, 2011). Similarly, this theory argues that *self-efficacy* is formed from: (1) mastery experiences or previous direct experiences that individuals have had with the task to perform; (2) the vicarious experiences that suppose they are able to develop a certain action when seeing that others are also capable to do it; (3) the verbal persuasion that works as a positive reinforcement; and (4) the emotional and psychological state the individual present (Bandura, 1986).

In the field of teachers' *self-efficacy*, the multidimensional model of Tschannen-Moran, Woolfolk, and Hoy (1998), and Prieto (2007) stands out. This model, developed from the contributions of Bandura, is aimed at analysing and evaluating the teaching practice based on different dimensions developed by university teachers in their daily tasks. More exactly, this model analyses the ability to plan the teaching-learning process, the ability of the teacher to involve the students in their learning process, the ability to produce a positive classroom climate through the interaction of the students, and the ability of the teacher to critically evaluate their own educational practice.

Although there is not a clear agreement on the relationship of self-efficacy with constructs such as self-concept or self-esteem, requiring further research (Bong & Clark, 1999; Prieto, 2002), principally in recent years, studies have researched the impact of teacher *self-efficacy* on professional *burnout*, maybe, due to the fact that in teachers population the chances of suffering from this exhaustion syndrome are high (Gholami, 2015; Olivares-Faúndez & Villanta, 2015; Otero-López, Santiago, & Castro, 2008; Smetackova, 2017).

Burnout is understood as a negative response to chronic work stress, characterized by high levels of emotional exhaustion and depersonalization, and low levels of personal accomplishment at work (Maslach, Schaufeli, & Leiter, 2001). In this line, the impact of teacher *self-efficacy* is such that some studies support the idea that teachers with greater perceptions of inefficiency present greater signs of professional *burnout*, and consequently, develop fewer effective actions with their students. In this sense, *self-efficacy* plays an essential role when trying to avoid the negative effects of work stress (Bermejo & Prieto, 2005; León-Rubio, Cantero, & León-Pérez, 2011), fostering motivation, effort and tenacity in professional achievement (Fernández, 2008; Makara-Studzińska, Golonka, & Izydorczyk, 2019; Tschannen-Moran et al., 1998).

The correlation and the causality between both constructs has been a topic investigated in various educational stages, mainly, supporting the idea of inverse correlation and causality between teacher *self-efficacy* and *burnout* (Cezmi, Bozgeyik, & Eser, 2014; Evers, Brouwers, & Tomic, 2002; Friedman, 2003; Gholami, 2015; León-Rubio et al., 2011; Smetackova, 2017; Ventura, Salanova, & Llorens, 2015). Teachers who doubt about their professional skills and abilities generate negative environments in the classroom (Fernández-Miranda, 2014), and they would assume the job as a self-imposed and unwanted obligation, leading to teaching distress attacks, stress, discomfort, conflict, exhaustion or absenteeism (Acton & Glasgow, 2015; Betoret & Artiga, 2010; Brown, 2012; Gibbs & Miller, 2014).

Finally, it should be noted that despite the fact that some research studies support the idea that contextual variables, such as gender or age, have little influence on the development of *self-efficacy* and *burnout* (Cezmi et al., 2014; Egido, López-Martín, Manso, & Valle, 2018; Holzberger, Philipp, & Kunter, 2013; León-Rubio et al., 2011), there is a certain disagreement with other works in which significant differences were found in gender, academic rank and even in the years of teaching experience (Antoniou, Polychroni, & Vlachakis, 2006; Vercambre, Brosselin, Gilbert, Nerrière, & Kovess-Masféty, 2009).

Resilience and its role in the self-efficacy

Even though the definition of *resilience* has varied in the literature depending on if it was considered a personality trait, a process or a result, there is some agreement that *resilience* requires a constant effort to move forward in a positive way and to cope with psychosocial risk factors that are presented to people (Southwick, Bonanno, Masten, Panter-Brick, & Yehuda, 2014). In addition, *resilience* is a multidimensional construct that characterizes people for having high values of optimism, adaptability, determination, perseverance, making risky decisions and tolerance to uncertainty, and low values of fear to failure (Bonanno, 2004; Gu & Day, 2007; Ledesma, 2014; Ungar, 2004). Operationally it can be considered as a measure of the ability to overcome stresss (Connor & Davidson, 2003).

