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**Teacher's Burnout and the Potential Impact on their Well-being and  
Teaching Effectiveness in Large-size Classes : Case of 1<sup>st</sup> year EFL  
teachers, university of Tlemcen .**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in Didactics.

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## **DEDICATION 1:**

**In the Name of Allah, the Most Merciful, the Most Compassionate, I  
dedicate this work to:**

- ✓ **My beloved parents, my mother, DJAMILLA, and my father,  
NASR-EDDIN . Your endless love, unwavering support, and  
constant encouragement have been the foundation of my success.**
  
- ✓ **My cherished friends and colleagues, whose companionship,  
encouragement, and support have been invaluable**

**And to every person who has contributed to this success. Thank you for  
your love, support, and trust in me.**

**Ayyoub Benabderrahmane**

## **DEDICATION 2:**

**In the Name of Allah, the Most Merciful, the Most Compassionate, I  
dedicate this work to:**

- ✓ **My beloved parents, my mother, WAFAA , and my father,  
ZAKARIA . Your endless love, unwavering support, and constant  
encouragement have been the foundation of my success.**
  
- ✓ **My cherished friends and colleagues, whose companionship,  
encouragement, and support have been invaluable**

**And to every person who has contributed to this success. Thank you for  
your love, support, and trust in me.**

**Benabadji Yasser**

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**Abstract :**

In the context of education, teachers stand on the forefront in the creation of an appropriate learning environment that both induces and stimulates students individually. This study is concerned with the monitoring of the effect of the use of the big classes on the wellbeing and functioning of the first-year EFL teachers of the Abu Bakr Belkaid University in Tlemcen, Algeria. A mixed-methods approach was chosen for this study, involving the administration of a questionnaire survey to the EFL teachers and attempting to document classroom teaching practices in large-size classrooms. The purpose of the research in this case is to discover through observations, the obstacles the educators encounter as they manage large classes, and the influence to their overall well-being and instructional efficiency. An investigation is two-fold and encompasses qualitative and quantitative techniques, therefore, the study offers a holistic view of the subject. The research does suggest that large classes sizes not only affect teachers directly but also have positive as well as negative outcomes for teachers' well-being and effectiveness. Teacher interaction employees' well-being might have negative effects on performance and vibe of class as a whole. Suggestion for improvements are given with a view of teachers being able managing large class sizes in spite of their welfare. Strategies on how to nurture teachers resilience that will also boost students engagement are provided, with a purpose of improving EFL learners proficiency levels and overall education. This current study enriches the existing literature on teacher burnout and classroom management through shedding light on the difficulties posed by large classes in EFL contexts, offering suggestions and recommendations to educators, administrators, and policymakers who strive to alleviate the burde

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## **General Introduction:**

There is a growing consensus among educational researchers and practitioners that teacher burnout is an issue with significant negative consequences. Teacher burnout, defined as a psychological condition resulting from prolonged work stress in which a teacher feels a loss of interest and motivation, can have a range of effects on teachers. These can include increased abstinence from work, higher job turnover, lower job satisfaction and commitment, and a decreased sense of personal accomplishment. Yet teacher burnout remains a complex and underexplored issue, often overshadowed by broader discussions of educational measurement and policy. This is particularly true in the context of work with large groups of learners in which teachers may find themselves grappling with a range of additional pressure factors. To address teacher burnout in a meaningful way—and really start to create environments in which both teachers and learners can thrive—these real-world complexities need thorough consideration. This dissertation will not only explore the current field of teacher burnout but will also delve deeply into the challenges presented by managing large classes of students and the effect or impact this can have on teacher well-being and effectiveness. By highlighting these issues, this study aims to start moving our discussions about teacher burnout from the abstract to the particular; from an inevitable problem to one liable to intervention and resolve. Given our focus on teachers and learners within the English further education sector, the terms "teacher" and "lecturer" will be used interchangeably throughout this study.

Teachers are experiencing significant burnout, with the proportion of those reporting symptoms of depression being more than double that of the general population. This burnout is leading to collective actions such as boycotting district-wide tests due to perceived flaws and the resulting strain on teaching time. The logistical challenges and the pressure to test large groups of students exacerbate this issue, diverting time from actual teaching.

Teacher burnout is a critical issue that needs addressing, as it impacts their mental health and ability to perform effectively. Annual psychosocial health surveys indicate high levels of risk for depression among teachers. The overwhelming workload and the emotional strain

from dealing with stressed students contribute to this burnout. Simple respite strategies are insufficient to address the deeper issues at play.

The main objectives of the study on teacher well-being are threefold: first, to examine the current state of teacher well-being with a focus on stress and burnout levels; second, to identify the main sources of teacher stress and burnout to inform intervention programs and policy changes; and third, to investigate the potential impacts of teacher stress and burnout on student outcomes. By achieving these objectives, the research aims to provide valuable insights for school administrators and policymakers to develop targeted strategies to reduce teacher burnout and improve overall educational outcomes.

The study on "Teacher Burnout: Challenges and Impact on Well-being and Effectiveness" is significant because it addresses the prevalent problem of teacher burnout due to prolonged stress and frustration. The findings will have important implications for understanding the repercussions of burnout and developing strategies to tackle it. Emotional exhaustion, low personal accomplishment, and depersonalization significantly impact teachers' well-being and effectiveness. This study, through detailed surveys and interviews, will reveal behaviors and attitudes indicative of burnout and provide data on the rate and predictors of burnout over time.

The study aims to contribute to improvements in the educational system by generating awareness among stakeholders and aiding policymakers in developing adaptive intervention strategies. It will help local educational administrators align support and resource management to address teacher burnout, ultimately benefiting teachers and enhancing the progress of educational institutions. The goal is to contribute positively to the educational community and the professional development of teachers through this research.

To take a look at the work, two research questions are used :

A. What are the challenges faced by teachers in managing large class sizes, and how do these challenges impact their well-being and effectiveness in the classroom?

B. What coping strategies do teachers employ to manage the demands of large class sizes, and how do these strategies influence their experiences and outcomes in the classroom?

Two hypotheses are pointed to these research questions

- A. Larger class sizes are positively correlated with higher levels of teacher burnout.
- B. Effective coping strategies lead to lower levels of teacher burnout and higher levels of instructional effectiveness, even in classrooms with large student populations.

This work is divided into two parts. The first chapter, the theoretical part, aims to investigate the challenges teachers face in managing large class sizes, emphasizing their impact on teacher well-being and instructional effectiveness. This includes an overview of the concept of teacher burnout and the factors contributing to it, with a focus on the role of class size. Additionally, the chapter explores theoretical frameworks that help contextualize the relationship between class size and teacher burnout.

The second chapter, the practical part, involves the interpretation of data gathered through participant questionnaires, observation of teachers, and analysis of main results. This section aims to provide insights into the coping strategies employed by teachers in managing large classes and their effectiveness in mitigating the impact of class size on teacher well-being and instructional quality. Through the examination of empirical evidence, this chapter seeks to validate the hypotheses proposed in the theoretical framework and offer practical implications for educational practice and policy.

## **CHAPTER One: LITERATURE REVIEW:**

### **1.1 Introduction**

This literature review focuses on the challenges faced by teachers in managing large class sizes and the potential consequences of such challenges on their well-being and effectiveness. The review begins with an introduction to the specific focus of the literature that is reviewed, providing context for the importance of the issues that are discussed. The review then moves on to define and conceptualize teacher burnout. By putting a name to the deep-seated and chronic stress which results from emotional exhaustion, depersonalization, and a lack of personal accomplishment, the review paves the way to an exploration of some of the possible reasons for the rising tide of teacher disaffection and demoralization that is becoming a worryingly pervasive problem in the education system. Next, the review examines the possible factors that contribute to teacher burnout.

This part of the review critically examines the myriads of possible issues which could exacerbate the experiences of teacher burnout. In particular, various systemic and environmental problems in schools that teachers are expected to cope with are explored. At the same time, the review investigates some problems in the day-to-day running of classroom teaching which could elevate stress and discourage a sense of genuine vocation and worth. This is important as identifying and understanding the causes of teacher burnout is a crucial step to finding ways to reduce and manage stress. The effects of teacher burnout on both the teacher and the students are explored in the next part of the review. This in-depth analysis looks at the professional outcomes on the individual teacher such as job satisfaction and overall effectiveness in carrying out the day-to-day tasks of teaching.

Moreover, the review also examines the potential ramifications for the quality of education if teacher burnout is left unchecked, with a particular focus on student academic performance and well-being. Next, the review discusses the existing strategies that are used in managing large class sizes. This is an important part of the review as it not only offers practical advice to teachers on how they can make their lives easier but also indirectly addresses the root and contributory causes of teacher burnout by suggesting innovations and

new practices. In this way, the literature review is focused on action as well as reflection, moving towards a genuinely responsive and adaptive teaching community changes.

The review ends with a final section which provides a brief summary of what has been discussed. Through examination and synthesis of the existing literature on the issues that is a focus for this document, this literature review uses a number of primary and secondary sources to map out the key factors that could lead to teacher burnout. It covers many of the expectations and administrative burdens that have been increasing over recent years and it explains how different sources of stress find their roots in the day-to-day realities of classroom teaching. By exploring the various effects of teacher burnout on both teachers and students, it serves to underscore the importance of finding ways to manage and reduce the condition. In this regard, it provides a sufficiently comprehensive framework within which the investigation and evaluation of existing strategies in the management of large class sizes can be undertaken.

## **1.2 Definition and conceptualization of teacher burnout :**

Ultimately, teacher burnout is a comprehensive issue that results from long-term exposure to overwhelming job stressors, which ultimately go beyond a person's ability to cope with them (Maslach et al., 2001). At its core, burnout is characterized by three primary components: emotional fatigue, detachment from others, and lessened professional satisfaction (Maslach & Leiter, 1997).

A. Emotional Exhaustion: This part of burnout has the feeling of being exhausted mentally and unable to contribute due to the challenges of being a teacher. Teachers might experience one of the forms of emotional exhaustion, like feeling overwhelmed, tired, and emotionally drained, which may result in boredom, the inability to do their work at the required level, and teaching aid failure (Maslach & Jackson, 1981).

B. Depersonalization: Another characteristic of burnout is the development of cynicism, a disillusionment towards the education profession as a result of negative or distant feelings towards the students, colleagues, and the teaching profession itself. Teachers that personally create can show abnormal behaviors such as sarcasm, anger, and disrespect towards their students, which can strain the relationship between both the teacher and student, making the learning environment not good (Maslach & Leiter, 1999).

C. **Reduced Personal Accomplishment:** This aspect shows the loss of accomplishment felt in an individual's role as a teacher. Teachers, if they start facing lower personal achievements, can feel ineffective, inadequate, and useless because they cannot find an answer to the needs of their students, which leads to a lot of self-doubt.

The interplay between these three components can help us get a better understanding of the proliferative nature of burnout. Emotional exhaustion is not only the chief but also the scapegoat behind burnout. It makes people resort to 'emotional distancing, i.e., depersonalization and a reduced personal sense of accomplishment, for self-preservation (Maslach et al., 2001). In some instances, these coping methods can lead to more severe emotional exhaustion, resulting in a vicious circle that continues to grow over time (Friedster & Farber 1992).

