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BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

BURNOUT LEVELS AND REASONS IN ENGLISH TEACHERS WORKING IN STATE AND PRIVATE SCHOOL IN TURKEY: A COMPARATIVE STUDY

M.A. THESIS

Ferhat KARANFİL

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Advisor

Prof. Dr. Ayşegül Amanda YEŞİLBURSA

BURSA

2019

BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

Ferhat KARANFİL

11/06/2019

EĞİTİM BİLİMLER ENSTİTÜSÜ

YÜKSEK LİSANS İNTİHAL YAZILIM RAPORU

ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tez Başlığı/Konusu: Türkiye'de özel ve devlet okullarında çalışan İngilizce öğretmenlerinin tükenmişlik düzeyleri ve sebepleri: Karşılaştırmalı bir çalışma

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…/… / 2019

Adı Soyadı : Ferhat KARANFİL

Öğrenci No : 801510011

Anabilim Dalı: Yabancı Diller Eğitimi

Programı: İngiliz Dili Eğitimi

Statüsü : Yüksek Lisans

Prof. Dr. Ayşegül Amanda YEŞİLBURSA

11/06 2019

YÖNERGEYE UYGUNLUK ONAYI

"Burnout Levels and Reasons in English Teachers Working in State and Private School in Turkey: A Comparative Study" adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan	Danışman
Ferhat KARANFİL	Prof. Dr. Ayşegül Amanda YEŞİLBURSA

Yabancı Diller Eğitimi ABD Başkanı

Prof. Dr. Ayla GÖKMEN

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Yabancı Diller Eğitimi Anabilim Dalı'nda 801510011 numara ile kayıtlı Ferhat KARANFİL'in hazırladığı "Türkiye'de özel ve devlet okullarında çalışan İngilizce öğretmenlerinin tükenmişlik düzeyleri ve sebepleri: Karşılaştırmalı bir çalışma" başlıklı Yüksek Lisans çalışması ile ilgili tez savunma sınavı, ../../2019 günü ../.. saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin **başarılı/başarısız** olduğuna **oybirliği/oyçokluğu** ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)

Prof. Dr. Ayşegül Amanda YEŞİLBURSA

Bursa Uludağ Üniversitesi

Üye

Üye

Acknowledgements

I would like to express my sincere appreciation to those who have contributed to this study and supported me during this four-year journey. First of all, I am extremely grateful to my supervisor, Prof.Dr. Amanda Yeşilbursa, for her guidance and all the useful discussions. Without her assistance and cooperation, the work presented in this thesis would not have been satisfactory that much. Being under her guidance was a fantastic experience for me. I will never forget her kind, constructive, patient and noble way of editing my work many times, developing me as a novice researcher and writer. I always read in other people's thesis that "without their advisor support, this thesis would not have finished "and now I understand how deep the meaning is.

I wish to express my gratitude to jury members for their valuable comments and making this research even better. I am also extremely thankful to Prof.Dr. Altay Eren for his invaluable ideas and support in the data analysis stage.

This study would not have been possible without the participants from state and private schools in various cities of Turkey. I am also thankful to teaching staff in the department who were very helpful while I was commuting between Elazığ and Bursa while taking the courses in my first year.

Lastly, my heartfelt thanks go to my lovely family who always gives me their love and support in everything I do. I dedicate this work to two very special people, my mum and my brother who asked about my thesis almost every day and encouraged me to continue writing.

Abstract

Author: Ferhat KARANFİL

University: Bursa Uludağ University

Field: Foreign Language Education

Branch: English Language Teaching

Degree Awarded: M.A.

Page Number: XVII+96

Degree Date: 17/06/2019

Thesis: Burnout Levels and Reasons in English Teachers Working in State and Private School in Turkey: A Comparative Study

Supervisor: Prof.Dr. Ayşegül Amanda YEŞİLBURSA

BURNOUT LEVELS AND REASONS IN ENGLISH TEACHERS WORKING IN STATE AND PRIVATE SCHOOL IN TURKEY: A COMPARATIVE STUDY

The purpose of this study is to determine whether English teachers working in state and private school experience burnout and to find out the reasons for it. The study has a mixed method design. In order to gather quantitative data Maslach's Burnout Inventory –Educator's Survey (Maslach,1986) was used. This study also followed a comparative research design. The required data were collected by face to face visits to schools and online survey tools. In order to compare the levels of burnout, the data from state school teachers(n=112) and private school teachers(n=112) teaching K-12 classes were gathered and analysed using multivariate analysis test MANOVA via SPSS version 20. In addition, demographic variables, including gender, age,

marital status, academic level, years of teaching experience, and teaching experience in current school were investigated to determine if they were explanatory factors of burnout. Secondly, in order to collect qualitative data six teachers from both groups were interviewed (n=12) via a semi-structured interview adopted from (Güven,2013).

The findings revealed that single teachers experience emotional exhaustion more than divorced and married ones. Moreover, state school teachers undergo emotional exhaustion more than private schools. State school teachers mentioned student behaviour, remote and underdeveloped working areas, not having motivated students may be the reason. However, private school teachers experience a higher sense of personal achievement in their jobs. Private school teachers are found to have issues with parental involvement, high number of teaching hours, and high expectations in their competitive environment. The findings of the current study may help private school administrators to manage the teaching workload and school managers in state schools may come with up policies to control student behaviour and some implications for policymakers were presented in the conclusion part.

Keywords: depersonalization, emotional exhaustion, private and state school English teachers, personal accomplishment, teacher burnout.

Özet

Yazar: Ferhat KARANFİL

Üniversite: Bursa Uludağ Üniversitesi

Ana Bilim Dalı: Yabancı Diller Eğitimi

Bilim Dalı: İngiliz Dili Eğitimi

Tezin Niteliği: Yüksek Lisans

Sayfa Sayısı: XVII+96

Mezuniyet Tarihi: 17/06/2019

Tez: Türkiye'de özel ve devlet okullarında çalışan İngilizce öğretmenlerinin tükenmişlik düzeyleri ve sebepleri: Karşılaştırmalı bir çalışma

Danışmanı: Prof. Dr. Ayşegül Amanda YEŞİLBURSA

TÜRKİYE'DE ÖZEL VE DEVLET OKULLARINDA ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİNİN TÜKENMİŞLİK DÜZEYLERİ VE SEBEPLERİ: KARŞILAŞTIRMALI BİR ÇALIŞMA

Bu çalışmanın amacı Devlet okullarında ve özel okullarda çalışan İngilizce öğretmenlerinin tükenmişlik yaşayıp yaşamadıklarını belirlemek ve yaşıyorlarsa sebeplerini belirlemektir. Çalışmada çoklu metotlar kullanılmıştır. Nicel veri toplamak için Maslach'nın Tükenmişlik ölçeğinin eğitimciler için kullanılan sürümü kullanılmıştır (Maslach,1986). Aynı zamanda çalışma karşılaştırmalı bir yapıya sahiptir. Gerekli veri araştırmacının okulları ziyaret etmesi ve çevrim içi veri toplama araçlarıyla toplanmıştır. Tükenmişlik seviyelerini karşılaştırmak için 112 devlet okulu ve 112 özel okul İngilizce öğretmeninden(K-12) veri

toplanmıştır ve çok yönlü MANOVA testi ile SPSS 20. sürüm ile analiz edilmiştir. Ayrıca, demografik değişkenler (cinsiyet, yaş, medeni durum, eğitim seviyesi, toplam deneyim ve son kurumdaki deneyimin tükenmişliği ne kadar açıkladığı araştırılmıştır. İkinci aşamada ise her iki gruptan altışar İngilizce öğretmeniyle yarı-yapılandırılmış yüz yüze soruları (Güven,2013) kullanılarak yapılmış ve elde edilen veriler nitel ve nicel veriler birlikte sunulmuştur.

Sonuçlara göre bekâr öğretmenler evli veya boşanmış öğretmenlere kıyasla daha çok duygusal yoksunluk yaşıyorlar. Diğer bir bulgu ise devlet okulu İngilizce öğretmenlerinin özel okullarda çalışan meslektaşlarına göre daha fazla duygusal yoksunluk yaşadığı idi. Devlet okulu öğretmenleri öğrenci davranışının, zorunlu hizmet bölgelerinde çalışmanın ve motivasyonu olmayan öğrencilerle çalışmanın zorluklarını belirttiler. Özel okul öğretmenleri ile mesleklerinde daha çok kişisel başarı deneyimledikleri bulundu. Özel okul öğretmenlerinin ebeveyn katılımı, fazla ders saatleri, yüksek beklentiler ve özel okullardaki rekabetçi ortam hakkında fikirlerini sundular. Çalışmanın bulguları özel okul yöneticilerinin iş yükü dağılımında rehberlik edebilir, eğitim alanında karar alan kişilere öneriler sonuç kısmında sunulmuştur.

Anahtar Kelimeler: Duygusal tükenme, duyarsızlaşma, kişisel başarı, öğretmen tükenmişliği, özel ve Devlet okullarında çalışan İngilizce öğretmenleri

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List of abbreviations

CoHE: Council of Higher Education

DP: Depersonalization

EE: Emotional Exhaustion

EFL: English as a Foreign Language

EPI: English Proficiency Index

FLT: Foreign Language Teaching

HOD: Head of Departments

ICT: Information Communication Technologies

IWB: Interactive Whiteboard

MANOVA: Multivariate Analysis of Variance

MBI-ES: Maslach Burnout Inventory-Educators Survey

MoNE: Ministry of National Education

PA: Personal Accomplishment

QUAL: Qualitative

QUAN: Quantitative

PST: Private School Teacher

RQ: Research Question

SST: State School Teacher

TOEFL: Test of English as a Foreign Language

YL: Young Learners

Chapter 1

Introduction

1.0. Introduction.

This chapter aims to provide brief information about the study. Initially, the background of the study will be clarified. Following this, the purpose of the study will be made clear. This information will be followed by the statement of the research questions which guide the design of the current study. Then, the limitations and the assumptions of the study and the problem leading the researcher to this study will also be explained. Finally, the significance of the study will be stated in order to clarify and justify the rationale of the study.

1.1.Background of the study.

Issues such as teacher and teaching quality, and teacher retention are major concerns that face the education systems of the country members of the OECD, and Turkey is no exception (Eurydice, 2012). As Konert (1997) mentioned, teaching has always been regarded as a demanding occupation, and teachers are often faced with challenges such as students 'lack of motivation, disciplinary problems, overcrowded classrooms, lack of administrative and parental support, and excessive paperwork. The expectations of current educational systems, which are undergoing rapid changes in order to equip students with 21st Century skills, are making new demands on teachers (Guerriero, 2017). As a result, teacher characteristics such as motivations for teaching (e.g., Watt & Richardson, 2007), teacher responsibility (e.g., Lauermann, 2014), burnout and job satisfaction (e.g., Klassen & Chui, 2011; Skaalvik & Skaalvik, 2017) have attracted the attention of researchers over the past two decades. In the current study, the focus will be on teacher burnout, which has received a considerable amount of attention in Turkey in the field of general education (e.g., Avşaroğlu & Mistan, 2018; Tümkaya, 2016), as well as ELT (e.g., Cephe, 2011; Koçak, 2018; Pınar, 2018).

Having had a significant role in the social development of the country, the Turkish education system has undergone a number of curricular and structural reforms (Grossman, 2013). The structure that was in operation at the time of the current study was introduced in 2012 and foresaw a reduction in starting age from 72 to 66 months, the extension of compulsory education from eight to 12 years, and the reforming of the primary and secondary levels from two tiers of five and three years, to three tiers of four years each (Eurydice, 2012; OECD, 2014).

Similarly, English language teaching has been assigned a considerable amount of importance as a means for the country to take its place as a significant economic player in the international arena. According to the British Council and TEPAV report on English language teaching in Turkey of (Özen et al., 2013), a majority of students believed English to be a necessary language, and almost all parents regarded English as the most important foreign language for their children to learn. Regarding proficiency, however, most of the parents and around a third of the students reported having an English level that was A1 or below according to the Common European Framework of References. Moreover, Turkey continues to rank very low on several measures of English language proficiency. For example, in 2012, the mean total Test of English as a Foreign Language (TOEFL) score of citizens of Turkey was found to be 75 out of 120, similar to countries such as Oman and Iraq. In 2013, the English Proficiency Index (EPI) developed by English First rated Turkey at 41 out of 60 countries.

Realising this poor performance of students in English language skills, the Ministry of National Education has implemented a number of curricular reforms regarding English language teaching. In her account of the history of ELT policy in Turkey, Kırkgöz (2007) notes that the Educational Reform of 1997 was a landmark for ELT policy in that English became a standardised compulsory school subject that was to be taught as from Grade 4 (age nine), that is, to young learners. Moreover, it introduced the communicative approach into the national

curriculum for the first time (see also Kırkgöz, 2005). The most recent reform of 2012 has reduced the age for starting English at school from nine to six years old (Grade 2) (Kırkgöz, Çelik, &Arıkan, 2016), which has brought new methodological demands on teachers, given that this age falls within the range of very young learners (Cameron, 2001).

Teacher education has undergone a number of reforms that parallel those in the school system (Çakıroğlu & Çakıroğlu, 2003). Since the establishment of the Council of Higher Education (CoHE) in 1981, teacher education for all branches, including ELT, has been provided as four-year undergraduate programmes by the faculties of education. The reform of 1997 supported by the World Bank (CoHE, 1998) was of particular significance in that it centralised the content of all teacher education programmes, and added field-specific courses, (e.g. Teaching Language Skills), pedagogical courses (e.g. Educational Psychology) and three Practicum courses, the first in the second semester (i.e., School Experience I), the second in the seventh semester (i.e., School Experience II), and the third in the eighth semester (i.e., Teaching Practice). The reform of 2006 (CoHE, 2007) increased the number of hours of the Teaching English to Young Learners course from a single-semester three-hour a week course (a total of 42 hours), to a four-hour a week course over two semesters (a total of 112 hours); and the introduction of a two-semester long four-hour a week (112 hours) course in Teaching Language Skills. School Experience I was removed, leaving the Practicum courses to the final two semesters. The ELT programme of the most recent reform (CoHE, 2018) has not yet given any graduates at the time of the current study and is thus beyond the scope of this dissertation.

Regarding teacher salaries in Turkey, the OECD (2013) reported that primary/lower secondary level teachers take an initial salary of US$23,494-27,201, which is below the OECD average of US$38,914. Upper-secondary teachers receive US$24,053-27,758, again below the OECD average of US$43,711. The Global Teacher Index (Dolton &Marcenaro-Gutierrez,

2013) indicates that Turkey rates high in the status it assigns the teaching profession, together with Greece, Singapore, and New Zealand, and following China.

1.2.State Schools in Turkey.

Turkey has state schools which are run by the government and all relevant decisions are taken by government officials. In the 2017-2018 school year, at the time of data collection for the current study, there were 4855 nursery schools, 23,349 primary schools, 16,875 middle schools and 8,791 high schools which were categorized as state schools (MoNE, 2017). Vorkink (2006, p.17) states that "compared with Europe and most of the world, Turkey's public schools have the least autonomy over resources, staff deployment (at the school), textbook selection, allocation of instructional time, and selection of programs offered". While teacher autonomy has vital importance in language education and requires "the capacity, freedom, and/or responsibility to make choices concerning one's own teaching" (Aoki, 2000, p.19), Turkey is still very tightly bound with a centralized education system (Akşit, 2007). This centralized system expects teachers to fulfil all the requirements relying on the curriculum and the course books distributed by the MoNE (Ministry of National Education).

1.3.Private schools in Turkey.

Private schools are those schools which are founded, conducted and sustained by private groups or individuals, who may be native or foreign to Turkey, and offer tuition for a fee. Despite being privately run, they are subject to inspection by MoNE (Subaşı & Dinler,2003). Although administrators and teachers in private schools are subject to the same professional requirements as their colleagues in public schools, private schools have a different organizational structure, which requires MoNE approval. Specifically, the organizational structure of a private school differs from that of a public school in that, in addition to a principal and vice principals, it also includes a chairman of the board, academic board, chief financial

officer, public relations section, heads of departments, advisors, and research and development section (Kulaksızoğlu et al. 1999).