With the passage of time, the development and consolidation of the *resilience* in young and teenagers' populations has been a topic that has caused special interest among researchers, leading to an important limitation in the amount of empirical work of this construct in teachers (Gu & Day, 2013). In this line, as Cezmi et al. (2014) suggest, one of the variables that have a significant impact on teachers' *resilience* is the perception that teachers have about their knowledge, skills and experiences. In this way, Schwarzer and Warner (2013) point out that it is possible that *resilience* could be a consequence of *self-efficacy* due to the fact the feeling of control, security and optimism when developing a task gives enough confidence to be able to cope with certain stressors.

Meseguer, Soler, and Fernández (2017) point out how resilience works as a complete mediator in those models in which people have to face life stressors, such as unemployment situations, among others. On this matter, Plamenova, Rodríguez, Tordera, and Abate (2019) go one step further, analysing the mediating effect of both, *self-efficacy* and *resilience* in a more complex model. These authors stated how motivation significantly predicts *self-efficacy*, and this, in turn, significantly predicts *resilience* positively, working this last construct as a significant tool in reducing psychological stress. This idea of understanding resilience as a mediating and shock-absorbing variable in the presence of work exhaustion has been previously also discussed in other studies under the same hypothesis (Treglown, Palaiou, Zarola, & Furnham, 2016; Ventura et al., 2015), observing how people with greater self-efficacy and a personality more focused on interest will perceive job challenges with greater optimism and less hindrance, bringing this situation to a state of greater job involvement and less mental exhaustion. This model could be explained because teachers with higher job skills and competences are able to use their every to overcome and adapt to professional difficulties more easily and feel less the stressors that could be caused by their job position (Vicente & Gabari, 2019).

Purpose of the study

Although in the literature there is already some solid structural equation model that claim the causality between teacher *self-efficacy* and *burnout* (e.g. Khani & Mirzaee, 2015), based on previous studies carried out in populations outside the educational

field, it is observed that the causality between these two variables occurs due to the presence of a third intermediate construct: the *resilience* (Rees et al., 2016; Ventura et al., 2015). In this way, it is thought that a positive perception about the ability to perform a certain task correctly (*self-efficacy*), permits to face challenges and problems with a better and optimistic perception of the reality, achieving the least amount of negative effect due to *burnout* (Schwarzer & Warner, 2013).

Up to now, the clear majority of studies that connect *self-efficacy*, *resilience* and *burnout* are correlational and/or causal studies between two of the three constructs, as we have seen in the theoretical framework of this study. In this sense, it is necessary to understand the causality of these three variables in order to permit us advancing in the knowledge of the university teacher welfare. In the same way and related to the previous idea, almost all works on *self-efficacy*, *resilience* and *burnout* are focused on the school context, leaving aside the role played by these constructs amongst faculty members. Hence, this area requires a greater level of demand (Olivares-Faúndez & Villanta, 2015). For these reasons, the main objective of this paper is to shed some light on how *resilience* mediates and moderates between teaching *self-efficacy* and *burnout* amongst social and legal sciences faculty members.

Method

Participants

For this research, 4218 social and legal sciences university lecturers from different provinces of Spain were invited to participate. Nonetheless, 384 (9.10% response rate) teachers compounded the definitive number of participants. The sample selection was a non-probabilistic sample selection, choosing the participant universities based on the closeness with regard to the authors. Regarding the contextual variables, from the total sample, 146 (38%) were males and 238 (62%) females, with an average age of 46.33 years old (*SD* = 10.72 years), and an average age of 16.51 years of teaching experience (*SD* = 11.07 years); 254 (66.1%) of them work in public universities and 130 (33.9%) of them work in private universities. This lack of proportion has been considered as normal since the quantity of public universities in Spain is higher than private universities; hence, public universities require a higher representation on the sample. Related to the academic rank, 51 (13.3%) of them were tutors, 151 (39.3%) lecturers, 64 (16.7%) associate lecturers, 95 (24.7%) senior lecturers and 23 (6%) professors.

Finally, the sample came from different fields of social and legal sciences. More specifically, the distribution of the participants was: 2 (.5%) of them came from Anthropology, 2 (.5%) from Labour Sciences and Human Resources, 22 (5.7%) from Physical Activity and Sports Sciences, 41 (10.7%) from Information and Communication Sciences, 23 (6%) from Law and Political Sciences, 54 (14.1%) from Economy and Business Management, 27 (7%) from Geography and History, 121 (31.5%) from Education and Pedagogy, 8 (2.1%) from Marketing, 66 (17.2%) from Psychology, 11 (2.9%) from Sociology and 7 (1.8%) from Tourism.

