Revista de Psicodidáctica 27 (2022) 76–85

Revista de Psicodidáctica

www.elsevier.es/psicod

Original

Interplay of psychological reactance, burnout, and spiritual intelligence: A case of Iranian EFL teachers☆

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ARTICLE INFO

Article history:
Received 2 February 2021
Accepted 23 June 2021
Available online 31 July 2021

Keywords:
Bootstrapping Resampling
Burnout
Psychological Reactance
Spiritual Intelligence
Structural Equation Modeling

ABSTRACT

Despite the fact that teaching has been construed as a profoundly emotional activity, scant information is revealed regarding the adverse emotional demands encountered by teachers or how these affect teachers' well-being. The present study aimed to examine the relationship among teacher burnout, psychological reactance, and the mediating role of spiritual intelligence in a sample of 270 English as a Foreign Language (EFL) teachers. Three scales were employed to measure the aforementioned constructs. It was revealed that there was a positive association at the individual level between burnout and reactance, and negative associations between spiritual intelligence with burnout and reactance. Further, results of bootstrapping resampling procedure revealed that spiritual intelligence mediated the relationship between burnout and reactance. It seems that paying attention to the areas of spirituality is of particular significance; perchance, there is a sense of requirement for teachers to enhance spiritual intelligence for abstaining burnout. Findings accentuate the need for teacher training courses to raise awareness of emotional demands and implement strategies to promote emotion regulation skills in both experienced and recently qualified teachers.

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Interacción de reactancia psicológica, agotamiento e inteligencia espiritual: Un caso de profesorado iraní de inglés como lengua extranjera

Palabras clave:
Remuestreo bootstrap
Agotamiento
Reactancia Psicológica
Inteligencia Espiritual
Modelado de ecuaciones estructurales

RESUMEN

A pesar de que la enseñanza se ha interpretado como una actividad profundamente emocional, se ha publicado escasa información sobre las demandas emocionales negativas que afrontan los docentes o cómo estas afectan a su bienestar. El objetivo del presente estudio es examinar la relación entre el agotamiento del profesorado, la reactancia psicológica y el rol mediador de la inteligencia espiritual en una muestra de 270 docentes que enseñan inglés como lengua extranjera (EFL). En dicho estudio se han empleado tres escalas para medir los constructos mencionados anteriormente. Se ha encontrado que existe una asociación positiva a nivel individual entre el agotamiento y la reactancia, y asociaciones negativas entre la inteligencia espiritual con el agotamiento y la reactancia. Además, los resultados del procedimiento de remuestreo *bootstrapp* han mostrado que la inteligencia espiritual ha mediado la relación entre el agotamiento y la reactancia. Parece que es relevante prestar atención a las áreas de la espiritualidad y que el profesorado mejore su inteligencia espiritual para evitar el agotamiento. Los hallazgos acentúan la necesidad de diseñar cursos de formación docente para crear conciencia sobre las demandas emocionales e implementar estrategias para promover las habilidades de regulación de las emociones, tanto en docentes con experiencia como en los recién titulados.

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PII of original article:S1136-1034(21)00046-0.
☆ Please cite this article as: Pishghadam R, Yousofi N, Amini A, Tabatabayeeyan MS. Interacción de reactancia psicológica, agotamiento e inteligencia espiritual: Un caso de profesorado iraní de inglés como lengua extranjera. Revista de Psicodidáctica. 2022;27:76–85. https://doi.org/10.1016/j.psicod.2021.06.001
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Introduction

According to Internal Commission of Education (UNESCO, 1996), "Education has its basis on four pillars, "learning to know, learning to do, learning to live together, and learning to be" which all lead to shape the very nature of teaching and learning. Improving the suitability of teaching and educational objectives can be one of the integral aims of an educational setting, thus any attempt towards this goal should logically encompass the psychological needs of both teachers and learners (Steyn, 1999). Paying exaggerated attention to learners' demands at the expense of teachers' may decrease the quality of education as it raises teachers' dissatisfaction. Perhaps, the most undeniable factor transforms a teacher to a self-confident one is enjoyment of a reasonable degree of latitude to teach (e.g., Brehm, 1966; Brehm & Brehm, 1981). Factors that affect teachers' teaching quality are of different types such as teachers' knowledge repertoire, age, emotional capacities, teaching experiences, and self-control.

There may be still several other externally or internally-imposed restrictions that can foil wholehearted engagement of teachers, but are usually left unattended when talking is extended to teachers' quality service. It has been argued that teaching is recognized as one of the top five most stressful jobs and a notable number of teachers are predisposed to abandon their career due to its demanding essence (Coombe, 2008). According to Bakker and Costa (2014), one of the contributing factors making teachership a demanding profession is burnout. Experiencing burnout, teachers lose senses of commitment, morality, and enthusiasm; such teachers are less sympathetic toward learners, have a lower level of patience in managing classroom disorders, do not find themselves prepared to present teaching materials, and are unable to hold the shield against menaces to their mental well-being (Kyriacou, 1987).

According to Schaufeli et al. (1996), both intrinsic and external instigations can culminate in the burnout arousal. These include assessment (Pishghadam et al., 2013), following some predefined sets of methodologies with no regard to the fact that teachers may find electivity the best strategy, and externally-set managerial yardsticks in class management (Sittenthaler et al., 2015). Among others, these factors may increase the danger of burnout arousal and dispossess teachers from acting freely which induces an adverse emotional state known as psychological reactance (Brehm, 1966).

Research on psychological reactance (PR) commenced in the last decades of the twentieth century by Brehm (1966), and has recently gained a revived attention in multitude fields of study such as medicine, marketing, psychology, tourism, and education (Mashek, & Hammer, 2011; Wen et al., 2020). However, interest in psychological reactance in the EFL context, except for a few studies (e.g., Amini et al., 2019; Bahari, 2020; Olson & Jiang, 2020; Sittenthaler et al., 2015) has been slow to flourish. In fact, reactance and burnout are serious issues in academic settings since teachers regularly receive positive or negative feedback from learners and colleagues. This can trigger certain degrees of reactance arousal and emotional exhaustion; therefore, there is a necessity for further research in educational settings.