In terms of curriculum, as Dağ (2015) states, the curricula of private schools are held to the same regulations as public schools. Tuition fees are decided upon by the schools' organizations, and advertised through various media in April, approximately two months before the spring semester ends. Advertisements include information about annual tuition fees, modes of payment and scholarships. Schools are also obliged to announce all extra services and their corresponding charges. In the 2017-2018 school year, when the current data were collected, there were 5,218 nurseries, 1,618 primary schools, 1,869 middle schools, and 2,989 high schools which were privately administered in Turkey (MoNE, 2017)

1.3.1 Expectations from private schools. Parents' expectations from private schools differ, and there is never usually just one specific factor that attracts parents to a particular private school. Based on an interview with parents and staff, Çelikten's (2010) study reports a number of criteria for choosing a private school, including the academic qualifications of teachers and administrators, students' success levels in the high school and university entrance examinations, and quality of English language instruction. More recently, Bozyiğit (2017) also underlined the fact that parents gave a lot of importance to the quality of English language instruction when choosing a private school, noting that a number of parents believed the number of class hours assigned for English to be insufficient, and that not enough emphasis was placed on speaking skills**.**

Being in this competitive environment with many demands requires lots of hard work on the part of the teachers, and can be a source of stressors. On the other hand, the current system in state schools can be demanding for different reasons, such as sociocultural factors and physical conditions (see, e.g., Güvendir, 2017). To the researcher's knowledge, to date

there has been no comparative study conducted to investigate the levels of and reasons for burnout in EFL teachers working in state and privately-owned schools. This comparative study aims to shed light on the occurrence of and reasons for burnout in different institution types in Turkey.

1.4. Purpose of the study.

This study aims to investigate the burnout reasons and levels of English language teachers working at state and private schools located in Turkey. The study specifically deals with the level of burnout among EFL teachers in the K-12 context in terms of Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The level of burnout in EFL teachers according to some demographic variables such as age, gender, marital status, number of children, years of experience, workload, educational background, type of school, and position at school were researched. This study aims to fill the gap of research on teacher burnout comparing private and state schools. It is commonly accepted that teachers are the main pillars of education. Indeed, highly competent teachers are the key to a quality educational system (Guerriero, 2017). It is hoped that the findings of the current study will shed light onto the burnout levels of the teachers employed in both state and privately-owned institutions and provide insight into possible solutions.

1.5. Research Questions.

In accordance with the aim of the current study, the following research questions (RQs) were formulated:

RQ1. What are the levels of burnout in EFL teachers working in private schools in Turkey?

RQ2. What are the levels of burnout in EFL teachers working in state schools in Turkey?

RQ3. a. Are there any meaningful differences in the burnout levels (i.e. emotional exhaustion, depersonalisation, reduced personal accomplishment) of EFL teachers in Turkey associated with their demographic variables (i.e., gender, marital status, school type, level of education)?

RQ4. What are the reasons for burnout as reported by private school EFL teachers?

RQ5. What are the reasons for burnout as reported by state school EFL teachers?

RQ6. Are there any differences in the reasons for burnout in private and state school teachers?

1.6. Limitations of the Study.

To begin with, the participants of the study were working in all regions of Turkey and getting the data from teachers working in remote schools was troublesome at times. The data were gathered from 244 teachers in total, which is an adequate number for the current study, but it is not enough to make generalizations regarding all teachers working in state or private schools in Turkey.

Another limitation was that some of the participants were already in correspondence with the researcher. In some questions, for reasons of social desirability, they may not give their honest opinion on some issues for confidentiality issues. Prospective researchers may work with the teachers working in different cities that they are not known well to the researcher so might get more honest opinions. The data taken from surveys and the interview results were composed of the participants' opinions and interpretations so the findings cannot be said to reflect the realities totally.

There was another limitation in regards to the language and vocabulary used in the survey. The survey was prepared by Maslach in the 1980s and there were some words which are not commonly used today (e.g.callous). Prospective researchers may explain the unknown vocabulary in the survey.

It has been argued that some MBI-ES items trigger spiteful responses from the respondents (e.g.," I feel I treat some recipients as if they were impersonal objects"). This sometimes leads to the violation of the assumption of normality for the more extreme items (Schaufeli & Taris, 2005; Kristensen et al., 2005)

Another limitation was that over the period in which the data were gathered, the English Language curricula for primary, lower secondary and high school underwent a number of changes, thus participants may have had different opinions regarding their burnout levels and reasons. Future researchers may collect their data within a shorter period of time to provide consistency among answers.

In order to attain deeper insight regarding the burnout phenomenon, future researchers might set up focus groups and teachers might generate deeper ideas via working others. Participants in this study worked individually, maybe some group work activities will help them to produce more ideas.

The current study was limited to English language teachers only. Prospective researchers might research the burnout levels and reasons in school management and directors as some teachers attributed them as the reason for their burnout. The current study tried to describe the reasons and levels of teacher burnout and remedies, ways of dealing with burnout should be a topic of interest for future researchers.

Last but not least, future researchers might include gender identities in the demographic part. There are only male and female participants mentioned in the gender part and a third category might be useful. Gender identity research has always been neglected in Turkey's local context, with only three studies in the field of language teaching (Michell, 2009; Tekin, 2011a, 2011b). In future studies, adding a third category could yield more different and deeper results.

1.7. Significance of the Study.

Although there are many studies on teacher burnout in ELT, they are generally focused at the tertiary level with academicians (e.g., Mede, 2009; Toker, 2011). Very few have been conducted with teachers at the K12 level (e.g., Atila, 2014; Koçak, 2018). It is known that teachers working in private and state schools are under the supervision of MoNE but they have different working conditions, pay schemes, and induction training, so understanding the burnout levels and reasons in both groups will help school leaders to design more conducive working environments for their teachers in order to meet the demands of the current educational environment as foreseen by the OECD (2017).

1.8. Context of the Study

The study was conducted with K-12 teachers from all cities of Turkey teaching full time in state or private schools. In the Turkish primary educational system, English is being taught in the 2nd grade as a foreign language. For the 2nd, 3rd and 4th grades English is a compulsory lesson to be taught as a foreign language two hours a week. For the 5th and 6th grades, English is mandatory three hours a week. For the 7th and 8th grades, four hours a week English is a compulsory lesson (MoNE, 2012). However, in private schools, the number of weekly hours is higher and the expectations are much higher, so this study intended the explore teachers' attitudes to this competitive environment and their burnout levels and reasons.

Chapter 2

Review of Literature

2.1.Introduction

In this chapter, the theoretical background of burnout will be outlined. The emergence of the burnout theory will be described and contributors to this field of study will be mentioned. Second, empirical studies on burnout will be presented and studies that conducted in Turkey specifically on teacher burnout will be given. Finally, the pioneer Maslach and her contributions to the work-life of people in different professions, including teaching, will be discussed.

2.2 The Emergence of the Concept of Burnout and Maslach's Contributions

As Maslach, Shaufeli and Leiter (2001) note, the phenomenon of burnout began to attract attention in the United States in the 1970s, when Freudenberger described it for the first time, named it and subsequently found it to be quite common among those working in the hospitality, care, and security industries, regardless of income. Burnout rapidly became an issue of great importance, not only because it caused low productivity in the workplace, but it also impacted workers' attitudes, behaviour, physical and mental health (Maslach, 2003).

It is the work of Maslach, a social psychologist who was researching emotions in the workplace, and her team (e.g., Maslach & Jackson, 1981, 1986; Maslach, Shaufeli, & Leiter 2001) that led the way for the construct of burnout to be more clearly defined and operationalised in order for it to be understood more deeply. Maslach and Leiter (1997) defined burnout as an erosion of engagement with the job. Specifically, at the beginning of a career, an individual might perceive different aspects of the job as important, meaningful, and challenging. However, over time, work becomes unpleasant and meaningless. They stated that energy turns into exhaustion, involvement turns into pessimism, and efficacy turns into

ineffectiveness. Eventually, if emotional exhaustion sets in, individuals feel they can no longer contribute anything of any value to others (Maslach, 2003).

The work of Maslach and her team culminated in the development of the Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981, 1986), which has been used to collect data in the current study. The model that underpins the MBI presents burnout as a multi-dimensional construct. Specifically, it consists of three sub-dimensions: *Emotional exhaustion*, refers to the stress experienced by individuals that affects different aspects of their lives; *depersonalization* the tendency of individuals to isolate themselves from others, to see people as objects and do not take into consideration their individual differences; *personal accomplishment* is the feeling of individuals that believe they are doing well in a job worth doing.

Maslach, Shaufeli and Leiter (2001) also state that "the complex relationships between organisational factors and the three components of burnout (depersonalization, emotional exhaustion, and reduced personal accomplishment) led to the use of structural models in much burnout research" (p. 413)., enabling researchers to investigate burnout in a deeper sense. Burnout can often cause acts of hostility, and a reduction the quality of performance and competence at work. It does not just affect the individual who is suffering from burnout, it can also affect others close to that individual, and thus create a negative working environment.

Schaufeli, Maslach, and Marek (1993) considered individuals working in the service industries to be more vulnerable to suffering burnout because of the close interpersonal communication with other individuals that is required in those lines of work. Given that teaching is a profession that is highly dependent on close interaction between students, their parents, and administrators in often less than perfect conditions, it can be expected for teachers

to be at risk of suffering from burnout at some point in their careers. The following section will deal with the phenomenon of teacher burnout in more detail.

2.3. Teacher Burnout

As a profession, teachers are under more risk than another profession because of having a direct relationship with children and young individuals and experiencing unique and intense stressful situations in which they are influenced by other people in the educational environment. The reasons why teachers are generally more stressed than other professions can be listed as problems in disciplinary, inadequate physical conditions, social criticism, social and political pressures on educational institutions, the inadequacy of rewarding, crowded classrooms, the disagreement between student-teacher and school-parents on educational functions (Girgin, 2010).

As Aslan (2009) points out, studies show that teachers who are intelligent and high-achievers are the most sensitive against the burnout. The timing of burnout, the indications and results differ according to the individual and the environment structure. Factors such as stress, time pressure, the necessity for mental concentration also contribute to the burnout syndrome. The feeling of burnout can also arise in situations when the realization of the unnecessity of doing that particular job becomes dominant, and when stress is overridden despite any support or reward that is offered. The reactions toward the stress changes from person to person; on the other hand, every person experience the feeling of burnout if they do not control the stress and do not take adequate support for the chronic force.

Küçükoğlu (2014) researched the effects of teachers' burnout in EFL classrooms and indicated that burnout caused some negative results. Specifically, emotional exhaustion lessened teachers' productiveness and this led teachers to experience a lack of enthusiasm to do

preparation for lessons and even reduce the motivation to go to work. Teachers create a bridge between themselves and students, so if they experience burnout, the effectiveness of language learning also decreases. Demotivation arises from the loss of energy and memory and lack of interest in the subject. Students' motivation is affected directly; because their motivation is linked to success, students' failure occurs. If teachers experience burnout, a negative attitude towards the learners is inevitable. This negation is a threat to success in English Language classrooms. Language learning is affected negatively because of the relationship between teachers and learners. When burnout occurs, teachers lose their sympathy towards their students; they lose their tolerance towards classroom disruption; they do not want to do preparation for the classroom and they lose their feelings towards their job. Negative feelings are developed by learners towards their teachers and learning because of the teachers' negativity towards their job, students and colleagues. Language development occurs in an environment where the students use language for communication to express their ideas and emotions. However, this must be supported by teachers; because achievement comes with teachers who are not under the threat of emotional exhaustion (Küçükoğlu, 2014).

In particular, the performance of teachers responsible for educating people in society is negatively affected. The decline in teaching performance brings about a decrease in the concern of teachers for students, administrators, parents, and her / his job; and also causes negative impressions to be left to the people around (Schwab et al. 1985). School leaders should interview and monitor teachers and avoid any negative consequences for all stakeholders of education.

2.4. International Studies on Teacher Burnout

As it has been discussed above, being professionals responsible for helping people, teachers are prone to experience burnout. Teachers need to be very motivated and have high

aspirations to make the students feel motivated and happy. Pienaar and Willemse (2008) point out in their study that if the burnout of individuals is not treated, it could result in loss of productivity or quality at work, low morale, psychological and physical health problems. After the emerging of constructivism and student-focused approaches, educational research and improvements are always on the student end. Teachers should be given high importance because if they do not want to teach or help the students, all other dimensions of education might be negatively affected. As a result, studies on teacher burnout are of particular importance for the education system in the world.

There are studies dealing with the issue from many perspectives. There are some studies looking at the factors above our control. Grayson and Alvarez (2008) discovered in their research that especially if parent and community support is poor and unimproved, teachers may become exhausted and overwhelmed with the task of fostering children's development, contributing burnout.

Teachers and other professional might feel hopeless about their jobs and feel burnt out. According to Piechurska-Kuciel (2011), the teaching profession is challenging and teachers were prone to be burnout. Piechurska-Kuciel stated that learning a foreign language is different from any other subjects, and also teaching a language is similar. Foreign language teachers should also help their students skilfully and they face high levels of burnout in comparison to other subjects' teachers (Piechurska-Kuciel, 2011). Among the causes and symptoms, Piechurska-Kuciel (2011) showed the reward system, detected concern, work overload and role stress.

Another study which aimed to explore high school teachers' burnout was conducted by Allodi and Fischbein (2012) in Sweden. 749 Swedish high school teachers participated in the

study. According to the results, there were gender differences; female teachers were more exhausted and felt more dissatisfied with their workload than male teachers and it was found that younger teachers were lower professional control.

Rostami, Ghanizadeh, and Ghapanchi (2015) examined gender, age and years of experience in teacher burnout. 120 teachers (60 secondary school and 60 institutes EFL teachers) completed the MBI-ES questionnaire. The results of the study showed that age and years of experience has a significant effect on teacher burnout. On the other hand, there is no significant difference between gender and burnout.

O'Brennan, Pas, and Bradshaw (2017) investigated the burnout level of 3,225 high school staff (teachers and professionals) from different 58 high schools in Maryland, USA. It was aimed to find the relation of various variables, teachers 'perceptions of self-efficacy and burnout. Work-related burnout was observed according to the variables. In terms of staff demographics, female staff had higher burnout than males; staff who reported more efficacy was experiencing less burnout than others.

2.5. Studies on Teacher Burnout Conducted in Turkey.

Different demographic, occupational and psychological variables have been taken into account in the burnout studies of a wide range of educators, including academics (Baysal 1994), high school teachers (Dursun 2000), primary school teachers (Girgin 1995; Sucuoğlu & Kuloğlu 1996), Such studies have researched gender (Tümkaya & Türker, 2010), age, total employment years, teaching motivations, education system (Dolunay, 2002), working willingness (Kırılmaz et al. 2003), being appreciated and supported in the workplace (Girgin & Baysal, 2005), having earned a degree in the relevant field (Kırılmaz et al. 2003), graduation university, receiving social support (Oruç, 2007), class size, quality of the educational

institution (Tuğrul & Çelik, 2002), marital status (Akman, 2010) have an impact on educators ' burnout levels.

Teachers who experience burnout because of the above factors become reluctant to do daily activities and teach (Yıldırım, 2007). In order to support teachers and create solutions, it is important to determine the factors effective on the level of burnout of teachers who teach diverse groups of students. The issues encountered in the educational environment cause negative feelings towards the teachers themselves, their students and their jobs. This negative attitude leads to experience burnout (Akman, Özden & Çörtü, 2010).

Other recent burnout studies have also been carried out in Turkey. Most of them, however, are about the members of the university/faculty and were applied in limited samples. For example, the burnout levels reported by 185 academic staff in a faculty were documented by Budak and Sürgevil (2005). In a study with academic staff at a public university, Ardıç and Polatcı (2008) aimed to identify the burnout levels of their participants and uncover the causes. Simailarly, Eker and Anbar (2008) investigated the burnout levels of academics and the factors affecting the burnout levels of academics working at 78 public and foundation universities in Turkey, and found that the most frequent predictor of burnout was the work environment, followed by administrative and academic workload. Gezer et al. (2009) determined one High School of Physical Education teachers' burnout levels of academics and their relationship to personal and vocational characteristics. The burnout situations of 108 lecturers working at three public universities were also determined by Gürbüz et al. (2007). Özkanal and Arıkan (2010) investigated burnout among the 28 instructors at the preparatory school of one university and discovered what factors affect their burnout levels. Tümkaya (2006) investigated the relationship between university faculty's gender, age, academic position, and working environment with their burnout levels at 283 full-time faculties working at a government

university. Serinkan and Bardakçı (2009) also explored the factors influencing job satisfaction, levels of burnout and levels of job satisfaction of the academicians of one university. All in all, we can conclude that burnout is not only among primary and secondary teachers, it is also present in the tertiary level and it has been researched extensively.

