

**TÜRK YÜKSEKÖĞRETİM DÜZEYİNDE
İNGİLİZCE ÖĞRETMENİ TÜKENMİŞLİĞİ**

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**ENGLISH LANGUAGE TEACHER BURNOUT AT THE TURKISH TERTIARY
LEVEL**

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Ph.D. DISSERTATION

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JÜRİ VE ENSTİTÜ ONAYI

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FINAL APPROVAL FOR THESIS

This dissertation titled “English Language Teacher Burnout at the Turkish Tertiary Level” has been prepared and submitted by Zekiye SEİS in partial fulfillment of the requirements in “Anadolu University Directive on Graduate Education and Examination” for the Doctor of Philosophy (PhD)/ Proficiency in Arts in Department of Foreign Language Education has been examined and approved on/...../.....

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ABSTRACT

ENGLISH LANGUAGE TEACHER BURNOUT AT THE TURKISH TERTIARY LEVEL

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Department of Foreign Language Education

PhD in English Language Teaching Program

Anadolu University, Graduate School

Supervisor: Prof. Dr. Ali MERÇ

Burnout is a phenomenon that poses a risk for English language teachers whose human communication skills are at the forefront. This dissertation examined the burnout of English language teachers working at the tertiary level in seven regions of Türkiye using a mixed-methods design. The data collection tools were the English Language Teacher Burnout Scale (ELTBS) developed in the study, a demographic questionnaire, and interviews. The quantitative data were obtained from 1023 English teachers and were analyzed using SPSS, and the qualitative data were gathered from 18 English teachers and were analyzed via MAXQDA. The findings revealed that teachers' burnout levels generally showed a tendency towards the mid-range of the scale, reflecting the diversity of burnout experiences. For the analysis of demographics, t-test and one-way analysis of variance (ANOVA) were used as parametric tests. The results showed that teachers' burnout levels differed significantly according to gender, age, teaching period, marital status and weekly teaching load. Also, Teaching Disillusionment, Workload Affliction, Academic Oppression, Learner Alienation, Work-home Collision and Colleague Disaffection were determined as six main burnout dimensions via the ELTBS. Qualitative data, through content analysis, presented underlying themes such as Academic Pressure, Affective Distress, Professional Solitude, Career Marginalization and Learner Isolation, supporting quantitative data. Moreover, teachers' psychosomatic indicators of burnout included physical, psychological and behavioral symptoms. Teachers' burnout coping strategies were also identified. The results were discussed in comparison with the literature and various recommendations were presented.

Keywords: English language teacher burnout scale, Burnout factors, Psychosomatic indicators of burnout, Burnout coping strategies, Mixed-methods research.

ÖZET

TÜRK YÜKSEKÖĞRETİM DÜZEYİNDE İNGİLİZCE ÖĞRETMENİ TÜKENMİŞLİĞİ

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Danışman: Prof. Dr. Ali MERÇ

Tükenmişlik, insani iletişim becerileri ön planda olan İngilizce öğretmenleri için risk oluşturan bir olgudur. Bu tez, Türkiye'nin yedi bölgesinde yükseköğretim düzeyinde görev yapan İngilizce öğretmenlerinin tükenmişliğini karma yöntem tasarımı kullanarak incelemiştir. Veri toplama araçları, çalışmada geliştirilen İngilizce Öğretmeni Tükenmişlik Ölçeği (İÖTÖ), demografik bir anket ve mülakatlardır. Nicel veriler 1023 İngilizce öğretmeninden elde edilmiş ve SPSS kullanılarak analiz edilmiştir; nitel veriler ise 18 İngilizce öğretmeninden toplanmış ve MAXQDA ile analiz edilmiştir. Bulgular, öğretmenlerin tükenmişlik düzeylerinin genellikle ölçeğin orta aralığına doğru bir eğilim gösterdiğini ve bunun da tükenmişlik deneyimlerinin çeşitliliğini yansıttığını ortaya koymuştur. Demografik özelliklerin analizi için parametrik testler olarak t-testi ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Sonuçlar, öğretmenlerin tükenmişlik düzeylerinin cinsiyet, yaş, öğretim süresi, medeni durum ve haftalık öğretim yüküne göre anlamlı şekilde farklılaştığını göstermiştir. Ayrıca, İÖTÖ aracılığıyla, Öğretim Hayal Kırıklığı, İş Yoğunluğu Zorluğu, Akademik Baskı, Öğrenen Yabancılaşması, İş-Ev Çatışması ve Meslektaş Hoşnutsuzluğu, altı ana tükenmişlik boyutu olarak belirlenmiştir. İçerik analizi yoluyla elde edilen nitel veriler, nicel verileri destekleyen Akademik Baskı, Duygusal Üzüntü, Mesleki Yalnızlık, Kariyer Marjinalleşmesi ve Öğrenci İzolasyonu gibi altta yatan temalardır. Ayrıca, öğretmenlerin tükenmişliğe ilişkin psikosomatik göstergeleri fiziksel, psikolojik ve davranışsal semptomları içermektedir. Öğretmenlerin tükenmişlikle başa çıkma stratejileri de belirlenmiştir. Sonuçlar literatürle karşılaştırmalı olarak tartışılmış ve çeşitli öneriler sunulmuştur.

Anahtar Kelimeler: İngilizce öğretmenleri tükenmişlik ölçeği, Tükenmişlik faktörleri, Tükenmişliğin psikosomatik göstergeleri, Tükenmişlikle başa çıkma stratejileri, Karma yöntem araştırması.

13/06/2025

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “Bilimsel İntihal Tespit Programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

Zekiye SEİS

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this dissertation is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “Scientific Plagiarism Detection Program” used by Anadolu University, and that “it does not have any plagiarism” what soever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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“Because the Turkish nation has been successful in overcoming hardships through national unity and togetherness. And because the torch the Turkish nation holds in her hand and in her mind, while marching on the road of progress and civilization, is positive science.”

Mustafa Kemal Atatürk

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ETHICAL COMMITTEE DECLARATIONS

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ÜRETKEN YAPAY ZEKÂ KULLANIM BEYANI

Bu tezi hazırlarken (Napkin AI) üretken yapay zekâ programlarından destek aldığımı beyan ederim. Tezin hazırlığı aşamasında üretken yapay zekâ programlarından üç nitel veri analizini (Şekil 4.3, 4.4, 4.14) görsel içeriğe dönüştürme desteği aldım. Üretken yapay zekâ programlarından aldığım bilgilerin doğruluğunu kontrol ettiğimi bildiririm.

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DECLARATION OF GENERATIVE ARTIFICIAL INTELLIGENCE USAGE

I declare that I received support from generative artificial intelligence programs (NAPKIN AI) while preparing this dissertation. I have received support from generative artificial intelligence programs for the visualization of three qualitative data analyses (Figure 4.3, 4.4, 4.14) during the preparation of the dissertation. I declare that I have checked the accuracy of the information I received from generative artificial intelligence programs.

I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Zekiye SEİS

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LIST OF ABBREVIATIONS

BRNT	: Burnout
CBI	: Copenhagen Burnout Inventory
CDIS	: Colleague Disaffection
CEFR	: Common European Framework of Reference for Languages
CFA	: Confirmatory Factor Analysis
CFI	: The Comparative Fit Index
COR	: Conservation of Resources
DISIL	: Teaching Disillusionment
DP	: Depersonalization
EE	: Emotional Exhaustion
EFA	: Exploratory Factor Analysis
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ELTBS	: English Language Teacher Burnout Scale
GFI	: The Goodness of Fit Index
ICD	: International Classification of Diseases
ISCO	: International Standard Classification of Occupations
JD-R	: Job Demands-Resources Theory
KMO	: The Kaiser-Meyer-Olkin
LALIEN	: Learner Alienation
MAXQDA	: Data Analysis Software
MBI	: Maslach Burnout Inventory
MBI-ES	: The Maslach Burnout Inventory- Educators Survey
OPPR	: Academic Oppression
PA	: Personal Accomplishment
RMSEA	: The Root Mean Square Error of Approximation
SDIS	: Colleague Disaffection
SMBM	: Shirom-Melamed Burnout Measure
SPSS	: Statistical Package for the Social Sciences
STBI	: The Socio-Contextual Teacher Burnout Inventory
VIF	: The Variance Inflation Factor
WHCOLL	: Work-home Collision
WHO	: World Health Organization
WORK	: Workload Affliction

1. INTRODUCTION

1.1. Background of the Research

Worldwide developments in the workforce and sudden global events have increased complexity and driven up demand, particularly in the education sector. This has intensified the need for highly skilled teachers who can equip students with essential life and career skills for their post-school lives while also taking on multiple responsibilities due to societal pressures (Guerriero, 2013). Moreover, teachers who make great efforts to fulfill many tasks are required to make quick judgments within the classroom (Kyriacou, 2001; Pollard & Collins, 2005) and the number of these decisions is estimated at about 1,500, which makes teaching a mandated role (Jerrell, 2021). Particularly foreign language teachers are expected to meet various anticipations of all the stakeholders in the education sector including managers, students, student families, and so on, and to manage these expectations as well (Grabowska, 2020). Due to all these requirements and their prolonged effects on the lives and well-being of individuals, teachers are most likely to experience burnout (Yuan, 2022). Therefore, the existence of burnout has an impact on teachers' job efficiency, their well-being, classroom atmosphere as well as students' mental health (Weissberg et al., 2015).

The burnout phenomenon was proposed as a term in social sciences by Freudenberg (1974) who coined the phrase to refer to the occurrence of physical and emotional tiredness with concomitant depressive attitudes following extensive encounters when dealing with people. To Maslach et al. (2001), burnout is defined as an emotional state that causes one to deprive of sympathy (compassion), respect, positive, hopeful attitudes and sentiments, and this fatigue is frequently accompanied by physical exhaustion, ailments, and diseases that progress to a psychosomatic condition. Burnout, a reaction to an ongoing stressful work environment that results in loss of emotion, motivation, and diminished devotion, is the main reason of the attrition of teachers. According to Rudow (2010), the formation of burnout syndrome takes years or even decades, as teachers often overlook or undervalue it. It is revealed that teachers are considered to have the greatest levels of burnout (Skaalvik & Skaalvik, 2017; Kinman & Johnson, 2019; Turner & Garvis, 2023), which could force them to completely abandon their jobs (Maslach & Leiter, 2016; Madigan & Kim, 2021; Devers et al., 2024; Reinke et al., 2025).

In reference to the literature, there are three-dimensional interrelated components of burnout, such as emotional exhaustion, depersonalization, and reduced personal achievement (Maslach et al., 1997). Emotional exhaustion is a crucial precursor to burnout due to work stress, conflicts, embarrassment, and job burden (Skaalvik & Skaalvik, 2017). For teachers, in particular, this exhaustion manifests as weariness, resulting from the emotional demands of their profession and the constant pressure to perform. Depersonalization has been characterized as a way to be indifferent and disinterested at work (Maslach & Leiter, 2016) because depersonalized individuals display a disrespectful attitude toward the teaching profession and the teaching surroundings. The diminished sense of success, in other words, reduced personal achievement, makes individuals less likely to have high expectations for their work, which severely affects their ability to teach and their teaching performance.

Teacher burnout is a multidimensional complex condition. Various personal and external factors play role in the formation of burnout. Prominent personal factors include internal barriers such as sadness, frustration, and lack of motivation (Sas et al., 2011; Sadeghi & Khezlou, 2014). Other personality factors such as neuroticism cause lack of determination, poor classroom management skills, and deficiencies in time management (Peeters & Rutte, 2005; Neveu, 2007; Jennings & Greenberg, 2009; Unaldi et al., 2013; Liu et al., 2022). In addition, burnout may get worse and more pronounced due to interpersonal interactions, lack of autonomy, emotional demands, internal conditions, role ambiguity, and unmet job expectations (Schaufeli & Buunk, 2003; Chang, 2009; Brown & Roloff, 2011; Watts & Robertson, 2011; Bucur, 2012; Bentea & Anghelache, 2012; Sadeghi & Khezlou, 2014). Teachers are often affected personally by the lack of professional help and career development limitations they face, difficult interactions with superiors, peers, and parents, and feelings of inadequacy and self-esteem problems that arise from these problems (Khezerlou, 2017; Einav et al., 2024).

Beyond personal factors, learner-related issues also significantly impact teacher burnout. Challenges including rebellious students, student misbehaviors, disengagement, and low student motivation can strain teachers' resilience and job satisfaction (Croom & Moore, 2003; Kokkinos, 2007; Covell et al., 2009; Güneş & Uysal, 2019). Furthermore, the work environment itself presents additional stressors.

Teachers often contend with heavy workloads, long hours, excessive paperwork, and problematic working conditions, such as crowded classrooms and insufficient safety measures (Akçamete et al., 2001; Cemaloglu & Sahin, 2007; Zhou & Wen, 2007; Hu et al., 2016; O'Brennan et al., 2017). Issues related to fairness at work, technological stress, and broader systemic factors like education policies and government regulations further compound these challenges (Cephe, 2010; Kazimlar & Dollar, 2015; Koçak, 2018; Sulla et al., 2022).

Environmental causes also contribute to burnout, including the broader societal impact, lack of social and group support, and sudden changes such as epidemics (Farfán et al., 2019; Oliveira et al., 2021; Büyükkada et al., 2021). Financial well-being is another critical aspect, since economic pressures can undermine teachers' job satisfaction and lead to increased burnout (Baran et al., 2010; Hismanoglu & Ersan, 2016; Schuch et al., 2021).

Sociodemographic characteristics, such as gender, age, and teaching experience, have been identified as predictors of teacher burnout (Maslach et al., 2001). Other influential variables include marital status, working hours, classroom management efficacy, emotional satisfaction, contract type, and the geographic location of the teacher's residence (Ozdemir, 2007; Bümen, 2010; Baran et al., 2010; Aloe et al., 2014; Ceylan & Mohammadzadeh, 2016; Hismanoglu & Ersan, 2016). The alignment of the school environment with teachers' expectations, involvement in professional development activities, the type of school (state or private), teaching grade, and departmental responsibilities are additional triggers that affect burnout levels (Girgin, 2010; Demirel & Cephe, 2015; Genç, 2016; Kulavuz-Onal & Tatar, 2017; Bal, 2019; Kimsesiz, 2019). Support from administrators and colleagues, effective coping strategies, and proficiency in technological content knowledge are critical in managing burnout (Deneme, 2021; Erdag & Tavit, 2021; Rastegar & Rahimi, 2023). As highlighted by Kelchtermans (2017), the reasons behind teacher attrition are complex and multifaceted, reflecting the diverse challenges teachers face in their professional environments because these factors may have a detrimental impact on teachers' well-being, their interpersonal performance, the quality of instruction and connections with students as well as student's academic achievement (Kyriacou, 2001; Liu & Onwuegbuzie, 2012; Gallant &

Riley, 2014), so teachers frequently experience significant levels of occupational stress and burnout (Wang et al., 2015).

Besides, emotional mood changes such as anger, stress, disappointment, or melancholy (Liu & Onwuegbuzie, 2012) may influence individuals. Scholars found a connection between these emotions, physical symptoms and exhaustion. These syndromes are the most common in people whose jobs require in-person interaction and other forms of support, such as teaching; therefore, teaching has been regarded as a high-risk job since 1979 (Cunningham, 1983). The researchers have therefore called for more attention on teacher burnout since burnout, a response to a persistently stressful work environment, may lead to a diminished sense of emotional connection, reduced motivation, and waning dedication, potentially causing teachers to yield to profession leave entirely (Maslach & Leiter, 2016).

As the literature indicates, people who provide social and human services (namely healthcare and educational services) suffer from burnout more frequently than other professions (Maslach, 2003), and among the aforementioned groups, it is asserted that teachers experience the highest levels of burnout (Skaalvik & Skaalvik, 2014). Research has shown that burnout exerts a major influence on teaching, which in turn reduces learning outcomes and lowers student engagement (Chang, 2009). Moreover, severe burnout also raises the likelihood that teachers may leave their jobs prematurely, exacerbating teacher shortages and disrupting the continuity of education. High rates of teacher attrition consequently force schools to make significant financial investments in recruiting, hiring, and training new teachers (Ingersoll & May, 2011).

English teachers who teach English as a foreign language are at risk of burnout due to certain challenges in their professional lives. These difficulties encompass the characteristics of language teaching, the dynamics between teachers and students, and the intricacies of foreign language teaching (Oh, 2023). Teaching English demands significant effort not only to ensure the formation of linguistic ability, but also to help learners develop critical thinking, communication skills, and literary analysis. Since English teaching is not a single level and is affected by a variety of dimensions such as psychological, social, and cognitive, focusing on different but effective aspects and addressing unique learning needs from different skill levels can put heavy pressure on English teachers' emotions and cognitive abilities, and this burden could cause burnout

(Borg, 2019). English teachers are under constant pressure when they have to follow various curriculum standards as well as teaching main and subskills while providing language teaching. As noted by Skaalvik and Skaalvik (2014), English teachers may struggle to meet these expectations as they attempt to provide customized instruction to students' specific needs, and therefore, they encounter the challenges that burnout generates. In addition, since teaching English requires exploring human-related issues like empathy and interaction in human relations, it is very likely that a lot of emotional pressure may be placed on them and hence, emotional fatigue could occur (Kelchtermans, 2017).

Such obstacles can provoke burnout and even give rise to job attrition. English teachers frequently need to put in more effort and feel agitated than other professionals in order to live up to the expectations of society, parents, and students (Wu et al., 2022). Moreover, particularly in Türkiye, English as a Foreign Language (EFL) is a compulsory subject in the curriculum at universities and other educational institutions, highlighting its importance within the educational framework. Due to the widespread belief that English language competency is essential for academic success and future career opportunities, this requirement for curriculum demands adds extra strain on Turkish EFL teachers (Valizadeh, 2021). Given the prevalence of these challenges, many studies have been conducted to determine the causes and extent of EFL teacher burnout.

Also, as seen in teacher burnout studies, the quantitative approach has been predominantly accepted to assess burnout by utilizing various scales. Historically, the Maslach Burnout Inventory (MBI) has been the most frequently used tool for measuring teacher burnout. The MBI, a 22-item tool regarded as the *gold standard* for measuring burnout, has offered useful data; however, this frequent use has caused survey fatigue and has been criticized for being proprietary, lacking a defined threshold of burnout that connects with undesirable consequences, and failing to intervene the three categories measured (West et al., 2012). Also, it was inductively constructed by factor-analyzing a seemingly random group of elements (Schaufeli, 2003), and the theoretical foundations of the three dimensions of the MBI have been frequently criticized (Kristensen et al., 2005).

Apart from the critics made for burnout scales in the literature, many studies have been done to address general teacher burnout but specific and situational items for English teachers have not been included. Meanwhile, the context-specific items that only concern Turkish EFL teachers in Turkish context have not been determined.

It can be argued that burnout should be viewed as an occupation-related phenomenon that requires to be examined in the English Language Teaching (ELT) context-dependent and profession-sensitive. As Schaufeli and Taris (2005) assert, burnout might be assessed specifically (using items that are specific to one type of occupation only). Although burnout has been widely studied and is known to pose a threat to the well-being of EFL teachers, the specific challenges faced by EFL teachers in relation to this issue remains significantly underexplored in the context of ELT. Therefore, burnout should be critically and urgently investigated in the ELT context of Türkiye.

To concentrate on burnout in this context, it is essential to clarify how the term *teacher* is used in this dissertation. Here, *teacher* refers broadly to all tertiary-level academicians, aligning with the terminology of *Tertiary Education Teachers* and *University and Higher Education Teachers* as defined by the International Standard Classification of Occupations (International Standard Classification of Occupations, 2008). This approach provides consistency with globally acknowledged standards and accurately reflects the professional responsibilities of teachers in higher education institutions. Thus, using this terminology allows the research findings to be extended not only to higher education studies, but also to other educational levels (Pentón Herrera et al., 2023), increasing the relevance of the results as well as preventing the confusion arising from differences in academic titles at universities .

Despite this broad applicability, measuring burnout remains a persistent concern within national and international educational research. It is highly recommended to examine the occurrence of teacher burnout by benefiting from statistical analyses for generalizing results across larger populations (Sabagh, 2019), and hence, new measurement tools may be developed to effectively measure burnout levels at thenational and international levels. Introducing new tools could also help reduce survey fatigue caused by the repeated use of the MBI. This gap emphasizes the necessity for more targeted studies and modernized measurement instruments to address burnout in this particular professional setting.

Therefore, the present study concentrates on English language teacher burnout as teachers are more frequently prone to burnout than those in other fields (Maslach, 2003). In the realm of ELT, this issue demands considerable attention not only in Türkiye but also worldwide (Cephe, 2010; Piechurska-Kuciel, 2011; Kulavuz-Onal & Tatar, 2017; Koçak, 2018; Castillo-Gualda et al., 2019; Yuan, 2022).

1.2. Statement of the Problem

Despite extensive research on teacher burnout, there are unique concerns and nuances faced by tertiary-level English teachers in Türkiye. EFL teachers are particularly susceptible to burnout due to the sources of perplexities inherent in their profession, including elevated societal expectations, a wide range of student needs, and relentless pressure to meet rigorous academic performance standards. Most previous research on teacher burnout has focused on general burnout or has used quantitative measures, such as the MBI, which may not adequately capture the distinct, context-specific aspects that affect English teachers in Turkish universities. Furthermore, situational factors specific to English teachers in Türkiye are often neglected in burnout research, limiting its applicability in determining the scope of the problem in this specific context.

Burnout among EFL teachers is not only an unfavorable impediment but also a significant barrier on students' learning outcomes, especially affecting their motivation and engagement, and avoids effective language learning and teaching. High levels of burnout among teachers may bring about low job satisfaction and thus, their turnover intentions to leave the profession may increase (Ertürk, 2022; Özdemir et al., 2024), worsening teacher shortages, and resulting in more costly recruitment and training processes for schools in the Turkish setting. In Türkiye, teacher burnout may hinder the education system and the country's competitiveness idiosyncratically in the realm of education across the globe.

Exploring burnout among Turkish EFL teachers at the tertiary-level in a context-specific manner is therefore imperative. In order to address this gap, this study uses a mixed-methods approach to uncover the underlying causes of teacher burnout and the coping strategies they deploy. It also develops a specific measurement scale to measure burnout levels of EFL teachers. Besides, burnout symptoms that EFL teachers experience are revealed to address this growing issue, highlighting the need for specific interventions for EFL teachers. In doing so, it aims to offer useful insights for

educational policymakers and administrators, enhancing both the general quality of education and the well-being of teachers.

1.3. Purpose of the Study

The literature has underlined the research gap and called for studies on English language teacher burnout, drawing on Maslach's fundamental theories on teacher burnout (1984) and the findings of subsequent studies by Maslach et al. (1996). Besides, a well-established theoretical framework of Job-Demands Resources Theory (Demerouti et al., 2001) as well as studies by Klusmann et al. (2008), Mukundan and Khandehroo (2010) and Skaalvik and Skaalvik (2014) have highlighted the gap in the existing literature. Therefore, this study aims to investigate the burnout syndrome experienced by tertiary-level EFL teachers in Türkiye, especially in light of the concern about teacher burnout. Thus, the use of multiple data collection tools is essential to do a holistic research study to concentrate on multidimensional aspects of burnout. Through mixed method research design, the purpose of an extensive search on EFL teacher burnout could be true.

This study intends to shed light on the burnout levels of the EFL teachers in depth via quantitative data collection tool. As the literature encourages the use of more advanced statistical analysis to search for the burnout among teachers (Sabagh, 2019), a measurement scale could be designed to assess the frequency and severity of burnout, particularly among EFL teachers in Türkiye, which constitutes a gap in the literature in the context of ELT. With this developed scale, the burnout levels of EFL teachers could be determined. Following statistical analyses, the influence of demographic variables on EFL teacher burnout could be identified as well. In addition, the burnout-causing factors that can account for the occurrence of burnout could be revealed with the quantitative and qualitative data collection tools to fully represent the obstacles faced by EFL teachers in Türkiye. Moreover, the qualitative data could present the symptoms of EFL teacher burnout, and hence, a comprehensive assessment of burnout by providing detailed contextual insights of EFL teachers could be made. It is expected to prevent burnout with some managing mechanisms, and for this reason, the importance of coping strategies is indisputable. It is therefore vital to find out what coping strategies may help EFL teachers to avoid and prevent burnout in the ELT context in Türkiye through

qualitative data. In light of all these considerations in the present study, it is aimed to do a comprehensive burnout research through mixed method research design.

Thanks to the findings, educational authorities and policy makers could be informed about how detrimental burnout is for EFL teachers by presenting a detailed understanding of burnout. Some specific interventions and support systems could be recommended to reduce burnout and to increase teacher well-being across the country. Thus, by examining the factors at micro, meso, and macro levels, it is possible to fill the gap in research on burnout among EFL teachers in Turkish higher education by contributing to national and international literature.

1.4. Significance of the Study

Studies conducted over the last forty years have identified the widespread prevalence of teacher burnout in educational settings and have shown that a thorough research study is needed in specific teaching professions. Despite the significant body of literature on burnout, there are still many gaps when it comes to defining and assessing teacher burnout. Teacher burnout is a pivotal issue that requires a variety of approaches to be addressed and investigated as there could be various detrimental effects on individuals. Although burnout is now recognized as a significant factor in the increasing rate of teacher attrition in the Turkish ELT context (Yastibas et al., 2022; Çetin, 2023), the studies examining burnout among EFL teachers that successfully address burnout and support the teachers warrant further academic investigation. Importantly, while many studies have focused heavily on burnout in primary and secondary school teachers (García-Carmona et al., 2019; Zhao et al., 2022), there are some studies conducted to search burnout of tertiary-level teachers, highlighting the necessity for additional studies.

Teacher burnout is not just a condition that affects teachers individually, but also has prevailing effects on all education stakeholders such as students, administrators, and the like (Peditzi, 2021; Wang, 2022). The impacts of burnout include low job satisfaction, decreased teaching effectiveness, and diminished student engagement, leading to teacher turnover (Madigan & Kim, 2021). These ramifications are particularly emphasized in higher education, where burnout disrupts the flow of education, impedes student academic learning outcomes, and increases financial pressure on institutions due

to the frequent hiring and training of new teachers, thus undermining the academic strength of the country (Yorulmaz & Altinkurt, 2018; Zhang, 2022).

In the ELT context, burnout experienced by teachers is often exacerbated by job-specific stressors, such as high expectations for academic performance, increased workload, and pressures associated with meeting institutional standards (De Cooman et al., 2013). This is particularly evident at tertiary-level EFL programmes, where the demands placed on teachers differ significantly from those in primary or secondary education (Sabagh, 2019). It is therefore vital that policy makers develop a comprehensive understanding of the factors contributing to burnout in this context and implement effective support systems.

Although burnout has been widely studied, the literature reveals a notable gap in research focused specifically on EFL teachers, particularly those in higher education. As Hamilton (2005) and Watts and Robertson (2011) suggest, there is a pressing need for a more precise and context-sensitive model that accurately captures the unique stressors faced by EFL teachers. Given there are distinct demands of teaching English as a foreign language at the tertiary level, existing burnout models may not adequately address the complexities of this professional environment (Zheng, 2022).

Moreover, there has been insufficient exploration of strategies to support EFL teachers in managing burnout and improving professional outcomes (Talbot & Mercer, 2018). Understanding how burnout manifests in specific educational contexts, influenced by the interaction of various institutional, cultural, and personal factors, remains a critical area for further research. Developing a tailored model for EFL teachers would enhance the accuracy of burnout assessments as well as provide a foundation for effective intervention strategies.

In light of these challenges, the development of a comprehensive model that identifies the individual characteristics and contributing factors of burnout among EFL teachers is essential. Such a model would enable researchers and policy makers to better understand the specific experiences of university-level EFL teachers, thereby informing policies aimed at mitigating burnout and promoting teacher well-being. Addressing teacher burnout within this context is vital not only for their attention and satisfaction of teachers but also for improving the overall quality of education in EFL programs.

As shown in the literature, it is necessary to build on the theoretical background to complete the necessary studies on teacher burnout. Burnout theory including the three dimensions of burnout (emotional exhaustion, depersonalization and reduced personal achievement) states that individuals' lives are deeply affected in different aspects (Maslach et al., 1997), which could also play important roles in EFL teacher burnout as well. Social Cognitive Theory draws attention to personal variables like the perception of self that may be the core contributors to the establishment of burnout (Pines, 2002). Social Exchange Theory stresses that social interactions among individuals might lay the groundwork for weariness at work (Schaufeli, 2006). Also, Structural Theory points out that social structures like roles and norms influence people's behaviours within organizations, which might have an impact on their burnout experiences (Scott, 2014). Emotional Contagion Theory underscores that emotional distress could be contagious and emotional facial expressions could be imitated, giving rise to burnout (Hess & Blairy, 2001). When there is a gap between the demands of the job and the resources available, burnout could occur as Job Demands-Resources (JD-R) theory emphasizes (Demerouti et al., 2001; Bakker & Demerouti, 2017). All these theories posit that the specific elements of a job that an individual finds stressful are the primary causes of burnout by revealing the need for context-specific research. In addition, these theories highlight the significance of delving into the stress-inducing variables. Therefore, the context needs to be examined in detail. It is widely recognized that the particular setting or type of institution also has a major effect on burnout levels, highlighting the importance for focused research in this field (King & Ng, 2018; Safari, 2020).

As it is evident from existing theoretical frameworks, the causes of English language teacher burnout in the ELT context are multifaceted and complex as teacher expectations concentrate on academic, administrative, emotive, occupational, personal, physical, political, and technical domains (Atmaca, 2017). At the tertiary level, there are additional specific factors that impact the burnout level of English teachers (De Witte, 2019). These factors include extremely high self-expectations, the struggle to secure funding for research, insufficient salary, job insecurity, feelings of apprehension due to hierarchical academic titles, insufficient recognition and rewards, slow career progression, inadequate time to stay up-to-date with the advancement in the field of expertise (due to excessively speedy rate of research taking place in their field), poor communication with other faculty members, deficiency of support (technical as well as

human), excessive paperwork, lack of time for research work, and facing obstacles in publishing research (Kinman, 2001; Gillespie et al., 2001; Tytherleigh et al., 2005; King & Ng, 2018; Fontinha et al., 2019; Berlin & Brock, 2021).

Therefore, it is crucial to develop a measurement tool for all education stakeholders to investigate the phenomenon *burnout* and identify individuals or groups in need of intervention (Öztürk, 2013; Ceylan & Mohammadzadeh, 2016; Hismanoğlu & Ersan, 2016; Özkara, 2019) because contemporary research on teacher burnout in higher education settings in Türkiye needs to be done (Kulavuz-Onal & Tatar, 2017). In addition, the development of a measurement tool would facilitate a deeper understanding of the theoretical aspects of English language teacher burnout and support the creation and dissemination of systematic solutions and practical implications by suggesting deductive and inductive approaches to burnout. Moreover, rather than merely having a symptomatic relief strategy, interventions needed to provide effective solutions by removing the causes of burnout could thus be proposed. This research holds prominent importance for its contribution to the literature, enriching it with new insights into this underexplored topic in the field of ELT in Turkish context and building upon the propositions outlined in the theoretical framework.

Accordingly, various context-specific factors related to the burnout level of Turkish EFL teachers are examined in this study. Moreover, this study aims to concentrate on the issue of burnout among EFL teachers at both state and foundation universities in Türkiye. To achieve this, the research employs a mixed-method design to explore the potential links leading to burnout within the Turkish context. Notably, this study addresses another gap in the literature, as no comprehensive mixed-method design studies have been conducted across multiple universities in different regions yet. To thoroughly concentrate on the issues related to burnout, the study begins by drawing attention to elements particular to the context of ELT previously identified in the literature. Next, additional context-specific factors are identified through essays/compositions written by Turkish EFL teachers and interviews, leveraging qualitative data to capture a broader range of influences and to inform the initial development of a scale tailored for tertiary-level EFL teachers. The developed scale is then empirically tested using SPSS and AMOS to validate its effectiveness, underscoring the importance of accurate measurement in addressing burnout.

Concurrently, interviews are conducted and analyzed using MAXQDA to provide in-depth qualitative insights, offering a comprehensive understanding of the burnout phenomenon among Turkish EFL teachers. This approach has multiple functions to contribute to the literature by addressing the gaps in the literature, presenting the targeted interventions, highlighting the significance of the study in enhancing teacher well-being, and informing educational policymakers how to propose the necessary mitigation strategies.

The burnout measurement tool is a scale which is titled as the English Language Teacher Burnout Scale (ELTBS), specifically designed to investigate the burnout phenomenon among English language teachers by incorporating more pertinent, English teaching-specific attitudinal statements. The present study proposes new perspectives via quantitative and qualitative approaches such as by designing and validating this scale to accurately measure burnout levels among English language teachers with the quantitative findings and by enriching the results through a qualitative approach, aligning with Chang's (2022) assertion that qualitative research is necessary to deepen our understanding of teacher burnout within linguistic contexts, alongside empirical research. The ELTBS aims to become a practical tool for estimating EFL teachers' burnout levels, offering a unique contribution to the field through its quantitative design and empirical testing. In addition to this, the identification of additional factors influencing burnout among tertiary-level EFL teachers through qualitative methods provides a comprehensive view of the true causes of burnout. This comprehensive approach addresses the burnout phenomenon at a national and international level with its potential to inform global strategies, supporting English language teachers worldwide in overcoming this critical occupational challenge.

The results of this study are intended to contribute to the provision of ELT within a profound framework of burnout among EFL teachers, identifying the main causes of burnout in detail and investigating the real-life experiences of teachers in Türkiye. As an overall target, this study could create support systems that improve the well-being and longevity of EFL educators globally.

1.5. Research Questions

With this understanding, the following research questions aim to guide the research study. The quantitative and qualitative aspects of burnout among EFL teachers could be

investigated with both methods, quantitatively concentrating on analyzing the levels of burnout, the effect of demographic variables on burnout and the factors behind it, while qualitative questions could permit to explore individual experiences of teachers and the burnout symptoms they experience, their views on burnout and the strategies they use to cope with it. These research questions help seek to obtain detailed knowledge about burnout in EFL teaching contexts:

1. What are the levels of burnout that EFL teachers perceive at universities in Türkiye?
2. What kind of demographic variables affect teacher burnout among EFL teachers?
3. What are the factors that lead to burnout among EFL teachers?
4. What kind of burnout symptoms do EFL teachers experience?
5. What accompanying feelings and managing strategies do EFL teachers have to cope with teacher burnout?

1.6. Definition of Key Terms

- **Burnout:** A psychological syndrome caused by chronic workplace stress that has not been managed adequately, including three main dimensions such as emotional exhaustion, depersonalization, and reduced personal accomplishment.
- **Emotional Exhaustion (EE):** Emotions of overusing and depleting one's emotional reserves.
- **Depersonalization (DP):** Reactions to work that are unfavorable, callous, or emotionless.
- **Personal Accomplishment (PA):** Sentiments of inadequacy and decreased productivity.
- **Teacher Burnout:** Teachers who quit their jobs before retirement due to work stress.
- **English Teacher Burnout:** The feeling of weariness resulting from issues that affect English teachers emotionally, mentally, or physically.
- **Coping:** An organizational construct that addresses psychological suffering, such as stress, anxiety, and burnout.
- **Coping Strategies:** Ways of dealing with challenging circumstances, demands, and crises that are considered harassed.
- **Well-being:** The state of realization of an individual's abilities to cope with the normal stresses of life and to work productively and to contribute to the community.

2. LITERATURE REVIEW

A courage that looks easy and yet is rare; the courage of a teacher repeating day after day the same lessons—the least rewarded of all forms of courage. —

Honore de Balzac (1799-1850)

2.1. Defining Burnout

To understand what burnout is, it is necessary to go through different definitions of the concept since no single definition of burnout that is accepted globally exists. The conflicting but overlapping definitions have come from different fields of knowledge including academia, medicine (clinical), psychology (related to therapy), media including the World Wide Web and above all personal or self-generated definitions (Maslach, 1982). In a chapter of the book, *Job Stress and Burnout: Research, Theory and Intervention Perspectives* (Maslach, 1982), the author draws attention to such definitional problems and presents a list of a few widely used and mostly referred definitions of burnout as follows:

- A pervasive mode of anxiety giving way to depression and despair,
- An inadequate coping mechanism used consistently by an individual to reduce stress,
- A progressive loss of idealism, energy, and purpose experienced by people in the helping professions as a result of the conditions of their work,
- A syndrome of inappropriate attitudes towards clients and self, often associated with uncomfortable physical and emotional symptoms,
- A malaise of spirit, a loss of will, an inability to mobilize interests and capabilities.

As can be seen, various terms are employed to describe the same concept, which could be sometimes misleading. Some certain definitions highlight the actual symptoms, whereas others emphasize the underlying causes and the process. Some definitions merely accentuate the psychological aspects, while others concentrate on the physical effects. Some particular definitions are highly specific and precise but others are more general and universal. Additionally, some prescribed definitions conflate the phenomenon with depression and anxiety, whereas others associate it with an identity crisis. On the other hand, some definitions restrict the phenomenon to specific

professions, particularly those involving *human work* or *human interaction*; however, others do not hinder the phenomenon to any particular profession.

The variety and degree of differences can be perplexing, thus there is a need to find the state of commonalities so that the phenomenon of burnout can be understood and tackled accordingly (Maslach, 1982). As highlighted by Maslach (1982) about the common grounds of all the definitions, burnout is an individual phenomenon involving humans, and it is a personal emotional event orbiting around feelings, approaches, intentions, and anticipations. Moreover, it is an adverse and draining experience for the individual going through it. Almost all the definitions have stated the fact that burnout causes feeling of exhaustion which is not manifested only physically but also at emotional and mental levels resulting in the sensation of loss, tiredness, weariness or fatigue, which is also known as *emotional exhaustion*. The second dimension which is a negative movement, shift, or change in the attitude towards others, jobs and the external environment is also regarded as *depersonalization*. The third and last dimension is *personal accomplishment* showing adverse impact on the individual's attitude towards their self thus affecting their self-concept and professional outcome. These three dimensions are the ones highlighted equally by Maslach's definition (Maslach et al., 1997), considered the most well-known definition of all time (Korunka et al., 2016).

According to the International Classification of Diseases (ICD-11) (World Health Organization, 2023), burnout is not an illness but rather a job-related issue, described as a syndrome comprising several symptoms that arise due to the poor management of prolonged stress from the job. The symptoms of burnout are classified into three main categories which include:

1. The feeling of weariness and tiredness,
2. Lack of interest, pessimism, and negative attitude toward the job,
3. The resultant decline in productivity and competence.

Therefore, a person experiencing burnout feels tired and emotionally drained and lacks interest in the job; therefore, the individual's motivation and passion to work eventually affect his/her competence and the professional outcome negatively. Because burnout, the prolonged stress from the job, leads to the inability of the individual to manage or successfully handle the stress. The experience itself alters the individual's idea of self as

well as the meaning it assigns to other individuals, the job, and the circumstances to which they are exposed (Maslach & Leiter, 2016).

In addition to the above-mentioned dimensions (which have been highlighted in the Maslach Burnout Inventory in the same manner, Maslach et al., 1997), the definition posed by the International Classification of Diseases (ICD-11) specifically identifies burnout as an occupational phenomenon (World Health Organization, 2019) but also it differentiates burnout from depression. Depression, like burnout, also causes feelings of emotional drainage and loss of enjoyment resulting in a fall in productivity of the individual, but depression is a mental health condition triggered by factors like trauma (American Psychological Association, 2008); however, burnout deals with symptoms caused exclusively due to stress from the job and not just by any other areas of the life (World Health Organization, 2019). This distinction is crucial to consider, as accurately identifying the problem is essential for determining the appropriate solutions and interventions to address the issue effectively.

Regarding the history of burnout, it is seen that the term *burnout* was initially used to explain a social problem rather than an academic concept. In Graham Greene's novel *A Burnt-Out Case* (Greene, 1992), burnout was presented as the tale of an architect who had lost meaning in his work and excitement in his life (Edú-Valsania et al., 2022), describing a social perplexity. Also, the identification of burnout earlier in the 1970s was stated as a mental issue and used in the literature including some psychological responses that were labelled with different names. Regarding the conceptual development of burnout, two eras could be named: The pioneer phase and the empirical phase (Maslach & Schaufeli, 1993).

The pioneering phase began in the mid-1970s when American psychologist Herbert Freudenberger was the first to describe a mental condition as burnout based on his observations in the workplace (Heinemann & Heinemann, 2017). Freudenberger's contribution was important because he provided the first analysis of the term *burnout* in a clinical setting, emphasizing that it was a widespread problem affecting a large number of people (Maslach & Schaufeli, 1993).

After Freudenberger proposed the definition of burnout, social psychologist Christina Maslach and her team expanded the burnout studies and made a significant contribution to this field by developing a burnout assessment tool, which was widely regarded as the

most important and effective development in understanding and assessing burnout (Maslach & Schaufeli, 1993; Schaufeli, 2017). In previous studies, the concept of burnout was often considered as *pseudo-scientific* (Schaufeli, 2017). The MBI tool created by Maslach and her colleagues measured a variety of professions in many different areas than it was originally intended (Heinemann & Heinemann, 2017). The first burnout measure created in a structured manner, the MBI, was considered to be a standard tool that was compatible with the World Health Organization's three-dimensional burnout definition and was the leading assessment instrument across the globe (Maslach & Jackson, 1981).

The next era started in the 1980s marking the period when the research on burnout became more factual, practical, and intensive. Books and articles started to be published making use of questionnaires, interviews, and clinical case studies thus providing more data and experimental knowledge. Until the 1980s, the studies were mainly being conducted in the USA, but they were also recognized in other English-speaking countries like Canada and the UK, which further expanded to European Countries resulting in the translation of instruments of measure in other languages at the end of the decade (Maslach & Schaufeli, 1993). Burnout was theorized in these nations using the measures that had already been established and developed in the USA. As a result, there was less in-depth discussion of the subject and less development of alternative measuring tools in those nations.

A review of the trajectory of burnout research revealed that early studies predominantly focused on professions characterized by frequent human interaction, such as law enforcement and healthcare, with particular emphasis on job-related factors (Maslach & Schaufeli, 1993).

At present, it is understood that demographic, personal, and biological factors are also important, and job-related factors show strong associations with burnout. These factors are typically evident in distinct symptoms that are common across professions, providing critical indicators of burnout.

2.2. Symptoms of Burnout

Burnout manifests in several physical, emotional, and mental symptoms and more than dozens of them have been highlighted in the literature which could be rooted back to the notion that there exists less clarity and agreement around one single definition of

burnout. In addition to this, it may also indicate that burnout itself is a collective psychological stress response that is expressed in various ways by different individuals. Conclusively, a study conducted by York University (Kahill, 1988) piloted a systematic review of the studies published on burnout and categorized all the symptoms into the following five groups:

1. Physical symptoms,
2. Emotional symptoms,
3. Behavioral symptoms,
4. Interpersonal symptoms,
5. Attitudinal symptoms.

Physical symptoms that have been noted by the individuals repetitively, and which are more obvious on the surface level while using the qualitative approach, encompass tiredness, weakness or weariness, having problems with sleep such as sleeplessness, bad dreams, some problems related to the body, particularly headaches, pain in the back, abdominal issues such as pain in the stomach, reduced hunger, gut issues, and influenza. Most of these symptoms show a significant correlation with burnout (Kahill, 1988). Even though such studies are low in number and frequency, it is still reasonable to say that burnout makes the individual feel sick. Moreover, it must be kept in notice that physical symptoms of burnout may differ in terms of severity as well as the rate of occurrence from one individual to another.

Unlike physical symptoms, *emotional symptoms* have been examined less but found to be considerable. An individual suffering from burnout usually feels anxious, guilty, emotionally drained, irritable, helpless, angry, and depressed. Though depression is a different phenomenon, the probability of suffering from depression in a burned-out individual is higher than that of one who is not burned out. An empirical study (Belcastro & Hays, 1984) has shown that 55.6% of burned-out individuals developed depression later, and 86.7% were the ones who felt depression after becoming teachers. Nevertheless, apart from depression, the empirical data related to other emotional indicators are inadequate to form some strong assumptions about it.

Other symptoms categorized as *behavioral symptoms* primarily involve job-related and consumption behaviors that individuals adopt in response to burnout. The former behaviors embody reduced productivity, frequent absences, arriving late to work,

misusing breaks, and engaging in workplace misconduct, such as theft, which can cause significant harm to both stakeholders and the organization. Additionally, individuals experiencing burnout may engage in maladaptive consumption behaviors, such as substance abuse—alcohol, caffeine, or drugs—, smoking, and unhealthy eating patterns (Kahill, 1988).

Interpersonal symptoms show the impact of burnout on an individual's relationship with family, friends, colleagues, clients, and so on. It affects the type and quality of interaction the individual is having with people and makes the communication more superficial, detached, withdrawn, and without focus (Armstrong, 1979). This, in turn, provides the ground for unsympathetic relationship with the clients, such as not picking up their calls, speaking in a harsh tone, hanging up on them, and so forth. It may also entail the reasons of brutality towards the customers. An empirical study conducted on police officers (Jones, 1981) presented that the officers were inclined to or were involved in such kind of violence against the accused. Such officers also had problems in their private lives like having few friends or reducing the number of interactions with family and friends, having disturbed relationships with their spouses in terms of dismissive emotions, or using their family or children to let their anger out, spending more time isolated and dissociated from the family and participating less in any kind of family celebration or children's problems. This shows that burnout does affect seriously the private life of the individual with their spouse and children and furthermore, burnout may have a ripple impact on igniting the same feelings of anxiety, depression, and dissociation in close relationships and may directly influence the overall quality of life.

The final group, *attitudinal symptoms*, constitutes the negative attitudes that the individuals suffering from burnout develop towards themselves, their jobs, the service users, the world around them, and life in general. The behavioral symptoms stated in the previous groups are somewhat the physical expression of this psychological process that is available in the burned-out individual. The indicators may look like becoming defensive, unable to stand the clientele, becoming skeptical, doubters, pessimists, and judging others as well as losing the enjoyment and spark in the job. An empirical study evaluated that individuals who were burned out were more likely to isolate themselves than their counterparts (Wade et al., 1986). Similarly, burnout was found to make individuals give a rather gloomy picture of their work, their selves, as well as their

beneficiaries (Lubofsky, 2002). It appeared to reduce the overall contentment from life. Job dissatisfaction, often regarded as an integral component of burnout definitions, can be classified within this group of symptoms; however, it may also be viewed as a latent cause of burnout rather than merely a symptom. The ambiguity in existing research makes it challenging to draw definitive conclusions, underscoring the need for further empirical investigation. The dissatisfaction may be linked to any aspect of the job, for instance, the nature of the job, the salary, the company itself, the staff or the boss, or some specific tasks at the job like being in direct communication with the service users or some hectic paperwork, and so on. In general, there is an evident negative correlation between job satisfaction and burnout (Kahill, 1988).

The aforementioned symptoms point to an intensive phenomenon occurring and an individual may suffer from all or just one of the groups of the above-stated symptoms. The terminal stage of symptoms may also induce suicidal urges. As Maslach (1982) metaphorically describes, burnout is akin to *firewood in ashes* or *a melted candle*, symbolizing a profound loss of enthusiasm, creativity, and joy. This vivid portrayal of burnout has prompted scholars to develop various theories that attempt to explain the underlying causes and mechanisms of burnout.

2.3. Burnout Theories

After an elaborate introduction of the notion, it is vital to explain the reasons for this phenomenon to happen and how it grows. In this regard, a study published in Spain (Edú-Valsania et al., 2022) describes current descriptive theories of burnout that have also been validated by the statistical data. These theories are interrelated and harmonious rather than opposing and incompatible. The theories chosen for the explanation of the phenomenon here are social cognitive theory, social exchange theory, structural theory, emotional contagion theory, and job demands-resources theory. One point to keep in consideration is that one symptom, when initiated, gives rise to other symptoms as well, like a ripple effect. For instance, once an individual becomes emotionally exhausted, he/she is more likely to develop a negative attitude towards their job and to end up being dissatisfied with their work or vice versa. The relation between symptoms can work in any direction.

2.3.1. Social Cognitive Theory

The social cognitive theory put forward by Bandura (1986) places a strong emphasis on how people react to stressors (Bandura, 1986). This theory proposes that people can attain attitudes, behaviors, and emotional reactions by watching and imitating other people (Bandura, 1977). According to the American Psychological Association (2023), people's thoughts, perceptions, and interpretations of their own as well as others' social behaviors are regarded as cognition processes. Thus, personal attributes are judged by the individual in a way that whether an individual can accomplish a task or not. It affects the way an individual considers himself /herself and decides what actions he/she will eventually take, and how much effort and resilience he/she will show once confronted with failure (Çam & Ögülmüş, 2019). The lack of belief in such attributes results in pessimism, and incompetence and hence affects the performance of the individual in achieving their goals.

Also, personal variables like self-confidence, their perception of self, and their self-reliance are perceived as the core contributors to the formation of burnout (Pines, 2002). Moreover, self-efficacy which is the belief in one's ability to handle stressful situations is a key factor in determining one's vulnerability to burnout, according to Bandura (1997). Burnout risk is higher in those who have low self-efficacy because they believe they are less capable of handling stress (Bandura, 1997). The fall in productivity paired with self-doubt leads to heightened emotional fatigue and job dissatisfaction which are mostly noticed symptoms of burnout. There could be many factors that assist the occurrence of these self-efficacy crises such as the unavailability of role models to look up to for solutions or coping mechanisms when struggling with such situations, absence of support or motivation from outside of oneself, destructive criticism or no positive feedback at work and a history of negative narratives around failure, and the like.

Furthermore, according to social cognitive theory, people might acquire useful coping mechanisms by learning and observing others (Bandura, 1986). When employees see their colleagues using effective coping techniques, they may decide to use similar tactics to reduce stress and avoid burnout (Leiter & Maslach, 2004).

2.3.2. Social Exchange Theory

Social exchange theory focuses on the social interactions among individuals at interpersonal, team and organizational levels (Schaufeli, 2006) and lays the groundwork

for the association of excessive emotional, physical, and mental tiredness that frequently occurs at work. Social exchange theory states that people consider the benefits and drawbacks of social relationships in the context of their jobs such as workload, stress, and interpersonal conflicts (Güneş & Uysal, 2019).

According to this theory, burnout develops because of perceived inequality between the inputs of an individual's hard work versus the resulting output (Schaufeli et al., 2011). It makes the individual emotionally drained when the efforts given do not yield the expected outcome which in turn places a substantial burden on the individual to cope with the emotionally overwhelming entities. According to Colquitt et al. (2001), frustration can arise when people believe that there is an unequal distribution of rewards and resources at work. It can take place at any level of interaction as seen with coworkers, clients or managers, and others. On the other hand, burnout may worsen due to a lack of social support or unfavorable conversations among colleagues. Naturally, as an attempt to escape from situations that cause stress, the individual removes himself from interacting with the above-mentioned entities, giving rise to depersonalization and avoidance at work.

To further mitigate burnout, social support as a fundamental element of social exchange theory is essential (Rhoades & Eisenberger, 2002). According to Eisenberger et al. (1990), constructive connections at work can provide the informational, practical, and emotional support the individuals need to manage stress and avoid burnout.

In conclusion, social exchange theory provides an insightful understanding of the nature of professional relationships and how they impact burnout experiences. Researchers can create interventions that effectively manage burnout and gain a better understanding of the mechanisms underlying it by taking into account many elements, including rewards, costs, equity, and social support.

2.3.3. Structural Theory

Structural theory concentrates on how social structures like roles, hierarchies, and norms influence people's experiences and behaviors within organizations (Scott, 2014). According to this viewpoint, burnout is influenced by both personal traits and the organizational environment in which people work (Scott, 2014).

Whenever confronted with a stressful situation, any individual tries to resolve the stress by using coping mechanisms. As per this theory, burnout occurs when these coping mechanisms employed by the individuals to manage stress become ineffective. The failure of the strategy ignites feelings of low reliance on the self since the individuals start to believe that they may not manage the stress and keep thinking of professional disappointment resulting in reduced job satisfaction as well as emotional drainage. Ultimately, when an individual finds himself/ herself unable to cope with job stressors, they may resort to depersonalization as a last defense, distancing themselves from the source of discomfort or stress (Edú-Valsania et al., 2022).

Gaining knowledge of the connection between structural theory and burnout helps better understand the organizational elements that lead to workplace fatigue and stress. This viewpoint is reinforced by the research conducted in 2004 by Leiter and Maslach, emphasizing how organizational elements like workload, autonomy, and support could lead to employee burnout. Organizations with inflexible, bureaucratic, or resource-poor organizational structures may be more exposed to burnout because they form high-stress environments with few chances for personal development or fulfillment (Leiter & Maslach, 2004).

Moreover, research by Karasek (1979) on the structural theory indicates that employment with high demands is more likely to cause burnout. This is consistent with the structural perspective, which stresses that understanding burnout requires looking at the larger organizational context (Karasek, 1979).

Shortly, there is a correlation between organizational dynamics and structures and people's burnout experiences. As structural theory takes into account elements like hierarchy, roles, resources, and control, the systemic causes of burnout could be discovered and thus, employee well-being in businesses may be amply initiated.

2.3.4. Emotional Contagion Theory

An individual's affective state mirroring another person's emotional expression is known as emotional contagion (Hess & Blairy, 2001). The term *contagion* symbolizes the fact that if one person catches this emotional distress, the others are also predisposed to going through the same emotion. Prior research has demonstrated that emotional contagion could manifest when people interpret the emotional facial expressions of others and the processes of imitation and feedback that are assumed to be responsible

for this phenomenon. According to a research study conducted by Hess and Blairy (2001), participants who saw joyful and sad faces demonstrated a subjective emotional state that matched the emotional facial expressions seen. Since people experience positive emotions when they detect a positive facial expression, emotional contagion may be used to relieve depressive moods in people and to lessen psychological suffering and delay the onset of depression in individuals. This connection was searched and Santos et al. (2013) found a correlation between improvements in depression levels and pleasant emotions.

Also, this theory explains some sort of social conformity giving rise to burnout. Some individuals intentionally or unintentionally mimic to match their actions, attitudes, and dialogues, in other words, the way they speak, move, and act to those surrounding them, and hence end up feeling trapped in their emotional energy. As Vivian Gornick in *Fierce Attachments* (Gornick, 1987), she explained how she could not prevent catching her mother's anxiety and depression (Hatfield et al., 1993). As it is explained in the examples, there is a close relationship between the negative feelings shown and the exacerbation of burnout signs.

Emotional contagion has been empirically verified specifically in teaching and healthcare professions (Bakker & Schaufeli, 2000). Social contact and communication among individuals facilitate the sharing of their beliefs and mindsets, creating a foundation for having a common response to external stress (Edú-Valsania et al., 2022). In the same vein, when individuals work in the same environment or at one place, they are bound to be involved in the same circumstances and may encounter negative feelings like stress, unhappiness, tiredness, and the like. Therefore, the adverse feelings teachers experience in their environment could be the reasons of burnout and thus, teachers' negative emotions might have a great influence on student outcomes (Frenzel et al., 2021) by forming emotional contagion.