In order to abate the level of burnout and reactance in educational settings, few studies have been conducted (e.g., Amini et al., 2019; Bahari, 2020). One of the factors that is presumed to have a positive impact on burnout is spiritual intelligence. In the realm of educational psychology, human spirituality has been the focus of research (Awasthi, 2020; Kulshrestha & Singhal, 2017; Zulkifli & Hashim, 2019). Kaur et al. (2013) asserted that any decision regarding teacher effectiveness or failure is made on the basis of spirituality. It has been demonstrated that in the domain of psychological health, spiritual intelligence has been found significant in research findings (Awasthi, 2020). Therefore, it has the potential to conciliate duress and adverse emotional states of burnout and reactance.

In spite of the implied claims regarding the probable positive relationship between reactance and burnout and their negative association with spiritual intelligence, we can hardly find a study in which a potential interplay of the aforementioned variables have been examined. With regard to psychological factors, empirical studies have not been carried out in the domain of education and spirituality so far (Awasthi, 2020). Therefore, strings of research are required to gauge a revival of attention, particularly with regard to English as a Foreign Language (EFL) teachers. To bridge the gap, the present study intends to examine this intersectionality from a different perspective by employing structural equation modeling (SEM) and bootstrapping resampling procedure.

Spiritual intelligence

Education should contribute to each individual's complete development-mind and body, intelligence, and spirituality (UNESCO, 1996). This view could precisely makes spiritual intelligence vital for teachers. Having found traces of spiritual intelligence, in the late 1970s and 1980s, Gardner (2000) proposed multiple intelligences and demonstrated that it included eight types of intelligences namely musical, spatial, bodily-kinesthetic, logical- mathematics, interpersonal, and intrapersonal intelligences (Gardner, 1999). In the modified categorization, interpersonal and intrapersonal intelligence were merged and termed as emotional intelligence. Similar to emotional intelligence, the notion of spiritual intelligence enables individuals to take their actions with wisdom while upholding inner and outer truce, and helps them gain a sense of success toward career development (Wigglesworth, 2012).

According to Singh and Sinha (2013), spiritual intelligence has the potential to be enhanced via training and deliberate practice. In this respect, spiritual and emotional intelligence have become parts of the domain of education all over the world. As a multifaceted construct, there is not a consensus regarding the formal definition of spiritual intelligence. scholars have provided various definitions of spiritual intelligence, for instance, Wilber (2000) demonstrated that spirituality includes the supreme levels of any developmental lines (e.g., moral, emotional, cognitive, and interpersonal); in the same way, it can be considered as a distinct developmental lines or as an attitude (e.g., openness to love) at any stage. To be much accurate, it is an elemental perspective that may involve all these various views. Look at the definition from another viewpoint, Karelitz et al. (2010) believed that spiritual intelligence is a means through which individuals are able to resolve the confronted problems of value or meaning; and through this channel behavior and life is placed in a deeper context. Further, spiritual intelligence assisted individuals to judge to the extent that one's actions and life are more purposeful than others. Finding traces of spiritual intelligence in educational settings, scholars have carried out several examinations to cast light on how and whether it affects teachers' behavioral and personality traits.

Relying on the notion of self-efficacy, Bandura (1995) defined it as believing in an individual's capabilities in executing a string of actions to regulate prospective situations. Investigating the effect of self-efficacy on teachers' spiritual intelligence through qualitative content analysis, Awasthi (2020) examined the effect of spiritual intelligence on teachers' perception of self-efficacy. The findings revealed that enhancing spiritual intelligence positively affected teachers' self-efficacy. Studies on spirituality have conveyed positive outcomes namely mental health, self-efficacy, collaboration and job satisfaction (Altaf & Awan, 2011). Moreover, it can be manifested in various resources such a spiritual aptitude and spiritual values (Osman-Gani & Hassan, 2018) as teachers' psychological

shield. To vindicate the multidimensional nature of spiritual intelligence, Saad et al. (2018) asserted that implementing spiritual intelligence along with other types of intelligences drives teachers to positively feel, treat, and react.

Psychological reactance

All individuals have a strong feeling that all they do should be their choice. Brehm (1966) introduced psychological reactance theory and defined it as an emotional state that is experienced when one feels that his/her freedom is threatened by external constraints and unsuitable rules. Among various elements, teachers are the focus of all attempts for refining the quality of the educational system (Swandee, 1995). Therefore, Olson and Jiang (2020) examined the effect of university research and teaching climate strength on faculty self-reported teaching performance. The multilevel analyses revealed that professors whose autonomy needs enjoyed higher levels, perceived universities with a stable teaching atmosphere, whereas professors with greater degree of uncertainty avoidance experienced differential framing and reactance.

By necessitating assessment tasks, department chairs deliberately or undeliberately make intruding demands on teachers' performance and thereupon arising of conflicting emotional repercussions (e.g., annoyance, distress, and a sense of motiveless) are caused by reactance. Assessment is one of the vital components of reactance (Shavelson & Huang, 2003). Amini et al. (2019) developed a scale for measuring reactance in the EFL learners and assessed its impact through the lens of teacher stroke scale. Stroke was found to have a negative relationship with reactance. According to Bandura (1995), self-efficacy is the outstanding facet of motivation that affects humans' actions. Considering the role of positive factors like self-efficacy and stroke, Pishghadam (2016) indirectly examined the probable relationships among reactance, stroke, and paying attention to employees with job motivation. This study was based on a scale of "*Job Characteristics Model" (JCM*) by Hackman and Oldham (1976) and a study by Pishghadam and Khajavy (2014).