If burnout is not dealt with, it may result in teacher attrition. Cephe (2010) claims that, as a severe consequence of burnout experienced by the teachers, 'alienation to professional identity' - the teachers' disconnecting themselves from the profession- occurs, resulting in leaving the job or attempting to find a non-teaching position in the institution.

2.5.1 Studies on teacher burnout in Turkey in the K-12 context. Akçamete, Kaner and Sucuoğlu (2001) explored the burnout levels of general education teachers and special education teachers. They found general education teachers suffered more in terms of emotional exhaustion and depersonalization. Researchers showed the overcrowded classrooms as a reason for this difference. Moreover, the research showed no effect of age and gender on teacher burnout.

For instance, Sünbül (2003) did a study on high school teachers by examining the relationship between burnout, the locus of control, and job satisfaction. Internal Locus of Control Scale, MBI-Educators Survey and Job Satisfaction Survey were used in this study. He found that internal locus of control was positively related with low burnout and high job satisfaction. Moreover, women experienced lower depersonalization than men, and younger teachers had higher burnout.

In another study with primary school teachers, Kırılmaz, Çelen and Sarp (2003) indicated that age, gender, teaching experience, number of children and class size did not have

an impact on burnout. The results in terms of attitudes towards the job, satisfaction with the work environment and social support were in congruence with Girgin's (1995) study.

In another research, class size and working conditions were studied together. Cihan (2011) investigated job burnout levels of physical education teachers working in different cities. He also compared the working conditions of these teachers. He found that women felt more emotional exhaustion and less depersonalization than men. Moreover, the level of burnout of teachers who had crowded classes was higher than the ones who had less crowded classes. The social and economic situation of the city in which teachers also worked profoundly influenced the burnout level. Although demographic variables give some contradictory results in the burnout literature, personality characteristics have yielded more consistent results.

Ertürk and Keçecioğlu (2012) investigated the relationship between job satisfaction and the burnout level of the teachers at primary and secondary schools. 'Job Identification Scale' was used in the study to measure the job satisfaction level of teachers. And Maslach Burnout Inventory and a socio-demographic questionnaire were used too. 224 teachers were involved in the study in İzmir. The result of the study showed the link between job satisfaction, burnout and socio-demographic variables.

Atila (2014) examined the relationships between burnout and job satisfaction levels among English teachers working at primary, secondary and high schools affiliated to the Ministry of National Education and English instructors working at state universities. She examined burnout and job satisfaction levels in terms of gender, weekly course load, experience, graduated department, the average number of students per class, educational status and the length of the period in the current institution. She also examined whether the findings in these teachers differed. MBI and Minnesota Job Satisfaction and a demographic information

questionnaire were used as the data collection method. She found a negative correlation between burnout and job satisfaction. Teachers who had less experience, did not have a postgraduate degree, have graduated from English language teaching departments, worked in the same institution less than five years, had a heavier workload and were female were likely to experience burnout more.

Pınar (2018) investigated the burnout levels of English Foreign Language teachers in terms of some demographic features like age, gender, marital status, number of children, years of experience, workload, educational background, type of school, and position at school and current level of stress and look for the factors leading to their burnout. The participants of the study included 73 EFL teachers working at 6 different high schools in Igdır, Turkey. Maslach Burnout Inventory (MBI) and open-ended interview questions were administered to ten randomly chosen participants. The study had a mixed method design. The quantitative data was obtained by MBI was analysed by using SPSS version 20 software pack. According to results, EFL teachers have moderate levels of emotional exhaustion and personal accomplishment but they have low depersonalization and also the results showed that there was no significant difference between the variables and teachers' burnout level; the only significant contributor of burnout among the English language teachers is their current stress. The study concluded that working conditions, heavy workload, students, personal expectations, colleagues and the attitude of parents and management have an impact on EFL teachers' burnout.

Koçak (2018) examined the relationship between teacher autonomy and teacher burnout among English as a Foreign Language Teachers in middle schools of Van using a Teacher Autonomy Scale (Pearson & Hall, 1993) and the Maslach Burnout Inventory-Educators Survey. The participants from different 39 middle schools in central districts of Van participated in the study. This study followed a correlational research design. The required data were collected

through the surveys from 100 English teachers and the relationship between the surveys was analysed. The study results revealed statistically significant differences in teachers' autonomy perception and their overall burnout scores. The findings showed that a low negative correlation existed between teacher autonomy and EE (Emotional Exhaustion); similarly, there was a slight negative correlation between teacher autonomy and DP (Depersonalization) whereas the correlation between teacher autonomy and PA (Personal Accomplishment) was positive and significant. The results from the study confirmed that there is a relationship between English as a Foreign Language Teachers' autonomy perceptions and burnout levels. The teachers have a moderate level of teacher autonomy perception; however, their burnout levels vary among the dimension of MBI-ES. They have a moderate level of Emotional Exhaustion and low level of Depersonalization whereas a high level of Personal Accomplishment. Furthermore, teacher autonomy and teacher burnout were explored in terms of demographic variables, yet there were no significant relationships between demographic variables and both teacher autonomy and teacher burnout.

2.6. Conclusion

Burnout has been a popular field of research since the 1970s when it first emerged in the United States. Like other professionals in the service industry, teachers can be particularly vulnerable to burnout. There are many studies conducted in Turkey with human services providers, teachers and specifically English teachers. Although most of the earlier studies were conducted with academics, the number of studies conducted with K-12 teachers is growing. To the researcher's knowledge, this study will be the first to compare K-12 EFL teachers of state and private schools in regards to burnout in Turkey, and it is hoped that the findings will inform the different stakeholders in ELT at the K12 level.

Chapter 3

Methodology

In the previous chapter, literature related to burnout and teacher burnout was reviewed. This chapter describes the method of the study. It includes the design of the study, the subjects of the research, research questions, instrumentation, data collection procedures, and data analysis. Limitations of the study are also described in this chapter.

3.1 Research Design.

This study is based on mixed methods research design, which is defined by Creswell (2014, p. 4) as "an approach to inquiry involving collecting both qualitative (QUAL) and quantitative (QUAN) data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (p. 4). The specific type of mixed methods design adopted in this study is the *convergent parallel mixed methods*, which is defined by Creswell as an approach where both qualitative and quantitative data are collected, separately analysed, and their results are discussed in order to find out whether the findings would agree or disagree with each other.

3.2. Participants.

The participants of this study are 244(female=194, male=50) K-12 EFL teachers working in state (*n*=122;) and private (*n*=122) schools in Turkey. The participants' years of teaching experience are presented in Table 3.2. As can be seen, over half of the participants (58.2%) have 0-10 years of experience. Teachers with 26-30 years of experience make up 4.9% of the participants. We might assume that we used convenient sampling in this study because teachers who volunteered to complete the questionnaires on the Google Docs were relatively new and young K-12 English teachers.

Table 1.

Participants' years of teaching experience

Years of teaching experience	Frequency	Percentage
0 to 5 years	*73*	29.9 %
6 to 10 years	*69*	28.3 %
11 to 15 years	*42*	17.2 %
16 to 20 years	*26*	10.7%
21 to 25 years	*22*	9.0 %
26 to 30 years	*12*	4.9 %
Total	244	100.0

Out of 244 participants, 166 of them have Bachelor of Arts in ELT and 29 of them were continuing their M.A. studies at the time of data collection, 38 had completed MA degrees, four had PhDs,10 had CELTAs, one had a DELTA, and finally one teacher had a teacher college degree.

Table 2.

Frequency of the participants' cities of residence

City	Frequency	City	Frequency

İstanbul	37		Adana	14
Bursa	33		Antalya	15
Kocaeli	5		Diyarbakı	26
Ankara	28	r		20
Eskişehir	12		Elazığ	22
İzmir	28		Samsun	244
Kütahya	4		Total	

Out of 244 participants of the study, 43 % were single (n=105), 50.8% were married (n=124) and 6.2 % were (n=15) divorced at the time of data collection.

3.3. Data Collection Instruments.

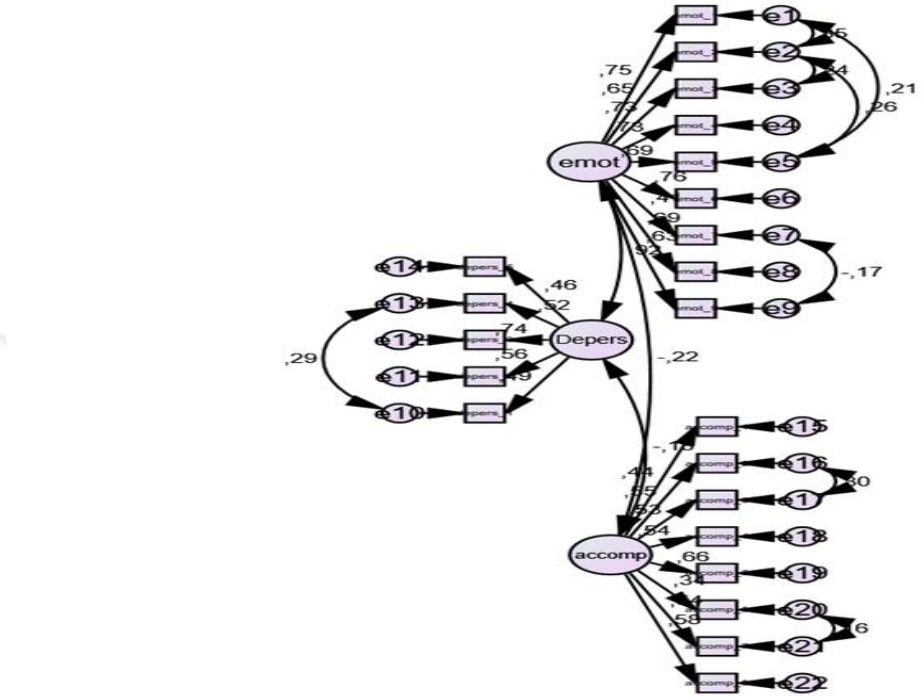
Maslach Burnout Inventory-Educators Survey (MBI-ES) (Maslach, Jackson, & Leiter, 1996) was used to collect the quantitative data in the current study. This survey consists of 22 seven-point Likert-type items which relate to burnout, and are evaluated under three sub-dimensions: emotional exhaustion (items: 1, 2, 3, 6, 8, 13, 14, 16, 20), depersonalization (items: 5, 10, 11, 15, 22), and personal accomplishment (items: 4, 7, 9, 12, 17, 18, 19, 21). The emotional exhaustion subscale described feelings of being emotionally overextended and exhausted by one's work. The depersonalization subscale described an unfeeling and impersonal response toward students. And the last component of burnout, personal accomplishment, describes feelings of competence and successful achievement in the teacher's work with others. Responses to the items are in the form of a frequency rating scale (0=never; 1= a few times a year or less; 2 = once a month or less; 3 = a few times a month; 4 = once a week; 5 = a few times a week; and 6 = every day). The MBI-ES has been proven to be a valid

and reliable instrument in a variety of different contexts, including Turkey (e.g., Ergin,1992; Hastings, Horne, & Mitchell, 2004; Tümkaya,2009). Hence, it was deemed appropriate to use in the current study.

Confirmatory Factor Analysis (CFA) was used to determine the construct validity of the data collection instruments with the current set of data. Using the maximum likelihood estimation method from STATISTICA 6, AMOS Version 20, Confirmatory Factor Analysis (CFA) was conducted to check the factor structure of MBI-ES in terms of fit indices such as Chi-square, Non-Normed Fit Index (NNFI), Comparative Fit Index (CFI), and the Root MSE of approximation (RMSEA) (Hu & Bentler, 1999). The results of CFA showed that the three-factor model has an acceptable fit to data (Hu & Bentler, 1999). In the AMOS analysis, the χ^2 was found not to be statistically significant ($p>.05$). However, this value can be misleading because it is sensitive to the size of the sample. For this reason, the χ^2/df value has been reported for descriptive purposes only. The fit indices for this model were as follows: χ^2 (df=198) =346.92, CFI=.918, TLI=.905, IFI=.94, RMSEA=.056 SRMR, .0076 which suggest good fit to the data (Byrne, 2012). Thus, it can be said that the complete statistics obtained are indicative of a perfect model-data fit. The internal reliabilities (Cronbach alpha coefficient) values for the emotional exhaustion, depersonalization, and personal accomplishment were .86, .90, and .88, suggesting that the scale also had high internal reliability.

Figure 1.

Structural Equational Model of MBI-ES in the current study



3.4. Data Collection Procedures.

In the current study, the aim was to gather data from K-12 teachers from representing all regions of Turkey so taking the population of different cities into consideration, the researcher decided on how many instruments will be given to in a city. The study included two sub-groups namely state and private school teachers and the researcher reached an equal number of surveys from these groups. The questionnaire was sent to 350 teachers in different cities via Google Docs, and only 72 responded, which constituted a 46.8% response rate. In

order to achieve the current sample of 244, the remaining questionnaires were collected by the researcher who visited the schools and met the teachers face to face. In some cities, colleagues helped the researcher to collect data.

Also, a qualitative method is used in this study voluntary 6 teachers from both groups (n=12) were interviewed and their recordings were transcribed and content analysis procedures were used to analyse the data.

3.5. Data Analysis Procedures

The quantitative data of the study were analysed via IBM SPSS (Statistical Package for Social Sciences) version 20. In order to answer the first two research questions, descriptive statistics, specifically mean, standard deviation and ranges were calculated. For the third research question, MANOVA (Multivariate Analysis of Variance) was calculated. MANOVA compares the means of two or more groups across more than one dependent variable. A MANOVA may include one or more than one independent variable. In the event of a statistically significant function, that function needs to be examined again to identify the largest predictor of categorization into groups for each dependent variable. Post-hoc tests were used where relevant to confirm interaction effects between subjects (Tabachnick & Fidell, 2007).

In regards to qualitative data which was gathered from interviews with five state school and five private school teachers, the recordings were transcribed and content analysis was done on Microsoft Excel 2010 (Meyer & Avery, 2009). Additionally, while analysing QUAL data, a colleague holding a PhD in ELT assisted the data analysis process while coding and identifying the emerging themes in order to increase the interrater reliability of the data analysis. Both raters analysed the answers of the participants to open-ended questions independently, and they came up with some codes, and eventually certain themes. Then, they compared and contrasted their

analysis with each other, and they had an agreement on labelling these codes and themes. The labelling of the remaining. were agreed through negotiation. All those steps contributed to the triangulation of qualitative data collection and analysis process. interrater reliability, when two or more than two scorers score the same work in a different way, then it is a threat to interrater reliability because there occur inconsistencies among raters. Lack of attention, inexperience and biases may be the sources of this inconsistency.

A semi-structured interview was employed to collect the data, and the interviewer used "probes" and "silent probes" to clearly express ideas with extended responses. (Dörnyei,2007 p.138). Polkinghorne (2005) argues that one-shot interviews are seldom capable of producing the full and rich descriptions needed for valuable findings. Another drawback was that the researcher is known to all participants and Oppenheim (1992) warns us that even factual issues might be loaded with desirability issues. The genuinely neutral interview space encourages even less than desirable social sharing. In order to overcome the challenges above, the technique "*member check"* was used. The method of returning an interview or analysed data to a participant is known as member checking and also as respondent validation or participant validation. Member checking (participant or respondent validation) is used to validate, verify, or assess the trustworthiness of qualitative results (Doyle, 2007) It is an opportunity for the participant to make any additions to their answers, or for you to ask for any further clarifications. The member check scripts were sent the participants nearly one month after the interview. Participants were invited to make additions, clarifications and subtractions from the data and comment on it so they had a second chance to express their thoughts and report the changes they have experienced recently.

Chapter 4

Findings and Discussion

4.1. Introduction.

The aim of this chapter is to present the findings of the data analysis procedures related to each of the research questions. The findings of the quantitative research conducted will be given in detail in the order of the research questions (RQ1-2-3). Then the findings of the remaining qualitative (RQ4-5-6) will be discussed. This chapter also aims to discuss the findings of the present study in comparison to similar national and international studies. The research questions will be handled one by one to provide a clear understanding. Finally, the findings of each research question will be followed by a discussion to compare the findings of the current study and other similar studies.