Measures

In order to measure each construct, three different instruments were used. *Resilience* was measured through the Spanish version of *Connor-Davidson Resilience Scale* (Manzano-García & Ayala, 2013). This scale is compounded by 23 Likert-Type items divided amongst three different factors: *hardiness*, *resourcefulness* and *optimism*.

Regarding *burnout*, the Spanish version of *Maslach Burnout Inventory* (Seisdedos, 1997) was used. This scale is compounded by 22 Likert-Type items divided amongst three dimensions: *emotional exhaustion*, *personal accomplishment* and *depersonalization*.

Regarding *self-efficacy*, it was assessed using the *University Teachers' self-efficacy Scale* (Prieto, 2007). This scale is formed by 44 Likert-Type items, divided amongst 4 different factors of university teaching: the planning of teaching, the *active involvement of students in their learning*, the positive interaction in the classroom, and the *assessment of learning and the teaching function* (self-evaluation).

Finally, some contextual variables were gathered from the participants. More exactly, their gender, age, years of teaching experience, university type, academic rank, quantity of six-years research periods, field of social and legal sciences in which they work, usage of the idiom in the teaching activity, teaching methodology used and the perceived distribution of their working time in teaching, researching and managing.

Procedure

The research was started by creating a database of potential instruments we could use. Amongst authors, an agreement was reached on those instruments that could be more efficient for the proposed purpose and they were converted to an online format. Meanwhile, a database with the emails of all the potential participants was created. With regard to the ethical procedures, it is necessary to highlight the fact that this study has been developed independently of a formed research group. Likewise, it's noteworthy that the sample was formed by adults, who voluntarily participated on this study after being aware of the steps they would have to follow. At all times their anonymity was respected and there was not a manipulative intervention, which allowed us to eliminate risks and ensuring that the ethical standards of human research were met. Throughout June 2018, a message was sent to the potential participants inviting them to collaborate. In that message, the purpose of the research, the deadline and the steps to fill the questionnaires were explained.

Data analysis

In order to achieve the proposed goals, SPSS Statistics 24, SPSS AMOS 24 and the Process macro were used. Firstly, correlation and reliability analyses were carried out through SPSS Statistics. The correlation index used was Pearson's correlation coefficient and reliability indices used were Cronbach's alpha, McDonald's omega, average variance extracted and compounded reliability. Next, model fit was assessed through SPSS AMOS. In this sense, absolute, relative and parsimonious fit indices were analyzed. Specifically, absolute fit was assessed using χ^2/df and RMSEA indices, relative fit was assessed using CFI index and parsimonious fit was assessed using AIC. Finally, the Process Macro for SPSS Statistics was used in order to carry out both analyses, the mediation analysis and the moderator analysis. In this analyses, non-standardized β coefficients, standard errors, and lower and upper limits were assessed. These analyses were carried out through different latent variables (every dimension of every construct). Likewise, each latent variable was operationalized through a series of manifest variables (all the items of each dimension). All used data keep to normality assumptions since all the dimensions are into the range of skewness and kurtosis of ±2 (George & Mallery, 2010). Missing values were not found in our statistical data.

Results

Firstly, a correlation analysis amongst the different subscales was performed. As expected, the vast majority of the subscales correlated with each other. In addition, it is significant to mention the

Table 1
Correlations of subscales

	1	2	3	4	5	6	7	8	9	10
EE (1)	(.87)	.461***	.330***	−.306***	−.341***	−.362***	−.099	−.155**	−.188***	−.098
LPA (2)	–	(.78)	.361***	−.468***	−.501***	−.537***	−.387***	−.494***	−.577***	−.408**
D (3)	–	–	(.56)	−.165**	−.271***	−.238***	−.186***	−.243***	−.349***	−126**
H (4)	–	–	–	(.90)	.689***	.728***	.415***	.413***	.420***	.412***
R (5)	–	–	–	–	(.83)	.613***	.435***	.408***	.430***	.404***
O (6)	–	–	–	–	–	(.70)	.378***	.407***	.413***	.359***
PT (7)	–	–	–	–	–	–	(.84)	.676***	.672***	.762***
AIE (8)	–	–	–	–	–	–	–	(.83)	.754***	.672***
PIC (9)	–	–	–	–	–	–	–	–	(.83)	.629***
ALT (10)	–	–	–	–	–	–	–	–	–	(.85)

Note. AIE: Active Involvement of students in their learning, D: Depersonalization, ALT: Assessment of learning and the teaching function, EE: Emotional Exhaustion, H: Hardiness, LPA: Lack of Personal Accomplishment, O: Optimism, PT: Planning of the Teaching, R: Resourcefulness, PIC: Positive Interaction in the Classroom. The internal consistency of the different scales is shown on the diagonal and in brackets.