As indicated in Figure 1, five factors were recognized as job features for the *JCM*, two of the job features were *job latitude* and *job feedback*; it can be implied that these two features are tenets of reactance (Brehm, 1966). Moreover, it was indicated that after *job variation*, *job latitude* enjoyed the highest correlation with job motivation; thus, those employees who enjoyed higher *job latitude*, were more motivated. Recently, Bahari (2020) has conducted a study to investigate the probable association of reactance and nonlinear dynamic motivational strategies (NDMSs). The findings showed NDMSs (like substituting learner-friendly motivating L2 classrooms with teacher-centered and test-oriented ones) were significantly effective in decreasing the obstructive effects of reactance.

Burnout

Maslach (1976) defined job burnout as "a syndrome of *emotional exhaustion*, *lack of personal accomplishments,* and *depersonalization* and the fire of enthusiasm and commitment to success being reduced to ashes" (p.1). *Emotional exhaustion* refers to a state in which the individual is drained mentally. The second sign of burnout is *depersonalization* or *dehumanization*; where the individual adopts a negative attitude.

This attracted a lot of attention in the research field, the reason being that through conducting studies, researchers could show that individuals who are prone to burnout suffer serious health problems over the course of time (Bakker & Costa, 2014). To cast much light, Adilogullari et al. (2014) examined the probable relationship between emotional intelligence and burnout. The negative association implied that the more teachers highlighted positive emotions, the less they experienced burnout.

Detailed examination of teacher's personality types, emotional intelligence and burnout by Pishghadam and Sahebjam (2012) showed that neuroticism and extroversion strongly predicted *emotional exhaustion*, *depersonalization*, and *personal accomplishment*. Further, teachers who enjoyed high degree of concentration over stressors encountered less burnout.

The findings of a study by Bakker and Costa (2014) showed that daily exhaustion and self-determination were strengthened by burnout. Further, Bektas and Peresadko (2013) asserted that teachers experiencing burnout remain in their job and would react negatively, which Brehm (1966) introduced as "boomerang effect". It was defined as a special state occurring when there is an inclination toward the opposite direction to regain the lost/restricted freedom (Brehm, 1966). Probing the relationship between emotions and reactance revealed that individuals who are psychologically reactant, incline to have lower degrees of positive emotions (Seemann et al., 2005). Pertinently, examining the relationship among gender, reactance, and emotional intelligence, Middleton et al. (2015) found that females had a higher level of emotionality and better managed their emotions.

The previous findings showed that emotional intelligence was negatively associated with burnout, thus, it might be inferred that reactance would be in a positive relationship with burnout. This probable relationship inspired the researchers in this study to investigate such an association with regard to spiritual intelligence.

Purpose of the study

The current study was conducted to see whether reactance and spiritual intelligence could predict EFL teachers' degree of burnout. Accordingly, it intended to open up new chambers in finding answers to the following research questions: (1) Is there any relationship between psychological reactance and EFL teachers' burnout? And, (2) Does spiritual intelligence mediate the relationships between EFL teachers' burnout and psychological reactance?

Method

Participants

A total of 270 Iranian EFL teachers (official and free-lancer), including 141 females and 129 males aged 20 to 50 ($M = 1.03$, $SD = 0.45$) participated. The study was carried out in private language institutes, schools, and universities (state, Azad, and Payam-E-Noor) in Mashhad, Neyshabur, Ahwaz, Sabzevar, and Tehran. The reason behind choosing teachers from formal and informal settings was to have a wide range of individuals from various socioeconomic statuses and cities with their differences in order to enhance the generalizability. Out of the whole sample of 270 teachers, 171 were teachers from private language institutes (male = 70, female = 101), and 99 from schools and universities (male = 63, and female = 36). Furthermore, the participants were selected based on opportunity sampling.

Instruments

To measure the participants' level of burnout, an original self-report 22-item scale called *Maslach Burnout Inventory (MBI)* was employed (Maslach & Jackson, 1981). The scale measures three subscales of emotional exhaustion (nine items), despersonalization (five items), and personal accomplishment (eight items). The items are graded on a six-point continuous Likert scale, ranging from 0 = *never* to 6 = *everyday*.

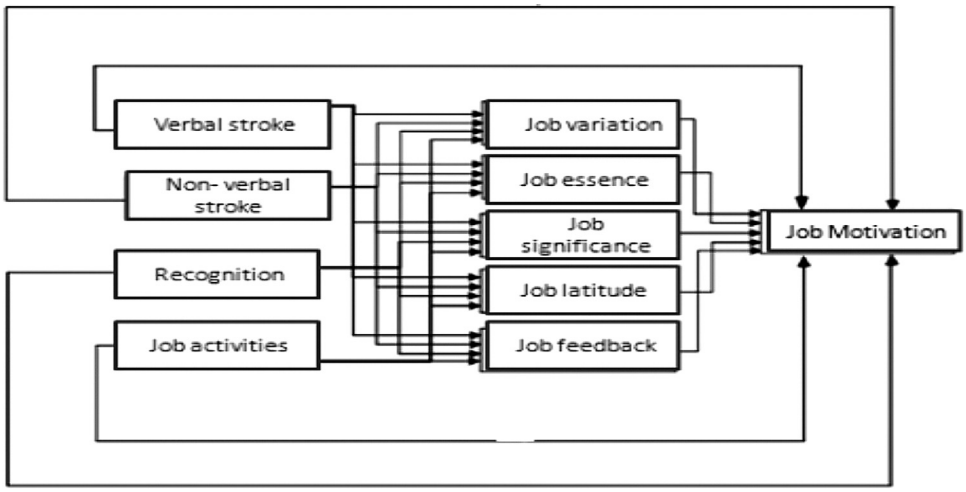

Figure 1. Proposed Model for Stroke and Job Motivation adapted from Hackman and Oldham (1976).