2.3.5. Job Demands-Resources Theory

Job Demands-Resources theory (JD-R) represents a framework that is frequently used to deeply analyze and understand the demands and resources affecting employees' job satisfaction. In educational settings, theoretical developments towards the model that include personal resources such as behavioral and cognitive coping strategies, resilience, self-efficacy, as well as job resources such as educators' professional

development opportunities, relationships with colleagues, and perceived autonomy, play a truly important role in informing how teacher well-being can be improved individually and within an organization by examining how job demands such as workload, discipline problems, and time limits manipulate teacher engagement, burnout, and overall organizational outcomes (Bakker & Demerouti, 2007).

JD-R covers the physical, social, organizational or psychological elements of a job and since it requires the use of energy, it is understood that the disadvantages encountered in these aspects are caused by energy depletion (Demerouti et al., 2001). In addition, job demands are job elements that involve ongoing effort, cause stress on a person's physical and mental abilities and yield different negative consequences. Examples of job demands are overwhelming workload, time constraints, time management stress, conflicts with coworkers, job uncertainty, and so on. The state of physical and mental exhaustion occurs due to an individual's inability to cope with stress factors. These effects could be seen as both psychological and physical problems such as decreased focus, mental tension, fatigue and similar problems. In contrast, job resources are aspects of the job that emphasize the formation of support to achieve goals, help solve the different demands brought by the job, and encourage career development. These resources consist of positive aspects such as perceived independence, career advancement chances, and supportive connections with coworkers.

According to the JD-R theory, job demands and job/personal resources show two distinct psychological processes: *the motivational process*, in which job/personal resources are intrinsically motivating and increase work engagement and well-being, and *the health impairment process*, in which job demands uniquely predict burnout (Bakker & Demerouti 2017). Two additional complex processes are acknowledged by JD-R theory as *the buffering* and *boosting effects*. The buffering effect, as defined by Bakker et al. (2005), describes how job resources might lessen the detrimental effects of job demands on burnout. Job resources can ease the burden of high job demands and lower the risk of burnout when they are abundant and may help people manage their emotions and ideas in response to such job demands and lessen the possibility that particular organizational features would be viewed as stressors (Demerouti & Bakker, 2011). For example, chances for professional growth or strong social support from peers can help teachers manage demanding workloads or difficult classroom conditions,

eliminating the negative impacts of stress and averting burnout. Instead, the notion of *boosting* posits that the motivational potential of all job resources increases work motivation and work engagement, whereas the job demand shows negative influence. Having a certain degree of resources to utilize presumably accelerates the levels of employee engagement and job satisfaction. Consequently, they find themselves feeling energetic, driven and committed to their work, contributing to a high level of engagement and job satisfaction. From the perspective of job resilience and job engagement, job resources are highly pivotal in stressful occupations such as teaching.

While everyday resilience and buoyancy are very useful constructs, they fail to explain how workers might cope with challenges in a workplace atmosphere. But JD-R theory suggests an alternative view of how to focus on burnout. Burnout results from the imbalance between the demands of work and the resources available to meet (Bakker & Demerouti, 2017). The core of burnout is external stress on an individual and that individual's ability to cope with that stress. These resources range from organizational resources that reduce workload to healthy ways of dealing with stress in humans with the development of the capacity to adapt. Stress or strain emerges when the resources are not sufficient to meet these demands. The persistence of this inequality results in burnout (Edú-Valsania et al., 2022).

Hakanen et al. (2006) tested the JD-R theory in a teaching population among teachers in a theoretically and empirically informative manner, drawing on previous studies on teachers' stress and motivation and examined job demands and job resources and the findings of the study strongly supported the key claims of the theory, which indicated that job demands were linked to worsening health issues through burnout but job resources were related to high engagement and organizational commitment. A growing body of research has further identified key demands and resources that influence teachers' well-being at work (Hakanen et al., 2006; Dicke et al., 2018; Skaalvik & Skaalvik, 2018).

Therefore, the JD-R hypothesis offers educators and educational institutions a platform for evaluating procedures and policies, and pinpointing areas for improvement and possible stressors. The JD-R theory is a practical and adaptable technique that can be applied to the construction of interventions, making it suitable for use by teachers and other stakeholders alike.

The theoretical framework of burnout also enables teachers to actively respond to their health needs, especially regarding work-related challenges. In high-stakes contexts like education, teacher burnout is particularly well documented among the problems faced. To address this issue, it is crucial to understand the unique pressures that teachers face. Therefore, teacher burnout is the main concern with its causes, symptoms, and the impact on the teachers and the education system as a whole. To identify burnout in detail, it is crucial to measure it with the right measurement scale. So, following the burnout theories, it is prominent to examine how burnout is measured.

2.4. Burnout Measurement Scales

The burnout phenomenon has been attempted to be measured with different scales. The prominent is MBI which measures burnout depending on the *frequency* with which people encounter burnt-out feelings (Maslach & Leiter, 2016; Shoman et al., 2021; Wang et al., 2024). There is a range for the frequency score from more positive on one end to rather negative on the other end, in contrast to the random division as the presence or absence of a feeling. The presence of burnout is decided by one having more negative scores on all the dimensions. The MBI-General Survey (MBI-GS) can be used for any profession whereas its other few versions have been modified for specific professions such as MBI-Educators Survey and MBI for medical professionals and the like (Maslach & Leiter, 2021). Initially, MBI provided the use of 25 items that were spread over four dimensions emotional weariness having 9 items, depersonalization having 5 items, personal achievement having 8 items, and involvement having 3 items to evaluate burnout; however, in the final version, involvement was removed from the scale and resulted in 22 items that are currently used (Schaufeli et al., 1996).

To date, various measures exist depending on the dimensions used to assess burnout (as opposed to all three dimensions that MBI uses). For example, the Oldenburg Burnout Inventory (Halbesleben & Demerouti, 2005) includes only two dimensions mentioned with the definition of exhaustion and detachment from the job. While exhaustion means both types (physical and emotional), detachment refers to the coldness towards the objective and the nature of the job. On the other extreme lies the scales that measure burnout as a phenomenon of only one dimension like exhaustion but these measures strive to explain and separate different sides of exhaustion as indicated in the Shirom-Melamed Burnout Measure (SMBM) (Shirom & Melamed, 2006) which explains three

different types of exhaustion (physical, emotional, and cognitive), and the Copenhagen Burnout Inventory (CBI) (Kristensen et al., 2005) uses two types (the physical and psychological exhaustion). Since MBI contained some issues like being bound to just a few professions, problems with the definition (which is still an issue in terms of the absence of a common definition accepted worldwide), and words used to explain the symptoms, the above-mentioned measures came into existence. So far, such issues have resulted in using more occupation-neutral wording for the evaluation of dimensions by different researchers, whereas some have included additional dimensions to the definition but have brought more neutral jargon in explaining the phenomenon and this has also resulted in the loss of precise and detailed interpersonal issues (Maslach & Leiter, 2016).

In addition to these standardized measures, a variety of *Do-it-yourself* inventories (Schaufeli et al., 1996) that have a rather limited scope of application also exist. Nevertheless, MBI is the most highly utilized measure of burnout but if used inaccurately, it may produce rather confusing results because MBI scoring for each dimension could be challenging due to its complexity.

Apart from these concerns, the measurement of burnout differs according to various types of professions, and hence, it is clear that a separate measurement tool is needed to evaluate teacher burnout as teaching profession has its unique challenges.

2.5. Teacher Burnout

Teaching is considered to be one of the professions with high levels of stress (Kyriacou, 2000). There are different notions representing teachers' concerns and anxieties referred as teacher stress or strain that first appeared in the studies in the 1960s, and in the next two decades (in the 1970s and 1980s), the number of studies concentrating on stress in teaching rapidly increased. In fact, in the 1990s, a new notion regarded as teacher burnout emerged, which is characterized as a state of emotional, physical and attitudinal exhaustion that teachers face when they may not cope with stress successfully (Kyriacou, 2001). According to Koruklu et al. (2012), teacher burnout shows fatigue process that exists because of appropriate and inappropriate responses at the end of the demanding conditions that affect teachers' physical, academic, and social performance levels. As burnout is an occupational phenomenon for professions that require an individual to interact with other humans such as education and health care, this

interaction fosters relationships that demand a significant level of personal and emotional involvement, often requiring individuals to prioritize the needs of others more than their own as in the case of teachers, because sometimes teaching also entails to assist the learner for a prolonged period and feigning emotion (like encouraging a student to motivate himself), holding back an emotion that they are feeling intensely (such as getting angry or frustrated by a student's attitude but not showing it). As a result, teaching can be described as a profession that involves a high degree of "emotional labor" (Näring et al., 2006, p. 304).

The emotional consonance or labor has been related to in-service negative attitudes and adverse health issues, leading to burnout among professionals (Zapf, 2002; Jeung et al., 2018). In a recent study conducted in the USA (Kush et al., 2022), teachers (K-12 level) were 44% more prone to burnout than healthcare professionals, whereas university teachers exhibited a burnout rate of approximately 35% because teaching profession necessitates an individual to appear enthusiastic and passionate to engage students and to ensure adherence in class to conduct standards. Consequently, teachers become more stressed owing to all this emotional manipulation and the pressure to fulfill standards, which eventually raises the risk of burnout.

2.5.1. Determinants of Teacher Burnout

Several key factors contribute to the heightened risk of burnout among teachers. These factors can be broadly categorized as internal and external influences (Ruble & McGrew, 2015). Internal factors include personal and sociodemographic characteristics, while external factors relate to the environment in which teachers work, such as learner-related challenges, organizational conditions, societal influences, and financial pressures (Aydemir & Icelli, 2013).

Personal factors are shaped by individual character traits, including thoughts, emotions, and behaviors that persist throughout life (Grice, 2023). These traits impact how teachers perceive and respond to their work environment, often influencing their ability to cope with stress (Edú-Valsania et al., 2022). Research has shown a significant correlation between personal factors and burnout (Unaldi et al., 2013; Liu et al., 2022). For instance, a weakened self-concept, a sense of powerlessness, and a lack of autonomy are all personal traits associated with increased burnout risk (Sadeghi & Khezrlou, 2014). Teachers' expectations, their perceived control over work and life

events, and their belief that these events are beyond their influence also play a critical role (Rotter, 1966). When there is a gap between expectation and reality, feelings of frustration, anger, and eventual burnout are likely to emerge. Additionally, how individuals cope with stress through problem-focused or emotion-focused strategies determines their resilience. While a problem-focused approach typically reduces burnout, its effectiveness depends on whether the individual can control the situation. In cases where control is lacking, adapting to the situation may be a more effective strategy (Lazarus & Folkman, 1984).

Sociodemographic factors (e.g. age, gender, and teaching experience) also play a role in burnout. Younger teachers are more prone to burnout compared to senior teachers, while older teachers may find an increase in depersonalization with age (Maslach et al., 2001, 2013; O'Connor et al., 2018). There are also differences by gender, with women at greater risk for emotional exhaustion, while men are more apt to suffer from feeling depersonalized. Marital status is another more complicated factor for individuals since single males who must balance home and workplace responsibilities experience burnout, and married women may be under additional pressure to juggle household and workplace obligations (Edú-Valsania et al., 2022).

External factors related to students can significantly affect teachers' stress levels, particularly when student behavior disrupts the learning environment. Studies have shown that misbehavior, absenteeism, and indifferent attitudes are major contributors to teacher stress and burnout (Croom & Moore, 2003; Kokkinos, 2007; Covell et al., 2009). Teachers often cite these challenges as primary causes of burnout, particularly when they feel their efforts are undermined by student disobedience (Blase, 1982).

In addition to student factors, we also have inquisitive minds about the internal mechanizations of schools. The specific tasks that teachers do, their collaboration and relationships with colleagues and administrators, and general workload activate the potential for burnout. Diluted profession requirements, unclear career objectives and challenging tasks can cause burnout and occupation alienation (Zhou & Wen, 2007; Hu et al., 2016). Moreover, facing criticism or even the absence of support from administrators can lower emotional dysregulation that results in conflicts among teachers and may lead to a higher possibility of burnout (Llorens et al., 2007). This further complicates the already stressful working conditions and makes it more difficult

for educators to handle all these responsibilities. Challenging relationships with colleagues and supervisors exacerbate burnout among teachers.

Societal influences, including policy changes and social instability, also impact teachers' well-being. For example, reduced funding for education, low salaries, and unstable employment contracts could procure teachers' stress (Koçak, 2018). Additionally, large-scale societal disruptions, such as pandemics, further strain teachers' emotional resources causing burnout (Büyükkada et al., 2021). A lack of opportunities for professional growth intensifies these conundrums, making teachers feel underprepared and overwhelmed by their responsibilities (Khan et al., 2014).

Finally, financial concerns, whether real or perceived, significantly affect burnout levels. Economic instability, job insecurity, and temporary contracts are also the reasons of heightened stress and emotional exhaustion (Baran et al., 2010; Hismanoglu & Ersan, 2016; Schuch Reimann & Bagatini, 2021). Teachers with insecure employment are particularly vulnerable, as they face constant uncertainty about their future (Ceylan & Mohammadzadeh, 2016), which further amplifies the risk of burnout.

2.5.2. An Overview of Research on Teacher Burnout

Research on burnout has been ongoing for the last five decades as Google Scholar search showing approximately 5 million studies published by April 2023 has presented. With the findings of the studies, the World Health Organization has officially recognized burnout as a job-related phenomenon and documented it in the International Classification of Diseases (World Health Organization, 2023). Therefore, the research studies have revealed that teacher burnout requires further examination (Saloviita & Pakarinen, 2021; Hanju & Shiquan, 2024) because teachers have expressed that they feel burned out on the Gallup Workforce Study (Marken & Agrawal, 2022). The unending discussion on conceptualizing the definition of the burnout phenomenon poses serious theoretical and applied problems. Due to its universal occurrence and the consequences, it requires to be approached from both research as well as practical perspectives. Although there are numerous studies on this concept, only a limited volume comprises influential academic publications with experimental research that incorporates various research methodologies like using several physiological and behavioral indicators to describe the development, complexity, and continuously altering nature of burnout (Demerouti et al., 2021).

Right from the start of teacher burnout studies, it was just a matter of time before it became a topic of international concern enabling the conduction of research in different countries from the USA, the UK, and Australia to other parts of the globe including reports published by the International Labour Organization (1981) and various teacher unions mainly on teachers' working situations (Kyriacou, 1987). Byrne (1991, 1994) conducted burnout studies including elementary, intermediate, secondary, and university teachers and analyzed the personal and organizational factors affecting the burnout levels of teachers. Similarly, based upon Byrne's findings, Miller (1999) drew attention to organizational variables and underlined the significance of professional development for school teachers as a buffer against burnout. The implications of these studies proved that educators at all levels of the academic system felt burned out and organizational factors were the leading contributors to burnout and other factors like personal factors also had impacts on burnout levels.

For this purpose, the academic research has focused mainly on explaining the underlying causes, types, and efficacy of the interventions, their relationship with other variables, and their effects on teachers' lives through multiple channels (Maslach & Leiter, 2016). The main reason behind the surge of international attention on this topic can be attributed to i) the growing body of proof that chronic job-related stress can prime the circumstances for mental and physical illness, ii) the interest to upgrade the quality of teachers' lives, and iii) to reduce the negative impact on teachers' relationship with their students so that overall quality of teaching may be improved. Despite the extensive search for the causes and results of burnout among teachers, it is seen that inadequate attention has been paid on creating a reliable and valid measurement scale for teachers specifically that can handle the contemporary issues related to this field by measuring their burnout levels.

In many studies, as the scales used were composed largely by bringing an extension to existing scales, MBI was often utilized in the education context. For instance, it was seen in the study (Aboagye et al., 2018) that was conducted to examine the applicability of the *Maslach Burnout Inventory* (Maslach et al., 1996) in the context of three cultures by doing a cross-country analysis. The countries chosen for the studies were China, Ghana, and Pakistan (lower-middle income countries) and the sample was preschool teachers, it was found that the burnout syndrome varies prominently across cultures and

genders. Besides, the Teacher Burnout Scale was tested by using the case of only a specific population, which was developed using a sample of 365 public school teachers of elementary and secondary level in the USA (Seidman & Zager, 1986-1987). The study proposed a 21-item Likert scale to measure burnout and was found to be internally consistent with the data.

Though the burnout phenomenon is not new, the research on teacher burnout in Türkiye is still comparatively recent. Parallel to the international context, a similar pattern can be seen in the studies published in Türkiye on teacher burnout. In the past, literature concerning teachers' burnout usually adopted the perspective of psychology or sociology, but not teachers themselves. Studies mainly focused on finding the causal factors or predictors of teachers' burnout, highlighting the effect of burnout on other variables, and then providing mitigating strategies to reduce burnout. Although the objective of various studies was different, the scale used for calculating burnout has been common among most of them. This is evident from numerous cases as a study conducted on teachers in Antalya (Kasalak & Dağyar, 2022) took a sample of 366 high school teachers to evaluate the effect of teachers' demographic variables and their burnout level on their level of enthusiasm for teaching. Maslach Burnout Inventory and Teacher Enthusiasm Scale were used to carry out the study and the results showed that gender and the level of seniority were significant predictors of burnout on their level of enthusiasm.

Teachers from other disciplines were also studied consecutively using the same scale (MBI) (Pandey, 2020; İlya, 2023). For example, the significance of the same above-mentioned demographic variable was investigated for music teachers in Türkiye (Öztürk, 2021). The data were collected using the Personal Information Form and MBI, and the results showed that for music teachers in Türkiye, demographic variables could not significantly predict the level of burnout. Similarly, a study (Öztürk et al., 2021) examined middle school Turkish teachers to explore the extent to which school environment and self-efficacy could estimate teacher burnout. The scale used to measure burnout was again the MBI and the predictions were made using structural equations for each variable in the study and the results were found to be statistically significant.

In addition to demographic variables, the organizational environment and school type were the second most widely studied variable in predicting teachers' burnout levels. A meta-analysis was performed on the studies that were carried out on teacher burnout predictors in Türkiye (Yorulmaz & Altinkurt, 2018). The research emphasized notable variations across studies conducted independently, particularly concerning demographic variables. The impact size of all the variables was accessed by scrutinizing 100 studies published on the impact of gender, 73 for marital status, 17 for subject matter, 15 for school type, 34 for qualification, and 54 for the level of experience. The results showed varying and inconsistent outcomes, both in size as well as the direction of the impact.

Similarly, a meta-analysis (Yorulmaz et al., 2017) was carried out to observe the magnitude and direction of associations between job fulfillment and different dimensions of burnout as well as the impact of mediator variables on these associations. The included number of studies was 14 studies for emotional weariness and depersonalization and 14 studies for diminished personal achievement. The results showed that emotional weariness and diminished personal achievement had a negative relation with job fulfillment and the impact was at a medium level, whereas job fulfillment and depersonalization had negative but a low-level relation.

With special education teachers, a study was carried out to find the relation between their self-efficacy and their burnout level (Saricam & Sakız, 2014). The respondents were 118 teachers to provide data using the MBI and Teachers' Sense of Efficacy Scale and showed that a significant relationship existed among the study variables.

As seen in these studies, there are context-laden factors that lead to burnout in these various teaching professions. To measure burnout among teachers, different measurement scales have been developed.

2.6. Teacher Burnout Measurement Scales

Besides general burnout measurement tools, some scales have been specifically developed for teachers to measure the burnout phenomenon more effectively. These are *The Teacher Burnout Scale* (Seidman & Zager, 1986-1987), *The Teacher Burnout Questionnaire* (Twillie & Petry, 1990), *The Maslach Burnout Inventory- Educators Survey* (MBI-ES) (Maslach et al., 1996), *The Academic Burnout Scale* (Tümkaya, 2000), *Teacher Burnout Measure* (Richmond et al., 2001), *The Copenhagen Burnout Inventory* (Kristensen et al., 2005), *The Teacher Professional Burnout Scale* (Kaner et

al., 2008), and *The Socio-Contextual Teacher Burnout Inventory* (STBI) (Pietarinen et al., 2013). The details of these scales are as follows:

Table 2.1

The Burnout Scale Studies Examined Through Deductive Method

No	Scale Name	Scale Creators	Factors/Domains	Number of Factors	Items	References
1	Maslach Burnout Inventory-Educators Survey (MBI-ES)	Christina Maslach, Susan E. Jackson, & Richard Schwab	1. Emotional Exhaustion (EE), 2. Depersonalization (DP), 3. Personal Achievement (PA)	3	22	Maslach et al. (1986)
2	Copenhagen Burnout Inventory (CBI)	Tage S. Kristensen, Marianne Borritz, Ebbe Villadsen & Karl B. Christensen	1. Personal Burnout, 2. Work-Related Burnout, 3. Client-Related Burnout	3	19	Kristensen et al. (2005)
3	Teacher Burnout Scale (TBS)	Steven A. Seidman & Joanne Zager	1. Career satisfaction, 2. Perceived Administrative Support, 3. Coping with Job-related Stress, 4. Attitudes Towards Students	4	21	Seidman & Zager (1986-1987)
4	Teacher Burnout Questionnaire	Less Doll Twillie & John R. Petry	-	-	28	Twillie & Petry (1990)
5	Academic Burnout Scale	Songul Tumkaya	1. Emotional Weakness, 2. Administrative Support, 3. Academic Performance, 4. Workload	4	39	Tumkaya (2000)
6	Teacher Burnout Measure	Virginia Peck Richmond, Jason S. Wrench, Joan Gorham	-	-	20	Richmond et al. (2001)
7	Teacher Professional Burnout Scale	Begumhan Yellice-Yuksel, Sema Kaner, Cem Oktay Guzeller	1. Emotional Exhaustion and Failure Related to the Profession, 2. Desensitization to Students, 3. Physical and Emotional Exhaustion, 4. Desensitization to Colleagues and Managers	4	26	Kaner et al. (2008a)
8	The Socio-contextual Teacher Burnout Inventory (STBI)	Janne Pietarinen, Kirsi Pyhältö, Tiina Soini, Katariina Salmela-Aro	1. Exhaustion, 2. Cynicism towards the teacher community, 3. Inadequacy in teacher-pupil interaction	3	9	Pietarinen et al. (2013)

The scales above concentrated on mainly general teaching profession-stressors such as workload, inadequate interaction between teacher and student. The intensity and effects of burnout may be determined with the use of context-based scales, directing individuals toward job-stressors and applicable coping mechanisms to manage and overcome this syndrome.

Similarly, there are unique stressors that extend burnout in the field of ELT. The demands of teaching a foreign language with the pressures of diverse needs and expectations from the society cause the EFL teachers to be particularly liable to burnout. As seen in Table 2.1, there is not any English language teacher burnout scale involving contextual parameters. Therefore, the burnout syndrome among English language teachers needs to be examined and also, the lack of scale development for English language teacher burnout proves this gap in ELT.

2.7. English as a Foreign Language Teacher Burnout

Burnout is known to have detrimental effects on English teachers. However, EFL teachers (like any other profession) need to be emotionally resilient and well-regulated to perform better based on the studies held to see the relationship between their success and their emotional intelligence (Ghanizadeh & Moafin, 2010). Nonetheless, English teacher burnout has been underexplored in the field of ELT and there has not been any scale development to determine burnout levels of English teachers not only in Türkiye but also beyond its borders. It is also underlined that the lack of research tailored to ELT context makes it hard to predict the causes and decide on mitigating strategies and intervention procedures to make their outcomes better.

In addition to the existing factors that would affect any teacher to develop burnout, EFL teachers tend to face more context-dependent factors, which make it crucial for researchers to study their case separately and profoundly.

2.7.1. Drivers of Burnout in English Language Teachers

English language teachers are affected by stress akin to the teaching job in any other discipline but some context-specific factors further intensify the problem and alter the teacher's experience in some manner. Both learning and teaching are emotional processes intrinsically and any emotion is an experience involving psychological, interactional, and social processes (King & Ng, 2018). It occurs through an interaction

between individuals and their surrounding environments, which means that research into specific classroom settings requires distinction according to the content and the inconstant nature of the learning process that is inherent in each subject. This appears predominantly true for language learning given the distinctive role language plays in someone's identity and it is apparent that language teaching involves the appropriate use of a wide range of emotions. In addition to personal emotions, a language teacher is continuously required to address students' anxiety as well, which is compelled not only by doubts about competence but also about identity (Stroud & Wee, 2006). Therefore, language teaching like English encompasses communicative competence in human relations and reflects various emotional expressions, resulting in emotional dysregulation and high pressure on teachers (Kelchtermans, 2017).

Because of the significance it places on the subject, English teaching is a career with severe emotional demands especially for interpersonal affairs, and requires the individual to incorporate expressive contentment. Ideal teachers are expected to show certain feelings of passion, eagerness, fun, confidence, and self-reliance, representing that they are expected to manage their emotions to improve teaching effectiveness and hereby to engage in emotional labor. The degree of emotional labor exercised is determined by several factors that are connected to the teacher's sociocultural background, the teacher-student relations, and the broader organizational and societal context. Such emotional labor further implicates the presentation of inauthentic or untrue emotions that are expected, desired, and appreciated at the organizational level to present an acceptable identity (Zhang & Zhu, 2008).

This emotional dissonance (King & Ng, 2018) that takes place when there is a discrepancy between the emotion reflected on the surface and the emotion felt underneath over a period provides a basis for depersonalization, self-isolation, stress, and eventually burnout. It is impractical to feel positive emotions and limitless enthusiasm for the lesson every day, and the absence of these emotions results in forced acting. Moreover, language teachers face similar demands on the part of the students in terms of their target language and culture identification, for example, by encouraging and modeling them on how to interact with the culture of the target language. This shows how the relationship between a student and a teacher is fundamentally different from other jobs involving short-term human interactions.

A study conducted on the emotional well-being of EFL teachers (Talbot & Mercer, 2018) further identified that the perception of others about their work and their self-doubts about their abilities was seriously uneasy for these teachers. Interviewees in this study stated that teaching in ELT was more challenging due to language's ever-changing character and its rapid rate of development. Furthermore, both the poor engagement in the lesson and the lack of motivation from students could add up as other causes of negativity. The least motivated students were those who saw no benefit in learning English, and those who had unrealistic goals for their language proficiency ended up resenting their decisions.

Due to such highly demanding nature of this job where teachers have to cope with bilingual and bicultural contexts, it is believed that language teachers are extremely susceptible to experiencing burnout (Ghanizadeh & Jahedizadeh, 2015).

The factors that drive English teachers' burnout at the tertiary level are various. The context-laden factors that are specific to the university setting affect English teachers' burnout. A study conducted in Iran on the relationship between burnout and job satisfaction of EFL teachers working in universities and schools (Safari, 2020) found that the type of workplace (university vs. schools) had effects significantly on the level of satisfaction of the teachers mainly due to the difference in job conditions specific to the type of institution.

More precisely, the sources of burnout for EFL teachers are distinct especially in higher education. One of the first and largest studies on stress in tertiary-level education was conducted in 1984 (Gmelch et al., 1984) by collecting data from about 80 universities in the USA, showing that 60% of the total stress that teachers experienced came from their work setting (university) than the other sources. According to this study, the main factors that caused stress were extremely high expectations of teachers from their selves, struggle to secure funding for their research, insufficient salary, slow career progression, and inadequate time to stay up-to-date with the advancement in the field of their expertise (due to excessively speedy rate of research taking place in their field). The literature of the same study highlighted a few other factors including poor communication with other faculty members, deficiency of support (technical as well as human), excessive paperwork, lack of time for research work, and the struggle to get their work published (Kinman, 2001). The factors recognized by this study can be

repeatedly seen in other studies as well, especially the time limitations and work overload that tertiary-level teachers confront.

A longitudinal study on the perception of causes of occupational stress conducted in Australian universities (Gillespie et al., 2001) reported that according to teachers, the top factors were inadequate funding and resources, the burden of work, poor management practice, job insecurity, and insufficient recognition and reward.

Many studies have indicated that teachers at the tertiary-level work significantly more hours than they are contracted. A study on the comparison of academic versus non-academic staff in the UK proposed that individuals working in academia were more probable to work additional hours leading them to have a rather poor work-life balance and likewise, they had diminished quality of professional life (Fontinha et al., 2019).

The imbalance between work and life for teachers can be further exacerbated by the growing number of learners, the constant stacking up of job demands, and anticipation of work amplification in the future. Ambiguity about the future of their profession adds additional pressure on university teachers who are on the non-tenure track but also face the problem of low salaries as compared to tenure-track teachers (Berlin & Brock, 2021). Coupled with such job insecurity, the environment of the institutions is now evidently reported to be more stressful than ever before (Tytherleigh et al., 2005). Universities that fail to provide such assurances related to jobs (including enrolling them in the social security system) create an ambiance of doubt, uncertainty, dissatisfaction, and helplessness (King & Ng, 2018).

Universities, where management does not allow teachers to take part in important decision-making procedures regarding their jobs and the utilization of resources according to their choice, actuate the issue of control and teacher autonomy. Teachers frequently have time-bound by curricular and institutional restrictions which affect their day-to-day teaching practices (Talbot & Mercer, 2018). A study was carried out in Japan on EFL teachers in 2018 (King & Ng, 2018) and the university chosen for the research was undergoing some reorganizations in the administration of data collection through interviews. In the end, the workplace environments for teachers were also changed by the management's side such as the course syllables as well as the managerial duties of the academic staff without any prior meeting with them. Since the faculty members had to comply with the changes unquestioningly, this activated

feelings of anger, hatred, tediousness, and perplexity among teachers and also, they felt ignored and disregarded. This lack of teachers' participation in important decision-making and proper support from the management inevitably provoked teacher burnout (Rostami et al., 2015).

2.7.2. Research Studies on English Language Teacher Burnout

Burnout, highlighted as a critical risk for educators by the American National Education Association and known as the result of sustained occupational stress (Bardon, 1983), was framed in the previous studies (Farber, 1991) with the negative impacts on both teaching quality and student learning outcomes. Scholars started looking at the specific factors of teachers' increased stress as burnout research progressed. Since then, burnout research has shifted from focusing on general teacher burnout to concentrating more on specific positions like teaching English as it is emotionally demanding.

Nayernia and Babayan (2019) and Nayernia (2021), for example, investigated what kind of stressors might result in a variety of adverse consequences for the EFL teachers as they coped with unique stressors, such as adjusting to new cultures and proficiency in the language. EFL teachers feel the highest risk of burnout among them (Seis, 2023) as they are obliged to support the learners for the acquisition of both language and culture. This shift identifies burnout among EFL teachers as a unique type of job stress, negatively impacts teachers and their students (Bagheri Nevisi & Alasadi, 2022).

Besides, burnout's broader consequences, such as impaired teacher-student relationships, decreased mental health, and overall job dissatisfaction were examined. These studies also introduced frameworks that examine burnout across three levels as individual (micro), institutional (meso), and societal (macro), providing a more comprehensive understanding of the factors that increase teachers' susceptibility to burnout, especially those in high-stakes fields like English language education (Zheng, 2022).

Many research studies have encompassed the unique pressures facing EFL teachers, who contend with the combined demands of high-performance expectations, cultural adaptation, and the need to support students' linguistic and cultural growth. Studies indicate that EFL teachers are particularly at risk of burnout owing to these compounded responsibilities, which extend beyond language instruction to fostering students' broader cultural competence (Meidani et al., 2019). Such studies emphasize

that EFL teacher burnout impacts not only educators' well-being but also the quality of student engagement and academic outcomes, revealing the ripple effects of burnout on educational settings as a whole (Cheng, 2022).

More recently, most of the studies have been conducted to find the relation of burnout levels to any other arbitrary variables. For example, a study carried out in Iran (Tonekaboni & Nasiri, 2022) to find the relationship between teachers' burnout level and their self-resilience presented that social-psychological factors are significant in foreign language settings and could affect teachers and students' educational outcomes. The data were collected using the Maslach Burnout Inventory and the Resilience Scale from 97 experienced English language teachers. Similarly, a study was conducted in Chile (Sato et al., 2022) to find out the relationship between teachers' motivation and their perceived burnout level as a foreign language teacher but the sample chosen for the study was school-level teachers. Depending on the qualitative method, the positive influence of motivation was shown to be boosted by the experiences of the teachers.

Another study in Iran (Pishghadam et al., 2022) was designed to observe the relationship between burnout and psychological reactance and what role a teacher's spiritual intelligence played in this relationship. 270 Iranian EFL teachers employed by private organizations, educational institutions, and universities were the participants of a survey. The results indicated that burnout had effects on increased psychological reactance, whereas the spiritual intelligence of the teachers would reduce this impact. Xu and Jia (2022) did a study in China during the same time period to investigate the effects of teachers' job engagement and emotional exhaustion on their instruction. 295 EFL teachers from various Chinese schools and universities took part in the study. The results indicated a positive relation between self-efficacy and the level of engagement at work by teachers, whereas there was a negative relation between the symptoms of burnout and work engagement. Additionally, a study carried out in North Cyprus (Goker, 2021) examined the relationship between EFL teachers' perceived fatigue and job performance. The MBI-Educator Survey was utilized to gather data for the study, which focused on 51 EFL teachers. The findings showed that their emotional tiredness was influenced by their gender and type of university.

Also, in Türkiye, some studies have been conducted nationwide to investigate burnout in EFL teachers over the last twenty years (Deryakulu, 2005; Şekercioğlu & Yellice,

2008; ; Kaner et al., 2008; Güven, 2010; Özkanal & Arıkan, 2010; Unaldi et al., 2013; Öztürk, 2013; Savas et al., 2014; Sarıcam & Sakız, 2014; Demirel & Cephe, 2015; Kazımlar & Dollar, 2015; Hismanoğlu & Ersan, 2016; Genç, 2016; Ceylan & Mohammadzadeh, 2016; Atmaca, 2017; Kulavuz-Önal & Tatar, 2017; Köksal et al., 2018; Özdemir, Tercan, Gün & Bilgin, 2018; Bal, 2019; Ulum, 2019; Güneş & Uysal, 2019; Özkara, 2019; Erdag & Tavil, 2021; Deneme, 2021; Karanfil & Yeşilbursa, 2021). The goals of these studies were to determine the extent of burnout and its causes; examine the relationships between self-efficacy beliefs, written corrective feedback, teacher efficacy, and burnout levels; explore the connection between social problem-solving skills and burnout; investigate the relationship between occupational burnout and engagement in professional learning activities; analyze the impact of personality factors and organizational socialization on burnout; and examine the relationships between learned resourcefulness and burnout (Seis, 2023).

Meanwhile, English language teachers teaching at the school level were the subjects in some studies (Hismanoğlu & Ersan, 2016; Atmaca, 2017; Güneş & Uysal, 2019; Kimsesiz, 2019) that focused on finding the probable causes or predictors of burnout among EFL teachers. In addition, it was further proven that the type of school chosen for the study also influenced the level of burnout (Kimsesiz, 2019) and hence, reiterated the context specificity of the problem.

Given all the findings of these studies, the majority of Turkish studies on burnout used quantitative research techniques (Unaldi et al., 2013; Savas et al., 2014; Kazımlar & Dollar, 2015; Hismanoğlu & Ersan, 2016; Genç, 2016; Ceylan & Mohammadzadeh, 2016; Kulavuz-Önal & Tatar, 2017; Ulum, 2019; Kimsesiz, 2019; Güneş & Uysal, 2019; Özkara, 2019; Erdag & Tavil, 2021; Deneme, 2021), and mixed-method approaches (Öztürk, 2013; Demirel & Cephe, 2015; Atmaca, 2017; Köksal et al., 2018; Bal, 2019; Güneş & Uysal, 2019; Karanfil & Yeşilbursa, 2021), albeit a small number used qual-method approaches (Kazak & Gündoğdu, 2023; Yücesoy et al., 2024).

Additionally, the studies presented above mainly utilized the MBI scale; nevertheless, it was anticipated that survey fatigue might come from the use of the same scale without any Turkish contextual elements, employed in burnout studies in the majority of quantitative studies. The studies were not long-term in nature; therefore, it was also unclear whether burnout was a short-term or long-term issue. Furthermore, because the

research investigations were only carried out in particular regions of Türkiye, they might not provide statistics for the nationwide. Recognizing that studies that were usually carried out in settings where researchers were physically present might run the risk of introducing bias. Further, limiting the generalizability was the fact that participant demographic data did not span many locations. Overall, the studies did not adequately address the ways in which burnout impacted the professional and personal lives of English teachers, how future educational policies in Türkiye could mitigate or eradicate this effect, or what strategies burnt-out English teachers could employ to deal with the burnout effect (Seis, 2023).

At the tertiary level, teachers from other disciplines were studied often and that highlighted the importance of the type of institution to be taken into consideration while conducting burnout studies. A study conducted on academicians in Turkish universities (Toker, 2011) indicated that research assistants were more prone to emotional tiredness, depersonalization, and lack of personal achievement. The data were collected from 648 academicians at Turkish universities, disregarding the subject they were teaching, and the Maslach Burnout Inventory tool was used to collect data. Similarly, a recent Turkish study (İlyas, 2023) examined the level of burnout, the impact of age, gender, teaching experience, and the type of school by using the Maslach Burnout Inventory-Educators Survey via collecting data from a sample of 132 EFL teachers, and the results showed that the majority of the EFL teachers had high levels of burnout as they felt less accomplished and the age variable showed interaction with depersonalization and when the teachers got older, they felt isolated.

Nevertheless, in Türkiye, the studies that were conducted at the tertiary level for English language teachers had different objectives than those of the present study. For example, the research on the comparison of state university instructors and private university instructors (Kulavuz-Önal & Tatar, 2017) explored that the level of sense of personal achievement was different from each other for both groups, with state university instructors feeling less accomplished and thus having low participation rate in learning activities. The study collected data from 224 Turkish EFL teachers using the Maslach Burnout Inventory for Educators. Another similar study that was carried out on university EFL teachers (Bal, 2019) aimed to recognize the effect of the type of university and the degree on their level of burnout and the reasons for their experience.

The results were the same as the previous study in claiming that there existed a significant difference between the level of burnout of state and private university teachers.

Other studies focused on finding the effect of demographic variables on all three dimensions of burnout. For example, Özkara (2019) stated that age and experience played a significant role in deciding the level of personal achievement and the sense of self-efficacy which were found to be inversely related to emotional weariness and depersonalization. The study took into consideration 118 Turkish EFL teachers from primary, secondary, high schools, and universities, and collected data through the Maslach Burnout Inventory. In the same manner, another study (Yastibas, 2021) calculated the burnout levels of public and private university EFL teachers to compare and to find out the factors causing it. The study explained that the support from the management, learners' behaviors, income, and job stress and satisfaction had more significant impacts on different dimensions of burnout than the other variables. Also, the MBI-Teacher Form was used to collect data from 104 Turkish EFL teachers.

All these findings emphasize the need for a research study that is generalizable to Türkiye in order to examine the phenomenon of burnout with a context-specific scale that could present burnout levels of Turkish English teachers and with the qualitative data tools to gain a more detailed understanding as well as the exploration of coping mechanisms to prevent or avoid burnout among teachers.

2.8. Coping with Teacher Burnout

The level of burnout that people experience can vary depending on how they respond to stressors. Coping is defined as an organizational construct that encompasses many strategies for addressing psychological suffering, such as stress, anxiety, and burnout. Since everyone responds differently to stressors and there is no one-size-fits-all answer, it is challenging to categorize coping strategies for stress (Skinner et al., 2003). Coping strategies are ways of dealing with challenging circumstances, demands, and crises that are considered harassed, and fall into two major categories: problem-focused and emotion-focused strategies.

Problem-focused coping actively addresses the underlying cause of psychological suffering, whereas emotion-focused coping focuses on controlling one's emotional reaction to the stressor. Moreover, when trying to get away from a stressor, several

avoidance-focused strategies are used, like looking for social support or doing distracting activities (Endler & Parker, 1990; O'Dowd et al., 2018). Burnout may result from psychological anguish if an individual's coping mechanisms for work-related stress are inadequate.

Coping mechanisms and teacher burnout have been linked in several research studies, and coping methods are positively correlated with personal accomplishment and negatively correlated with emotional exhaustion. Depersonalization, on the other hand, is associated with distancing or avoidance, which can indicate a lack of dedication among teachers (Shin et al., 2014; Yin et al., 2018; García-Arroyo & Osca, 2019). Therefore, coping strategies should be nurtured among teachers to prevent burnout. In 1997, Carver created the Brief-COPE Scale (Carver, 1997), which lists different coping mechanisms proven to be useful in health-related research. Three categories exist for these strategies: *Approach*, *Avoidant*, and *Neither Approach nor Avoidant*.

Among *Approach* strategies; *Acceptance* is acknowledging and embracing the circumstance as it is. While *Positive Reframing* means looking for the positive aspects of the circumstance and finding something meaningful in it, *Emotional Support* entails asking others for consolation and understanding. An alternative strategy is *Active Coping*, which is addressing the issue head-on and making an attempt to modify the circumstances. Furthermore, *Planning* comprises arranging and planning what to do; *Instrumental Support (Use of information support)* is obtaining helpful advice, counsel, or direction from others.

On the other hand, *Avoidant* strategies involve actions such as *Denial*, in which people reject the truth of the circumstance, and *Substance Abuse*, in which people turn to drink or drugs to deal with stress or to ease unpleasant feelings. *Self-distraction* is when an individual consciously attempts to distract themselves from the current situation by either engaging in some form of activity, changing focus or even self-blaming. *Self-blame* occurs when someone blames himself/herself, or criticizes their actions and situations. Moreover, *Venting* involves expressing negative emotions for releasing or relieving and also verbalizing dissatisfaction. Thus, *Behavioral Disengagement* shows that the individuals give up dealing with the issues.

Finally, *Neither Approach nor Avoidant* strategies include coping strategies like *Humor*, which include employing humor to make jokes or find fun in them. *Religion* is the

pursuit of strength through prayer and meditation, as well as solace and comfort from spiritual practices or beliefs.

Briefly, these strategies seen in Table 2.2 play pivotal roles for the individuals in the situations when they attempt to manage high levels of psychological distress.

Table 2.2

Coping Strategies from Carver's the Brief-COPE Scale (1997)

Approach	Avoidant	Neither Approach nor Avoidant
Acceptance	Denial	
Positive Reframing	Behavioral Disengagement	
Emotional Support	Substance Abuse	Humor
Active Coping	Self-distraction	Religion
Planning	Self-blame	
Instrumental Support	Venting	

These coping mechanisms above provide people with an array of choices for navigating mental health challenges. Some of these strategies encourage proactive involvement and problem-solving, while others can concentrate on emotional regulation or trying to get external assistance.

Shortly, coping mechanisms are essential for controlling burnout, and thus, the creation of precise and trustworthy measures to gauge burnout levels is also crucial. By identifying the early indicators of burnout, the burnout scale development facilitates intervention and prevention. Thus, organizations and individuals can adopt the scales by focusing on the ways to manage stressors, enhance well-being and uphold a safe, productive atmosphere by methodically evaluating burnout.

2.8.1. Studies on Coping with Teacher Burnout

Existing scientific literature has highlighted coping mechanisms as an essential tool to reduce teacher burnout. Seidman and Zager (1991) investigated the relationships between teacher burnout factors and coping strategies and indicated that the teachers had physical and psychological health problems due to burnout. Hence, they benefited from maladaptive coping strategies like excessive food, cigarette and alcohol consumption when they had high levels of burnout. Unlike this, the teachers with lower burnout utilized adaptive coping strategies such as leisure activities.

In a meta-analysis study (Koutsimani et al, 2019), it was stressed that potential effective interventions could be maintained after finding out the nature of the problem leading to burnout. In the study conducted by Zhao and Ding (2020), professors who had high levels of burnout predominantly used protective mechanisms with ego-defense intention and avoided active actions.

Martínez et al. (2020) concentrated on the association among coping strategies, interpersonal relationships, depressive symptomatology and burnout, and found significant differences. Therefore, it is essential to alleviate stress by benefiting from problem solving strategies, and the importance of social support and physical as well as psychological health needs to be underlined.

Emeljanovas et al. (2023) from Vilnius University searched for the relationships between the teachers' mental health and coping strategies for stress. The teachers mainly adopted problem solving, talking to people like family or friends, doing sports or taking up hobbies, praying and blaming themselves as the coping strategies to enhance their emotional health.

When national studies are considered, it is seen that there are some studies that specifically search for the primary, secondary or high school teachers' burnout coping strategies. For instance, Bağçeci and Hamamcı (2012) carried out a study with primary, secondary and high school teachers and found out that the teachers who used helpless coping strategies [one of five sub-dimensions of stress-coping strategies adapted from Folkman and Lazarus's Coping Inventory (1980) by Sahin and Durak (1995)] suffered from emotional exhaustion. The findings of the study revealed that the helpless coping strategy employment made the teachers become more prone to emotional weariness as they did not manage the process when they felt emotional strain and blamed themselves for not finding a solution. On the contrary, the self-confident coping strategy that was employed to make rational and conscious attempts to find a solution increased the teachers' personal accomplishment.

The study by Erdağ and Tavil (2021) also investigated the burnout levels of EFL teachers at primary schools and their coping strategies. The palliative/ emotion focused coping strategies such as relaxing after work, controlling feelings, spending time for themselves and a good home life were chosen more than direct action/problem-focused

strategies like trying to solve problems by taking actions, discussing problems and finding strategies for solutions by the teachers.

In Koçyiğit and Sezer's qualitative study (2024) with preschool teachers, the ways of coping with stress were explored and active behavioural and avoidant coping strategies were reported and it was underlined that the well-being of the pre-school teachers also affected the quality of early childhood education and therefore, for teachers' professional progression, resilience intervention programs were recommended.

Apart from these studies that focus on teachers from different branches at various schools, the EFL teacher burnout and coping strategies were disregarded. Few studies examining the coping strategies of EFL teachers at the tertiary level were found in the literature (Petek, 2008; Gazimihal, 2016; Mutlu, 2017). In Petek's study (2008), the coping strategies employed by the university EFL teachers were coping in the class, self-support and planfulness. In Gazimihal's study (2016), self-talk was chosen as the coping strategy by the university EFL teachers. The teachers applied motivational, instructional, positive and negative self-talk types to ameliorate the burnout effects.

Although Tümkaya (1996, 1999) emphasized in a doctoral thesis and subsequent article that more research was needed in Türkiye on teachers' burnout levels, their coping strategies, and the relationship between burnout and various variables, not many studies have been conducted in our country so far, and to the best of the researcher's knowledge, there is an existing gap in the literature in terms of EFL teacher burnout and coping strategies to nurture well-being of the teachers. Therefore, further research to investigate this relationship is required.

2.9. Well-being and Teacher Burnout

The term *well-being* is defined as the state of realization of an individual's abilities to cope with the normal stresses of life and to work productively and to contribute to the community (The World Health Organization, 2018) and "a state of happiness and contentment with the good physical and mental health" (American Psychological Association, 2020). With these definitions, the importance of different aspects of health like physiological, mental, and social on the well-being of individuals is highlighted. In the workforce, especially in the teaching profession, prolonged negative consequences could damage these significant aspects by generating burnout. As burnout syndrome is one of the factors of negative well-being (Fisher & Boer, 2011), there is a need to

understand the relationship between the influence of the work /home challenges and the individuals' well-being perceptions (Noor & Zainuddin, 2011; Proctor & Tweed, 2016).

Due to job characteristics, teachers at universities face burnout syndrome (Watts & Robertson, 2011), and teachers' physical and mental health at universities are negatively influenced by chronic burnout and stress (Padilla & Thompson, 2016; Richards et al., 2016). Research studies reveal that high job demands trigger burnout (Zábrodská et al., 2018). On the contrary, JD-R theory could bring the well-being of employees (Hakanen et al., 2008) by supporting their psychological well-being and decreasing burnout levels (Sahni & Deswal, 2015). In the literature, as university teachers are reported to have significant levels of psychological burden and to be emotionally worn-out (Winefield, 2001; Winefield et al., 2003; Watts & Robertson, 2011), they need psychological support to form their well-being (Kinman, 2014; Ergül Bayram & Eveyik-Aydın, 2023).

More importantly, language teaching profession demands for more emotional labor and workforce than other teaching jobs (Talbot & Mercer, 2018; Yang, 2022). In Talbot and Mercer's (2018) study, a few strategies such as problem-directed action, recalling positive events, showing gratitude, cognitive reappraisal, and social-self comparison could enhance emotional well-being, and positive attitudes as well as social interactions towards job could play significant roles in getting over burnout. Additionally, the use of emotions in social interactions cannot be disregarded for the maintenance of well-being (Saarni, 2000). When the feelings are expressed appropriately as emotional competence verifies, self-regulation and self-efficacy effectively regulate emotions to manage subjective well-being (Saarni, 1999) and foster a sense of autonomy as well (Alamoudi, 2023).

While burnout and well-being show opposing poles, the detrimental effects of burnout could give damage to personal well-being and personal resources; however, there is a recovery process to promote individuals' health mentally and emotionally with a series of activities outside of work known as leisure (Iwasaki & Schneider, 2003) that might act not only as stress-coping resources such as hardiness and perceived social work (as Hobfoll (1989) underlined in the Conservation of Resources Theory) but also coping strategies (behavioural and cognitive responses to stress). Besides, positive coping strategies and beliefs are essential to keep positive mood for subjective well-being.

Resilience also empowers and strengthens individuals to overcome adverse experiences of burnout by mitigating negative emotional signals.

Recently, some studies have major role to bring the importance of teacher well-being and focused on ascertaining how burnout influences teachers' well-being. Puertas Molero et al. (2019) did a systematic review, examining 36 articles to see the effect of emotional intelligence and burnout on teachers' well-being. The results showed that body health and mental well-being of the teachers were improved when their emotions were regulated via emotional intelligence.

In Dreer's study (2022), school climate and job crafting were found to support teacher well-being. Dreer (2023) also did a comprehensive analysis of 44 research studies gathered from nearly 80,000 teachers. It was indicated that many factors such as teachers' personal health related to their sleep quality, retention as well as the relationships between teachers and students had effects on teachers' well-being, and it was finally recommended that future research studies on this topic be supported with more funding. Besides, dynamic relationships of these factors were essential to be investigated with various tools and analyses.

Yang (2022) delved into the association between teachers' well-being and stress, and stated that hope as the mediator role expanded their well-being by diminishing apprehension and stress, and optimism encompassing personal strengths and qualities (Seligman & Csikszentmihalyi, 2014) formed key drivers of psychological health and scholastic performance (Rand et al., 2020) and academic optimism was fundamental to combat against burnout.

Sulis et al. (2023) examined ELT teachers' agency by conducting a qualitative research design and conveyed that teachers' well-being was directed by major events in their personal and professional factors that could enhance self-reflection and could promote taking action with self-regulation.

Erdal (2023) reviewed EFL teachers' well-being in the context of Türkiye with the descriptive and content analysis. The results showed that teaching curriculum, students' attention to language learning and institutional and financial support contributed to their well-being and happiness.

Apart from the research articles, the book titled as *Teacher Well-being in English Language Teaching* edited by Pentón Herrera et al. (2023) drew attention to well-being. It was underlined that building teacher-well-being and excellence was a priority and a social responsibility not only for teachers but also for the society by adopting an ecological approach. In this book, creative international research studies are available to present the reflections of the teachers from different educational settings and the term *teacher* is deliberately used to refer to those who deliver English instruction, varying from schools to universities and organizations, in line with the international focus of this research conducted in Türkiye.

The long term effect of burnout jeopardising teachers' health directly at universities was necessary to be addressed (Kinman & Johnson, 2019; Urbina-Garcia, 2020) and coping strategies needed to be determined as mediators for good health.

Given the today's pressurized environment, learning to cope with burnout is necessary for the sake of our physical and emotional health. Being able to effectively deal with stress gives us the ability to manage and prevent burnout, as well as to maintain health and productivity. In this way, by using coping strategies, one can strengthen their quality of life, gain resilience and is able to achieve sustainable success in all aspects of their personal and professional lives. In order to see whether there is any challenge affecting teachers, scale developments are pivotal and therefore, burnout scale development is a must to achieve these intended aims.

2.10. The Scale Development Process

The actions, attitudes, and hypothetical situations that we anticipate existing because of our theoretical understanding of the universe are measured by scales, which are expressions of latent constructs that we are unable to evaluate directly (De Vellis, 2012). New scales are required as science advances and new research topics are posed. For the accurate measurement of burnout levels of teachers, it is a necessity to develop a scale within Turkish tertiary-level context with the contextual precursors as it is suggested by Maslach et al. (2008).

However, scale development is not an easy or apparent task, and involves several phases (Boateng et al., 2018). To produce a legitimate and trustworthy scale, the processes for scale creation need to be applied. The construction of a rigorous scale

involves three phases: item development, scale development, and scale evaluation (Hinkin, 1995).

For the item development, the first is to define the construct or constructs to measure as the notion, trait, or unobserved phenomenon that is the focus of the study. It is, therefore, necessary to choose and specify the phenomenon under examination before beginning any item action (Raykov & Marcoulides, 2010) to get an understanding of the phenomenon being studied and to provide item production and content validation (Boateng et al., 2018). The item pool may then be determined once the phenomenon investigated is defined.

There are two procedures of item generation which are called as deductive and inductive methods (Hinkin, 1995). The former, *deductive method*, is predicated on item identification. This may be accomplished by reviewing the literature and evaluating the scales and indicators that are currently in use in that domain (Raykov & Marcoulides, 2010). Thus, the theoretical basis for determining the domain or construct is provided from the research studies done because the literature review specifies detailed information, and it is possible to get insights from the literature. When a construct is founded on information regarding existent things, a scale with theoretical foundations is better placed to make specific pragmatic decisions about that construct (Boateng et al., 2018).

The latter, *inductive method*, entails creating items based on the responses of individuals (Hinkin, 1995). Item identification may be achieved by the utilization of qualitative data collected via individual interviews and focus groups, as well as exploratory research approaches (Morgado et al., 2018).

After the critical item creation step, in which researchers create a pool of items that are precise, clear, and representative of the construct they plan to measure, it is essential that items be clear and representative in order to precisely and unambiguously reflect the construct. Hinkin (1995) proposes asking professionals to have a subject review of the items in order to attain content validity. These professionals provide insightful feedback to help improve the item pool by determining whether the items are appropriate and adequately cover the construct.

The next stage comprises item analysis and refinement after item development and expert evaluation. Then, factor analysis is followed. Factor analysis offers a framework

for understanding the relationships by proposing underlying factors or factor structures within a correlation matrix based on face-value statements (Comfrey & Lee, 1992). According to Hinkin (1995), exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) are crucial for construct validity. The use of EFA is to identify the structure of the scale (Child, 2006). CFA confirms the factor structure found in EFA and verifies the structure of the scale.