* $p < .05$.

** $p < .01$.

*** $p < .00$ (two-tailed).

fact that *resilience*'s (r = .613 to .728) and *self-efficacy*'s (r = .629 to .762) Pearson's r-values of each construct correlated moderately and highly (Hinkle, Wiersma, & Jurs, 2003) between the different subdimensions of each scale, as Table 1 shows.

Finally, reliability statistics (Cronbach's alpha) showed that in general, the reliability of the used scales and subscales was good, despite the fact *depersonalization* subscale pointed out low reliability values. This problem has also occurred in other studies (Gil-Monte & Peiró, 1999; León-Rubio et al., 2011) and some researchers' recommendation is to assume the factorial solution of two *burnout* dimensions if the reliability of *depersonalization* subscale is not adequate for researching (Gil-Monte & Peiró, 1999; Grajales, 2000). Due to this problem, for the main analysis of the research *burnout* was considered as bidimensional construct.

Cronbach's alpha analyses were complemented analysing McDonald's ω. In this case, self-efficacy (planning of the teaching, ω = .82; active involvement of students in their learning, ω = .81; positive interaction in the classroom, ω = .81; assessment of learning and the teaching function, ω = .82), resilience (hardiness, ω = .84; resourcefulness, ω = .78; optimism, ω = .67) and burnout (emotional exhaustion, ω = .87; lack of personal accomplishment, ω = .80; depersonalization, ω = .58) obtained similar levels of reliability as in the case of Cronbach's alpha. With regard to the Average Variance Extracted (AVE) and the Compounded Reliability (CR), the results were the followings one: self-efficacy (planning of the teaching, AVE = .50, CR = .90; active involvement of students in their learning, AVE = .47; CR = .87; positive interaction in the classroom, AVE = .47, CR = .87; assessment of learning and the teaching function, AVE = .50; CR = .90), resilience (hardiness, AVE = .44, CR = .87; resourcefulness, AVE = .44, CR = .84; optimism, AVE = .28, CR = .70) and burnout (emotional exhaustion, AVE = .49; CR = .89; lack of personal accomplishment, AVE = .42, CR = .84; depersonalization, AVE = .37, CR = .74).

Finally, the model fit for the different constructs was not entirely bad, but improvable (Hooper, Coughlan, & Mullen, 2008). In the case of the *self-efficacy* these values were χ^2/df = 3.42, CFI = .908, RMSEA = .071, AIC = 730.225; in the case of the *resilience* these values were χ^2/df = 2.30, CFI = .842, RMSEA = .058, AIC = 2144.664; and in the case of the *burnout* these values were χ^2/df = 3.94, CFI = .879, RMSEA = .082, AIC = 519.446.

Mediation analysis of resilience

Mediation analysis will help us to analyze whether the effect of the independent variable (*self-efficacy*) on the outcome variable (*burnout*) can be mediated by a change in the mediating variable (*resilience*) (Gunzler, Chen, Wu, & Zhang, 2013). Using *Process* macro for *SPSS Statistics,* a mediation analysis was carried out considering teaching *self-efficacy* as a predictor variable, *burnout* as dependent variable and *resilience* as mediator. For this procedure, bootstrapping technique was used with a total amount of 10,000 samples. As reflected in Figure 1, a direct effect (c') refers to the pathway from the teaching *self-efficacy* to the *burnout* while controlling for the mediator; and indirect effect (ab) to the effect of teaching *self-efficacy* on *burnout* that goes through the mediator, and total effect (c) to the sum of the direct and indirect effects of the teaching *self-efficacy* on the *burnout*. This total effect occurs when the mediator variable is excluded.

The results showed significant direct (c' = −.0613, p = .043) and total (c = −.2043, p = .000) effects of *self-efficacy* on *burnout*, as shown in Table 2. Moreover, the indirect effect of the model (ab = −.1430, p = .000) was also significant, since the zero value is not included within the 95% confidence interval (LLCI = −.1856, ULCI = −.1047) and as Sobel's Test value pointed out that the partial mediation is statistically significant (z = −7.2348, p = .000). These results confirm the fact that when *resilience* is considered as mediator variable, a reduction of the direct effect of the teaching-self efficacy on the *burnout* occurs; or in other words, that *resilience* significantly partially mediates between the *self-efficacy* and the *burnout* amongst social and legal sciences university lecturers.