4.2 Results.

4.2.1 Findings and discussion related to RQ1. The first research question was "What are the levels of burnout in EFL teachers working in private schools in Turkey?" The descriptive statistics for the MBI-ES for the private school teachers are presented in Table 3.

Table 3

Descriptive statistics of private school teachers' levels of burnout

	Emotional exhaustion (EE)	Depersonalization (DP)	Personal accomplishment (PA)
Mean	21.278	8.245	33.352
Std Dev	11.694	6.152	8.427

Range	53	30	41

n=122

122 private school teachers participated in the current study. The mean score for emotional exhaustion was 21.27 which is “moderate” according to Maslach MBI-ES Scoring key. Secondly, the depersonalization mean in the current study was 8.25 which is “moderate” again. However, the personal accomplishment mean was 33.35 which is higher than the high score (27 and over) according to MBI-ES Scoring key.EE had the widest discrepancy of standard deviation and range this might due to the fact that there are a lot of expectations of teachers from private institutions, parents and students. It is found that teachers with negative emotions tend to lower the chances of students using a deeper level of cognitive learning approaches (Linnenbrink-Garcia & Pekrun, 2011). We can conclude teachers’ emotions is a crucial factor in student learning so it is vital to give attention to it. These negative feelings may cause teachers to experience stress and consequently experience teacher burnout because as Kyriacou (1987) states:

> Teacher stress refers to the experience by teachers of unpleasant emotions such as anger, tension, frustration, anxiety, depression, and nervousness, resulting from aspects of their work as teachers…Teacher burnout refers to a state of mental, emotional and attitudinal exhaustion in teachers which results from prolonged experience of stress. (p.146)

The results of these three items (EE, DP, PA) of the questionnaire may display the signals of emotional exhaustion such as feeling exhausted, emotionally drained and used up (Maslach et al., 1996). According to Leiter (1988), job conditions are strongly related to

emotional exhaustion than to depersonalization, and reduced personal accomplishment (as cited in Dollard's et al., 2003). The results of these three items of the questionnaire may indicate that private school teachers suffer from occupational stressors such as student behaviour, work overload and role conflict in the work environment.

The findings suggest that only EE subscale had a "high" burnout level. Hence, the items under this factor (i.e., 1,2,3,6,8,13, 14, 16, and 20) were investigated in more detail. Regarding the first item of the questionnaire (I feel emotionally drained from my work), 12.3% of the private school teachers said "never"; 23.8% said 'a few times in a year or less'; 16.4%of them said "once a month or less'; 18.9% 'a few times a month'; 8.2% said 'once a week'; 17.2% said 'a few times a week', and 3.3% said 'every day'. The mean score ($\overline{X}$ = 2.52) of the first item showed that private school teachers are emotionally drained from work "a few times a month". Also, Kazımlar (2015) revealed that almost 60% of the English teachers had moderate or high levels of emotional exhaustion. That is why, because they work with YL or young adults, English teachers may develop emotional exhaustion in that profession.

In response to the second item on the questionnaire, "I feel used up at the end of the workday", 6.6 % responded "never ", 14.8% "a few times in year or less", 22.1% "once a month or less", 17.2 % "a few times in a month", 14.8 % "once a week", 17.2% "a few times in a week", and 7.4% said "every day. The mean score was ($\overline{X}$ = 3.00).On the whole, the private school teachers in the current study reported that they felt used up at the end of the working day ("a few times in a month"). This might arise because teachers have busy teaching lives with lots of responsibilities as claimed by Ambler (2016), they might feel used up at the end of the day.

In the following paragraphs, only significant results will be presented and discussed from the EE subscale questions 3,4,5,6 and 8 had the mean scores of 2.36, 2.18, 2.09, 1.95, and 2.16 respectively. In the following paragraph, question 7, which has the mean score $\overline{X}$ =3.48 will be discussed as it is above the midpoint of the scale (3.0). Next, the lowest mean score of EE (item 20) will be discussed. The mean score was 1.54 in the item.

Regarding the item 14 on the MBI-ES (I feel I am working too hard on my job); the mean score was $\overline{X}$ =3.48. Participants rated this statement in the following ways. 5.7% said "never",18.9 % said "a few times in a year or less",9.8% said "once a month or less", 16.4% said "once a week", 16.4% said a few times a week and as the most chosen choice "every day" was chosen by 21.3% of the participants.

This might stem from the fact that many private school teachers are working too hard and the item on the questionnaire resonated with their feelings. Teachers need some time alone to renew emotionally and to share their problems with intellectual social support groups. It is proved to be a strong relationship between time pressure and emotional exhaustion in another definition by Skaalvik (2010). Skaalvik states in his article that time pressure teachers face brings on less time to rest and recover.

Lastly, regarding item 20 on the MBI-ES (I feel I am at the end of my rope); the mean score was $\overline{X}$ =1.51. Participants rated this statement in the following ways. 43.4 % said "never",23.0 % said "a few times in a year or less", 6.6 % said "once a month or less", 8.2%" a few times in a month", 9.0% said "once a week", 4.1% said a few times a weekend, 5.7% said "every day". Being at the end of the rope might recall teachers need to quit the job. That is maybe why the biggest number of participants mentioned "never". The reason for that might

be either they love teaching or they will continue working as a teacher whatever the circumstances.

4.2.2 Findings and discussion related to RQ2. The second research question aimed to find out the levels of burnout in EFL teachers working in state schools in Turkey.122 state school teachers participated in the current study. The mean score for emotional exhaustion was 23.37 which is "moderate" according to Maslach MBI-ES Scoring key. Secondly, the depersonalization mean in the current study was 8.06 which is "moderate" again. However, the personal accomplishment mean was 31.27 which is higher than the high score (27 and over) according to MBI-ES Scoring key.EE had the widest discrepancy of standard deviation and range as per the private school teachers this might be due to the fact that the school teachers have varying emotional moods in their jobs and there are very different regions of Turkey that state school teachers have to work while doing their compulsory service Table 4 summarises the descriptive statistics for the state school teachers levels of burnout.

Table 4.

Descriptive statistics about state school teachers' levels of burnout

	Emotional exhaustion (EE)	Depersonalization (DP)	Personal accomplishment (PA)
Mean	23.37	8.06	31.47
St Dev.	11.14	5.43	7.34
Range	49	22	39

Since EE and DP are at a moderate level according to the results of the current study, the researcher decided to describe the PA subscale because the results indicate “high” PA in-state school teachers. In the next section, all 5 questions regarding PA will be discussed in detail.

In response to item 5 (I feel I treat some students as if they were impersonal objects),”, 41.8 % responded “never “, 27.9 % “a few times in year or less”, 9.00% “once a month or less”, 12.3% “a few times in a month”, 4.1 % “once a week”, 2.5% “a few times in a week”, and 2.5 % said “every day”. The mean score was ($\overline{X}$ = 1.26). On the whole, the state school teachers in the current study reported that they treat some students as if they were impersonal objects” a few times in a year or less”. Reduced personal accomplishment suggests a loss of self-efficacy on the job (Maslach, 2003). The reason why 51 people said “never” to this item might be sentence structure which might receive an immediate objection. It has been argued that some MBI items trigger spiteful responses from the respondents (e.g.” I feel I treat some recipients as if they were impersonal objects“). This sometimes leads to the violation of the assumption of normality for the more extreme items (Schaufeli & Taris, 2005; Kristensen et al., 2005).

In response to item 10 from DP subscale (I’ve become more callous toward people since I took this job)”, 19.7 % responded “never “, 21.3 % “a few times in year or less”, 19.7% “once a month or less”, 23.8 % “a few times in a month”, 4.9 % “once a week”, 8.2 % “a few times in a week”, and 2.5 % said “every day”. The most chosen response was “a few times in a month”. The mean score was 2.07. Callous was an unknown word for most participants, whereas we come across that word in the description of Depersonalization (or cynicism): referring to negative attitudes or *callous* responses toward people (Maslach, Schaufeli & Leiter, 2001). Teachers who have feelings of burnout often have a tendency of depersonalizing students, i.e., developing negative, callous, dehumanizing attitudes toward them, especially

those students with more challenging behaviours. Teachers experiencing depersonalization also avoid interactions with students and are less willing to work with them and their families. They can also subconsciously separate themselves of the role and responsibility of teaching and allow students to connect with the contents and build their learning. (Fives, Hammana & Olivarez, 2007). Moreover, SST 3 mentioned similar views: “Because of over-crowded classes with some kind of misbehaviour, sometimes I cannot take the emotions and level of all students into consideration, I just want to do my job and leave.”

In response to item 11(I worry that this job is hardening me emotionally) which belongs to DP scale as well, the participants responded in the following ways: 13.1 % said “never”, 27.9 % said “a few times in a year or less”, 17.2% responded by choosing once a month or less, 13.9% said “a few times in a month”, 9.8% said once a week, 9.8% said “a few times a week” and 8.2% said every day. The mean score was ($\overline{X}$ =2.41) the highest mean score in DP subscale. The mean score was close to “once a month or less”. The present literature also emphasizes the importance of emotions. Sutton and Wheathley (2003) agree that their cognitions, behaviour and motivation dominate teacher emotions. The emotions of teachers’ are so vital that teachers ' negative emotions that reflect their demands are "teacher stress" (Rudow 1999, p.53).

As the response to item 15 (I do not care what happens to some students), a striking number of state school teachers (n=72;59%) responded by choosing “never”, 18.5 % said “a few times in a year or less”, 9.8%said “once a month or less”, 3.3% said “a few times in month”, once a weekend “every day” and last but not least 2.5% chose “a few times in a week”. The item had the lowest mean score ($\overline{X}$ =.93) with a standard deviation of 1.53. Atila (2014) working with university instructors found the mean even lower ($\overline{X}$ =.60) and the standard deviation was 0.84 in her study. We can say the participants in her study caring more about the

students than participants in my study. This difference might stem from students' willingness to learn English and continue further studies.

Finally, item 22 (I feel students blame me for some of their problems) which has the lowest mean score ($\overline{X}$ =1.31) of depersonalization subscale was analysed. As the response to this item, 41.0% said "never",28.3% said a few times in a year or less,9.4% said "once a month or less",8,6% said "a few times in a month",7,4% said "once a week",2,5% said "a few times in a week",2,9% said "every day". This finding is promising and relief for English teachers. As the 41.0% said students "never" blame teachers for their problems, we can conclude that students are feeling autonomy in their learning and teachers are not being blamed in private school participating the current study.

Results gathered from the QUAL data supported the QUAN findings. For example, one teacher PST4 said:

> "We are responsible for anything in this school. Any problems kids have, we are invited to the director's room and said we are also responsible for the current issue as well. We are not told this kind of stuff directly. I think teachers are easiest to blame in anywhere."

Another private school teacher reported the following statements:

> "Meeting the parents and managing their expectations is a really big deal. Sometimes administrators think that student misbehaviour stemmed from the teacher. Then we think about this judgment all day and teaching life affects our family life and private affairs.*"*

All these findings suggest that private school teachers experience emotional exhaustion at a “high” level, they think they work too hard but they sometimes feel blamed.

4.2.3 Findings and discussion related to RQ3. Results of the MANOVA that was conducted with the demographic information as independent variables are presented in Appendix D. We can observe the significant differences in the means of the marital status of participants ($p<.001$); and types of institutions ($p>.0.05$). The effect sizes (partial η^2) of these independent variables were .062 and .039 respectively, which can be considered as moderate (Cohen, 1969).

Pairwise comparisons of gender and marital status (Appendix D) showed that Wilks’ Lambda was statistically significant ($p=.001$) (Fidel, 2008), suggesting a meaningful interaction between marital status and gender on the burnout levels of the participants. The effect size (partial η^2) of this interaction was calculated as .05, which is moderate (Cohen, 1969). Post hoc Tukey tests were applied to further investigate the nature of the significant differences among these variables. In the following paragraphs, the reason for these differences will be explained using comparisons.

The findings (Table 5) suggest that single teachers experience emotional exhaustion significantly more than their peers who are married or divorced. While the mean score of EE 29.05 in single teachers, it was 18.78 in married teachers and 17.09 in divorced teachers. This finding is in line with Goutas (2008). who also reported that single teachers experienced burnout more than married teachers. On the other hand, Budak and Sürgevil (2005) and Asgari (2012) found that there were no significant differences between marital status and burnout.

Table 5.

Post hoc Tukey test results for marital status and burnout factors

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
						Lower Bound	Upper Bound
Emotional exhaustion	single	married	10.25	2.75	.001	3.60	16.904
		divorced	12.04	3.88	.007	2.66	21.427
	married	single	-10.25	2.75	.001	-16.90	-3.604
		divorced	1.79	3.76	1.000	-7.29	10.876
	divorced	single	-12.04	3.887	.007	-21.43	-2.66
		married	-1.79	3.764	1.000	-10.88	7.29
Depersonalization	single	married	4.02	1.407	.014	.63	7.42
		divorced	2.62	1.985	.563	-2.1	7.42
	married	single	-4.024	1.407	.014	-7.420	-.63
		divorced	-1.40	1.923	1.000	-6.04	3.24
	divorced	single	-2.62	1.985	.563	-7.42	2.17

	married	1.40	1.923	1.000	-3.24	6.04

In regards to DP, there were no statistically significant differences (p>.005) between the statuses of being married or divorced. As for DP, the mean score was 10.61 in single teachers while it is 6.59 in married teachers,so again single teachers are more prone to EE and DP. Similarly, Lau, Yuen and Chan (2005) conducted a study in Hong Kong with 1797 teachers and found low scores on depersonalisation. They found out that younger, unmarried and less experienced teachers had higher levels of burnout. Örmen (1993) explained the possible reasons of single teachers experiencing more burnout stating that individuals who have family responsibility are more resistant to burnout, because marriage makes individuals more balanced, determined and psychologically more mature, the care of spouses and children makes the person more experienced, and the love and support of the family members makes it easier for the individual to cope with problems at work.

The results of the post hoc Tukey tests (Table 6) showed that there was no significant difference between state school teachers and private school teachers in terms of DP. In EE state school teachers are experiencing a higher degree of burnout than private school teachers. This might stem from the fact they need to work in the rural parts of the country under difficult conditions whereas private schools are located in more developed areas. The MANOVA findings regarding personal accomplishment will be discussed in the next table.

Table 6.

Post hoc Tukey test results institution type and burnout factors

Estimates

Dependent Variable		Mean	Std. Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
EE	state	23.35	1.95	19.49	27.21
	private	21.32	1.65	18.07	24.58
DP	state	8.50	.99	6.52	10.47
	private	8.28	.84	6.62	9.95
PA	state	28.66	1.34	26.02	31.30
	private	33.51	1.13	31.29	35.73

The QUAL data offered similar findings as well. SST 2 worked in the east of Turkey and finished his compulsory service in a village there. He mentions: “There are lots of factors affecting our moods. Feeling homesick. unmotivated kids. difficult weather conditions. lack of places to buy stuff etc.” (SST2). The QUAL findings will be discussed in more detail in the findings of RQ 4-5-6.

Table 7

MANOVA test results for all Sub-scales of the factor institution

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference Lower Bound	Upper Bound
EE	state	private	2.03	2.543	.427	-2.990	7.040
	private	state	-2.02	2.543	.427	-7.040	2.990
DP	state	private	.21	1.299	.871	-2.351	2.772
	private	state	-.21	1.299	.871	-2.772	2.351
PA	state	private	-4.85*	1.738	.006	-8.282	-1.426
	private	state	4.85*	1.738	.006	1.426	8.282

The pairwise comparisons indicate that there is a significant difference between state and private school teachers in terms of personal accomplishment (p=.006). Private school teachers experience personal accomplishment more than state school teachers. This might be because they are facing challenges all the time and accomplish some task in their workplace. In parallel to this finding similar findings are reported: “factors which are more prevalent in private sectors and may be the cause of institute teachers’ emotional exhaustion are too much workload. too much routine. lack of autonomy. incongruent institutional goals. poor leadership and supervision practices” (Cherniss, 1980, p17). A heavy workload may result in an increased

sense of personal accomplishment. as the teachers may feel satisfied that they have achieved a difficult task. Oppositely, Hosseini and Raoufi (2014) compared to state and private school teachers in Iran. They found private school teachers working on contracts experienced more EE than state school teachers. but they found no difference in DP. PA levels. However, the QUAL data results in the current study indicate that three of the private school teachers have to work at home to catch up with the tasks for which they are responsible. Hence. it is not surprising they experience PA more than state school teachers.