It is also necessary to make the items group together in a theoretically and empirically meaningful way by completing this prime stage. Furthermore, Hinkin (1995) emphasizes the significance of checking the scale's reliability, which is frequently ascertained using Cronbach's alpha. Construct, criterion-related, and face validity assessments are among the validity evaluation methods that guarantee whether the scale measures the target construct precisely and successfully. High-quality research in organizational contexts is made possible by this thorough approach to develop and evaluate scale, which assures that the measurement instruments are trustworthy and robust.

2.11. Summary of Literature Review

Studies (Watts & Robertson, 2011) have argued that the burnout literature has been dominated by descriptive and anecdotal reports making it hard to define the magnitude of the phenomenon. Furthermore, the conceptualization of burnout has differed largely within the scientific studies with the common understanding. Also, too many ambiguous definitions have delimited the application of the research. This point has been essentially underlined in the initial part of the literature review.

Though the existing concept given by Maslach (Maslach & Jackson, 1981), their scale is used mostly as the instrument to measure burnout, there does not exist a *tipping point* that can be used as a baseline beyond which the burnout score will indicate a clinical disease issue (Demerouti et al., 2021). The lack of tipping point hinders us from differentiating between the degrees of burnout (mild or potentially at risk) and guides us in taking relative actions against burnout occurrence. As a result, this highlights the need for the clear operationalization of the concept with empirical analysis to have a better understanding of the construct and its consequences for the welfare of tertiary-level EFL teachers, specifically in Türkiye.

Most of the studies conducted on EFL teachers have mainly focused either on levels other than that of university such as school level, college, and private institutes, and the like, or their main objective has been to find the impact of one specific variable to another arbitrary variable on the level of burnout. This then limits our comprehension of how exactly burnout is experienced in a specific context where different variables are at play in accordance. Additionally, it is stated that burnout symptoms are mainly caused by job-related stressors; however, the tests used to evaluate these stressors have failed to comprehend them. The burnout intervention strategies presented or proposed so far have had their main objective as a symptomatic relief strategy. With these interventions, there is a need to be eligible to find effective solutions for burnout to eliminate the causes of teacher burnout. Hence, organizations/universities need to redesign the environment of their workplace and construct interventions for the well-being of the teachers.

A review of the literature indicates that the research studies conducted on teacher burnout have established a strong foundation for further research. Therefore, the research studies investigating EFL teacher burnout need to be expanded (Kulavuz-Önal & Tatar, 2017). In addition, theoretically grounded, and evidence-based practice guidelines to reduce burnout levels of individuals and groups particularly after the development of burnout are also crucial to be searched (Demerouti et al., 2021). Also, the burnout research studies focusing on university teachers must be implemented to address this growing issue. So, it is highly important to do more studies examining burnout among Turkish EFL teachers working in the ELT field (Bal, 2019).

In Türkiye, a context-based study should be conducted especially for Turkish EFL teachers, and a specific scale is pivotal to concentrate on the burnout issue. Thus, more comprehensive findings could be gained from EFL teachers working at different type of universities throughout Türkiye.

3. METHODOLOGY

This chapter provides an overview of the methodology employed in this study. At the beginning of the study, the theoretical underpinnings and rationale for using a mixed methods approach are presented. As part of the mixed methods approach, the study also involves scale development, comprising two parts: an initial study and a main study. The research instruments and participants for both parts of the scale development are outlined in this section alongside the overall data collection procedures. Finally, the methods used to review the data in order to answer the research questions are thoroughly analyzed.

3.1. Research Design

Burnout research requires a thorough, multifaceted approach that incorporates a variety of research methodologies because the phenomenon *burnout* is complicated due to a number of reasons. Researchers can combine the benefits of both quantitative and qualitative research approaches effectively in a variety of fields, such as education, social sciences, and health, by using mixed methods study designs. By employing the binary lens of both approaches, the researcher aims to offer a legitimate and trustworthy instrument for in-depth investigation of the burnout phenomenon that can measure Turkish EFL teachers' burnout specifically. The research design section of this study provides a particular focus on demonstrating how the quantitative and the qualitative methods are carried out and how the research findings might be further implemented to facilitate easy replication in diverse contexts, as suggested by Chapelle and Duff (2003).

Hence, the issue being investigated is better explored in its entirety and from multiple angles (Ivankova & Stick, 2017; Creswell, 2018; Onwuegbuzie & Leech, 2020). Moreover, the data analysis from the two methodologies involved in mixed methods research is juxtaposed and produces complementary insights that frame a larger picture (Brannen, 2005). Therefore, a mixed methods design suits the main aim of this study with a particular sample group in a particular setting with various merits it determines as follows:

Initially, one of the most robust assets of using mixed methods research in burnout research is that it allows for triangulation of findings, which can increase the validity and reliability of findings. In addition, a more thorough and nuanced knowledge of burnout is possible by combining the advantages of quantitative and qualitative research methodologies and preventing the drawbacks of utilizing only one type of method (Creswell & Plano Clark, 2011) as the use of a variety of data sources allows researchers to compare the outcomes of one approach to the outcomes of another, lowering the possibility of bias and boosting the overall trustworthiness of the study findings. The incidence and prevalence of burnout, as well as the variables that lead to burnout at the population level, may be determined using quantitative measures such as scales, and thus, the results could be generalizable.

Moreover, individuals' personal experiences and subjective impressions of burnout can be better understood via qualitative approaches like individual interviews to adequately capture the whole complexity of burnout and the unique experiences of people affected (Johnson & Onwuegbuzie, 2004). Thus, a more comprehensive picture of burnout by combining the two methodologies may be presented (O'Cathain et al., 2008).

Briefly, to attain these purposes stated, the mixed-method research design was applied in this research with different research instruments.

3.2. Research Instruments

In English language teacher burnout research, quantitative and qualitative data instruments were used to answer the research questions as directed by the mixed method research. Firstly, a valid and reliable quantitative tool for measuring English language teacher burnout was necessary, and thus, a new scale with context-based determinants needed to be developed. The development process included developing pertinent items, testing the scale in advance, and ensuring the scale to make sure whether it was valid and reliable in measuring burnout levels across diverse populations. Secondly, as the qualitative instrument, semi-structured interview questions were prepared depending on the theories and were conducted with the voluntary EFL participants.

3.2.1. Development of the English Language Teacher Burnout Scale

In order to ensure thorough and reliable item generation and validation, the English Language Teacher Burnout Scale (ELTBS) was developed using a combination of

deductive and inductive approaches. A comprehensive review of the literature, the gathering of qualitative data, and expert validation were all parts of this process.

The deductive method was utilized based on the examination of scale studies of Maslach and Jackson (1981, 1986), Seidman and Zager (1987), Twillie and Petry (1990), Maslach et al. (1996), Demerouti and Nachreiner (1998), Tümkaya (2000), Richmond et al. (2001), Kristensen et al. (2005), Kaner et al. (2008), and Pietarinen et al. (2013). In these scales (see Table 2.1), personal and professional conditions leading to academic burnout, thoughts, attitudes, and behaviors related to career, duties and responsibilities, workload, interests and expectations, satisfaction and managerial items and relations with students, and other statements explaining teacher burnout were noted. Besides deductive approach, inductive methods were also applied in this study to obtain more specific findings related to English language teacher burnout in the Turkish EFL context.

To adopt this method in this research, 38 voluntary EFL teachers working at the state and foundation universities from Erzurum, Bingöl, Trabzon, Ordu, Tokat, Samsun, Nevşehir, Ankara, Yozgat, Kutahya, Kayseri, Denizli, Konya, Mersin, Antalya and Canakkale in Türkiye participated in the research. They were asked to write an essay or a composition on their ideas and feelings about EFL teacher burnout by answering the following questions: *As an English language teacher, have you ever felt burned out? If yes, how has burnout affected your profession? Can you explain it with examples from your own life?* (Appendix 1).

Following the collection of the data gathered from the EFL teachers via essays/compositions, they were analyzed with the experts from the field of ELT. For this analysis, the content analysis was adopted. Firstly, the data were read and prepared to guide and follow a systematic qualitative analysis. The qualitative data were re-examined consistently and the codes that were present in the sentences or the paragraphs were found. The recurring codes were identified and hybrid approach was applied to adjust coding framework to form categories and themes. The content analysis also focused on interpreting the contextual meaning of these categories and themes within the content. The results were then interpreted in relation to the research questions and the conclusions about how these codes, categories and themes reflect English language teacher burnout were drawn. The perspectives provided by EFL teachers in

Türkiye presented important themes to take into account when examining teacher burnout and creating the scale items. The revolving themes were institutional, interpersonal, and intrapersonal factors leading to EFL teacher burnout.

Regarding the institutional factors, administrators played important roles. The institution's recurring issue of injustice came to light as teachers lamented the differences in how they were treated when it came to administrative procedures and course assignments. A teacher brought up the point that they frequently witnessed injustice in course assignments, which the teacher believed that it was used to be an administrative tool for mobbing and teacher burnout. The teacher stated:

“Adaletsizliği en çok ders görevlendirmelerinde görüyorum, bu da genellikle yöneticiler tarafından mobbingin bir yolu. Bu kurumdaki öğretmenlere karşı farklı tutumlar, beni tükenmişliğe sürükleyen diğer bir nedendi.”

I see injustice most commonly in course assignments, which is often a means of mobbing by administrators. The different attitudes towards teachers in this institution were another reason that drove me to burnout.

Teachers struggled to reconcile their jobs with personal responsibilities, and other significant issues that contribute to burnout included time restrictions and work-life balance. As indicated by a different teacher:

“Haftalık ders yükümün yoğunluğu nedeniyle bazı hedeflerimi gerçekleştirmek için zaman bulmayı zor buluyorum.”

I find it challenging to find the time to accomplish some of my goals because of the intensity of my weekly course load.

Burnout is further exacerbated by professional obstacles including unreasonably high standards and a lack of institutional support. One of the teachers stressed:

“Tükenmişliğim, hem sınıf içinde hem de dışında iyi performans gösterme baskısı nedeniyle daha da kötüleşiyor. Son dakika değişiklikleri ve kurumsal politikalardaki şeffaflık eksikliği tükenmişlik duygularımı daha da kötüleştiriyor.”

My burnout is exacerbated by the pressure to perform well both inside and outside of the classroom. There are last-minute changes and lack of transparency in institutional policies exacerbating my feelings of burnout.

Teachers reported feeling distressed by exploitative tactics and absence of transparency in the institutional setting, which is a key factor for the formation of burnout. One teacher highlighted:

“Tükenmişliğim, kurumun aşırı iş yükü ve tazminatsızlığı içeren sömürücü yapısının bir sonucudur.”

My burnout is a result of the exploitative nature of the institution, which includes an excessive workload and no compensation.

From enduring marathon teaching sessions to grappling with extraneous administrative tasks, the strain of an overwhelming course load emerged as a common threat to teachers. As one teacher indicated:

“Aşırı ders yükü, yani öğretim elemanlarının günde 5-6 saat veya 10 saate kadar derse girmesi tükenmişliğe yol açıyor.”

Excessive course load, with lecturers attending classes for 5-6 consecutive hours or up to 10 hours per day, leads to burnout.

This sentiment was echoed by another who remarked:

“İstisnasız her nicelik artışı, niteliğin azalmasına, tükenmişliğin, motivasyon düşüklüğünün ve yabancılaşmanın ortaya çıkmasına neden oluyor.”

Without exception, an increase in quantity causes a decrease in quality, resulting in burnout, low motivation, and alienation.

In addition, student-related factors, like reduced involvement and disinterest, served as catalysts for burnout. Another teacher contended:

“Öğrenci başarısını kontrolüm dışında gelişen dış etkenler etkilediğinde tükenmişlik duygusu yaşıyorum.”

When external factors beyond my control compromise student success, I feel burned out.

The other teacher explained the importance of student participation:

“Çevrimiçi eğitim sırasında öğrenci katılımının azalması ve ilgi eksikliği tükenmişliğime katkıda bulunuyor.”

Decreased student participation and lack of interest during online education contribute to my burnout.

It was also underlined that there were many professional challenges such as the constant struggle with administrative tasks and institutional demands leading to feelings of worn-out. Professional requirements, such as the demand for a master's degree without commensurate support for development, and adverse work conditions like evening classes further compounded the strain.

Moreover, the pervasive sense of worthlessness cultivated by managerial attitudes and disparities in treatment as pointed out by a teacher created negative atmosphere among teachers. The juxtaposition between teachers (lecturers and faculty members) only served to intensify these feelings, fostering a sense of worthlessness and resentment. One teacher shared their common emotions:

“Yabancı dil okullarında çalışan öğretim görevlileri, diğer öğretim elemanlarına kıyasla kendilerini daha az önemli hissediyorlar, bu da değersizlik ve tükenmişlik duygularına yol açıyor.”

Lecturers working at foreign language schools feel less important compared to faculty members, which contributes to feelings of worthlessness and burnout.

Briefly, multiple significant elements provoking burnout in the field of English as a foreign language teaching such as having too many courses to teach, prolonged teaching hours and extraneous tasks, managerial attitudes and inequities in treatment, low student motivation and attitudes toward teachers with different titles, unfavorable work environments like evening classes and professional requirements such as the need for a master's degree without sufficient support for advancement and Ph.D. degree for a valid contract and the like, were clarified by utilizing the comprehensive reflections of EFL teachers in Türkiye and through their narratives, EFL teachers illuminated the intricate relation of institutional, interpersonal, and intrapersonal factors that underlie burnout, highlighting the significance of the targeted interventions and the coping mechanisms to deal with burnout in the ELT context. These insights gained from teachers' reflections provided a vivid depiction of the challenges they faced and the factors contributing to burnout and were fundamental to incorporate into the scale development process to offer a more thorough understanding of EFL teacher burnout in Türkiye.

In addition to essays/compositions, it was aimed to obtain more insights from the EFL teachers in different regions of Türkiye. With this purpose, 17 EFL teachers working at the state and foundation universities in Istanbul, Ankara, Samsun, Ordu, Tokat, Antalya, Yozgat, and Kayseri were voluntarily interviewed individually (Appendix 2). Each of the interviews which lasted approximately 120 minutes was recorded and transcribed by the researcher. Upon the completion of the interview sessions, the transcripts were examined with the help of the expert panel through qualitative data analysis as suggested by Creswell and Plano Clark (2011). In the amalgamated reflections of these interviews, a consistent consensus emerged on the iterative codes, which were excessive

workload due to additional responsibilities, feeling of disappointment, distancing from colleagues, fellow professionals' ambitions, the deterioration of educational standards, the challenges of commuting, individuals' mental health and general well-being affected by the demands, norms, and expectations of society, and a lack of academic recognition and collegial support.

The teachers indicated the burdensome nature of the teachers' workload. Excessive workload was asserted by one teacher in a clear and concise statement that encapsulated the feelings of many others. Moreover, the meticulousness with which teachers approached their work often resulted in assuming additional responsibilities, as one teacher mentioned:

“Çok titiz çalıştığım için başkalarının işini de üstlendiğimi anlıyorum.”

I understand that I take on other people's work because I work so meticulously.

There was a noticeable feeling of disappointment due to the seeming lack of value and acknowledgment despite the apparent effort. A teacher poignantly pointed out:

“Ancak, gösterdiğim gibi, bu emek yoğun bir süreç değil; aksine, bireyler değer görmedikleri, değersizleştirildikleri veya hakları olanı alamadıkları için tüketiliyorlar.”

It is not labor-intensive, though, as I have shown; rather, individuals are burned out by not being valued, devalued, or unable to receive what is rightfully theirs.

The serious implications of feeling underappreciated for one's professional well-being were highlighted by this sobering insight. When someone's ambition took unhealthy forms, the teachers observed that it might be uncomfortable and negatively impact the collaborative environment, detracting individuals from the collegial atmosphere. As one teacher stated:

“Ancak akademide çok fazla hırslı insan görüyorum. Sağlıksız hırsları nedeniyle bu insanlarla çalışmaktan mutlu değilim.”

However, I see too many ambitious people in academia. I am not happy to work with those people because of their unhealthy ambition.

This condition highlighted the conflicts that might occur when individual aspirations took precedence over teamwork and created an uneasy atmosphere. Furthermore, these dynamics might lead to an atmosphere of unpredictability and turmoil at work. The teacher's inclination to keep a certain distance from these dynamics emphasized how academic environments required a balanced attitude toward vision and collaboration.

As one expressed the association between the quality of education and burnout:

“Eğitimin kalitesinin düşmesi, özellikle öğretmenlerin tükenmişliği, bir toplumda yaşamsal tehlike anlamına geliyor ve maalesef toplum şu anda bunu yaşıyor.”

The decline in the quality of education, especially the burnout of teachers, means danger to life in a society, but unfortunately, the society is currently experiencing this.

The future prospects of individuals were jeopardized by the deterioration of educational standards, which also endangers the welfare of society. In addition, teachers living in big cities such as Istanbul asserted that both personal well-being and professional performance were greatly impacted by the difficulties of commuting, which were made worse by packed public transportation. One of the teachers drew attention to this challenge:

“Okula varış saatim 1 saat 15 dakika. Toplu taşımayla seyahat etmek zorunda olduğum için günün başında bile yorgun olabiliyorum. Günde altı saat derse katılmam gerekiyorsa, günümü oldukça yorgun hissederek bitirebiliyorum.”

My arrival time to school is 1 hour and 15 minutes. I can be tired even at the beginning of the day because I have to travel by public transportation. If I have to attend class for six hours a day, I can finish my day feeling quite tired.

Because one's energy and attention were being diverted to deal with the challenges of the daily commute, these adversities made individuals feel not only less comfortable but also limited professional capacity. When the teachers faced transportation difficulties while going to university, their health was negatively affected and this unfavourable condition could worsen their professional competence skills. Apart from travel challenges, societal pressures could have a detrimental impact on teachers' health as they directly exert pressure on their well-being.

One teacher complained about the adverse effect of anticipations:

“Ben de tam bu sebepten psikoloğa gittim. Toplumdan ne kadar uzaklaşmaya çalışsak da bir yerlerde mutlaka karşımıza çıkıyor.”

I went to a psychologist's just for this reason. No matter how far we try to go away from society, it always appears somewhere.

The teacher claimed that it was impossible to completely avoid the ubiquitous presence of societal influences and the substantial impact that society had on their health.

The results of the interviews showed the complex nature of burnout among EFL teachers, with many major themes coming to light, including excessive workloads, demanding teaching responsibilities, additional duties, the issues of educational policies, difficulties associated with living in large cities, the difficulties of commuting to work, social pressures on teachers, feeling of disappointment, feeling of worthlessness, a lack of academic recognition as well as absence of colleague support, and the evaluation of mental wellness and general well-being due to burnout.

This intricate description of burnout among EFL teachers, as revealed through these interviews, provided essential insights for the next phase of this study. These emergent themes served as the foundation for the item generation process, ensuring that the scale developed would accurately capture the multifaceted aspects of teacher burnout. To ensure the scale's relevance and rigor, particular attention was paid to content validity during its development.

3.2.1.1. Item Generation and Content Validity of the Scale

It is advised in the literature that the items formed using inductive and deductive methods be more extensive and comprehensive than the individual's theoretical understanding of the phenomenon. Furthermore, a thorough analysis was done systematically to specify items. When all the data were collected, the common statements in the essays, compositions, and interviews were examined and subsequently, the prevalent items stated in the existing scales stated before and the frequent themes in the literature were ascertained. By analyzing all the statements, an initial item pool was formed. According to Weiner et al. (2003), the first pool of items developed should be at least twice as lengthy as the intended ultimate scale and others suggested that to provide the necessary margin to choose the ideal mix of items, the initial pool should be five times larger than the final version (Boateng et al., 2018).

For this reason, in this procedure, 144 items were generated. When developing these items, consideration was given to reflect the target population's actual experiences with the phenomenon. Items were also written clearly and simply. Additionally, items of social identities, such as gender, religion, ethnicity, color, economic position, or sexual orientation were written carefully on all these subjects. Afterwards, three expert researchers having experience with scale development gave feedback. Based on their feedback, redundant items were removed, and ambiguous items were eliminated to

improve validity, and it was ensured that the items were simple and understandable with only one judgment or expression of thought. Following this, the new list including 66 items in the pool was presented to 12 educational experts from the field of ELT, Turkish Teaching, Psychology, and Education to obtain expert opinions for the content and face validity of the items prepared following the essays, compositions, interviews, and literature review. Furthermore, it was shown that the robustness of the evaluations increased with the number of experts and the extent to which respondents believed that measurement tool elements were appropriate for the investigated phenomenon providing face validity (Haynes et al., 1995).

Depending on the consensus among the experts, items were either approved, rejected, or changed, and the items with a lower score than the average were removed from the scale. In addition, the revision for wording was made based on the feedback. In the final stage, 54 items of the English Language Teacher Burnout Scale (ELTBS) were developed (Appendix 3).

The demographic variables were formed as *gender, age, educational status, major, teaching experience, teaching period at current university, marital status, weekly course load, type of institution, contract type, living area, the departments of the teachers, technical facilities at workplace and coping strategies* depending on the data obtained from the participants during the scale creation period. Similarly, the items in the scale measuring the construct *burnout* incorporated specific issues defined by the EFL teachers working at the tertiary level in their essays, composition and interviews during the scale creation period and the burnout scales in the literature, including job fatigue, job dissatisfaction, job load, job incompetence, interpersonal and intrapersonal incompetency, work-home imbalance, academic and policy challenges, and absence of coping strategies.

With the demographic variables and scale items thoroughly defined based on participant data and existing literature, the next crucial step was to ensure the clarity, reliability, and validity of the newly developed instrument. This was achieved through conducting cognitive interviews and pre-testing the scale, allowing for the refinement of items and ensuring that they effectively captured the burnout phenomenon as experienced by EFL teachers.

3.2.1.2. Cognitive Interviewing and Pre-testing of the Scale

Before the main study, the draft scale was investigated on a subset of study participants; hence, cognitive interviewing was conducted to provide draft survey questions to target audiences and then to ask them to explain the thought process involved in coming up with their responses and questions, and to expand, clarify, or change to better suit the goals of the study as the researcher intended. Therefore, the range of demographics planned was represented in the cognitive interviewing sample and it worked best with a range of 5-15 interviews spread over two or three rounds, or until saturation was reached or comparatively few new insights showed up (Beatty & Willis, 2007). The outcomes of cognitive interviewing indicated that some items in the demographic questions needed to be modified, and thus, they were improved for clarity.

Pre-testing also helped to reduce misinterpretation and consequent measurement error by ensuring that items were meaningful to the target group before the survey was conducted. Pre-testing also assisted study participants by lowering cognitive load by removing questions with weak wording and facilitating phrasing adjustment for maximum understanding. Ultimately, pre-testing offered a further avenue for people in the target community to engage with the research process by offering their perspectives on the scale's creation. Therefore, a draft scale including 54 items was shared with seven participants, each representing a different geographical region of Türkiye (Marmara, Aegean, Central Anatolia, Black Sea, Mediterranean, Eastern Anatolia, and Southeastern Anatolia). The participants consisted of four female and three male English language teachers at the tertiary level, aged between 21 and 51, with at least a bachelor's degree in English language teaching and teaching experience ranging from 1 to 20 years. They were selected through purposive sampling and invited to participate in the study due to their different levels of burnout and regional representativeness. They were asked to evaluate the scale in terms of item clarity, contextual appropriateness and professional sensitivity. After their feedback, the scale items were reconstructed. Hence, pre-testing was essential to determine the opinions and reactions of the respondents from the members of the target population as well as to form the content validity (Bastos et al., 2010).

Following the cognitive interviewing process and pre-testing, the necessary modifications based upon feedback received were made to enhance the clarity and

relevance of certain demographic questions. These refinements ensured that the scale was better aligned with the experiences of EFL teachers. With these improvements in the right place, the next step was the formal construction of the English Language Teacher Burnout Scale (ELTBS), which incorporated the validated items and reflected the nuanced dimensions of burnout revealed in earlier phases of the research.

3.2.1.3. *The ELTBS Construction*

Scale development studies employ deductive and inductive methods as the literature indicates. The deductive method concentrates on the theoretical framework and prior structure. When the dimensions of the notion need to be investigated, the inductive method is employed. According to Creswell and Plano Clark (2011), starting the research design qualitatively makes it most appropriate for examining the phenomenon of the study. Both deductive and inductive approaches in qualitative research design were used to develop the ELTBS. For the quantitative part, the burnout levels and variables that contribute to burnout were intended to measure with the ELTBS. The ELTBS encompasses various items on a Likert-type scale, as it is advised to use five-point response scales for unipolar issues (Boateng et al., 2018), from 1 (Strongly Disagree); 2 (Disagree); 3 (Neutral); 4 (Agree), to 5 (Strongly Agree).

The demographic variables were formed as *gender, age, educational status, undergraduate majors, teaching experience, teaching period at current university, marital status, weekly course load, type of institution, region (living area), the departments of the teachers, and administrative duty* depending on the experiences of the EFL participants and the literature. Specific issues indicated by tertiary-level EFL teachers were mainly about job-related factors, including job fatigue, workload, educational challenges (academic and policy), interpersonal disputes at work, and work and home life conflicts to measure burnout in the university context. Ultimately, 32 items were formed and the ELTBS was created (Appendix 4). During the scale development and quantitative and qualitative data analysis processes, the assessments of expert opinions were fundamental for the content validity.

3.2.1.4. *Expert Review Phase*

It is argued that expert opinions are used to ensure credibility, a degree to which the experiences conveyed by the participants are accurately reflected to the reader (Cresswell, 2013). The main purpose of the expert review method is to make an

objective evaluation of the findings and conclusions reached by the researcher with the help of the experts who have knowledge and experience on the subject (Streubert & Carpenter, 2011).

In this study, expert review was chosen as an important step to ensure the face and content validity of the set of items in the item pool. According to Morgado et al. (2018), the approach for content validity analysis most frequently utilized is the employment of an expert review phase. Additionally, an expert review is thought to be essential for creating an item pool and differentiating the dimension process (De Vellis, 2012) by assessing the items' correctness, grammar, and comprehensibility. For all these aspects, the expert review phase was involved in this research in various phases, and in this research, the expert panels consisted of more than ten experts including the professors, associate professors, and lecturers who already conducted studies on English language teaching, Turkish language teaching, Burnout or Scale Development and Organizational Behavior and Commitment as well as Translation and Interpreting.

The initial expert review phase started by applying inductive methods. The researcher developed the items inductively via qualitative data analysis, obtained from the participants. Through expert panels, she was interested in the extent to which each item and the scale as a whole reflected the construct under investigation with various elements. The expert panel helped her assess and ensure that the initial item pool reflected the desired construct with parameters such as adequate scale instructions, appropriate number of items, relevant display format, pertinent item refinement (all items should be clear, specific, allow for response variability, remain neutral, and the like) as suggested by De Vellis (2012) and Morgado et al. (2018). The items developed for the preliminary version of the scale was reviewed by the experts in three separate rounds, and based upon their feedback, it was refined and some items were condensed.

The second review phase was to seek further opinions on the operationalized items for the main study. The expert panel examined the items in the scale presented through the Expert Opinion Form that provides *Applicable*, *Non-applicable*, *Improvable* and *Suggestions* as suggested in the literature (De Vellis, 2016; Carpenter, 2018). Based upon the expert consensus, the items were evaluated and some items were re-worded to make the items clear and easy to comprehend.

The third review phase was to label the factor names. According to the results obtained from the quantitative data, the scale items were divided into certain factors and in determining these factors, the researcher made naming according to the literature and expert opinion was consulted for the validity of these names. After the approval and consensus of the experts, the factor names in the scale were ascertained.

The fourth review phase encompassed the examination of the qualitative data tools and therefore, the panel of experts conducted an in-depth evaluation of the interview questions to ensure they were methodologically sound and capable of eliciting comprehensive and meaningful responses related to the phenomenon of burnout. Their rigorous assessment went beyond superficial recommendations, involving a systematic analysis of each question for clarity, construct validity, and potential biases. The experts critically evaluated whether the questions were designed to effectively probe into the multifaceted dimensions of teacher burnout while taking into account the specific socio-cultural and institutional factors present in the Turkish ELT context. Additionally, the panel scrutinized whether the language used was accessible and non-leading, checking that it was suitable for participants across varying professional experiences and burnout levels. Their feedback led to the modification of several questions to improve precision, eliminate ambiguities, and ensure they aligned with the conceptual framework of burnout. These revisions were crucial in reducing the potential for misinterpretation or cognitive overload, thereby enhancing the quality of the data gathered. These thorough review processes significantly strengthened the validity and reliability of this study, as it confirmed that the interview protocol would facilitate the collection of rich, nuanced data that accurately captured teachers' experiences with burnout. By refining the questions, the expert panel provided that the qualitative phase would yield deep insights into the underlying causes, coping mechanisms, and organizational factors influencing burnout, thus contributing to a more holistic understanding of the construct and reinforcing the study's methodological rigor.

The final review phase was to label the themes and codes. After the data obtained from qualitative data, expert opinion was consulted after naming the themes and codes. Final versions were given according to the opinions of the experts. Following the expert review, the ELTBS was developed and validated through statistical analyses.

3.2.1.5. The ELTBS Development and Validation

To evaluate the burnout levels of EFL teachers at Turkish universities, a specialized scale that is the ELTBS was developed and implemented. Thus, it could accurately measure and analyze the specific dimensions of burnout within this professional cohort, and its application made it possible to quantify burnout more precisely, thereby facilitating the occurrence of more targeted interventions and the establishment of effective networks of support for EFL teachers by validating the burnout phenomenon.

The data analysis for the scale development phase included two parts: Conducting the initial version of ELTBS via Exploratory Factor Analysis (EFA) and executing the final version of ELTBS through Confirmatory Factor Analysis (CFA). EFA was conducted to develop a preliminary version of the ELTBS, and CFA was subsequently performed on the finalized version to validate its factor structure. A total of 295 participants were involved in the EFA, while 728 participants were included in the CFA. Additionally, a separate sample was used for piloting to ensure the clarity and relevance of the items prior to the main analyses.

3.2.1.5.1. Conducting EFA for the ELTBS

The ELTBS has a reflective measurement model (Khan et al., 2016), regarding the theoretical and empirical considerations. The scale's original version had 54 items that were classified in a symmetrical scale. The Likert scale indicating the level of agreement and ranging from strongly disagree to strongly agree was used to evaluate the items. As suggested by Rea and Parker (2014), the participants can consider a range of answer alternatives provided by such a scaled response method. It was distributed to the participants via Google Forms using the random sample method. It contained the item list, the participant's consent form, and their demographic data. The study was conducted with 295 participants working at state and foundation universities in Türkiye. The data gathered at this stage were analyzed through SPSS (Version 22.0) for the EFA.

In this study, the exploratory factor analysis was utilized to choose between principal components analysis, which can serve various study objectives, define latent structures, or focus on data reduction and mutual factor analysis. The adequacy of sample data was assessed through the Kaiser-Meyer-Olkin (KMO) test, which is considered excellent when close to 1 and inadequate when below 0.50. Bartlett's test was conducted to ensure the normality of population distribution for factor analysis, with higher results

indicating greater significance (Erkus & Selvi, 2019). Internal consistency coefficients, specifically Cronbach's alpha reliability coefficient, were computed to gauge the internal consistency levels of scale items (Büyüköztürk, 2013). The threshold for statistical significance was set at <0.05 . In light of these, following the exploratory factor analysis, the initial scale of 54 items was reduced to a scale comprising 34 items by eliminating 20 overlapping items.

3.2.1.5.2. Structure Validity

KMO coefficient and Bartlett's test were used to evaluate the adequacy of data for factor analysis, KMO = .904 and $\chi^2=5873,090$ ($p<.001$), respectively. According to Tabachnick and Fidell (2007), KMO value must be minimum 0.60, and only when it is between 0.90 or above, a proper sample size is regarded to be more appropriate. In factor analysis, Bartlett's test results are considered as significant when the p value is less than 0.05 according to Pallant (2007). These findings confirmed the appropriateness of the data for conducting factor analysis.

The principal components analysis was carried out to test the unidimensionality of the scale. The contribution of the first principal component to total variance is maximal, followed by subsequent components (Hutcheson & Sofroniou, 1999). Of the items measured, 34 showed 6 factors with eigen values of greater than 1, which explained 63.236% of all variance. The total variance as detailed in Table 3.1 is divided into six additional components (32.126 %, 10.617 %, 6.828 %, 5.241 %, 4.689 % and 3.734 %).

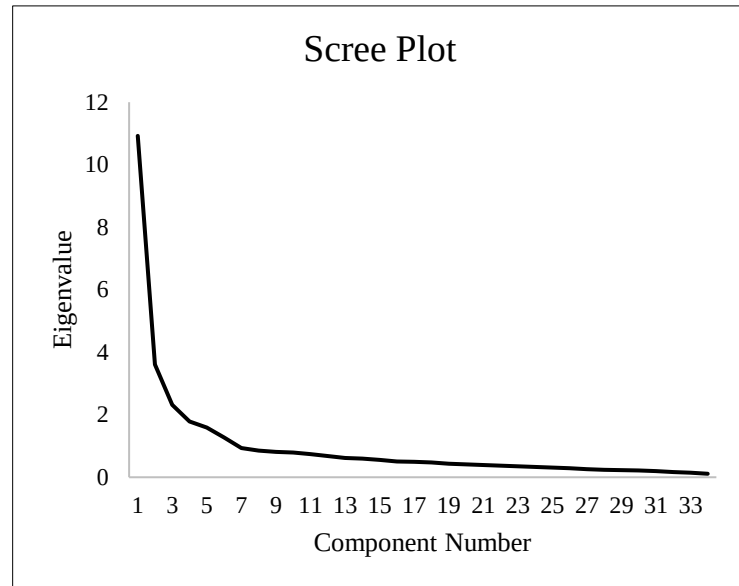
Table 3.1*Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative %	Total
1	1.923	32.126	32.126	1.923	32.126	32.126	7.131
2	3.610	1.617	42.743	3.610	1.617	42.743	6.917
3	2.322	6.828	49.572	2.322	6.828	49.572	4.805
4	1.782	5.241	54.812	1.782	5.241	54.812	5.489
5	1.594	4.689	59.502	1.594	4.689	59.502	6.012
6	1.270	3.734	63.236	1.270	3.734	63.236	3.507
7	.937	2.755	65.991				
8	.854	2.512	68.503				
9	.811	2.384	7.887				
10	.788	2.317	73.204				
11	.740	2.176	75.380				
12	.683	2.009	77.389				
13	.616	1.812	79.201				
14	.601	1.767	8.968				
15	.551	1.622	82.590				
16	.508	1.493	84.083				
17	.496	1.460	85.543				
18	.472	1.388	86.931				
19	.433	1.273	88.204				
20	.408	1.201	89.405				
21	.394	1.158	9.562				
22	.368	1.084	91.646				
23	.351	1.032	92.678				
24	.335	.987	93.665				
25	.306	.899	94.563				
26	.285	.838	95.402				
27	.262	.772	96.173				
28	.236	.695	96.868				
29	.223	.656	97.525				
30	.216	.634	98.159				
31	.202	.595	98.754				
32	.162	.475	99.229				
33	.150	.442	99.671				
34	.112	.329	10.000				

In the exploratory factor analysis, the number of factors is determined by eigen values exceeding 1 and their impacts on shared variance, as well as screeplots (Reise, et al., 2000). Figure 3.1 shows the relevant results.

Figure 3.1

Scree Plot



Consequently, the scale exhibited a six-factor structure, prompting a reevaluation of analysis for these six factors. The Oblimin with Kaiser Normalization method was employed for principal components, facilitating the identification of item groupings and enhancing factor variances for robust interpretation (Çokluk et al., 2012). Considering the items in each factor alongside Table 3.2, the factors were labelled based on both the data driven and the literature as Factor 1: *Teaching Disillusionment*, Factor 2: *Workload Affliction*, Factor 3: *Academic Oppression*, Factor 4: *Learner Alienation*, Factor 5: *Work-home Collision*, and Factor 6: *Colleague Disaffection* respectively. The number of items included in each factor:

- **Factor 1 (Teaching Disillusionment):** Items 10, 8, 11, 22, 21, 9, 27, 24, 28,
- **Factor 2 (Workload Affliction):** Items 6, 2, 4, 1, 3, 5, 7, 15,
- **Factor 3 (Academic Oppression):** Items 41, 42, 43, 44,
- **Factor 4 (Learner Alienation):** Items 34, 33, 37, 35, 19,
- **Factor 5 (Work-home Collision):** Items 50, 52, 51, 49,
- **Factor 6 (Colleague Disaffection):** Items 31, 29, 32, 13.

Table 3.2*English Language Teacher Burnout Scale Factor Analysis Results*

No	Items	Communality	Item Total Correlations	Factor Loadings					
				1	2	3	4	5	6
10	İngilizce öğretirken sıkılıyorum. <i>I get bored during teaching English.</i>	.781	.557	.889					
8	İngilizce öğretirken isteksiz hissedirim. <i>I feel reluctant when teaching English.</i>	.708	.554	.849					
11	İngilizce derslerini planlamaktan bunalırım. <i>I feel overwhelmed with planning English lessons.</i>	.653	.58	.781					
22	İngilizce öğretmeye odaklanmakta zorluk çekerim. <i>I have difficulty focusing on teaching English.</i>	.63	.573	.761					
21	Şansım olsa İngilizce öğretmeni olmak yerine farklı bir mesleği tercih ederim. <i>If I had a chance, I would choose a different profession instead of being an English teacher.</i>	.513	.424	.704					
9	İşimde boşuna çabaladığımı düşünürüm. <i>I feel like I'm trying in vain at my job.</i>	.613	.669	.557					
27	İşimle ilgili olumsuz düşüncelere sahibim. <i>I have negative thoughts about my job.</i>	.564	.64	.541					
24	Bir İngilizce öğretmeni olarak işimin anlamını sorgularım. <i>I question the meaning of my work as an English teacher.</i>	.464	.53	.503					
28	İşimde kararlı ve disiplinli olmaya çalışmaktan bıkkın hissedirim. <i>I feel frustated by trying to be determined and disciplined at work.</i>	.612	.699	.500					
6	İş yoğunluğumdan dolayı kendimi endişeli hissedirim. <i>I feel anxious because of my workload.</i>	.779	.591		-.837				

Table 3.2*English Language Teacher Burnout Scale Factor Analysis Results (cont'd)*

No	Items	Communality	Item Total Correlations	Factor Loadings					
				1	2	3	4	5	6
2	İş yoğunluğumdan dolayı kendimi gergin ve huzursuz hissedirim. <i>I feel tense and restless due to my workload.</i>	.718	.567		-.836				
4	Geceleri işimi düşündüğüm için uyumakta zorluk yaşıyorum. <i>I have difficulty in sleeping as I think of my job at nights.</i>	.55	.415		-.770				
1	İş yoğunluğumdan dolayı bitkin hissedirim. <i>I feel exhausted because of my workload.</i>	.633	.536		-.761				
3	Aynı anda birden fazla iş yaptığımdan dolayı kaygılanırım. <i>I feel nervous as I multitask.</i>	.594	.49		-.754				
5	İş yoğunluğum sağlık sorunlarımı artırır. <i>My workload increases my health problems.</i>	.649	.531		-.677				
7	İş yoğunluğumun zihnimi yormasından dolayı unutkanlık yaşıyorum. <i>I experience forgetfulness as I feel mental fatigue due to my workload.</i>	.521	.527		-.616				
15	Öğretmenlik haricinde ek sorumluluklarım olması beni mutsuz eder. <i>Except for teaching, additional responsibilities make me unhappy.</i>	.425	.484		-.327				
41	Akademik çalışmalarım için finansal destek arayışında olmaktan bunalırım. <i>I feel overwhelmed by the search for financial assistance for my academic studies.</i>	.657	.398			.828			
42	Akademik çalışmalarım için gelişimsel destek yokluğu beni olumsuz etkiler. <i>The lack of developmental support for my academic work negatively affects me.</i>	.749	.526			.819			
43	Değişen akademik standartlar ile mücadele etmekten bıkarım. <i>I feel tired of struggling with changing academic standards.</i>	.703	.465			.802			
44	Türkiye’de akademik kadro elde etmenin zorluğundan dolayı kötümser hissedirim. <i>I feel pessimistic as it is challenging to gain academic tenure in Türkiye.</i>	.537	.337			.757			
34	Öğrencilerin derslerde Türkçe konuşmaya eğilimleri benim için yıpratıcıdır. <i>The tendency of students to speak Turkish in classes is devastating for me.</i>	.596	.413				.800		

Table 3.2*English Language Teacher Burnout Scale Factor Analysis Results (cont'd)*

No	Items	Communality	Item Total Correlations	Factor Loadings					
				1	2	3	4	5	6
33	Öğrencilerin İngilizce diline karşı olumsuz tutumları beni bıktırır. <i>I am tired of my students' negative attitudes towards English.</i>	.727	.562				.782		
37	Öğrencilerin İngilizce diline kültürel bağlamda ilgisizliği motivasyonumu düşürür. <i>Students' lack of interest in the English language in a cultural context reduces my motivation.</i>	.564	.45				.730		
35	Öğrencilerin dil becerileri performansı benim için hayal kırıklığıdır. <i>I am disappointed with the students' English skills performance.</i>	.614	.532				.721		
19	Öğrencilerin İngilizce öğrenmeye yönelik isteksizlikleri beni tükenmiş hissettirir. <i>Students' reluctance to learn English makes me feel burnout.</i>	.567	.554				.569		
50	İş yoğunluğundan dolayı evdeki sorumluluklarımı ihmal ederim. <i>I neglect all my responsibilities at home due to my workload.</i>	.808	.593						-.872
52	İşimden dolayı aileme zaman ayırmakta zorlanırım. <i>It is challenging for me to find time to spend with my family because of my job.</i>	.824	.569						-.868
51	Evde bile işimle meşgul olurum. <i>I am preoccupied with my work while I am even at home.</i>	.684	.407						-.854
49	İş sonrası evde istediğim aktiviteleri yapamayacak kadar yorgun olurum. <i>After work, I am too exhausted to do all the activities I would like.</i>	.702	.56						-.768
31	Meslektaşlarımla iletişimimde keyifsiz olurum. <i>The attitudes of my colleagues make me feel disappointed.</i>	.664	.454						.711
29	Meslektaşlarımla iletişimimde keyifsiz olurum. <i>I feel depressed when communicating with colleagues.</i>	.647	.507						.691
32	Sağlık sorunu yaşadığımda yöneticilerin desteğinin yetersiz olduğunu düşünürüm. <i>I feel that I have inadequate administrative support when I have a health problem.</i>	.46	.376						.600
13	İşimdeki zorluklar karşısında kendimi yalnız hissedirim. <i>I feel alone with my professional challenges.</i>	.59	.679						.376

The scale development process resulted in six distinct factors, each comprising a specific number of items. Factor 1 includes nine items, addressing key aspects of teacher burnout. Factor 2 consists of eight items, while Factor 3 encompasses four items. Similarly, Factor 4 contains five items, and both Factor 5 and Factor 6 are composed of four items each. As illustrated in Table 3.2, these factors and the corresponding number of items provide a comprehensive framework for assessing burnout among English language teachers, ensuring a balanced and detailed measurement across multiple dimensions.

Despite the comprehensive nature of the scale, the correlations between the sub-factors appeared low, as shown in Table 3.3. This low degree of correlation among sub-factors underscores the multidimensionality of the burnout construct, allowing for a more nuanced assessment of various contributing factors. This suggests that each factor captures a distinct aspect of burnout, with minimal overlap between them.

Table 3.3

Correlations between Sub-factors

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Factor 1	1,000	-.281	.278	.409	-.230	.281
Factor 2	-.281	1,000	-.224	-.258	.490	-.199
Factor 3	.278	-.224	1,000	.303	-.279	.218
Factor 4	.409	-.258	.303	1,000	-.239	.196
Factor 5	-.230	.490	-.279	-.239	1,000	-.246
Factor 6	.281	-.199	.218	.196	-.246	1,000

*Correlation is significant at the 0.01 level 2-tailed.

After identifying the factors and exploring the correlations among sub-factors, the reliability of scale was evaluated to ensure its consistency in measuring burnout of EFL teachers. Cronbach's alpha, both for the total scale and sub-factors, was calculated to determine internal consistency.

3.2.1.5.3. Reliability of the ELTBS

The computed value of the Cronbach's alpha coefficient, which measures the reliability of internal consistency, was 0.933, exceeding the suggested threshold of .90 (Wheeler et al., 2011). In particular, it was discovered that the Cronbach's alpha coefficient was .902 for the first factor with nine items; .891 for the second factor with eight items; .833

for the third factor with four items; .831 for the fourth factor with five items; .891 for the fifth factor with four items; and .725 for the sixth factor with four items. With the scale's reliability showing acceptable scores, accurate predictions for the broader study population became feasible. The results indicated satisfactory reliability levels, confirming that the scale provides a stable and consistent measurement across its different dimensions. This strong reliability further supported the validity of the ELTBS as a tool for assessing burnout in educational settings. Consequently, both the overall scale and its individual sub-factors demonstrated reliability (Table 3.4).

Table 3.4

Reliability of the Scale and Its Sub-factors

	Cronbach's Alpha	N of Items
Factor 1	.902	9
Factor 2	.891	8
Factor 3	.833	4
Factor 4	.831	5
Factor 5	.891	4
Factor 6	.725	4
Overall	.933	34

With the reliability established, the next step involved executing the final version of the scale.

3.2.1.5.4. Executing CFA for Final Version of the ELTBS

Following the completion of the EFA, the correlation matrix was examined using Bartlett's sphericity test for the final version of the instrument, and the KMO sampling adequacy test was used to determine whether CFA could be conducted with the research data. The dataset was also evaluated for both univariate and multivariate normality to ensure that it met the assumptions required for further analysis.

Using the confirmatory sample, which consisted of 728 individuals working at state and foundation universities in Türkiye, the CFA was carried out using SPSS and the AMOS structural equation modeling tool (Version 22.0). In this section, the validity and reliability test results of the scale developed to measure the burnout levels of English teachers in Turkish higher education institutions are presented.

The Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity were used to assess the suitability of the data for factor analysis prior to Confirmatory Factor Analysis (CFA). The data are deemed to exhibit normal distribution features if the chi-square test statistic is significant ($p < .05$) and excellent if the KMO value is more than .90 (Burns & Grove, 2001). As a result, the data were determined to be appropriate for CFA, as indicated by the KMO value of .929 and the Bartlett's Test value of 15377.089 with a significance level of $p = .000$ as seen in Table 3.5.

Table 3.5

Suitability of the Data for Confirmatory Factor Analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.929
	Approx. Chi-Square	15377.089
Bartlett's Test of Sphericity	df	561
	Sig.	.000

Confirmatory factor analysis (CFA) is utilized to analyze the fit between the data and the theoretical framework as well as the adaption of measurement instruments created in various cultures (Seçer, 2017; Çapık, 2014). CFA requires a theoretical foundation, or a priori structure (Brown et al., 2017). In this context, CFA was performed to confirm the validity of the structure developed by the researcher. Nonetheless, the literature does not agree on what the proper fit indices are to evaluate CFA results (Şimşek, 2020). Hayduk et al. (2007) reported in their study that χ^2/df , CFI, IFI, RMSEA and SRMR are unbiased by sample size and parameter estimates. Several sources were consulted in order to identify acceptable and appropriate values.

The CFI and IFI indices are regarded as having an acceptable fit value of .90, and an outstanding fit value of .95. An average RMSEA fit value is considered to be .10, while .05 is regarded as an excellent fit value. A perfect fit value is between .00 and .05, whereas a good fit value for SRMR is between .05 and .10 according to the statements of Schumacker and Lomax (2010). Nonetheless, other scholars argue that GFI values more than 0.85 and AGFI values greater than 0.80 are suitable for evaluating the adequacy of the model (Marsh et al., 1988; Marsh & Balla, 1992; Frias & Dixon, 2005).

After the initial confirmatory factor analysis and examining adjustment indices, items 15 and 51 were eliminated from the scale due to poor model fit indicators. Specifically, these items showed low factor loadings and contributed to high modification indices, suggesting they did not align well with the underlying construct or may have caused redundancy or cross-loading with other items. Their removal improved the overall fit and validity of the measurement model. Accordingly, Brown (2015) suggests that loadings of .40 or higher are acceptable, while loadings below .30 are often considered too low to contribute meaningfully to the factor.

Table 3.6 shows a chi-squared statistical value of 2.78 (χ^2/df). A chi-square statistic below 2 denotes a perfect fit, according to Kelloway (1998), whereas a statistic below 3 denotes an adequate fit. Stevens (2001) states that a satisfactory fit indicated by an RMSEA should be less than 0.06. An acceptable fit was indicated by the RMSEA value of 0.053 obtained from the CFA result. According to Frias and Dixon (2005), Marsh and Balla (1992), and Marsh et al. (1988), a satisfactory fit is indicated by GFI and CFI values of 0.90 or higher.

The CFA results showed that the GFI value was 0.90 and CFI was 0.945, indicating that the model developed was suitable for the scale items. When examining table 3.6, it is seen that both values are higher than 0.90. According to the CFA results, it is observed that all fit indices have acceptable values. Based on this, it was concluded that the model created was appropriate for the scale items. The new fit indices obtained from the analysis are shown in Table 3.6.

Table 3.6

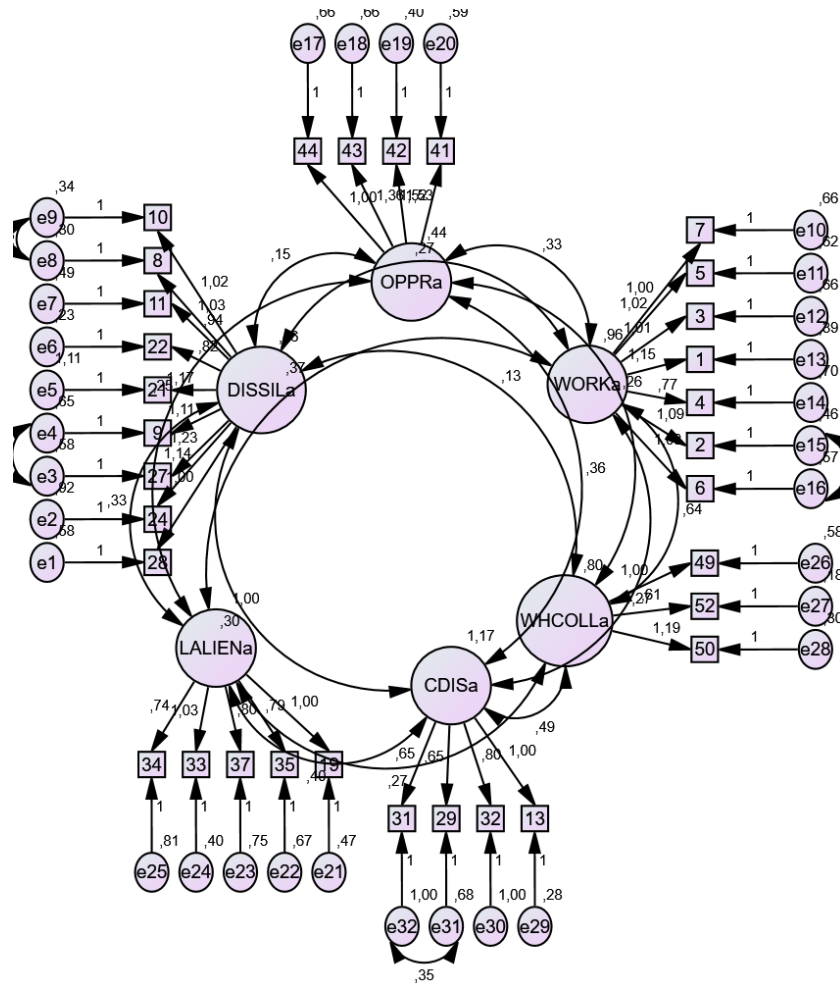
Model Fit Results

X2/df	RMSEA	S-RMR	IFI	GFI	AGFI	CFI
2.78	0.053	0.063	0.945	0.90	0.880	0.945

The diagram obtained from the CFA is presented in Figure 3.2. Additionally, in the CFA, the fit indices of the six-factor model of burnout among English teachers at the tertiary level in Türkiye were examined. The results of the CFA provided critical insights into the model's fit and overall structure. The data related to the CFA are illustrated in Figure 3.2.

Figure 3.2

CFA Factor-Item Relationship



$\chi^2=1239.917$, $df=445$, $p\text{ value}=0.00000$, $RMSEA=0.053$

According to CFA results as seen in Figure 3.2, the chi-square value of the model was significant ($\chi^2(445) = 1239.92$, $p < .001$), which was a result of the large sample size. The RMSEA value was calculated as 0.053, indicating that the model fits the data well.

Regarding convergent validity of the scale, factor loadings, composite reliability (CR), and average variance extracted (AVE) were assessed for each latent factor using standardized following the criteria established by Fornell and Larcker (1981). The results demonstrated that all six factors met the thresholds for adequate convergent validity. The *Teaching Disillusionment* factor had a CR of .891 and an AVE of .504, while *Workload Affliction* showed a CR of .922 and an AVE of .630. *Academic Oppression* yielded a CR of .840 with an AVE of .606, and *Learner Alienation* reported

a CR of .855 and an AVE of .577. *Work-Home Collision* exhibited strong convergent validity, with a CR of .891 and an AVE of .748. Finally, *Colleague Disaffection* had a CR of .800 and an AVE of .532. In all cases, CR values exceeded the recommended threshold of .70 and AVE values surpassed the .50 benchmark, indicating that the items within each construct share sufficient common variance and effectively represent their intended latent variables.

Following the burnout model presentation, the reliability of the final version of the scale was evaluated and reported, confirming the instrument's consistency in assessing burnout across its six factors.

3.2.1.5.5. Reliability of the Final Version of the ELTBS

To evaluate the reliability of the scale, the Cronbach's Alpha internal consistency coefficient was calculated. Accordingly, the scale itself and its sub dimensions were found to be highly reliable as each value for the scale and its sub-dimensions were >. 80. A high coefficient indicates that the group is homogeneous, the scale items are consistent with each other, and the scale is reliable (Şencan, 2005). Table 3.7 shows the internal consistency coefficient related to the entire measurement tool and its sub-dimensions.

Table 3.7

Reliability of the Scale and Its Sub-dimensions

Reliability Statistics			
	Cr μ	Cr μ Based on Standardized Items	N of Items
DISIL	.891	.900	9
WORK	.922	.922	7
OPPR	.840	.840	4
LALIEN	.855	.855	5
WHCOLL	.891	.891	3
CDIS	.800	.805	4
BRNT	.933	.933	32

As a result of the reliability and validity analyses, it was determined that the measurements used to gather data for the research model were highly reliable and possessed discriminant validity. With the confirmation of the strength of the scale, the

following sections presented comprehensive answers to the research questions derived from the collected data.