Furthermore, a moderated mediation was performed with some personal variables in order to check whether the mediation results of the previous analysis occurred regardless of the contextual variable. For this purpose, gender, age, teaching experience, university type, academic rank, six-year research terms, and percentage of total time destined to teaching, doing research and managing (paperwork) were the used contextual variables. The conceptual and statistical map of the analysis are illustrated in Figure 2.

The results of the moderated mediation, revealed that gender (LLCI = −.012, ULCI = .098), university type (LLCI = −.074, ULCI = .045), age (LLCI = −.002, ULCI = .001), years of experience (LLCI = −.002, ULCI = .001), academic rank (LLCI = .0149, ULCI = .033), six-year research terms (LLCI = −.0004, ULCI = .035) and percentage of total time teaching (LLCI = −.001, ULCI = .001), doing research (LLCI = −.0005, ULCI = .002) and managing (LLCI = −.003, ULCI = .0001) were non-significant variables, as the index of moderated mediation pointed out since the confidence interval included the zero value. Moreover, these results are coherent because all the indirect effects of the different categories of each variable are all significant. Hence, we can support the idea that in this study, the *resilience* mediated amongst the *self-efficacy* and the *burnout* within social and legal sciences lecturers, regardless the analyzed contextual variables.

Moderation analysis

Moderation analysis will help us know if the strength or the direction of the *self-efficacy* and the *burnout* is modified by the presence of *resilience* levels amongst social and legal sciences university lecturers. As shown in Figure 3, a moderator analysis was performed with *Process* macro, considering teaching *self-efficacy* as a predictor variable, *burnout* as a criterion variable and *resilience* as a moderator variable. For this procedure, bootstrap technique was used with a total amount of 10,000 samples.

The results showed that neither the conditional effect of *self-efficacy* on *burnout* (β = −.339, SE = .176, LLCI = −.3806, ULCI = .3129), nor the conditional effect of *resilience* on *burnout* (β = −.521, SE = .431, LLCI = −1.3691, ULCI = .3260) was significant, since the confidence interval of both crossed the zero value. In the same way, the interaction between *self-efficacy* and *resilience* on *burnout* (β = −.0003, SE = .002, LLCI = −.0042; ULCI = .0036) was not significant either. Consequently, this data supports the idea that *resilience* does not moderate between teaching *self-efficacy* and *burnout*; or in other words, the *resilience* does not modify the strength and/or the sign of the relationship between *self-efficacy* and *burnout*. Thus, and as negative β coefficients inform, the inverted causality of *self-efficacy* towards *burnout* occur in the same way and with the same power, regardless the levels of *resilience* (low, medium or high) the university lecturer present. Nevertheless, as Figure 4 illustrates, it is also remarkable the role of the *resilience* on the improvement of the welfare of teachers, in the way the more level of *burnout* and the less level of *self-efficacy*, the less capability of *resilience*.

Discussion

The main aim of this research has been to analyze the mediator and moderator role of *resilience* between teaching *self-efficacy* and *burnout* amongst social and legal sciences faculty members. Moreover, the correlations of the main scales and subscales, as

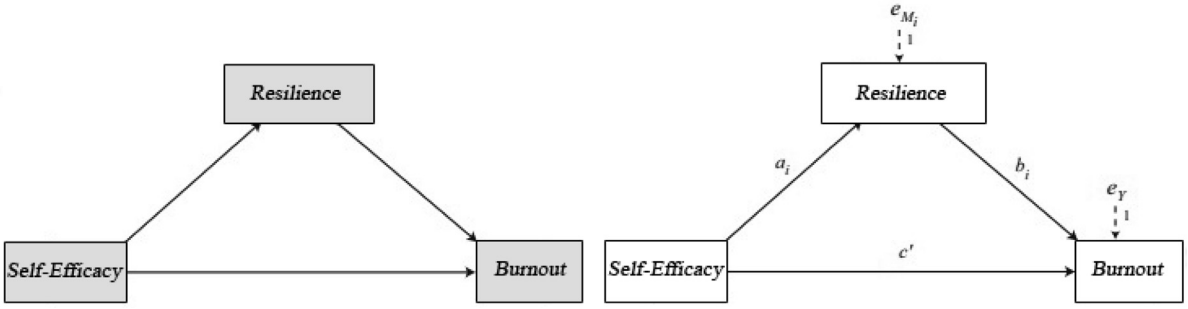

Figure 1. Mediation conceptual diagram of *resilience* between *self-efficacy* and *burnout*. Source: Adapted from Hayes (2017).