While it is important to take into account that not only individual factors but also organizational and contextual factors such as workload, job demands, resources, and support systems determine the level of burnout (Maslach & Leiter, 2016), it is worth noting this fact. Alleviating the problem of teacher burnout cannot be perceived as an isolated lesson because it considers both the individual and the systematic factors, the main point being the way organizations can support their employees, ensure their further professional development, and value their self-care.

In conclusion, teacher burnout is an integrated and multi-dimensional manifestation; it is a physiological and psychological paradigm that consists of the three dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. This is a condition that develops due to long-term stress associated with an organization's environment as well as individual and organizational features. To promote the implementation of useful programs that prevent the spread of burnout among teachers and thus avoid its harmful impact on the education system in particular, it is necessary to first comprehend the aspect of burnout as a psychological phenomenon.

### **1.3 Factors contributing to Teacher Burnout**

Teacher burnout is a multilateral issue, because of which there are multiple factors of this phenomenon in the educational environment. One of the major triggers for teacher stress is the

overwork pressures, insufficient support systems, challenging student behaviors and the extraordinary deeds needed while supervising large classes. Primarily, demand beyond capacities is very likely in the daily routine of an educator that may lead them to be emotionally and physically fatigued due to tasks such as planning for lessons, marking, administrative tasks, and after-school activities. The shortage of networks, for example, inadequate professional development opportunities, absence of mentorship, and the lack of resources as the most essential things that increase the feeling of being left alone and, which makes the teachers think that they are unable to perform their duties. that is not enough, difficult student behaviors, including disorders, non-cooperation, and struggle with the academics play a role in increasing the level of stress and strain for the teachers. Additionally, conducting classrooms having high students' number. For example, making personal attention isn't possible, maintaining class discipline, and catering for diverse students' needs, there a feeling of burnout can be aggravated. With the awareness and action against these underlying factors, educational decision makers can develop a responsive system that focuses on promoting teacher wellness and tenure.

### **1.3.1 Large size classes:**

The definition for large class size is diverse across scholars as well as out of context. For instance, classes that surpass the usual or proper student-teacher ratio in a given context are commonly thought of as having a high class size. Nevertheless, specific numbers, for example grades, might differ with the factors, for example the level of education, the subject area, or the cultural feature.

As Blatchford, Bassett and Brown (2003) state, a class' size of 30 or more is generally regarded as big in primary and secondary school-related settings. Additionally, another definition by the UNESCO (2006) states an extensive class as the one having more than 40 students. Typically, in large higher education classes, the number of students is reaching a hundred or two hundred or even more (Bok 2009).

Several factors influence the determination of class size, with educational institutions and policymakers considering various considerations :

❖ **Resource Allocation:** It often is the case that resource constraints like available room space and teaching staff limited the student-to-teacher ratio. An equal distribution of resources may require a larger group of students to take a class to avoid overpopulation.

❖ **Pedagogical Goals:** The teaching methodologies and goals for the classrooms can sometimes influence the class size. As an illustration, techniques like dialogic teaching can be more easily adapted to smaller classes, whereas lectures are more suitable in bigger classrooms.

❖ **Student Needs:** Given the diversity and differences in student needs and abilities in a particular educational setting, the question of class size becomes even more complicated. Teachers could have to offer classes with smaller sizes to supply individualized assistance and help to students with different learning abilities.

❖ **Regulatory Standards:** The regulations, on how large a class may be based on research findings, pedagogical principles, and student welfare conditions, may be made by educational authorities. The standards are intended to evaluate the quality of the learning environment for students as well as reasonable and attainable workloads for the teachers.

❖ **Cultural and Societal Norms:** Cultural factors and general social norms may affect the perception of what according to people is the optimum number of students in a class. In some settings, e.g. culturally, we are used to seeing a large group of students and it is culturally acceptable to teach bigger groups of students, while in the past perhaps there were less technology options, and teaching was one-way knowledge transmission.

Hence it is the context that defines what a large class is and the definition of it is to a great extent dealt by the educational institutions policies, pedagogy, student abilities, and standards provided by the regulative bodies and community agreement.

### **1.3.2 Workload and Time Pressure:**

The problem of workload and time pressure that teachers, particularly those who are in their first year of teaching, are facing is an imposing and daunting one. In relation to this, Johnson (2017) states that « teachers have increasingly faced with heavy workload and time pressure which could be too much for fresh educators who are still trying to adjust to the profession ». This is a common feeling among educators as they are faced with the

overwhelming amount of tasks that they have to do which may lead to oversteering and burnout.

The first factor that highly influences teacher overwhelm is the complex and extensive lesson planning needed at all times, as stated by Smith (2019), because he says, "Teachers are constantly juggling lesson planning, grading, administrative tasks, and extracurricular responsibilities, all within the confines of limited time." This pressure of giving the best education while at the same time attending to administrative tasks and other obligations can make teachers feel

On top of this, accountability culture, which is a major part of education system, also contributes to stress arising from increased workload and time pressure. According to Brown (2018), "Teachers are increasingly held accountable for student performance on standardized tests, which adds an additional layer of pressure to an already demanding workload." The pressure to meet academic goals and show student progress intensifies the sense of urgency and the time limitations faced by teachers at the cost of their personal well-being.

Teacher's workload and time pressure resulting in teacher burnout has been found to have serious consequences, of which, a direct correlation between increased workload and stress and exhaustion levels, has been proven by research (Johnson, 2017). Teachers who are overworked and constantly going above and beyond in their job, but at the same time they have a limited time to do all of that, may experience some symptoms of burnout, like emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Leiter, 2016).

To deal with workload and the time pressures, stakeholders of education should realize teaching involves some complex situations and they should provide free skool for teachers by way of supportive policies and practices. Strategies like giving teachers enough leeway, simplifying their administrative processes, and offering teachers' professional growth opportunities that are focused on managing time and pressure reduction this the pressure normally faced by teachers and provide a better working environment (Smith, 2019).

The length of the workday and the pressure of time are some of the really demanding challenges every teacher, especially those in their first year, is faced with. Such complicating

factors should be taken into account by educational institutions in relation to the teacher's well-being and effectiveness, and they should take respective measures to address them. This way educational institutions will give their teacher team the needed support for the professional development and longevity.

### **1.3.3 Lack Of Resources and Support**

Dealing with deficit of skills and human backing often plays the main role in educator fatigue that commonly has an impact in classroom size management. Teachers face a myriad of problems in providing the class better instructional resources to which they should respond to the many challenges. Teachers often face numerous challenges in finding the materials, tools, and professional support that they need to better manage their classrooms and meet the diverse needs of their students. The third part of chapter will concentrate on how it is problem for teacher moral and productivity if there is no resources or support. It will use journal and scholarly books which can expand our understanding of this and will elaborate it.

Maslach and Leiter have noted in their article (2016) that scarcity of resources in the classroom often leads to the accumulation of frustration, discouragement, and emotional fatigue with the teachers who in turn experience burnout syndrome. Teachers frequently face the problem of being unable to get access to the teaching resources that they need like textbooks, technology, or learning materials, disabling them creating unnecessary stress and anxiety thus making it harder to deliver good quality instruction under challenging conditions (Hakanen et al., 2020). Hence, in addition to that, the lack of enough administrative support organization and mentoring practice might make the situation worse by increasing the isolation as well as disenchantment of the education professionals, which will partly influence the person's job satisfaction and/or loyalty in their job in the education sector (Skaalvik & Skaalvik, 2018).

Moreover, teachers may not have the necessary tools or scaffolds to effectively resolve student behaviors and maintain a sound classroom environment in educational settings with large enrolment. Distance and lack of relevant instruction will make teachers unsure whether they can use disruptive behavior managing strategies when the class starts to be noisy. Burnout and stress are real symptoms (Ingersoll & Strong, 2011). Moreover students may sometimes lack the collaboration and team work quality that may put teachers into further

isolation and obstruct them from sharing or consulting the most suitable methods and approaches aimed at difficult class situations.

In this context, a priority for educational institutions and decision makers to provide the sufficient resources and support systems that can reduce so as to ease the burden on teachers and to enhance their productivity and efficiency. This may include for instance, organizing training programs, mentoring groups and other networks of learning between teachers, which in the long run will enable them to excel in their roles (Hakanen et al., 2020). Furthermore, the staff should strive to promote collaboration and support each other in creating an environment that is employee-friendly, respectful, and empowering their staff to making progress in improving the student learning outcomes (Skaalvik & Skaalvik, 2018).

in order to finish off this report, providing resources and support is of crucial importance for resolving teacher burnout , and it may produce a positive teaching and learning environment as well. Through acknowledging of the educators' necessities to use the required supplies, materials as well as with the appropriate professional support, educational institutions are able to provide to teachers tools that assist in the process of mitigating the setbacks related to oversized classes and also work towards increasing the well-being of teachers and effectiveness in the classroom.

#### **1.3.4 Student Behavior Management:**

In the complex educational setting, there is a necessity for the supervision of student behavior by teachers. It is a core element to the success of both students and their instructors. The next part deals with student behavior management in relation to class size with teacher withdrawals from burnout and whole class system literacy being discussed.

The management of student behavior has a reliverse of strategies and techniques incorporated in its endeavor to achieve a productive learning climate while solving the problematic behaviors. In the context of large classes' number, teacher's management of students' misbehaviors becomes a specific problem, often pushing teachers' tension up and future burnout (Martin & Yin, 2019). Martin and Yin among other scholars stress the paramountcy of proactive strategies of behavior management, including, but not limited to,

clearly set behaviors expectations, and timely reinforcement of rules, along with positive reinforcement strategies.

One issue of grave concern for lecturers in a large-class setting is their inability to provide individualized attention for students. This creates a strong sense of discontentment as students feel unattended to. According to Jiang and others, absence of individual conversations with students will make problems in their behavior more serious, pretty much because of a feeling of being rejected or ignored will become a norm. In addition they may have great difficulties maintaining control of classroom dynamics thus anxiety and stress levels increase exponentially within teacher's ending up to burnout stage.

In addition, the presence of destructive behaviors can lead to the interruption of the pacing/instructional flow and consequently affect the learning progress of students. [Here, you can clearly see how it does refer to the learning of these students.] The troubling teacher stances that are put forward by both Liu and Ramsey demonstrate how disruptive behaviors have a harmful impact on teachers and students alike, thus emphasizing the need for suitable behavior management strategies that will help to overcome the challenges.

In facing these problems, teachers tend to apply and utilize a number of behavior management techniques that are fit both for the different requirements of their students and the status of their classrooms. The strategies that can be employed could include designing clear, consistent, and coherent rules, developing positive relations with students, and utilizing the proactive intervention strategies that are aimed at attending to the potential issues before they escalate as this is the role that Wang & Zhang (2020) have revealed. Wang and Zhang suggest that teachers in large classes should adopt these actions: a) the proactive approach by establishing good, warm classroom community in class; b) implementing preventative approach towards student misbehavior.