Both quantitative and qualitative components were included in the research questions to represent the mixed-methods methodology. Quantitative data findings were used to examine Research Questions 1 and 2. Research Question 3 was addressed with both quantitative and qualitative findings. Research Questions 4 and 5 were addressed with qualitative findings. This division ensured a comprehensive investigation of burnout, utilizing both statistical data and detailed personal insights to offer a thorough exploration of burnout phenomenon.

In conclusion, the ELTBS consists of thirty-two items measured on a 5-point Likert scale on a range of responses as Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). This structure enables researcher to quantify each participant's levels of agreement with each burnout-related statement at the tertiary level of EFL teaching context. The resulting numerical data provide a means to assess the severity and prevalence of burnout across the sample. Thus, each participant's response to the scale items can be averaged to yield an overall mean score representing their perceived burnout level, indicating their tendency toward the range of the scale and reflecting their experiences. Additionally, mean scores can be calculated at the item level to identify which specific symptoms are more or less strongly experienced by the participants in the sample.

When the participants chose responses as 1 and 2 showing disagreement on the scale, this reflected low agreement with burnout-related experiences (suggesting low burnout levels and symptoms). When the response 3 was chosen by the participants, the participants stayed neutral about burnout levels and symptoms. When the participants tended to select response 4 and 5, this proved a general agreement about burnout related effects and symptoms in the items.

After developing the ELTBS with thirty-two carefully crafted items to measure burnout in the university context, it was essential to further explore and deepen the understanding of these issues through qualitative insights. To complement the quantitative findings and gain a more comprehensive perspective, an interview phase was conducted with a voluntary group of EFL teachers. These interviews allowed for a

richer, more nuanced exploration of the experiences behind the burnout phenomenon identified in the survey data.

3.2.2. Qualitative Phase

Investigating highly personal and multifaceted concerns for teacher burnout, for which qualitative research is an especially useful method, might help better comprehend complex occurrences in educational contexts. Researchers can record people's rich, varied experiences using qualitative methods like interviews, yielding deeper insights. Creswell (2007) states that qualitative research focuses on the interpretations of individuals' own experiences that enable a thorough comprehension of the context and the variables affecting those experiences.

In the qualitative part of this study, individual semi-structured interviews were meticulously planned and conducted to elicit perceptions of the English teachers about the burnout phenomenon. This technique attempted to thoroughly explore the nuanced experiences and points of view of the participants, by using a mixed deductive and inductive methodology described by Morgado et al. (2018) as indicated in the literature.

As the interviews were semi-structured, there was flexibility, which allowed the 18 interviewees to go deeper into pertinent topics depending on the respondents' preliminary responses. This approach strengthened the validity and reliability of the research findings by contributing to the triangulation of the data and facilitating a comprehensive knowledge of Turkish EFL teachers' opinions on burnout.

A methodical approach was followed to develop the interview questions based upon an interview guide. The interview questions were formed regarding the Behavioral-Cognitive Stress and Cognitive Appraisal Theory (Folkman & Lazarus, 1984), Social Support Theory (Cohen & Wills, 1985), Conservation of Resources (COR) Theory (Hobfoll, 2001), and Job-Demands and Resources Theory (Demerouti et al., 2001) in order to understand teacher burnout thoroughly. These theories explain individuals' coping mechanisms with health-related issues, the effects of resource loss, and the role of the balance between job demands and resources on burnout.

The interview questions created in this direction aimed to reveal the effects of the different dimensions on teachers by focusing on the *personal, behavioral, psychological, emotional, cognitive, physical, and social* aspects of burnout. These

aspects reveal the complex and multidimensional nature of burnout and each aspect is critical to understand teachers' personal experiences of burnout and develop interventions to address burnout via the interview questions (Appendix 5).

Based upon Conservation of Resources Theory (Hobfoll, 2001), *the personal aspect* is related to an individual's own internal resources and characteristics. In terms of burnout, factors such as teachers' personal resilience, self-efficacy perceptions, and personal goals play an important role. In this context, personal aspects affect how teachers cope with stress and their capacity to cope with workload. For example, a teacher's high level of self-efficacy perception can make them more resistant to burnout. However, a decrease in personal resources or inadequacy of these resources can trigger burnout. *The physical aspect* also encompasses the physical symptoms of burnout. Burnout often manifests itself through physical symptoms such as physical fatigue, sleeping problems, headaches, and general weakness. The intense workload of teachers and the physical demands can contribute to physical burnout. For example, working under constant stress can have negative effects on physical health over time. For this reason, the resources are vital at work, which is also a concern of Conservation of Resources Theory (Hobfoll, 2001).

Social Support Theory (Cohen & Wills, 1985) shows social connections among teachers and the attitudes as a result of these interactions. *The behavioral aspect* refers to the behaviours that teachers show in coping with challenges. This includes elements such as study/work habits, lesson planning strategies, time management skills, and maintaining work-life balance. The behavioral responses of teachers in the face of intense job demands can directly affect their burnout levels. For example, behaviors such as working excessive hours or taking inadequate breaks to reduce workload can exacerbate burnout effects in the long term. In addition, *the social aspect* is related to the way individuals interact with their environments, namely social milieu and social support systems. Teachers who do not receive adequate social support from their family, coworkers or superiors, may be more prone to burnout because they feel worthless, which is one of the biggest causes of burnout. Hence, social burnout may have a negative impact on teachers who cannot find a positive work environment or adequate professional support.

In Cognitive Appraisal Theory (Folkman & Lazarus, 1988), *the cognitive aspect* is connected to the individual's mental processes and cognitive functions. Owing to burnout, there is often a decrease in cognitive functions, difficulty in concentration, and impaired decision-making ability. When teachers are required to constantly process information and make decisions under intense workload, this cognitive fatigue can increase, which reveals the cognitive dimension of burnout. For example, constantly preparing for lessons, completing exam assessments, and making various educational decisions can increase cognitive fatigue. Besides, this theory underlines cognitive assessments of the individuals by drawing *the psychological aspect* that refers to the mental and emotional state of individuals, while in teachers, work motivation, job satisfaction, stress management skills and general mood swings constitute the components of the psychological aspect. Its connection with burnout is that it includes psychological exhaustion that occurs as a result of chronic stress. Teachers who lose the meaning of work in their jobs or who are constantly under high stress may be at higher risk of experiencing burnout. Additionally, *the emotional aspect* indicates that individuals experience emotional weariness. Teachers, on the other hand, are subject to intense emotional labor due to their constant interaction with students, parents, and colleagues. For example, the constant effort to meet the needs of students who need emotional support can lead to emotional fatigue in teachers over time. Moreover, Job-Demands Resources Theory (Demerouti et al., 2001) underscores insufficient resources and excessive job demands that can lead to emotional tiredness and disengagement, which in turn can affect the emotional aspects of burnout.

While addressing the multidimensional structure of English language teacher burnout, some follow-up questions were also included to accompany the main questions by exploring the main points. In addition, preliminary interviews were held with 3 non-participant EFL teachers from three different regions of Türkiye to make sure whether the interview guide was unambiguous and comprehensive. The possible flaws in the interview guide and areas for development were found during these trial sessions. The guide was improved as a result of the input from these sessions by addressing the deficiencies and the essential adjustments were made to complete the instrument.

To summarize, by using rich quantitative and qualitative data to identify burnout, this study prioritized the comprehensive identification of factors contributing to burnout in

the ELT context. More importantly, the reliability of the study was enhanced through expert review at each step of the development of the scale as well as the interview guide. As with the development of the scale, the expert review phase ensured that the interviews were rigorously evaluated by experts in the field, confirming both the academic strength and practical relevance of the study. Once the expert review was completed, research participants with different backgrounds and experiences were selected to explore the complex nature of burnout in the ELT context in Türkiye.

3.3. Research Participants

This study is a mixed methods research design, integrating quantitative and qualitative research methods. The quantitative section involved two parts as the initial study for the development of the scale and the main study to validate the scale. The information about the participants regarding quantitative section was as follows:

The literature contains differing views on the minimal number of participants needed to provide more significant and trustworthy results for the scale development process. Kline (2011) indicated that there should be at least 100 samples. On the other hand, it is recommended that possible scale items on a heterogeneous sample both reflect and capture the spectrum of the target population, and 300 respondents are suggested by Clark and Watson (1995). Some researchers have suggested that a 200-300 range be used for factor analysis (Mac Callum et al., 1999). Per these explanations, it was determined to reach at least 300 individuals based on volunteerism as the target group. With a wide spectrum of selecting the participants, random sampling was preferred as suggested in the scale development that diverse and genuinely random samples be chosen to create validity and reliability of the proposed subject (Morgado et al., 2018). To conduct the initial quantitative part of this study, 330 participants who were the EFL teachers working at state and foundation universities in Türkiye were reached between September and December, 2023. For the initial part of the study, the permission was received from the Anadolu University Ethics Board to conduct the study (Protocol No:551713 issued in August 2023). However, the data of 35 participants were removed from the data set. Because some participants declared verbally that they did not experience burnout and some participants working at foundation universities told the researcher that they were more concerned about their contracts and therefore, they repeatedly marked the same answer. Due to these reasons, their responses were

removed from the data set. Within the scope of the study, 295 EFL teachers from various universities voluntarily participated in the preliminary version of the study to conduct Exploratory Factor Analysis. The data collection using the preliminary version of the scale spanned a four-month period, from September to December 2023, as part of this comprehensive study.

For the main part of the study, permission from the Anadolu University Ethics Board was received to conduct the study (Protocol No: 720798 issued in May 2024). The main study included a sample of 728 university teachers in order to validate the newly established scale. The large sample size offered a robust foundation for Confirmatory Factor Analysis (CFA), which evaluated and promoted validating the scale's underlying factor structure. The study's practical significance was enhanced by the participation of university teachers, who frequently face professional stress and burnout. The data collection for the main study with the final version of the scale spanned three months (May to July 2024), allowing for a comprehensive and detailed examination of burnout in academic contexts. This period, as part of a comprehensive investigation, facilitated the gathering of robust data to validate the scale and its application in educational environments.

Therefore, the main study participants included 728 Turkish EFL teachers employed at tertiary level from 75 cities in 7 regions of Türkiye. Participants' university affiliations included state and foundation universities. Slightly more than half of the participants were female (475, 65.4%), while the number of male participants was 246 (33.8%). The study participants were comprised of teachers with different titles employed at universities. Due to different titles of the participants at universities, all were named as tertiary-level teachers, aligning with the terminology of *Tertiary Education Teachers* and *University and Higher Education Teachers* (International Standard Classification of Occupations, 2008).

The sample characteristics, including frequencies, percentages, were outlined in this analysis, allowing for clearly comprehending the distribution and central tendencies of each variable in relation to EFL teachers' burnout as follows (Table 3.8).

Table 3.8*Demographic Distribution of the Participants*

		Frequency	Percentage
Gender	Female	475	65.3
	Male	247	33.9
	Unspecified	6	0.8
	Total	728	100.0
Age	21-30	79	10.8
	31-40	357	49.1
	41-50	200	27.5
	Over 51	92	12.6
	Total	728	100.0
Educational Background	BA	106	14.5
	MA	332	45.6
	PhD	290	39.9
	Total	728	100.0
Undergraduate Majors	American Culture	27	3.7
	English Literature	149	20.4
	Linguistics	17	2.3
	English Language Teaching/ Education	504	69.2
	Translation and Interpretation	31	4.3
	Total	728	100.0
Teaching Experience	Less than 1 year	6	0.8
	1-5 years	54	7.4
	6-10 years	96	13.0
	11-15 years	243	33.2
	More than 16 years	329	45.1
	Total	728	99.6
Teaching Period at the Current Institution	0-5 years	218	29.9
	6-10 years	140	19.2
	11-15 years	178	24.5
	16-20 years	91	12.5
	More than 21 years	101	13.9
	Total	728	100.0
Marital Status	Single	233	31.9
	Married	474	65.0
	Unspecified	21	2.7
	Total	728	99.6

Table 3.8*Demographic Distribution of the Participants (Con't)*

			Frequency	Percentage
Weekly Teaching Workload	Teaching	Less than15 hours	197	27.0
		16-20 hours	285	39.1
		21-25 hours	186	25.5
		26 hours and over	59	8.1
		Total	728	100.0
The Type of Institution		State	535	73.5
		Foundation	173	23.8
		Unspecified	20	2.7
		Total	728	100.0
Administrative Responsibilities		Yes	195	26.8
		No	513	70.5
		Unspecified	20	2.7
		Total	728	100.0
Region		Marmara	206	28.3
		Aegean	76	10.4
		Central Anatolia	175	24.0
		Mediterranean	71	9.7
		Black Sea	102	14.0
		Southeastern Anatolia	28	3.8
		Eastern Anatolia	46	6.3
		Unspecified	24	3.3
		Total	728	100.0

Participants' demographic distribution is shown in Table 3.8. To start with gender, a total of 728 individuals participated in the study; 475, or 65.3%, were female, while the remaining 247 or 33.9% were male. A small percentage of participants ($n = 6$, 0.8%) chose not to disclose their gender.

Regarding the participants' age distribution, most of the participants were between the ages of 31 and 40 (357, 49.1%), and between the ages of 41 and 50 (200, 27.5 %). Age groups between 21 and 30 (79, 10.8 %) and those over 51 (92, 12.6 %) had lower percentages. 60.0% of the participants were at the age of 40 or younger and 87.4% of them were at the age of 50 or younger, based on the total percentages.

Additionally, master's degree holders made up the greatest percentage of survey respondents (332, 45.6%), followed by doctorate holders (290, 39.9%). Participants who reported having a bachelor's degree were less common (106, 14.5%).

Also, the majority of respondents majored in English Language Teaching/ Education (504, 69.2%), followed by English Literature (149, 20.4%). Smaller numbers were observed for American Culture (27, 3.7%), Translation and Interpretation (31, 4.3%), and Linguistics (17, 2.3%).

Regarding the participants' teaching experience, the majority of the participants (329, 45.2%) stated that they had been teaching for more than 16 years, followed by the participants (243, 33.4%) who had been teaching for 11 to 15 years. The percentages were lower for the participants teaching less than one year (6, 0.8%), between 1 and 5 years (54, 7.4%), and between 6 and 10 years (96, 13.1%).

Participants' years of teaching at their current institution are presented in the table as well. The majority of the participants reported that they taught in their current institution for 0 and 5 years (218, 29.9%) followed by those teaching for 11 and 15 years (178, 24.5%). Smaller percentages were observed to have taught between 6 and 10 years (140, 19.2 %), 16 and 20 years (91, 12.5%) and more than 21 years (101, 13.9%).

Regarding the marital status, married participants made up the majority of participants (474, 65.2%) followed by single participants (233, 32.0%). Only a small percentage (21, 2.8%) preferred not to specify their marital status.

What is more, the distribution of participants based on their weekly teaching workload presented that the largest group of participants reported teaching 15 hours or less per week (197, 27.0%), while the majority reported teaching 16 to 20 hours per week (285, 39.1%). It was less common to teach for 21 to 25 hours (186, 25.5%) and for 26 hours or longer (59, 8.1%).

When it comes to the distribution of participants based on the type of institution they were affiliated with, the majority of respondents worked at state universities (535, 73.5%), while a smaller proportion worked at foundation universities (173, 23.8%).

Based on the administrative responsibilities, the majority of respondents reported having administrative duties (195, 26.8%), while the remaining participants did not hold any administrative positions (513, 70.5%).

Last but not least, participants were distributed across various regions, with the largest group residing in the Marmara region (206, 28.3%), followed by the Central Anatolia (175, 24.0%), the Aegean (76, 10.4%), the Black Sea (102, 14.0%), the Mediterranean (71, 9.7%), the Southeastern Anatolia (28, 3.8%), and the Eastern Anatolia (46, 6.3%). 24 respondents (3.3%) chose not to disclose their region.

More importantly, in quantitative analyses, participants who did not specify their gender, marital status, type of institution, administrative responsibilities and region were excluded specifically from the respective comparison analyses as Pallant (2020) asserted.

Following the main study, the qualitative part of the study was initiated. The qualitative phase included 18 volunteer participants who agreed to share their experiences and insights into the phenomenon of burnout. These participants were chosen via a systematic approach that began with an email invitation to teachers who had previously participated in the study's quantitative part. In the qualitative research conducted with 18 participants working at universities in 7 different regions of Türkiye with different burnout levels, the data provided by the participants were presented under pseudonyms in line with ethical rules. The invitation to participate in the interviews was extended to all teachers who expressed an interest in contributing to the research. This open invitation enabled the participation of a diverse group of teachers from various regions and professional backgrounds. The information about the participants who contributed to the qualitative data was as follows:

Table 3.9*Socio-demographic Characteristics of the Participants in the Qualitative Data*

Socio-demographic characteristics		Frequency	Percentage
Gender	Female	10	55.56
	Male	8	44.44
Age	21-30	2	11.11
	31-40	12	66.67
	41-50	4	22.22
	50+	-	-
Education	Bachelor's Degree	2	11.11
	Master's Degree	5	27.78
	Doctorate Degree	11	61.11
Experience	1-5 years	2	11.11
	6-10 years	10	55.56
	11-15 years	6	33.33
Region	Mediterranean	1	5.56
	Eastern Anatolia	3	16.67
	Aegean	1	5.56
	South East	2	11.11
	Central Anatolia	1	5.56
	Black Sea	4	22.22
	Marmara	6	33.33

As seen from the Table 3.9, 18 individuals from Türkiye's seven geographical regions were purposefully chosen, creating a regionally representative sample capable of providing nuanced details into the manifestation of burnout in various contexts by purposefully capturing potential variances in burnout experiences. The selection of participants was based not only on their desire to participate, but also on their burnout levels, as determined during the quantitative phase of this research. This intentional selection procedure sought to include teachers with various degrees of burnout, ranging from those in the early stages of suffering burnout symptoms to those with more advanced levels of burnout. Furthermore, participants were selected based on their employment in various areas of the ELT field (Department of Foreign Language Education, Testing Office, Translation and Interpreting Department, School of Foreign Languages, Materials Development Office, Curriculum Development Office, Postgraduate Programs, English for Specific Purposes Department, Teacher Development Unit, Erasmus+ Office, and Quality Unit). This variation in professional

settings meant that the findings were extensively applicable and generalizable to the Turkish ELT profession. In addition, in order not to reveal the identity of the participants in the research, the interviewees were given pseudonyms as Suden, İlke, Meva, Öncü, Hürkan, Ayşenil, Kayla, Birhan, Erkut, Kuzey, Mercan, Omay, Burçe, Ece, Özgü, Peri, Selena and Sezgi. Thus, the confidentiality of the data was protected.

The next step was to begin the data collection process. The following section outlines the procedures used during this comprehensive study.

3.4. Data Collection Procedures

It is pivotal to delve into the specific aspects of the data collection procedure to further understand the scope and methodology of this study. Through the first phase of data collection, the quantitative part focused on exploring EFL teachers' burnout levels and analyzing the factors that contribute to burnout via ELTBS comprising three parts: a consent form presenting the aim of the study, a demographic data questionnaire and the ELTBS. And the second phase is the qualitative section including interviews.

3.4.1. Consent form

The dedication to respect the highest standards of research ethics was shown in the careful design of the consent form, which ensures transparency and ethical concerns. This form gave participants a thorough overview of a number of important aspects. The objectives of the study were outlined clearly and comprehensively, with particular emphasis on the importance of understanding EFL teachers' burnout levels and the variables causing burnout. Participants were also informed that participation in this study was entirely voluntary, and that they would leave the study at any time without giving a reason. The form described the steps taken to guarantee participants' confidentiality and anonymity and it stated that all information gathered would be used exclusively for research and that no individual participant's response would be identified in any study-related reports or publications.

3.4.2. Demographic Data Questionnaire

The questionnaire part involved various demographic variables including gender, age, educational background, undergraduate majors, teaching experience, teaching period at the current institution, marital status, weekly teaching load, type of institution, administrative responsibilities and region. All these variables were selected based upon

the literature review, the scale development qualitative process findings, and the expert reviews, regarding their relations with English language teacher burnout.

3.4.3. The English Language Teacher Burnout Scale (ELTBS)

The ELTBS was developed to assess the phenomenon of *burnout* in an academic context, considering its relation with job weariness, workload, policy and academic concerns, collisions in the workplace, and conflict between work and personal life, and finally, 32 items formed the ELTBS.

To achieve the dissemination of the scale, multiple social media and professional networking platforms were utilized. The content was sent to ELT groups via official email addresses of EFL teachers and well-known social media platforms including *Facebook*, *Instagram*, and *Telegram*. In this process, *LinkedIn* was also quite important. LinkedIn was a pivotal way to connect with people in the business sector because it is a well-known professional social business network. With the help of this platform, experts could communicate and share information effectively, increasing the influence of the scale and its reachability. The scale was distributed among professionals who could offer thoughts and feedback from a business viewpoint, in addition to academic circles, by utilizing LinkedIn.

3.4.4. Interviews

The interview data collection process for this study rigorously planned to guarantee a thorough and diversified analysis of teacher burnout among ELT professionals in Türkiye. Throughout the interview process, trustworthiness was ensured through *credibility* with the proper involvement of the participants and their engagement and triangulation; *transferability* with the comprehensive explanations; *dependability* via meticulous documentation; and *confirmability* through member checking and peer debriefing (Ahmed, 2024).

For the data collection process, the researcher set up one-on-one interviews with each participant in order to guarantee that every interview would produce thorough and pertinent information about the unique dynamics of teacher burnout in various ELT contexts. These were done in a semi-structured style that prioritized the participants' comfort and convenience, fostering atmosphere for open communication while also ensuring uniformity in questions among participants. In addition to explore the

contextual factors impacting these experiences, the interview guide was followed to obtain various aspects of burnout.

With the participants' permission, every interview was videotaped so that precise transcriptions could be made. The interviews ranged in length, usually lasting between forty minutes and one hundred and twenty minutes, giving enough time to examine the intricacies of burnout without overburdening the participants.

Throughout the interviews, follow-up questions were frequently used to enhance the reliability and depth of the data gathered. In order to provide a deeper knowledge of the elements influencing burnout, these questions were designed to elucidate or build upon the participants' initial answers. The participants were encouraged to reflect on their experiences throughout time by identifying their understanding of burnout and coping techniques.

During the entire interview process, ethical considerations were strictly followed. The goals of the study, the participants' rights, and the precautions used to protect the privacy of their answers were all explained to the participants in detail. Before the interview started, the consent forms were gained, and participants were reassured that they could leave the study at any time without facing any constraints.

Following the qualitative data, the study follows the data analysis procedures. In this section, the statistical techniques and qualitative methodologies applied to both quantitative and qualitative datasets are outlined, offering a comprehensive framework for interpreting the findings and deepening the understanding of teacher burnout within the Turkish ELT context.

3.5. Data Analysis Procedure

Both the quantitative and qualitative data were analyzed independently, and the analyses were done with a comprehensive approach that considered the distinct characteristics of each dataset. A step-by-step evaluation of each research instrument was conducted to confirm a thorough assessment. A precise and targeted analysis of distinctive contributions of each instrument to the overall findings was made possible by the independent analysis. Through meticulous examination of the gathered data using appropriate methods, including mixed-methods approaches via quantitative surveys and qualitative interviews, it was possible to methodically investigate the relationships. This

procedure verified that each research question was not only addressed but also enhanced with insights and actual data. This kind of connection highlighted the significance of the study and advanced the knowledge about the phenomenon searched by offering a coherent framework for comprehending the implications of the findings on theory and practice.

For the quantitative data, statistical analysis was performed using SPSS 27.0 (Statistical Package for the Social Sciences) and AMOS 24, widely recognized softwares for data management and statistical analysis in social science research. This analysis provided critical insights into the levels of burnout experienced by EFL teachers at the tertiary level. To measure the burnout levels, a scale was developed, and the data analysis procedure also comprised the findings from the scale development, incorporating both the initial study findings and the main study findings, which are elaborated upon in the fourth chapter. The demographic variables that had an impact on the teachers' burnout and the factors leading to burnout were investigated. To examine their effects, independent samples t-test and one-way analysis of variance (ANOVA) tests were computed.

Besides, the qualitative data obtained from the personal stories of the participants through the interviews were examined with MAXQDA which is a special software program for qualitative data analysis that allows systematic coding and interpretation of complex textual data. Both content analysis and thematic analyses were used in this study (Saldana, 2011; Merriam & Tisdell, 2015; Kuckartz & Rädiker, 2019). Both of these analyses were applied to systematically scrutinize the qualitative data. After the interview data were collected, transcriptions were carefully done and read in order to familiarize with the data. The research questions were re-read. Recurring topics in sentences or paragraphs present in the qualitative data were found and coded. Through several coding iterations, the topics were adjusted and organized to effectively represent the views and experiences of the participants. Subsequently, codes were combined into more comprehensive thematic categories and then collated into potential themes. The names of themes were checked in relation to deductive methods (literature) since the interview questions were also formed based upon the theories reviewed. The extracts from the interviews were selected to highlight important points within the participants' experiences and the conclusions were interpreted by contextualizing these themes.

Briefly, after the data were obtained through interviews, the following stages of the analyses were applied to the dataset (Miles & Huberman, 1994; Braun & Clarke, 2006):

1. examining the data in detail,
2. generating coding iteratively,
3. collating categories,
4. forming themes based upon the theories,
5. interpreting the findings and aligning them with participants' remarks.

The qualitative analysis allowed the quantitative results to be developed and to explore the factors that cause burnout in more depth and to address how burnout was felt by teachers in the university setting with a more comprehensive understanding. By combining quantitative and qualitative data, the study provided a thorough insight into burnout in the context of ELT. Table 3.10 summarizes the data analysis of the study:

Table 3.10

The Data Analysis of the Study

Mixed Methods Research Design					
RQs	Quantitative Analyses	Software	Qualitative Analyses	Software	
1. What are the levels of burnout that EFL teachers perceive at universities in Türkiye?	Descriptive statistics (mean and standard deviation values)	SPSS 27.0	-	-	
2. What kind of demographic variables affect teacher burnout among EFL teachers?	ANOVA Independent samples t-test	SPSS 27.0	-	-	
3. What are the factors that lead to burnout among EFL teachers?	Factor analysis (to determine the underlying aspects that contribute to burnout)	SPSS 27.0 AMOS 24	Thematic and content analysis Structuring codes, categories and themes	MAXQDA	
4. What kind of burnout symptoms do EFL teachers experience?	-	-	Content analysis	MAXQDA	
5. What accompanying feelings and managing strategies do EFL teachers have to cope with teacher burnout?	-	-	Content analysis	MAXQDA	

Consequently, the research questions were analyzed using the following methods:

To address the first research question regarding the levels of burnout perceived by EFL teachers at universities in Türkiye, descriptive statistics via SPSS 27.0 were computed about the levels of burnout experienced by EFL teachers at universities in Türkiye. The computation of mean scores and standard deviations allowed for a detailed overview of the levels of burnout that these teachers encountered, underlining variations within the sample.

To answer the second research question regarding demographic variables affecting teacher burnout among EFL teachers, multiple statistical analyses were carried out. The first step in examining the connections between burnout levels and demographic factors (age, gender, years of teaching experience, educational background, and the like) was to conduct Independent Samples t-tests and One-Way Analysis of Variance (ANOVA) tests. For each variable that consists of two groups, independent samples t-test was performed, while for the variables that consist of three or more groups, a one-way ANOVA test was utilised. Through these analyses, the effect of many demographic characteristics on EFL teacher burnout was investigated.

Utilizing a multidimensional data analysis technique, the third question about the factors leading to burnout among EFL teachers was addressed. Using the data from the burnout scale, factor analysis via SPSS 27.0 and AMOS (a multivariate statistical technique that is used for validating measurement scales) was first used to determine the underlying aspects that contribute to burnout. By classifying linked variables, these statistical techniques assisted in identifying the critical elements affecting burnout. The third research question was also analyzed via MAXQDA both thematic and content analyses, offering more in-depth understanding of the individual experiences and contextual factors forming burnout. The different factors leading to EFL teacher burnout by integrating quantitative and qualitative analysis as well as content and thematic analyses were presented.

The fourth research question was answered via MAXQDA content analysis to find out the symptoms of burnout that EFL teachers experienced depending on the remarks of teachers allowing for the discovery of common symptom patterns. In addition, participant teachers' personal insights helped the researcher to group common burnout

symptoms. The emotional, physical, psychological and behavioral manifestations of burnout were better understood in context.

To examine the fifth research question concerning coping mechanisms for preventing or avoiding burnout, a content analysis of qualitative data gathered from interviews via MAXQDA was done.

The details of findings are addressed in Chapter 4, offering a comprehensive perspective on teacher burnout and the effectiveness of the developed scale in capturing the complexities of the phenomenon.

4.RESULTS

This section presents comprehensive answers to the research questions with the results obtained from the data collected in the study. In this study, which used a mixed methods approach, the research questions were answered through quantitative and qualitative data analysis. Research Questions 1 and 2 were analyzed using quantitative data conducted using SPSS, employing descriptive statistics and mean comparisons (t-tests and ANOVA) to examine the extent of teacher burnout and evaluate the influence of independent variables on the burnout levels of the participating teachers. Research Question 3 presented answers using both data analyses (both quantitative and qualitative data). Research Questions 4 and 5 were addressed through qualitative findings conducted using MAXQDA. Thus, quantitative and qualitative findings were merged, presenting a clear understanding of the burnout phenomenon under study.

4.1. Study Findings

The main study findings section included both the quantitative and qualitative results. The quantitative findings concentrated on statistical analyses, including descriptive statistics and connections between key variables, while the qualitative findings delved further through thematic analysis and content analysis, capturing participant opinions and experiences.

4.1.1.RQ1: What are the levels of burnout that EFL teachers perceive at universities in Türkiye?

To address the first research question regarding the levels of burnout perceived by EFL teachers at Turkish universities, descriptive statistics were computed. The calculation of mean scores and standard deviations provided a detailed overview of the varying degrees of burnout experienced by EFL teachers, highlighting differences within the sample.

Participants' burnout levels were interpreted using mean scores, which can also be calculated at the item level to identify their burnout experiences across the sample. When considering the *Teaching Disillusionment* (DISIL), the mean score ($M = 2.13$, $SD = 0.76$) fell within the low burnout symptoms, suggesting that participants mostly disagreed with the statements in *Teaching Disillusionment*. Then, the *Workload Affliction* subdimension yielded a mean score of 2.93 ($SD = 1.00$). This score suggests

that participants, on average, neither agreed nor disagreed with statements related to burnout and had difficulty in managing their professional workload. Their responses reflect a neutral to slightly positive acknowledgment of workload-related burnout symptoms.

In contrast, the *Academic Oppression* (OPPR) subdimension produced a higher mean score of 3.59 (SD = 0.97). This indicates that participants generally agreed with statements describing experiences of workplace oppression, such as unfair treatment, excessive administrative control, or institutional constraints.

Similarly, the *Learner Alienation* (LALIEN) subdimension had a mean score of 3.07 (SD = 0.94). Although closer to the neutral point on the scale, this score leans slightly toward agreement, indicating that participants were somewhat in agreement with feelings of disconnection or disengagement from their students.

Furthermore, the *Work-home Collision* (WHCOLL) dimension recorded a mean score of 3.18 (SD = 0.96). Participants tended to agree to some extent with statements expressing difficulty balancing professional and personal responsibilities. This score reflects a degree of burnout related to work-life interference and suggests that many respondents experience ongoing tension between their job and home lives.

Regarding the *Colleague Disaffection* (CDIS) dimension, the mean score was 2.78 (SD = 0.96). Responses here leaned closer to disagreement, indicating that participants were generally less inclined to agree with statements about dissatisfaction or conflict in their professional relationships. This suggests a relatively low level of burnout associated with collegial dynamics, with most participants not perceiving significant interpersonal strain in the workplace.

Finally, the overall burnout score (BRNT) was 2.83 (SD = 0.66). This score, positioned slightly below the midpoint of the scale, reflects that participants were, on average, neutral to mildly in agreement with general burnout-related statements, with participants recognizing some degree of emotional and professional exhaustion, though not to an overwhelming extent (Table 4.1).

Table 4.1*Burnout Levels of the Participants*

	N	M	SD
DISIL	728	2.13	0.76
WORK	728	2.93	1.00
OPPR	728	3.59	0.97
LALIEN	728	3.07	0.94
WHCOLL	728	3.18	0.96
CDIS	728	2.78	0.96
BRNT	728	2.83	0.66

Teaching Disillusionment (DISIL), Workload Affliction (WORK), Academic Oppression (OPPR), Learner Alienation (LALIEN), Work-home Collision (WHCOLL), Colleague Disaffection (CDIS), Burnout (BRNT).

To conclude, these scores collectively contributed to the overall burnout score (BRNT), reflecting various aspects of participants' professional lives and their impact on burnout levels. Notably, *Academic Oppression* (M= 3.59) was the only subdimension that can be interpreted as severe burnout, highlighting that participants might feel pressured, controlled, or unfairly treated within their academic work environment.

4.1.2. RQ2: What kind of demographic variables affect teacher burnout among EFL teachers?

Descriptive statistics were used to assess each of the demographic factors. However, before descriptive statistics were revealed, it was tested whether the data obtained from the participants involved in the scale development process showed a normal distribution. According to the results, the data exhibited a normal distribution and were suitable for parametric tests as values within the range of +1.5 to -1.5 for skewness and kurtosis were considered appropriate for a normal distribution (Tabachnick & Fidell, 2013). Table 4.2 shows the skewness and kurtosis values of the data obtained from the scale.

Table 4.2

Normality Test Results

	N	M	SD	Skewness	Kurtosis
DISIL	728	2.127	.761	.748	.688
WORK	728	2.927	.999	-.124	-.799
OPPR	728	3.591	.975	-.703	.048
LALIEN	728	3.074	.940	-.075	-.674
WHCOLL	728	3.179	.965	-.067	-.676
CDIS	728	2.781	.957	.377	-.385
BRNT	728	2.827	.658	-.055	-.099

Teaching Disillusionment (DISIL), Workload Affliction (WORK), Academic Oppression (OPPR), Learner Alienation (LALIEN), Work-home Collision (WHCOLL), Colleague Disaffection (CDIS), Burnout (BRNT).

To summarise, these findings confirm the appropriateness of the data for further statistical analysis using parametric tests.

In this study, the second research question concentrated on finding out what kind of demographic variable affected teacher burnout among EFL teachers in the Turkish ELT context. To reveal this, descriptive and inferential statistics were utilized as presented in the following section.

4.1.2.1. Gender

An independent samples t-test was conducted to compare burnout levels between male and female teachers. A total of 6 participants who did not indicate their gender were excluded from the analysis. According to Pallant (2020), participants with missing data on key grouping variables (e.g., gender) should be excluded from analyses that involve group comparisons, such as an independent samples t-test or one-way analysis of variance (ANOVA).

Accordingly, Levene's test for homogeneity of variances indicated that the assumption of equal variances was met across gender groups, $p=.157>0.05$. The results revealed a statistically significant difference in burnout levels, $t(720)= 2.20$, $p= .028$, with female teachers ($M= 2.87$, $SD=0.65$, $n = 475$) reporting higher burnout levels than male teachers ($M= 2.75$, $S= 0.68$, $n= 247$). However, the effect size was small ($d= 0.172$), suggesting a minimal practical difference in burnout levels between genders as seen in Table 4.3.

Table 4.3

Difference in the Burnout Level of the Participants Regarding Gender

	Gender	Descriptive Statistics						Cohen's d
		N	M	SD	t	df	p	
BRNT	Female	475	2.8671	0.64736	2.196	720	0.028	.172
	Male	247	2.7536	0.67966				

To conclude, these findings indicate that while the difference in burnout levels between male and female teachers was statistically significant, the small effect size suggests that gender accounted for only a minor variation in reported burnout levels.

4.1.2.2. Age

ANOVA test was performed to inspect the influence of age on burnout levels. Firstly, Levene's test for homogeneity of variances confirmed that the assumption of equal variances was met, with p-values above .230, $p > .05$.

Descriptive statistics indicated that younger teachers aged 21–30 ($M = 2.91$, $SD = 0.57$, $n = 79$) and 31–40 ($M = 2.92$, $SD = 0.65$, $n = 357$) reported higher burnout levels compared to older teachers aged 41–50 ($M = 2.72$, $SD = 0.68$, $n = 200$) and those over 51 ($M = 2.62$, $SD = 0.64$, $n = 92$). In line with the descriptives, ANOVA results showed a significant difference in burnout levels across age groups, $F(3, 724) = 7.64$, $p < .001$. Also, effect size calculations demonstrated that age had a non-negligible effect on burnout, with estimates ranging between .009 and .027. Table 4.4 presents the respective ANOVA results.

Table 4.4*Difference in the Burnout Level of the Participants Regarding Age*

BRNT							
	Descriptive Statistics			ANOVA			
	N	M	SD		df	F	p
21-30	79	2.9080	0.56849	Between Groups	3	7.641	0.000
31-40	357	2.9209	0.65054	Within Groups	724		
41-50	200	2.7212	0.68077	Total	727		
Over 51	92	2.6247	0.64121				
Total	728	2.8272	0.65843				

Additionally, Tukey's HSD post hoc was conducted to examine the effect of age on teacher burnout levels. The results revealed significant differences between certain age groups. Accordingly, teachers aged 21–30 reported significantly higher burnout levels compared to those over 51 ($M= 0.283$, $SE= 0.100$, $p= .024$). Teachers aged 31–40 also exhibited significantly higher burnout levels compared to those 41–50 ($M= 0.200$, $SE= 0.057$, $p= .003$) and those over 51 ($M= 0.296$, $SE= 0.076$, $p= .001$).

Conversely, teachers over 51 demonstrated significantly lower burnout levels than both the 21–30 ($M=-0.283$, $SE= 0.100$, $p= .024$) and 31–40 ($M= -0.296$, $SE= 0.076$, $p= .001$) age groups. Finally, no significant differences in burnout levels were observed between the 41–50 and over 51 age groups ($p> .05$). Table 4.5 presents the respective comparison results.

Table 4.5

Multiple Comparisons

	Age		Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
	(I)	(J)				Lower Bound	Upper Bound
Tukey's HSD	21-30	31-40	-0.01287	0.08077	0.999	-0.2208	0.1951
		41-50	0.18687	0.08632	0.134	-0.0354	0.4091
		Over 51	.28336*	0.09964	0.024	0.0268	0.5399
	31-40	21-30	0.01287	0.08077	0.999	-0.1951	0.2208
		41-50	.19973*	0.05737	0.003	0.0520	0.3475
		Over 51	.29623*	0.07595	0.001	0.1007	0.4918
	41-50	21-30	-0.18687	0.08632	0.134	-0.4091	0.0354
		31-40	-.19973*	0.05737	0.003	-0.3475	-0.0520
		Over 51	0.09650	0.08183	0.640	-0.1142	0.3072
	Over 51	21-30	-.28336*	0.09964	0.024	-0.5399	-0.0268
		31-40	-.29623*	0.07595	0.001	-0.4918	-0.1007
		41-50	-0.09650	0.08183	0.640	-0.3072	0.1142

* The mean difference is significant at the 0.05 level.

To summarise, these findings indicate that age significantly influences burnout levels among teachers, with younger educators experiencing higher levels of burnout compared to their older counterparts, although the practical impact of this difference remains modest.

4.1.2.3. Educational Background

ANOVA test was conducted to examine the effect of educational level on teacher burnout levels. Firstly, Levene's test for homogeneity of variances indicated that the assumption of equal variances was met across groups, $p=.126>0.05$.

Descriptive statistics showed that teachers with a doctoral degree ($M= 2.89$, $SD= 2.89$, $n = 290$) reported slightly higher burnout levels than those with a master's degree ($M= 2.81$, $SD= 2.81$, $n = 332$) and a bachelor's degree ($M= 2.73$, $SD= 2.73$, $n= 106$). However, ANOVA results indicated that there was no statistically significant difference in burnout levels among teachers with different educational qualifications, $F(2, 725)= 2.55$, $p= .079$. Table 4.6 presents the respective ANOVA results.

Table 4.6

Difference in the Burnout Level of the Participants Regarding Educational Background

	BRNT						
	Descriptive Statistics			ANOVA			
	N	M	SD		df	F	p
Bachelor's	106	2.7261	2.72610	Between Groups	2	2.545	0.079
Master's	332	2.8083	2.80830	Within Groups	725		
Doctoral	290	2.8858	2.88580	Total	727		
Total	728	2.8272	2.82720				

These findings suggest that while there may be some variation in burnout levels among the groups, the differences are not substantial enough to indicate a systematic effect.

4.1.2.4. Undergraduate Majors

ANOVA test was conducted to examine the effect of undergraduate majors on teacher burnout levels. First, Levene's test for homogeneity of variances indicated that the assumption of equal variances was met, with p-values above, 0.647, $p>0.05$.

Descriptive statistics demonstrated that burnout levels were relatively similar across groups, with English Language Teaching/Education teachers reporting the highest burnout levels ($M= 2.84$, $SD= 0.66$, $n= 504$), followed by English Literature ($M= 2.82$, $SD= 0.64$, $n= 149$), Linguistics ($M= 2.81$, $SD= 0.57$, $n= 17$), American Culture ($M= 2.75$, $SD= 0.69$, $n= 27$), and Translation and Interpretation ($M= 2.72$, $SD= 0.68$, $n= 31$).

In line with the descriptives, ANOVA results showed no significant difference in burnout levels among teachers from different academic backgrounds, $F(4, 723) = 0.39$, $p = .818$. Table 4.7 shows the related ANOVA results.

Table 4.7

Difference in the Burnout Level of the Participants Regarding Undergraduate Majors

BRNT							
	Descriptive Statistics			ANOVA			
	N	M	SD		df	F	p
American Culture	27	2.7451	0.68570	Between Groups	4	0.387	0.818
English Literature	149	2.8196	0.64338	Within Groups	723		
Linguistics	17	2.8131	0.56774	Total	727		
English Language Teaching/Education	504	2.8412	0.66428				
Translation and Interpretation	31	2.7163	0.68079				
Total	728	2.8272	0.65843				

The findings suggest that teachers' burnout levels do not significantly vary based on their academic discipline.

4.1.2.5. Teaching Experience

ANOVA test was conducted to examine the effect of teaching experience on teacher burnout levels. To begin with, Levene's test for homogeneity of variances confirmed that the assumption of equal variances was met, with p-values exceeding .698, $p > 0.05$.

Descriptive statistics indicated that teachers with 1–5 years of experience reported the highest burnout levels ($M = 2.93$, $S = 0.63$, $n = 54$), followed by those with 11–15 years ($M = 2.89$, $SD = 0.65$, $n = 243$), 6–10 years ($M = 2.88$, $SD = 0.69$, $n = 96$), less than one year ($M = 2.89$, $SD = 0.56$, $n = 6$), and more than 16 years ($M = 2.75$, $SD = 0.65$, $n = 329$).

ANOVA results showed no statistically significant difference in burnout levels across different experience groups, $F(4, 723) = 2.33$, $p = .055$. Table 4.8 presents the respective ANOVA results.

Table 4.8*Difference in the Burnout Level of the Participants Regarding Teaching Experience*

BRNT							
	Descriptive Statistics			ANOVA			
	N	M	SD		df	F	p
Less than 1 year	6	2.8873	0.56281	Between Groups	4	2.326	0.055
1-5 years	54	2.9297	0.62633	Within Groups	723		
6-10 years	96	2.8848	0.68506	Total	727		
11-15 years	243	2.8896	0.65450				
More than 16 years	329	2.7464	0.65460				
Total	728	2.8272	0.65843				

Overall, the findings suggest that while less experienced teachers tend to report higher burnout levels, the differences across experience levels are not statistically significant.

4.1.2.6. Teaching Period at the Current Institution

ANOVA test was conducted to examine the effect of years of teaching experience on teacher burnout levels. Levene's test for homogeneity of variances was not significant ($p > .05$), indicating that the assumption of equal variances was met.

As it is understood from descriptive statistics, teachers with 6–10 years of experience reported the highest burnout levels ($M = 2.96$, $SD = 0.72$, $n = 140$), followed by those with 0–5 years ($M = 2.85$, $SD = 0.63$, $n = 218$) and 11–15 years ($M = 2.87$, $SD = 0.61$, $n = 178$). Teachers with more experience reported lower burnout levels, with those working for 16–20 years ($M = 2.70$, $SD = 0.65$, $n = 91$) and the group working for more than 21 years ($M = 2.64$, $SD = 0.67$, $n = 101$) experiencing the least burnout.

Accordingly, ANOVA results showed a statistically significant difference in burnout levels among the groups, $F(4, 723) = 4.62$, $p = .001$. Also, effect size calculations reinforced this conclusion, with an eta-squared value of .025, indicating that teaching period accounts for 2.5% of the variance in burnout scores as exhibited in Table 4.9.

Table 4.9*Difference in the Burnout Level of the Participants Regarding Teaching Period at the Current Institution*

BRNT							
	Descriptive Statistics			ANOVA			
	N	M	SD		df	F	p
0-5 years	218	2,8477	0,63328	Between Groups	4	4,618	0,001
6-10 years	140	2,9620	0,71875	Within Groups	723		
11-15 years	178	2,8668	0,61179	Total	727		
16-20 years	91	2,6965	0,64975				
More than 21 years	101	2,6441	0,66517				
Total	728	2,8272	0,65843				

Additionally, multiple comparisons using Tukey's HSD test identified significant differences between teachers with 6-10 years at their institution and those with 16-20 years (mean difference = .26547, $p = .022$) and more than 21 years (mean difference = .31783, $p = .002$), suggesting that teachers with shorter tenures experience higher burnout levels.

In addition, teachers with 11-15 years in their institution had significantly higher burnout than those with more than 21 years (mean difference = .22267, $p = .049$) as seen in Table 4.10.

Table 4.10*Multiple Comparisons*

Teaching Period in the Current Institution			Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
(I)	(J)	Lower Bound				Upper Bound	
Tukey's HSD	0-5 years	6-10 years	-0.11430	0.07061	0.486	-0.3074	0.0788
		11-15 years	-0.01914	0.06586	0.998	-0.1993	0.1610
		16-20 years	0.15117	0.08137	0.341	-0.0713	0.3737
		More than 21 years	0.20353	0.07848	0.073	-0.0111	0.4181
	6-10 years	0-5 years	0.11430	0.07061	0.486	-0.0788	0.3074
		11-15 years	0.09515	0.07365	0.696	-0.1063	0.2966
		16-20 years	.26547*	0.08779	0.022	0.0254	0.5055
		More than 21 years	.31783*	0.08512	0.002	0.0851	0.5506
	11-15 years	0-5 years	0.01914	0.06586	0.998	-0.1610	0.1993
		6-10 years	-0.09515	0.07365	0.696	-0.2966	0.1063
		16-20 years	0.17031	0.08402	0.254	-0.0595	0.4001
		More than 21 years	.22267*	0.08122	0.049	0.0006	0.4448
	16-20 years	0-5 years	-0.15117	0.08137	0.341	-0.3737	0.0713
		6-10 years	-.26547*	0.08779	0.022	-0.5055	-0.0254
		11-15 years	-0.17031	0.08402	0.254	-0.4001	0.0595
		More than 21 years	0.05236	0.09423	0.981	-0.2053	0.3101
	More than 21 years	0-5 years	-0.20353	0.07848	0.073	-0.4181	0.0111
		6-10 years	-.31783*	0.08512	0.002	-0.5506	-0.0851
		11-15 years	-.22267*	0.08122	0.049	-0.4448	-0.0006
		16-20 years	-0.05236	0.09423	0.981	-0.3101	0.2053

* The mean difference is significant at the 0.05 level

To conclude, the results suggest that teachers with fewer years of experience, particularly those in the 6–10 year range, report higher burnout levels, while more experienced teachers exhibit lower burnout levels.

4.1.2.7. Marital Status

An independent samples t-test was conducted to examine differences in burnout levels between single and married teachers. A total of 21 participants who did not indicate their marital status were excluded from the analysis. As Pallant (2020) asserted, participants with missing data on key grouping variables (e.g., marital status) should be

excluded from analyses including group comparisons, such as an independent samples t-test or ANOVA tests.

Levene's test for equality of variances was not significant, $F=1.823$, $p=0.177$, indicating that the assumption of equal variances was met. The results of the t-test showed a statistically significant difference in burnout levels between single and married teachers, $t(706)=3.341$, $p=0.001$. Single teachers ($M=2.9404$, $SD=0.69989$, $n=234$) reported significantly higher burnout levels compared to married teachers ($M=2.7655$, $SD=0.63212$, $n=474$). Also, effect size calculations showed that marital status had a small effect on burnout levels, with Cohen's $d=0.267$ (95% CI: 0.110, 0.424), Hedges' correction= 0.267 (95% CI: 0.110, 0.424), and Glass's $\delta=0.277$ (95% CI: 0.119, 0.434). Table 4.11 presents the respective results.

Table 4.11

Difference in the Burnout Level of the Participants Regarding Marital Status

	Gender	N	Descriptive	Statistics	t	df	p	Cohen's d
			M	SD				
BRNT	Single	234	2.9404	0.69989	3.341	706	0.001	.267
	Married	474	2.7655	0.63212				

To summarise, it can be concluded that single teachers experience significantly higher burnout levels than their married counterparts.

4.1.2.8. Weekly Teaching Load

ANOVA test was conducted to examine the effect of weekly teaching load on teacher burnout levels. Levene's test for homogeneity of variances was not significant ($p>.428$), indicating that the assumption of equal variances was met.

Descriptive statistics indicate that teachers with 21–25 hours of weekly teaching reported the highest burnout levels ($M=2.9809$, $SD=0.66106$, $n=186$), followed by those teaching 26 hours and over ($M=2.9539$, $SD=0.73315$, $n=60$) and 16–20 hours ($M=2.7942$, $SD=0.62042$, $n=285$). Teachers with the lowest weekly teaching load (less than 15 hours) reported the lowest burnout levels ($M=2.6913$, $SD=0.65462$, $n=197$).

In line with the descriptives statistics, ANOVA results revealed a statistically significant difference in burnout levels among teachers with different weekly teaching loads, $F(3,724)=7.343$, $p=0.000$. Regarding effect size calculations, this conclusion was supported, with an eta-squared value of .030, indicating that weekly teaching load accounts for 3.0% of the variance in burnout scores. Table 4.12 presents the respective results.

Table 4.12

Difference in the Burnout Level of the Participants Regarding Weekly Teaching Load

	BRNT						
	Descriptive Statistics			ANOVA			
	N	M	SD		df	F	p
Less than 15 hours	197	2.6913	0.65462	Between Groups	3	7.343	0.000
16-20 hours	285	2.7942	0.62042	Within Groups	724		
21-25 hours	186	2.9809	0.66106	Total	727		
26 hours and over	60	2.9539	0.73315				
Total	728	2.8272	0.65843				

Multiple comparisons using Tukey's HSD test identified significant differences between teachers with fewer than 15 hours of teaching per week and those teaching 21-25 hours per week (mean difference = -.28962, $p < .001$) and those teaching 26 hours or more per week (mean difference = -.26267, $p = .032$), indicating that teachers with a heavier weekly teaching load experienced significantly higher levels of burnout. Additionally, significant differences were found between teachers teaching 16-20 hours per week and those teaching 21-25 hours per week (mean difference = -.18665, $p = .013$), further supporting the impact of workload on burnout.

However, comparisons involving those teaching 26 hours or more per week group did not yield statistically significant results in some cases in Table 4.13.

Table 4.13*Multiple Comparisons*

Tukey's HSD						
Weekly Teaching Load		Mean Difference (I-J)	Std. Error	P	95% Confidence Interval	
(I)	(J)				Lower Bound	Upper Bound
Less than 15 hours	16-20 hours	-0.10297	0.06022	0.319	-0.2580	0.0521
	21-25 hours	-.28962*	0.06645	0.000	-0.4607	-0.1185
	26 hours and over	-.26267*	0.09584	0.032	-0.5095	-0.0159
16-20 hours	Less than 15 hours	0.10297	0.06022	0.319	-0.0521	0.2580
	21-25 hours	-.18665*	0.06127	0.013	-0.3444	-0.0289
	26 hours and over	-0.15970	0.09232	0.309	-0.3974	0.0780
21-25 hours	Less than 15 hours	.28962*	0.06645	0.000	0.1185	0.4607
	16-20 hours	.18665*	0.06127	0.013	0.0289	0.3444
	26 hours and over	0.02694	0.09650	0.992	-0.2215	0.2754
26 hours and over	Less than 15 hours	.26267*	0.09584	0.032	0.0159	0.5095
	16-20 hours	0.15970	0.09232	0.309	-0.0780	0.3974
	21-25 hours	-0.02694	0.09650	0.992	-0.2754	0.2215

*The mean difference is significant at the 0.05 level.

Overall, the results suggest that teachers with heavier teaching loads experience higher burnout levels, with those teaching 21–25 hours per week reporting the highest burnout. The significant ANOVA results indicate that weekly teaching load plays a meaningful role in influencing burnout among teachers.

4.1.2.9. Type of Institution

An independent samples t-test was conducted to examine differences in burnout levels between teachers working at state and foundation institutions. A total of 20 participants who did not indicate their institution were excluded from the analysis based upon Pallant's assertion (2020). Levene's test for equality of variances was not significant ($p>.05$), indicating that the assumption of equal variances was met. The independent samples t-test results showed no statistically significant difference in burnout levels, $t(726)=-0.41$, $p=0.68$, between state university teachers ($M=2.8154$, $SD=0.64819$,

$n=535$) and foundation university teachers ($M=2.8478$, $SD=0.69644$, $n=173$) as seen in Table 4.14.

Table 4.14

Difference in the Burnout Level of the Participants Regarding the Type of Institution

	Type of Institution	N	Descriptive M	Statistics SD	t	df	p
BRNT	State	535	2.8154	0.64819	-0.41	726	0.68
	Foundation	173	2.8478	0.69644			

To conclude, the results suggest that there is no meaningful difference in burnout levels between teachers working at state and foundation universities.

4.1.2.10. Administrative Responsibilities

An independent samples t-test was conducted to examine the differences in burnout levels between participants who answered "Yes" and "No" to the administrative responsibilities-related question. A total of 20 participants who did not indicate their administrative responsibilities were excluded from the analysis as Pallant (2020) suggested. Levene's test for equality of variances was not significant ($p>.05$), indicating that the assumption of equal variances was met. The independent samples t-test results showed no statistically significant difference $t(726)=-1.336$, $p=0.182$ in burnout levels between those who answered "No" ($M=2.8444$, $SD=0.65494$, $n=513$) and those who answered "Yes" ($M=2.7679$, $SD=0.67149$, $n=195$) (Table 4.15).

Table 4.15

Difference in the Burnout Level of the Participants Regarding Administrative Responsibilities

	Administrative Responsibilities	N	Descriptive M	Statistics SD	t	df	p
BRNT	Yes	195	2.7679	0.67149	-1.336	726	0.182
	No	513	2.8444	0.65494			

The findings suggest that administrative responsibilities do not significantly impact burnout levels among participants. While those who answered "No" exhibited slightly higher burnout scores, the difference was neither statistically nor practically meaningful.