Table 2
Results of the mediation analysis

Effect	Path	Coefficient	SE	95% CI	
				LL	UL
Direct effect of *self-efficacy* on *resilience*	*a*	.2428***	.0212	.2012	.2845
Direct effect of *resilience* on *burnout*	*b*	−.5889***	.0631	−.7129	−.4650
Direct effect of *self-efficacy* on *burnout*	*c'*	−.0613*	.0303	−.1209	−.0018
Total effect of *self-efficacy* on *burnout*	*c*	−.2043***	.0289	−.2612	−.1475
Indirect effect	*ab*	−.1430 *(sig.)*	.0206	−.1856	−.1047
Sobel's Test	*z*	−7.2348***	.019		
Burnout total effect model (R^2 = .28)					

Coefficient: non-standardized β coefficients, LL: lower limit, SE: standard errors, UL: upper limit, 95% CI: 95% confidence interval.
* $p < .05$; ** $p < .01$.
*** $p < .00$; (sig.), significant. 10,000 bootstrap samples.

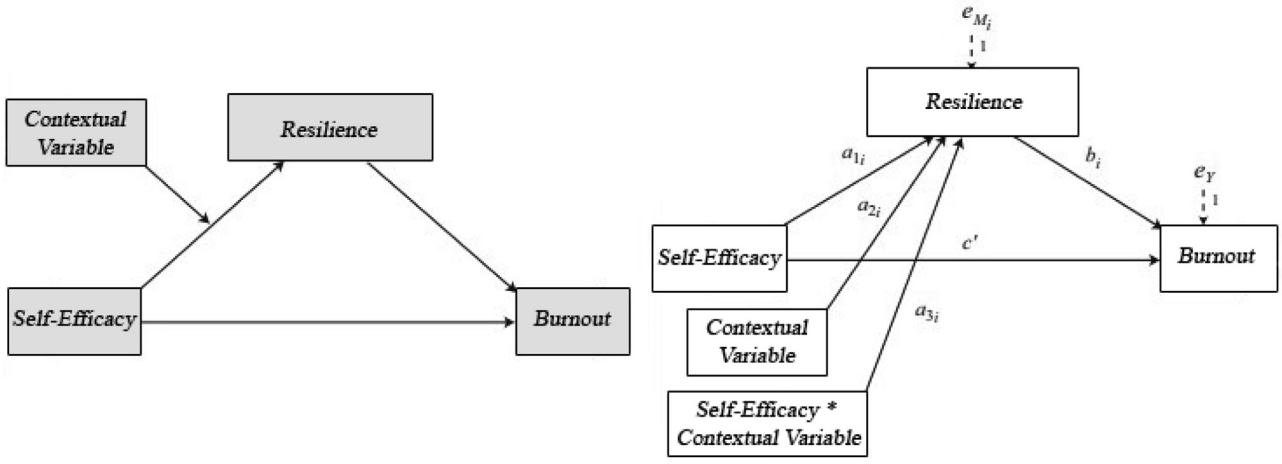

Figure 2. Moderated mediation conceptual and statistical diagram. Source: Adapted from Hayes (2017).

well as differences between contextual variables were studied. In the following lines, a discussion of the obtained results is carried out.

Correlations between teaching self-efficacy, resilience and burnout

The results reveal that there is a significant correlation between teaching *self-efficacy*, *resilience* and *burnout*. More specifically, the results point out that the *self-efficacy* correlated positively with *resilience* and negatively with *burnout*. In the same way, *resilience* correlated negatively with *burnout*. Firstly, these results are coherent with others obtained in the teaching field. For instance, significant correlation between *self-efficacy* and *burnout* was also shown in some research studies (Cezmi et al., 2014; Evers et al., 2002; Friedman, 2003; Gholami, 2015; León-Rubio et al., 2011; Ventura et al., 2015). Secondly, the significant correlation between *self-efficacy* and *resilience* has been highlighted in studies such as Sagone and De Caroli (2013); Sagone and De Caroli (2016). Eventually, Lai-Kuen (2014), and Richards, Levesque-Bristol, Templin, and Graber (2016) obtained significant results related to the correlation between *resilience* and *burnout*.