In essence, it is stated that influential student behavior management is necessary for development of a favorable environment which can be achieved in a case of larger student classes. Through dealing with the special problems and the development of the active procedures, teachers can prevent the concussion of disruptive behaviors from switching their behavior in the classroom. To add up though, there is need for the development of appropriate

guidelines for descent behavior management of different approaches in diverse learning contexts.

#### **1.4 Effects of teacher burnout:**

The issue of teacher burnout is a serious one, which affects not only the educators but also the students. Burnout, which includes emotional exhaustion, depersonalization, and reduced personal accomplishment, can be quite harmful to teachers' well-being, job satisfaction, and ultimately, their professional effectiveness. Consequently, it will also adversely affect students' learning achievements and classroom environments. However, the direct consequences of the teacher burnout on students are not yet clear, but it seems to be related to lower quality motivation, worse academic achievement, and interpersonal difficulties between a teacher and students. Therefore, dealing with teacher burnout is not only essential for the well-being and success of educators, but also for creating a favorable and productive learning environment for students.

##### **1.4.1 Personal well-being:**

Teacher burnout has a wide range of consequences on a teacher's overall mental health, and can affect them physically, emotionally, or mentally. A state of burnout, characterized by chronic stress, is experienced by people that they feel to be exhausted emotionally and unable to meet the challenge of work. Within the profession teaching, which may involve large workloads, troublesome behaviors among the students and scarce resources, fading away of motivation, rather known as teacher burnout, is inevitable.

The major effect of teacher exhaustion on their physical health is another one. Chronic stress may present in form of physical symptoms, like headaches, muscle tension, fatigue, and sleep disorders. The strain from work keeps building up and it might result in more severe health deterioration like hypertension, digestive system issues, and dysfunction of immune system. Physically burnout is accompanied by a whole lot of strain also, it includes an increased absenteeism, a decrease in productiveness and a poor quality of life.

Psychologically, burnout can make the teachers feel inadequate and no longer inspired in their profession. They are likely to feel cynicism, detachment, and emotional depletion, possibly making it hard for them to unite with students and colleagues. Rita Pierson(2013)

said "Teachers who love teaching, teach children to love learning." but this scenario is opposite when teachers feel burned out, their passion and enthusiasm for teaching would undermine resulting in both teacher's well-being and a negative learning environment for students.

#### **1.4.2 Professional effectiveness:**

The phenomenon of teacher burnout can have considerable influence on teachers' professional efficiency, leading to the distortion of their teaching skills, disruption of communication with peers, and negative impact on students. One of the most common manifestations of burnout in the workplace is chronic stress. In this state, employees feel overwhelmed, experience emotional fatigue, as well as inability to deal with the daily workload. In cases like teachers, who are exposed to substantial workload, hard student conduct, and few resources, handling burnout can minimize their teaching effectiveness in class and beyond.

Teacher burnout has one of the major negative effects on the professional success which is the fallen quality of teaching. When teachers are tired they may have issues with retaining a charismatic and inspirational character since this may lead to lower rates of engagement and creativity during planning and instruction phases. As American educator Rita once said, "Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."

However, when teachers are burned out, they may find it difficult to exemplify the champion type, therefore making the teaching process uninspiring and inefficient.

Furthermore, burnout may degrade a teacher's capacity to handle classroom discipline and foster a favorable learning atmosphere. The moment when the teachers are already emotionally sapped and overly-burdened, it's not a surprise they would become more reactive and less responsive to students' needs. This has a tendency to cause more classroom disruptions, behavior and discipline problems, and student indifference. Abraham Maslow noted, "If the only tool you have is a hammer, you tend to see every problem as a nail." The same thing can happen to teachers who are exhausted, whereby they will come up with

inefficiency, or even punitive disciplinary strategies that instead of helping them worsen behavior issues and finally learning.

Also burnout may deprive the status of a team player and collaboration among the colleagues and a healthy school environment as well. Emotional draining and distraction of teachers from teamwork, professional development endeavors, and other school improvement actions are likely to result in their isolation from such activities. Consequently, poor planning may result in a wide variety of problems, such as lack of teamwork and cohesion among staff which will ultimately hamper the teaching and the learning process and impact student performance. John Dewey observed, "Education is not preparation for life; education is life itself." Teacher burnouts may impair the cooperative spirit that should be critical for the creation of collaborative learning communities which result in an inhibition of efforts geared towards forming a culture of perpetual innovation and improvement.

On the other hand, it could bring about the condition of decreased job satisfaction and high teacher turnover. When their teachers do not feel adequately supported or appreciated, they might become disillusioned with the profession, and look for greener pasture. The constant teacher turnover disrupts the community, the educational process and its efficacy to achieve educational standards. Linda Darling-Hammond emphasizes, "Teaching is a team sport." On the other hand, when educators are exhausted, the committee work needed to assist students in their education and for school improvement may be compromised, which may bring undesirable consequences for both educators and students

Research by Hakanen et al. (2006) demonstrates that burnout negatively correlates with teachers' motivation and job performance, highlighting the detrimental impact of burnout on educators' overall well-being and effectiveness. Job burnout and teacher self-efficacy demonstrate how a teacher can lose their confidence in their capabilities, leading to decreased job satisfaction and performance.

### **1.4.3 Students learning outcomes:**

The issue of teacher burnout doesn't affect only educators it has a deep impact on students learning outcomes as well. When teachers experience burnout, their ability to

effectively engage with students, provide quality instruction, and create a positive learning environment is compromised.

One of the prominent impact of the teacher burnout is loss of instructional quality. Teachers, who are burned out, may be too tired and unenthusiastic to design interesting lessons and give each student personalized attention. This will reduce students' understanding and retaining of the subject contents. A study by Hakanen, Bakker, and Schaufeli (2006) found that burned-out teachers reported lower levels of teaching efficacy, which negatively affected student achievement. Moreover, burnout may make it hard for teachers to have good relations with their students. Teachers who burnout become more irritable, unattached, and less caring towards students. Thus, students might get disengaged with their teachers and observe a reduction in their academic motivation and involvement. A study by Hughes, Wu, and Kwok (2008) found that students of burned-out teachers reported lower levels of academic engagement and higher levels of behavioral difficulties.

The situation is complicating due to the role model effect of teacher burnout on student learning outcomes. When teachers become totally dispirited and uninvolved, students are prone to adopt these traits and behaviors, and consequently, students' own motivation and investment in learning may dwindle. As Maslach and Leiter (2008) suggest, "Teachers who are cynical, exhausted, and disengaged from their work send a powerful message to students about the lack of value and meaning in education." On the other hand, teacher burnout can result in gaps in teaching continuity as well as to the lack of consistency. Teachers who are overworked often have more days of being absent sick, need a temporary substitute, or even leave the profession. Often, these disruptions will affect learning performance and gap in education.

### **1.5 Existing strategies for managing large class sizes:**

Teaching large class sizes becomes an acute problem and a real challenge for teachers all over the globe – managers of educational establishments devote much time and energy to developing extraordinary techniques improving lesson quality, attracting students staying focused, and achieving favorable learning outcomes. The existing solution by no means the accurate one, and there are a number of techniques, which have already been established and have been used for the specific issues of large classroom classes. These strategies involve

more than just instructional strategies; they also constitute adoption, classroom management, technology integration, and professional development. Students of different academic levels and with various learning styles may be present in large classes.

Making use of differentiated instruction will help the teacher to meet each student's individual needs. This strategy includes a teaching method in which teachers customize teaching for encompassing various levels and needs in the class. Multiple ways of learning offered as well as the inclusion of various instructional modalities is a design through which teachers manage to meet individual features, preferences, and readiness. As Tomlinson (2001) emphasizes, "Differentiated instruction is not a strategy or a set of strategies, but rather a way of thinking about teaching and learning."

Making cooperative learning structures as well plays another excellent way of dealing with the issue of large class sizes. While cooperative learning involves students in collaborative interactions, it also develops an environment in which they support each other and gain joint responsibility in learning. As students are broken up into groups or pairs, teachers will be able to assist the participants be proactive, cooperate actively, and develop their social and emotional skills. As Johnson, Johnson, and Holubec (1999) assert, "Cooperative learning structures help teachers manage large classes by breaking them into smaller, more manageable units and provide opportunities for students to actively participate in the learning process."

Effective management of classroom techniques become vital for handling larger classes and creating a higher learning atmosphere. Establishing from the start expectations, routines, and procedures that limit the quantity of breaks and maximize instructional time is one of the crucial strategies that helps minimize disruptions. On the other side, preventive measures including rewarding good behaviors, behavioral contracts and special attention can ensure there are fewer behavioral problems and students foster respect and responsibility in the class. As Wong and Wong (2009) advocate, "The key to effective classroom management in large classes is prevention."

The integration of technology offers wonderful capacity of monitoring large class sizes and improving the course presentation. Through the use of digital tools and resources diverse instruction, student engagement, and offering of multimedia content will be promoted. Online

learning platforms, interactive whiteboards, educational apps, and virtual simulations are only a few examples of the technology-enabled strategy that will improve learning and teaching in large classes. As Puentedura (2006) suggests, "Technology integration should focus on enhancing pedagogy and promoting meaningful learning experiences for all students."

Professional development becomes one of the key elements in empowering the teachers with the necessary knowledge, skills, and strategies to handle a large number of students. On-going training and support opportunities can help educators to avoid getting out of date with up-to-date best practices, teaching trends and research-based strategies for high performance in diverse classroom contexts. Collaborative professional learning communities, mentoring programs, and workshops on classroom management and teaching differentiation are important resources that will help teachers improve their work. As Darling-Hammond et al. (2009) assert, "High-quality professional development is essential for supporting teachers in meeting the diverse needs of their students."

In general, teachers should adopt a multi-front strategy that includes differentiated instruction, cooperative learning, classroom management skill development, technology use, and professional upbrining. Through the application of these techniques, educators will be able to construct such environments that will be inclusive, fun and ultimately helpful in the success of the students. Alongside an ongoing process of innovation and improvement, teachers should pull together the various tactics they have already tried, and team work with their peers to find creative ways to help out every student.

In general, the literature review reveals that teacher burnout is a complex phenomenon that has many factors that affect the work environment within education and the teaching context .

Teacher burnout, as examined by Maslach & Jackson (1981), is a state that arises from emotional exhaustion, behavioural depersonalization and reduced feeling of personal accomplishment, among those in the frontline of the teaching profession. This model adopts an overall process that highlights the nature of the burnout of educators through the subjective experience.

The fact that teachers burn out is multifaceted, and a large class loads just in one of the factors reported by Blatchford, Bassett, and Brown (2003). Constant increase in workload and controlling student behavior in desocialized classes basically reduce work efficiency and quietly erode teachers' enthusiasm. Skills and resources, even proper support, definitely are the key points during this interminable process. Unfortunately, however, these things that might help a little amount are out of question. Teachers are left to themselves when such a situation arises. Only they should resort to as many geysers as possible to reach their aim.