Table 8.

Univariate test for the effect of institution type on the factors of MBI

Dependent Variable		Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
EE	Contrast	75.57	1	75.57	.63	.428	.003
	Error	23963.71	201	119.22			
DP	Contrast	.818	1	.82	.026	.87	.000
	Error	6251.45	201	31.10			
PA	Contrast	434.31	1	434.31	7.80	.006	.037
	Error	11195.70	201	55.70			

The F value shows the effect of the institution on the different factors of MBI. The findings show that PA had a significant effect (p=.006) and a moderate effect size (Partial η^2=.037)

Table 9

Test of Between-Subjects Effects

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	EE	7886.06	42	187.76	1.58	.021	.25
	DP	1904.63	42	45.35	1.46	.046	.23
	PA	4145.49	42	98.70	1.77	.005	.27
Intercept	EE	3874.83	1	3874.83	32.50	.000	.14
	DP	600.58	1	600.58	19.31	.000	.088
	PA	6581.61	1	6581.61	118.16	.000	.370
status	EE	2193.20	2	1096.60	9.19	.000	.084
	DP	351.54	2	175.77	5.65	.004	.053
	PA	316.01	2	158.00	2.83	.061	.027

institution	EE	147.80	1	147.80	1.24	.267	.006
	DP	.454	1	.45	.015	.904	.000
	PA	385.39	1	385.39	6.92	.009	.033
gender * statues	EE	687.50	2	343.75	2.88	.058	.028
	DP	316.95	2	158.47	5.09	.007	.048
	PA	789.33	2	394.66	7.09	.001	.066
gender * education	EE	84.47	3	28.16	.24	.871	.004
	DP	52.17	3	17.392	.56	.643	.008
	PA	594.89	3	198.29	3.56	.015	.050
status * institution	EE	41.08	2	20.54	.17	.842	.002
	DP	20.29	2	10.15	.33	.722	.003
	PA	640.88	2	320.44	5.75	.004	.054

Using the test of between-subjects effect, interaction effects were examined closely to give specific information regarding where exactly the differences lie. The "corrected model" is used (on the first row of Table 10) when you have equal sample sizes in the sum of the main effects and the interaction. In the current study, the sample sizes of both groups were equal. The interaction effects show that single teachers experienced EE, DP at a significant level. Also, institution type plays a vital role in the PA of English teachers. Private school teachers are subjected to different expectations and deal with them, so they feel more accomplishment in their career.

It is understood through the findings that gender, graduated department, professional experience, educational status, experience in the current institution do not have an impact on the individuals' burnout level. On the other hand, in her study İlgün (2010) discovered that a meaningful relationship is available between experience, educational status and job satisfaction. (More experienced and less educated people tend to have more satisfaction from their jobs.) Karadağ (2013) also determined a significant correlation between workload, professional experience and age, older workers with less workload and more experience being more likely to be satisfied with their job. On the other hand, Üstünbaş (2011) came up with no meaningful relationship between gender, the institutions the participants work in, experience in the current institution, seniority and job satisfaction, which is similar to the findings of this research.

The number of teaching hours also an important factor on teacher burnout according to QUAL results of this study, QUAN findings did not imply a difference in terms of burnout. There was such a big difference in the weekly hours' teachers teach between state and private school. The number of teaching hours is much higher in private schools. Therefore, the teachers may be provided with the same amount of weekly course load, considering that they also have

to deal with extra paperwork and spend extra hours for their profession. On the other hand, contradictory results are also available related to the weekly course load and experiencing burnout. Kılavuz (2006) discovered in her study that instructors working at state universities and having less weekly course load suffer from burnout more than the ones working at private universities with a more weekly course load. She suggests that this may be due to the fact that the more time they spend at school, the more they can devote themselves to the profession and the more proficient they get.

All in all, demographic variables are limited in the burnout and work stress processes (Gutek et al., 1988; Jayaratne et al., 1983; cited in Güven, 2013). Similarly, this study shows that there are no significant differences between burnout and demographic variables.

4.2.4 Findings and discussion related to RQ4. In order to answer RQ4" What are the reasons for burnout as reported by private school EFL teachers?" interviews were conducted with six private school teachers and they provided "saturation" for the researcher. Also, in order to understand the context teachers are working work in and gain an insider's perspective vignettes are used. Vignettes are short stories that give a concentrated description of events or participants. Vignettes are not analytical; they are a history of this kind that gives a vivid portrait of something typical or representative (Dörnyei, 2007 p.255***)***

The participants from private schools will be coded as (PST) and participants from state schools will be coded as (SST) and brief information will be provided about the participants.

PST1: She is originally from Azerbaijan and she has been in Turkey for the last seven years. She has worked in many private schools and PLS (Private Language schools). She has worked in a different institution every year because she was not paid on time and her house and

the schools were far away and there was a huge amount of workload. This year she is teaching 37 hours including the after-school courses.

PST2: She has been working in Bursa in the same school for the last three years. Previously she worked in other private schools in Bursa and İstanbul. She is divorced and works as the secondary school's head of the department. Her school belongs to a big school chain in Turkey and she finds the circumstances in her current institution slightly better than the other private school where they had to work with the owner of the school.

PST3: He has been working in the same private chain school for the last five years and previously he was working for a publishing company in Bursa. He is also working at a PLS to get the students ready for local and international exams. He is working on a different branch of the same chain school, unlike PST 2. He is responsible for the kindergarten department of his school.

PST4: She worked as the head of the department of a well-known PLS in Bursa before. For the last two years, she has been working as the head of the department in a PYP (Primary Years Programme) school with an inquiry-based curriculum. Her team is responsible for designing their own materials and teaching with these materials. She has an M.A in progress and she has a one-year-old baby so she is leading a very busy life these days.

PST 5: She has been working in her current school only for this year. She is applying for new opportunities for the next year. She has an M.A in progress. She teaches 25 hours in a week. She thinks her school does not support the teachers. She reported that there is a high rate of misbehaviour in her school and she also has a new baby like PTS4, so she reports sometimes she struggles with her life.

PST 6: She works in the same private school for the last 12 years. She mentions being so happy in that school. She loves the HOD(head of department)level. She teaches the B level (low achievers, state school kids) this term and finds it challenging. She thinks the salary range should be different for B level kids. She has a few unreachable parents and kids. Her school has excellent facilities and they have a success story in Cambridge Assessment English YL exams.

Table 10.

Summary of QUAL findings from the interviews

Category	Subcategory	Code (Frequency)	Example Meaning Unit
Burnout	Private School teachers	principals (n=4)	Principals ask for so much work (PST1)
		n=3(Parents)	They are working so hard so they cannot spend time with their kids at home so kids have some issues in their behaviour (PST4)
		n=2(workload)	I have to catch up with work by working at home in the time I should spend with my family

After presenting the emerging themes, some *interview profiles* (the interviewees ' compilations using the participant's first-person voice, containing only minimal transitional additions and research explanations) were presented.

During interviews the very first question was “How would you define your work environment stressful or relaxed and Why? Four out of six participants described their work environment as stressful.PST4 and PST6 both have been working in their current school

at least for the last five years and they expressed their love and gratitude to their HOD and school principals. Specifically, they mentioned:

"We always spend time together with my colleagues outside and the director of my school is an English teacher so she can understand us easily, we have a nice and cheerful atmosphere". (PST 4);

"Our HOD always negotiate with managers about our issues and I am working with same colleagues for 12 years, I feel really pleased about being here". (PST 7)

The themes that emerged from the QUAL data are school principals (n=3), heavy workload (n=3), and behaviours of students and parents (n=3). The following example from the data can be used to illustrate this: *"*Principals ask for some much work. End of year shows, extra one to one lessons, writing worksheets and exams, communicate with parents etc. I teach 37 hours a week*."* (PST1). It must be noted that PST 1 reported that she changed her school every year and was trying to find a school with less workload.

PST 5 also reported issues on workload and parents*:*

> I am the HOD for primary school also teaching for 26 hours. First, we prepare our materials for PYP (Primary Years Programme) and it takes so much time. I have **to work at home** to catch up with. We are expected to call parents and follow up all the time. Parents are so busy and they cannot deal with the problems of their children. I also have to teach weaker students to catch up with the strong ones. Principals put us under high stress and we are responsible for anything happening at the school.

She does not report positive attitudes to her school environment because of the reasons above. Blankenship and Colern (2009) advised that substantial support from leaders could be an

essential preventative factor. If administrative employees do not identify the sources of stress and listen to their teachers, they are not considered professionals. In a similar vein, Maslach and Leiter (2016 p.103) explain the contribution of "work overload "to burnout as:

> Work overload contributes to burnout by depleting the capacity of people to meet the demands of the job. When this kind of overload is a chronic job condition, there is little opportunity to rest, recover, and restore balance. A sustainable and manageable workload, in contrast, provides opportunities to use and refine existing skills as well as to become effective in new areas of activity.

Regarding the principals or directors of schools, some studies prove that support from colleagues and administrators have a positive impact on preventing or healing burnout (e.g., Cherniss, 2005), some researchers found out contradicting results. For example, according to Mabry's (2005) research carried out with 365 elementary, middle and high school teachers, there was no statistically significant relationship between the principal support and burnout.

Another dimension of burnout was the parents and students' behaviours. In this age of busy lives, both parents have to work and, in some cases, parents have to educate their children in private schools because state schools finish around 3.00 pm while they are still working, but in private schools, children are at school until 5.30 p.m. As mentioned in earlier sections they have expectations from the schools and they do not have time to study or play with their children. When students misbehave in school, private school teachers cannot get any help from parents. Moreover, some students and parents can be really difficult to communicate with. Participants mentioned the following:

"When I need to meet some tough parents, I feel really stressed" (PTS 6); "I want to reach all kids and help them learn. Some kid's behaviours and parent's attitudes are so difficult to put up with" (PTS 7)

When we consider this finding in the light of Rumberger (1995), who stated that ''family background is widely recognized as the most significant important contributor to success in schools'' (p. 587), it is clear that teachers and parents should work closely to help the students grow and flourish better. If the teachers are stressed because of factors related to their students' families, they may not be able to help their students to develop.

When the feelings regarding teaching were asked, participants gave varied responses and they are themed as *Competitive nature of private schools.* The following quotations give examples of this:

PST2: I feel rarely fed up from my teaching because of too many activities and shows. We need to get students ready for these events. There should be fewer activities.

PST 4: "Well, if you love teaching or not (these days thinking of doing something different) I am doing my best. The private school market is very competitive; we are easily replaceable. Still, we need to better than other schools and teachers.

PST 7: If I could change something in education, it will be abolishing all exams. They put us under high stress.

Private K-12 schools in Turkey employ student show's and activities, exam success in their claim to be the best private school in their region. However, in order to support this claim, teachers are needed to work more and they are asked to report reasons for the failure of their students so they feel stressed. As PST 7 indicated private schools' students take Cambridge

Assessment English, TOEFL Junior or Trinity College test every year and kids are expected to do well in these international suite exams. As preparing students for these tests is merely English teachers' job, they feel stressed. Correspondingly, Runte (1998) emphasized the effects of centralized testing on teacher professionalism, stating that it posed a threat to their professional control by denying them the right to evaluate their own teaching, and by applying measures of teacher productivity that might not be appropriate in their context. T

Another interview question was" Do you have any strategies or approaches to cope with these stressful events" and participants provided different answers. For example,

"I can't do anything about it." (PST 1); "All teachers try to help each other. "(PST2); "Our HOD and colleagues always collaborate to solve the issues". (PST 6)

There is strong team spirit in private schools and they try to help each other. In state school groups, no one mentioned anything about their HOD's help. Five out of six teachers mentioned there is a "team spirit" in their school. However, helping each other and team spirit was not a common buzzword in state school teachers.

Teachers were also asked about their autonomy in teaching. Five out of six reported that they are encouraged to make decisions. Four out of six reported that they have autonomy in their teaching. Teachers from chain or key account schools n=2(lots of branches all over Turkey) mentioned that their syllabus is designed and materials are chosen by headquarters of the school so they cannot be involved the process of design and differences among the schools are often neglected but they receive the weekend assignments and a bunch of extra materials to support their teaching. They mentioned they are free in their "delivery "way. Fleming (1998) describes teacher autonomy as "Teacher autonomy is commonly used to describe the degree to which

teachers make independent curriculum decisions". However, teacher involvement in curriculum development process is one of the most discussed issues in autonomy field. Hanson (1991) identifies some restrictions to develop and foster teacher autonomy as administrative restrictions like developing curriculum and deciding course books, audit of course subjects, school administrations carrying out a single training strategy, and school administration expecting certain roles.

In the current study, even the chain school teachers even had concerns about curriculum development. Individual schools do not have any problems in terms of curriculum development because they choose their materials. Therefore, even if they decide on their materials, the role of the teacher does not usually go beyond being the mere practitioner of the curriculum and the textbooks. This situation is often internalized by the teachers as well. Flett and Wallace (2005) name this contradiction as 'autonomy dilemma'. Teachers are required to become autonomous and foster autonomy in students; on the other hand, teachers are pushed into organizing their teaching according to the content of the test, which is an 'affront to teacher professionalism.' (Brackenhoff,2009)

Another dimension of working at a private school is "*lack of job description*". There are not clear rules about teacher's duties. They sometimes were asked about the duties that they were not told directly. Some interview profiles are presented below:

"There are not rules to follow really. You need to use common sense. "(PST6)

"They ask about our ideas they reject or forget so teacher working for years in that school never express their ideas. Often, they tell there is also X rule you needed to obey but it was too late." (PST4).

All private teachers implied their managers, vice directors or HOD are extremely busy. Hence, in order to make things run more efficiently, schools need to hire an experienced teacher educator or coach to solve the teachers' problems related to teaching.

Another important issue mentioned by all teachers which is part of the workload is *teaching hours.* The participants were teaching 41,28,25,38,41,26 hours respectively. The private school teachers are teaching more lesson hours' than state school teachers. The teachers claimed to teach 41 hours a week mentioned they need to stay after school and teach the less successful students.

Another question asked about whether they are planning to teach at another school. Three of them believe all private schools are more or less same, but, as PST5 responded: "I have already applied to other private schools in March and hoping to work somewhere else". This teacher was in her first year in her current school at the time of data collection; maybe that is why she believes in another school she would be happier, more experienced did not believe such a change would help them. Two teachers were interested in graduating from Master's programmes and starting at a tertiary-level institution.

Near the end of the interviews, teachers were asked if they feel respected in the community. Half of them said they are feeling valuable stating that in the past people were respecting teachers more. There were negative views as well:

"Because of teaching mothers, teaching is like babysitting these days. Kids are never stopping their talking; they are not afraid of anybody. Kids are totally mischievous and both parents and students do not respect us. For me, *student behaviour* is the most effective reason for teacher burnout. Family and private life issues are not effective in teacher burnout. "(PST4)

The feeling of not being respected in private schools might stem from the fact that teachers change so often and they work on contract so students believe that they do not need to respect teachers, they will change next year. Also, some teachers in correspondence with the researcher mentioned that parents often behave as if they are the boss of the teachers and even some kids are mention that their families are paying the salaries of teachers

Next, private school teachers were asked if their income was enough. All of the teachers were unsatisfied with it. Three of them said it was not enough; others stated they should be paid more. Also, some private school renew their contracts in September so they do not pay salaries in summer. The teachers mentioned that there should be a policy about this. Following that, the researcher asked, "If you earned enough money, what would you change in your professional life if you had money?". The answers were: "Opening my own private school" (PST1); "continue working*"* (PST2); "no big change (PST3); "I would tolerate more" (PST4); "work less and in more relaxed school" *(*PST 5); and "travel more" (PST6).

These responses show that two of the teachers mentioned they would continue teaching even if they earned more money. Hopefully, teachers have a love of teaching and they will continue their professional lives by teaching. The two teachers who will continue teaching were working in a private-chain school and they are content with their job generally. Watt and Richardson (2008) touched upon the social utility of teaching and the two teachers in the current study might have positive aspirations regarding teaching and enjoying career choice satisfaction.

Five out of six of the participants thought that home and private life factors influenced teacher burnout. Conversely, bad experiences at school might affect the teachers' private life. Four of the private school teachers were single in the current study. The findings of Goutas (2008) and Örmen (1993) also suggested single teachers are more prone to burnout. Örmen

suggests that marriage makes individuals more balanced, determined and mature. The love of family makes teachers cope with stress easily at work.