A 24-item scale named *Spiritual Intelligence Self-Report Inventory (SISRI)* developed by King (2008) was utilized to measure teachers' spiritual intelligence. The scale includes four sub-scales namely *critical existential thinking* (7 items), *personal meaning production* (5 items), *conscious state expansion* (5 items), and *transcendental awareness* (7 items). The items are graded on a four-point continuous Likert scale ranging from 0 = *not at all true of me* to 4 = *completely true of me*.

To ascertain the magnitude of teachers' reaction to power-restricting factors, *Hong Psychological Reactance Scale (HPRS)* (Hong & Page, 1989) was employed. This 14-item scale measures two subscales of freedom (5 items) and refusal (9 items). The two subscales were investigated and determined in a study by Amini (2019). The confirmatory factor analysis (CFA) revealed that the scale with its two subscales enjoyed an acceptable reliability and validity. The responses are arranged in a five-point Likert scale ranging from 1 = *strongly agree* to 5 = *strongly disagree*.

Procedure

Prior filling out the scales, the permission was gained from supervisors of language institutes, departments of education, and vice-chancellor's office for research in universities, the participants completed a consent form and they were informed regarding the voluntary essence of their participation in the study and they were assured about the confidentiality and anonymity of their information.

Data analysis

After collecting and tabulating data, IBM SPSS 25.0 software was utilized for demography frequencies. The internal consistency of the scales was measured through employing Cronbach's alpha coefficient and estimated Omega. According to Peterson and Kim (2013), composite reliability substantiate reliability more precisely than Cronbach's α and is typically employed prior to running Structural Equation Modeling (SEM). AMOS 24.0 software was employed for CFA data validation, hypothesis testing, and examining any potential relationships among the variables. A two-step SEM modeling approach (Anderson & Gerbing, 1988) was performed to validate the measurement model and, to determine the goodness-of-fit of the hypothesized structural model. Further, to check the model fit, the convergent and divergent validity were examined. The index of average variance extracted (AVE) was performed to establish convergent validity; two indices of maximum shared squared variance (MSV) and the maximum reliability (MaxR(H) were utilized to test the discriminant validity. Moreover, to examine the mediating role of spiritual intelligence on the burnout and reactance association, bootstrapping resampling procedure was performed. Bootstrapping resampling procedure was performed as a surrogate population for the aim of approximating the sample distribution (i.e., to resample with replacement) from the sample data and create a large number of phantom samples (Singh & Xie, 2003).

Results

Common method bias

Since a single source of data was used, we tested the data for the Common Method Bias by Harman's single factor test (Podsakoff et al., 2003). The results indicated that the percentage of variance accumulated in the first component, which is 26.60 % (Table 1). This value is well below the threshold value of 50 percent which shows that the study did not have a serious problem with common method variance.

Evaluating the measurement model for first-order factors

In the measurement model, the CFI had a value of 0.90, which exceeds the CFI guidelines (the cut-off point should be > .95) for a model of this complexity and sample size. The RMSEA had a value of 0.04 (the cut-off point should be < .06), CMIN/DF was 1.43 (the cut-off point should be between 1 and 3), and SRMR (the cut-off point should be < .08) and PClose (the cut-off point should be > .05) are .05 and .91 respectively. The overall structural fit results of these analyses showed that the model enjoys a reasonable fit. The measurement model for the first-order factors illustrated in Figure 2.

As shown in Table 2, all Cronbach's alpha, composite reliability, and estimated Omega values are greater than .70 which is considered the minimum value for supports the reliability of the measures.

As presented in Table 3, no correlations were equal to or greater than the square root of the AVE indicating there was discriminant validity, thus discriminants are deemed to be valid when the diagonal elements (square root AVE) are greater than the off-diagonal elements.

Table 1
Harman's single factor test

Total variance explained						
Component	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.96	26.60	26.60	15.96	26.60	**26.60**
2	8.69	14.49	41.10			
3	3.76	6.27	47.38			