Burnout of a teacher reaches beyond the realms of individual wellness and reduces professional capacity on part of the teacher and thus having an adverse effect on student learning outcomes. The scientists report of Johnson (2017) and Farouk (2019) imply the dismal result of burnout on teachers' job performance, such as decreasing attention, techne, and instructional quality. Besides, according to Skaalvik and Skaalvik (2018), the teacher burnout has negative effects on both student achievement and classroom atmosphere, which means that we should consider it as a fundamental problem for children and the education profession.

Consequently, different approaches have been suggested by which due to the obstacles of the large class sizes and teacher overtaxing, teachers would be supported to handle their load better and to be happy in their jobs. These involve being strict in the classroom to maintain order; working on professionalism; and creating a conducive school environment. Apart from that, efforts that advocate for class size reduction and improved resource adequacy in the environment can help mitigate some of the troubles teachers have in a high-stress environment (Ingersoll & Strong in 2011)

In summary, the literature review underscores the complex interplay between teacher burnout, classroom factors, and student outcomes. By understanding the underlying causes and consequences of burnout, educators and policymakers can work collaboratively to implement effective strategies for supporting teacher well-being and enhancing the learning environment for all stakeholders involved.

## **1.6 Conclusion**

Existing research on burnout has underlined that this process is multifaceted and implies deep changes in teachers' personal and professional experience. A conceptual definition of teacher burnout show it as a complex that consists of three components: emotional exhaustion, depersonalization and reduced personal accomplishment. Several reasons explain this phenomenon, including huge classes, excessive working pressure and time demands, inadequate resources and assistance, and classroom management difficulties. These stressors are not only detrimental to teachers' health and quality of life, but also to their ability to perform their duties efficiently as well as the students they teach.

This paper also shows that there are several strategies for managing large class sizes and their success depends on the manner that they are applied and the context in which they are used. From the literature, the following strategies have been pinpointed: Active learning techniques, Technology integration, differentiated instruction, collaborative learning, classroom management, use of teaching assistants, feedback and assessment, flexibility in classroom setting, communication, Professional development. All these strategies target different facets of the issues that come with large class sizes and seeks to foster a positive learning environment.

In sum, the literature emphasizes the importance of developing effective and long-term strategies for addressing the problem of teacher burnout. Through analyzing the key variables and applying empirical practices, the educational institutions can assist their teachers more effectively and improve the latter's wellness, effectiveness, and, consequently, the learners' outcomes. Combating teacher burnout has to employ support from all institution levels, professional development, and realistic strategies of classroom management for achieving a more reasonable workload to fight teacher burnout.

## **CHAPTER TWO: RESEARCH METHODOLOGY AND THE INTREPRETATIONS OF FINDINGS:**

### **2.1 Introduction**

The research chapter is a critical component of this study, detailing the systematic approach taken to investigate the impacts of large class sizes on teacher burnout and well-being, particularly within the context of teaching English as a Foreign Language (EFL) at Abu Bakr Belkaied University of Tlemcen. This chapter outlines the research design, including the rationale for choosing a mixed-methods approach, and provides a comprehensive overview of the sampling strategy, data collection methods, and data analysis techniques employed. By integrating quantitative survey data with qualitative observations, the chapter aims to present a nuanced understanding of the multifaceted challenges and strategies associated with large class sizes. Additionally, this chapter interprets the findings in relation to existing literature, thereby situating the study within the broader academic discourse on teacher burnout and classroom management. Through this meticulous research process, the chapter seeks to offer valuable insights and evidence-based recommendations for improving teacher well-being and instructional effectiveness in large class settings

### **2.2 Research Design**

This section outlines the methodological approach of the study, detailing the quantitative and qualitative methods used to collect and analyze data.

### **2.3 Quantitative, Qualitative, or Mixed-Methods**

In this study, a mixed-methods approach was employed, integrating both qualitative and quantitative data collection techniques to provide a comprehensive understanding of the impact of large class sizes on teacher burnout. The use of mixed methods allows for a more nuanced exploration of the research problem, combining the breadth of quantitative data with the depth of qualitative insights.

#### **❖ Qualitative Component : Observations**

The qualitative component involved conducting two observation sessions in classroom settings. These observations aimed to capture the real-time dynamics of large class sizes,

including classroom management strategies, teacher-student interactions, and the overall atmosphere. Observations provided rich, contextual data that helped in understanding the complexities and subtleties of classroom management in large class sizes.

#### ❖ **Quantitative Component : Online Questionnaire Survey**

The quantitative component consisted of an online questionnaire survey administered to teachers. The survey included a mix of Likert scale items, multiple-choice questions, and open-ended questions designed to gather data on teachers' perceptions of large class sizes, their workload, available resources, and their well-being. The quantitative data from the survey allowed for statistical analysis of the extent and nature of the issues related to large class sizes and teacher burnout.

#### ❖ **Rationale for Mixed-Methods Approach**

The rationale for using a mixed-methods approach stems from the need to triangulate data from different sources to enhance the validity and reliability of the findings. While the survey data provided quantifiable evidence of teachers' experiences and perceptions, the observational data offered detailed qualitative insights that enriched the interpretation of the survey results. This approach enabled a more comprehensive analysis and a deeper understanding of the impact of large class sizes on teacher burnout, addressing both the breadth and depth of the research question.

By combining qualitative and quantitative methods, the study effectively leverages the strengths of both approaches, ensuring a robust and well-rounded exploration of the research problem.

## **2.4 Sampling Strategy**

The sampling strategy for this study was designed to capture diverse perspectives on the impact of class size on teacher burnout, focusing specifically on EFL (English as a Foreign Language) teachers at Abu Bakr Belkaied University of Tlemcen.

#### ❖ **Observation Sample**

Two teachers were selected randomly for the observational component of the study. The selection criteria aimed to contrast different classroom environments:

- **Teacher A:** This teacher was observed in a large class setting, offering insights into the challenges and strategies employed in managing a significantly larger group of students.
- **Teacher B:** This teacher was observed in a small class setting, providing a baseline for understanding classroom management and teacher-student interactions in a less pressured environment.

These teachers were chosen based on their willingness to participate and the distinct class sizes they managed, which provided a direct comparison between different classroom dynamics.

#### ❖ **Questionnaire Sample**

The online questionnaire survey targeted a broader sample of EFL teachers at Abu Bakr Belkaied University of Tlemcen. Thirteen responses were collected from teachers with varied profiles, ensuring a wide range of perspectives:

- **Demographics :** The respondents included teachers of different ages and genders.
- **Educational Background:** The participants had diverse educational backgrounds, which added depth to the understanding of how different training and qualifications might influence perceptions of class size and burnout.
- **Years of Experience :** The survey captured data from teachers with varying years of experience, from novice to veteran educators. This variety allowed for an examination of how experience levels impact coping mechanisms and perceptions of classroom management challenges.

#### ❖ **Recruitment Process:**

Participants for the observations and the survey were recruited through a combination of convenience and purposive sampling. For the observations, teachers who were known to have significantly different class sizes were approached directly and invited to participate. The survey was distributed online via email and social media platforms, targeting all EFL teachers at the university. Participation was voluntary, and efforts were made to ensure a diverse and representative sample of the teaching staff.

This sampling strategy ensured that the study included a range of experiences and perspectives, providing a comprehensive view of the impact of class size on teacher burnout in the context of EFL education at Abu Bakr Belkaied University of Tlemcen.

## **2.5 Data Collection Methods:**

This section details the two primary data collection methods used in this study: observations and an online questionnaire survey. Each method is defined and its context within the research is explained.

### **❖ Observations**

Observational research involves systematically watching and recording behaviors and interactions within a specific environment to gather qualitative data. It allows researchers to capture real-time dynamics and obtain rich, contextual insights that might not be accessible through other methods. In this study, two observation sessions were conducted to understand the practical classroom dynamics of EFL first-year teachers at Abu Bakr Belkaied University of Tlemcen. The observations focused on teachers working in different classroom sizes—one with a small class size and one with a large class size. This approach provided a comparative analysis of how class size affects teaching strategies, classroom management, and teacher well-being.

### **❖ Questionnaire Survey**

A questionnaire survey is a research tool used to collect quantitative data through a series of questions, typically in written form. It can gather a wide range of information from a large number of respondents efficiently and systematically. An online questionnaire survey was administered to gather quantitative data on the experiences and perceptions of EFL teachers regarding large class sizes and their impact on teacher well-being and effectiveness. Thirteen responses were collected from teachers with diverse profiles, including different ages, genders, educational backgrounds, and years of experience. This method provided statistical data to complement the qualitative insights from the observations.

## **2.6 Data Analysis Techniques:**

This section outlines the techniques used to analyze the data collected through the survey and observations. Data was collected through the following process:

### **2.6.1 Survey Analysis:**

The survey responses were analyzed using Google Forms, which facilitated the efficient summarization of the data. The analysis involved both descriptive and thematic approaches :

#### **❖ Descriptive Statistics :**

➤ Frequencies: The number of responses for each option in the multiple-choice questions was counted to identify the most common challenges and strategies reported by the teachers.

➤ Means and Standard Deviations : These were calculated for the Likert scale items to quantify the central tendency and dispersion of teachers' perceptions regarding the challenges of managing large class sizes and their impact on well-being and effectiveness.

#### **❖ Thematic Analysis of Open-Ended Responses :**

➤ Open-ended responses were reviewed and coded for common themes. This involved identifying recurring words, phrases, and concepts in the responses.

➤ The coding process included categorizing responses into themes such as « challenges faced, » « emotional and physical impact, » « effective strategies, » and « suggestions for support. »

### **2.6.2 Observation Analysis**

Field notes from the observation sessions were analyzed thematically to identify key themes and patterns related to classroom management strategies and teacher stress :

#### **❖ Coding :**

➤ The field notes were systematically reviewed and coded for specific behaviors, interactions, and environmental factors observed during the sessions.

➤ Codes were assigned to different aspects such as « classroom layout, » « teaching methods, » « behavior management, » and « indicators of teacher stress. »

### ❖ **Thematic Analysis :**

➤ The coded data were then organized into broader themes. For instance, themes related to classroom management included « authoritative vs. Collaborative approaches » and « reactive vs. Proactive behavior management. »

➤ Themes related to teacher well-being were categorized based on observed non-verbal cues, verbal expressions, and the overall atmosphere in the classroom.

### ❖ **Pattern Identification :**

➤ Patterns and trends across the two observation sessions were identified. This included comparing the classroom management strategies and stress indicators in the small class versus the large class.

➤ Insights from these patterns were used to draw conclusions about the impact of class size on teacher stress and effectiveness.

By combining quantitative analysis of survey data with qualitative thematic analysis of observation notes, a comprehensive understanding of the research problem was achieved. This dual approach ensured that both the breadth of teachers' experiences and the depth of classroom dynamics were thoroughly explored.

## **2.7 Findings:**

This section presents the key findings of the research, focusing on the challenges and impacts associated with large class sizes. It includes an overview of the participants, an analysis of the survey data, perceptions of large class sizes, and the strategies employed to manage these classes.