Next, the opinions of the teachers were gathered in relation to their schools' physical facilities. Some statements from the teachers are as follows: "All the facilities of my school are actually intended for advertisement" (PST1); "The speed of the Internet and quality of the electricity should be improved "(PST 2) and (PST3); "There is a forest with different plants or animal species in my school" (PST 6); "We do not have a proper Internet connection and lamination machines we still laminate manually "(PST 4).

The participants have had different views regarding school facilities. Most of them think that teachers need to have a separate table to put their belongings on and to use individually. Common tables cause problems like lost assignments, lost possessions and so on. Furthermore, some schools have restrictions on photocopy use and they are limiting the teachers. The physical environment of the schools and the lack of facilities have a negative effect on teachers and lead them to burnout (Güven,2013).

The participants of the interviews described themselves as exhausted (five out of six) especially on days they teach six classes or more. In order to avoid stress, they think less work, fewer expectations, fewer activities would help them. Staying away from troublemakers or toxic people (including some parents), avoiding negative experiences and exams are reported as a strategy to combat stress. They all seem to use "avoidance" as a strategy to overcome stressful situations (see, e.g. Parker et al ,2012)

4.2.5 Findings and discussion related to RQ5. The RQ was "What are the reasons for burnout as reported by state EFL teachers?" Interrater reliability and member check used to increase reliability to answer this question**.**

SST1: Previously she worked in Mardin, for the last two years she has been working in İstanbul doing her compulsory service. She has been an English teacher for seven years. She thinks teaching is a sacred job, but in this school, she reports she faces much trouble because of Romany students and their culture-specific problems. She is planning to get married and get a transfer to another school.

SST2: He has been teaching for 11 years now. He worked in private schools, currently, he is based in Konya, his hometown, and is teaching in a small town close to the city centre. He has to teach in three different institutions as his school does not have enough teaching hours. He works seven days a week and be on duty in boarding school two nights a week. He works really hard and he reports he finds it difficult to face another day.

SST3: She has been working as a teacher for the last three years as a state school teacher. Previously, she was a student trying to pass the exams to have the right to work at a state school. She worked in the east of Turkey for one year and transferred herself to İstanbul to do her compulsory service. She teaches and works as the vice director of the school teaching 15 hours a week. She reports she finds it challenging to deal with the emotional problems of secondary school students.

SST4: He is a graduate of an ELT programme. He worked in PLSs and private schools in Sivas. After getting married, he was transferred to Sakarya to a secondary school. He teaches 30 hours a week in his current school. He reports unlike his prior schools; he is currently happy

in his new school. He reports the students 'behaviour as the most prominent reason for teacher burnout.

SST 5: He is a graduate of the ELT Department from a state university in Ankara has been teaching for six years. He is currently an M.A student in ELT as well. His previous school was a vocational male high school and he reports there was a high degree of misbehaviour and mobbing from the management. He even has panic attacks and digestion problems because of the working environment. Currently, he has started at a secondary school and he mentions everything is much better in the new school.

SST6: He is from Kocaeli and he is in his fifties. He has been in the same school for at least fifteen years. He is not married and has lost his parents. He finds the school environment relaxed and cheerful. He is the HOD of the school for many years and gets on well with his teachers. He is so positive regarding teaching. He mainly teachers high school students who are going to sit a test and will be EFL teachers. He is outgoing and his school is the place of socialization for him.

All participants are aged between 24 and 55 years old and all state school teachers in the study had worked in the east of Turkey before and Şahin and Gülmez (2000) expressed that east of Turkey experience lots of educational failure and these failures may trigger burnout. For state school teachers, marriage is a reason to change their schools, otherwise; state school teachers have to work in the same institution at least three years before attempting to go to another school. (MoNE,2018). For private school teachers, there is no similar policy like this and they can try a different school each year.

The initial interview questions were asked to describe burnout if they have any. They said:

"I want to quit my job because of this difficult kids." (SST1); "I work in stressful school and experiencing mobbing all the time."(SST2); "My school is chaotic and stressful, I hate going to hospital and police station" (SST3); "This is somehow stressful; the previous school was terrible" (SST4); "The secondary school I work in less stressful, the vocational high school was worse." (SST5); "I find my working environment quite relaxing." (SST6)

The majority of state school (n=4) teachers in this school were working in compulsory service schools and they have one to four years of experience in their current institution. Only SST12 has been working in his school for more than ten years. They all experienced stress at different levels. They listed *student behaviour, chaotic environment and mobbing* as the significant reasons for teacher burnout. As a remarkable finding, all of the participants worked in the east of Turkey before. In relation to difficulties in those regions, Şahin and Gülmez conducted a study. Şahin and Gülmez (2000) aimed the East and Southeast Turkey to identify sources of educational failure. Regarding the regional features, the number of students for per teacher was higher, houses are crowded and average family incomes were lower in east of Turkey. The ethnic diversity and the use of different languages (Kurdish, Arabic, Zaza, Kurmançi, etc.) were other factors in east cities. Cultural differences (customs, religion, rituals and ceremonies) could also cause some issues. The biggest problem was reported in the East and South East as terrorist activities that obstructed education. School related factors, such as teacher absence, poor school conditions, unrelated curricula, unfamiliar textbook contexts, inapplicable objectives, lack of talented managers and families such as working mothers, school

attitudes, education backgrounds, parental employment, family behaviour, uneducated parents and other factor were identified in their study.

Secondly, teachers were asked about how stress impacts their lives. Following responses were recorded:

"I have developed intolerance towards kids." (SST1); "I know I have to persist and face another day doesn't matter how you feel" (SST2); "I always feel tired and I have a dislike for school and kids." (SST3); "In the vocational high school, the stress affected me physically. I had panic attacks, stomach contraction and I throw up a lot. Despite all, on the surface, I seem very stable and calm." (SST5)

The interview profiles explain that burnout is a severe issue and if the precautions are not taken, it may have serious consequences. SST 2, for instance, teaches in his school five days, teaches in a PLS at the weekend and sleeps in a state student hostel as an on-duty teacher so he has no days to rest. Teachers' views on salaries will be explained in the next paragraph. SST 10 and SST 11 have gotten married recently and they could appoint to a school in a better vicinity. In current MoNE system, you cannot change your school for at least three years.

Teachers were asked to describe teaching in a few words. Here are what how they described: "*Holy* (SST 1 &3) /love x2 / happy x2 /fair/cautious/exciting/progress/need energy/like in my current school/ /satisfied". State school teachers' feelings regarding teaching seem positive on the whole. Teaching is often viewed as a holy profession in Islamic cultures and these beliefs can help teachers to overcome work-related stress (Suryani, 2017). However, Şahin (2007) states, "According to many national and international researchers, the level of education in Turkish Republic is certainly not satisfactory and could not achieve the goals set in

the curriculums" (p.284). Although teachers' views regarding teaching are positive, there are unsatisfactory results of the education. This might be because state school teachers have stable jobs and guarantee their future in a way. Their views are positive but in private school EFL teachers, they renew their contract every year and they might not be feeling secure.

When state school EFL teachers were interviewed about the causes of their stress. They mentioned the following:

"We have mobbing from the admins, lack of communication with other branches and students' behaviours and students do not bother themselves about anything."(SST2)

"Student behaviour is a problem Romany students do not respect teachers at all. Parents never come to school even if we call many times. The classes are under-resourced no Interactive whiteboard or CD player for listening tracks." (SST3)

"Students' behaviour is a problem in many schools. Books are written and delivered by MoNE and they are not sufficient. The assessment system is problematic; students know they will pass anyway so they can graduate from high school without knowing anything." (PST 4)

"In my last school, I experienced mobbing from my director who is a physical education teacher and has not thought a class for the last twenty years. He criticised my classroom management and timing all the time. The syllabus was too demanding for that teenager group and I was teaching thirty hours a week. It was such a crowded school that sometimes I could not find a chair to sit down. The classes were over-crowded." (SST 5)

"Assessment system changes all the time, we did compulsory speaking tests and they are abolished. The hours of the classes diminished again in high school. I am tired of the non-stop change. There should be an education policy."(SST 6)

The themes gathered from the data above include *mobbing from the management, careless parents, syllabus, books, changing policies, student behaviour.* Similar to QUAL findings Oktay (2015) also aimed to identify the problems faced while teaching English in the Turkish education system. The results included the inadequacy of Turkey's FLT policy. The method of teaching was teacher-centred and focused on grammar in general. Interestingly, the ELT programmes in Turkey abandoned teacher-centred and grammar-focused approaches in 1997 (see Kırkgöz,2005). The current elementary and secondary programmes (2018) are based on constructivism and the CEFR with communicative competence as a goal. Teachers are not often aware of the philosophy of the ELT programmes (e.g., Yeşilbursa & Avşar, 2017) – hence there is the need for continual professional development, especially in the 21st century while addressing 21st century learners.

Students were not concerned with learning English; they were not motivated and the crowded classes had a negative impact on learning. Students did not practice enough and students were reluctant to participate in English lessons.

Another problem was that in the first phase of the university entrance examination (YKS), there were no questions about measuring foreign language skills. Ingersoll (1996) and subsequently Blasé and Kirby (2000) state that the teachers need the development of the curriculum in order to accept and identify themselves with the profession, by including this process and the curriculum autonomy. Fostering teacher autonomy in planning and implementation of teaching, participating administrative operations, curriculum development,

school structure and organisation, disciplinary problems, academic standards, assessments of students, time sequencing, choosing teaching materials and activities decreases teachers' feeling of burnout. Closely, Crookes (1997) also identifies the exclusion of teachers in the curriculum development process as a structural factor that affects the efficiency and autonomy of teachers working in public schools. In the real world, many funny classroom activities can be integrated into our curriculum and we can tailor the course book to appeal to our students.

As a response to what would decrease their stress in their schools; they stated:

"Education should not be compulsory; only voluntary kids should study." (SST 1); "There should be strict rules for students so we will have fewer problems" (SST 4); "I think what we do need to earn more money, ıf I could work less, I would feel less stressful." (SST3)

In regards to what teachers reported the implementation of some rules for state school students is necessary because students are pushing their limits every day. Also, abolishing compulsory education could make increase the quality and decrease the problems in state schools. SST 4 and SST 5 work in a high school and they think high school should not be necessary as some students do not want attend the classes and misbehave which may hinder the teaching in some schools.

Next, state school teachers were asked what do they do to decrease stress in their workplace, they reported:

"I listen to their ideas them, give them responsibility then they behave properly and I feel less stress." (SST1); "I communicate with my family members, use social media or watch comic videos." (SST2); "After school I spend my time with leisure activities, shopping and take up different hobbies." (SST3); "I share my problems with my colleagues and collaborate with

them". (SST4); "I always dream of the end of the school day." (SST5); "I like spending money and doing fun activities like hobbies or shopping." (SST6)

All jobs are prone to stress but teaching is more demanding and stressful (Abel & Sewell, 1999; Iwanicki, 2001). Some studies show that teachers experience the highest level of job stress among human service professionals they experience burnout (Stoeber & Rennert, 2008). What is very important is finding strategies on how to deal with it. Through active problem solving with colleagues, social and emotional support, reorganising the teaching situation, cooperating with parents, or improving their teaching strategy, most people can find effective ways to manage job stress (Jennett, Harris, & Mesibov,2003). The widely studied topics like dealing with burnout, well-being and resilience might be thought in teacher education departments to prepare prospective teachers for real-world realities.

In order to get ideas about teaching hours in a week, teachers were asked: "how many hours do you teach in a week?" The responses were 25 ,40,30,30,29 and 26 respectively. Normally, state school teachers are paid for 30 hours' maximum but SST2 works in different schools to earn extra money. In big cities like İstanbul teachers are required to teach nearly 30 hours a week which may be an advantage or disadvantage for different teachers. Whereas Ayan (2018) found out English teachers are working 25 hours in a week on average. Mukundan and Khandehroo (2010) have discovered that teachers with less than 20 hours of teaching have significantly reduced personal performance, whilst teachers with more than 21 hours of less than 20 hours appear to have no problems with personal performance and accomplishment. We might conclude that teaching hours between 22 to 29 would be ideal. Demirel and Cephe (2015) found that *teaching hours of teachers*, the level of students, and the extra works lead the teachers to burnout so the institutions should be careful when designating lessons to teachers.

SST 5 mentioned the issue of *short breaks* for both teachers and students. He reports:

"If you work in a big school with many floors, until you arrive at teachers' room, the break is over." (SST5). He suggests that breaks should be longer and students will have more time to get energised. By the same token, Turkey's Education Vision of 2023 (MoNE,2018) offers recess time would be increased taking developmental features of primary school students.

STT 2 and 6 mentioned state school teachers have vague responsibilities and sometimes teachers do not know what to do really. There should be a flow-chart of work and the teacher should know what the manager, security guard, counselling service, classroom teachers are supposed to do. Kang et al (2012) also found that there are not clear job descriptions for teachers in Korean context.

Four out of six teachers reported feeling they are not encouraged to make decisions in their workplace. For example, "Administrators of the school is a limitation for everything in the school" (SST5); from what the teachers have expressed and researcher's experience, school directors have a top-down management style and they limit the teachers' decision-making skills. It can be said that the teachers who have the authority to make decisions in the teaching process and have responsibility are highly motivated (Öztürk, 2011, p. 91). Teachers that can make decisions while teaching may help students better by tailoring the activities for their level. Without effective teachers, no educational program can be entirely successful since teaching is a complex task demanding countless decisions during each class session (Miller & Miller, 2002).

The state school teachers are asked about whether their HOD takes their decisions into account. They stated:

"HOD is not different from a teacher, he only signs the paper and teaches." (SST 4); "The HOD takes our ideas into account and we come up with good ideas but all and only the school manager decides on everything." (SST 1); "As the HOD of the school, I let them decide and give priority to their suggestions. They know their students best." (SST 6). The results mention that in state schools HOD has equal authority with other teachers and there is no superior-subordinate relationship whereas in private schools HOD acts like an administrator of the school. In schools, English teachers and HOD should have a say in the decision-making process. This way they can get ready for better positions in their schools. Troen and Boles (cited in Hildebrandt & Eom, 2011) regard teaching as a flat career, in terms of offering no promotion and salary increase being merely dependent on years of service or academic degrees. Therefore, unlike some other professions having a great number of rewards for increasing the worker performance and increasing competition, being conscious of having no chance of promotion or salary increase (which can be regarded as positive reinforcement), teachers do not have a reason to work harder and push their limits for a reward.

Most importantly, all teachers reported that *student behaviour* is the most prominent reason in teacher burnout. They said: "Students have no respect at all for their teachers" (SST 4); "The behaviours of students and the administrator are the most major cause of burnout I think" (SST5); "Students are cheeky, they do not know how to address an older adult and communicate." (SST2). All teachers signal student behaviour as the most obvious reasons for burnout. The policy-makers should come up with some solutions to make the student behaviour better in state schools. Also, teacher burnout level varies according to age, occupational status and socioeconomic status of the school where the school is located. The teachers that were

interviewed are working not city centres or developed areas of the cities maybe interviewing teachers in 1st service areas might yield different results.

Seferoğlu, Yıldız and Avcı (2014) found out gender-based evaluations show that male teachers experience higher levels of depersonalization and emotional exhaustion. On the other hand, emotional exhaustion and depersonalization are seen at higher levels in teachers under 30 years of age. The study shows that there are no significant differences between burnout and demographic variables. Identically, four out of six interviewees are males in state schools and they expressed many concerns and their ages are below 30.

State school teachers are asked whether they have "team spirit" within their departments. The following was reported:

"No! Everybody has their individual aims. We can never achieve anything together." (SST2)

"Experienced teachers always give the inexperienced teachers some strategies on how to behave." (SST3); "No team spirit in crowded schools." (SST4); "We only have team spirit in the English department. No real communication with other teachers." (SST5)

The results indicate that teachers can achieve team spirit in small schools easily and the help of experienced teachers are invaluable for the new teachers in that school because there is no one-fits-all approach in education.