4.1.2.11. Region

ANOVA test was conducted to examine the differences in burnout levels across different geographical regions. As Pallant (2020) advised, a total of 24 participants who did not indicate their region were excluded from the analysis. Descriptive statistics indicate that burnout levels varied slightly across regions. The highest mean burnout levels were observed in the Aegean region (M=2.9779, SD=0.59023, $n=76$) and the Black Sea region (M=2.8991, SD=0.59089, $n=102$), while the lowest mean was recorded in the Marmara region (M=2.7426, SD=0.64521, $n=206$). Burnout levels in other regions were as follows: Central Anatolia (M=2.8262, SD=0.74841, $n=175$), Mediterranean (M=2.7796, SD=0.61896, $n=71$), Eastern Anatolia (M=2.7896, SD=0.72398, $n=46$), and Southeastern Anatolia (M=2.8351, SD=0.54193, $n=28$). The overall burnout mean across all regions was M=2.8219, SD=0.66026, $n=704$.

Due to violations of the assumption of homogeneity of variances, as indicated by Levene's test, a Welch's ANOVA was computed instead of a standard one-way ANOVA. Welch's test is generally preferred when the variances of two tested means from independent populations are not equal and it is not only simple to use but also provides accurate control of the Type I error (Lu & Yuan, 2010). Accordingly, the Welch's ANOVA result was not statistically significant, $F(6,183.117)=1.728$, $p=0.117$, indicating that burnout levels did not significantly differ across regions. In line with the non-significant results, effect size was $\eta^2 = .013$, indicating a small effect size. Table 4.16 presents the descriptive and Welch ANOVA results.

Table 4.16

Difference in the Burnout Level of the Participants Regarding Region

Region							
	Descriptive Statistics			Welch			
	N	M	SD	Statistic ^a	df1	df2	p
Marmara	206	2.7426	0.64521	1.728	6	183.117	0.117
Aegean	76	2.9779	0.59023				
Black Sea	102	2.8991	0.59089				
Central Anatolia	175	2.8262	0.74841				
Mediterranean	71	2.7796	0.61896				
Eastern Anatolia	46	2.7896	0.72398				
Southeastern Anatolia	28	2.8351	0.54193				
Total	704	2.8219	0.66026				

The use of Welch's ANOVA ensured that the analysis remained valid despite potential differences in group variances, reinforcing confidence in the conclusion that burnout levels are relatively consistent across regions.

Lastly, the demographic variables including gender, age, teaching period at the current institution, marital status and weekly teaching load exert a measurable influence on English language teacher burnout in the ELT context in Türkiye.

4.1.3. RQ3: What are the factors that lead to burnout among EFL teachers?

To address the third question, quantitative data and qualitative data were meticulously examined. Through quantitative data analysis, six influential factors affecting EFL teachers were identified via SPSS: *Teaching Disillusionment*, *Workload Affliction*, *Academic Oppression*, *Learner Alienation*, *Work-home Collision*, and *Colleague Disaffection*. Additionally, a content analysis of semi-structured interviews with eighteen volunteer EFL teachers revealed five major themes via MAXQDA by representing their frequencies to show the occurrences throughout interviews about the factors influencing burnout levels. These themes include *Academic Pressure* (f=50), *Affective Distress* (f=65), *Professional Solitude* (f=48), *Career Marginalization* (f=101), *Psychosomatic Indicators* (f=71), and *Learner Isolation* (f=24). These are further detailed below:

Factor 1 (Teaching Disillusionment)

This factor includes items related to feelings of apathy, reluctance, and doubting the value of teaching English. Teachers, for instance, experience feelings of boredom (Item 10), reluctance (Item 8), overwhelm (Item 11), and doubt the meaning of their work (Item 24). A lack of drive and a wish to quit the field are signs of disillusionment (Item 21). This factor points to a basic mismatch between teachers' personal and professional roles, which might result in burnout and a decrease in motivation.

Factor 2 (Workload Affliction)

Emotional and physical exertions brought on by an excessive workload are highlighted in items within Factor 2. Teachers report feeling weary (Item 1), tense (Item 2), and anxious (Item 6). Due to multitasking and additional responsibilities beyond teaching (Item 15), they also suffer from health problems (Item 5) and mental fatigue (Item 7).

According to this, burnout is significantly influenced by heavy workloads and the stress of balancing multiple tasks.

Factor 3 (Academic Oppression)

The third factor, Academic Oppression, involves items that highlight the difficulties teachers encounter in their academic tasks. These items include the lack of support (Item 42), the overwhelming search for funding (Item 41), and the challenges with changing standards (Item 43). A feeling of oppression and discouragement is also a contributing factor to the difficulties of gaining academic tenure in Türkiye (Item 44), which intensifies burnout.

Factor 4 (Learner Alienation)

Items pertaining to this factor show how teachers struggle with student engagement and attitudes. Examples of factors that contribute to teachers feeling demotivated include the tendency of students to speak Turkish in English classes (Item 34), negative attitudes toward English (Item 33), and a lack of interest in culture (Item 37). Teachers may feel detached and inefficient as a result of this alienation from their students' learning processes, which can eventually lead to burnout.

Factor 5 (Work-home Collision)

This factor explains how work and personal life collide. Finding time to spend with family is difficult (Item 52), and teachers feel that they are obsessed with work even at home (Item 51), and home responsibilities are ignored due to work (Item 50). Burnout is exacerbated by job demands that spill over into personal life, as evidenced by the incapacity to partake in desired activities after work (Item 49).

Factor 6 (Colleague Disaffection)

Items in Factor 6 represent unfavorable interactions with colleagues and perceived lack of support. Teachers experience depression in interactions (Item 29), disappointment in the attitudes of their colleagues (Item 31), and a lack of assistance from administrators when dealing with health issues (Item 32). Teacher burnout is further exacerbated by these damaged professional relationships and feelings of isolation (Item 13).

EFL teacher burnout is evidently multifaceted, resulting from a confluence of factors such as disillusionment with teaching, excessive workloads, academic pressures,

difficulties with student engagement, conflicts between work and personal life, and unfavorable relationships with colleagues, as evidenced by the analysis of these factors and items.

To further address the Research Question 3, qualitative data from interviews were analyzed in MAXQDA, offering an in-depth view of teachers' personal experiences and perceptions. These interviews illuminate the lived experiences of English language teachers at the tertiary level, indicating the personal, behavioral, psychological, emotional, cognitive, physical, and social aspects of burnout. In response to this question through this analysis, five key themes *Academic Pressure*, *Affective Distress*, *Professional Solitude*, *Career Marginalization*, and *Learner Isolation* were revealed. These themes examine different aspects of burnout among EFL teachers. This combined approach of statistical trends and qualitative insights provided a comprehensive understanding of burnout factors, aligning with the theoretical frameworks in Appendix 6. Table 4.17 illustrates the development of these themes throughout analysis as follows:

Table 4.17

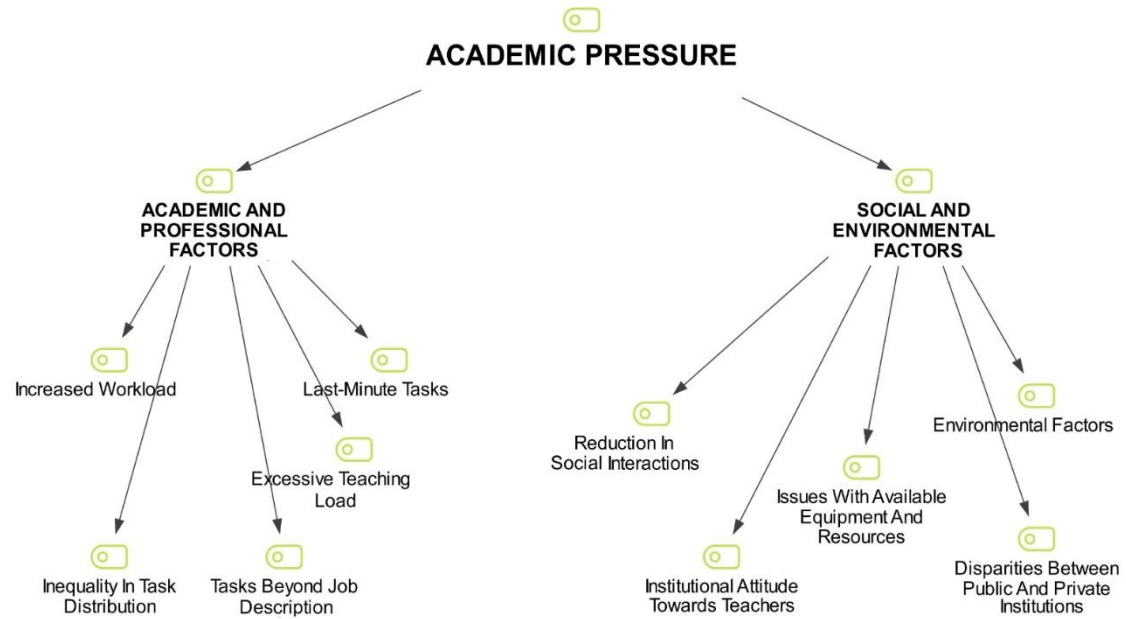
List of main themes in interview analysis

No	Theme	Frequency
1.	Academic Pressure	f=50
2.	Affective Distress	f=65
3.	Professional Solitude	f=48
4.	Career Marginalization	f=101
5.	Learner Isolation	f=24

Out of seven themes that arose from the semi-structured interview analysis, the first five themes answered the third research question and *Academic Pressure* was Theme 1. This theme covers two categories with two frequent codes. The categories under this theme were *Academic and Professional Factors* ($f=32$) and *Social and Environmental Factors* ($f=18$).

Figure 4.1

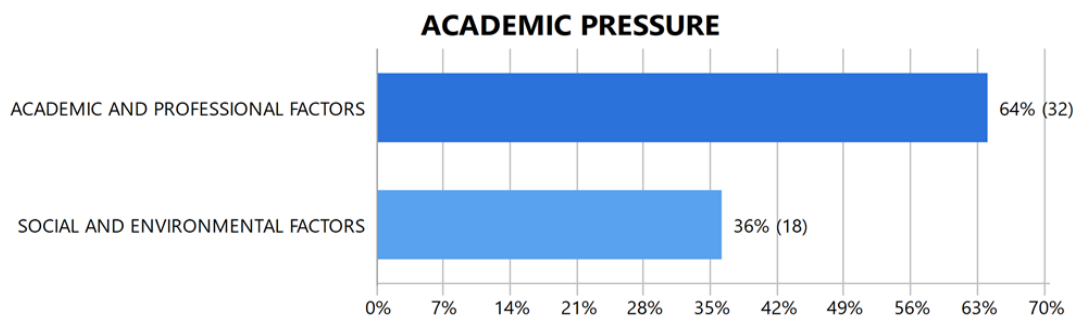
Theme 1: Academic Pressure



Incorporating categories under Theme 1 *Academic Pressure* is represented in Figure 4.2:

Figure 4.2

Distribution of factors contributing to Academic Pressure



As seen in Figure 4.2, two frequent categories *Academic and Professional Factors* and *Social and Environmental Factors* are involved in Theme 1. Category 1 *Academic and Professional Factors* and recurring codes are shown in Table 4.18 below:

Table 4.18*Category 1 and Recurring Codes (Theme 1)*

Category 1		Frequency
Academic and Professional Factors		f=32
1	Increased Workload	f=5
2	Inequality in Task Distribution	f=3
3	Tasks Beyond Job Description	f=3
4	Last-minute Tasks	f=3
5	Excessive Teaching Load	f=2
6	Excessive Job Responsibilities	f=2
7	Unplanned Work Processes	f=2
8	Research Activities	f=1
9	Inequity in Course Distribution	f=1
10	Insufficient Number of Staff	f=1
11	Inflexible Work Flows	f=1
12	Paperwork Overload	f=1
13	Sudden Changes in Workday Flow	f=1
14	Mandatory Service Load	f=1
15	Inability to Foster Collaborative Work	f=1
16	Mandatory Use of Standardized Teaching Materials	f=1
17	Administrative Responsibilities	f=1
18	Pressure From Supervisors and Colleagues	f=1
19	Time Constraints	f=1

The examination of *Theme 1 Academic Pressure* indicated that EFL teachers dealt with a lot of stress because of academic and professional factors and social and environmental factors. Common sources of stress in the academic and professional spheres mainly included *Increased Workload*, *Inequality in Task Distribution*, *Tasks beyond Job Description*, *Last-minute Tasks*, *Excessive Teaching Load*, *Excessive Job Responsibilities* and *Unplanned Work Processes*. These indicators pointed to the possibility that teachers frequently felt overburdened by the quantity and complexity of their work, which could result in burnout and a lack of job satisfaction and all these findings could be understood from the statements of the participants related to increased workload:

“Oraya posta göndermek, buradan bilgi almaya gayret etmek, meslektaşlarınızla ekip içerisinde çalışmanız gerekiyorsa bu tarz işlerde, onların iş işleyişindeki disiplinsizliğinin getirdiği ekstra bir yük ve bununla birlikte mesela günü kapatıyorsunuz, günü

kapattığınızda dönüp şöyle diyorsunuz, Ben bugün mesleğim adına ne yaptım? Hiçbir şey yapmadım. Ve bunun yoğunluğunun arttığı zamanlarda artık kendi mesleğinizle ilgili olması gereken kısımlara da yetemediğinizi hissediyorsunuz ve bu sizi tükenmişliğe doğru götürüyor.”

Sending mail there, trying to get information from here, if you have to work as a team with your colleagues in such tasks, there is an extra burden brought by their indiscipline in the way they work, and along with that, for example, you end the day, when you close the day you turn around and say, “What did I do in the name of my profession today?” I didn't do anything. And when the intensity of this increases, you feel that you can no longer handle the parts that should be related to your own profession, and this leads you to burnout.

(Eastern Anatolia, Meva)

“Fark ediyordum. Sınıfa girdiğimde eğleniyordum, o eğlendiğim zaman. Ama işte tükenmişlik daha iş yükünden olduğunu düşünüyorum. En azından benim contextim için böyleydi.”

I used to notice. When I entered into the classroom, I was enjoying myself. However, I believe that workload was a bigger factor in workplace burnout. That was true for my context, at least.

(Marmara, Ece)

Apart from these, the participants underlined that there was *Inequality in Task or Course Distribution* especially at the beginning of the terms:

“Eylül ayında bir patlama yaşıyoruz. Çünkü bizim asıl sorunumuz ders görevlendirmeleri. Biz mobbing'in de en yaygın kullanımı bu ders görevlendirmeleri ile yapılıyor. Şimdi böyle olunca Eylül'deki görevlendirme biraz canımızı sıkabiliyor.”

We are experiencing an explosion in September. Because our main problem is course assignments. The most common use of mobbing is made with these course assignments. Now, when this is the case, the assignment in September can be a little annoying for us.

(Central Anatolia, Birhan)

“Mesela bir görev dağılımı yapıldığında o zaman kesinlikle artıyor. Çünkü o görev dağılımının işte hakkaniyetli bir şekilde yapılmadığını gördüğümde kendimi daha da tükenmiş hissediyorum.”

For example, when a task distribution is made, it definitely increases. Because when I see that the task distribution is not done fairly at work, I feel even more exhausted.

(Black Sea, Mercan)

Tasks beyond Job Description had a great impact on the burnout levels of EFL teachers as emphasized by the participants:

“Tükenmişlik hissi yaratan şeyler az önce de söylediğim gibi görev tanımınızın dışına çıkan ama görevinizin işinizin bir parçasıymış gibi gösterilen ve onun bir parçası gibi gösterildiği için de ona çok fazla emek harcamak zorunda kaldığınız ve maalesef kendi göreviniz, mesleğinizin tanım içerisinde olan şeylerden uzaklaşmak zorunda kaldığınız ve hatta oralarından uzaklaştığınız için oralarda bile kendinizi yetersiz hissetmenize sebebiyet veren işler aslında. Ders yükümün çok yoğun olduğu bir dönem vardı. Mesela o dönemdeki, inanın yaşadığım şey tükenmişlikti anlatamam yani. Çünkü çok ciddi ders yükünüz var, artı bir de evrak işleri var.”

Things that create a feeling of burnout, as I mentioned before, are tasks that go beyond your job description but are shown as if they are a part of your job and because they are shown as a part of your job, you have to put a lot of effort into it and unfortunately you have to distance yourself from things that are within the definition of your own job and profession and even because you distance yourself from those places, you make yourself feel inadequate even there. There was a period when my course load was very heavy. For example, I can't tell you what I experienced during that period, believe me, I was burnout. Because you have a very serious course load, plus there is paperwork.

(Eastern Anatolia, Meva)

From the participant's remarks, it was understood that *Last-minute Tasks* caused discomfort and stress. Such tasks usually led to effects such as being caught unprepared and disruption of work planning. The participants stated that *Last-minute Tasks* negatively affected their job satisfaction increasing their stress level:

“Son dakika işlerinden çok hoşlanmam. Bu anlamda da işte bu tarz böyle son dakika işlemleri çıktığında ki oluyor ister istemez oluyor ama bu da yine benim çok sevdiğim bir şey değil.”

I don't really like last minute tasks. In that sense, when last minute tasks like this come up, and they inevitably happen, but that's not something I like very much either.

(Eastern Anatolia, Ilke)

“Bana tamamıyla kendi fikrimiz sorulmadan, empati yapılmadan çat “bunu söylüyoruz, yapacaksın” denildiği zaman ben sinir oluyorum.”

When they suddenly say “We say this and you are going to do that” without asking for our opinion or showing any empathy, I get angry.

(Eastern Anatolia, Oncu)

According to the participants, *Unplanned Work Processes* caused fatigue and increased job intensity. Unplanned and severe workload was identified as a frequent occurrence in the participant's professional life, and it was stressed that this condition was one of the reasons for the formation of burnout:

“Dolayısıyla hani genelde bu tarz bir yoğunluk, bu plansız yoğunluk ki ben mesela bunu çok yaşıyorum. Belki de tükenmişlik problemlerinden birisi. Sebepleri de genelde net bir plan olmayışı veya ortak iş birliği içerisinde çalışma ortamının yürütülmemesi.”

So generally, this kind of intensity, this unplanned workload, which I experience a lot. Maybe it's one of the burnout problems. The reasons for this are usually the lack of a clear plan or the absence of a collaborative work environment.

(Eastern Anatolia, Ilke)

Excessive Job Responsibilities also forced the participants to manage the time:

“Yani çok zar zor yapıyorum ve zaman açısından sıkıntı yaşıyorum.”

I am barely managing, and I'm having trouble with time constraints.

(Mediterranean, Sudan)

Moreover, the other codes stated by the participants represented several variables forming the theme of *Academic Pressure*, emphasizing the multifaceted challenges faced by academic personnel. *Research Activities* created burnout for the participant Erkut:

“Benim tükenmişliğim yoğunlukla zaten araştırma kaynaklı oluyor.”

My burnout is mostly research-related tasks.

(Black Sea, Erkut)

Inequity in Course Distribution and *Insufficient Number of Staff* showed systemic inequalities that placed an uneven strain on individuals, aggravating stress and lowering the quality of teaching and research outputs:

“Son iki yılda bizim kurumumuzda bu bizce adil olmayan bir dağıtım, dağılım o bir ders görevlendirmesi, derslerin eşit dağıtılmaması, birçok kriterin gözüne bulundurulmadan biraz rastlantısal dağıtım yapılması bizim biraz canımızı sıkıyor.”

In our institution, in the last two years, we find this to be an unfair distribution, the distribution is a course assignment, the courses are not distributed equally, the distribution is made somewhat randomly without taking into account many criteria, which bothers us a little.

(Eastern Anatolia, Birhan)

“Yani üniversite açısından baktığımızda özellikle bizim gibi küçük çaplı üniversitelerde personel eksikliği çok oluyor. Bu bir sorun. Ve bu çalışma potansiyelini ve çıktıları da doğru olarak etkiliyor bence.”

When we look at it from the perspective of the university, especially in small universities like ours, there is a lot of staff shortage. This is a problem. And I think this directly affects the work potential and outputs.

(Mediterranean, Sudan)

Similarly, *Inflexible Work Flows* and *Paperwork Overload* inhibited creativity and efficiency, leading to employee discontent. As evidenced by the fact that one teacher expressed dissatisfaction with *Inflexible Work Flows* and another stressed *Paperwork Overload*:

“Ancak sizin teknolojik imkanlardan faydalanmanızı engelleyen, yeni bir şey denemenize engel olan, alternatiflerle çalışmanıza engel olan, farklı yaklaşımları değerlendirmenizi destekleyecek bir yapı yoksa İngilizce öğretmek zor.”

However, it is difficult to teach English if there is no structure that prevents you from taking advantage of technological opportunities, trying something new, working with alternatives, and to support you in evaluating different approaches.

(Black Sea, Omay)

“Bana ne katkısı olacak? Ya da kurumsal anlamda da inanın bunu düşünüyorsunuz, sorguluyorsunuz. Ne tür bir katkısı olacak? Yani gereksiz yere bir takım evrak işleriyle uğraşmanın getirdiği bir artık diyorsun ki hayır ve bu maalesef mesleğinizden de sizi uzaklaştırıyor.”

What contribution will it bring to me? Or believe me, you are thinking about this and questioning it in an institutional sense. What kind of contribution will it make? I mean, you are saying no, it is a waste of dealing with unnecessary paperwork, and unfortunately this also distances you from your profession.

(Eastern Anatolia, Meva)

With the constant increase in workload without any additional support, the result showed that rising workload was a significant source of stress and that was consistent with the experiences of other teachers. *The Impact of Sudden Changes in Workday Flow and Mandatory Service Load* for teachers at tertiary level emphasized the unpredictability and demands of academic employment, disrupting time management

and work–life balance. The participants highlighted how much they were influenced negatively:

“Ve o son dakika işleri gelince hop sizin iş öncesinde yaptığımız tüm planlar bir kenarda. Ve siz işte anlık bir toplantıya belki dahil olmak zorundasınız ya da anlık bir iş akışı geldi ve onun içerisine dahil olmak zorundasınız. Tabii bu doğal olarak bir motivasyon kaybı yaratıyor.”

And when those last minute tasks come up, all the plans you made before work are put aside. And you have to be involved in a spontaneous meeting at work or a sudden work flow has come and you have to be involved in it. Of course, this naturally creates a loss of motivation.

(Eastern Anatolia, Meva)

“Dolayısıyla artık ekstra bir hizmet, mecbur hizmet yükünün altına girmek istemiyorum. Bu arada o da tükenmişliğini tetikleyen sebeplerden bir tanesi.”

Therefore, I no longer want to take on the burden of an extra service or a mandatory service. By the way, this is also one of the reasons that trigger burnout.

(Black Sea, Erkut)

The Inability to Foster Collaborative Work, as well as the *Mandatory Use of Standardized Teaching Materials*, pointed to an atmosphere that limited professional autonomy and discouraged innovation, both of which were essential for academic fulfillment and advancement. The participants mentioned about the reasons for the obstacles in their professional lives:

“Sebepleri de genelde net bir plan olmayışı veya ortak iş birliği içerisinde çalışma ortamının yürütülmemesi.”

The reasons are usually the lack of a clear plan or the failure of a collaborative work environment.

(Eastern Anatolia, Ilke)

“Grup liderlerinin hazırladığı alıştırmalar dışında başka alıştırmalar vermemizi istemiyorlar.”

The group leaders do not want us to give exercises other than those prepared by them.

(Marmara, Ozgu)

Administrative Duties and Pressure from Supervisors and Colleagues added levels of accountability and interpersonal strain, creating a difficult environment for handling

professional relationships. The participants experienced the challenges after having responsibilities and faced with problems at work with their colleagues:

“Çünkü dekan yardımcısı iken her günüm eziyet oluyordu, öyle söyleyeyim size.”

Let me tell you. Because while I was the vice dean, everyday was a torment.

(Black Sea, Erkut)

“Yukarıdan ayrı bir baskı var. Çalışma arkadaşlarınızdan ayrı bir baskı var.”

There is separate pressure from above (authorities), and there is separate pressure from your colleagues.

(Marmara, Ozgu)

Finally, *Time Constraints* appeared as a prevalent concern, reducing employees’ ability to participate completely in their work and pursue possibilities for advancement as implied by the participant:

“Zaman yönetimi özellikle. Zamanın yetmemesi, yettirme.”

Time management, especially. The lack of time and trying to make it sufficient.

(Black Sea, Erkut)

Collectively, these codes portrait a complete picture of academic pressure, which is caused by both academic and professional factors that impede academic professionals’ well-being and productivity and the participants’ statements eloquently capture the academic and professional difficulties that EFL teachers must deal with.

Category 2 is related to *Social and Environmental Factors* and the codes are listed in Table 4.19:

Table 4.19

Category 2 and Recurring Codes (Theme 1)

Category 2		Frequency
Social and Environmental Factors		f=18
1	Reduction in Social Interactions	f=4
2	Institutional Attitude towards Teachers	f=2
3	Issues with Available Equipment and Resources	f=2
4	Environmental Factors	f=1
5	Disparities between Public and Private Institutions	f=1
6	Comparative Peer Evaluation	f=1

7	Issues within the Education System	f=1
8	Unfavorable Physical Environment	f=1
9	Physical Infrastructure	f=1
10	Interpersonal Conflicts in Professional Relationships	f=1
11	Problems within Organizational Structures	f=1
12	Systemic Failures	f=1
13	Presence of Changing Students	f=1
14	Institutional Management	f=1

The codes for *Social and Environmental Factors* shed light on the external and institutional obstacles causing academic pressures among teachers. *Reduction in Social Interactions* emphasized the decline in meaningful ties among coworkers, which could contribute to feelings of isolation and low motivation. Participants Ilke and Burce shortly summarized this:

“Bu anlamda hani fiziksel ve psikolojik olmanın yanı sıra aslında sosyal olarak da ilişkilerimizi de etkiliyor.”

In this sense, it affects our relationships not only physically and psychologically but also socially.

(Eastern Anatolia, Ilke)

“Dönem dönem bir tık agresifleştiriyor olabilir bu durum beni. Yani sosyal çevremde, mesela iş dışından tanıdığım arkadaşlarımla olan iletişimimi etkiliyor.”

This situation could make me a bit aggressive from time to time. In other words, it affects my communication with my social circle, for example, with friends I know outside of work.

(Marmara, Burce)

The Institutional Attitude Towards Teachers and Issues with Available Equipment and Resources revealed systemic flaws, where a lack of support and inadequate resources impeded teachers' capacity to fulfill their responsibilities successfully and increased their burnout as underlined by the participants Sezgi and Mercan:

“Yani tükenmişliği daha çok aslında bence belki kurumların öğretmenlere olan tavrı ve bakış açısı bunu tetikleyen bir unsur, en önemlisi. Bazı kurumlarda maalesef böyle davranılıyor. Bu bana tükenmişlik hissettiriyordu.”

So, I think burnout is mostly triggered by the attitude and perspective of institutions towards teachers; maybe it is the most important factor. Unfortunately, this is how some institutions behave. This made me feel burnout.

(Marmara, Sezgi)

“Mesela bu da tükenmişliğin bir sebebi. Yani olabilecek bir şeyin kurumlardan, çok basit şeylerden mahrum bırakılmamız. Aynı şekilde bilgisayarım da öyle. Yani açılması 10 dakika sürüyor.”

For example, this is also a reason for burnout. In other words, we are deprived of something that could happen, from institutions, from very simple things. The same goes for my computer. In other words, it takes 10 minutes to open.

(Black Sea, Mercan)

Environmental Factors and *Unfavorable Physical Environment* highlighted how teachers' comfort and productivity were impacted by the physical and situational contexts in which they worked. Further, *the Disparities between Public and Private Institutions* demonstrated unequal resource allocation and support, which frequently resulted in a sense of unfairness among educators. *Comparative Peer Evaluation* and *Interpersonal Conflicts in Professional Relationships* pointed to the competitive and occasionally contentious nature of professional interactions, causing stress. *Issues within the Education System* and *Problems within Organizational Structures* showed systemic inefficiencies that disrupted smooth operations and yielded in frustration among teachers.

Furthermore, *Systemic Failures*, encompassing *Institutional Management*, represented more extensive organizational shortcomings that impacted the general operation and contentment of the learning environment. *The Presence of Changing Students* denoted the need for constant adjustments to teaching strategies, further adding to workload and stress even more. *Physical Infrastructure* and other relevant variables showed how insufficient facilities could pose a major obstacle to efficient instruction and learning.

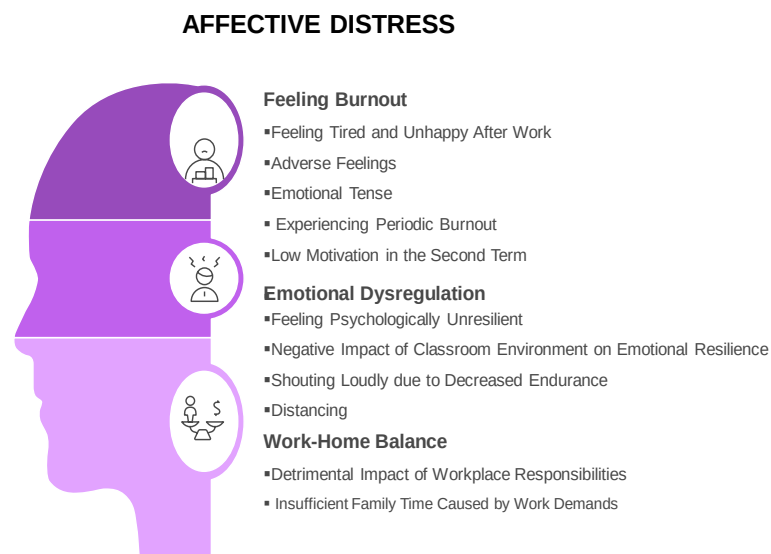
The intricate web of institutional, social, and environmental elements that made up the demanding work environment for teachers was generally highlighted by these codes. Together, these variables had an adverse effect on teachers' well-being and jeopardized educational institutions' general productivity and efficiency. Concerns were raised by participants on the decline in social interactions from a social and environmental perspective.

The quotes by the participants emphasized the complexity of academic pressure and the urgent need for institutional reforms that supported social and environmental well-being in addition to professional demands.

From the semi-structured interview analysis, *Affective Distress* ($f=54$) was *Theme 2*.

Figure 4.3

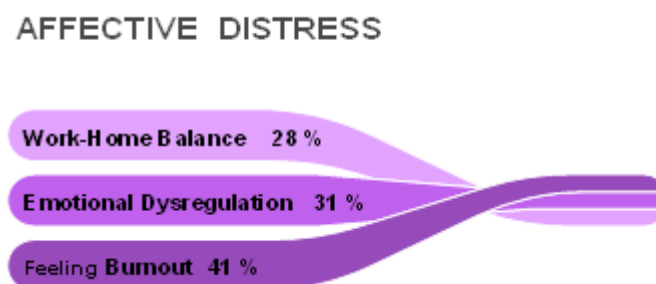
Theme 2: Affective Distress



Among the three categories covered by this theme, *Feeling Burnout* ($f=22$), *Emotional Dysregulation* ($f=17$), and *Work-Home Balance* ($f=15$) are the categories that are included in this theme. Figure 4.4 provides an illustration of the Theme 2 categories:

Figure 4.4

Distribution of factors contributing to Affective Distress



Theme 2 Affective Distress depicting three major aspects contributing to emotional strain in individuals includes *Feeling Burnout*, *Emotional Dysregulation*, and *Work-life Balance*.

The most significant category was *Feeling Burnout*, indicating a widespread sensation of tiredness and stress. *Emotional Dysregulation* suggested that a significant number of participants struggled to sustain mental fortitude in the face of adversity. Finally, *Work-Home Balance* was another category which stated that balancing professional and personal duties was a prevalent source of stress. Together, these indicators provided a clear picture of the affective suffering experienced, emphasizing the significance of treating emotional well-being in both professional and personal contexts.

The qualitative analysis presenting three categories of Theme 2 are listed with several codes that detail teachers' personal experiences in Table 4.20:

Table 4.20

Categories and Recurring Codes (Theme 2)

	Category 1	Frequency	Category 2	Frequency	Category 3	Frequency
	Feeling Burnout	f=22	Emotional Dysregulation	f=17	Work-Home Balance	f=15
1	Feeling Tired and Unhappy after Work	f=8	Negative Impact of Classroom Environment on Emotional Resilience	f=3	Detrimental Impact of Workplace Responsibilities on Home Life	f=14
2	Adverse Feelings	f=3	Feeling Psychologically Unresilient	f=2	Insufficient Family Time Caused by Work Demands	f=1
3	Emotional Tense	f=3	Shouting Loudly due to Decreased Endurance	f=2		
4	Experiencing Periodic Burnout	f=2	Distancing	f=1		
5	Workload Correlating With Burnout	f=2	Inability to Maintain Endurance	f=1		
6	Low Motivation in The Second Term	f=2	High Effort to Balance Endurance with External Motivation	f=1		
7	Year-Round Persistent Burnout	f=1	Emotional Avoidance	f=1		
8	High Level of Burnout during Mid-term and End of Terms	f=1	Difficulty in Maintaining Emotional Resilience after Work	f=1		

9	Inability to Preserve Emotional Resilience in Compulsory Situations	f=1
10	Vulnerability Due to Negative Student Feedback	f=1
11	Striving to Cultivate Emotional Resilience Through Positive Thinking	f=1
12	Inability to Keep Emotional Resilience in the last 5 years	f=1
13	Presence of External Turmoil	f=1

The data showed that *Feeling Burnout* was a common concern among individuals, with a total frequency of 22, indicating a large emotional burden associated with their work experiences. The most notable code was *Feeling Tired* and *Unhappy after Work*, which reflected the immediate and long-term impact of work on personal health. The participants Meva and Oncu explained how they felt after work:

“Gittiğinizde artık yorgunluk zaten, net ifade ettiğimi hep söylüyorum, mutsuz ve yorgun bir şekilde iş sonrasında da gelmiş oluyorsunuz. Evet, yorgun geliyorum ama günü kapatıyorum. Yaptığım şeylerden bir tanesi genellikle telefonumu artık kendimden uzaklaştırmak.”

When you go, you are already tired, I always say that I express it clearly, you come home after work feeling unhappy and tired. Yes, I come home tired, but I end the day. One of the things I usually do is to put my phone away from me.

(Eastern Anatolia, Meva)

“Fiziksel yorgunluğunu hissetmeden, kendini bıraktığında o yorgunluğu hissedeceksin. Yani inanın uyusmayayım diye pantolonlu duruyorum mesela.”

You will feel tired when you let yourself go, without feeling the physical fatigue. I mean, believe me, I wear pants so that I don't get comfortable.

(Eastern Anatolia, Oncu)

Some participants explained that they felt unwell and exhausted at work and indicated fluctuations in daily emotional states. In addition, they experienced *Adverse Feelings*. More specific cases of burnout were found, such as *Experiencing Periodic Burnout* and

Feeling Tense in the Mornings at Work, indicating persistent stress patterns. The participants Meva, Burce and Kayla presented their feelings:

“Yani bu genellikle dediğim gibi belirli zaman aralıklarında oluyor.”

So, as I mentioned, this usually happens at specific intervals.

(Eastern Anatolia, Meva)

“Bu yüzden de dönem dönem tükenmiş hissettiğim de oluyor açıkçası.”

That's why, honestly, there are times when I feel burnt out.

(Marmara, Burce)

“Bu bağlamda iş öncesinde bir gerginlik, bir tedirginlik, bir böyle alert...”

In this context, there's a sense of tension, unease, and being on alert before work...

(Eastern Anatolia, Oncu)

“Ya ben sabah biraz aslında gergin oluyorum. Yani her sabah aynı saatte dersin başlaması filan.”

I actually feel a bit tense in the mornings. I mean, the class starts at the same time every morning and like that.

(Southeastern Anatolia, Kayla)

Less common but important factors included *Decreased Motivation during Working Hours* and *Low Motivation in the Second Term*, which revealed motivational issues at various stages of the work cycle as indicated by the participants:

“Ama maalesef özellikle dersler başladıktan bir 15-20 dakika sonra öğrencilerin çalışmadığını, hiçbir şey yapmadığını, derslerin yine sadece benimle gitmek zorunda olduğunu fark edince motivasyonum gerçekten düşüyor ve çok sinirli bir insana dönüşebiliyorum. Hatta bazen abartıp öğrencilere işte ima yoluyla güzel birkaç imada bulunuyorum yani.”

But unfortunately, especially about 15-20 minutes after the lessons start, when I realize that the students are not studying, are doing nothing, and that the lessons have to go only with me, my motivation really decreases and I can become a very angry person. Sometimes I even exaggerate and make a few nice insinuations to the students, implying things.

(Southeastern Anatolia, Ayse Nil)

“Yani öğrenci profilinin değişmesi, yönetim, bir de bizim sınıflarımız çok kalabalık olmaya başladı.”

So, the change in the student profile, the management, and our classes have also started to become very crowded.

(Southeastern Anatolia, Kayla)

High Levels of Burnout during Midterm and End of term unveiled that specific times of the academic calendar were more stressful for the occurrence of burnout and increased burnout levels especially during exam periods.

“Evet, sene ortasına doğru ve böyle sene sonuna doğru artıyordu.”

Yes, it was increasing towards the middle of the year and towards the end of the year.

(Marmara, Ozgu)

“Her hafta birden fazla bir assesmentımız oluyor, çok yordu yani hani özellikle ikinci dönemin son yedi haftası, yedi sekiz haftası artık psikolojik olarak zorlanmaya başladım. Yani motivasyonum düştü.”

We have more than one assessment every week, it was very tiring, I mean, especially the last seven weeks, seven or eight weeks of the second semester, I started to have a hard time psychologically. In other words, my motivation decreased.

(Marmara, Selena)

The inclusion of *Year-Round Persistent Burnout* emphasized the chronic nature of this issue for certain people, implying that burnout could be a long-term as the participant Ilke stated.

Another category was *Emotional Dysregulation* and the data demonstrated the various difficulties people experienced in maintaining psychological endurance in their career and home life. Key challenges included *Feeling Psychologically Unresilient, the Negative Impact of Classroom Environment on Emotional Resilience, the Presence of External Turmoil* demonstrating that both internal and environmental influences had a major impact on resilience levels as explained by the participants:

“Yani şimdi psikolojik olarak da tabii dayanıklı olmak önemli ama biraz da dayanıksız oldum. Net bir şekilde süreç esnasında ve sonrasında çok bir şekilde ben koruyamıyorum yani kendi açımdan söyleyebilirim.”

So now, psychologically, of course, it is important to be resilient, but I have also become less resilient. Clearly, I cannot protect myself during and after the process, so I can say this from my own perspective.

(Eastern Anatolia, Ilke)

“Çok sinirlenip onları (öğrencileri) gerçekten fırçalayabiliyorum.”

I can get very angry and really scold them (students).

(Southeastern Anatolia, Ayşe Nil)

Specific adverse conditions, such as *the Adverse Effect of Work Environment on Emotional Resilience*, and reactions, such as *Shouting Loudly due to Reduced Endurance*, demonstrated the strain that work-related stressors might have on individuals.

“Mesela eşime hiç olmadığım yerde hiç vermeyeceğim tepkileri verebiliyorum veya iki tane küçük kızıma sinirlenebiliyorum, bağırabiliyorum. Çünkü eşğim bayağı bir düşmüş yani.”

For example, I can react to my wife in a way that I would never have done in a place where I was not around, or I can get angry and shout at my two little daughters because my threshold has significantly dropped.

(Eastern Anatolia, Oncu)

Some individuals attempted to avoid some feelings, memories as well as internal experiences, leading to conflicts in the relationships, which is underlined with the code of *Emotional Avoidance*. In addition, there were reports of difficulties, such as *the Inability to Maintain Endurance* and *the Difficulty in Maintaining Emotional Resilience after Work* demonstrating that resilience was often tenuous and vulnerable to the demands of work and life, and alluded to chronic issues in sustaining resilience over time. *High- Effort to Balance Endurance with External Motivation* indicated that resilience required continuous effort and external support.

“Çoğunlukla direniyorum ama son zamanlarda direnemiyorum. Etrafımdakilerin motivasyonunu, yani beni motive etmesiyle, biraz daha o duygu durumunu dengelemeye çalışıyorum yani.”

Mostly I resist but lately I have not been able to. I'm trying to balance my emotional state a little more with the motivation of those around me, that is, their motivation.

(Mediterranean, Suden)

The third category was *Work-Home Balance* involving important codes such as *Detrimental Impact of Workplace Responsibilities on Home Life*. Four participants, for example, noted:

“Ve akşam inanın 5'te eve geldiğimde söyleyeyim, ben bittim, bu günü kapattım artık. Artı bir de başka şeyler var derken, yani eve geldiğimde bazen yemek yiyemediğim akşamlar bile oluyordu.”

And believe me, when I got home at 5pm, let me tell you, I was done, I closed the day. Additionally, there were other things, I mean, when I got home, there were nights when I couldn't even eat.

(Eastern Anatolia, Meva)

“Ya dengelemeye çalışıyorum ama bizim işte şey yani ders yükümüz ağır olduğu için yabancı dillerde, zorlanıyorum tabii. Yani nasıl dersiniz olumsuz etkiliyor tabii ki.”

Well, I try to balance it, but since our workload is heavy in foreign languages, I naturally struggle. If you ask how, it definitely affects me negatively.

(Southeastern Anatolia, Kayla)

“İşyerindeki sorumluluk özellikle eve taşındığı zaman, ki bizim meslekte eve çok fazla taşınıyor, yüzde yüz etkiliyor. Yani yediğiniz yemekten bile hiçbir şey anlamıyorsunuz. Spor yaparken bile aklınız hep meşgul. Dolayısıyla yüzde yüz etkiliyor.”

Responsibilities at work, especially when they are brought home, which happens a lot in our profession, it affects one hundred percent. In other words, you don't even understand anything from the food you eat. Even when you are doing sports, your mind is always busy. Therefore, it affects you one hundred percent.

(Black Sea, Erkut)

“Yoğunluk çok fazla oluyor. Hem sınav hazırlıyorum, hem sınav okuyorum, hem ders anlatmaya devam ediyorum, hem ödevlendirme yapıyorum, ödevleri okuyorum. O zaman ev hayatım etkileniyor açıkçası.”

At that point, my home life is honestly affected. The workload is overwhelming. I am preparing for exams, grading exams, continuing to teach, assigning homework, reading homework. Frankly, my home life is affected then.

(Marmara, Burce)

The other code affecting family life was *Insufficient Family Time Caused by Work Demands*. Participant Ayse Nil highlighted the effect of work demands on their family life, saying,

“Kesinlikle çocuklarıma vakit ayıramıyorum. Ben biraz işkolik biriyim.”

I definitely can't spend time with my children. I'm a bit of a workaholic.

(Southeastern Anatolia, Ayse Nil)

Affective distress experiences among participants were often associated with burnout, emotional resilience issues, and challenges in balancing work and home life. Overall, the findings demonstrated the difficult and struggle to maintain emotional resilience amid a variety of pressures, underscoring both deliberate efforts to develop resilience and the persistent problems that undermined these efforts. The data indicated that supportive environments and specialized treatments were required to address the unique elements influencing emotional resilience in academic and professional contexts.

The third theme is *Professional Solitude* with three main categories:

Figure 4.5

Theme 3: Professional Solitude



Theme 3 was determined to be *Professional Solitude* ($f=48$) based on the semi-structured interview analysis. The most common codes are indicated in three main categories of this theme. *Managerial Isolation* ($f=18$), *Lack of In-Service Training* ($f=16$), and *Absence of Social Support* ($f=14$) are the categories that are under this theme. Teachers' feelings of isolation are aptly captured by the term *Managerial Isolation*, which arises from a lack of incentive for professional advancement, rigorous policies, and little assistance from management. *Lack of In-service Training* is a reflection of teachers' dissatisfaction with the lack of possibilities for professional development and they frequently have to rely on since there are not many formal training programs or funding sources. *Absence of Social Support* draws attention to the

psychological strain brought on by insufficient institutional and peer support, which can cause feelings of exclusion and alienation at work. Figure 4.6 presents the categories:

Figure 4.6

Distribution of factors contributing to Theme 3

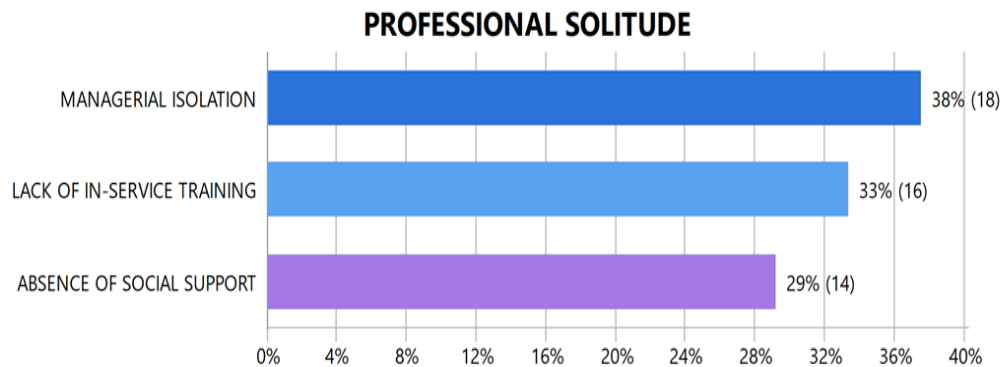


Figure 4.6 shows the factors contributing to Theme 3 as *Managerial Isolation*, *Lack of In-Service Training* and *Absence of Social Support*. Table 4.21 provides a comprehensive overview of the categories under Theme 3 and their matching codes, highlighting the difficulties EFL teachers faced when managing *Professional Solitude*.

Table 4.21*Categories and RecurringCodes (Theme 3)*

	Category 1	Frequency	Category 2	Frequency	Category 3	Frequency
	Managerial Isolation	f=18	Lack of In-Service Training	f=16	Absence of Social Support	f=14
1	Deficiency of Social Support	f=4	Shortage of Financial Support For Career Development	f=7	Disturbing Lack of Social Support	f=5
2	Career-Inhibiting Management Approach	f=2	Limited Career Support	f=4	Feelings of Alienation Due To Lack of Support	f=2
3	Experiencing Unsettling Conflicts	f=1	Reliance on Self-Development Through Books	f=1	Superficial Support	f=2
4	Feeling of Worthlessness	f=1	General In-Service Training Programs	f=1	Imposition of Thought Sharing	f=1
5	Permission Enforcements	f=1	Scarcity of Institutional Support for Career Development	f=1	Groupings in the Workplace	f=1
6	Short Term Executive Support	f=1	In-Service Training Based upon Theory	f=1	Inadequate Colleague Support	f=1
7	Stigmatization	f=1	Absence of In-Service Training Programs	f=1	Conflict of Interest Among Colleagues	f=1
8	Communication Breakdown	f=1			Disappointment Due To Lack of Support	f=1
9	Mobbing at Work	f=1				
10	Neutral Social Support	f=1				
11	Intra-Organizational Injustice Affecting Performance	f=1				
12	Mind Games in Meetings	f=1				
13	Challenging Relationships with Managers	f=1				
14	Forced Resignations	f=1				

The experience of *Professional Solitude* among the participants was often associated with feelings of social isolation, lack of in-service training, and isolation from managers. The category of *Managerial Isolation* captured the sense of disconnection and lack of assistance that participants commonly encountered from their management. Numerous attendees expressed the opinion that they lacked sufficient support to effectively handle their career obstacles.

The lack of significant involvement from management was evident in this remark, which illustrated the *Social Support Code Deficiency*. Participant Birhan stated:

“Yöneticiler sunmuyor, yöneticileri çıkaralım oradan.”

Managers don't offer it; let's remove the managers from there.

(Central Anatolia, Birhan)

Several people who also reported having unsettling conflicts with their superiors agreed that they were hindered rather than aided by management. Participant Omay experienced problems while trying to continue his career. The code *Career-Inhibiting Management Approach* explained the serious conflicts with their superiors as stated by Omay:

“Daha önceki yıllarda mesela doktora derslerinin sürecinde, doktora dersinin olduğu günlerde burada ders koyarak bunu engellemeye çalışan hocalarımız oldu.”

In previous years, for example during the doctoral courses, there were instructors who tried to hinder this by scheduling classes here on the days when doctoral courses were held.

(Black Sea, Omay)

Also, the participants underlined that they felt worthlessness in their institutions. *The Feeling of Worthlessness Code due to Experiencing Unsettling Conflicts and Permission Enforcements* were emphasized by the participants Mercan, Birhan and Omay:

“Ne hissediyorum? Ben sadece işimi yapıp evime geliyorum, değerlilik duygusunu hiç yaşamıyorum.”

What do I feel? I just do my job and come home; I never feel a sense of worth.

(Black Sea, Mercan)

“Yani bu mesela beni çok yıpratmıştı. Ben net bir şekilde iki gün uyku uyuyamamıştım. Ciddi manada uyku uyuyamamıştım.”

I mean, this, for instance, had really worn me out. I clearly couldn't sleep for two days. I seriously couldn't sleep at all.

(Central Anatolia, Birhan)

“Daha önceki zamanlarda müdürlerimiz, “Yüksek lisans, doktora yapacak arkadaşlar izinlerinden kullanıp gidecekler, başka türlü olamaz, bu izin de dönem, dersler devam ederken veremeyiz, başınıza bir iş gelirse sıkıntı yaşarsınız, atılırsınız” gibi tehditlerle yapmaya çalıştılar.”

In the past, our managers tried to do this by threatening us with things like, "The students who are going to study for a master's or doctorate degree will use their leave and go, it cannot be otherwise, we cannot give this leave while the semester and classes are still going on, if something happens to you, you will have trouble, you will be fired".

(Black Sea, Omay)

Furthermore, *Short Term Executive Support* code was manifested by few participants. *Stigmatization* was an important code that manifested the challenge that the teachers lived as pointed by Participant Birhan:

“Ya da bu görevlendirmelerin adaletsizliğini net bir şekilde yüzüne vurduğunda, birçok kişi orada bu şeyi yaşasa da dile getiren siz olunca kötü siz oluyorsunuz.”

Or when you clearly point out the injustice of these assignments, even though many people are experiencing this there, you end up being the bad on for voicing it.

(Central Anatolia, Birhan)

Additionally, *Communication Breakdown* and *Neutral Social Support* were the codes that the teachers felt at school context. The teachers asserted that there was *Mobbing at Work*.

“Çünkü çok karmaşık bir sistem, mobingin olduğu bir yer. Size direkt bir şey yapılmasa bile bu negatifliği seziyorsunuz etrafınızda ve sizi çok kötü etkiliyor.”

Because it is a very complex system, a place where mobbing occurs. Even if nothing is done to you directly, you sense this negativity around you and it affects you very badly.

(Marmara, Sezgi)

Intra-organizational Injustice Affecting Performance was the other point highlighted by the teacher Kuzey:

“O yaşadığınız işte kurum içerisindeki adına ne koyarsanız koyun haksızlıktır, engellenmedir yani bunlar ister istemez o kısa bir sürede olsa genel olmasıyla performansınızı etkiliyor.”

Whatever you call it within the organization, what you are experiencing is injustice, it is obstruction, in other words, these inevitably affect your performance in general, even if it is only for a short period of time.

(Black Sea-Kuzey)

Mind Games in Meetings was another code that teachers observed mind games in the teachers' meetings at universities.

“Özellikle toplantılarda bir grup gerçekten soruna dikkat çektiğinde sorun çıkacağını düşünüyor. Haklılar da, haksız değiller. Biz de diyoruz ki sorun çıkacaksa öyle çıksın, şu anda da sorun var.”

Especially in meetings, when a group really draws attention to a problem, they think there will be a problem. They are right, they are not wrong. We say that if there will be a problem, let it be that way, and there is a problem right now.

(Central Anatolia, Birhan)

Challenging Relationships with Managers led to many unwanted consequences for teachers such as *Forced Resignations*:

“Ya da benim gibi istifa vermeye zorlananlar var.”

Or there are those like me who are forced to resign.

(Marmara, Ozgu)

The category of *Lack of In-Service Training* underscored participants' displeasure with the paucity of possibilities for professional growth. A significant dearth of professional assistance was noticed by numerous teachers, making them feeling unprepared for their roles.

Shortage of Financial Support for Career Development was mainly highlighted by the participants because they frequently stated that there was no financial support for their career development:

“O anlamda kariyer gelişimi açısından maddi destek de gerekiyor.”

In that sense, financial support is necessary for career development.

(Eastern Anatolia, Ilke)

“Maddi bir destek yok, maddi bir destek yok. Maddi şöyle, yani bizim ek derslerimiz bile yatmıyor.”

There is no financial support, no financial support at all. Financially speaking, even our additional lessons are not paid.

(Central Anatolia, Birhan)

“Maddi anlamda desteklendiklerini söyleyemeyiz.”

We can't say that they are financially supported.

(Black Sea, Erkut)

“Kurumuzda maddi destek bu anlamda sağlanmıyor.”

In our institution, financial support is not provided in this regard.

(Black Sea, Omay)

“2017 senesine kadar varmış ama 2019 senesinden sonra verilmiyor.”

It was available until 2017, but it hasn't been provided since 2019.

(Marmara, Ece)

Limited Career Support Code was about the problems related to teachers' career development caused by the administrators, whereas *Scarcity of Institutional Support for Career Development Code* underlined institutional side. *Disappointment due to Lack of Support Code* reflected these limitations:

“O yüzden kariyer, yani profesyonel gelişimimizi sağlayabileceğimiz etkinliklere katılımımız sınırlandırılıyor, sadece lisansüstü eğitime izin veriliyor.”

That is why, our participation in events that enable us to develop our careers, in other words, our professional development, is limited, and only postgraduate education is allowed.

(Eastern Anatolia, Oncu)

“Yani öyle talep falan ettiğinizde zaten onaylanmaz. Ya da geri çevrilir. Hani bunu böyle doldurman gerekiyor denir. Desteklenmiyor. Bireysel olarak artık ne kadar yapabilirsiniz.”

So when you make such a request, it won't be approved anyway. Or it will be rejected. You know, they say you have to fill it out like this. Well, it's not supported. As much as you can do individually.

(Black Sea, Kuzey)

Moreover, *In-Service Training Based upon Theory Code* depicted that the trainings were not practical but just theoretical as demonstrated by Participant Ayse Nil:

“Hizmet içi eğitimlerin hepsi bizde hep teoride kalıyor.”

All in-service training for us always remains theoretical.