### **2.7.1 Overview of Participants:**

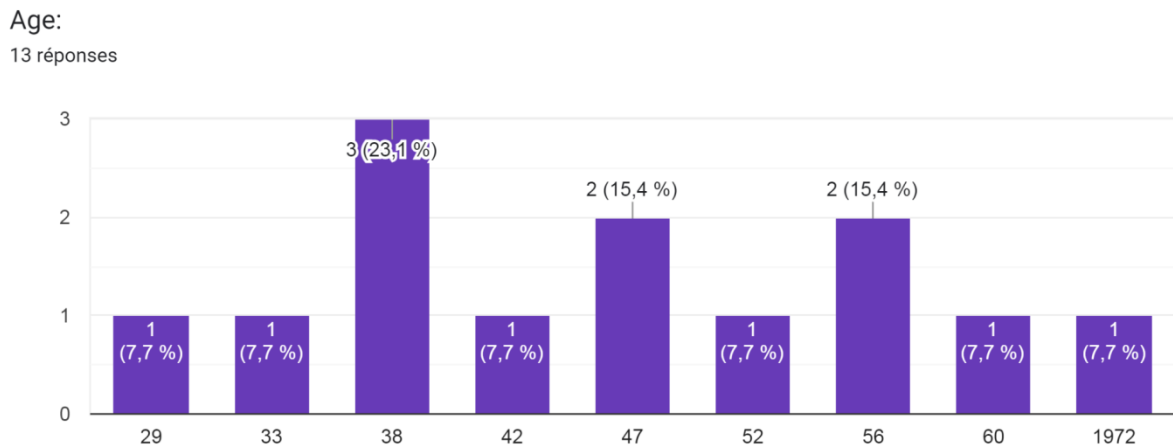
This section provides a summary of the demographic and professional backgrounds of the participants involved in the study, offering context for the subsequent analysis.

## 2.7.2 Analysis of the survey data

### ❖ Demographic Information

#### ➤ Age

**Aim:** To understand the age distribution of respondents.



**Results:** Ages range from 29 to 60 years,

indicating a broad spectrum of life and

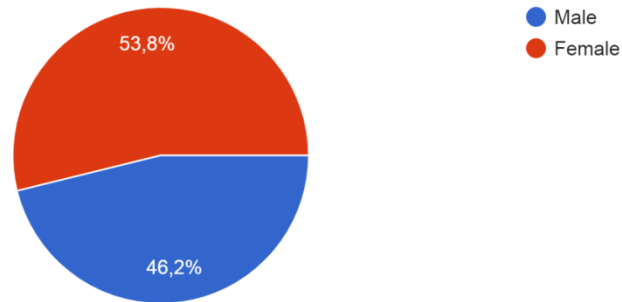
teaching experiences among respondents.

**Analysis:** The age distribution indicates a wide range of experiences, from younger teachers possibly bringing fresh perspectives and new methods, to older teachers who bring extensive experience and perhaps more traditional methods. This variety can help understand different coping mechanisms and strategies for managing large class sizes across different stages of a teaching career.

## ➤ Gender

**Aim:** To capture gender distribution among respondents.

Gender  
13 réponses



### **Results:**

Female: 53.8%

Male: 46.2%

**Analysis:** The gender distribution is relatively balanced, allowing analysis of potential gender-specific challenges and coping strategies in managing large class sizes.

### ❖ Educational Background

**Aim:** To assess the educational qualifications of the respondents.

11 responses

Teacher 1 :	Professor
Teacher 2 :	Language studies
Teacher 3 :	Teacher
Teacher 4 :	University teacher, associate professor
Teacher 5 :	Holding doctoral degree
Teacher 6 :	Master
Teacher 7 :	Doctorate
Teacher 8 :	Researcher/Dr
Teacher 9 :	Doctorate in Applied Linguistics
Teacher 10 :	Doctor
Teacher 11 :	A phd student (owner of masters in LS)

**Results:** Responses include Professor,

Teacher, University teacher, Associate professor, Doctoral degree holder, Master,

Doctorate, Researcher/Dr, Doctorate in

Applied Linguistics, and PhD student.

**Analysis:** The high level of qualifications suggests a well-informed group of respondents. Their insights are likely to be deeply reflective of academic understanding and professional

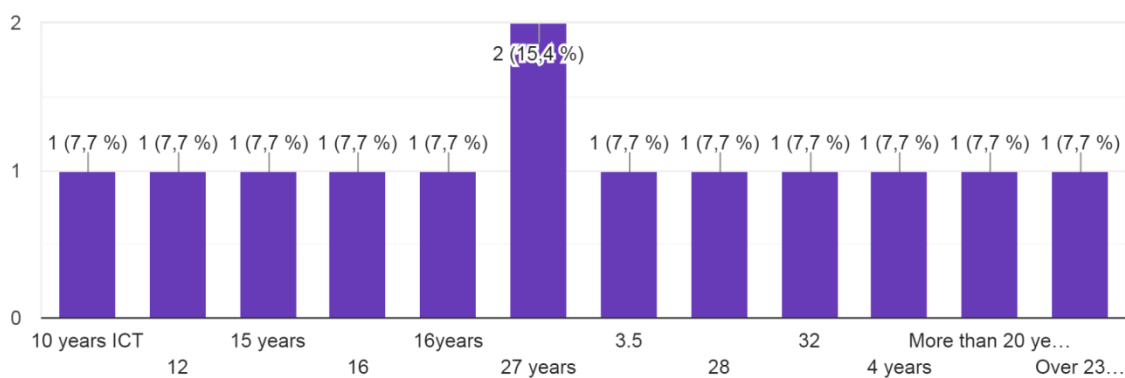
practice, making their feedback valuable for addressing complex educational issues such as large class sizes and their impact on teaching effectiveness and well-being.

### ❖ Teaching Experience

**Aim:** To understand the amount of experience respondents have in teaching English as a Foreign Language (EFL).

How many years of experience do you have teaching English as a Foreign Language (EFL)?

13 réponses



**Results:** Years of experience range from 3.5

to 32 years, with most respondents having over 10 years of experience.

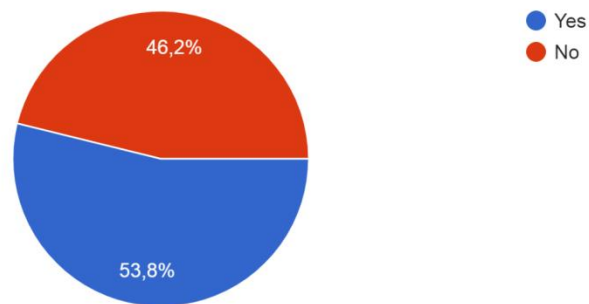
**Analysis:** Most respondents have over a decade of experience, with several having over two decades. This extensive experience suggests they are highly familiar with the dynamics of EFL classrooms, particularly in managing large classes. Experienced teachers might offer more refined strategies for handling large groups, while those with fewer years might provide fresh, innovative approaches.

## ❖ Current Teaching Status

**Aim:** To determine if respondents are currently teaching as first-year EFL teachers at the university.

Are you currently teaching EFL as a 1st-year teacher at our university?

13 réponses



**Results:** 53.8% Yes, 46.2% No.

**Analysis:** A significant proportion of respondents are first-year teachers, suggesting a mix of fresh and seasoned perspectives on handling large class sizes. The experiences of new teachers could highlight the immediate challenges faced without extensive experience, while the seasoned teachers' feedback could illustrate how challenges evolve or are mitigated over time.

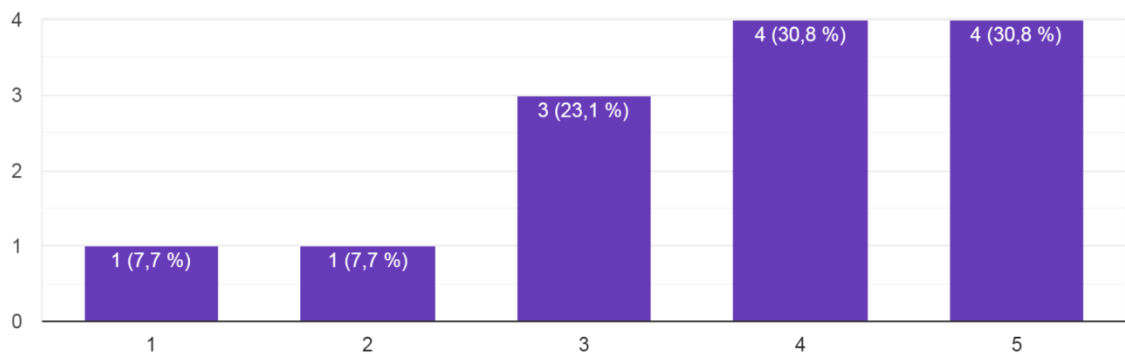
## ❖ Perceptions of Large Class Sizes

➤ Challenge Level:

**Aim:** To gauge how challenging teachers find managing large class sizes.

On a scale of 1 to 5, how challenging do you find it to manage large-class sizes in your EFL classroom?

13 réponses



**Results:** Responses vary from 1 (easy) to 5

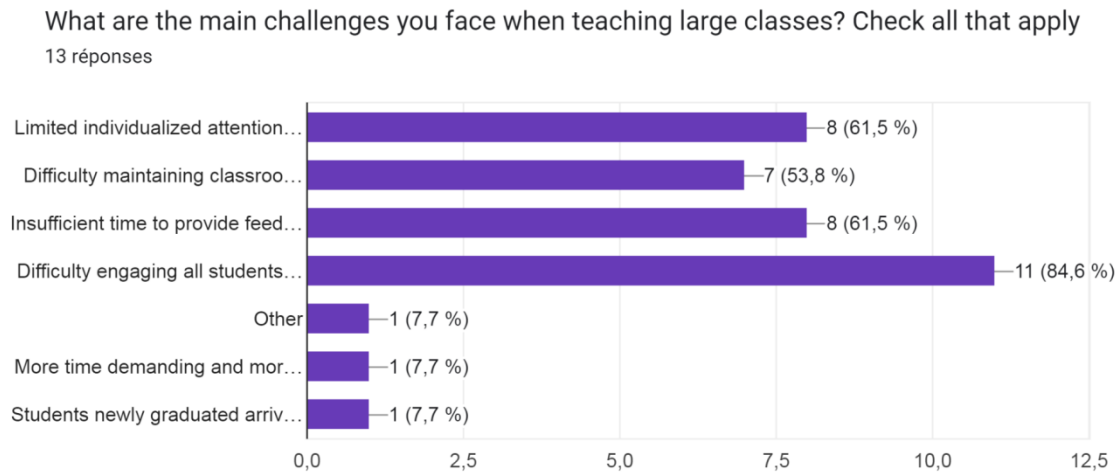
(challenging), with the majority finding it

moderately to very challenging.

**Analysis:** The majority find managing large classes moderately to highly challenging (3-5), indicating that it is a significant concern for most teachers. Only a small number find it easy (1-2), suggesting that effective strategies and support systems might be lacking or that inherent challenges are difficult to overcome without significant changes.

## ➤ Main Challenges

**Aim:** To identify specific challenges faced when teaching large classes.



**Results:** Limited individualized attention

(61.5%), difficulty maintaining discipline (53.8%), insufficient feedback time (61.5%), and difficulty engaging students (84.6%).