When teachers were asked about the physical facilities of their school, teachers gave the following responses:

"Our teachers' room is not comfortable" (SST2); "There is no working interactive whiteboard in our school" (SST3); "We have proper photocopy machines" (SST4); "In my school, there was no chair to sit down and so many teachers" (SST5). There were complaints about the physical environment, such as the teachers' room not being comfortable, and not having enough chairs for teachers. Most teachers reported being happy with Information Communication Technologies (ICT) thanks to The FATIH Project which planned to equip 520,000 classrooms with the ICT tools and turn the classrooms into "smart classrooms" (FATIH Project, 2014). The ICT tools peculiar to the FATIH Project are the IWBs, tablets, and Internet network infrastructure, photocopy machines. The classrooms were equipped with the IWBs and Internet network while the teachers and students were distributed tablets. The state schools were supplied with multifunctional printers and document in the scope of the project. Having ICT tools might make the teachers' lives easier and help teachers to deliver more colourful lessons and this might help them to feel better in their institutions. ICT use was limited to practice and drilling activities in the past, but now ICT tools such as IWBs allows learners and teachers to implement technology into learning and teaching better (Yang, 2010).

Regarding the income, two out of six teachers reported their income is enough for them. Four of them mentioned they should be paid more money. The issues such as poor salary, workload, perceived monotony of teachers' work, pupil behaviour serve as factors which detract persons from becoming teachers or which make teachers leave teaching (Barmby, 2006). It is vital that teachers earn enough money and do not have to overwork in different institutions as SST2 does. As he works in three different schools to earn his living and mentions being exhausted because of his heavy workload.

Finally, teachers were asked about whether they are respected in the community.Only SST6 replied in a positive way saying; “I feel so much respect in the area I live and in the school I worked in.” (SST6). He expressed he feels respected as a teacher. The possible reason might be he works in the town he was brought up, which is in the city centre of Kocaeli. Also, his school is not so crowded and everybody knows each other and their families. Additionally, he has been in the same school for approximately 15 years. The others were all negative about the respect they have in the community. They worry that people have less and less respect every day towards teachers. This might be caused by the participants’ experience. This might be because the image of teachers is deteriorated because of the teacher complaint line which has been abolished recently. According to Global Teacher Status Index (2018), the average score for all countries is 5.9. Only seven countries (one of them is Turkey) rate their education system below 5 which suggest the education system in Turkey is perceived substandard.

Findings also suggest in Turkey and Indonesia, teacher status is relatively high, but student outcomes are very poor. These perceptions might be the other pillars of less respect teachers get in Turkish society. The teachers with one to ten years’ experience suffer from the burnout but SST 6 was with 30 years’ of experience and he mentions he never experiences burnout. This finding is line with Özgür (2007), pointing out that English teachers with 1-11 years of experience in the profession suffer from burnout more than the ones with 12-35 years of experience.

4.2.6 Findings and discussion related to RQ6. The sixth research question was “Are there any differences in the reasons for burnout in private and state school teachers?” In this RQ, some comparisons will be made regarding teachers’ responses for RQ four and five.

In state school teacher interviews, *mobbing* was a common issue, whereas no private school teachers mentioned mobbing. This might be because private school English teachers work on a yearly contract and if the management of the school does not want to current work with a teacher, they do not renew the contract. However, in state schools, you have to work in the same school for at least three years.

In private school teachers' interviews, parental involvement is described. Private school teachers do not want to meet parents because of their high expectations. However, as SST3 described: "We invite them to schools to solve the issues but they never appear". State school students' parents are only mentioned by SST 3 as they do not visit the school often in the context of participants of the current study.

Both groups shared the same issues on the assessment system. Private school teachers are disturbed by the fact that their schools claim to be best so this requires extra workload and stress from the teachers' end. However, state school teachers criticise the assessment and evaluation system in the sense that even if kids got very low marks and never study, they pass to the next grade. There should be a fail scenario and students need to be aware of this.

Crowded classes were a concern for state school teachers. Also, lack of facilities for teacher and students are also described by state school teachers (lack of chairs and seats for teachers). State school teachers were content with the technological infrastructure of their school whereas private school expressed issues electricity cuts or weak internet connection. In state schools' ICT tools are decided and bought by MoNE; however, in private schools, the owner of the school might make a slow transition to cutting edge technology. Having the most advanced

technology might help teachers and kids to like English and teachers may feel less burnout from their work.

In private schools teaching hours was too many for teachers. Some claimed to be teaching 40 hours a week, in state school teachers were teaching between 25-30 hours. Also, teaching hours should be examined for the student benefits. In state school teaching hours are three in 5^{th} and 6^{th} grades, four hours in 7^{th} and 8^{th} graders. This number doubles or triples in private schools and make the private schools so private school students are advantageous in return their teachers are advantageous. They can observe success which might help their job satisfaction and decrease burnout.

Both groups were concerned with *student behaviour*. For state school teachers, they can give their mark for the end of term report freely and teachers' might use his freedom to shape the behaviours of the students. In some private schools, students get full marks whether they study or not so shaping the behaviour or maintaining classroom management in private schools might be more difficult as there are fewer things to worry about. In the same vein, Aydın (2004) found out teachers' marks are being used while managing the student behaviour and participation in classrooms. Student behaviour is a concern for teacher burnout both in state and private schools.

Both groups shared some concerns regarding their principals or administrators. For private school teachers, principals always ask them for more work, they are very demanding. For state school teachers:

"Admins just listen to suggestions and we cannot follow up what happened" (SST1); "Principals are afraid to get feedback; they are cold I mean, close to communication" (SST2)

“English teacher’s relationship with admins is not genuine” (SST3) “They love English teachers; we do not know why?” (SST4) “In my new school our relationship great, supportive, but of course they make the final decisions” (SST5); “I rarely talk to principals”. (SST6)

The relationship in state schools with admins varies. It depends on the school climate. SST4 mentioned the administrators love English teachers, the possible reason for this might be English teachers often initiates and conducts Erasmus Plus projects and develop the recognition of their schools. Having a genuine relationship with admins of the schools will help teachers to deal with their burnout. Administration affects the wellbeing of teachers both physically and mentally, and even indirectly the well-being of learners (Pınar,2018 p.67).

There was also another noteworthy result in regards to autonomy. Private school teachers in this study reported themselves to be more autonomous in comparison to state school teachers. They can design and conduct events, make more decisions regarding teaching. Nonetheless, state school teachers are not expected to make that many decisions and they are less autonomous. The QUAN data support this as state school teachers have less PA than private school teachers. Not having autonomy might cause burnout for state school teachers.

Another difference was in terms of attitudes towards *books and the syllabus*. Individual private school teachers’ can choose their materials and design their syllabus. In private chain schools, the syllabus and the books are decided by their headquarters but they receive the weekend assignments, a collection of extra activities for each week. They might have a chance to choose appropriate activities for their classes, but state school English teachers reported their books or syllabus as being not suitable for their students which might cause burnout for them. They stated:

"The books are not suitable for our learners, long reading text are not appealing and there should be more digital content in the books" (SST4); "Students find it really challenging to learn English because each year we start from zero and syllabus in high school really difficult for them". Likewise, Balcı (2000) described the course book and materials as physical stressors for English teachers.

Finally, state school teachers may have to work in rural areas and villages with limited travel options, with disadvantaged students and they may work with the kids with whom they do not share a common language to talk. On the other hand, private schools are not located in remote villages. Working in an improved area with access to health, leisure facilities will help them to experience less burnout. Correspondingly, Kızılaslan (2012) researched about the teachers' views about teaching in the rural places and its problems. He found that teachers were afraid of adjusting to an unfamiliar context and working in rural areas.

4.3. Conclusion.

The QUAN findings are reported in the first three research questions using descriptive statistics and MANOVA. The QUAL findings are reported in RQ four and five, and they are compared about possible reasons were explained in RQ6. The next chapter will include conclusions of the current study. It was found that single teachers experience more emotional exhaustion and private school teachers experience more PA in their jobs. QUAL data offers that there is a competitive nature of private school with high expectations from teachers whereas in state schools expectations are not that high, but there are other issues such as low motivation, under-resourced classroom and doing compulsory service in the east of Turkey.

Chapter 5

5.0. Conclusion

5.1. Introduction

Chapter 5 presents the short review of the study and findings in general, and then the conclusions will be shared; finally, some suggestions will be presented for practical use in EFL teaching and teacher wellbeing and further studies.

5.2. Summary of the findings

The aim of this study was to investigate the burnout levels of English Foreign Language teachers working in state and private schools in Turkey, in terms of some variables such as age, gender, marital status, years of experience, workload, educational background, type of school, position at school and current level of stress and look for the factors leading to their burnout. Both qualitative and quantitative data were used. Maslach Burnout Inventory- Educators' Survey (Maslach & Jackson, 1981, 1986) which consists of three dimensions as emotional exhaustion, depersonalization and reduced personal accomplishment and interviews were used to gather data. 244 English Language teachers from 12 different cities from all regions of Turkey

participated in the study. Six state school EFL teachers and six private school teachers were interviewed. The present study aimed to answer the following research questions:

RQ1. What are the levels of burnout in EFL teachers working in private schools in Turkey?

RQ2. What are the levels of burnout in EFL teachers working in state schools in Turkey?

RQ3. a. Are there any meaningful differences in the burnout levels (i.e. emotional exhaustion, depersonalisation, reduced personal accomplishment) of EFL teachers in Turkey associated with their demographic variables (i.e., gender, marital status, school type, level of education)?

RQ4. What are the reasons for burnout as reported by private school EFL teachers?

RQ5. What are the reasons for burnout as reported by state school EFL teachers?

RQ6. Are there any differences in the reasons for burnout in private and state school teachers?

Significant differences were found between the burnout levels according to the type of school that the participants were employed at, and their marital status. Specifically, both the state school teachers and the private school teachers who participated in the current study reported having moderate emotional exhaustion and depersonalization., but a high degree of personal accomplishment. Although both groups reported similar results, state school teachers were found to have significantly higher levels of emotional exhaustion and depersonalization, whereas private school teachers had higher levels of personal accomplishment. Single teachers

were found to have a higher level of emotional exhaustion and depersonalisation than both married and divorced teachers, which was in keeping with the literature.

The findings that emerged from the interviews provided more insight into the nature of these differences. For example, private school EFL teachers reported that the manner and amount of principals' demands, parent and student behaviour, a heavy workload, the competitive nature of private schools, not enough income, and lack of job descriptions for English teachers as reasons for their burnout. However, they were content with their autonomy and team spirit in their department.

On the other hand, state school EFL teachers gave student behaviour, chaotic work environment (frequent misbehaviour), mobbing, difficulties related to the geographical region in which they were employed, under-resourced classrooms, the syllabus, the books they teach, changing policies, and not having autonomy in their decisions as factors which contributed to their feelings of burnout. The teachers working in city centres, however, were happy with the ICT infrastructure of their schools.

State school teachers were concerned with the lack of cooperation with parents, stating that they rarely saw them. However, private school teachers reported that they tried to avoid parents because of their expectations. Student behaviour is an issue in both types of schools. State school English teachers were concerned about mobbing from their administrators, but private school teachers complained that their administrators overworked them. For private school teachers, there was no clear job-description, but state school teachers performed more limited tasks in comparisons with private school teachers. Although the books and syllabus were

an issue for state school teachers, private school teachers remarked that they could tailor their programmes in alignment with MoNE regulations, which increased their autonomy.

5.3. Implications of the study

The current study has a number of implications for EFL teachers, pre-service teacher education and in-service teacher development, teaching, school administrators, and EFL policymakers. Each of these will be discussed in the following sub-sections.

5.3.1 Implications for EFL teachers. Given the stressors that are involved in the profession and that have been underlined in the current study, teachers should find ways to cope and lessen burnout. As Kyriacou (2001) suggested, they should try to keep problems in perspective, avoid confrontations, try to relax after work, take action to deal with problems, keep feelings under control, devote more time to particular tasks, discuss problems and express feelings to others, have a healthy home life, plan ahead and prioritise, recognise their own limitations. Awareness of the burnout phenomenon can help teachers develop some individual coping strategies and deal with job burnout. Kutlu (2004) summarized three categories of burnout coping strategies: individual level, level of co-workers and level of the family. Teachers need to know the boundaries of their job description at the individual level in order to prepare themselves for what they will face in this profession such as responsibilities and risks. In addition, they need to know the burnout symptoms to prevent further development. She also recommends that keeping private life apart from professional life would help teachers to ease their personal life and enjoy it more. Doing sports regularly and having a hobby would be a good idea. At the level of the co-workers, supporting one another and working in harmony is essential. Rapid intervention by experienced teachers ' side would lighten the burden on novice teachers ' shoulders. Equal distribution of workload among teachers is also very imperative. They should

always support teachers at the family level and remind them that they also have a personal life to stay away for a while from school-related issues.

5.3.2 Implications for pre-service teacher education. Pre-service teacher education is a crucial process during which teacher educators can help prospective EFL teachers to become aware of what to expect from their future career and what kinds of challenges are awaiting them. In addition to the field and pedagogical content courses offered during teacher education, they could be given guidance about teacher well-being and how to avoid burnout. Moreover, they should be equipped with ideas on working with unmotivated, difficult students, teaching students with special needs in inclusive classrooms, teaching in under-resourced areas, and coping with the challenges of the profession in the 21st century (Guierriero, 2017).

Self-efficacy beliefs have been shown to have positive links with the psychological well-being and stress resiliency of teachers (Klassen & Chui, 2010). Hence, it would be reasonable to help pre-service EFL teachers to develop a realistic sense of their teaching efficacy. Studies on teacher motivation (e.g. Watt & Richardson, 2007; Watt, Richardson, & Wilkins, 2014) have shown that pre-service teachers' perceived teaching ability and social utility value predicted a positive teaching style on entering the profession, whereas the choice of teaching as a fall-back career and social persuasion predicted negative behaviour toward students. A recent model of that has emerged from the Turkish context has shown that pre-service teachers' teaching-specific hopes are significantly related to individual differences such as motivations for teaching and professional development aspirations (Eren & Yeşilbursa, 2017), and efficacy beliefs and teacher possible-selves (Eren & Yeşilbursa, 2019)

The practicum components of EFL teacher education programmes in Turkey provide a rich context in which pre-service teachers can explore and develop these crucial individual

differences together with cooperating teachers in a real school environment and with the guidance of university supervisors (Gürsoy, Bulunuz, Baltacı-Göktalay, Bulunuz, Kesner, & Salihoğlu, 2013). Given that pre-service EFL teachers can experience a drop in self-efficacy as they face the realities of the teaching profession during practicum (Rakıcıoğlu Söylemez, 2012), both the cooperating teachers (Gürsoy & Damar, 2011) and the university supervisors (Rakıcıoğlu Söylemez, 2018) need to be well aware of their roles and duties as they navigate the pre-service teachers through this potentially difficult process. Schön's (1983) work on reflective practice initially aimed to counteract an increase in burnout in the teaching profession (Farrell, 2018), so pre-service teachers need to develop reflective skills both during campus-based methodology courses and school-based practicum courses (Yeşilbursa, 2011). Opportunities can also be provided for pre-service EFL teachers to experience teaching EFL in both state and private schools.

5.3.3 Implications for continuing professional development. Given the challenges of the rapid educational developments of the 21st Century on teachers in general (Guerriero, 2017), and on EFL teachers in Turkey in particular (MoNE, 2018), continuing professional development of teachers who are already in the profession is essential in order to prevent or reduce the occurrence of teacher burnout. Recently, Uztosun (2018) reported that while the current in-service development programmes offered to EFL teachers by the MoNE encourage both personal and professional development as well as collegiality in general, they were reported to be ineffective for a number of reasons. These included the limited number of programmes that were offered, the lack of qualified trainers, an insufficient practical focus, the inconvenient times and locations, and the perfunctory nature in which they were carried out. Clearly, more attention should be paid to the quality and content of in-service development programmes. For example, the content of in-service professional development seminars should be differentiated

according to the specific needs of teachers teaching in private and state schools at the different levels of the education system (Gençtürk & Yeşilbursa, 2019). Seminars could also help teachers to gain new perspectives, learn methods and strategies for coping with stress, with current issues such as mindfulness (Hawkins, 2017). Moreover, as Hanks and Dikilitaş (2018) point out, exploratory practice, a completely different approach to professional development, could provide a way in which language teachers can critically analyse the puzzling events of their own classrooms in order to gain a deeper insight and make informed decisions about their classroom practices.