(Southeastern Anatolia, Ayse Nil)

Absence of In-Service Training Code caused some worries as expressed by participant Suden, who said:

“Evet yani böyle eğitimler olmalı mesela, yani Cambridge'in düzenlediği, Oxford'un falan düzenlediği eğitimler oldukça faydalı oluyor ama bunların çoğu ya üniversite bazında düzenlenmeli ya da ücretsiz eğitime açık olmalı.”

Yes, there should be such trainings, for example, the trainings organized by Cambridge or Oxford are very useful, but most of them should either be organized on a university basis or should be open to free education.

(Mediterranean, Suden)

The category titled *Absence of Social Support* confirmed the psychological impact of not having supportive and meaningful social connections at work. Participants frequently uttered that they felt abandoned by their institutions and cut off from their peers. For example, Participant Kayla reflected *the Disturbing Lack of Social Support* with these statements:

“Çünkü sosyal destek demiştiniz soruda. Yöneticilerden almadığımız sosyal destek de geliyor insanları, yani beni de geliyor. Çünkü konuşamıyorsunuz çok fazla idarecilerle, bir şey paylaşamayınca.”

Because you mentioned social support in your question. The social support we don't get from managers also makes people nervous, I mean it makes me nervous too. Because you can't talk to managers much, when you can't share anything.

(Southeastern Anatolia, Kayla)

The lack of community and camaraderie frequently heightened the adverse feelings, which is aligned with the code *Feelings of Alienation due to Lack of Support*.

“Yani sosyal alanda yönetimden destek almamak, yönetimin bazı yerlerde yer almaması mesleki olarak sizin kuruma aidiyet hissinizi zedeliyor.”

In other words, not receiving support from the management in the social field and the absence of management in certain places undermines your sense of belonging to the institution professionally.

(Black Sea, Omay)

There was another layer of isolation due to *the Imposition of Thought Sharing*. In addition, the code *Superficial Support* suggested it was more of a formality than real help. *Workplace Dynamics* also played a role, and *Groupings in the Workplace* exacerbated the sense of exclusion, as indicated by Omay:

“Ama artık şey, idealizmin işe yaramadığını, burada bir şeyleri değiştirmeye çalışmanın, başarmaya çalışmanın, etkili olmanın çok bir önemi taşımadığını, hatta sizi yalnızlaştırdığını, gruplardan soyutlandığınızı, farklı gruplar oluştuğunu gördüm.”

But now, I have seen that idealism does not work, that trying to change things here, trying to succeed, being effective does not have much importance, it even makes you lonely, you become isolated from groups, different groups are formed.

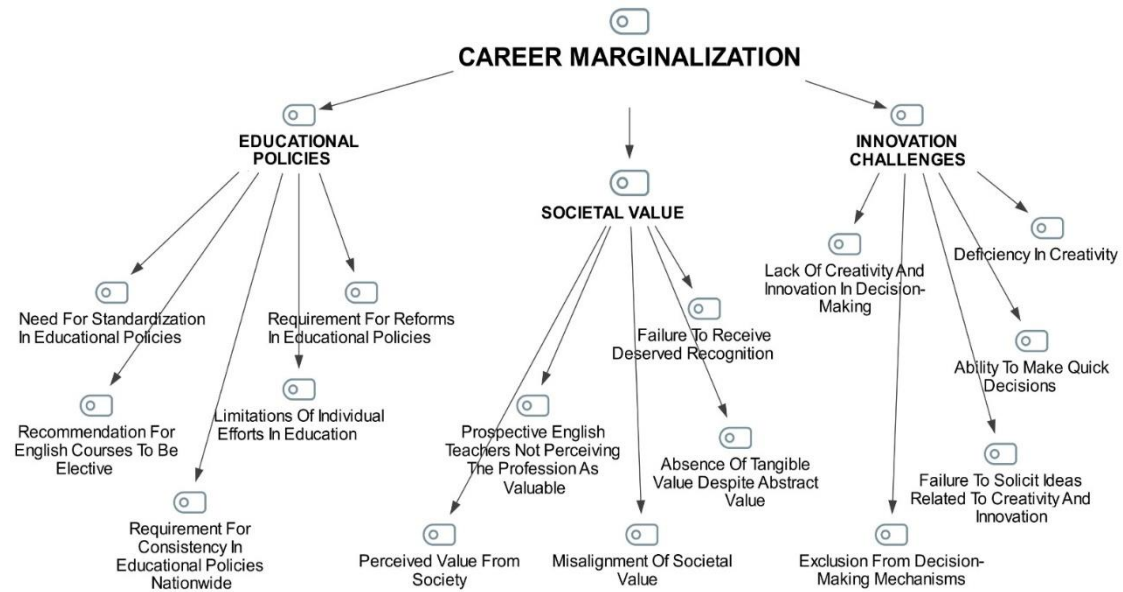
(Black Sea, Omay)

Apart from these codes, there were *Inadequate Colleague Support* and *Conflict of Interest among Colleagues* codes that represented the disappointment of teachers as they could not find adequate support from their peers.

Through the participant testimonies, EFL teachers’ experiences with *Professional Solitude* were vividly illustrated. These themes of separation and lack of support proved the urgent need for institutional adjustments, ranging from managerial isolation and inadequate training opportunities to the absence of helpful social networks. The mitigation of profound isolation and improvement of job satisfaction and professional well-being among EFL teachers could be achieved by the implementation of improved managerial practices, targeted in-service training, and the creation of a more inclusive and supportive work environment. The fourth theme in Figure 4.7 is *Career Marginalization* with three categories:

Figure 4.7

Theme 4: Career Marginalization



Theme 4 was determined to be *Career Marginalization* based on the qualitative data analysis. This theme has three main categories in which the codes that appear the most frequently are found ($f=101$). This theme has three categories: *Educational Policies* ($f=52$), *Societal Value* ($f=28$) and *Innovation Challenges* ($f=21$). *Education Policies* discuss the necessity for national consistency, standardization, and improvements in education while pointing out the shortcomings of the current fragmented efforts within the educational system. *Societal Value* is a reflection of the perceived undervaluation of the teaching profession, particularly the discrepancy between the real and perceived worth of English instructors in society. *Innovation Challenges* tackle obstacles to creativity and decision-making in educational settings, including marginalization from decision-making procedures and a lack of inventiveness, which are seen in Figure 4.8:

Figure 4.8

Distribution of factors contributing to Theme 4

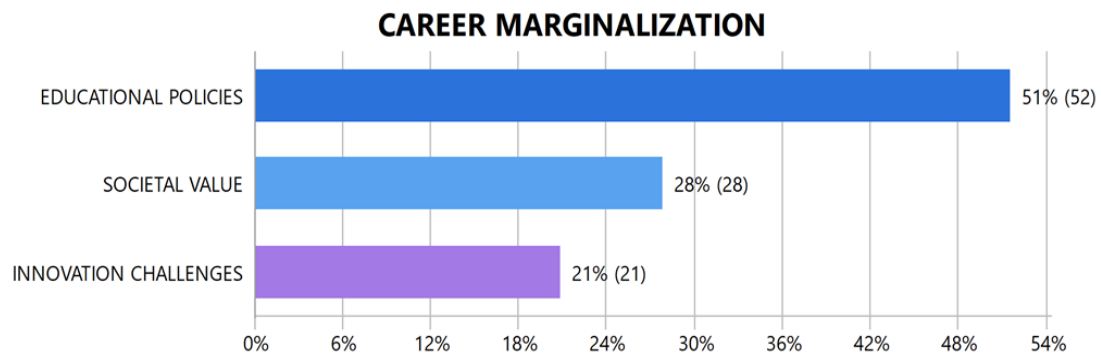


Table 4.22 presents a detailed representation of the categories included in Theme 4 and the codes that correspond with them, emphasizing the factors contributing to EFL teachers' *Career Marginalization*.

Table 4.22

Category 1 and Recurring Codes (Theme 4)

Category 1		Frequency
Educational Policies		f=52
1	Need for Standardization in Educational Policies	f=3
2	Recommendation for English Courses to be Elective	f=3
3	Requirement for Consistency in Educational Policies Nationwide	f=2
4	Requirement for Reforms in Educational Policies	f=2
5	Limitations of Individual Efforts in Education	f=2
6	Need for Flexible English Teaching Programs	f=2
7	Regulation Mandating Teaching Degrees for Educators	f=2
8	Ineffective Policies	f=2
9	Year Internship in Educational Policies	f=1
10	Lack of Consideration for Teachers in Educational Policy Making	f=1
11	Professionalism Challenges in Educational Policies	f=1
12	Need for Collective Action to Reform Educational Policies	f=1
13	Implementation Challenges in Educational Policies	f=1
14	Partial Adequacy of Current Educational Policies	f=1
15	Necessity for Hybrid Education Models	f=1
16	Prevalence of Rote-Memorization-Based Educational Policies	f=1
17	Inefficiency of Weekly Two-Hour Classes in Terms of Time and Energy	f=1
18	Necessity for Overseas Preparatory Programs	f=1
19	Discouragement of English-Teaching Departments in Every City	f=1
20	Need for Standardized English Assesment Criteria	f=1
21	Evaluation of Educational Material Quality	f=1
22	Proposal for an English Village on Campus	f=1

23	Emphasis on the Communicative Aspect of English Language Teaching	f=1
24	Absence of Inter-University Collaboration Supporting English Teachers' Career Development	f=1
25	Reform of Local Educational Policies	f=1
26	Necessity for a Modular Educational System	f=1
27	The Imperative for a Unified Curriculum	f=1
28	Evaluation of University Admission Rankings	f=1
29	Teaching within a Formal Framework	f=1
30	Pre-Career Burnout among Teacher Candidates	f=1
31	Need for a Multidimensional Examination Approach	f=1
32	Ensuring Policy Makers Develop English Teaching Programs	f=1
33	Transition from Exam-Centric Education	f=1
34	Necessity for Content Revision in Examinations	f=1
35	Development of English Teaching Programs Aligned with Societal Needs	f=1
36	Lack of Teacher Autonomy	f=1
37	Requirements to Increase Course Offerings	f=1
38	Neglect of Emerging Academic Theses	f=1
39	Insufficiency of Current Educational Policies	f=1
40	Necessity of International Assignments	f=1
41	Disregard for International Educational Trends	f=1
42	Recommendation for English Courses to Be Elective	f=1

Three primary categories—*Educational Policies*, *Societal Value*, and *Innovation Challenges*—emerged from the examination of the participant remarks regarding *Career Marginalization*.

These categories each highlighted unique problems that professionals faced. Concerns over the inconsistent nature of educational guidelines and their effect on professional development were raised by a number of participants. *The Need for Standardization in Educational Policies* was a recurring theme within the category of educational policies. As stated by participant Oncu:

“Ama devletin bence bunu bir standartlaştırması lazım ve bunun peşine de düşmesi lazım.”

But I think the government needs to standardize this and also pursue it.

(Eastern Anatolia, Oncu)

Participants generally agreed with this sentiment and supported changes that would result in a more standardized and supportive educational framework. The code *Requirement for Reforms in Educational Policies* highlighted how frequently participants repeated this attitude and supported reforms aimed at establishing a more

consistent and encouraging educational framework. The participants Hurkan and Peri insisted that educational policies be evaluated very comprehensively:

“Belli ki büyük bir reform istiyor. Bunda da mutlak yetkili olmadığınız sürece, yani yeterince yukarıdan bakmadığınız sürece resmin tamamına Yanlış, şunu şöyle yapsak düzelir falan demek biraz hayal ürünü.”

Obviously, it requires a major reform. Unless you have absolute authority in this, that is, unless you look at the whole picture from a sufficiently high level, it is a bit of a fantasy to say, "It is wrong, if we do this or that, it will be fixed".

(Aegean, Hurkan)

“Yabancı Diller Yüksek Okulları ya da Hazırlık Birimleri, neyse hepsi zaten aynı görevi görüyor da, bir elden geçirilmeli. Yani bir bakılmalı yani. Şimdi buralarda kişisel uygulamalar mı var?”

Foreign Language Schools or Preparatory Units, well, they all serve the same purpose anyway, but they should be reviewed. In other words, they should be examined. Are there any personal applications here now?

(Marmara, Peri)

The participants stated that there must be flexible teaching programs with the code *Need for Flexible English Teaching Programs*.

“Dolayısıyla lokal bazda olmalı. Mesela il, ilçe, milli eğitime bu esneklik verilmeli bence.”

Therefore, it should be on a local basis. For example, I think this flexibility should be given to provincial, district and national education.

(Marmara, Selena)

The participant teachers primarily emphasized the code *Regulation Mandating Teaching Degrees for Educators* as it was pivotal to ensure that those entering the teaching profession were required to have the pedagogical knowledge and abilities to effectively educate students. According to them, this regulation was a necessity for all prospective teachers to receive a specialist degree in education or complete a certified teacher training program before being permitted to teach in public schools and to standardize teaching qualifications, improve educational quality, and guarantee that teachers had both subject-specific knowledge and instructional skills. Otherwise, there would be

many challenges that English Language Teaching department students might face as pointed by Ayse Nil:

“Mütercim-Tercümanlık, İngiliz Dili ve Edebiyatı, Amerikan Kültürü ne varsa hiçbirinin mezunu öğretmen olmamalı.”

Graduates of Translation and Interpreting, English Language and Literature, American Culture, or similar fields should not become teachers.

(Southeastern Anatolia, Ayse Nil)

“İngilizce öğretmenliği mezunu olmayanların öğretmenlik yapmaması gerekirmiş. Evet genelde o yüzden toksik bir ortam vardı. Yöneticimiz de öyle biriydi.”

Those who did not graduate from English language teaching should not be teachers. Yes, that's why there was a toxic environment. Our manager was one of those people.

(Marmara, Ozgu)

One of the participants stated that there were *Implementation Challenges in Educational Policies*. The participant Kuzey also asserted that there were problems with the practices of the policies with the code *Ineffective Policies*:

“Bence öğretmenlerimiz yetkin ama bakanlığın uygulaması, politikası yanlış.”

I believe our teachers are competent, but the ministry' simplementation and policies are wrong.

(Black Sea, Kuzey)

The other participant Mercan underlined that there should be a year internship with the code *Year Internship in Educational Policies*:

“Öğretmenlik bölümlerinin 5 yılı olmasını, en az 1 yılının kesinlikle staj yapılarak geçirilmesini, üniversitelerde trainerların olması gerektiğini, yani sadece o 1 yıl...”

Teacher training programs should be 5 years long, at least 1 year should be spent doing internships, there should be trainers at universities, that is, just that 1 year...

(Black Sea, Mercan)

The other 2 participants were more concerned about *Lack of Consideration for Teachers in Educational Policy Making* and *Professionalism Challenges in Educational Policies* codes. To make it more applicable, the participant Suden claimed that there should be *Need for Collective Action to Reform Educational Policies*:

“Ama düzeltmek için çok kitlesel bir hareket gerekiyor.”

But to fix this, a large-scale movement is needed.

(Mediterranean, Sudan)

The participant Hurkan from Aegean Region expressed that there was *Partial Adequacy of Current Educational Policies* “to go to conferences and congresses with travel and daily allowances” as a social support. The participant Selena from Marmara Region favored the hybrid education and supported the implementation of hybrid system at universities with the code *Necessity for Hybrid Education Models*. Two participants pointed out some obstacles that they faced while teaching with the codes *Prevalence of Rote-Memorization-Based Centralized Educational Policies* and *Inefficiency of Weekly Two-Hour Classes in Terms of Time and Energy*. One participant Ilke said that there was a *Necessity for Overseas Preparatory Programs* especially for the students studying English at Foreign Languages Preparatory Classes. Similarly, the participant Omay made a *Proposal for an English Village on Campus* for these students by saying:

“Kore'nin daha önce, yanlış hatırlamıyorsam Kore olması lazım, Kore'de bir İngilizce köyü gibi bir uygulama yapılmıştı, duydunuz mu bilmiyorum ama o tarz bir uygulamanın burada yapılması gerektiğini düşünüyorum.”

If I remember correctly it should be Korea, previously an application like an English village was made in Korea, I don't know if you've heard of it but I think a similar initiative should be implemented here.

(Black Sea, Omay)

The participant Birhan from Central Anatolia discouraged that there were English Teaching Departments in every city with the statements:

“Dediğim gibi İngilizce öğretmenliğinin belli üniversitelerde olması, cidden belli üniversitelerde kalması, orada tabii ki kontenjanların artması.”

As I said, English Language Teaching programs should only be available at certain universities, and they should only remain at these certain universities, and of course the quotas there should increase.

(Central Anatolia, Birhan)

The participant Peri from the Marmara Region mentioned about the code *Need for Standardized English Assessment Criteria*. She claimed that each school seemed to determine their rules but when it came to assessment and evaluation, there were not any

standards. The participant Ece from the Marmara region also added that the importance of *Evaluation of Educational Material Quality* should be highlighted because the teachers could not do anything without any policies themselves.

Participants from all English teaching departments, emphasizing the importance of the communicative aspect, stated why teaching English was difficult as seen in the following:

“Ama özü itibariyle dil olduğu için bunu iletişimsel boyutta ele almamız gerektiği gerçeğini de göz önünde bulundurmadığımız için evet kesinlikle zor.”

But since it is essentially a language, and we do not take into consideration the fact that we need to approach this in a communicative way, yes, it is definitely challenging.

(Eastern Anatolia, Ilke)

Ilke mentioned about the code *Emphasis on the Communicative Aspect of English Language Teaching* and the code *Absence of Inter-University Collaboration Supporting English Teachers' Career Development* with these sentences:

“Bu anlamda böyle çok üniversiteler arasında da böyle kariyer gelişimini destekleyecek bir işbirlikçi ortamın, yakın bir etkileşim ortamının olduğunu düşünmüyorum açıkçası.”

In this sense, I do not think that there is such a collaborative environment or close interaction environment that would support career development among many universities.

(Eastern Anatolia, Ilke)

Selena from the Marmara Region believed that *Reform for Local Educational Policies* was a must and Burce from the same region added that there was a *Necessity for a Modular Educational System* regarding Foreign Languages School. Peri from the same region explained that there should be a consistent curriculum with the code *Imperative for a Unified Curriculum* to change the different systems used in Foreign Languages Schools. The participant Suden from the Mediterranean was also interested in the *Evaluation of University Admission Rankings* to help teach English language learners in the English Language Teaching and other related fields. Ilke pointed out that in all English departments, there was a similar system to teach within a *Formal Framework* that blocked all the innovative sides of teachers and learners.

Apart from these significant points, Erkut underlined how *burnout* occurred not only for senior teachers but also for teacher candidates, highlighting the intensity and impact of

their journey towards becoming educators with the code *Pre-Career Burnout among Teacher Candidates*:

“Atanana kadar zaten öğrenciyi, öğrenciyi ya da öğretmen adayını tükenmişliğin dibine kadar batırıyoruz biz.”

We are pushing students or teacher candidates to the depths of burnout until they are appointed.

(Black Sea, Erkut)

The participant Suden from the Mediterranean was worried about not changing the systems and she asked the policy makers to make some changes with the code *Ensuring Policy Makers Develop English Teaching Programs*. The participants reported that education systems needed to change old assessment techniques to better represent the different skills and abilities required in today's environment with the code *Need for a Multidimensional Examination Approach*, and that there was a need to move from exam-focused education to more holistic and multi dimensional approaches via *Transition from Exam-Centric Education*, and that the content on standardized tests failed and should be revised with *Necessity for Content Revision in Examinations*. Also, it was indicated that *Development of English Teaching Programs Aligned with Societal Needs* was fundamental considering Turkish Society and its needs. One participant was more concerned about teacher autonomy and revealed that there was a *Lack of Teacher Autonomy*, creating burnout in educational settings. The other participants enounced that there were some academic deficiencies in educational policies such as *Neglect of Emerging Academic Theses, Insufficiency of Current Educational Policies, Necessity of International Assignments, Requirement to Increase Course Offerings* and *Disregard for International Educational Trends*. Kayla from the Southeastern Anatolia uttered this condition:

“Çok fazla tez var, yayın var, çok kıymetli hocalar var ama benim gördüğüm bu yayınlar, tezler. Bunlar göz önünde bulundurulmuyor zaten. Yani yurt dışındaki trendlere de bakılmıyor.”

There are many theses, publications, very valuable professors, but what I see is that these publications and theses are not taken into consideration. In other words, trends abroad are not taken into consideration either.

(Southeastern Anatolia, Kayla)

Besides, one participant made a *Recommendation for English Courses to Be Elective* especially for English Courses presented in different departments such as Tourism or International Relations as the students did not show enough interest when the English course was compulsory.

Briefly, current policies are deemed outdated and inadequate in meeting the needs of educators, as reflected in the codes.

The second category was *Societal Value* ($f=28$) and Category 3 was *Innovation Challenges* ($f=21$) and the codes related to each category were listed in Table 4.23:

Table 4.23

Categories (2&3) and Recurring Codes (Theme 4)

Category 2		Frequency Category 3		Frequency
Societal Value		f=28	Innovation Challenges	f=21
1	Perceived Value From Society	f=9	Lack of Creativity And Innovation in Decision-Making	f=6
2	Prospective English Teachers Not Perceiving the Profession As Valuable	f=6	Ability to Make Quick Decisions	f=4
3	Misalignment of Societal Value	f=5	Exclusion from Decision-Making Mechanisms	f=3
4	Failure to Receive Deserved Recognition	f=2	Deficiency in Creativity	f=2
5	Absence of Tangible Value Despite Abstract Value	f=2	Failure to Solicit Ideas Related To Creativity And Innovation	f=2
6	Existence of Societal Respect	f=2	Detrimental Influence of Workload on Career Development	f=1
7	Gradual Decline in Respect	f=1	Decision-Making Authority Based on Seniority	f=1
8	Negative Societal Attitude	f=1	Problem-Solving Ability	f=1
9			Temporal Creativity and Innovation Issues	f=1

Under the category of *Societal Value*, the participants frequently uttered *Perceived Value from Society*, expressing that their duties as educators were frequently appreciated. This sentiment was repeated by multiple remarks, including two from Participant Ece and Sezgi from the Marmara Region, who stated:

“İngilizce öğretmenliği diğer öğretmenlik branşlara göre toplumda daha privileged.”

English Language Teaching is more privileged in society compared to other teaching branches.

(Marmara, Ece)

“Yüksek öğretimde çalıştığım için, yüksek öğretimdeki İngilizce öğretmenlerinin toplumdaki değeri, öğretim görevlisi olmak prestijli bir iş olduğunu düşünüyorum toplumda.”

Since I work in higher education, I think that the value of English teachers in higher education is high and that being a lecturer is a prestigious job in society.

(Marmara, Sezgi)

As understood from the qualitative analysis, especially teachers working at the tertiary level in the Marmara Region reflected positive feelings about the value of teaching in their society. On the other hand, the other participants from different regions alleged that the teaching profession perceived undervaluation with the code *Prospective English Teachers Not Perceiving the Profession as Valuable*. An ongoing theme among the participants was their perception of professional marginalization being exacerbated by feelings of being ignored and undervalued by society at large including the students as well. Different participants highlighted these conditions:

“İngilizcenin, İngilizce öğretmenin sınıf bazında, öğrenci bazında ya da oradaki yönetim bazında değerinin çok yüksek olduğunu düşünmüyoruz şeklinde dönüşler geldi.”
We received feedback saying that we do not think that English or English teachers have a very high value in terms of classes, students or the administration there.

(Eastern Anatolia, Ilke)

“Bizim pek bir değerimiz yok gibi.”

It feels like we don't have much value.

(Eastern Anatolia, Meva)

“İlanı diyorum. Toplumsal olarak bir değeri olmayan demek istemiyorum. Yani bir noktada hala ilme saygı duyan istisnai kişiler var ama bir saygınlığının olduğunu sanmıyorum.”

I mean it is the announcement I don't mean that it has no social value. I mean, there are still exceptional people who respect knowledge at some point, but I don't think it has any prestige.

(Aegean, Hurkan)

“Onlar da zaten değer vermeden gelmişler hocam. Yani Türkçe Matematik yapamadıkları için, ben bilgisayar yapamadıkları için dil seçip gelmiş olan öğrenciler. Yani genel anlamda üniversite bazında baktığımızda aslında İngilizce'ye değer verdikleri için değil, öğretmenlik bu mesleğe değer verdikleri için değil, başka bir bölümde sayısal yeterlikleri olmadığı için ya da başka bir bölümden üniversite kazanamadıkları için geliyorlar.”

They came anyway without valuing it either, sir. In other words, they came because they couldn't do Turkish or Mathematics, or in my case, because they couldn't do well in computer science. So generally speaking, when we look at the university, they come not because they value English or the teaching profession, but because they don't have numerical skills for another department or couldn't get into a university from another department.

(Southeastern Anatolia, Ayse Nil)

“Çok güzel bir soru ama ben bu soruyu ancak bir öğretmen gözüyle cevaplırsam. Valla çok itibarlı olduğunu zannetmiyorum, çünkü ne zaman itibar kazandık ki biz!”

This is a very good question, but I can only answer this question from a teacher's perspective. Honestly, I don't think it is very prestigious, because when have we ever gained any respect!

(Black Sea, Mercan)

More general sentiments in society were associated with this sense of undervaluation, which made some participants feel that their contributions and function as English teachers were lessened. The code *Prospective English Teachers Not Perceiving the Profession as Valuable* raised fears that future English teachers might be discouraged by a lack of public acknowledgment.

Furthermore, *the Failure to Receive Deserved Recognition* was a persistent theme, with participants believing that their achievements went mostly unacknowledged. This was exacerbated by this code, in which participants perceived that, while their roles were theoretically valued, there was no actual recognition or compensation as pointed out by Erkut:

“Yani İngilizce öğretmenliğinden ziyade öğretmenlik çok kutsal. Ne yazık ki ülkemizde hak ettiği değeri bulamıyor, bulmuyor.”

In other words, teaching is a very sacred profession beyond just English language teaching. Unfortunately, in our country, it does not get the value it deserves in our country.

(Black Sea, Erkut)

The Misalignment of Societal Value code was also discussed, with English language teachers believing that society's expectations and appreciation were out of sync with the realities of their profession.

“Ne kadar çok toplumumuzda İngilizce çok önemli, çok değerli, size çok lazım, ben ileride istiyorum falan filan diye böyle kalıplaşmış sözcükler olsa da, cümleler olsa da ben İngilizcenin çok değerli olduğuna inanmıyorum.”

Even though in our society there are many cliché phrases and sentences like “English is very important, very valuable, you really need it, I want to learn it in the future, etc.”, I do not believe that English is truly valuable.

(Southeastern, Ayse Nil)

“Ya hocam, spesifik İngilizce öğretmenliğiyle ilgili değil ama genel olarak öğretmenliğin toplumda kabul gören bir meslek olmadığını düşünüyorum.”

Well, sir, it's not specifically about English language teaching, but I think teaching in general is not a profession that is well-regarded in society.

(Black Sea, Kuzey)

Whereas some participants complained about *Absence of Tangible Value Despite Abstract Value, Negative Societal Attitude Existence of Societal Respect* and *Gradual Decline in Respect* related to the societal behaviors, few participants declared that there was *Existence of Societal Respect*.

A prominent topic of concern that emerged was *Innovation Challenges* as third category; participants often brought up the issue of a *Lack of Creativity* and *Innovation in Decision-making*. Many believed that the existing structures discouraged creativity and did not take novel ideas into account. Participant Mercan described:

“Yani öyle bir fikrim olduğunda kimseyle paylaşmıyorum çünkü bir dikkate alınacağını düşünmüyorum. Hani bu düzende, bu sistemde kim benim yeni bir fikrimle uğraşsın ki? Yok, yaşamadığım bir şey.”

So when I have an idea like that, I do not share it with anyone because I do not think it will be taken into consideration. Who would bother with my new idea in this system? No, it is not something I have experienced.

(Black Sea, Mercan)

The Deficiency in Creativity was also addressed, with participants remarking that rigid systems frequently impeded the implementation of innovative ideas. *The Ability to Make Quick Decisions* coding highlighted the challenges teachers experienced in adjusting quickly to change, with lengthy decision-making procedures viewed as a hindrance to creativity. Furthermore, the failure to solicit ideas related to creativity and innovation indicated participants' dissatisfaction with their ideas not being heard or valued. Finally, *Exclusion from Decision-Making Mechanisms* was a significant concern, with participants indicating a desire to be more involved in decisions affecting their job, and so feeling marginalized when removed from these critical processes. The participant Peri argued:

“Bizler de işte güya fikirlerimizi beyan ediyoruz ama onların dikkate alınıp alınmama konusunda biraz şüphelerim var yani kendi adıma. Bir de mesela karar verme süreçlerinde onlar genelde böyle bir koordinatör kesimi belirliyorlar, yaklaşık bir 10 kişilik. Kararları onlarla alıyorlar, hatta ben bir toplantıda hani yeter artık demiştim.”

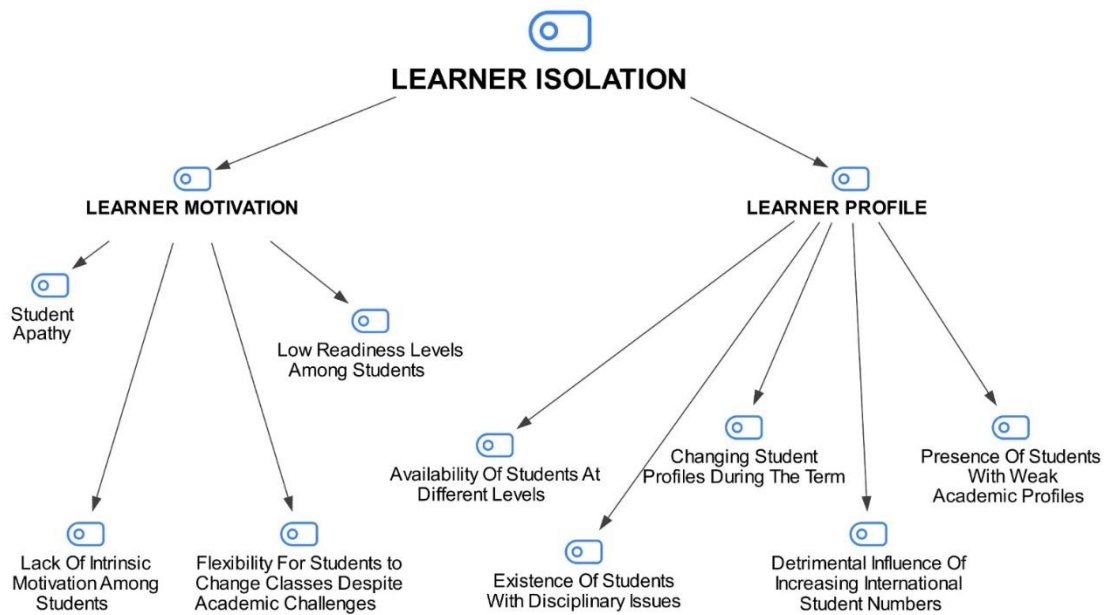
We also supposedly express our opinions, but I have some doubts about whether they are taken into consideration or not. Also, for example, in decision-making processes, they usually determine a group of coordinators, about 10 people. They make decisions with them, in fact, in a meeting, I said “Enough already”.

(Marmara, Peri)

Theme 5 Learner Isolation is a prominent theme that reveals the effect of students in creating teacher burnout and that present evidence of the harmful impacts of having disconnected or disengaged students in the learning/teaching environment on the teacher including student engagement, motivation and academic success. Theme 5 is divided into two separate categories: *Learner Motivation* and *Learner Profile* as seen in Figure 4.9:

Figure 4.9

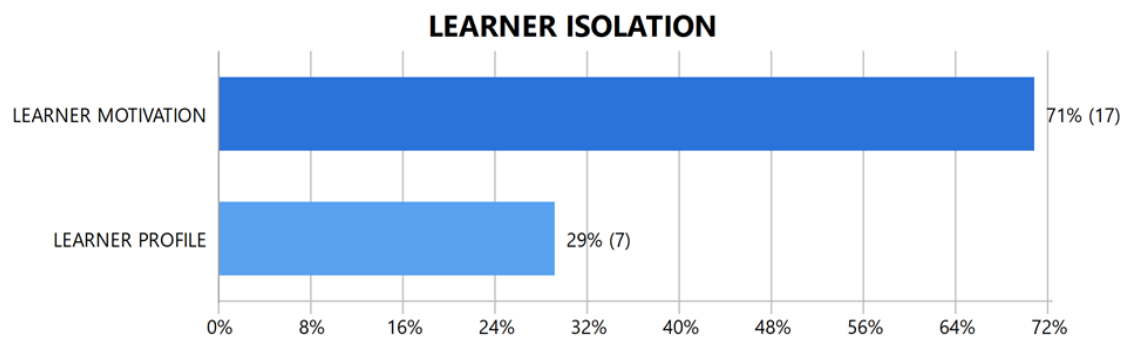
Theme 5: Learner Isolation



The more eminent category of *Learner Isolation* is *Learner Motivation* compared to *Learner Profile* as seen from the frequencies distributed in Figure 4.10:

Figure 4.10

Distribution of factors contributing to Theme 5



Theme 5 with 2 categories has notable codes as elucidated in Table 4.24:

Table 4.24*Categories (1&2) and Recurring Codes (Theme 5)*

	Category 1	Frequency	Category 2	Frequency
	Learner Motivation	f=17	Learner Profile	f=7
1	Student Apathy	f=8	Availability of Students at Different Levels	f=2
2	Lack of Intrinsic Motivation Among Students	f=7	Existence of Students with Disciplinary Issues	f=1
3	Flexibility for Students to Change Classes Despite Academic Challenges	f=1	Changing Student Profiles during the Term	f=1
4	Low Readiness Levels among Students	f=1	Detrimental Influence of Increasing International Student Numbers	f=1
5			Presence of Students with Weak Academic Profiles	f=1
6			Challenging Student Profiles	f=1

Several reoccurring themes, notably in the categories of *Learner Motivation* and *Learner Profile*, were identified from the study of the participant responses regarding *Learner Isolation*. A significant number of respondents identified *Student Apathy* as a crucial element causing the isolation of learners. As an illustration, participants Ayse Nil and Selena pointed out:

“Alan öğrencisi olmasına rağmen isteksiz olması, siz ne yaparsanız yapın, hiç çaba göstermemesi bir süre sonra gerçekten benim modumda bir düşüklüğe neden oluyor. Şöyle beni en çok tüketen şey öğrencilerin yaptıkları saçmalıklar, kısacası. Çalışmamaları, hiçbir şey yapmamaları.”

Despite being students of the field, their unwillingness, their lack of effort no matter what you do, really cause a decline in my motivation after a while. The thing that drains me the most is the nonsense that students do, in short. Their lack of studying and doing nothing at all.

(Southeastern, Ayse Nil)

“Ben de ders anlatma sıkıntısı olmaya başladı. Sınav yapma, ders anlatma, sürekli bir assessment, evaluation, sürekli aynı döngü, öğrencilerin motivasyonsuzluğu, böyle bir kısır döngüye girdim yani ders anlatma konusunda.”

I also started to have trouble with teaching. Taking exams, lecturing, constant assessment and evaluation, the same cycle over and over, students' lack of motivation, I am stuck into such a vicious circle when it comes to teaching.

(Marmara, Selena)

Participants underlined that students frequently lacked the internal drive required to properly engage with their studies, which was further supported by the code *Lack of Intrinsic Motivation among Students*.

“Bazı yerler çok kolay, bazı yerler çok zor. Orada daha çok öğrencinin hazır bulunuşluk düzeyi önemli, öğrencinin ne kadar istediklerini, motivasyon kaynakları önemli ve arkanızda örgütünüzün, kurumunuzun ne kadar, eğitim yönetiminde örgüt diye geçiyor, o yüzden örgütleri kullandım, kurumunuzun arkanızda ne kadar durduğu önemli”.

Some places are very easy, while some places are very difficult. There, the level of the students' readiness is more important, how much the student wants, their sources of motivation are important and how much your organization, institution stands behind you, it is called organization in educational management, that is why I used the term organizations, how strongly your institution stands behind you is important.

(Black Sea, Omay)

Low Readiness Levels among Pupils was another connected subject, where teachers saw that many students were unprepared for the academic challenges they faced, which resulted in sentiments of alienation and disengagement, and students frequently lacked the inner motivation necessary to effectively keep their academic studies, which was further supported by the code *Lack of Intrinsic Motivation among Students* as Suden from the Mediterranean Region announced.

Furthermore, the code *Flexibility for Students to Change Classes Despite Academic Challenges* was frequently addressed, with participants expressing worry that too much flexibility encouraged students to avoid unpleasant situations rather than confront them, causing their isolation. According to a participant:

“Bırakmayın diyerek dolaylı tehditler sebebiyle öğrenciyi geçirmek zorunda kalıyorsunuz. Bu öğrenciyi zaten geçeceğini bilerek, herhangi bir amacı olmadığını bilerek, öyle ya da böyle desteklenebilen bir öğrenci dersi ve seni ciddiye almıyor.”

You are forced to pass the student because of indirect threats by saying “Don't let him/her fail”. This student is a student who knows that he/she will pass anyway, that he/she has no purpose, that can be supported in one way or another, and he/she does not take the course or you seriously.

(Black Sea, Omay)

The Presence of Students with Weak Academic Profiles under the Learner Profile category was a significant contributing reason for *Learner Isolation*. This was evident in remarks made by participant Kayla, who declared:

“Profilimiz maalesef öyle, son bir yani bir iki yılda değil, son beş yıldır filan maalesef öğrencilerin akademik olarak altyapısı çok zayıf.”

Our profile is like that, unfortunately, not just in the last year or two, but in the last five years or so, unfortunately, the academic basis of the students is very weak.

(Southeastern Anatolia, Kayla)

Another well-known code was *Changing Student Profiles during the Term*, which addressed how changes in a student's needs, skills, and demographics throughout the course of the academic term were perceived to exacerbate feelings of instability and alienation among teachers as described by the participants. Furthermore, *the Existence of Students with Disciplinary Issues* was seen as a barrier to create a unified learning environment, as these students frequently interrupted the learning process for others, resulting in greater isolation as Burce from the Marmara Region stated.

The other important issue that emerged was *The Detrimental Influence of Increasing International Student Numbers*. Several participants posited how important diversity was, but that the exponential rise in international enrollment could occasionally strain existing support networks, leading to feelings of exclusion among both local and international students as Kayla emphasized:

“Sınıflar çok kalabalık, çok fazla yabancı öğrenci var ve bu yabancı öğrencilerin altyapıları çok kötü. Bu da sorunlara neden oluyor.”

The classes are overcrowded, and there are too many foreign students whose academic foundations are very poor. This leads to problems.

(Southeastern Anatolia, Kayla)

The difficulty of teaching classes with a large range of student skills was finally captured by the code *Availability of Students at Different Levels*, which, if not handled appropriately, might isolate both the more advanced and the struggling students not only in the preparatory classes but also in the faculty departments.

These codes underscored the intricate and diverse aspects of *Learner Isolation*, influenced by both specific student characteristics and more general systemic problems in educational settings.

Briefly, qualitative data analysis revealed that EFL teachers felt burned out due to five main themes which are *Academic Pressure*, *Affective Distress*, *Professional Solitude*, *Career Marginalization* and *Learner Isolation*. All these themes supported the quantitative data and, moreover, provided detailed insights and illustrated detailed information about the complex nature of burnout.

Besides the factors affecting EFL teacher burnout, burnout symptoms need to be determined via a qualitative research design. Therefore, Research Question 4 searched for these symptoms.

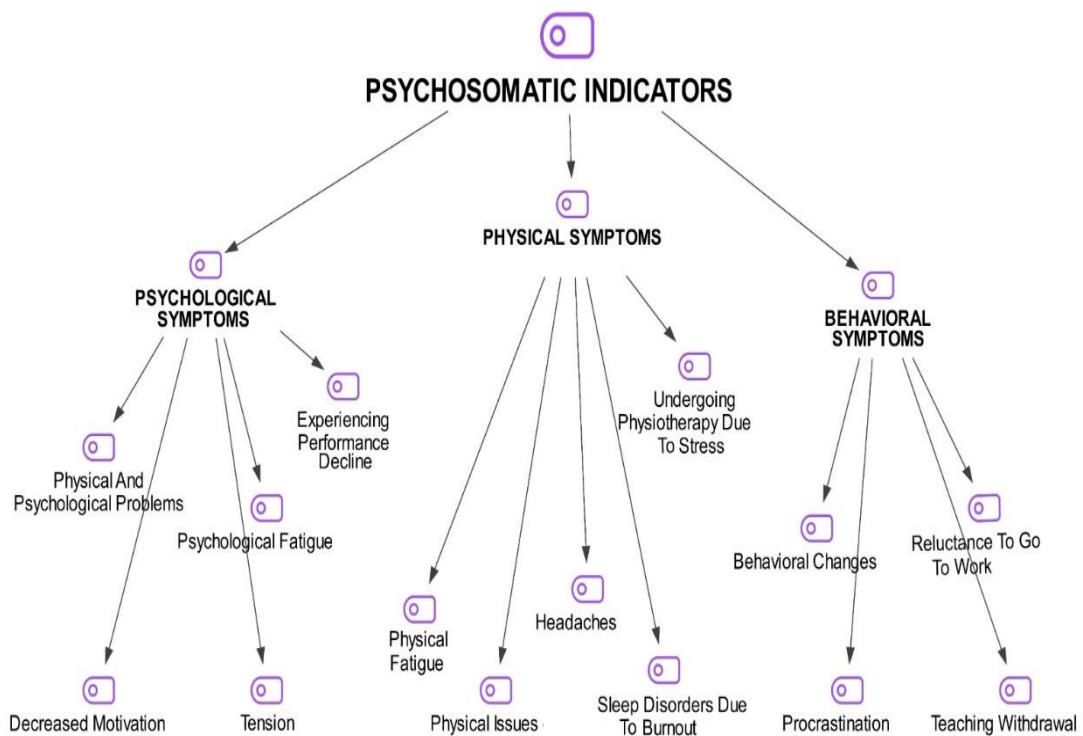
4.1.4. RQ4: What kind of burnout symptoms do EFL teachers experience?

A thorough qualitative data analysis was carried out to answer the fourth research question regarding the symptoms of burnout experienced by EFL teachers. The teachers' personal insights were methodically grouped into these prevalent themes. Furthermore, a thematic analysis of the qualitative interview data was conducted, which made it possible to provide in-depth explanations of the symptoms that the teachers encountered. An increasingly complex picture of how burnout affects EFL teachers could be obtained from this analysis, which contextualizes the physical, psychological, and behavioral manifestations of burnout.

The symptoms of burnout experienced by EFL teachers were addressed by categorizing the findings into distinct categories such as physical, psychological, and behavioral symptoms based upon the qualitative data analysis via MAXQDA software as seen in Figure 4.11:

Figure 4.11

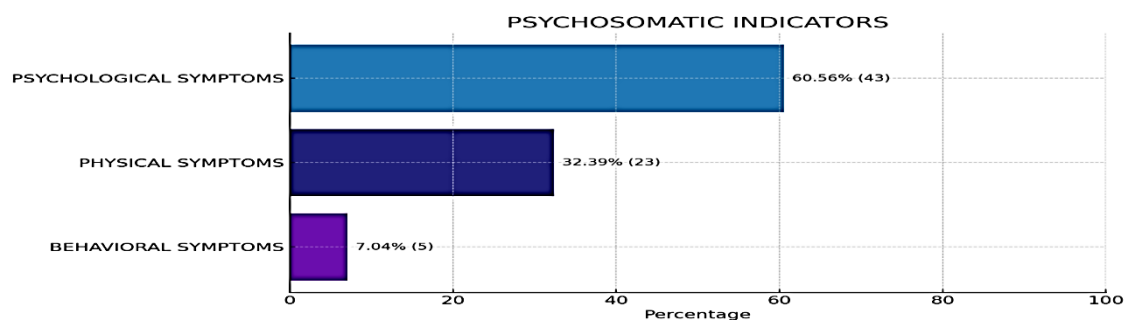
Theme 6: Psychosomatic Indicators



Theme 6 *Psychosomatic Indicators* acknowledge the intricate between mental and physical well-being of the teachers with three categories as shown in Figure 4.12:

Figure 4.12

Distribution of factors contributing to Theme 6



Psychosomatic signs are caused or influenced by psychological variables like burnout, stress, anxiety, or sadness. Category 1 encompassing *Psychological Symptoms* has many codes as distributed in Table 4.25:

Table 4.25*Category 1 and Recurring Codes (Theme 6)*

Category 1		Frequency
Psychological Symptoms		f=43
1	Physical and Psychological Problems	f=4
2	Decreased Motivation	f=4
3	Psychological Fatigue	f=4
4	Tension	f=3
5	Experiencing Performance Decline	f=3
6	Development of Psychological Disorders	f=3
7	Sense of Distress	f=3
8	Feeling Pressured	f=2
9	Stress and Anxiety	f=2
10	Feeling of Loneliness	f=2
11	Feeling Burnout and Extreme Weariness at the End of Terms	f=1
12	Mental Strain	f=1
13	Feeling Lethargic	f=1
14	Becoming Aggressive	f=1
15	Perception Difficulties	f=1
16	High Level of Anxiety	f=1
17	Mental Blockage	f=1
18	Sense of Helplessness	f=1
19	Feeling Highly Exhausted	f=1
20	Depressive Mood	f=1
21	Difficulty Focusing on Work	f=1
22	Feelings of Unhappiness and Pessimism	f=1
23	Impatience	f=1

Upon analyzing the remarks provided by the participants about *Psychosomatic Indicators*, a number of recurrent codes became apparent, especially in relation to the categories of *Psychological*, *Physical*, and *Behavioral Symptoms*.

The extended stress and workload pressures were related by a considerable number of participants to the occurrence of *Psychological Symptoms* such as *Psychological Fatigue and Tension*. As an illustration, participants Peri and Ozgu from the Marmara Region said:

“Fiziksel ve psikolojik olarak geçtiğimiz haftalarda tabii yoğun hissettim çünkü sınav haftasıydı. Sınavları yetiştirmemiz gerekiyordu ama dediğim gibi bizim yetiştirmemiz gereken çok başka şeyler de oluyor.”

Of course, I felt physically and psychologically intense in the past weeks because it was exam week. We had to complete the exams, but as I said, there are many other things we need to keep up with as well.

(Marmara, Peri)

“Yorucu oluyordu. Yani yine orada iş yormuyordu açıkçası. Oradaki söylemler, oradaki psikolojik baskı.”

It was exhausting. I mean, the work there was not tiring, to be honest, but the statements made there, the psychological pressure there.

(Marmara, Ozgu)

In addition, Ilke from the Eastern Anatolia Region expressed the tension felt often at university:

“İşte çok gergin oluyorum, bazen istemediğim tonda konuştuğum oluyor. Mesela hocalardan şey diyenler oluyor.”

I get really tense at work, sometimes I speak in a tone I don't want. For example, some of the teachers say things like that.

(Eastern Anatolia, Ilke)

Other individuals who also acknowledged *Experiencing Performance Decline* as a result of prolonged psychological tension mirrored this:

“Artık bunları yapmak istemediğimi, kendimden çok fazla ödün vermek istemediğimi. Tamam, bu çocuklar bana emanet, yapmam gerekenin en iyisini yapıyorum ama daha fazlasını katmayayım.”

I don't want to do these things anymore, that I don't want to sacrifice too much of myself. Okay, these children are entrusted to me, I am doing the best I should, but I won't contribute more beyond that.

(Marmara, Ozgu)

The participants unveiled that there were *Development of Psychological Disorders* affecting their lives negatively. The psychological and emotional well-being of teachers was also significantly impacted by burnout, as expressed with the code *Sense of Distress and the Feeling of Distress*, and *Feeling Pressured* was the participants' common feeling. Therefore, Stress and Anxiety, especially *Academic Anxiety* stated by

Hurkan from the Aegean Region, increased with the reports of participants as they had depressive symptoms such as a persistent sense of pressure and overwhelm. Feelings of loneliness and an overall sense of emotional withdrawal were the signs of social and emotional isolation due to high level of anxiety as a result of academic research activities as argued by Hurkan:

“Diyaloglar dönüyor. Ve o yalnızlık hissi beni en fazla tükenmişlik sendromuna hissettiren, mesleki anlamda azalmamı hissettiren şeylerden.”

Dialogues keep going. And that sense of loneliness is one of the things that makes me feel the burnout syndrome the most, that makes me feel like I'm diminishing professionally.

(Aegean, Hurkan)

Feeling Burnout and Extreme Weariness at the end of Terms occurred as Ilke underlined:

“Bu anlamda fiziksel olarak müthiş bir yorgunluk, psikolojik olarak da dediğim gibi yani aşırı bir tükenmişlik ve aşırı yine bir işte bıkkınlık hali oluştu.”

In this sense, there was a tremendous physical fatigue, psychologically, as I said, an extreme burnout and a state of extreme weariness towards work has developed.

(Eastern Anatolia, Ilke)

Mental Strain was the symptom that the participants often felt:

“Yani zihnimiz hep dolu oluyor tabii ki. Burası çok net. Zihnimiz hep dolu. Zihnimiz hep bir şeylerle dolu.”

So of course, our minds are always full. This is very clear. Our minds are always occupied. Our minds are always full of things.

(Eastern Anatolia, Meva)

Feeling Lethargic was another symptom experienced and hence, the participant Kuzey felt stable due to this symptom. Also, *Becoming Aggressive* had a bad influence on the communication skills of the participants. The code *Perception Difficulties* reflected the difficulties that the participants lived in their lives:

“Yani benim göremediğim bir bakış açısı, ya da duymadığım, o an anlayamadığım, çünkü stresli durumlarda algımın yeterince açık olmadığını düşünüyorum ve beynim sanki kendini bloke ediyor gibi oluyor.”

In other words, it is like a perspective that I cannot see, or that I cannot hear, that I cannot understand at that moment, because in stressful situations I think my perception is not clear enough and it feels like my brain blocks itself.

(Mediterranean, Sudeen)

High Level of Anxiety, Feeling Highly Exhausted and *Sense of Helplessness* were closely related since the connection between these symptoms showed a cycle of burnout. The participant Omay clarified:

“Ben de bireysel olarak bazen tükenmişlik duygusu, çaresizlik duygusu, yalnızlık duygusunu yaşıyorum, hissediyorum.”

As an individual, I sometimes experience and feel a sense of exhaustion, helplessness, and loneliness.

(Black Sea, Omay)

Depressive Mood was the consequence of high level of burnout and sense of helplessness and loneliness as elucidated by the same participant:

“Depresif eğilimden, özellikle diğer arkadaşlarımla da, okulumuzdaki diğer hocalarımızla da bildiğim kadarıyla bu iş yükünden kaynaklanan hafif depresyon eğilimleri var. Bununla ilgili destek alan hocalarımız da var.”

As far as I know, there are mild depression tendencies due to this workload, especially among my colleagues and other teachers at our school. We also have teachers who are receiving support for this.

(Black Sea, Omay)

Moreover, the participants manifested that there was a *Mental Blockage* which was uncontrollable suppression of burnout. The other codes *Feelings of Unhappiness and Pessimism, Difficulty Focusing on Work* as well as *Impatience* were also identified by the participants.

To properly examine the *Psychosomatic Symptoms* including physical indicators, it is critical to delve into the detailed understanding of these categories, as well as the particular codes with the participants' remarks. Physical symptoms that arise due to burnout were shown in Table 4.26 with the codes of Category 2:

Table 4.26*Category 2 and Recurring Codes (Theme 6)*

Category 2		Frequency
Physical Symptoms		f=23
1	Physical Fatigue	f=4
2	Headaches	f=2
3	Physical Issues	f=2
4	Undergoing Physiotherapy due to Stress	f=2
5	Sleep Disorders due to Burnout	f=2
6	Use of Painkillers	f=1
7	Excessive Insomnia	f=1
8	Physical Strain	f=1
9	Lumbar Flattening, Sciatic Nerve Compression and Herniated Discs	f=1
10	Excessive Fatigue at the End of Terms	f=1
11	Fibromyalgia	f=1
12	General Pain	f=1
13	Having Digestive Problems	f=1
14	Voice Tone Changes due to Stress	f=1
15	Experiencing Stress and Fatigue due to Burnout	f=1
16	Weakened Immune System	f=1

Further, capturing the dual nature of these symptoms was the code *Physical Symptoms*, as participants described how physical problems, such as headaches and general discomfort, were frequently a result of psychological stress. *Physical fatigue* including *Headaches* was commonly cited under the heading of *Physical Symptoms*, emphasizing the real-world effects of burnout on participants' health particularly during stressful periods. Participant Omay noted:

“Ama birebir sağlık sorunu anlamıyla söyleyecek olsam genellikle yorgunluk, baş ağrısı gibi etkilerini hissediyorum.”

But if I were to speak in terms of a direct health problems, I usually feel the effects like fatigue and headaches.

(Black Sea, Omay)

Sleep Disorders due to Burnout was another prevalent code, with many participants reporting that their burnout levels made it difficult for them to get enough sleep, which made their physical problems worse and they had problems such as insomnia and sleep

disturbances which were frequently associated with high levels of stress and exhaustion. Therefore, the participants started to use painkillers as pointed with the code *Use of Painkillers* by the participant Ozgu:

“Sürekli ilaç kullanmak zorunda kalıyordum, ağrı kesiciler olarak, özel ağrı kesiciler kullanıyordum.”

I constantly had to take medication, I used special painkillers as painkillers.

(Marmara, Ozgu)

The extreme responses, when participants sought medical attention to treat their physical symptoms brought on by burnout, were *Lumbar Flattening*, *Sciatic Nerve Compression*, and *Herniated Discs* and therefore, the participants searched for the code *Undergoing Physiotherapy due to Stress*, which also emerged:

“Ya bu bana tam isabet oldu. Ben birkaç haftadır, bir ayı galiba buldu. Fizyoterapi görüyorum. Bel düzleşmesive siyatiklerin sıkışması. Hatta az miktarda fitik da var ama o değil buna sebep dediler. Tamamen sınıfta kilitlendim. Sonra çok mu oturdunuz? Çok mu rutin bir hayatınız var diye soruldu. Bir de stres faktörü.”

Well, this hit me right on target. I've been doing physiotherapy for a few weeks, maybe a month. I have lumbar flattening and sciatic nerve compression. There's even a slight herniation, but they said it wasn't the cause. I was completely stuck in class. Then I was asked, "Have you been sitting for a long time? Do you have a very routine life?" And also, a stress factor.

(Aegean, Hurkan)

Musculoskeletal Issues regarding physical symptoms such as *Physical Strain*, other *Physical Problems*, *General Pain* and *Fibromyalgia* were the other codes showing burnout-related issues occasionally necessitating physiotherapy. The participants also affirmed that they faced digestive disorders by *Having Digestive Problems* and *Voice Tone Changes*. *Weak Immune System* led to sickness as the participants posited that they noticed a discernible decline in their immunological function:

“Ben bağışıklığımın çok düştüğünü hissettim. Ben normalde mesela bu kadar çok sık hastalanmam. Yani iki üç defa peş peşe... Artık dışa vuruyor demek ki o yorgunluk, o tempo!”