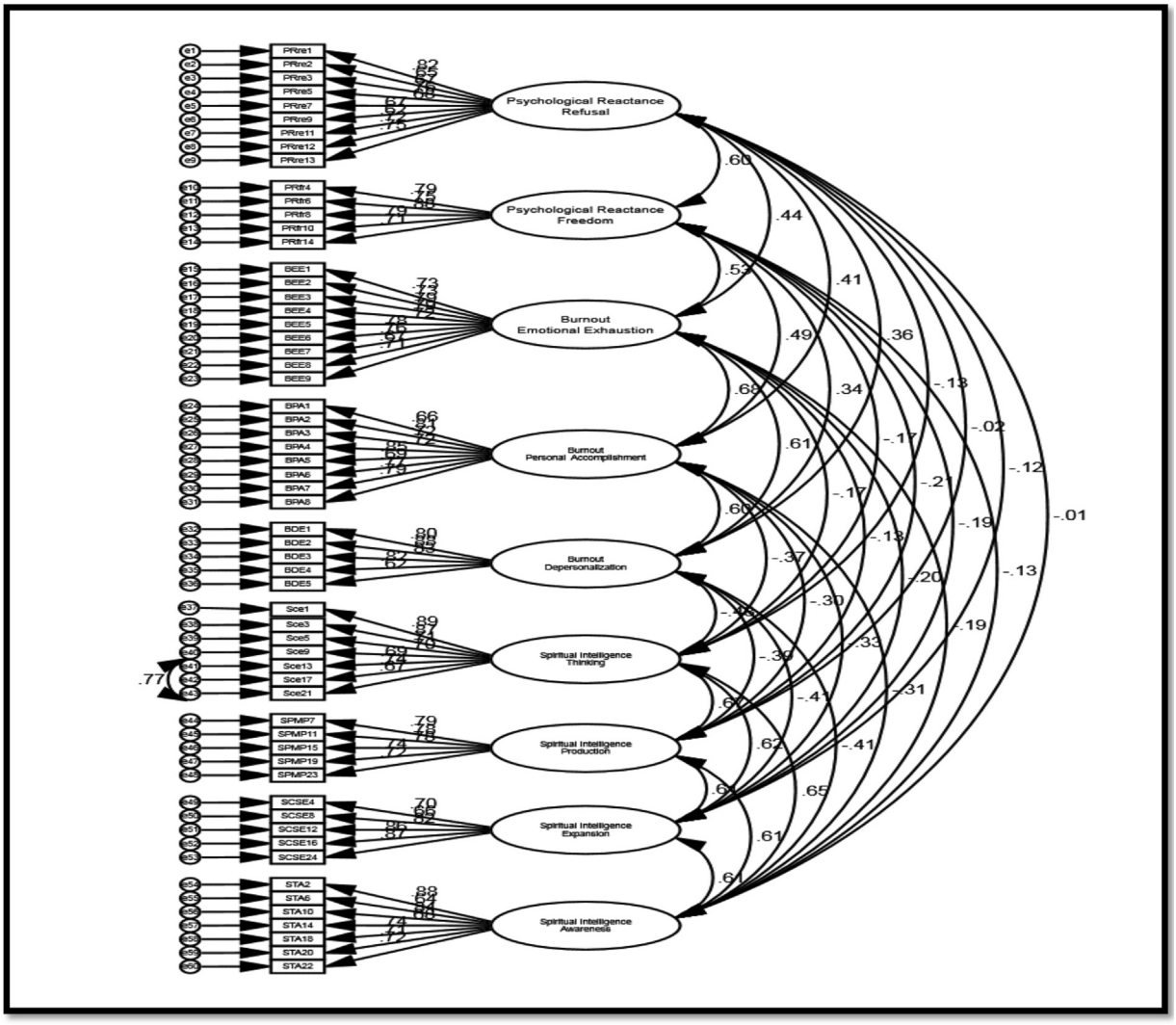

Figure 2. Measurement model (first-order factors).

Table 2
Results of validity and reliability of measurement model (first-order factors)

Constructs	Subscales	α	CR	McDonald's Omega
Psychological reactance	Refusal	.89	.90	.89
	Freedom	.88	.88	.88
Burnout	Emotional Exhaustion	.91	.91	.91
	Personal Accomplishment	.91	.91	.91
	Depersonalization	.89	.89	.89
	Critical Existential Thinking	.91	.90	.91
Spiritual Intelligence	Personal Meaning Production	.87	.87	.87
	Conscious State Expansion	.88	.89	.88
	Transcendental Awareness	.89	.89	.89

Table 3
Correlation coefficient matrix and roots of the AVEs (Fornell-Larcker criterion)

Constructs (First order)	1	2	3	4	5	6	7	8	9
1. Refusal	**0.71**								
2. Freedom	0.60	**0.79**							
3. Emotional Exhaustion	0.44	0.53	**0.74**						
4. Personal Accomplishment	0.41	0.49	0.68	**0.75**					
5. Depersonalization	0.36	0.34	0.61	0.60	**0.79**				
6. Critical Existential Thinking	-0.13	-0.17	-0.17	-0.37	-0.48	**0.76**			
7. Personal Meaning Production	-0.02	-0.21	-0.13	-0.30	-0.39	0.67	**0.76**		
8. Transcendental Awareness	-0.01	-0.13	-0.19	-0.31	-0.41	0.65	0.61	**0.75**	
9. Conscious State Expansion	-0.12	-0.19	-0.20	-0.33	-0.41	0.62	0.61	0.61	**0.79**

Note. The squared root of the AVE is provided in the diagonals (in bold).