**Analysis:** The primary challenge is engaging all students, indicating that maintaining student interest and participation is difficult in large classes. Limited individualized attention and insufficient feedback time are also significant issues, which could affect the quality of education and student outcomes. Difficulty in maintaining discipline reflects the struggle to manage classroom behavior effectively with larger groups.

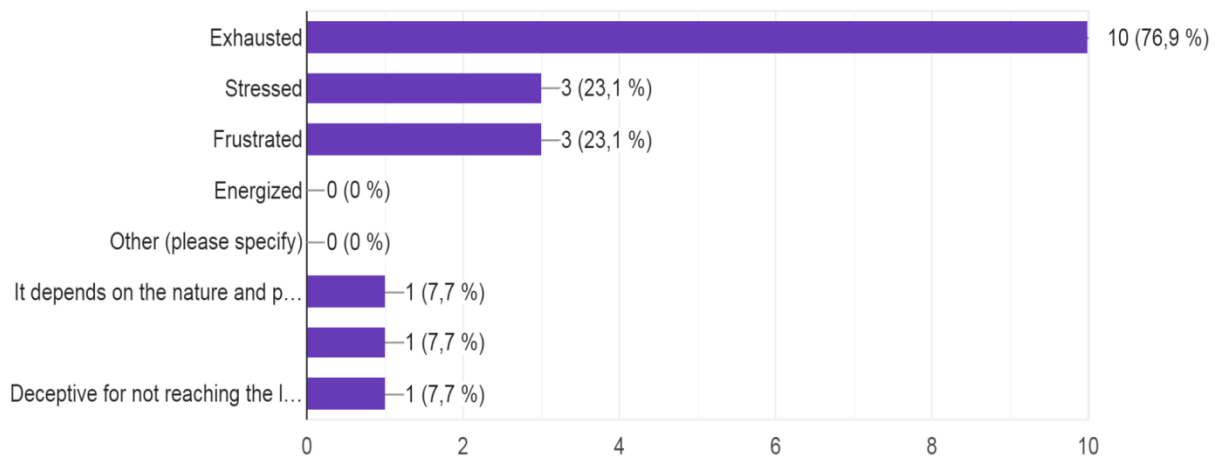
## ❖ Impact on Well-being and Effectiveness

### ➤ Emotional and Physical Impact

Aim: To understand the emotional and physical effects of teaching large classes on teachers.

How do you feel emotionally and physically after teaching a large class? (Check all that apply)

13 réponses



**Results:** Exhausted (10), Stressed (3),

Frustrated (3), Energized (0). Other comments include variable effects based on teacher personality and feelings of not meeting lesson targets.

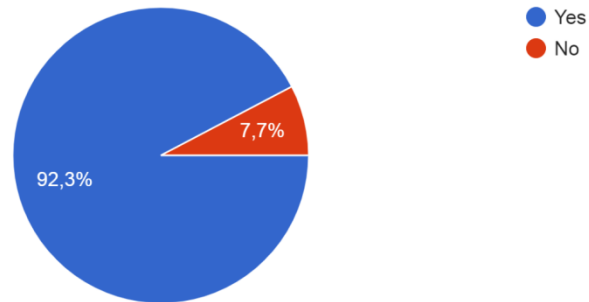
**Analysis:** The predominant emotional and physical impact is exhaustion, which is a critical indicator of burnout. Stress and frustration are also common, suggesting that teaching large classes is emotionally taxing. The lack of positive responses (energized) highlights the adverse effects on teachers' well-being, underscoring the need for interventions to mitigate these impacts.

➤ Job Satisfaction

**Aim:** To assess if managing large class sizes affects job satisfaction.

Do you feel that managing large-class sizes affects your overall job satisfaction as an EFL teacher?

13 réponses



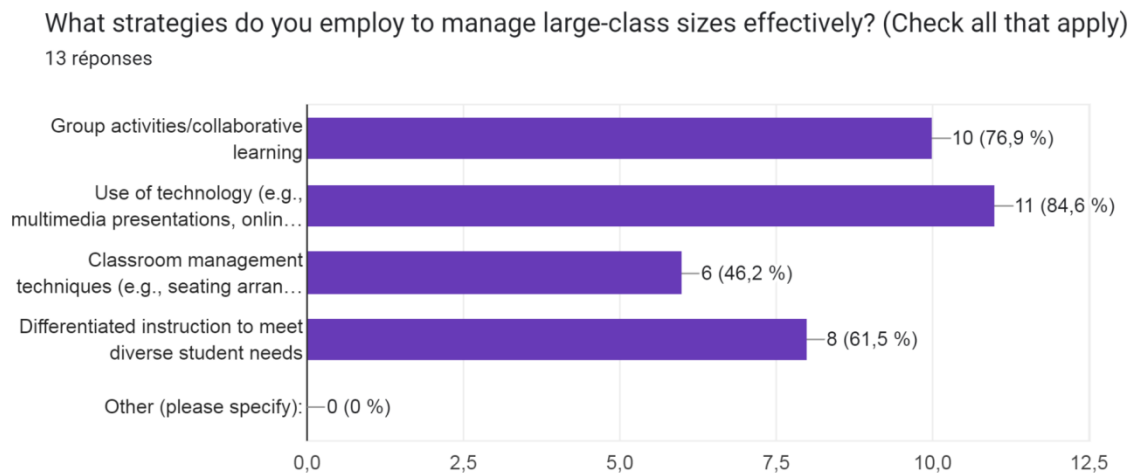
**Results:** Yes (92.3%), No (7.7%).

**Analysis:** Nearly all respondents feel that large class sizes negatively impact their job satisfaction. This overwhelming response indicates a significant issue that needs to be addressed to improve teacher morale and retention.

## ❖ Strategies Used to Manage Large-size Classes

### ➤ Management Strategies

**Aim:** To identify strategies employed by teachers to manage large classes.



**Results:** Group activities/collaborative learning: 76.9% (10 responses)

Use of technology (e.g., multimedia presentations, online resources): 84.6% (11 responses)

Classroom management techniques (e.g., seating arrangements, signaling systems): 46.2% (6 responses)

Differentiated instruction to meet diverse student needs: 61.5% (8 responses)

Other: None

**Analysis:** The most common strategies involve collaborative learning and technology use, suggesting these are perceived as effective in managing large groups. Differentiated instruction is also widely used, indicating an attempt to cater to individual student needs despite the large class size. However, fewer teachers use specific classroom management techniques, pointing to a potential area for further training and development.

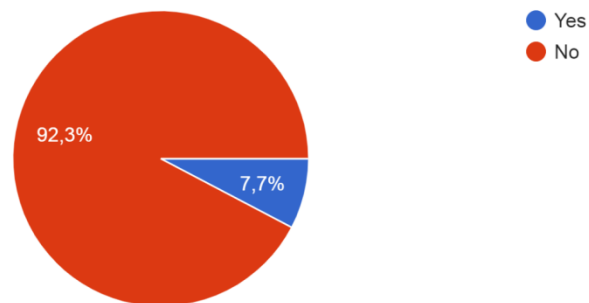
## ❖ Additional Questions

### ➤ University Support

**Aim:** To determine if teachers receive institutional support for managing large classes.

Did you receive support from the university in addressing the challenges of managing large-class sizes?

13 réponses



**Results:** Yes (7.7%), No (92.3%).

**Analysis:** The vast majority of teachers do not receive support from the university, which is a critical finding. This lack of support likely exacerbates the challenges of managing large classes and contributes to teacher burnout. There is a clear need for the institution to provide more resources and support mechanisms.

➤ Additional Resources or Support Needed

**Aim:** To gather teachers' opinions on what additional support would be beneficial.

These were the answers :

Teacher 1 :	Division of groups into small groups by the administrative staff
Teacher 2 :	Splitting groups for better learning experience and a better quality teaching
Teacher 3 :	The teacher should maintain discipline in the classroom and adding marks for dicipline
Teacher 4 :	E-learning teaching
Teacher 5 :	use technology and visual aids to reach all students, use peer assessment, use online interactive exercises to enhance learning
Teacher 6 :	Cutting classes into small groups of 20, hiring more staff, designing small width class so the space would feel friendly and cozy.
Teacher 7 :	distant learning
Teacher 8 :	Continuous training
Teacher 9 :	Offering workshops, seminars, and training sessions specifically focused on strategies for managing large classes can equip teachers, especially novice teachers, with effective techniques and approaches would be great!
Teacher 10 :	Keep respect

**Results:** Responses include training, positive

learning environments, smaller groups,

maintaining discipline, e-learning, technology use, continuous training, andworkshops.

**Analysis:** Teachers are calling for a range of supports, from professional development to structural changes like smaller class sizes. The emphasis on continuous training and specific

strategies for large class management highlights the need for ongoing professional development. The call for more administrative and technological support suggests that addressing these needs could significantly improve the teaching and learning environment.

### **Conclusion:**

This detailed analysis of the survey data provides comprehensive insights into the challenges faced by EFL teachers at Abu Bakr Belkaied University of Tlemcen. The findings indicate significant stress and burnout associated with managing large class sizes, highlighting the urgent need for institutional support and targeted professional development. By addressing these issues, the university can improve teacher well-being and effectiveness, ultimately enhancing the quality of education for students.

### **2.7.3 Analysis of the Observation Data**

The observation sessions provided valuable insights into the classroom dynamics, teaching strategies, classroom management techniques, and indicators of teacher well-being in different class sizes. The following is an analysis of the two observation sessions conducted:

#### **Observation 1: Teacher A (Class Size: 45)**

- Date:7/05/2024
- Time: 10:00 - 11:30
- Subject:Levels of Analysis – Module of Linguistics

#### **❖ Classroom Environment:**

##### **➤ Physical Layout:**

Initially, the classroom was arranged in traditional rows, facilitating a teacher-centered approach.

In the last 30 minutes, the desks were rearranged into clusters for group work, promoting student interaction.

##### **➤ Instructional Resources:**

The approach was minimalistic with limited resources, requiring the teacher to be creative and adaptable.

➤ **Atmosphere and Ambiance:**

The atmosphere was relaxed and informal, encouraging a sense of autonomy among students.

❖ **Instructional Strategies:**

➤ **Teaching Methods:**

Predominantly lecture-based, with the teacher doing most of the talking, which limited student engagement.

➤ **Instructional Materials:**

Heavy reliance on traditional textbooks and worksheets, reducing opportunities for authentic language use.

➤ **Adaptation of Teaching Strategies:**

Limited differentiation in instruction led to disengagement among students with diverse learning needs.

❖ **Classroom Management:**

➤ **Order and Discipline:**

An authoritarian approach was used to maintain order, relying on strict rules and consequences.

➤ **Behavior Management:**

Responses to disruptions were reactive, focusing on punishment rather than prevention.

➤ **Handling Disruptions:**

The teacher responded immediately and effectively to disruptions, maintaining a culture of respect and accountability.

❖ **Indicators of Teacher Well-being and Burnout:**

➤ **Non-verbal Cues:**

The teacher exhibited a tense posture and frequent sighing, indicating stress and potential burnout.