The mediation and moderator role of resilience

The main objective of this research has been to shed some light on how *resilience* mediates and moderates between the *self-efficacy* and *burnout*. In this sense, the main hypothesis that has led this research has been that the perceived capacity to develop teaching tasks influence the way teachers face or overcome challenges in a positive way, and consequently, this situation favours the reduction of professional *burnout* levels (Schwarzer & Warner, 2013). On the one hand, the results obtained support the idea that *resilience* works with the same strength as a mediator between teaching *self-efficacy*

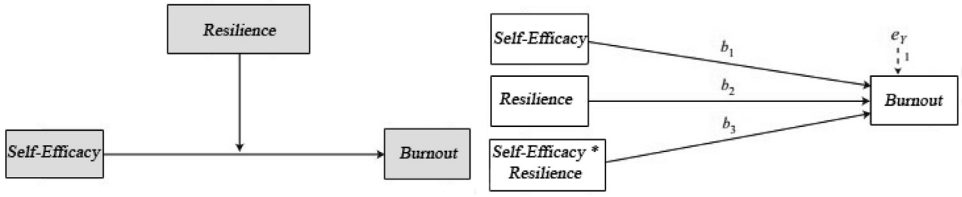

Figure 3. Moderation conceptual and statistical diagram. Source: Adapted from Hayes (2017).

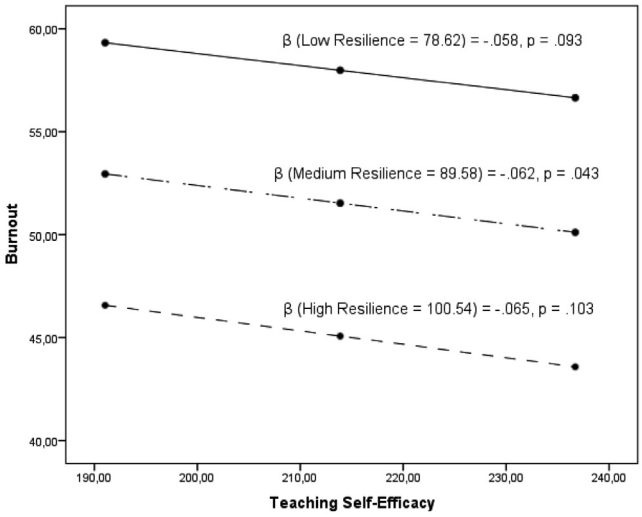

Figure 4. Moderation analysis results when *resilience* as moderator.

and *burnout*, regardless of the contextual variables of the faculty members. In other words, these findings reveal that a teacher with high levels of *self-efficacy* could have low levels of *burnout* because, in part, he or she has a wider number of cognitive tools to face positively the problems of the professional life. This conclusion supports the idea of other identical mediation proposed models for other fields outside the educational field (Rees et al., 2016; Ventura et al., 2015) can be also extrapolated to the higher education area. On the other hand, in view of the results of the moderation analysis, the *resilience* does not act as a moderator between *self-efficacy* and *burnout* amongst social and legal sciences faculty members. This conclusion, as we have seen in Figure 4, assumes that the causality between *self-efficacy* and *burnout* occurs inversely with the same strength regardless the level of *resilience* (low, medium or high) the teacher presents.

The study was complemented by looking for differences of *self-efficacy*, *resilience* and *burnout* among the following contextual variables: gender, age, years of teaching experience, type of university, social and legal sciences field in which the faculty member focuses his or her activity, academic rank, quantity of six-year research terms, and percentage of total time teaching, doing research and managing (paperwork). Of all these variables, only significant differences were found in gender and in the type of university.

Regarding the gender, results support the idea that, in general, women obtained higher levels of emotional exhaustion as well as resourcefulness than men. These results are consistent with the results obtained in other studies (e.g. Lackritz, 2004; Watts & Robertson, 2011). However, there is some disagreement in these conclusions, since other studies have demonstrated the independence of *burnout* and gender (e.g. Arvidsson, Håkansson, Karlson, Björk, & Persson, 2016; Mena, 2010).