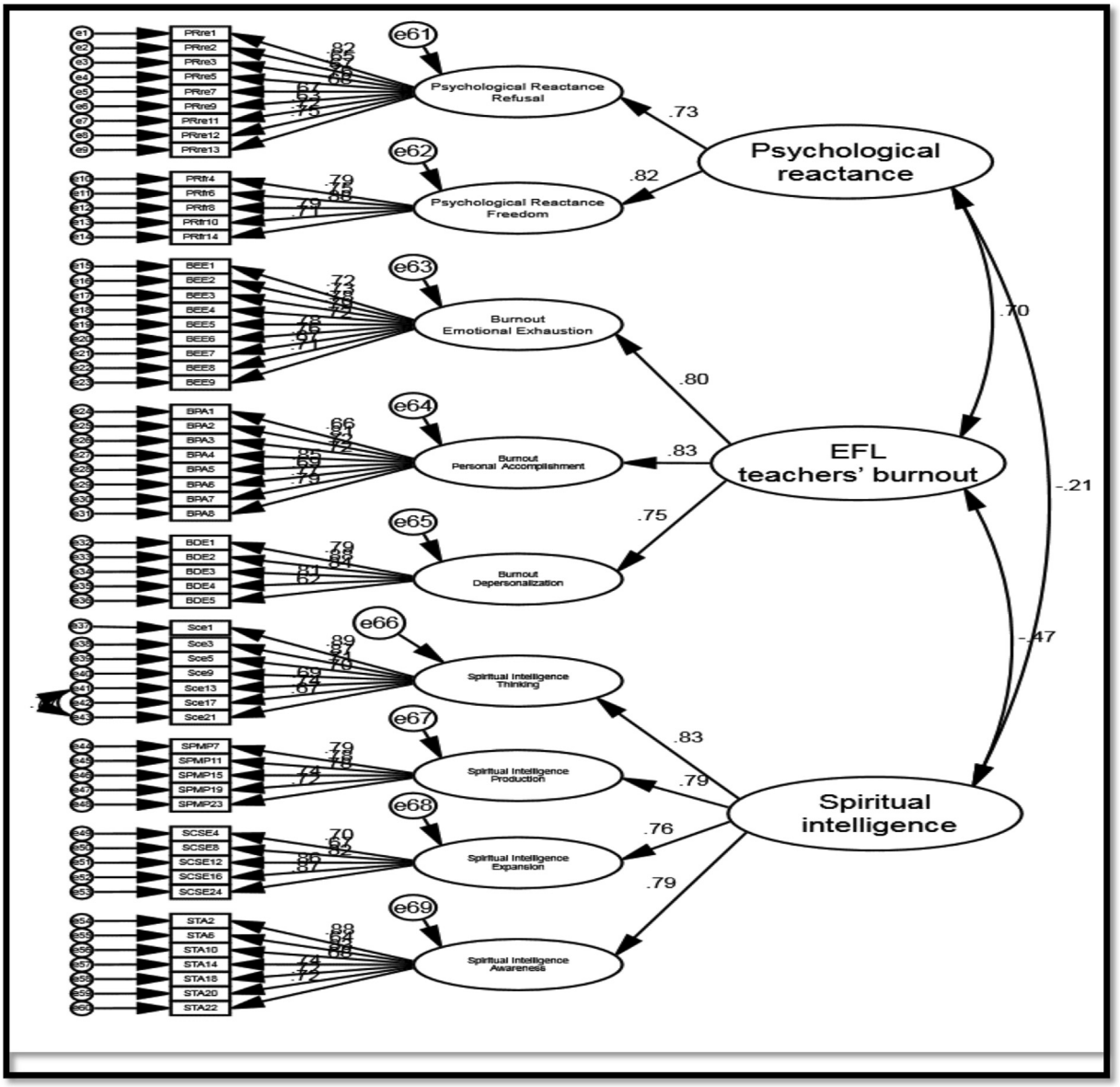

Figure 3. Measurement Model (second-order factors).

Results of measurement model for second-order factors

In this study, burnout, reactance and spiritual intelligence were treated as a second-order construct with two, three, and four dimensions. The validity of second-order constructs was tested by checking the factor loadings, CR, AVE, MSV, MaxR(H) and Fornell-Larcker criterion.The measurement model for the second-order factors illustrated in Figure 3.

In this step, all the items were assessed in terms of reliability and convergent and discriminant validity. Acceptable values for composite reliability is .70 (Bagozzi & Youjae, 1988). To establish convergent validity, AVE should be greater than .50 (Hair et al.,

Table 4
Results of validity and reliability of measurement model (second-order factors)

Construct	Subscales	Estimate	α	CR	McDonald's Omega	AVE	MSV	MaxR(H)	BO	PR	SI
BO	Emotional Exhaustion	.80	.91	.91	.91	.63	.49	.84	**.79**		
	Personal Accomplishment	.83	.91	.91	.91						
	Depersonalization	.75	.89	.89	.89						
PR	Refusal	.73	.89	.90	.89	.60	.49	.89	.70	**.77**	
	Freedom	.82	.88	.88	.88						
SI	Personal Meaning Production	.79	.87	.87	.87	.62	.22	.93	-.47	-.21	**.79**
	Conscious State Expansion	.76	.88	.89	.88						
	Transcendental Awareness	.78	.89	.89	.89						
	Critical Existential Thinking	.82	.91	.90	.91						

*BO = Burnout PR = Psychological reactance SI = Spiritual intelligence.

2011). MSV and the MaxR (H) were used to test the discriminant validity. According to Hancock and Mueller (2001), MaxR(H) should be higher than .80 in order to establish the discriminant validity. In addition, to estimate discriminant validity, the square root of a construct's AVE must be larger than the correlations across constructs (Fornell & Larcker, 1981). From Table 4, it can be observed that all loadings of dimensions in burnout, reactance, and spiritual intelligence are greater than 0.6. Also, the AVE (between .60 and .63), CR (between .75 and .87), MaxR(H) (between .84 and .93) are greater than their respective cut off values, thus confirming construct validity. Comparison between MSV and AVE indicated the values of MSV for all constructs are less than values of AVE. As indicated in Table 3, no correlations were equal to or greater than the square root of the AVE indicating there was discriminant validity. In the measurement model for second-order factors, the CFI had a value of 0.90, which exceeds the CFI guidelines (the cut-off point should be > .95) for a model of this complexity and sample size. The RMSEA had a value of 0.04 (the cut-off point should be < 0.06), CMIN/DF was 1.44 (the cut-off point should be between 1 and 3), and SRMR (the cut-off point should be < .08) and PClose (the cut-off point should be > .05) are 0.07 and 0.88, respectively. The overall structural fit results of the analysis of second order factor model showed that the model provides a reasonable fit.

Evaluation of structural model and hypotheses testing

As can be seen in Figure 4, the SEM model provided a good fit to the data. The results with the acceptable cut-off points for the model fitness has been reported in the analysis of second order factor model, earlier in this section. The overall structural fit results of the analysis model showed that the model enjoys an acceptable fit.

Results of direct effects

As shown in Table 5, all hypothesized direct relationships were supported. With regard to the value of Squared Multiple Correlations (R^2), Cohen (1998) classified the endogenous latent variables as weak, moderate and substantial level based on the R^2 values of 0.02, 0.13, and 0.26 respectively. R^2 for spiritual intelligence and burnout is 0.042 (4.2 %) and 0.57 (57.8 %), showing that moderate and substantial data variation are explained by the relevant independent variables.

Results of indirect (mediation) effects

In order to examine the mediating role of spiritual intelligence on the relationships between reactance and burnout, bootstrapping resampling procedure using 10000 subsamples and 95% bias-corrected confidence estimates was used (Hair et al., 2011). The result indicated that the indirect coefficient of reactance - burnout through spiritual intelligence is significant, (H4: β = 0.07, SE = 0.03, 95 % CI: 0.00 to 0.15, $p < .05$). Since the direct effects from reactance to burnout" was significant, the mediation type is a partial mediation.