➤ **Verbal Expressions:**

Negative and cynical remarks were made, reflecting frustration and disillusionment with teaching responsibilities.

➤ **Breaks:**

Minimal breaks were observed, indicating a lack of attention to self-care and work-life balance.

**Observation 2: Teacher B (Class Size: 27)**

- Date: 8/05/2024
- Time: 11:30 - 13:00
- Subject: English Consonants - Phonetics Module

❖ **Classroom Environment:**

➤ **Physical Layout:**

Traditional rows of desks, supporting a teacher-centered approach.

➤ **Instructional Resources:**

Similar to Observation 1, a minimalistic approach was taken, requiring creativity and adaptability.

➤ **Atmosphere and Ambiance:**

The atmosphere was formal and structured, reflecting an authoritative approach.

### ❖ **Instructional Strategies:**

#### ➤ **Teaching Methods:**

The approach was student-centered, focusing on inquiry-based learning and empowering students.

#### ➤ **Instructional Materials:**

Reliance on traditional textbooks and worksheets, limiting exposure to authentic language use.

#### ➤ **Adaptation of Teaching Strategies:**

Teaching strategies were flexibly adapted to accommodate various learning styles, ensuring equitable access to learning opportunities.

### ❖ **Classroom Management:**

#### ➤ **Order and Discipline:**

A collaborative approach was taken, emphasizing mutual respect and shared responsibility.

#### ➤ **Behavior Management:**

Although reactive, the teacher's response to disruptions was immediate and effective.

#### ➤ **Handling Disruptions:**

Similar to Observation 1, disruptions were handled effectively, fostering a culture of respect.

### ❖ **Indicators of Teacher Well-being and Burnout:**

#### ➤ **Non-verbal Cues:**

The teacher displayed a relaxed demeanor and confident body language, indicating fulfillment and satisfaction.

#### ➤ **Verbal Expressions:**

Positive and encouraging language was used, motivating and supporting students.

➤ **Breaks:**

A 5-minute break was taken after 42 minutes, suggesting a better balance of self-care.

**Comparative Analysis:**

❖ **Class Size Impact:**

The teacher with a larger class size (Ms. Hamidi Sara) exhibited more signs of stress and burnout compared to the teacher with a smaller class size (Mr. Berrabeh Diden).

Larger class size appeared to limit the ability to engage students effectively and required more stringent discipline methods.

❖ **Instructional Approaches:**

Both teachers relied heavily on traditional materials, but Mr. Berrabeh's student-centered approach allowed for greater flexibility and engagement.

❖ **Teacher Well-being:**

Indicators of stress and burnout were more pronounced in the teacher handling the larger class, highlighting the impact of class size on teacher well-being.

This detailed analysis of the observation data provides a nuanced understanding of how class size affects teaching practices, classroom management, and teacher well-being.

**Conclusion:**

The analysis of observation data highlights significant impacts of class size on teaching practices, classroom management, and teacher well-being. Larger class sizes, as seen in Teacher A class of 45 students, resulted in limited student engagement, a teacher-centered approach, and increased stress and burnout for the teacher. Stringent disciplinary measures were necessary, and traditional materials restricted dynamic learning.

Conversely, Teacher B smaller class of 27 students allowed for a student-centered approach, more flexible teaching strategies, and better engagement. This setting fostered a supportive atmosphere and positive indicators of teacher well-being, with effective management and regular breaks.

The comparison underscores that smaller class sizes enable personalized instruction and reduce teacher stress, while larger class sizes pose significant challenges. Addressing these issues through policy changes or effective management strategies can enhance both teacher well-being and student learning experiences.

#### **2.7.4 Perceptions of Large Class Sizes**

The data from the observations and surveys provide a comprehensive understanding of how teachers perceive large class sizes. Most teachers find managing large classes moderately to highly challenging, with particular difficulties in engaging all students, providing individualized attention, and maintaining discipline. The overwhelming feedback indicates that larger class sizes are a significant concern for teachers, affecting their ability to deliver quality education and manage classroom dynamics effectively.

#### **2.8 Strategies Used to Manage Large Class Sizes**

Teachers employ various strategies to manage large classes, with a strong preference for group activities and collaborative learning, as well as the use of technology. These strategies aim to foster student engagement and accommodate diverse learning needs. However, fewer teachers utilize specific classroom management techniques, highlighting a potential area for improvement. The need for differentiated instruction and the creative use of minimal resources were also prominent, particularly in larger classes where maintaining student interest is more challenging.

#### **2.9 Impact of Class Size on Well-being and Effectiveness:**

The impact of class size on teacher well-being and effectiveness is evident from the observations. Larger class sizes, such as in Teacher A class, correlate with higher levels of stress and burnout, as indicated by non-verbal cues and verbal expressions of frustration. Conversely, smaller class sizes, as seen in Teacher B class, allow for better management, more flexible instructional strategies, and positive teacher well-being. The ability to take breaks and maintain a balanced approach further enhances teacher satisfaction and effectiveness in smaller classes.

## **2.10 Comparison of Findings with Existing Literature**

The findings from this study align with existing literature on the challenges and impacts of large class sizes. Research consistently shows that larger classes hinder student engagement, limit personalized instruction, and increase teacher stress and burnout. Strategies such as collaborative learning and technology use are widely recommended and corroborated by this study as effective approaches. However, the need for institutional support and professional development is a recurring theme, emphasizing that teachers require additional resources and training to manage large classes effectively.

## **2.11 Discussion**

### **2.11.1 Interpretation of Findings**

The findings from both the practical research and the literature review provide a comprehensive understanding of the multifaceted impact of large class sizes on teaching practices, teacher well-being, and student outcomes.

Large class sizes significantly influence the instructional methods that teachers can employ. The literature review highlights that in large classes, teachers often resort to lecture-based approaches, as observed in Teacher A's class, where traditional rows and minimalistic resources were prevalent. This approach limits student interaction and engagement, a finding consistent with previous studies indicating that large classes restrict the use of interactive and student-centered teaching methods (Blatchford et al., 2011). The observation data confirms that larger classes necessitate more structured and authoritarian approaches to maintain order, thereby limiting the flexibility needed for differentiated instruction and adaptive teaching strategies.

Both the practical research and existing literature emphasize the detrimental effects of large class sizes on teacher well-being. Observations revealed that teachers of larger classes exhibit more signs of stress and burnout, characterized by negative verbal expressions and non-verbal cues such as tense posture and frequent sighing. This is in line with the literature, which identifies teacher burnout as a significant issue exacerbated by large class sizes due to the increased workload and stress (Skaalvik & Skaalvik, 2017). Teachers in smaller classes,

like Teacher B, displayed a more relaxed demeanor and positive interactions, indicating that smaller class sizes contribute to a better work-life balance and overall job satisfaction.

The findings illustrate that managing large classes requires stringent discipline methods, as evidenced by the authoritarian approach in Teacher A's classroom. This aligns with the literature that suggests larger classes are more challenging to manage, often leading to a more reactive than proactive approach to behavior management (Marzano, 2003). Conversely, smaller class sizes allow for a more collaborative and respectful classroom environment, as seen in Teacher B's class, where a student-centered approach fostered mutual respect and shared responsibility.

The literature consistently points out that large class sizes negatively impact student engagement and learning outcomes. The survey data supports this, showing that teachers find it challenging to maintain student interest and provide individualized attention in large classes. This is corroborated by the observation data, where limited opportunities for authentic language use and engagement were noted in larger classes. Smaller classes, however, facilitate more personalized instruction and better student-teacher interactions, leading to improved engagement and learning outcomes (Hattie, 2005).

The practical research identifies several strategies that teachers use to manage large classes, such as group activities, collaborative learning, and the use of technology. These strategies are also recommended in the literature as effective means to enhance student engagement and manage large groups (Cuseo, 2007). However, the observation data suggests that these strategies are not always sufficient to overcome the inherent challenges of large class sizes, emphasizing the need for additional support and resources.

A significant finding from the survey is the lack of institutional support for teachers managing large classes. This is a critical issue, as the literature review also highlights the importance of administrative and policy support in mitigating the challenges associated with large class sizes (Blatchford et al., 2011). Teachers' calls for continuous training, smaller group sizes, and more resources underscore the need for systemic changes to support effective teaching and improve teacher well-being.

The comparative analysis of teachers handling different class sizes reinforces the literature's stance on the benefits of smaller classes. Teachers in smaller classes can employ more interactive and student-centered approaches, leading to better engagement and reduced stress. The larger class size necessitates a more rigid and less flexible teaching style, contributing to higher levels of teacher burnout and lower job satisfaction.

Integrating the practical findings with the literature review reveals a consistent narrative: large class sizes present substantial challenges that impact teaching quality, teacher well-being, and student outcomes. Effective management strategies and supportive institutional policies are crucial in addressing these challenges. The insights from this study highlight the need for targeted interventions, such as professional development and structural changes, to enhance the educational environment for both teachers and students.

In conclusion, the interpretation of findings from both the practical research and the literature review underscores the pressing need to address the challenges posed by large class sizes. By implementing evidence-based strategies and providing robust institutional support, educational institutions can significantly improve teaching effectiveness and teacher well-being, ultimately leading to better student outcomes and a more positive educational experience for all stakeholders.

### **2.11.2 Implications for Practice**

Educational institutions need to prioritize reducing class sizes or providing additional support for managing large classes. Professional development focused on classroom management techniques, the use of technology, and differentiated instruction can help teachers manage larger classes more effectively. Additionally, creating a supportive work environment that addresses teacher well-being is crucial to mitigating burnout and enhancing job satisfaction.

### **2.11.3 Recommendations for Policy and Future Research**

Policies should focus on reducing class sizes and increasing teacher support to improve educational outcomes. Future research could explore the long-term effects of large class sizes on student achievement and teacher retention, as well as the effectiveness of specific

management strategies. Investigating the role of institutional support in mitigating the challenges of large classes would also provide valuable insights.

#### **2.11.4 Strengths and Limitations of the Study**

This study's strengths include a comprehensive analysis of both quantitative and qualitative data, providing a nuanced understanding of the impacts of class size. However, limitations include a small sample size and the focus on a single institution, which may limit the generalizability of the findings. Future studies should consider larger, more diverse samples to validate these results.

#### **2.12 Conclusion**

This comprehensive research highlights the significant impact of class size on teaching practices, teacher well-being, and student outcomes. Through detailed analysis of survey and observation data, the study reveals the multifaceted challenges faced by EFL teachers at Abu Bakr Belkaied University of Tlemcen in managing large classes. Larger class sizes lead to a predominantly teacher-centered approach, limited student engagement, and increased stress and burnout for teachers. This environment necessitates stringent disciplinary measures and reliance on traditional materials, further restricting dynamic and interactive learning. Conversely, smaller class sizes allow for more personalized and student-centered instruction, fostering better student engagement and a supportive atmosphere for teachers. This setting promotes positive indicators of teacher well-being, including effective classroom management and regular breaks, contributing to reduced stress and higher job satisfaction.