Besides the gender, significant differences were found in the type of university. On this matter, it was revealed that faculty members who work at public universities had higher levels of *burnout* and lower levels of *resilience*. It is also worth to highlight that, despite the fact no statistically significant differences were found in *self-efficacy*, faculty members who worked at public universities presented lower scores of teaching *self-efficacy* than their private university fellows. These results coincide with other research studies in which it was appreciated how those teachers who worked in the public educational sector had higher levels of *burnout* that those who worked in the private sector (e.g. Ferreira & Martínez, 2012; Heiran & Navidinia, 2015; Kulavuz-Önal & Tatar, 2017). What is more, it is thought that this phenomenon could occur since public faculty members suffer more from (1) workload, (2) role conflicts that result in a perceived inability to be effective on the job and (3) disruptive behaviour by students. These three conditions seem to be the ones that more help to the development of the *burnout* amongst the educational sector (Cooper, Dewe, & O'Driscoll, 2001; Kinman, 2010; Kyriacou, 2010). Nevertheless, these results are doubtful, as there are other studies such as developed in higher education (Akbar & Akhtar, 2011) pointing out that, private institutions tend to be more stressful for the staff than public institutions.

Limitations, applications and prospective

The current study presents a series of limitations that are necessary to be mentioned in order to understand better the obtained results. Firstly, the main limitation that can be highlighted from this research is that, although teacher *self-efficacy* has been related to professional *burnout*, it may be the case that high levels of *burnout* do not have to come mandatorily from teacher inefficacy. In this sense, a teacher could develop his or her classroom tasks correctly, but their main source of *burnout* could come from other sources not measured by the used instrument of *self-efficacy*, such as excessive bureaucratic actions, low salaries, job pressures, etc. Secondly, it is worth to point out that the way to measure *self-efficacy*, *resilience* and *burnout* has been through questionnaires that participants filled about themselves. In this line, although anonymity has been rigorously controlled and participants have not known which constructs have been measured, part of the sample may have tended to evaluate themselves more positively according to social desirability. However, this limitation is complex to fix because constructs like *resilience*, are complex to measure otherwise than through self-reports (Mäkikangas & Kinnunen, 2003). Thirdly, the sample of participants was composed by faculty members that have decided to participate, perhaps, because the topic of this research has been of their interest. The problem of this kind of samples can lead to over-representation of under-representation of the different groups in the sample. Hence, the results could be not as reliable as those studies in which totally random samples were used (García-Izquierdo, Meseguer, Ríos-Risquez, & Soler, 2017). Fourthly, one aspect to consider is that the model fit of the different scales was improvable. This phenomenon means that the validity and reliability of the results may not be completely accurate.

This study, taking into account the mentioned limitations, concludes supporting the hypothesis that the feeling of knowing how to do a certain task influences the ability to face challenges and

problems in an optimistic way and consequently reduces, in part, the levels of job *burnout*. On the one hand, these findings are significant in that they confirm the theoretical models of other mediation research conducted in populations outside the socio-educational sphere (Rees et al., 2016; Ventura et al., 2015), based on the hypothesis that the causality between *self-efficacy* and *burnout* occurs due to the presence of *resilience*, which acts as a mediating variable. In this line, it has been possible to know that this model is also valid within the educational field, amongst social and legal sciences faculty members. On the other hand, with regard to its practical applicability, Rees, Breen, Cusack, and Hgney (2015) consider necessary to implement initiatives that have a significant impact on teachers' *burnout* levels and, thus, reduce the negative effect that this entails. For this reason and based on the findings of this research, we can support the idea that in order to improve the *resilience* and reduce the professional *burnout* amongst faculty members, it could be favourable to implement educational programmes so as to improve the teacher's *self-efficacy*. What is more, based on Prieto's (2007) model, these programmes could be focused on teaching new mechanism and techniques of: (1) how to develop more efficiently the process of planning and organizing the sessions (development of the curriculum, usage of resources and materials, etc.); (2) how to boost the participation of students in their learning process through the usage of new active methodologies; (3) how to encourage interaction in the classroom amongst students, and between teachers and students; (4) how to receive feedback, assess and reflect critically the performance of each teacher in their task.

Since the present work has been focused on social and legal sciences faculty members, for further research studies it could be interesting to analyze the same proposed mediation model in other fields, such as in engineering and architectures or in health sciences, in order to contrast the obtained results. In addition, it might be advisable to measure the impact of other variables inside the mediation model, such as the impact of social support amongst peers, time pressure, the effect of the personality traits, the number of students per classroom, or the behaviour of students in their learning process (Egido et al., 2018; Khani & Mirzaee, 2015; Skaalvik & Skaalvik, 2011; Watts & Robertson, 2011).

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