Discussion

Burnout and reactance as two job demand resources affect both teacher performance and quality of interactions among teachers with other members (Carriere & Bourque, 2009). The literature has acknowledged the significance of social interactions and emotions in teachers' functioning (Amini, 2019; Amini et al., 2019), though as earlier stated, the current study is novel in the EFL setting, and no ample previous reports can be found about particular mannerisms of Iranian EFL teachers with regard to willingness to refuse the norms with regard to reactance and spiritual intelligence and reflection in burnout (Skaalvik & Skaalvik, 2009). It is of great importance to discern the probable effects of burnout on other variables such as reactance arousal and the way teachers benefit from power of spiritual intelligence in harnessing burnout (Parker et al., 2012). This study contributes to a better understanding of a tie between burnout and reactance and mediating role of spiritual intelligence in alleviating the adverse states.

Regarding the first aim, the results of SEM showed that reactance and burnout were positively correlated; meaning that higher degrees of reactance arousal would have disturbing consequences in different aspects of one's academic or non-academic life such as base modus operandi in achieving outcomes and educational problems (Seibel & Dowd, 2001). In some conditions, where the supervisors or headmasters exceed teachers, these requests may pull teachers toward exposing increased levels of emotional exhaustion. Tapping on the two theories, Molines et al. (2018) made a bridge between reactance (Brehm, 1966) and Maslach burnout theory (1998). In this regard, reactance might culminate in nervousness, emotional fatigue, and annoyance which may lead teachers to feeling exhausted (Quick & Stephenson, 2008). Casting much light, Gouldner (1960) argued that if one fulfills the two provisos of sound interaction between teacher and learners or teachers and colleagues/supervisors and counteraction of both psychological tensions and restricting factors, a point of diminishing return would be manifested. In the same vein, Amini et al. (2019) found the more the exchanged positive stroke, the more teachers considered themselves as successful language practitioners. Second, teachers and learners experienced less confrontations of reactance in more friendly interactions.

Besides factors such as teachers' level of spiritual intelligence, personality, years of teaching experience, environment, and educational facilities, power of transformational leadership, and policy makers are effective factors in determining the qualities of successful teachers (Wang et al., 2011). In this regard, governments, policy makers, educational university executives can enact impactful role in providing a sound milieu to boost spiritual intelligence. For instance, the policy makers can adopt variety of methods to mitigate the deleterious state of burnout and promote spiri-

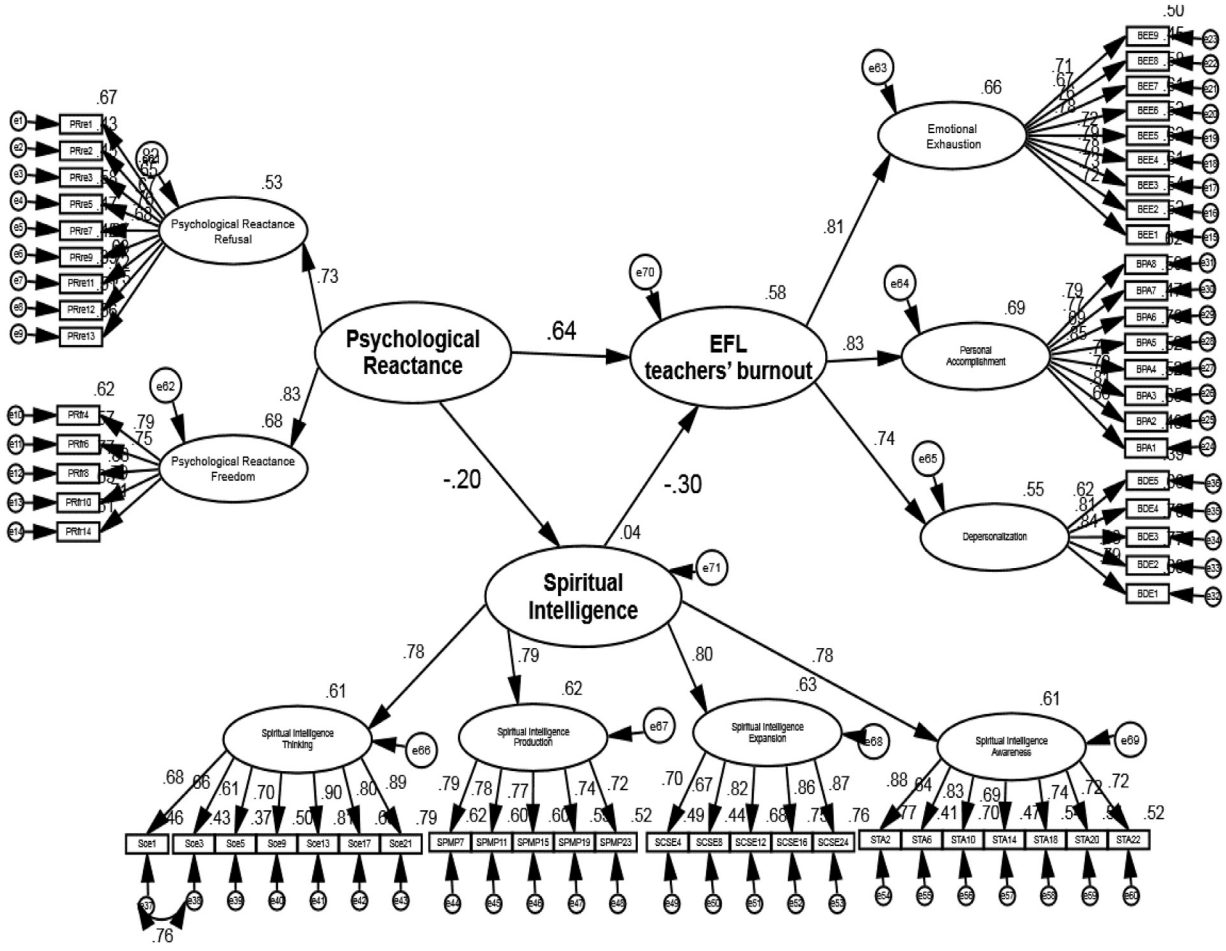

Figure 4. Conceptual model.