It is evident from the results of the current study that burnout and job dissatisfaction were more frequently reported among newly-recruited English teachers. Hence, novice teachers can be provided with trained mentors to assist them through the first year of their teaching career, adapt to their working environment with less effort and learn about how to cooperate with the colleagues during challenging times, both in school-based mentoring programmes (e.g., Warsame & Valles, 2018) and online (e.g., Alemdağ & Erdem, 2017).

5.3.4 Implications for policymakers in MoNE. Another point to be considered can be taking some steps to teach English at an earlier age to eliminate the failures in language teaching and pursue better physical and organizational atmosphere for facilitating language teaching. It is also the parents' responsibility to be aware that the nature of language teaching greatly differs from teaching other disciplines in terms of not only requiring greater effort to form language learning environment in a non-native setting but also motivating students who have some biases towards foreign language learning. English teachers should spend some time to educate students and parents about the importance of English as a lingua franca. Considering the working conditions in Turkey, most English teachers have to teach in crowded classes whose physical

conditions are not appropriate for language teaching. Not having U-shaped classes, having more students than they can cope with or arrange an activity with, experiencing lack of audio-visual and technological devices can also be a drawback for the language teachers. The teachers are regarded as responsible for language success or failure when it is very challenging for the teachers to make students achieve native-like success when they cannot make them exposed to well-prepared materials. Therefore, there should be special classrooms and materials available for language teachers to achieve better results in language teaching which will put less pressure on the teachers and make them experience less work-related stress and burnout. The appearing success can also be a good way of motivating English teachers and increase their job satisfaction. It is the teachers' responsibility to demand and provide the best learning environment for our students.

According to the study results, school administrators should be more careful and show more interest towards the teachers in their schools; more importantly, they must behave fairer and more equally to prevent the chaos between the teachers working together. Because every teacher needs social supports by colleagues and administrators, praise and reward; and in need of being understood in addition to working in a peaceful work environment. The managers or administrators should improve the quality of the work environment in the schools by concerning their opinions. Increasing demands from the administration affect teachers' well-being both physically and mentally, even indirectly students 'well-being because of teachers 'reflections to students.

Supportive working conditions like satisfying salaries, sufficient equipment, adequately classroom size, and equal workload should be provided. Heavy workload and redundant paper

works remove the teachers from relaxation; they have no chance to rest between to close courses, even no time to have a coffee at the breaks.

There are some important developments to reduce teachers stress and have a healthy organisational functioning. Kyriacou (2001) listed the characteristics of a healthy school and stated that there should be excellent communication between staff, a strong sense of collegiality, right level of resources and facilities to support teachers; whole school policies in place; consensus established on key values and standards at schools; management decisions should be based on consultation, role and expectations should be clearly defined, teachers should receive positive feedback and praise, additional duties should be matched to teachers‘ skills. Policies and procedures should be easy to follow, red tape and paperwork should be minimised; building environment should be pleasant to work in; senior management should make good use of forward planning; induction and career development advice should be given and the school should provide available support to help solve problems (pp.31-32).

Policymakers can benefit the results for increasing teacher productivity and satisfaction through setting more flexible and fair regulations, following more flexible management, increasing teacher participation in decision-making activities, and developing more qualified teacher training programs. Educational administrators should make legal regulations to support and increase teacher autonomy in terms of selecting course books While switching to a new course book or programme, teachers might have trial lessons in their classes and give feedback about the efficiency of new teaching material. This will accelerate the adaptation period and teachers will feel involved in the new decisions.

Financial difficulties might be the cause of emotional exhaustion. Girgin (2010) proposed that financial policies of private and state schools should be improved which will prevent the teacher burnout as a result.

Also, policymakers should think about designing continuing professional development (CPD)courses for their teachers and orient them to new reforms. Successful teachers may join to teacher trainer courses and work as a local mentor in their areas. Teachers should be supported financially to attend conferences in their country or foreign countries. Refreshing teachers will help them to deal with their burnout.

5.4 Suggestions for future research

Prospective researchers can compare state and private schools in terms of the level of the schools (primary, secondary or high school) because each school type has its own issues. Describing specific issues from different school types will be more manageable. Secondly, in order to come up with findings that are not found by other researchers, prospective researchers might conduct a QUAL study and interview more people. QUAL findings shed light onto QUAN findings and give us the insider's perspective. It has to be kept in mind that the questionnaires merely reflect the self-perceptions of the participants, which is subjective rather than being objective. For the researcher to be capable of having more in-depth knowledge in terms of the participants' burnout, the perceptions of the students about their teachers can also be searched for in addition to obtaining some statistical information about the number of teachers leaving their profession and having absenteeism problems. Also, teaching diaries will be a useful method to gather data. Finally, in some schools (either private or state), teachers do not want to leave their schools. The reasons for loving the institutions should be researched and good practices should be shared.

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Appendices

Appendix A. MBI-ES

Informed Consent Form

This questionnaire is designed to collect data for my research that aims to explore the burn out level of Turkish EFL teachers working in state and private school. The research is conducted as a part of my M.A studies in Uludağ University. The survey consists of 22 statements of job-related feelings. Some of the participants will also be interviewed concerning the survey results.

The survey has two sections:

A) The first section requires demographic information.

B) The second section has items about your experiences of burnout.

By completing this survey form, it is assumed that you agree to participate in this research and give the researcher permission to use your answers for research purposes. The researcher guarantees that all the responses and the information that you provide will be **strictly confidential.** It is important you give sincere answers for the study to achieve its aim.

Thank you very much for contributing to this study.

Advisor: Prof.Dr. Amanda YEŞİLBURSA MA Student: Ferhat KARANFİL

Section One: <u>Please complete all the demographic questions. Cross(x) the correct gap</u>

1) Age: ___ (20-25) ____ (26-30) ____ (31-40) ___ (41-50) ___ (51-60)

2) Gender: _____Male ____Female

3) Marital Status: _____Single ____Married _____Divorced

4) Name of institution: ___State ____Private

5) Teaching experience-total number of years: ___ (0-5) ____ (6-10) ___ (11-15) ___ (16-20) _____ (21-25) ___ (26-30)

6) Teaching experience-number of years at current school: ___ (0-5) ____ (6-10)

___ (11-15) ___ (16-20) _____ (21-25) _____ (26-30)

7) Education: ____B. A.____M.A. in progress _____M.A. _____Ph. D.

_____CELTA/TESOL _____DELTA _____ vocational college

8) Extra job responsibilities (e.g. department head, coordinator) _____

9) Number of hours usually worked each week: ____(0-15) ____(16-25) ___(26-35) ___(36-above)

0 Never 3: A few times in a month Once a week 6:Everyday			1: A few times in a year or less		2:Once a month or less 4: 5: A few times a week		
1. I feel emotionally drained from my work.	0	1	2	3	4	5	6
2. I feel used up at the end of the workday.	0	1	2	3	4	5	6
3. I feel fatigued when I get up in the morning and have to face another day on the job.	0	1	2	3	4	5	6
4.I can easily understand how my	0	1	2	3	4	5	6

students feel about things.							
5. I feel I treat some students as if they were impersonal objects	0	1	2	3	4	5	6
6. Working with people all day is really a strain on me.	0	1	2	3	4	5	6
7. I deal very effectively with the problems of my students.	0	1	2	3	4	5	6
8. I feel burned out from my work.	0	1	2	3	4	5	6
9. I feel I'm positively influencing other people's lives through my work.	0	1	2	3	4	5	6
10. I've become more callous toward people since I took this job.	0	1	2	3	4	5	6
11. I worry that this job is hardening me emotionally.	0	1	2	3	4	5	6

12. I feel very energetic.	0	1	2	3	4	5	6
13 .I feel frustrated by my job.	0	1	2	3	4	5	6
14 .I feel I'm working too hard on my job	0	1	2	3	4	5	6
15. I don't really care what happens to some students.	0	1	2	3	4	5	6
16. Working with people directly puts too much stress on me.	0	1	2	3	4	5	6
17. I can easily create a relaxed atmosphere with my students.	0	1	2	3	4	5	6
18. I feel exhilarated after working closely with my students	0	1	2	3	4	5	6
19. I have accomplished many worthwhile	0	1	2	3	4	5	6

things in this job.							
20. I feel like I'm at the end of my rope.	0	1	2	3	4	5	6
21. In my work, I deal with emotional problems very calmly	0	1	2	3	4	5	6
22. I feel students blame me for some of their problems.	0	1	2	3	4	5	6

Section 2: The purpose of this survey is to determine how teachers feel about their job and its related aspects. Please read each statement carefully and decide if you ever feel this way about your job. If you have **never** had this feeling, choose **"0".** If you have had this feeling, indicate how often you feel it by writing the number (from 0 to 6) that best defines how frequently you feel that way.

Section 3: Please mention any other issues that makes you burnt -out in your job.

Appendix B. Interview questions

Part A: Stress and Work

1. How would you describe your work environment? Relaxed or stressful?
2. If you think you feel stressed, how much stress do you generally feel from your job?
3. What things do you think cause this stress? Can you describe this to me? How do you feel in stressful situations?
4. Does this stress have an impact on every aspect of your life (family and colleague's relationships…)?
5. How do you feel while working as a teacher? Can you describe your feelings in a few words?
6. If you had a chance to decrease stress in your work environment, what would you do?
7. Do you have any strategies or approaches to cope with these stressful events? What coping skills do you think teachers should use to meet their job demands?
8. Have you ever thought of working at another school? Why, why not?

Part B: Work Load

1. How many hours a week do you teach?

2. Does it make you feel exhausted?
3. What do you think of your workload? (easy or difficult to manage). Can you describe it
4. in a few words?
5. Can you finish your work or meet demands within the time required?

Part C: Decision Making – Role Conflict

1. Do all the teachers know what is expected from them?
2. Do the teachers who work in other units (curriculum development or material development units) exactly know their responsibilities?
3. Do you feel that you have enough autonomy in making decisions with regard to your work?
4. Are you encouraged to make your own decisions in teaching?
5. Do you make your decisions or solve problems in a collaborative manner? How do you feel about it?
6. How does the head of the department approach to the problems relating to staff?
7. Does the principal or administrative staff listen to and accept teachers' suggestions?

Part D: Rules, Regulations and Expectations

1. Are there lots of rules and regulations you have to follow? How do you feel about that?
2. Are your goals in teaching clearly defined? Are they achievable?

Part E: Interpersonal Relationships

1. What kinds of relationships exist between teachers and students? How much do you think students' behaviours are effective in teacher burnout?
2. Do you have a chance to talk about teaching problems with your colleagues?
3. What are the personal and professional relationships among the teachers? Is there a 'team spirit'?
4. Do you feel you can ask for help or feedback from other teachers or administrators?
5. Can you define the social environment in your school?
6. Do the teachers socialize out of school hours?
7. Are there any social activities/facilities organized for the teachers?
8. Can you describe the relationship between administrators and teachers?

Part F: Physical Environment

1. How adequate and sufficient are the technical facilities at the school? (photocopy, the Internet…)
2. What do you think of the physical facilities of your school?
3. Do you like the teachers' rooms? Are they comfortable and easy to work in?

Part G: Outside Influences

1. What outside influences affect your work stress? Do you think that home/personal life factors are effective in teacher burnout?
2. What do you think about your monthly income? Does it have a role in teachers' stress and how can it be?
3. If you earned enough money, what would you change in your professional life?

4. Do you feel valued and respected as a teacher in this community?
5. Do you have any other comments to add regarding your feelings, attitudes towards your job?

Appendix C. Permission from MoNE to gather data in different cities

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613/605.01/8547627 08.06.2017
Konu: Araştırma İzni

ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

İlgi: a) Uludağ Üniversitesi Genel Sekreterliğinin 01/06/2017 tarihli ve 26468960-000/22540 sayılı yazısı
b) 07/03/2012 tarihli ve B.08.0.YET.00.20.00.0/3616 sayılı genelge

İlgi (a) yazı ile Uludağ Üniversitesi, Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Ferhat KARANFİL'in "Özel ve Devlet Okullarında Çalışan İngilizce Öğretmenlerinin Kaygı Düzeyleri" konulu yüksek lisans tezi kapsamında hazırladığı veri toplama aracının İstanbul, Bursa, Kocaeli, Ankara, Eskişehir, İzmir, Adana, Diyarbakır, Samsun ve Elazığ illerinde bulanan her tür ve derecedeki ortaokul ve liselerde görev yapan öğretmenlere uygulanmasına yönelik izin talebi Genel Müdürlüğümüz tarafından incelenmiştir.

Denetimi il/ilçe millî eğitim müdürlükleri ve okul kurum idaresinde olmak üzere; onaylı bir örneği Bakanlığımızda muhafaza edilen, uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılmış veri toplama aracının eğitim-öğretim faaliyetlerini aksatmadan gönüllülük esas olmak üzere uygulanmasına ilgi (b) genelge doğrultusunda izin verilmiştir.

Gereğini bilgilerinize rica ederim.

Mehmet RÜŞEN
Bakan a.
Genel Müdür V.

Güvenli Elektronik İmzalı
Aslı İle Aynıdır
12 Haziran 2017

Ek: Veri Toplama Aracı (2 Sayfa)

Appendix 4. MANOVA results for demographic information

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Wilks' Lambda	.549	54.60	3.000	199.00	.000	.451
Marital status	Wilks' Lambda	.881	4.36	6.000	398.00	.000	.062
İnstitution	Wilks' Lambda	.96	2.73	3.00	199.00	.045	.039
Education	Wilks' Lambda	.88	1.40	18.00	563.34	.125	.040
Gender* status	Wilks' Lambda	.89	4.06	6.00	398.00	.001	.058
Gender* education	Wilks' Lambda	.937	1.47	9.00	484.46	.156	.022
		.939	2.12	6.00	398.00	.050	.031
Marital Status* institution	Wilks' Lambda	.062	4.14	3.00	200.00	.007	.058
Status* education	Wilks' Lambda	.885	1.38	18.000	563.34	.134	.040

Curriculum Vitae

Personal Details

Name, Surname: Ferhat KARANFİL

Place of Birth: İstanbul

Date of Birth: 1986

Education

2000-2004 Tekirdağ Anatolian High School

2004-2008 Anadolu University ELT İÖLP Programme

2015 -August CELTA (Certificate in Teaching English to Speakers of Other Languages) from International House, Izmir

2018- 25 September-20 November Professional Development for Teacher trainers 8 week course from Arizona State University

Professional Experience

2008-2009 Tekirdağ Namık Kemal University Şarköy Vocational College: English instructor

2009-2011 Gazi University School of Foreign Languages, Ankara: English instructor

2011-2015 Educational Consultant and teacher trainer for Oxford University Press, Turkey

2015-2017 Elazığ Çatalçeşme Secondary School, English teacher.

2017-to present Şişli Abdurrahman Köksaloğlu Secondary School, English teacher.

Publications

Karanfil, F, F (2013) Seven Deadly Sins for Language teachers. Conference Proceedings Bolu Black Sea ELT Conference 60-68

Conferences

18 April 2013 – Yeditepe University 2nd International ELT Conference:
Concurrent speaker –Workshop Ten Deadly Sins for Language teachers.

29 March 2013- How do you know they understand you?Checking Comprehension
Başakşehir Ensar College 1st ELT Conference Plenary speaker.

14 December 2013 - 7 teacher habits. Do you have any of them? Kocaeli Atafen College 3rd ELT Conference- Workshop Speaker

15 March 2014 -Terakki School. Inquiry-Based Learning - 1st ELT Conference Workshop speaker.

30 May 2014- Sabancı University IATEFL Learner Autonomy Conference.

Do I need a magic wand to foster learner autonomy? Workshop speaker.

10 October 2013- Bolu Black Sea ELT conference. Workshop speaker.

7 Deadly Sins for Language teachers.

2-3 June 2017 IATEFL Teachers' Research Group The burnout levels and reasons for Turkish EFL teachers, Bahçeşehir University.

24.02.2017 webinar on http://yltsig.iatefl.org/events/ IATEFL SIG group about using 21century skills in EFL classroom by Ferhat KARANFİL https://iatefl.adobeconnect.com/_a875541554/p2fmxbm60ia/?launcher=false&fcsContent=true&pbMode=normal

23.02.2019 IATEFL TD SIG webinar Local opportunities bringing success and achievement together in Turkey by Ferhat Karanfil

27 April 2019 TED& IATEFL YLTSIG ELT Conference: Teaching 21st century child, Workshop Speaker, TED Atakent