The findings from both practical research and literature review consistently indicate that large class sizes pose substantial challenges, including limited individualized attention, insufficient feedback time, and difficulty in maintaining discipline. These issues directly affect teachers' job satisfaction and emotional well-being, leading to higher levels of exhaustion, stress, and frustration. Additionally, the lack of institutional support exacerbates these challenges, highlighting the urgent need for targeted professional development and systemic changes to provide adequate resources and support mechanisms.

Comparative analysis of teachers handling different class sizes reinforces the literature's stance on the benefits of smaller classes. Teachers in smaller classes can employ more interactive and student-centered approaches, resulting in better student engagement and

reduced teacher stress. The study identifies several effective strategies for managing large classes, such as group activities, collaborative learning, and the use of technology, but also underscores that these strategies are insufficient without adequate institutional support.

In conclusion, the interpretation of findings underscores the pressing need to address the challenges posed by large class sizes. Implementing evidence-based strategies, providing robust institutional support, and making policy changes are crucial for improving teaching effectiveness and teacher well-being. By addressing these issues, educational institutions can enhance the quality of education, support the professional and personal well-being of teachers, and ultimately improve student learning outcomes and the overall educational experience for all stakeholders.

## **general Conclusion**

The comprehensive examination of the impact of large class sizes on teaching practices, teacher well-being, and student outcomes at Abu Bakr Belkaied University of Tlemcen reveals a multifaceted and complex scenario. The findings underscore that large class sizes impose significant constraints on teaching methods, often necessitating a shift towards lecture-based, teacher-centered approaches that limit student engagement and interaction. Teachers in larger classes face considerable challenges in managing classroom behavior, maintaining discipline, and providing individualized attention, which are compounded by the limited use of instructional resources and traditional materials. These challenges are closely linked to heightened levels of stress, burnout, and job dissatisfaction among teachers, highlighting the critical need for effective classroom management strategies and institutional support. Conversely, smaller class sizes enable a more flexible and student-centered approach, promoting better engagement, interaction, and a supportive classroom environment. Teachers in these settings exhibit more positive indicators of well-being, including relaxed demeanor, positive verbal interactions, and better work-life balance.

In response to the first research question, "What are the challenges faced by teachers in managing large class sizes, and how do these challenges impact their well-being and effectiveness in the classroom?", the study identifies several key challenges. These include the difficulty in providing individualized attention, maintaining discipline, and employing interactive teaching methods. These challenges significantly impact teachers' well-being, leading to increased stress and burnout, and reduce their overall effectiveness in the classroom. The hypothesis that larger class sizes are positively correlated with higher levels of teacher burnout is strongly supported by the findings, which show a clear link between class size and the psychological strain experienced by teachers.

The study also reveals a significant gap in institutional support, with most teachers lacking the necessary resources and training to effectively manage large classes, thereby exacerbating the difficulties they face. The call for continuous professional development, smaller group sizes, and enhanced use of technology and collaborative learning strategies reflects the urgent need for systemic changes to support teachers and improve the educational experience.

Addressing the second research question, "What coping strategies do teachers employ to manage the demands of large class sizes, and how do these strategies influence their experiences and outcomes in the classroom?", the research identifies several strategies used by teachers. These include group activities, collaborative learning, and the use of technology to facilitate engagement. However, while these strategies provide some benefits, they are often insufficient to fully mitigate the challenges posed by large class sizes. The hypothesis that effective coping strategies lead to lower levels of teacher burnout and higher levels of instructional effectiveness, even in classrooms with large student populations, is partially supported. Although these strategies do help, the lack of sufficient institutional support means that the benefits are limited, and teachers still experience high levels of stress and burnout.

Overall, the research highlights the critical impact of class size on educational quality and underscores the necessity for targeted interventions and policy reforms to mitigate the challenges associated with large class sizes, enhance teacher well-being, and ultimately improve student learning outcomes and educational experiences. Implementing evidence-based strategies, providing robust institutional support, and making policy changes are crucial for improving teaching effectiveness and teacher well-being. By addressing these issues, educational institutions can enhance the quality of education, support the professional and personal well-being of teachers, and ultimately improve student learning outcomes and the overall educational experience for all stakeholders.

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## Appendices:

### Appendix A: Observation protocol

#### Observation Session Template: EFL First-Year Teacher Classroom Observation

Guided Protocol for Systematic Observation

Observer: [Your Name]

Date: [Date of Observation]

Time : [Start Time - End Time]

Class Information:

- Teacher: [Teacher's Name]
- Grade/Level: [Grade/Level of Students]
- Subject: [Subject Being Taught]
- Class Size: [Number of Students]

Observation Focus Areas:

1. Classroom Environment:

- Physical layout of the classroom:
- Availability of instructional resources:
- Overall atmosphere and ambiance:

2. Instructional Strategies:

- Teaching methods employed:
- Use of instructional materials:
- Adaptation of teaching strategies:

3. Classroom Management:

- Strategies for establishing and maintaining order:
- Techniques for managing student behavior:
- Response to classroom disruptions or challenges:

4. Indicators of Teacher Well-being and Burnout:

- Non-verbal cues observed:

- Verbal expressions noted:
- Frequency and duration of breaks:

Observation Notes:

- [Note observations related to each focus area, including specific examples, incidents, and interactions observed during the session.]
- [Use objective language and provide sufficient detail to support analysis and interpretation.]

Reflections:

- [Reflect on the observed classroom dynamics, teacher-student interactions, and overall atmosphere.]
- [Consider how observed behaviors align with the research theme and objectives.]
- [Identify any patterns or trends observed across multiple sessions.]

**Appendix B: Survey questionnaire**

**Questionnaire: Exploring the Impact of Large Size Classes on Teacher Well-being and Effectiveness**

**Demographic Information:**

1. Age:

\_\_\_\_\_

2. Gender

Male  Female

3. Educational Background:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teaching Experience:**

4. How many years of experience do you have teaching English as a Foreign Language (EFL)?

5. Are you currently teaching EFL as a 1st-year teacher at our university ?

Yes

No

**Perceptions of Large Class Sizes:**

6. On a scale of 1 to 5, how challenging do you find it to manage large class sizes in your EFL classroom?

1..2..3..4..5

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7. What are the main challenges you face when teaching large classes ? Check all that apply

Limited individualized attention to students

Difficulty maintaining classroom discipline

Insufficient time to provide feedback to students

Difficulty engaging all students in the learning process

Other

Autre:  \_\_\_\_\_

**Impact on Well-being and Effectiveness:**

8. How do you feel emotionally and physically after teaching a large class?

Exhausted  Stressed  Frustrated  Energized

Other (please specify)

---

9. Do you feel that managing large class sizes affects your overall job satisfaction as an EFL teacher?

Yes  No

**Strategies Used to Manage Large Size Classes:**

10. What strategies do you employ to manage large class sizes effectively ?

- Group activities/collaborative learning
- Use of technology (e.g., multimedia presentations, online resources)
- Classroom management techniques (e.g., seating arrangements, signaling systems)
- Differentiated instruction to meet diverse student needs
- Other (please specify):

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**Additional Questions:**

11. Did you receive support from the university in addressing the challenges of managing large class sizes?

Yes  No

12. In your opinion, what additional resources or support would be beneficial for EFL teachers in managing large class sizes more effectively?

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## Summary

Teacher burnout is a significant issue within the educational sector, characterized by psychological exhaustion due to prolonged work stress. This dissertation focuses on the challenges faced by first-year EFL teachers at Abu Bakr Belkaied University of Tlemcen, particularly in managing large class sizes. The research aims to identify these challenges and suggest strategies to mitigate them, thereby improving teacher well-being and instructional effectiveness. Data were collected through observations and questionnaire surveys involving first-year EFL teachers, inspectors, and headmasters. The findings reveal that managing large classes presents several difficulties, such as maintaining student engagement, ensuring lesson comprehension, effective student grouping, and handling diverse student personalities and levels. The study concludes that employing specific strategies and techniques can help reduce these challenges, leading to better educational outcomes and a more supportive teaching environment.

**Keywords:** Teacher Burnout, EFL Teachers, Large Class Sizes, Teacher Well-being, Instructional Effectiveness, Classroom Management, Abu Bakr Belkaied University.

الإرهاق النفسي للمعلمين هو قضية حاسمة في القطاع التعليمي، يتميز بالإجهاد النفسي الناجم عن ضغوط العمل الطويلة. تركز هذه الرسالة على التحديات التي يواجهها معلمو اللغة الإنجليزية كلغة أجنبية في سنتهم الأولى بجامعة أبو بكر بلقايد في تلمسان، خصوصاً في إدارة الفصول الدراسية الكبيرة. تهدف الدراسة إلى تحديد هذه التحديات واقتراح استراتيجيات للتخفيف منها، مما يحسن رفاهية المعلم وفعالية التدريس. تم جمع البيانات من خلال الملاحظات واستبيانات المسح التي شملت معلمي اللغة الإنجليزية كلغة أجنبية في سنتهم الأولى، والمفتشين، ومديري المدارس. تشير النتائج إلى أن إدارة الفصول الدراسية الكبيرة تقدم عدة صعوبات، بما في ذلك الحفاظ على مشاركة الطلاب، وضمان فهم الدروس، وتكوين المجموعات بشكل فعال، والتعامل مع شخصيات ومستويات الطلاب المتنوعة. تستنتج الدراسة أن استخدام استراتيجيات وتقنيات محددة يمكن أن يساعد في تقليل هذه التحديات، مما يؤدي إلى نتائج تعليمية أفضل وبيئة تدريسية أكثر دعمًا.

**الكلمات المفتاحية:** الإرهاق النفسي للمعلمين، معلمو اللغة الإنجليزية كلغة أجنبية، الفصول الدراسية الكبيرة، رفاهية المعلم، فعالية التدريس، إدارة الفصول الدراسية، جامعة أبو بكر بلقايد.

Le burnout des enseignants est une question critique dans le secteur de l'éducation, caractérisée par un épuisement psychologique due au stress de travail prolongé. Cette dissertation se concentre sur les défis rencontrés par les enseignants en EFL (anglais comme une langue étrangère) à l'Université Abu Bakr Belkaied de Tlemcen, particulièrement dans la gestion de grandes classes. L'étude vise à identifier ces défis et à proposer des stratégies pour les atténuer, améliorant ainsi le bien-être des enseignants et l'efficacité de l'enseignement. Les données ont été collectées par le biais d'observations et de questionnaires impliquant les enseignants débutants en EFL, les inspecteurs et les directeurs. Les résultats indiquent que la gestion de grandes classes présente plusieurs difficultés, y compris le maintien de l'engagement des élèves, l'assurance de la compréhension des leçons, le regroupement efficace des élèves et la gestion de la diversité des personnalités et des niveaux des élèves. L'étude conclut que l'utilisation de stratégies et de techniques spécifiques peut aider à réduire ces défis, conduisant à de meilleurs résultats éducatifs et à un environnement d'enseignement plus favorable.

**Mots-clés:** Burnout des enseignants, Enseignants EFL, Grandes classes, Bien-être des enseignants, Efficacité de l'enseignement, Gestion de classe, Université Abu Bakr Belkaied.