I felt that my immunity system had weakened really significantly. Normally, I don't get sick this often. I mean, two or three times repeatedly... So now that exhaustion and the fast pace are starting to show outwardly.

(Eastern Anatolia, Meva)

Another prominent category was *Behavioral Symptoms*, where individuals talked about how their motivation and work habits changed with the codes as seen in Table 4.27:

Table 4.27

Category 3 and Recurring Codes (Theme 6)

Category 3		Frequency
Behavioral Symptoms		f=5
1	Procrastination	f=2
2	Behavioral Changes	f=1
3	Teaching Withdrawal	f=1
4	Reluctance to Go to Work	f=1

These changes were captured by the code *Behavioral Changes*, wherein participants frequently reported *Procrastination* and *Reluctance to Go to Work* as direct reactions to their psychosomatic symptoms and stress. Participant Meva, for example, proclaimed:

“O zamanlarda ne oluyor biliyor musunuz? Çalışma alışkanlıklarıyla ilgili bu öteleme dediğimiz davranışlar ortaya çıkmaya başlıyor. Normalde bilimsel anlamda yürüttüğüm bir çalışmada çok daha kısa bir zaman dilimi içerisinde çıkarabileceğim bir işi günlere yaymaya başladığımı hissediyorum. Yani o mesela yoğun tükenmişliğimin olduğu zamanlarda artık yayma eğilimi başlıyor.”

Do you know what happens at those times? These behaviors that we call procrastination related to work habits begin to emerge. I feel like I start to spread out the work that I could normally complete in a much shorter time frame in a scientific study over the course of a few days. So, for example, during those times when I am experiencing intense burnout, the tendency to spread it out begins.

(Eastern Anatolia, Meva)

“Bazı günler işe gidecek enerjim olmuyor. Gitmek istemiyorum.”

Some days I do not have the energy to go to work. I do not want to go.

(Black Sea, Mercan)

Behavioral Changes were also experienced by the participants such as being more combative or uninterested in work. This was further brought to light by the *Teaching Withdrawal* code, in which EFL teachers reported feeling increasingly disengaged from their work and detached from their professional obligations and an increasing unwillingness to carry out teaching responsibilities.

“İşi yaparken keyif almadım, ders vermekten hiç keyif almadım, almamaya başladım.”

I didn't enjoy doing the job, I didn't enjoy teaching at all, I stopped enjoying it.

(Marmara, Selena)

These behavioral symptoms demonstrated how psychosomatic pressures affected participants' everyday lives and capacity to carry out their duties in an efficient manner.

To conclude, EFL teachers who experienced burnout exhibited behavioral, psychological, and physical problems. Teachers described physical symptoms such as weakening immunity, headaches, sleep difficulties, and persistent weariness as a result of burnout. Psychologically, burnout caused heightened anxiety, despair, pessimism, memory loss, and emotional detachment. Teachers demonstrated behavioral changes including procrastination, avoidance of teaching responsibilities, reluctance to take on assignments, and loss of interest in teaching. When taken as a whole, these symptoms indicated the severe effects of burnout on teachers' well-being and professional performance.

Following the burnout symptoms that EFL teachers experienced, it is highly crucial to ascertain what accompanying feelings and managing strategies EFL teachers had in order to overcome teacher burnout.

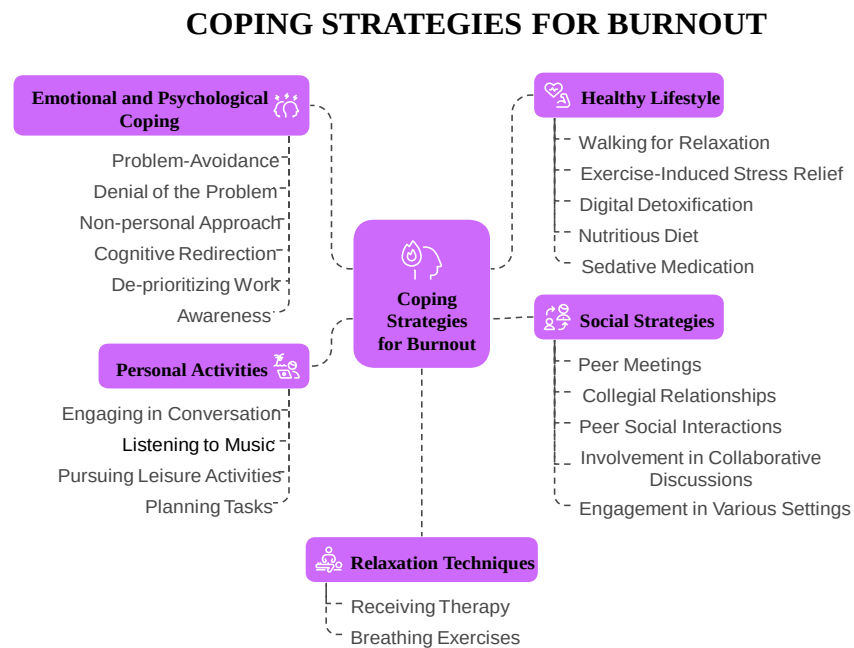
4.1.5.RQ5: What accompanying feelings and managing strategies do EFL teachers have to cope with teacher burnout?

The fifth research question, which concerns the coping mechanisms EFL teachers employed to mitigate burnout, was investigated using a thorough thematic analysis of qualitative data gathered from interviews. Through a systematic application of coding, recurring themes and patterns were found. These were then combined into more comprehensive thematic categories. Illustrations from the interviews were used to highlight important points in the results interpretation by contextualizing these themes within the participants' experiences. Through analysis, a sophisticated and rigorous

understanding of the coping mechanisms EFL teachers at the tertiary level employed to manage and alleviate burnout was produced as seen in the Figure 4.13:

Figure 4.13

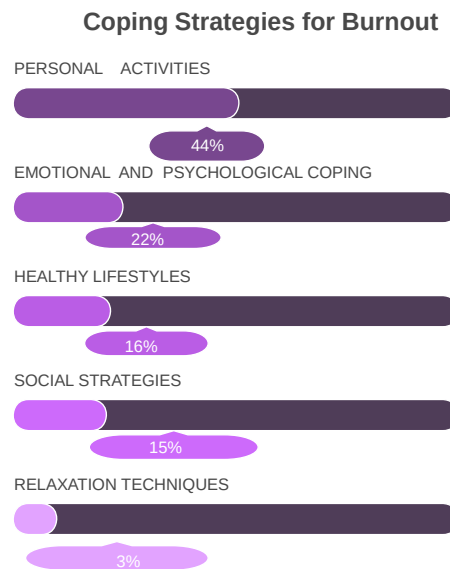
Theme 7: Coping Strategies for Burnout



Coping Strategies for Burnout is techniques or approaches for dealing with burnout, stress, or tough emotions and encompasses skills and habits to support individuals in overcoming obstacles and preserving their emotional well-being. Coping mechanisms can be classified as adaptive concerning problem-solving, seeking support, or relaxation techniques practices, or maladaptive such as avoidance or denial. These strategies aim to decrease the impact of stressors, assisting individuals in navigating difficult situations and improving their overall mental and emotional well-being and there are five categories such as *Personal Activities*, *Emotional and Psychological Coping*, *Healthy Lifestyle*, *Social Strategies* and *Relaxation Techniques* as seen in Figure 4.14:

Figure 4.14

Theme 7: Distributing factors contributing to Theme 7



In the analysis of participants' remarks regarding *Coping Strategies for Burnout*, several reoccurring codes emerged in the categories of *Personal Activities*, *Emotional and Psychological Coping*, *Healthy Lifestyle*, *Social Strategies*, and *Relaxation Techniques* from the participant responses. The first category is *Personal Activities* and includes many codes as listed in Table 4.28:

Table 4.28*Category 1 and Recurring Codes (Theme 7)*

Category 1		Frequency
Personal Activities		f=36
1	Listening to Music and Making Music	f=7
2	Facilitating Interpersonal Communication	f=6
3	Engaging in Nature-based Activities	f=3
4	Planning Tasks	f=2
5	Sleeping	f=2
6	Pursuing Leisure Activities	f=2
7	Narrativization of Problems	f=1
8	Avoiding Interaction with Others	f=1
9	Engagement in Family-Oriented Activities	f=1
10	Reading English Research Studies	f=1
11	Reading Books	f=1
12	Backstage Negotiations	f=1
13	Enhancing Professional Competence	f=1
14	Focusing on the Problem	f=1
15	Immersion in Sufism	f=1
16	Watching Television	f=1
17	Self-care	f=1
18	Expressing Thoughts without Hesitation	f=1
19	Solitude	f=1
20	Taking Up Hobbies	f=1

Under the category of *Personal Activities*, participants frequently alleged *Listening to Music and Making Music* and *Pursuing Leisure Activities* as useful stress relievers. For instance, participant Mercan said:

“Mesela bir kitap okumak da olabilir, müzik dinlemek de olabilir, yürüyüşe çıkmak da olabilir, ondan kurtulmak, biraz rahatlamak için.”

For example, it could be reading a book, listening to music, or going for a walk, to get away from it all and relax a bit.

(Black Sea, Mercan)

“Mesela ben dans kursuna gidiyordum bir ara. Horon kursu falan işte. O tarz şeylerim vardı. Sonra burada böyle güzel sevdiğim konserler oluyor. Biraz etnik müzik, Karadeniz müziği meraklısıyım ben.”

For example, I used to go to a dance course. Horon course, and the like. I had things like that. Then there are concerts here that I like. I'm a bit interested in ethnic music, Black Sea music.

(Marmara, Peri)

Others who emphasized the value of *Facilitating Interpersonal Communication* and *Planning Tasks* as a way to keep things under control and normalcy agreed with this sentiment:

“Alandan insanlarla konuşmak, çalışma arkadaşlarımla konuşmak çünkü işte mesela benim zorlandığım bir şeyde onlar da zorlanıyorsa yalnız olmadığımı bilmek iyi hissettiriyor.”

Talking to people in the field, talking to my colleagues because if they are having difficulty with something that I find challenging, it makes me feel good to know that I am not alone.

(Marmara, Burce)

“Yani stres sonucu da bir tükenmişlik geliyor. Mesela benim takıldığım bir, iki, üç, dört, beş arkadaşım var. Samimiyetimle her şeyimizi paylaşıyoruz birbirimizle. Onlarla konuşuyoruz yani.”

So, burnout also occurs as a result of stress. For example, I have one, two, three, four, five friends that I hang out with. We sincerely share everything with each other. So we talk to them.

(Eastern Anatolia, Oncu)

“Bazen işleri yazmak, küçük parçalara ayırmak, daha manageable parts, daha üstesinden gelinebilir hallere yapmak.”

Sometimes writing tasks down, breaking them into smaller pieces, making them more manageable, and turning them into more doable forms.

(Black Sea, Erkut)

Sleeping was the other way of coping with burnout as stressed by the participants. *Engagement in Family-Oriented Activities and Engaging in Nature-based Activities* were the personal activities the participants stated in their interviews. Additionally, *Avoiding Interaction with Others* was the way of controlling feelings as the participant Sezgi stressed. Further, *Reading Books* or *Reading English Research Studies* were the ways that the participants showed interest in not only the way of coping but also *Enhancing Professional Competence*:

“Bazen bunu şöyle kullanıyorum, yurt dışında yapılan araştırmaları inceliyorum ve bakın bizim kurumumuz neyle uğraşırken onlar neredeler deyip buraya gidiyorum. Bu beni rahatlatıyor.”

Sometimes I use it like this, I examine the research studies done abroad and think, "Look, where are they while our institution is dealing with something?" and I shift my focus to that. This relaxes me.

(Black Sea, Omay)

Backstage Negotiations, Focusing on the Problem and *Immersion in Sufism* were the other codes as the participants expressed. Some participants explained that they became more concerned about activities such as *Watching Television*. Also, *Self-care* and *Taking up Hobbies* helped the participants deal with burnout. The others preferred *Solitude, Narrativization of Problems* as well as *Expressing Thoughts without Hesitation*.

The second category is *Emotional and Psychological Coping* with several codes as distributed in Table 4.29:

Table 4.29

Category 2 and Recurring Codes (Theme 7)

Category 2		Frequency
Emotional and Psychological Coping		f=17
1	Problem Avoidance	f=7
2	Denial of the Problem	f=2
3	Non-Personal Approach	f=3
4	Cognitive Redirection	f=1
5	Awareness	f=1
6	De-Prioritizing Work	f=1
7	Maintaining Work-Life Boundaries	f=1
8	Changing Perspectives	f=1

Emotional and Psychological Coping included the use of the *Cognitive Redirection* approach, in which individuals made a conscious effort to refocus their attention away from thoughts that caused stress by doing some physical activities such as cleaning. Furthermore, the participants professed the necessity of intentionally downsizing the significance of work in their lives in order to preserve mental health, leading to the

development of the code *De-Prioritizing Work* as a crucial coping method. Participant Omay, for example, said:

“İşi ikinci plana almaya çalışıyorum. Yani şey olarak görmeye çalışıyorum. Bu benim günlük ihtiyaçlarımı karşılamak için bulunduğum ancak manevi tatmin vermeyecek bir alan.”

I try to put work in the background. I mean, I try to see it as something. It's a field that I'm in to meet my daily needs, but it won't give me spiritual satisfaction.

(Black Sea, Omay)

Non-personal Approach was one of the coping strategies as the participant Meva benefited from:

“İkincisi, kişiselleştirmiyorum. Yani insanların davranışlarını, sözlerini, hareketlerini, tavırlarını kişiselleştirmiyorum. Çünkü herkes farklı sosyolojik yapılardan ve bağlamlardan geliyor.”

Secondly, I do not take things personally. That is, I do not personalize people's behaviors, words, actions, attitudes. Because everyone comes from different sociological backgrounds and contexts.

(Eastern Anatolia, Meva)

Denial of the Problem was the other code cited by the participants as a coping strategy:

“Stres devam ediyorsa ediyor, yani sonuç itibarıyla 3 saat okulda duracaksın o 3 saat bu stres kaynağı yok olmuyorsa, her yolu denedim çözemiyorsan bu problemi, yapacak bir şey yok, ya ignore edeceksin ya sakinleştireceksin kendini, çözilemiyorsa yapacak bir şey yok yani.”

If the stress continues, it continues. I mean, if you are going to stay at school for 3 hours and this source of stress does not disappear for 3 hours, if you have tried every method and still cannot solve this problem, there is nothing to do, you will either ignore it or calm yourself down, if it cannot be solved, there is nothing to do.

(Marmara, Selena)

Problem Avoidance was also chosen as a strategy by the participants:

“Yani hani okuldan çıkınca artık tamam yani, şey yapmıyorum, onu orada bırakıyorum yani. Bırakmaya çalışıyorum.”

I mean, when I leave school, it's okay, I don't do it, I leave it there. I'm trying to leave it.

(Southeastern, Kayla)

Awareness was seen as one of the prominent coping strategies used by the participants:

“Benim en büyük silahım sanıyorum farkındalığım. Yani mutsuz değilim belki ama mutlu olmadığının farkında olmak.”

I think my greatest weapon is my awareness. I mean, maybe I'm not unhappy, but I'm aware that I'm not happy.

(Aegean, Hurkan)

Finally, some participants remarked that they tried *Changing Perspectives* and *Maintaining Work-life Boundaries* as coping strategies.

The third category, *Healthy Lifestyle*, has some codes as seen in Table 4.30:

Table 4.30

Category 3 and Recurring Codes (Theme 7)

Category 3		Frequency
Healthy Lifestyle		f=13
1	Walking for Relaxation	f=5
2	Exercise-induced Stress Relief	f=4
3	Digital Detoxification	f=1
4	Nutritious Diet	f=1
5	Sedative Medication	f=1

According to the *Healthy Lifestyle* category, a lot of participants used *Exercise-induced Stress Relief* and *Walking for Relaxation* to deal with burnout. It was believed that these pursuits were crucial for both mental and bodily renewal. Participants noted that adopting healthier lifestyle choices led to a more balanced state of mind with the statements:

“Yürüyüş yapıyorum genelde. Onun dışında böyle hani spesifik olarak bazen işte hava almak için veya uzaklaşmak için böyle birkaç gün ara veriyorum.”

I usually take walks. Except that, I sometimes take a few days off to get some air or get away from work.

(Eastern Anatolia, Ilke)

“Sporun çok faydası olduğunu söylemek zorundayım. Gerçekten söylemem lazım. Çok büyük bir etkisi oluyor. Çok rahatlatıyor.”

I have to say that sports are very beneficial. I really have to say it. It has a huge effect. It's very relaxing.

(Eastern Anatolia, Meva)

And they also proclaimed the importance of *Digital Detoxification* and *Nutritious Diet*:

“İşte elektronik aletlerimden uzakta kalarak, telefonumu, bilgisayarımı bir kenara bırakarak.”

Here I am, staying away from my electronic devices, putting my phone and computer aside.

(Marmara, Burce)

Sedative Medication was also another code that one participant noted as a strategy. Apart from the Healthy Lifestyle, the fourth category is *Social Strategies* with some codes as listed in Table 4.31:

Table 4.31

Category 4 and Recurring Codes (Theme 7)

Category 4	Frequency
Social Strategies	f=12
1 Peer Social Interactions	f=6
2 Involvement in Collaborative Discussions	f=3
3 Peer Meetings	f=1
4 Engagement in Various Settings	f=1
5 Collegial Relationships	f=1

Social Strategies involved *Peer Social Interactions* as the most frequent code as the participants implied that it was essential for offering emotional support with the *Engagement in Various Settings*:

“O konunun birkaç kez daha üstünden geçip başkalarının görüşünü almak hep sosyal yoldan geçiyor yani benim için bu stresle başa çıkmak ya da spor yaparak biraz daha rahatlayabiliyorum.”

Going over the issue a few more times and getting the opinions of others is always a social approach for me, so I can cope with this stress or relax a bit more by doing sports.

(Mediterranean, Sudan)

“Bunlarla güzel bir şekilde başa çıkıp sevdiğim arkadaşlarımla okul içerisinde, okul dışarısında sosyalleşip, kendime vakit ayırarak kendimi rahatlatayım ki oradaki problemler o kadar büyük de gelmesin bana yani.”

I can cope with these in a nice way, socialize with my friends in and out of school, and relax by taking time for myself so that the problems there do not seem so big to me.

(Marmara, Selena)

Participants often reported feeling less alone and desired to be more understood in their professional issues as a result of participating in *Collegial Relationships, Collaborative Discussions* and *Peer Meetings* as contended by the participant Selena:

“Böyle böyle bir durum yaşıyorum, babam öğretmen mesela hani ben böyle böyle bir durumu yaşıyorum, nasıl bir yol çizmeliyim, ne yapmalıyım, kime gitmeliyim gibi hani.”

I'm going through such a kind of situation, for example, my father is a teacher, I ask him things like, “I am experiencing this kind of situation, what methods should I follow, what should I do, who should I go to? and the like.

(Marmara, Selena)

The fifth and last category is *Relaxation Techniques* with two codes as *Breathing Exercises* and *Receiving Therapy* in Table 4.32:

Table 4.32

Category 5 and RecurringCodes (Theme 7)

Category 5		Frequency
Relaxation Techniques		f=2
1	Breathing Exercises	f=1
2	Receiving Therapy	f=1

The participants reported that *Breathing Exercises* and *Receiving Therapy* were helpful in controlling their stress levels. These and other techniques fell under the area of relaxation techniques. The participant Oncu underlined:

“Mindfulness'ta öğrendim. Birkaç nefes egzersizi var. Onları uyguluyorum stresle başa çıkmak için.”

I have learned it via mindfulness. There are a few breathing exercises. I practice them to cope with stress.

(Eastern Anatolia, Oncu)

The qualitative analysis presented a range of strategies categorized into emotional and psychological coping, healthy lifestyles, social strategies, individual activities, and relaxation exercises in response to the fifth research question, which examined the coping strategies used by EFL teachers to prevent or avoid burnout. The complex character of burnout management was demonstrated by these encompassing strategies to cope with burnout by benefiting from a range of personal, emotional, social, and relaxation techniques to counteract the pervasive impacts of burnout on individuals.

5. DISCUSSION

This section presents detailed comparisons of burnout syndrome experienced by Turkish tertiary-level EFL teachers in the context of Türkiye based on the findings of quantitative and qualitative data by providing a comparative lens on how Turkish EFL university-level teachers experience burnout in this level of education system. Thus, the findings of this study might fill the gap related to burnout studies in the ELT context by delving into the burnout levels of Turkish EFL teachers, the relationship between burnout and demographic factors, the factors leading to burnout, the symptoms indicating burnout, and coping strategies for burnout in line with the conclusions reached by comparing the findings obtained with national and international burnout studies.

5.1. Levels of Burnout among Turkish EFL Teachers at the Tertiary Level (RQ1)

To ensure whether EFL teachers in Turkish universities experience burnout in Türkiye, a preliminary qualitative study was conducted, and as a result, it was determined that university-level EFL teachers faced burnout quite significantly across the country. In addition, it was found that a measurement tool was needed to fully measure the burnout of university-level teachers in Türkiye with contextual parameters; thus, a burnout assessment tool was designed for the ELT field. To answer the first research question, the English Language Teacher Burnout Scale (ELTBS) was developed to evaluate EFL teachers' burnout levels clearly.

When looking at the literature, it is seen that burnout has been extensively searched and measured in different fields with the same tools such as the MBI, Oldenburg Burnout Inventory, and the like. Unlike all these burnout scales, the ELTBS specifically concentrated on certain context-specific factors EFL teachers face in Türkiye. The strongest predictors of EFL teacher burnout such as academic challenges, heavy workload, teaching responsibilities and extra duties, educational policy challenges, work-home conflict, institutional, collegial, and administrative inadequate support as well as student engagement setbacks in the English language courses and out of the classroom were all involved in the ELTBS. Covering all these issues, the development of the ELTBS was a pressing need highlighted in both national and international EFL research studies (Schaufeli et al., 2009; Maslach & Leiter, 2016). After gathering the data and analyzing the findings of this study, burnout levels of EFL teachers at Turkish

universities were investigated and the diverse and intricate effects of burnout on EFL teachers were deliberately targeted. Thus, the research findings revealed significant aspects of the burnout phenomenon. In the main study, 728 EFL teachers in English language teaching departments at state and foundation universities in seven different regions of Türkiye became participants in this research. The findings of the main study showed that the participants struggled with burnout and it was reported that EFL teachers had different manifestations of burnout with an average score of 2.83 (SD = 0.66) on a 5-point-scale, indicating a tendency toward the mid-range of the scale and reflecting a diversity of burnout experiences. Likewise, in the studies conducted by Cheng (2005), Tang (2011), Guo and Wang (2018), and Zheng (2022), English teachers experienced a range of burnout experiences like mild, moderate and high levels of job burnout. Similarly, it was underlined in Li's study (2016) that there was a certain degree of job burnout, confirming that emotional weariness was almost at the moderate level, the feeling of detachment was at the mild level and decreased personal accomplishment was at the moderate and mild level.

In the Turkish context, Demirel and Cephe (2015) noted multiple forms of burnout levels among Turkish university teachers, emphasizing the critical need for more targeted interventions and institutional support for the unique challenges faced by novice teachers who are apt to suffer from burnout at the start of their careers. Similarly, Kazimlar and Dollar (2015) analyzed burnout dimensions across various work environments, highlighting that a considerable number of teachers exhibited moderate to high levels of emotional exhaustion and depersonalization, signaling a significant impact on their professional well-being. The results of this study were also consistent with Cephe's (2010) findings that nearly half of all instructors faced burnout. In contrast, earlier research indicated that English teachers generally reported lower levels of burnout, with only a small number of teachers experiencing significant burnout symptoms (Güven, 2010). In addition, Erdağ and Taviş (2021) reported that Turkish EFL teachers in different institutions had different burnout levels changing from low, some, substantial to severe but most of them had low levels of burnout. However, the insights obtained in another study (Kimsesiz, 2019) revealed that EFL teachers frequently demonstrated high levels of burnout, reflecting significant challenges related to their professional environment.

In this study, the overall burnout score proved that participants experienced burnout with variations across sub-dimensions. The thorough evaluation of burnout intensity offered valuable insights, about the six-factor design of the ELTBS comprising *Teaching Disillusionment*, *Workload Affliction*, *Academic Oppression*, *Learner Alienation*, *Work-home Collision*, and *Colleague Disaffection*. The ELTBS aligned with established burnout frameworks that underscore emotional exhaustion, depersonalization and decreased personal achievement as Maslach and her colleagues outlined in their burnout studies (Maslach & Leiter, 2016). Specifically, emotional exhaustion dimension played a great role in teacher burnout according to findings of the study carried out by Jagodics and Szabó (2014) who found that burnout among EFL university teachers emerged due to *Academic Oppression* and *Colleague Disaffection* issues because of frequent stress levels to keep research or other academic works and limited support from colleagues, leading to the high level of teacher burnout. Depersonalization is a way of emotional distance as a result of many obstacles including time and energy demands in teachers' personal and professional lives, and as highlighted in *Teaching Disillusionment*, *Work-home Collision*, and *Learner Alienation* dimensions of the ELTBS, EFL teachers having feelings of detachment might easily withdraw from their work and home responsibilities. Based on the results of this study, depersonalization or disconnection from responsibilities and the self were utilized as coping mechanisms to reduce high-stress levels of EFL teachers. The third stance of burnout frameworks, the decreased personal achievement, showed alignment with the *Academic Oppression* dimension of the ELTBS, revealing a sense of non-achievement in professional teaching careers as perceived by EFL teachers underscoring a decline in their work accomplishments mainly with academic research. These findings were in line with the study that highlighted the pressure faced by Turkish academicians who were forced to publish research studies to be tenure and to meet publication expectations without any institutional support (Tüfekçi, 2019). Besides the academic pressure derived from the institutional or governmental policies, EFL teachers at universities were also greatly influenced by *Workload Affliction* and *Teaching Disillusionment* dimensions of the ELTBS as they struggled with various difficulties in not only balancing teaching and administrative duties but also their personal anticipations by affecting their burnout levels. In the literature, previous burnout studies were also linked to burnout and heavy workloads and overburdening by having detrimental negative

effects on teachers' professional and personal lives (Fernet et al., 2012). Hereof, there are many studies conducted globally that show similar patterns of burnout and have impact on the burnout levels of individuals in academic settings. Related research by Rothmann and Barkhuizen (2008), for instance, proved the findings of this study and pointed out that burnout was mainly caused by administrative tasks and the pressure to publish academic work in South Africa. Additionally, in Europe (Schaufeli & Bakker, 2004) as well as in East Asia (Zhong et al., 2009), similar findings were obtained and academic burnout was discussed as a consequence of heavy workloads and unmet expectations within educational organizations. According to the studies by Teven (2007) and Ghorpade et al. (2011), faculty academicians manifested burnout syndrome in North America as their burnout was primarily attributed to the pressures of research and fulfilling publication requirements. These studies confirmed how burnout levels increased.

In the research studies held in East Asian countries, the bureaucratic obstacles and academic pressures had a considerable influence on teacher burnout and levels as confirmed by the study of Mohamed et al. (2020). Likewise, similar obstacles generated more demanding conundrums in Türkiye with reference to the *Academic Oppression* dimension of the ELTBS and analogous constraints on publishing and career advancement hindrances led to teacher burnout, which can also be found in China (Zhong et al., 2009). These research studies brought out more evidence and detail that burnout is a global issue, stemming from common stressors across diverse cultural and educational settings. In Latin America as in Turkish higher education institutions, Mexican and Brazilian university teachers faced almost identical confrontations of faculty burnout at undesirable levels due to heavy administrative duties and lack of institutional support (Rojas-Solís et al., 2021).

Hence, the *Academic Oppression* and *Workload Affliction* dimensions could enlighten the adverse effects of teacher burnout and levels at universities. In addition, distinctive international study findings consistently found that work overload and institutional forces indicated the toxic outcomes of burnout in the field of education (Blix et al., 1994; Fernet et al., 2004). The findings of this study regarding the *Workload Affliction* dimension drew conclusions that teachers were overburdened with administrative and teaching duties, which is consistent with global trends. According to research findings

carried out in Finland and Spain, a significant number of teachers (up to 48%) expressed feeling emotionally drained due to their overwhelming workloads and the lack of institutional assistance (García-Carmona et al., 2019). The comparisons of international studies data among countries verified that workload stressors and institutional constraints were major causes of burnout and diverse levels of burnout were seen in academic settings worldwide. The outcomes of these global studies were also supported by the findings of this research and national investigations. In a study conducted at both state and foundation universities, Hismanoglu and Ersan (2016) affirmed that Turkish EFL teachers experienced academic stressors and for this reason, they had moderate levels of burnout concerning emotional weariness as they were exposed to the same academic obstacles but they had low levels of depersonalization. In another study with the state university teacher participants, higher levels of emotional fatigue were reported compared to their counterparts at private institutions, which is indicative of the increased administrative pressures and teaching burdens at universities (Bal, 2019). In the same vein, Karanfil and Yeşilbursa (2021) discovered that institutional demands in Turkish universities signaled elevated levels of teacher exhaustion. The dimensions of the ELTBS with *Academic Oppression* and *Workload Affliction* may be regarded as the primary contributors to burnout levels among Turkish EFL teachers, as Seis (2023) presented in her burnout review article. What is more, EFL teachers were more prone to burnout in terms of the *Teaching Disillusionment* and the *Workload Affliction* dimensions of the ELTBS due to administrative and teaching burdens. According to Khezerlou (2017) and Güneş and Uysal (2019), teachers frequently suffered from job dissatisfaction when working in environments where limited opportunities were offered for professional development, which affected their burnout levels and showed consistency with the outcomes of this research.

While individual and student-related factors do influence burnout to some extent, it is argued that the stressors stemming from the workplace and educational institution have a great impact for EFL teachers in Türkiye as evidenced by their scores in *Learner Alienation* and *Work-Home Collision* in this study. Compared to other factors responsible for burnout seen in earlier studies like those by Blix et al. (1994) and Ferner et al. (2004), excessive workload and academic pressure were identified as significant contributors to burnout.

Furthermore, it was indicated in this study that teachers confirmed the dimension of *Colleague Disaffection* in the ELTBS, which implies a shortage of camaraderie among them and also, the findings of this study revealed that receiving social support from friends and family could help alleviate burnout while daily irritations and family related issues might worsen it specifically in the context of balancing work and home life as seen in the *Work-home Collision dimension* (Sahu & Misra, 1995; Otero López et al., 2008), all of which has impact on burnout levels.

Moreover, while determining burnout levels of the teachers, the demographic variables had a direct influence on them. Therefore, the study conducted by Küçüksüleymanoğlu (2007) suggested that demographic traits including gender, marital status, age, teaching load, and academic title all played a role in determining burnout levels. The other determinants affecting teacher burnout levels could be job engagement, emotional manifestation, discipline, and professional distress as noted by Aflakseir and Nemati (2018). Related to this, a study conducted by Ceylan and Mohammadzadeh (2016) assessed the burnout levels and demographics of participants by revealing variations among EFL teachers in terms of gender (in favor of male participants) regarding emotional fatigue, marital status (in favor of married ones) and total experience in the institution. Hismanoglu and Ersan (2016) stated that demographic variables such as teaching experience, institution, department, administrative duty, monthly income, and living in a big/small city had a significant effect on the burnout levels of Turkish EFL teachers. Moreover, the findings of Demirel and Cephe's (2015) study brought forward the relation between lower levels of burnout and increased engagement in professional development opportunities, including participation in conferences, seminars, workshops, and other forms of training, as these activities promote growth and help mitigate job-related stress. Deneme (2021) also noted that higher burnout levels among EFL teachers were significantly influenced by variables such as their level of professional seniority and the degree of support provided by colleagues and administrators, and these elements were found to be critical in determining the extent of burnout experienced by teachers, underlining that greater support tends to correlate with lower levels of burnout.

Besides, teachers' use of coping strategies for burnout ascertained their level of burnout. According to the results of the study by Erdağ and Tavil (2021), teachers with all levels

of burnout used a mixture of problem-focused and emotion-focused coping strategies. Teachers with lower levels of burnout were more likely to use problem-focused strategies than teachers with moderate to severe burnout, who tended to rely less on such proactive coping mechanisms.

The relationship between school type and burnout levels was also investigated (Kimsesiz, 2019), and it was shown that primary schools were an important environment where burnout levels were significantly higher than other school environments. Regarding higher education, the high level of burnout among higher vocational education teachers was affected by the type of university, confirming that it was significant for understanding teacher burnout (Tang et al., 2021). The findings in this study also suggested that the majority of teachers at the tertiary level experienced a range of burnout levels, indicating that universities and their types might be influential, as found in Tang's study. In this study, the ELTBS, developed specifically for the Turkish context, provided a detailed measure of burnout for university-level EFL teachers, revealing that institutional pressures such as academic workload, absence of assistance systems from institutions, administrators and colleagues' inadequate support, and other demands faced by university teachers were the primary contributors to burnout.

Briefly, this study highlighted the need for counseling intervention programs and support systems, and the critical need for university-level educational policy changes aimed at addressing the causes of burnout, particularly as the level of burnout among EFL teachers increased due to academic pressures. The findings of this study provided a strong foundation for future burnout research both nationally and internationally, and suggested that internal educational, political, and psychological interventions to enhance personal well-being and professional development as well as institutional and collegial support mechanisms were necessary to decrease burnout levels among EFL teachers in Türkiye.

5.2. Demographic Variables and Burnout Relations (RQ2)

To address the impact of demographic variables on EFL teacher burnout, the study highlighted several concerns that influenced burnout tendencies. These demographic variables included gender, age, educational background, undergraduate major, teaching experience, teaching period at the current institution, marital status, weekly teaching

workload, type of institution, administrative responsibilities, and region. Descriptive statistics and mean comparisons were used to examine the influence of independent variables on the burnout levels of the participating EFL teachers.

5.2.1. Gender and Burnout

In this research, the gender distribution of the participants showed that the majority of the volunteer participants were female, followed by male participants. A very small percentage did not specify their gender. Therefore, the research study including 728 participants was predominantly female. The findings of this study proved that the gender in favour of female variable had a significant effect on burnout.

Congruent with the findings of the study, in the literature, the degree of burnout could vary significantly by gender (Xie, 2013; Liang, 2016). Burnout has often been framed as a predominantly female experience, with research by Maslach et al. (2001) supporting this view. In the case of gender differences in burnout among teachers, female educators typically encountered higher job demands, especially concerning the challenge of balancing work and home responsibilities. Turkish studies, such as those by Küçüksüleymanoğlu (2007), revealed that women in education often experienced greater work-home conflict, a significant job demand that intensifies their stress levels, showing consistency with the JD-R model, as increased demands without adequate resources such as flexible schedules or institutional support could lead to higher burnout risk. Ceylan and Mohammadzadeh (2016), Kavanoz and Kırkgöz (2020) as well as Yangoz and Unal (2023) found that gender had an influence on the levels of burnout. Similarly, the research by Toker et al. (2025) showed that women reported higher levels of burnout, often due to emotional demands and the challenge of balancing personal and professional lives.

More importantly, it was stressed that there was connection among education status, gender and burnout which were positively correlated, and advanced degrees were found to be linked to higher levels of burnout specifically among women, possibly due to the increased expectations and role conflicts they faced (Artz et al., 2022). International studies, like those by Antoniou et al. (2006), echoed this by showing how female educators were more emotionally connected to their work, adding to their psychological load. Burnout symptoms, especially for women, tended to be lowest around age 20, gradually rising and peaking between ages 30 and 35 due to increasing professional

responsibilities and challenges in balancing work and personal life (Cinamon & Rich, 2002; Marchand et al., 2015).

Regarding male gender in the literature, it was argued that men experienced lower burnout, likely due to distinct work stressors and coping strategies, which presented findings that were consistent with this study (Zani & Pietrantonio, 2001), as male teachers might benefit from stronger job resources, such as emotional distancing or support from colleagues, allowing them to manage stress differently. Male educators' detachment ability emotionally acted as a coping resource, reducing the psychological strain leading to burnout. This aspect was supported by studies like those from Byrne (1991) and Lackritz (2004), where emotional detachment functioned as a buffer against stress. Interestingly, working in the private sector might also reduce burnout levels of men (Artz et al., 2022). Apart from these, men experienced more burnout than women specifically regarding depersonalization and exhaustion (Rumschlag, 2017; Yangoz & Unal, 2023).

However, not all studies found a gender difference in burnout levels, suggesting that other factors, such as job demands and support systems, might play a more crucial role in determining burnout (Jawahar et al., 2007). In the same vein, some studies claimed that there were no significant gender-based differences in the burnout levels of the participants (Bracket et al., 2010; Nazari et al., 2020). In the study conducted by Jamshidirad et al. (2012), gender was not a pivotal predictor of burnout. Likewise, some studies done in the national arena showed that there was no significant association between gender and burnout (Genç, 2016; Hismanoglu & Ersan, 2016; Atmaca, 2017). The study carried out by Allahkerim (2020) concluded that the relationship between gender, burnout and job satisfaction did not show any statistical relations. In the study by Erden et al. (2023), the impact of gender was investigated and they yielded similar results that there was weak effect of gender on burnout. The study conducted by Onan and Aydın (2024) investigated the relations between well-being, burnout and teaching anxiety among EFL teachers, and it was stated that gender often had minimal power on burnout. Among the subject teachers, the effect of gender was not significant in regard to total burnout (Salovita & Pakarinen, 2021), but the levels of exhaustion were higher for the female teachers.

In contemporary societies, there is the decrease in the effect of gender difference. This decline is due to the fact that the traditional gender roles of men and women are increasingly converging as both share more common traits. The increasing economic participation of women has changed the cultural belief that women's primary roles should be unpaid care and domestic work, while men focus solely on earning an income by eliminating the influence of sexist approaches. While societal changes have led to overlapping gender roles, recent academic studies indicate that significant gender differences in burnout rates persist. A meta-analysis found that women were more likely to experience burnout compared to men (Purvanova & Muros, 2010). Similarly, a study among U.S. nurse leaders revealed that female nurses had significantly higher personal burnout scores than their male counterparts (Alenezi et al., 2024). In the medical field, research demonstrated that female physician faculty experience higher rates of burnout and lower professional fulfillment than male faculty members (Templeton et al., 2021). Furthermore, a study on university students found that female students exhibited greater levels of exhaustion, cognitive impairment, and emotional distress compared to male students (Pérez-Muñoz et al., 2022). These findings suggest that, despite evolving social norms and increased economic participation of women, gender disparities in burnout remain evident across different professional and educational settings.

As presented in this study, gender plays a role in EFL teacher burnout. This could be explained with many roles of women in societies. In Turkish society, Turkish women are regarded to be capable of doing everything and therefore, they unfortunately take on many roles and these force them to combat many duties at the same time, leading to burnout. When systemic regulations can occur in social norms, the role changes could be reflected not only in families but also in the workplaces. With these changes, flexible working hours for women at work could reduce burnout, while paid leave alleviates burnout especially for men (Artz et al., 2022), and the complexity of burnout shaped by contextual and individual variables may be eliminated between the genders.

Instead of gender discrimination approaches, it is also possible to explain how job demands and resources contribute to burnout for both genders with the JD-R theory. In both Türkiye and the international context, common guideline interventions for the special needs of male and female teachers provide a common ground for increasing the use of resources in educational environments with the JD-R framework of these

dynamics, while also preventing burnout from being a phenomenon that can affect educational environments for different genders.

5.2.2. Age and Burnout

The age distribution in this study signified that the workforce primarily comprised mid-career professionals, with nearly half of the respondents falling within the 31-40 age range. This suggested that many participants were likely in a stage of their career where professional responsibilities and demands might be at their peak. The high percentage of respondents under 50 indicated that the majority of participants were still in their most active working years, with only a small proportion over the age of 51. The findings of this study indicated a significant relationship between age and burnout levels among teachers, with younger teachers (aged 21–30) reporting the highest levels of burnout, while those over 51 demonstrated the lowest levels.

These results align with previous research suggesting that younger teachers experience greater emotional exhaustion and stress due to their relative lack of experience, professional uncertainty, and challenges in classroom management (Skaalvik & Skaalvik, 2017). Because age is consistently recognized in the literature as a critical factor determining burnout, it is a key indicator of accumulated personal and professional experience, which in turn influences the constraints and resources individuals encounter in various stages of life and has the risk of developing the syndrome of burnout (Barnes-Farrell, 2005; Mendes & Miguel, 2024). The effect of age could be significant regarding emotional fatigue (Saloviita & Pakarinen, 2021). There are notable differences in how work-related stress and burnout symptoms manifest between younger and older employees depending on the age variable (Rožman et al., 2019). Additionally, it was stated that there was a negative association between age and burnout (Norlund et al., 2010; Marchand et al., 2015;), so younger teachers often experienced heightened stress, largely due to their limited experience in navigating the demands of the profession, as inexperienced teachers were more susceptible to burnout due to their lack of experience in managing classroom challenges and workload (Bilge, 2006), which is in line with the findings of this study. Early-career teachers often face high job demands with limited coping mechanisms, leading to increased feelings of burnout (Hong, 2012).

Likewise, Watts and Robertson (2011) emphasized that novice teachers suffered from burnout because they often faced unrealistic expectations and struggled to cope with professional demands. This supports the broader literature, which identifies age and teaching experience as key factors in teachers' ability to manage stress and avoid burnout (Blix et al., 1994; Fernet et al., 2012) because their lack of familiarity with classroom management, workload balancing, and emotional regulation could lead to increased mental and physical fatigue, as noted by Liang (2016). Besides, high aspirations of young teachers regarding their profession could provide the manifestation of burnout compared to older teachers (Chryssouli & Koutroukis, 2023). In this research group, teachers in the 31–40 age group also exhibited significantly higher burnout levels compared to those aged 41–50 and over 51. This finding may be attributed to the increased professional responsibilities and personal life demands that individuals in this age range often encounter. Middle-aged teachers are likely to be managing family responsibilities alongside their teaching workload, which could increase higher stress levels (Hakanen et al., 2006).

On the other hand, experienced teachers were apt to develop better-coping mechanisms with practice, which might improve their capacity to manage stressors efficiently (Rostami et al., 2015); therefore, they had lower levels of job burnout (Liu, 2014). As teachers advance in their careers, they may develop more effective coping strategies, professional expertise, and resilience, reducing the likelihood of burnout (Bakker & Demerouti, 2017). This could explain why no significant differences were observed between the 41–50 and over 51 age groups. Furthermore, the lower burnout levels among teachers over 51 suggest that experience and tenure may serve as protective factors against burnout. More experienced teachers might benefit from greater job stability, refined teaching strategies, and stronger emotional regulation skills, which help mitigate the adverse effects of job-related stress (Taris et al., 2001). Additionally, older teachers may have adjusted their expectations, adopted more effective work-life balance strategies, or gained greater intrinsic satisfaction from their profession, all of which could contribute to their lower burnout levels (Richards et al., 2016).

Conversely, in the literature regarding older teachers, Wang and Shultz (2010) and Götz et al. (2018) pointed out that employees might experience a decrease in their ability to cope with work-related stressors with age, and this negative situation might make them

more susceptible to stress due to a decrease in coping strategies, resources, and changes in physiological resilience over time. As their study emphasized, older employees might be more vulnerable to work-related stress, as the effects of stress could vary depending on the stage of life, and they could also face mental and physical disabilities associated with aging. Therefore, increasing age and heavy administrative duties might confront educators with different challenges, such as feeling physically exhausted, because age has a reverse-U-shaped relationship with psychological health, forming burnout (Blix et al., 1994). It is also suggested that although gaining experience might alleviate certain aspects of burnout, aging was possible to bring its distinctive challenges like the occurrence of burnout. Due to decline in strength and stamina, older teachers could feel more exhausted (Antoniou & Dalla, 2010). Tang (2011) found that teachers aged 30-39 were exposed to job burnout in terms of feelings of fatigue, detachment and failure. Some of the EFL teachers had intentions to leave their jobs because of their age (Samadi et al., 2020). Another cause of feeling burnout for the age group above 41 was identified by Yangoz and Unal (2023) in their technology related research study that the elder groups of teachers might be dealing with the latest educational trends after the Covid-19 Pandemic in order to use technology in the classroom, which resulted in high burnout levels. According to the results of Yu and Yu (2023), the severity of English teacher burnout was influenced by the demographic variables, and middle-aged and elderly teachers were afflicted by job burnout.

According to Marchand et al. (2015), burnout symptoms are dynamic across different life stages, with emotional fatigue and total burnout increasing until the age of 30, decreasing steadily until 55, and then rising again thereafter, while cynicism and reduced professional efficacy show a consistently negative linear relationship with age, suggesting that younger workers face heightened burnout due to limited coping strategies, middle-aged workers benefit from accumulated resilience, and older workers may experience burnout linked to age-related constraints. In addition, burnout symptoms are typically lowest at around age 20, gradually increasing until ages 30 to 35, suggesting that the combination of acquiring work proficiency and heightened work-family conflicts, which tend to be more pronounced for women, leads to significant stress and contributes to burnout; however, between ages 35 and 55, burnout tends to decrease, likely reflecting greater adaptation to work-related stressors due to accumulated experience, while after 55, burnout resurges, potentially driven by age-

related factors, including a decline in resilience to work stressors and possibly exacerbated by perimenopausal or menopausal symptoms, which may increase the risk of depressive symptoms for some women (Cinamon & Rich, 2002; Cohen et al., 2006; Marchand et al., 2015). On the contrary to the effect of age on burnout, it was claimed that the relationship between age and burnout showed inconsistency among different communities and cultures (Grayson & Alvarez, 2008; Bracket et al., 2010).

While it is true that senior teachers require institutional support, particularly as they approach retirement, the assertion that they need support more than younger teachers overlooks the critical vulnerabilities of novice educators. The findings suggest that younger teachers (aged 21–30) experience significantly higher levels of burnout compared to their older counterparts, indicating that the immediate need for intervention is greatest among them. Research has shown that inexperienced teachers often struggle with workload, job expectations, classroom management and professional identity development, making them more susceptible to burnout (Hong, 2012; Skaalvik & Skaalvik, 2017). Without adequate early-career support, many young teachers may leave the profession, exacerbating teacher shortages and reducing the long-term sustainability of the workforce (Hobson & Maxwell, 2017).

On the other hand, while senior teachers do require institutional support, their lower burnout levels suggest they have developed coping strategies and resilience over time (Taris et al., 2001). Many experienced teachers benefit from their tenure, accumulated expertise, and professional autonomy, which buffer against burnout (Bakker & Demerouti, 2017). Instead of focusing solely on retirement-related support, institutions should aim for a balanced approach, prioritizing interventions such as mentorship programs, stress management training, and professional development. These measures can ensure that teachers could remain in the profession long enough to benefit from later-stage support systems.

Moreover, providing strong early-career support can also indirectly benefit senior teachers. By fostering a culture of mentorship and collaboration, experienced teachers can engage in leadership roles, which may enhance their sense of purpose and job satisfaction (Richards et al., 2016). This creates a more sustainable teaching workforce where younger teachers receive the guidance they need, and senior teachers remain engaged in meaningful professional development opportunities rather than requiring

reactive support in their later years. Therefore, while institutional support for senior teachers is important, immediate and targeted interventions for younger teachers should remain a priority to prevent burnout and long-term attrition.

5.2.3. Educational Background and Burnout

In this study, most participants hold advanced degrees, indicating that the sample is highly educated with a significant level of advanced education. Many of the participants continued their education beyond the bachelor's degree, with most holding either a master's or doctoral degree. This shows that there is a requirement for a highly qualified workforce at higher education institutions due to the academic pressure focusing on having higher qualifications for teaching positions. Even though the quantitative findings of this study revealed that the dimension of *Academic Oppression* was in the high level but did not show any statistical relation between undergraduate majors and the burnout levels of the participants, the qualitative data findings gathered from the participants emphasized the stress resulting from the effort they put in to meet publication demands and academic expectations with the dimension of *Academic Pressure*, which is in line with the findings of Allahkerim (2020). In Türkiye, the challenges faced by highly qualified teachers were exacerbated by institutional demands, particularly for research and publication (Pinar, 2018). Similarly, teachers with higher academic titles often experienced more burnout as a result of these extra demands (Küçüksüleymanoğlu, 2007). As seen in the literature on burnout regarding educational background, higher-degree teachers often face greater professional demands, increasing their susceptibility to burnout. The teachers with Bachelor, Master, and PhD degrees experienced high levels of emotional fatigue (Jamaludin & You, 2019). As the level of education was correlated with burnout, the teachers experienced professional burnout (Kamtsios & Lolis, 2016). As one example of this was the study by Heng et al. (2020) who found a strong link between burnout and conflict between teaching and research.

Of an important variable, teachers' education status could be stated because burnout is believed to have a connection with individuals' level of education according to several studies (Cheng, 2005; Tang, 2011; Zhang, 2012; Su, 2014; Hu, 2016; Fang, 2017; Guo & Wang, 2018; Zheng, 2022). Maslach (1982) asserted that teachers with more advanced education generally had greater expectations and goals in their careers, which

caused burnout. Schaufeli and Enzmann (1998) and Altun and Yazıcı (2011) also showed that employees with higher degrees felt burnout due to the pressure to reconcile their knowledge with institutional demands because increased demands and stress, especially in research-oriented academic environments, affected teachers with advanced education negatively and they frequently experienced burnout (Maslach, 1982; Schaufeli & Enzmann, 1998). Azeem and Nazir (2008) also reported that Indian academics, like assistant professors in North America, reported higher levels of fatigue than their senior colleagues, and that seniority, in addition to education level, also influenced burnout measures. In a similar vein, Tümkaya's (2007) study of Turkish faculty members found that lecturers and assistant professors had higher burnout than full professors. This finding supports the pressures placed on educators in more demanding or less stable positions, especially those with advanced degrees, as they strive to meet the expectations associated with their academic titles. Additionally, adjunct full-time lecturers in the United States who concentrate solely on teaching showed lower levels of weariness than their tenured or tenure-track colleagues as Ghorpade et al. (2007, 2011) posited. This might be a reflection of tenured professors' relative freedom from research and publication pressures. According to Singh and Bush (1998), tenure status had a major impact on the relationship among perceived reward, job satisfaction, and burnout.

As the teaching profession requires emotional strength, various diploma holders may be affected by such exhaustion. Therefore, preventing burnout among highly educated faculty teachers may require addressing their specific needs, such as reducing research-related stress and providing assistance for academic production. As indicated from the findings of this study, the burnout phenomenon could be overcome when the academic pressure is diminished; otherwise, high demands that the tertiary-level EFL teachers face in Türkiye may result in the deterioration of performance in their career by negatively affecting all high education system stakeholders, and thus, it is necessary for the authorities to take action for making new developments and encouraging teachers with new adjustments that promote the professional development. Also, the instrumental development reforms should be prepared for the teachers who have difficulty in responding to changing standards in order to be tenure, and the new ways should be paved for those who are eager to make progress in the field of ELT.

5.2.4. Undergraduate Major and Burnout

It is revealed in this study that a significant number of participants pursued a degree in ELT during their undergraduate studies, emphasizing that this strongly focused on pedagogical preparation precisely tailored to language teaching. A small number of participants majored in American Culture, Translation, and Interpreting, and Linguistics, while a smaller percentage studied English Literature. This distribution also highlights a clear trend toward ELT graduation, which provides a primary and professional fit for EFL teachers. Despite lack of any significant relation between undergraduate major and burnout statistically, participants' undergraduate majors suggested a potential link between burnout, academic concentration and job satisfaction based upon the qualitative data results. It was emphasized that those with a background in ELT often had better pedagogical skills than those with a background in Literature, Linguistics, or Translation, which can help them meet teaching responsibilities and expectations more effectively and manage teaching-related issues. However, this can also have a negative side, as being out of sync with work can lead to increased stress and accountability, which can worsen burnout in the long run. According to a study by Antoniou et al. (2006), educators in fields that require specialized skills, such as ELT, may face increased emotional stress due to the constant pressure to meet academic goals and maintain rigorous teaching expectations. Those with degrees in English literature or other related fields may find that their academic background to be an English teacher does not fully align with the demands of teaching English, leading to role conflict and stress. For individuals who notice that their educational background does not adequately equip them for the real challenges of teaching, role ambiguity and lack of professional fit are key causes of teacher burnout (Kokinos, 2007).

In contrast, the literature provides a solution against role ambiguity in the field of language teaching. A study by Tümkaya (2007) suggests that teachers with a stronger background in pedagogical studies such as ELT may develop coping strategies and lessen their vulnerability to burnout. Nonetheless, a distinct form of burnout motivated by performance pressures rather than role incompatibility may result from the strong stressors put on ELT teachers to consistently perform at a high level and improve student outcomes. Thus, non-ELT majors may suffer from burnout due to role ambiguity and misalignment with their academic background, whereas ELT majors

could be burned out due to heavy workloads and performance constraints. Moreover, job stressors without resources might raise burnout levels of teachers. According to the JD-R framework (Bakker & Demerouti, 2007), this disparity is consistent with broader literature which suggests that burnout can result from both job demands and a lack of resources.

5.2.5. Teaching Experience and Burnout

The findings of this study showed that the majority of participants had substantial teaching experience, with nearly half of the respondents reporting more than 16 years in the field and a great number of participants indicating between 11 and 15 years of teaching experience. A smaller group reported having between 6 and 10 years of experience, while very few participants indicated only between 1 and 5 years or less than a year. This distribution indicates that the workforce is primarily experienced, with over half of the participant group having taught for more than 11 years and having professional expertise. The statistical findings of this study presented that teaching experience had limited influence on burnout. However, in the burnout model of this study, the dimension of *Teaching Disillusionment* aligns with previous research. As expressed by the experienced teachers in the sample, burnout was likely to occur due to prolonged exposure to work-related stress, particularly without adequate institutional support. Hence, the results of this study are in line with the research results of Azeem and Nazir (2008) and Tümkaya (2007) who stated that senior teachers could effectively manage stress in the classroom, but external stress factors such as institutional expectations might still result in burnout. In addition, studies by Blix et al. (1994) and Gonzalez and Bernard (2006) found that despite the usual correlation between professional success and teaching experience, teachers with fewer years of experience were more prone to emotional stress. As Watts and Robertson (2011) found, new teachers were at risk of burnout due to not having effective coping strategies for burnout and support systems; therefore, they reported that they had lower energy.

The literature on the relationship between burnout and teaching experience presents different findings. Sağlam (2011) found that academicians' emotional fatigue and their job detachment levels varied significantly depending on their teaching experience. While some research studies, such as that conducted by Gonzalez and Bernard (2006) and Blix et al. (1994), indicated that less experienced teachers had higher burnout and

stress levels as they had fewer coping mechanisms and support systems, other studies suggested that more experienced teachers might experience burnout as a result of prolonged exposure to work-related stressors. For instance, teachers could experience burnout as a result of cumulative exhaustion and increasing administrative duties (Taris et al., 2005). On the other hand, Atmaca (2017) found in her study in Türkiye that there was a weak correlation between teaching experience and job satisfaction. In the same way, Ceylan and Mohammadzadeh (2016) claimed that teaching experience did not have a significant effect on burnout.