Table 5
Results of hypotheses testing (direct effects)

Path		Estimate β	S.E.	C.R.	*p*	R^2
H1	PR —> SI	-0.20	0.08	-2.16	0.03	0.04
H2	PR —> BO	0.64	0.14	5.34	<0.01	0.57
H3	SI —> BO	-0.29	0.11	-3.65	<0.01	

tual intelligence, such as holding extended and pertinent training courses and workshops. In line with our findings, Fernet et al. (2010) revealed that in the light of supportive social relationships with ingredients of satisfaction and trust, low levels of burnout was experienced, and thus employees enjoyed job satisfaction. These findings cast light on the fact that the positive relationships within teachers' career circles could enact a protective role against adverse affective filters, and a facilitator in boosting teachers' well-being (Paterson & Grantham, 2016).

Concerning the second aim, the results of bootstrapping resampling procedure revealed that at the individual level, there was a significant negative association between spiritual intelligence and burnout and a negative relationship between spiritual intelligence and burnout. Reviewing the related literature, Vaughan (2002) contended the boosting role of spiritual intelligence for personal and psychological wellbeing. Thus, it can be inferred that spiritual intelligence can relieve the adverse effect of burnout and as a result, teachers are able to surmount the encountered problems and gain freedom of action, and a sense of success toward career development (Wigglesworth, 2012).

The results confirm H1, which predicted the negative effect of reactance on spiritual intelligence (H1: β = -0.20, t = -2.16, p < .05). The anticipated positive relationship between reactance and burnout (H2: β = 0.64, t = 5.34, p < .01) is accepted. The negative effect of spiritual intelligence on burnout (H3: β = -0.29, t = -3.65, p < .01) is accepted. Our findings are also consistent with prior studies in that spiritual intelligence can lead to higher levels of teachers' job satisfaction and mental wellbeing (Altaf & Awan, 2011; Awasthi, 2020). In this regard, reactance affects emotions and behaviors (Seemann et al., 2005); and emotions may enact critical roles in reactant responses, and what can abate them is empathy (Shen, 2010). Mayer et al. (2004) presumed that emotional intelligence is in a strong relationship with reactance. Finding another approval trace, Middleton et al. (2015) found that females enjoyed higher levels of emotionality. Contrarily, men showed higher degrees of reactance. Perchance, we can infer that spiritual intelligence can be regarded as a mediator in alleviating conflicting emotional states, and motivating individuals to enact their career responsibilities appropriately.

Tapping into prior studies, findings have yielded blended perspectives regarding burnout and job satisfaction. Findings in both groups of studies are associated with the current research questions. The first group of findings are in line with our first research question findings in a sense that burnout and emotional labor reduce job satisfaction as it might decrease real emotions and replete it with negative attitudes (Pugliesi, 1999).The second group of studies are relevant to our second question. These studies concluded that regulating emotional demands leads to job satisfaction (Morris & Feldman, 1996). One explication could be associated to the fact that the influence of burnout and emotional labor on the level of satisfaction largely depends on the context (Kinman et al., 2011). Furthermore, following traces in this regard, Sutton and Harper (2009) maintained that teachers consider intelligences as integral to their work, and an adequate degree of these resources are required for regulating emotions and professional success.

Conclusion

In the current study notable results were obtained which would be efficacious to the present literature on the EFL teacher burnout, reactance, and spiritual intelligence. First and foremost, the findings added to a growing body of literature on reactance as a relatively novel concept in academic settings, spiritual intelligence, and burnout which have gained scant attention in the field. The current study has several practical implications.

In order to enhance teachers' mental psychological wellbeing, an emotionally stable milieu is required. Such an environment would help mitigate the negative states of burnout and reactance; therefore, to fulfill this integral goal, school leaders or educational university executives should invest more in providing rich emotional sources. Second, the outcomes can be utilized by the governments and policy makers as it reveals how the level of expected emotional intelligence can affect teachers' attitude. Therefore, they are expected to provide the crucial boosting factors for teachers to setback teacher reactance and burnout; implementation of various strategies would assist with hindering or delaying the adverse emotional states. Furthermore, most pre-and in-service teacher training programs centralize two themes of teacher professionalism and classroom administrative tools, and the emotional climate is marginalized. Consequently, policy makers should accommodate the issue of injecting psychologists in schools program vessels (Rodríguez-Mantilla & Fernández-Díaz, 2017). Such intervening programs would raise teachers' awareness of adverse effects of burnout and reactance. Third, benefits of the findings can be extended to the owners of private language institutes. Since institutes need to enjoy sufficient quality of education in their classes to attract and motivate more learners, applying the findings would be of great use for enhancing the quality of language pedagogy.

Despite the contributions of the study, this study suffers several shortcomings. One limitation is tied to the cross-sectional essence. As all the required data were collected at one time interval, future studies might exert longitudinal approach to verify the findings. In this regard, collecting data at various time intervals could provide a more robust picture of casual deductions. Second, the study adopted a pure quantitative method, thus future researchers are encouraged to conduct mixed-methods studies to ascertain the generalizability. Last, in this study the effect of demographic variables (e.g., gender and age) has not been investigated; thus, further studies may investigate the moderating effect of these variables to expand understanding horizons on the relationship among spiritual intelligence, psychological reactance, and burnout in the context of language pedagogy.

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