Briefly, there is an intricate connection between teaching experience and burnout, and this circumstance needs to be centered to support younger teachers while they are facing the changing demands of the ELT profession. For novice teachers, the importance of professional development needs to be emphasized and in virtue of mentorship programs, the newly-employed teachers could successfully handle their workload and classroom stress. Thus, personal resilience and well-being through professional development could enhance teachers' career satisfaction.

5.2.6. Teaching Period at the Current Institution

The results of this research study indicated that the majority of the participants had taught in their current institution for maximum five years and a significant number of teachers had teaching period for eleven and fifteen years. Some teachers had longer employment periods in their present institutions for between six and eleven years, and sixteen and twenty years, while some teachers remained in their institutions for extended periods of tenure for more than twenty-one years. The findings of this study suggested a clear relationship between teaching experience and burnout levels, with less experienced teachers, particularly those in the 6–10 year range, reporting higher burnout levels than their more experienced counterparts. These results align with existing literature indicating that early-career teachers often feel burnout due to the challenges in the classrooms, demanding professional responsibilities, and intense workload (Skaalvik & Skaalvik, 2017). Teachers in their early careers frequently struggle with high expectations, student behavior issues, and administrative pressures, all of which contribute to elevated burnout levels (Hakanen et al., 2006).

One possible explanation for this trend is that early-career teachers may have yet to develop the coping mechanisms and professional confidence necessary to manage

occupational stress effectively. Studies have shown that novice teachers are more vulnerable to emotional exhaustion and depersonalization, key dimensions of burnout, due to their limited exposure to real-world teaching environments (Richards et al., 2016). Additionally, the lack of well-established support networks and mentorship in the early years of teaching can exacerbate stress levels, making professional guidance and structured support systems crucial for teacher retention (Hobson & Maxwell, 2017). According to a study by Küçüksüleymanoğlu (2007), the increased stress levels among less experienced teachers showed a link between the pressure to adapt to new responsibilities and job burden. Therefore, these negative circumstances signaling burnout for the teachers teaching for shorter periods in the same institution may be overcome with the help of authorities who could make regulations for job security and job responsibilities.

On the other hand, Dick and Wagner's study (2012) exhibited explicitly that teachers being in their position for a long time might face burnout due to strict rules such as enhanced administrative requirements or limitations related to career growth in their roles. Likewise, Altun and Yazici (2011) stressed that the teachers teaching for a long time in Türkiye were burned out because of limited opportunities for career advancement. Also, the findings of the study by Lau et al. (2022) found that higher institutional pressures were associated with job changes that might increase the risk of burnout for teachers.

Conversely, the lower burnout levels observed among more experienced teachers suggested that years of service might serve as a protective factor against burnout. Experienced teachers often benefited from greater job stability, professional mastery, and enhanced emotional regulation skills, which enabled them to navigate occupational stress more effectively (Bakker & Demerouti, 2017). Additionally, long-term exposure to the profession allowed teachers to refine their teaching strategies, improve classroom management techniques, and develop resilience against daily stressors (Taris et al., 2001). Institutional support and seniority-based privileges, such as greater autonomy in decision-making, may further lower burnout among experienced teachers.

Briefly, there was a diversity of teaching tenures at the institutions of the participants in this study. The findings underscored the need for targeted actions aimed at reducing burnout among early-career teachers. Schools and policymakers should prioritize

mentorship programs, workload management strategies, and stress reduction initiatives tailored specifically for teachers in their first decade of service (Hong, 2012). Providing structured professional development and fostering supportive work environments can help mitigate burnout risks, ultimately enhancing teacher well-being and retention in the education sector. For this reason, the importance of support from the authorities, colleagues and policymakers cannot be denial.

5.2.7. Marital Status and Burnout

In this study, based on the results of the data obtained, it was evident that most individuals were married. The relation between the marital status of the participants and burnout was examined and it was found that their marital status had a statistically significant effect on their burnout levels. It was also revealed that single teachers had higher burnout levels than married teachers. In numerous studies in the literature, it was proven that being married was frequently associated with a reduced likelihood of experiencing burnout, particularly due to the emotional and social support provided by family. One example is from Toker's study (2011) that married individuals had lower rates of burnout due to the stability and emotional support provided by marriage, and married teachers felt low exhaustion and cynicism (Kamtsios & Lolis, 2016). On the other hand, unmarried or single teachers might face a greater risk of teacher burnout because of not providing the emotional support system with their family life. Research studies conducted by Kokkinos (2007) and Purvanova and Muros (2010) proposed that teachers who were not in a relationship or were divorced tended to experience more stress and burnout, confirming the results of this study. Single individuals could experience more severe burnout syndrome compared to divorced individuals, highlighting that marital status was a major indicator of burnout (Maslach & Leiter, 2016). Single individuals might also struggle with handling work pressures without the support of a fulfilling family life, making them more inclined to physical and emotional burnout. In the Turkish academic world, studies conducted in Türkiye with respect to marital status made clear that married teachers had lower burnout levels than unmarried teachers (Fadlelmula, 2014; Allahkerim, 2020) and being single increased stress levels (Erden et al., 2023), supporting this study. On the contrary, a great number of studies in China showed that marital status had no significant effect on EFL teachers' burnout

(Ding & Liu, 2020). Therefore, it could be assumed that family support systems might be different among countries and the effect of marital status might be changeable.

In short, since there is a correlation between marital status and burnout as highlighted in the literature and this study, internal and external support systems are needed to prevent the prevalence of burnout for single teachers and also, emotional support may help teachers avoid stress, especially in challenging environments such as academia in order to cope with the emotional difficulties of teaching. Teachers' well-being could be improved by reducing personal and professional stress factors through timely interventions. In addition, work-life balance with the supportive family environment could prevent the damage that burnout can cause.

5.2.8. Weekly Teaching Workload and Burnout

This study investigated the relationship between teaching workload and burnout and found that the majority of the participants reported teaching between sixteen and twenty hours per week, followed by a large group who indicated teaching fifteen hours or less. Smaller percentages were recorded for those who taught between twenty-one and twenty-five hours and those who taught twenty-six or more hours. The results showed consistency with the overall teaching workload, as the majority of the participants taught sixteen to twenty hours per week. It was shown that there was a statistically significant effect of weekly teaching workload on burnout levels and teachers with heavier weekly teaching load experienced higher levels of burnout, showing the positive correlation between them. Therefore, teachers teaching sixteen to twenty hours as well as those teaching twenty-one to twenty-five hours per week supported the impact of workload on burnout. These results are in line with previous research, such as the study conducted by Demirel and Cephe in 2015, highlighting the importance of teaching hours and additional workload in relation to teacher burnout. Demirel and Cephe's study confirmed that burnout, particularly emotional fatigue, was a result of a mix of external demands and substantial teaching responsibilities, rather than particular teaching duties. Similarly, as reported by Schaufeli and Enzmann (1998) and Skaalvik and Skaalvik (2016), excessive work was associated with a decline in the physical and emotional health of educators, often resulting in burnout and decreased job satisfaction. According to Jendle and Wallnäs (2017) and Arvidsson et al. (2019), teachers might experience burnout as both physical and emotional fatigue when their workload

continued to increase as new technological requirements, educational policy changes, and the need for personalized student development plans intensified.

Similarly, studies from Sweden have found that teachers often perceived their workload as excessive and unfair, leading many to burnout due to the constant demands placed on them (Jendle & Wallnäs, 2017). Jomuad et al.'s exploration (2021) of how workload correlates with burnout, particularly career dissatisfaction, reinforced the toxic power of burnout on teacher health by showing that overwhelming workloads negatively impacted teachers' job satisfaction, performance, and health. These results are reinforced by the literature, showing the significant link between teaching workload and burnout, and how gender and teaching experience often provoke job-related stress.

Furthermore, Liu with Onwuegbuzie (2012) as well as Yang and colleagues (2019) stressed that in the Chinese setting, heavy workload was closely linked to Chinese teachers. Ultimately, while the excessive teaching responsibilities identified in this research might seem justifiable in theory, they indicated a broader issue within academic settings, where a heavy burden on teachers resulted in a detrimental cycle of anxiety and exhaustion. In line with the findings of Skaalvik and Skaalvik (2016) and Malik (2019), organizations must implement strategies to effectively handle workloads and provide teachers with valuable assistance in addressing these concerns.

When combined with additional work tasks such as lesson preparation, grading, and administrative tasks in addition to teaching, even workloads in this range may cause high levels of stress, thus further complicating the teaching process. For this reason, to lower the risk of burnout and enhance teachers' long-term professional sustainability, job satisfaction, and well-being, effective workload management is essential.

5.2.9. Type of Institution and Burnout

This study which was conducted in Türkiye highlighted a significant prevalence of teachers employed at state universities compared to private foundations. The higher numbers of state-employed participants reflected the reality that the foundation universities were not present in every city in Türkiye. Based upon the findings reflecting that the majority numbers of teachers were employed at state universities, the type of institution did not show a significant impact on burnout levels of the participants. The study by Yangoz and Unal (2023) showed similar findings that

university type was not a significant factor to determine the technostress levels of the EFL teachers in Türkiye.

However, numerous studies in the literature have reported contrasting findings, confirming the effect of type of institution on burnout. As identified by Maslach et al. (2001), the categories of institutional challenges such as an overwhelming workload, a lack of authority (including in conflict situations or role ambiguity), inadequate recognition, a decline in civic engagement and belonging (often as a result of poor teamwork and a lack of respect for one another), unfair management within the organization, and similar problems as well as the low socioeconomic status of the school, institutional rigidity, job overload, inadequate compensation or resources, lack of training or preparation for managing classroom behavior, absence of teacher involvement in decision-making processes, and physical conditions like crowded classrooms, inadequate facilities, and poor working conditions were the same factors that contributed to teacher burnout. Zheng's study (2022) also indicated that significant levels of burnout in higher education vocational teachers were associated with the type of institution. Furthermore, studies by Li et al. (2013) showed that teachers in private schools frequently dealt with particular demands, such as increased performance standards and a more competitive environment, resulting in heightened stress and burnout. To avoid this, some educational interventions supported by government agencies might be provided with well-established methods in educational policies. In addition, burnout could be reduced by preparing the ground for the formation of equitable workload systems within institutions and by determining these workloads with stable employment contracts. Likewise, teachers in public schools in Türkiye were likely to face administrative barriers eventually resulting in long-term stress even though they often felt secure (Altun & Yazıcı, 2011; Pınar, 2018). In contrast, private schools could offer advantages such as smaller classes and unique teaching approaches, yet the lack of job stability and support systems found in public schools might also be a cause of burnout (Demirel & Cephe, 2015).

Although no effect is observed in this study, the literature suggests that the type of institution is an important element in examining burnout among educators, as institutional components refer to various organizational and career aspects, including misaligned career requirements, the socioeconomic conditions of the school, and the

degree of managerial assistance available (Evers et al., 2004). Furthermore, it is important to consider specific educational environments when examining burnout, as different types of universities may have different pressures and factors affecting teacher well-being, requiring detailed examination from all perspectives. To examine the effect of type of institution, the number of the participants from different groups should be equal.

5.2.10. Administrative Responsibilities and Burnout

In this study, the administrative responsibility variable was examined and while investigating whether there was a relationship between burnout and administrative duty, a significant number of the participants had administrative tasks, while the majority did not have any written administrative roles. The findings of the study revealed that no meaningful difference was observed in burnout levels of the participant teachers. The findings of this study were inconsistent with previous studies in the literature.

According to the studies examining administrative roles/ responsibilities and burnout, teachers with such responsibilities experienced high levels of burnout due to the additional workload, exacerbating feelings of being overburdened and under-supported. This echoes the findings of Burke et al. (1996), who identified administrative burnout as being heavily influenced by red tape, typically involving cumbersome administrative procedures, rigid protocols, and burdensome paperwork, and could hinder productivity and contribute to stress or burnout, especially in leadership or administrative roles, particularly among men. Their study found that male burnout was primarily predicted by bureaucratic stressors like red tape, while for women, disruptive students were the leading cause of burnout. This gender difference in burnout predictors could be attributed to the distribution of roles, as more men held administrative positions, while the majority of women were teachers.

In addition, Altıntaş (2014) found that workplace stress could also arise from difficult interactions with colleagues or unmanageable expectations from superiors. This was supported by Genç (2012) who argued that managerial support was crucial for reducing stress among subordinates, reinforcing the importance of a positive leader-member relationship. High-quality interactions between school administrators and teachers, as found by Bolat (2011) and Lee and Ji (2018), were shown to decrease burnout. The negative effects of stress and burnout were well-documented, with long-term exposure

to stress linked to decreased teaching quality and increased dissatisfaction (Kyriacou, 2000). Furthermore, the cumulative nature of negative emotions in stressful environments proved the strong relationship between stress, burnout, and depression (Besse et al., 2015). Hismanoglu and Ersan (2016) discovered that there was a strong association between department and administrative duties. These findings indicate that administrative duties, combined with inadequate support and workplace stressors, contribute significantly to the risk of burnout among teachers.

The importance of maintaining work-life balance is as important as the share of work in business life. Overcoming both administrative and work responsibilities is tiring and also reduces the pleasure of work. Teachers have difficulty in focusing on their teaching responsibilities even when administrative responsibilities are not officially assigned but are required verbally. As found in this study, it is difficult to examine the relation between burnout and administrative responsibilities, when they are requested without being official, but it should be underlined that the authorities should make arrangements especially regarding administrative and work duties in order to combat the challenges experienced.

5.2.11. Region and Burnout

The results of the research showed that around thirty percent of the participants came from the Marmara region, with about twenty-five percent from Central Anatolia. Both the Aegean and Black Sea areas had a substantial number of participants, with the Mediterranean region having a comparable level of representation like the Aegean region. The smallest numbers of the participants were from the regions of Eastern and Southeastern Anatolia. The results exhibited that the variable region did not have any effect on burnout scores. This could be explained by the lack of regional differences as EFL teachers in Türkiye experienced similar challenges such as high workload, academic stress, and institutional expectations, forming the emergence of consistent burnout levels among all EFL teachers across the country. In other countries such as Finland, Sweden, and Belgium, studies on teacher burnout reported that school size, socioeconomic status, and resource availability were important burnout factors, indicating that regional factors greatly influenced burnout levels. This is particularly evident, for example, in Finland, that increased expectations and limited social support accelerated higher burnout levels in schools with larger student populations in poorer

regions (Pietarinen et al., 2013; Skaalvik & Skaalvik, 2009, 2017). Similarly, according to studies by Vercambre et al. (2009) and Pietarinen et al. (2021), teachers in disadvantaged regions in Belgium experienced increased emotional exhaustion and cynicism.

On the contrary, burnout levels in Türkiye were not affected by geographical differences. This may be due to the prevalence of institutional expectations, workload, academic and professional pressures throughout the country, or the lack of existing burnout studies on geographical differences. Due to the education policies made by centralized regulations in Türkiye, a uniform professional environment is created for teachers across regions, probably explaining the absence of regional differences in burnout levels (Skaalvik & Skaalvik, 2009; Pietarinen et al., 2021). Although uniform national policies as those in Türkiye do not form varieties in different regions, this comparison shows that factors such as resources and school environment can affect teacher job satisfaction and burnout in certain situations.

There are certainly variations in contextual factors across countries, and these differences have been identified as playing an essential role in causing teacher burnout. The JD-R theory stresses the importance of having resources to maintain psychological resilience. The findings of this study show that burnout is contextually widespread across all regions of Türkiye, despite different institutions, but its causes and intensity can vary significantly depending on the organizational settings, highlighting the need for an important link between the country's micro-level interpersonal interactions and macro-level social dynamics.

Burnout is a phenomenon that can be affected by many different variables. In order to make sense of its complex structure and evaluate its effect, English teacher burnout in the ELT context was examined with different demographic variables. According to the results, statistically significant differences were found in gender, age, teaching period, marital status and weekly teaching load. Although there was no statistical difference in educational background, undergraduate majors, teaching experience, type of institution and region, it was seen that they had effects on English teacher burnout in qualitative analysis. This shows that studies conducted with mixed method design provide more robust information in burnout studies.

5.3. Factors Leading to Burnout (RQ3)

While answering the third question of this research, it was aimed to investigate the causes of burnout among university-level EFL teachers by combining data from the ELTBS and insights from interviews to examine both the prevalence of burnout and teachers' personal experiences, and thus six main dimensions of burnout through quantitative analysis were identified. These are *Teaching Disillusionment*, *Workload Affliction*, *Academic Oppression*, *Learner Alienation*, *Work-home Collision*, and *Colleague Disaffection* and through qualitative analysis, seven key aspects of burnout were discovered. These are *Academic Pressure*, *Affective Distress*, *Professional Solitude*, *Career Marginalization*, and *Learner Isolation*. The determined factors aligned with established burnout frameworks that emphasized emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Leiter, 2016), encapsulating emotional, professional, and interpersonal challenges that could drive teacher burnout, and aligned with the JD-R model, which posited that excessive job demands, coupled with insufficient resources, causing burnout. Due to primary contributors like workload, academic challenges, emotional numbness (or affective blunting), lack of institutional, managerial, and collegial support, work-home interference, career obstacles, and student disengagement, EFL teachers faced burnout at the tertiary level.

The first factor obtained from quantitative data analysis, *Teaching Disillusionment*, represented a significant level of emotional and professional disconnection that teachers experienced, particularly in the field of ELT. This disillusionment manifested through feelings of apathy, overwhelm, and doubt about the efficacy and value of their work, which often led to a misalignment between their personal and professional identities. Hence, burnout occurred because burnout was often described as a sense of inadequacy and emotional detachment from others (Melamed et al., 2006; Houkes et al., 2011). As the data from this study suggested, teachers frequently expressed boredom and a desire to leave the profession altogether, highlighting a prevalent crisis in teaching motivation. *Teaching Disillusionment* as observed in depersonalization (Maslach & Leiter, 2016) reflected the psychological distancing that teachers adopted.

Current literature also supported these findings by linking faculty teacher emotions to their professional success. Studies such as Stupnisky et al. (2019) demonstrated that

faculty members' emotions, both positive and negative, significantly correlated with their success in both teaching and research. Early-career faculty members, particularly those who were not yet tenured, were especially vulnerable to these emotional challenges as they strove to meet the high expectations set for tenure and promotion while managing the competing demands of teaching, research, and service (Hill, 2009; Watts & Robertson, 2011) as shown in this study.

The sense of disillusionment stated in this study was emphasized by the professional pressure to maintain a balance between personal life and the multifaceted responsibilities of academia, underlining the need for clear expectations, both in annual evaluations and in the broader contexts of tenure and promotion as well as balanced workloads and collegial relationships, which was posited to be a crucial factor in mitigating the negative emotions leading to teaching disillusionment (Stupnisky et al., 2019). When these aspects of the academic environment were lacking, the resulting emotional fatigue could deepen feelings of disillusionment, as teachers struggled to reconcile their passion for education. This misalignment could exacerbate the already fragile emotional state of teachers, leading to decreased job satisfaction and an increased desire to leave the profession altogether.

Motivation is an important factor in combating teacher attrition and teaching disillusionment as well as teaching stagnancy emphasized as a common factor in this study and other studies (Smith & Ingersoll, 2004; Rones & Smith, 2010; Watt et al, 2012). Moreover, promoting teacher agency is crucial for enhancing professional willpower, which could be influenced by the surrounding environment, as Bandura (2006) argued. However, the feeling of disillusionment, as highlighted in this study, might restrict teachers' professional space. Additionally, self-efficacy, a key component of occupational self-concept, played an essential role in teacher well-being as teacher self-efficacy, occupational stress, and teacher burnout were closely interconnected with each factor influencing the others (Liu, 2004; Hu & Jiang, 2006; Skaalvik & Skaalvik, 2017; Zheng, 2022). Therefore, teacher self-efficacy could be promoted to avoid teaching disillusionment.

Additionally, the results of this study aligned with Borman and Dowling's (2008) findings that teachers with higher academic degrees and more advanced qualifications were more likely to leave the profession with the reflection of teaching disillusionment.

Individuals at risk of burnout and work-related depression might experience declines in job performance, increased absenteeism and turnover, reduced productivity, and as a result, they could negatively impact their colleagues (Tennant, 2001) and might feel isolated.

Thus, the dimension of *Teaching Disillusionment* in this study underscored the critical need for institutions to establish clear expectations and to provide comprehensive emotional and collegial support, especially those early in their careers. Although specific data on university faculty attrition rates and the number of educators leaving the profession might not be readily available, teachers frequently emphasized that the issue extended beyond the educational sector, raising broader societal concerns. Proactive measures were necessary to address this growing challenge. Without such interventions, the emotional burnout experienced by many educators was likely to intensify, further contributing to faculty attrition and declining morale across the profession. The insufficient time allocated for fostering collegial and trusting relationships hindered the development of a supportive academic environment. Additionally, faculty turnover disturbed organizational continuity and weakened institutional memory by eroding institutional knowledge.

As demonstrated by the *Workload Affliction* factor in the quantitative data, the findings of the study showed that the workload was a significant contributor to teacher burnout. The results aligned with larger research studies on teacher burnout, which often highlighted the exhaustion from various tasks like excessive workloads, teaching responsibilities, administrative duties, research commitments, and changing assessment needs. These findings suggested that the combination of multitasking and increasing workloads negatively affected teachers' physical and psychological health. This was particularly crucial for women working as university teachers, who formed the majority of participants in this research. Women were more liable to burnout because they often had to balance additional burdens at home and at work. The results were consistent with a study conducted by Bekker et al. (2005) which drew attention to emotional detachment among women in the workforce as they were affected by childcare responsibilities and job demands rather than gender alone.

Similar to these results, previous studies highlighted the link between heavy workload and teacher exhaustion. Liu and Onwuegbuzie (2012) found that stress and heavy

workload were the primary factors contributing to the high turnover rates of Chinese teachers. This is consistent with the findings of this study as the majority of participants reported that heavy workload had a detrimental impact on their mental well-being. In terms of gender distribution, it was seen that predominantly female university teachers participated, which is consistent with research showing that women in education generally faced a higher risk of burnout due to various tasks (Bekker et al., 2005). Importantly, workload was consistently identified as a significant risk factor for burnout in educational settings. Maslach et al. (2001) and Bährer-Köhler (2013) suggested that burnout was a prime outcome of excessive demands and overwork, underlying decreased work engagement, job dissatisfaction, and emotional fatigue. Participants' descriptions of workload requirements in this study illustrated the identified risk factors. Academic teachers often had to take on multiple responsibilities, including teaching, research, and administrative duties, heightening workload and psychological detachment. According to Zheng (2022), the impact of low wages, limited social support, and heavy workload on the professional and personal lives of Chinese university English teachers was evident.

Teachers, unlike other professions, were apt to burnout due to emotional strain resulting from the complexity of their job-related actions, while healthcare professionals often experienced burnout due to physical burden. The main point presented by this contrast was that although burnout due to workload could occur in both jobs, the specific type of stress differed from profession to profession. Furthermore, teachers might feel a great deal of emotional fatigue because of the difficulties they had in forming an equilibrium between a range of tasks and balancing work while dealing with student-centered teaching and communication skills. EFL teachers in particular were liable to the emotional tension required by language teaching, and similar stress patterns were observed in other studies conducted with EFL teachers.

The reasons why EFL teachers experienced burned out were multidimensional. Regarding these, Bao (2016) and Zheng (2022) both indicated that scientific research, high demands, evolving evaluation standards, and heavy teaching responsibilities were the main factors contributing to burnout among EFL teachers. These situations were similar to those encountered by the participants of this study, who specified that burnout was the consequence of stress and anxiety resulting from ongoing pressures beyond

academic requirements. Zheng's (2022) research also supported the results of this study by calling attention to burnout at universities that workload in Chinese universities broadened after the increase in student enrollment and the demands of professional title evaluations and employment processes. Furthermore, Atila (2014) and Güneş and Uysal (2019) also found evidence that teachers with high workload and less experience face elevated risk of burnout, further strengthening the link between workload and burnout. These findings were consistent with this study in which teachers reported that multitasking and taking on responsibilities beyond teaching significantly heightened their emotional detachment. Participants in this study asserted that bureaucratic responsibilities and performance evaluations, as well as tasks unrelated to teaching, made them feel inadequate, and this finding was consistent with the findings of Arvidsson et al. (2019). Moreover, these findings suggested that teachers perceived an increase in their job tasks without a decrease in their current workload and that these tasks were not involved in their job descriptions, weakening their strength not only physically but also mentally.

In addition, Khezerlou (2012) found in his study of Turkish and Iranian teachers that time constraints were a significant factor in the burnout of teachers. Not enough time to complete tasks blocked teachers from managing their emotions known as emotional detachment and as found in this study, time constraints resulted in burnout due to insufficient time for self-reflection or self-care. The findings highlighted the importance of balancing workload and time constraints to form various resilient educational settings. In short, the findings of this study are consistent with other studies on teacher burnout, especially in terms of the negative effects of heavy workload, limited time, and additional responsibilities beyond teaching, which were presented with the *Workload Affliction* and *Teaching Disillusionment* dimensions. To address these issues, systemic changes are needed, such as reducing administrative tasks, re-evaluating workload expectations, and increasing institutional support to alleviate teacher burnout and promote better working conditions.

The third factor highlighted in the quantitative data, *Academic Oppression*, was at a high level determining burnout and described systemic challenges in academic settings, such as constant pressure to obtain funding, lack of institutional financial support, and oppressive conditions associated with having academic tenure by trying to do more

academic studies. At the tertiary level, Turkish EFL teachers were more aware of this significant increase in burnout levels after meeting academic challenges. Identifying *Academic Oppression* illuminated the unique academic perplexity faced by teachers, such as limited growth opportunities and burdensome administrative tasks that were often overlooked in global research. Thus, by addressing these issues, this study aimed to make significant contributions to the field of ELT with its valuable discoveries.

Many in academia agreed that emotional detachment and burnout among English teachers often stemmed from unsatisfactory conditions for professional development and career advancement, especially in the meso dimension (Zhang, 2014). These issues were consistent with the results of this study, emphasizing the paramount concerns that *Academic Oppression* presented in the Turkish higher education system. According to Tang (2011), it was discovered that academic conflicts and regulations within institutions might forecast the occurrence of teacher burnout. In the same way, many research studies showed a strong correlation between high emotional fatigue and disengagement and the tension between teaching and research responsibilities (Heng et al., 2020). Apart from these, this study revealed the main matters in Türkiye such as additional requirements and administrative duties and rigid academic structures, as well as the difficulty of having tenure in academia, which could exacerbate teacher burnout. On the other hand, Liu (2004) stated that English teachers in lower professional positions often felt forced to prioritize financial stability over personal development, having high levels of burnout both emotionally and professionally. Similarly, research assistants and other English teachers in Türkiye had similar situations of coping with stressors such as heavy education workload, limited opportunities for career development, and balancing teaching and research responsibilities. On the other hand, Fan and Yang (2015) also discussed how unfair evaluation methods and limited resources were available in various settings, but this research highlighted that these problems were intensified in Turkish universities due to a highly competitive academic culture focused on research outputs, known as *the publish or perish policy* and higher education environments could become highly stressful environments due to these systemic pressures.

The hierarchical organization of academic staff in Turkish universities was considered to be a major factor in determining burnout and workplace dissatisfaction compared to

previous research. The teachers in this study expressed frustrations that were closely linked to the concept of value incongruence identified by Siegall and Mc Donald (2004). This feeling symbolized the disconnection between individual goals and organizational principles. Many participants cited barriers such as limited opportunities for professional development and overwhelming administrative tasks as the main indicators affecting their job satisfaction. However, the research provided a clear perspective on how these pressures were amplified by a rigid academic hierarchy in Türkiye, forming intricate burnout dynamics. Perceived gender inequalities also played a prime role in shaping the higher education landscape in Türkiye as well. Our country faced greater barriers than other countries such as Luxembourg and Switzerland, where the costs and benefits of higher education were more equally distributed (The Organisation for Economic Co-operation and Development, 2024). This study also showed that teachers experienced *Academic Oppression* based on their increasing concerns about job instability as there were educational job constraints in the field of education.

Burnout phenomenon showed relation to administrative tasks and according to research conducted by Yıldız and Kocaman (2023), there was a significant correlation between the amount of time that junior academicians spent on administrative and technical tasks and their burnout experience. The other connection between high burnout rates among teachers and insufficient career progression was identified in this study as this research provided a condensed analysis of the burnout situation in Türkiye. On the other hand, senior academics, such as professors, expressed higher job satisfaction and faced fewer administrative demands due to their stable employment.

Academic recognition and tenure could affect career and health. Studies by Liu (2013), Tang and Zhao (2013), and Li (2016) pointed out that junior faculty members experienced higher rates of emotional fatigue and burnout than senior faculty teachers, reinforcing the distinction between the two groups. The results of the study suggested that teaching assistants and instructors also faced increased levels of burnout due to hierarchical systems that hindered their career advancement. However, this study presented that these challenges were particularly acute in Türkiye, as rigid academic ranks and few academic opportunities made mental stress severe. In conclusion, the findings of this study aligned with the substantial body of existing research on teacher

burnout and emotional exhaustion; however, the Turkish higher education system presented its own unique academic issues. The existence of gender inequality, excessive administrative workload and inflexible academic hierarchies could make early-career academics develop burnout manifestations in particular, and contribute to spread *Academic Oppression* specifically among EFL teachers in Türkiye.

This research highlighted how issues within Turkish institutions strengthened emotional detachment and impeded career advancement, especially among inexperienced faculty members. The system resulted in a stressful atmosphere in which teachers' educational qualifications directly affected their mental well-being and career progress. Therefore, it was emphasized that the Turkish Higher Education policy needed to focus on promoting structural equality in order to the advancement of university teachers' careers and the emotional well-being of all the stakeholders.

The fourth element in the quantitative data is *Learner Alienation*, indicating the lack of motivation caused by students who were not engaged. Teachers frequently experienced a sense of disconnection from their students' learning journey because of factors like students' reluctance to use English or their disinterest in cultural elements. This factor presented the cultural obstacles to language teaching in Türkiye, particularly the students' reluctance to learn English.

English is taught as a foreign language in Türkiye, and there was a clear conflict between teachers and students evolving in an unsatisfying way as there were disinterested students who were unwilling to use English in and outside the classroom or to respect cultural differences between English and Turkish. Although this finding contradicted the idea that strong teacher-student relationships generally created a positive learning environment to diminish teacher burnout, it was consistent with the broader research focusing on cultural barriers in education (Milatz et al., 2015). While positive teacher-student interactions were generally seen as essential for dealing with burnout, the situation in Türkiye showed variations. Lack of student engagement made it more complicated to develop strong relationships, leaving teachers feeling disconnected and potentially feeling stress and mental exhaustion. Contrary to Klassen et al. (2012), who underlined that strong bonds were associated with reduced emotional exhaustion, and a lack of student engagement could pose challenges for teachers in forming cultural awareness and sensitivity.

Worldwide research also supported these burnout outcomes in Turkish schools, such as behavioral problems, conflicting roles, and heavy workloads (Hakanen et al., 2006; Skaalvik & Skaalvik, 2010). The context-specific difficulty emphasized by this study was the cultural opposition to the use of English as the medium of instruction. When cultural participation is integrated into the education system in general, it could help eliminate fatigue and burnout experienced by teachers who teach in schools with specific sociocultural characteristics of Türkiye.

Additionally, in Türkiye, this sense of alienation seemed to be more connected to cultural disconnection rather than just behavioral issues, as teacher burnout was often being associated with factors such as student behavior problems or increasing diversity (The Organization for Economic Co-operation and Development, 2014). This gap underscored the teaching needs such as behavior management strategies, deeper cultural competence as well as motivational drives to learn a language.

In general, the findings showed that while disengagement contributed to burnout, similar to elsewhere, the unique cultural aspects of the Turkish context marked by aversion to English and detachment from cultural aspects required a sophisticated approach, considering both cultural and educational methods to improve teacher-student relationships and reduce burnout.

The fifth factor, the *Work-Home Collision* dimension, had a substantial effect on research participants. This variable showed how much the spheres of personal and professional life intersect. According to this study, tertiary-level teachers found it difficult to strike a balance between work and family time. Work-related stress frequently invaded personal space, which also aggravated burnout. Teachers also reported difficulties in managing family time, incessant work-related thoughts even at home, and neglecting household duties because of work demands. Teachers' incapacity to partake in their favorite hobbies after work was one example of how this work-to-home overflow intensified burnout.

As highlighted in this study, teachers struggled to maintain a boundary between their personal and professional lives. Similar to how role expectations in both areas competed, conflicts between work and family responsibilities could evoke stress and adverse health outcomes, frequently impairing well-being (Frone et al., 1997).

According to Frone (2000), women might be more negatively impacted by work-family conflict since they had to prioritize household tasks due to social pressures.

Cross-national studies could shed further light on how varying societal norms or work-family supports influence the negative effects of role strain on mental health (Chandola, 2004). For example, traditional ideas about gendered divisions of domestic labor are still prevalent in industrial cultures such as Japan. Nonetheless, the career paths of Japanese women resembled those of men day by day (Seiyama, 1999). Particularly susceptible to stress-related burnout were women working in conventional occupations like nursing who attempted to maintain equilibrium in their roles as mothers and housewives (Higashiguchi et al., 1999). Similar cultural views regarding women's duties still exist in Türkiye and Japan, as evidenced by the study's predominantly female participants.

In contrast, Nordic nations, such as Finland, offered robust assistance to working parents through extensive childcare programs, generous parental and family leave regulations, and flexible work schedules for parents of small children (Evans, 2001). Yet, even among married women teachers in Türkiye, the demands of their jobs interfered with their social life, making it difficult for them to spend time with their families.

Work-home Collision dimension of this study is recognized as an important concern of teacher burnout and is related to broader issues of work-life balance (Kinman et al., 2011). Teachers who found it difficult to distinguish between their personal and professional obligations were under more stress since their work interfered with their personal and family lives. As this study suggested, organizations could help teachers achieve a better work-life balance by assisting with workload management, offering flexible scheduling, or fostering mental health initiatives.

The Work-home Collision also showed similar findings from Noronha and Aithal (2020), who reported that work-life conflicts were significant factors that might affect work life, especially for female teachers. The qualitative findings of this study further elaborated on how socio-cultural expectations around caregiving roles intensified collisions between work and home duties, which is a unique contribution of this study to the literature.

Based upon the qualitative data findings of this study, five key themes comprising *Academic Pressure*, *Affective Distress*, *Professional Solitude*, *Career Marginalization*, and *Learner Isolation* were formed. These findings were generated from the semi-structured interviews as the qualitative data instrument and were predominant factors that caused English teacher burnout, showing consistency with the factors obtained from the quantitative data.

Academic Pressure was the first theme that provided the core contributors of burnout as stated in the Social Cognitive Theory and Structural Theory, including the categories of *academic and professional factors*, and *social and environmental factors*.

The former category, *academic and professional factors*, was listed as increased workload, inequality in task distribution, tasks beyond job description, last-minute tasks, excessive teaching load, excessive job responsibilities, unplanned work processes, research activities, inequity in course distribution, insufficient number of staff, inflexible work flows, paperwork overload, sudden changes in workday flow, mandatory service load, inability foster collaborative work, mandatory use of standardized teaching materials, administrative responsibilities, pressure from supervisors and colleagues and time constraints, and all these factors damaged both individuals and organizations (Kyriacou, 2001; Eker et al., 2007; Karabiyik et al., 2008; Pinar, 2018). Because of these long-term and frequent influencing mechanisms, academic pressure became widespread among EFL teachers as they suffered from the relationship between all these determinants and academic burnout at universities.

The latter category, *social and environmental factors*, encompassed decrease in social interactions, institutional attitude towards teachers, issues with available equipment and resources, environmental factors, disparities between public and private institutions, comparative peer evaluation, issues within the education system, unfavorable physical environment, physical infrastructure, interpersonal conflicts in professional relationships, problems within organizational structures, systemic failures, presence of changing students and institutional management (Scott, 2014; Ghanizadeh & Jahedizadeh, 2015; Rostami et al., 2015; Oliveira et al., 2021; Büyükkada et al., 2021). ELT is impacted by various factors, one of which is social side that could put high-pressure on EFL teachers and for this reason, the teachers were forced to struggle with the harmful effects of burnout.

Affective Distress was the second theme that gave importance on emotional, physical and mental tenets of Social Exchange Theory as well as Hobfoll's Conservation of Resource Theory (2001), covering the categories of *Feeling Burnout*, *Emotional Dysregulation*, and *Work-Home Balance*.

Feeling burnout was experienced with the signs such as feeling tired and unhappy after work, feeling unwell and exhausted during work, emotional tense in the mornings at work, experiencing periodic burnout, high level of burnout during midterm and end of terms, feeling anxious and stressed before work, workload correlating with burnout and year-round persistent burnout (Schaufeli et al., 2011).

Emotional dysregulation was emphasized as a pivotal domain that required to struggle with intense emotions that prevented wellness but there were some adverse circumstances experienced by the participants of this study such as feeling psychologically unresilient, negative impact of classroom environment on emotional resilience, adverse effect of work environment on emotional resilience, shouting loudly due to decreased endurance, distancing, inability to maintain endurance, effort to balance endurance with external motivation, difficulty in maintaining emotional resilience after work, inability to preserve emotional resilience in compulsory situations, vulnerability due to negative student feedback, inability to keep emotional resilience in the last five years (Edú-Valsania et al., 2022). To sustain emotional resilience, there could be many ways such as positive thinking, professional support, or self-protection by escaping from the existing situation like doing digital detox as underlined in the literature (Evers et al., 2005; Llorens et al., 2007; Lee et al., 2019; Anandpara et al., 2024).

Work-home balance was the third category of *Affective Distress*, which forced the teachers to juggle their home and work life with detrimental impact of workplace responsibilities on home life and insufficient family time caused by work demands (Otero López et al., 2008), but when there was positive state of home life during academic terms, it was possible for them to have a life without burnout effects (Kinman et al., 2011).

Professional Solitude, as the third theme of qualitative data analysis, was driven by *managerial isolation*, *lack of in-service training* and *absence of social support*. The Social Support Theory (Cohen & Wills, 1985) and Cognitive Appraisal Theory

(Folkman & Lazarus, 1984) underlined the connections between social interactions and cognitive assessments of individuals that triggered stress reactions as this study argued with *Professional Solitude*.

Managerial isolation embraced deficiency of social support, career-inhibiting management approach, experiencing unsettling conflicts, feeling of worthlessness, permission enforcements, short term executive support, stigmatization, communication breakdown, mobbing at work, neutral social support, intra-organizational injustice affecting performance, mind games in meetings, challenging relationships with managers and forced resignations, which were stressed in the literature as well (Kahill, 1988; Eisenberger et al., 1990; Zhong et al., 2009; Erdag & Tavit, 2021).

The second category, *lack of in-service training*, entailed shortage of financial support for career development, limited career support, reliance on self-development through books, general in-service training programs, scarcity of institutional support for career development, in-service training based upon theory and absence of in-service training programs (Bao, 2016; Li, 2016; Atmaca, 2017).

The last category, *absence of social support*, incorporated disturbing lack of social support, feelings of alienation due to lack of support, superficial support, imposition of thought sharing, groupings in the workplace, inadequate colleague support, conflict of interest among colleagues and disappointment due to lack of support (Deneme, 2021; Rastegar & Rahimi, 2023).

The fourth theme, *Career Marginalization*, represented the highly versatile perspective of the Job-Demands Resources Theory (Demerouti et al., 2001) in Türkiye as insufficient resources and excessive job demands forced EFL teachers due to educational policies, societal value and innovation challenges that composed *Career Marginalization*. The first category was *educational policies* that included the need for standardization in educational policies, recommendation for English courses to be elective, requirement for consistency in educational policies nationwide, requirement for reforms in educational policies, limitations of individual efforts in education, the need for flexible English teaching programs, regulation for mandating teaching degrees for educators, ineffective policies, year internship in educational policies, lack of consideration for teachers in educational policy making, professionalism challenges in educational policies, the need for collective action to reform educational policies,

implementation challenges in educational policies, partial adequacy of current educational policies, necessity for hybrid education models, prevalence of rote-memorization-based educational policies, inefficiency of weekly two-hour classes in terms of time and energy, necessity for overseas preparatory programs, discouragement of English-teaching departments in every city, need for standardized English assessment criteria, evaluation of educational material quality, proposal for an English Village on campus, emphasis on the communicative aspect of English language teaching, absence of inter-university collaboration supporting English teachers' career development, reform of local educational policies, necessity for a modular educational system, the imperative for a unified curriculum, evaluation of university admission rankings, teaching within a formal framework, pre-career burnout among teacher candidates, need for a multidimensional examination approach, ensuring policy makers develop English teaching programs, transition from exam-centric education, necessity for content revision in examinations, development of English teaching programs aligned with societal needs, lack of teacher autonomy, requirements to increase course offerings, neglect of emerging academic theses, insufficiency of current educational policies, necessity of international assignments, disregard for international educational trends and recommendation for English courses to be elective. The educational policies in Türkiye are in need of reassessment urgently as Huang et al. (2003) and Büyükada et al. (2021) stressed, and the fundamental changes in the education system with the codes in the category of *educational policies* remarked by the participants of this study became indispensable necessities for the benefit of all the stakeholders in ELT in Türkiye, which is also one of the unique contributions of this study.

The second category, *societal value*, included perceived value from society, prospective English teachers not perceiving the profession as valuable, misalignment of societal value, failure to receive deserved recognition, absence of tangible value despite abstract value, existence of societal respect, gradual decline in respect and negative societal attitude (Maslach et al., 2001; Rudow, 2010; Skaalvik & Skaalvik, 2017).

The third category, *innovation challenges*, constituted lack of creativity and innovation in decision making, ability to make quick questions, exclusion from decision-making mechanisms, deficiency in creativity, failure to solicit ideas related to creativity and innovation, detrimental influence of workload on career development, decision-making

authority based on seniority, problem-solving ability and temporal creativity and innovation issues, which Koch and Adler (2018) also concentrated on.

Learner Isolation was the fifth theme with two distinct categories as *Learner Motivation* and *Learner Profile*, which also showed the big impacts of negative social networks as the Social Support Theory (Cohen & Wills, 1985) emphasized.

Learner motivation consisted of student apathy, lack of intrinsic motivation among students, flexibility for students to change classes despite academic challenges and low readiness levels among students (Kokkinos, 2007; Sadeghi & Khezrlou, 2014).

Learner profile included availability of students at different levels, existence of students with disciplinary, changing student profiles during the term, detrimental influence of increasing international student numbers, presence of students with weak academic profiles and challenging student profiles (Croom & Moore, 2003; Covell et al., 2009).

All these dimensions gathered from the quantitative and qualitative data formed the burnout framework of EFL teachers at the tertiary level in Türkiye with their distinct features and this study consisted of findings that supported each other. Therefore, these important results require to be evaluated in detail to contribute to the teacher resilience and well-being in order to deal with EFL teacher burnout.

5.4. Burnout Symptoms Experienced by Turkish EFL Teachers at the Tertiary Level (RQ4)

The fourth research question was to find out what burnout symptoms were experienced by EFL teachers and to answer this question, a comprehensive qualitative data analysis was conducted. The data obtained from the personal insights of the teachers were detailed into the qualitative data analysis through MAXQDA software and the burnout symptoms experienced by EFL teachers were obtained under the *Psychosomatic Indicators* category in this study, and the physical, psychological and behavioral symptoms were obtained. The vast majority of participants in this study stated that they experienced psychological symptoms of burnout (over sixty percent), a significant majority faced physical symptoms of burnout (nearly thirty-two percent), and a small percentage (around seven percent) showed behavioral symptoms of burnout. These frames for these symptoms are consistent with the literature as burnout could affect individuals not only physically but also psychologically (Koruklu et al., 2012). Besides,

as burnout occurrence showed process, it was likely that there were unique signs for each process representing symptoms for interpersonal, intrapersonal, organizational as well as societal settings as Fischer and Boer (2011) indicated and therefore, similar to the findings of this study, there are various categories of burnout manifestations including *physical, affective, cognitive, behavioral* and *motivational* (Schaufeli & Enzman, 1998).

In this study, according to the majority of the participant teachers, *the psychological symptoms* could be listed as following; physical and psychological problems, decreased motivation, psychological fatigue, tension, experiencing performance decline, development of psychological disorders, sense of distress, feeling pressured, stress and anxiety, feeling of loneliness, feeling burnout and extreme weariness at the end of terms, mental strain, feeling lethargic, becoming aggressive, perception difficulties, high level of anxiety, mental blockage, sense of helplessness, feeling highly exhausted, depressive mood, difficulty focusing on work, feelings of unhappiness and pessimism impatience. In the literature, similar symptoms have been identified such as depression, hopelessness, tension, confusion, disappointment, anxiety and disappointment (Kahill, 1988; Schaufeli & Enzman, 1998; Sari, 2004; Ahola & Hakanen, 2007; Zhong et al., 2009). Especially depression was cited as one of the most dominant mental health issues in the literature (Gray et al., 2017). Besides, teachers in other studies explained that they had reduced life and work satisfaction after feeling burned out (Hakanen et al., 2006; Capone et al., 2019). The motivation levels and well-being of the teachers were negatively affected by the negative consequences of burnout (Aloe et al., 2014; Yorulmaz et al., 2017).

The physical symptoms indicated by a large group of participants in this study were physical fatigue, headaches, other physical issues, undergoing physiotherapy sessions due to stress, sleep disorders, use of painkillers, excessive insomnia, physical strain, lumbar flattening, sciatic nerve compression, and herniated discs, excessive fatigue at the end of terms, fibromyalgia, general body pain, having digestive problems, voice tone changes due to stress and weakened immune system.

Several studies concluded that teachers experienced various negative consequences of burnout regarding physical health problems such as frequent headaches, chronic fatigue, immune system disorders, body aches and the like (Melamed et al., 2006a; Melamed et

al., 2006b; Duxbury et al., 2021; Galanis et al., 2021). Exhaustion was regarded as a common feeling of constant stress by the participants of this study. Similarly, many studies showed the detrimental effects of exhaustion on teachers' well-being (Wolfram et al., 2012; Barkhuizen et al., 2014). Furthermore, burnout led to an increase in the heart rhythm and neurological problems (Talmor et al., 2005; Melamed et al., 2006b) by reducing efficiency at work. Some diseases like diabetes type II, cardiovascular disorders and musculoskeletal issues were found to be related to burnout (Honkonen et al., 2006; Melamed et al., 2006a). As underlined in this study, impaired sleep or short sleeping were the results of burnout (Melamed et al., 2006b; Brand et al., 2010). The significant relationship between teacher burnout and physical health was widely reported in the literature, emphasizing that burnout consistently occurred with psychosomatic complaints (Bährer-Kohler, 2013). Besides, illnesses such as gastroenteritis might put the teachers at increased risk, highlighting the association between burnout and diagnosed illnesses (Bährer-Kohler, 2013). Additionally, the common physical problem that teachers mainly complained about was voice disorders as a result of exhaustion as numerous studies revealed the same findings and the outcomes of the studies examining teachers' somatic complaints and illnesses such as voice disorders via Belcastro's inventory (1982) suggested that voice disorders and frequent loss of voice might be the results of high burnout scores (de Brito Mota et al., 2019; Madigan et al., 2023). The studies showed empirical evidence between burnout and physical health outside of teaching and supported an association between them (Shirom et al., 2005; Melamed et al., 2006a, 2006b; Salvagioni, 2017). The findings of this study describing physical symptoms also show parallel to the literature by underscoring the mediator role of burnout between job stress and health issues.

The behavioral symptoms of burnout based on the participants' remarks in this study included procrastination, behavioral changes, teaching withdrawal, and reluctance to go to work. A significant relationship between teacher burnout and behavioral symptoms was widely reported in the literature (Bährer-Kohler, 2013). According to Kaçmaz (2005) and Shirom et al. (2005), the behavioral indications were disruption of social interaction, especially due to burnout, unpleasant attitudes towards colleagues and other individuals, and using absenteeism or illness as an excuse for not coming to work, deterioration of service quality, and postponing or not doing certain tasks (Williams et al., 2007; Peterson et al., 2008; Zhong et al., 2009; Van Bogaert et al., 2010). These

inappropriate behavioral manifestations of teachers after experiencing burnout could directly affect their lives physically, socially and academically (Sears et al., 2000; Leiter & Maslach, 2009; Zhang & Feng, 2011).

To avoid or prevent burnout, teachers can apply mindfulness techniques to reduce emotional and psychological stress, plan their priorities, separate work issues from personal life and change their perspectives to reduce stress (Luken & Sammons, 2016). Maintaining a healthy lifestyle is certainly important and a healthy path can be followed with certain typical methods. For example, walking, exercising, maintaining a good diet and limiting screen time can both help teachers be healthy and create a new lifestyle. Social support has a significant role for the well-being of educators and can be achieved by being with friends, colleagues and in various environments (Kinman, 2014; Talbot & Mercer, 2018; Dreer, 2023).

Teachers each have distinct interests and pastimes that they enjoy such as cooking. Teachers themselves take personal time to relax and rejuvenate through hobbies, cooking, reading, performing music, and spending time with their families or alone (Iwasaki & Schneider, 2003; Emeljanovas et al., 2023). Lastly, stress relief and improved mental health are achieved through the use of relaxation techniques, such as breathing exercises and counseling. These many approaches show the all-encompassing strategy EFL teachers use to prevent burnout, meeting their requirements on both a personal and professional level to preserve overall well-being.

In short, the psychological, physical and behavioral symptoms that teachers exhibited due to burnout were not only related to their own physical and mental health, but also affected their social relationships in academia with the behaviors they displayed (Seligman & Csikszentmihalyi, 2014; Rand et al., 2020). Therefore, work efficiency might decrease due to these behavioral symptoms since the sustainability of Turkish education might be greatly blocked by frequent instances of burnout. Apart from these symptoms, the other symptoms in the literature comprising affective symptoms including depressive and anxiety symptoms, cognitive symptoms on interpersonal such as negativism, absence of cognitive empathy or intrapersonal levels like helplessness or memory related issues such as memory impairment and motivation symptoms like a loss of zeal, boredom, disillusionment could also occur due to burnout (Bährer-Köhler, 2013), thus new policies should be developed regarding the issue of burnout.

5.5. Coping Strategies for EFL Teachers' Burnout (RQ5)

As burnout syndrome is widespread among teachers especially EFL teachers as seen in this study, the aim of coping strategies for burnout was to acquire techniques or approaches to deal with stress or difficult emotions caused by burnout and to ensure that individuals, namely teachers, could overcome these obstacles and acquire skills and habits to support them in maintaining their emotional well-being. Thus, teachers could maintain the potential to handle challenging situations by reducing the effects of stress factors. To respond to the stressors, there could be some approaches known as problem-focused and emotion-focused coping strategies (Folkman & Lazarus, 1984). The participants in this study reported that they took the former approaches (problem-focused) by trying to solve the problem with the elimination of the stress source as well as the latter (emotion-focused) approaches by regulating their emotions. Therefore, in this study, as a result of the analysis of the data obtained through qualitative data, five categories were formed, namely *Personal Activities*, *Emotional and Psychological Coping*, *Healthy Lifestyle*, *Social Strategies* and *Relaxation Techniques*.

The first category in this study, *Personal Activities*, covered engaging in conversation, listening to music and making music, pursuing leisure activities, planning tasks, sleeping, engagement in family-oriented activities, narrativization of problems, avoiding interaction with others, reading English research studies, reading books, backstage negotiations, enhancing professional competence, focusing on the problem, immersion in sufism, watching television, self-care, expressing thoughts without hesitation, solitude, taking up hobbies and engaging in nature-based activities. These activities might help develop inner-motivation and self, which were fundamental to avoid burnout and which could promote job and life satisfaction when individuals willingly started reacting to burnout. According to Jang et al. (2007), coping strategies were not the same as coping styles because coping styles were mainly personal variables whereas coping strategies were predominantly situational and specific. Many studies in the literature have shown similar findings that having a lifestyle with various activities could strengthen the resilience of individuals (Bernaards et al., 2006; Jonsdottir et al., 2010; Lindwall et al., 2014; Bretland & Thorsteinsson, 2015; De Vries et al., 2016). Some of these studies constituted the association between regular physical activity and burnout, showing a negative correlation. Moreover, the assets of physical activities fostered not

only physiological but also psychological mechanisms and thus, the effects of burnout could be reduced (Naczenski et al., 2017). In addition, the unique contribution of this study was also to underline the significance of physical activities with examples to deal with burnout.

The second category, *Emotional and Psychological Coping*, comprised of problem avoidance, denial of the problem (as seen in emotion-focused coping strategies in the literature, Folkman & Lazarus, 1980), non-personal approach, cognitive redirection, awareness, de-prioritizing work, maintaining work-life boundaries, and changing perspectives. Leka and Cox (2008) stated that awareness could be raised with education and hence, work-related stress could be prevented. Self-confidence might provide individuals how to perceive their abilities in order to be successful in work responsibilities. As Bandura (1986) asserted, self-confidence helped people use active coping strategies since they were aware of their own self. Additionally, self-regulation, regarded as an important aspect of individuality, might lead to emotion or behavior changes to reach desires or goals (Gollwitzer et al., 2018), and positive personal skills could be gained. In developing countries, family and society support also become paramount for raising awareness and other emotional and coping strategies.

The third category, *Healthy Lifestyle*, included walking for relaxation, exercise-induced stress, relief, digital detoxification, nutritious diet and sedative medication. This study proposed that healthy lifestyle behaviors formed dynamic mechanisms to be capable of planning life routines on the basis of emotions and provided physical and psychological resilience, which could also be maintained via therapy. At the moment of cognitive impairment resulting in the presence of depression and burnout, individuals might tend to use antidepressants or sedative medication. Instead, selective serotonin reuptake inhibitors (SSRI) were recommended when the burnout patients faced atypical symptoms like diminished energy at work or in daily routines (Murck, 2002). A cognitive behavioral therapy (CBT) was also advised for helping burnout victims to alter negative ideas, critical self-evaluations or dysfunctional behaviors leading to burnout (Voderholzer & Hohagen, 2010). To have a healthy life without burnout, electronic detox treatment could be applied as emphasized in this study because with electronic detox treatment, individuals might get rid of alienation and solitude as well as general health problems due to high rates of the utilization of social media and smart

phones, and it was highlighted that digital detoxification could preserve teacher welfare, and personal digital detox interventions were pivotal for teacher well-being. According to Anandpara et al. (2024), their comprehensive analysis of digital detox approaches proposed digital detox programs in various settings to develop sustainable healthy lifestyles. According to Bährer-Kohler (2013), healthy life could be provided with healthy nutrition but more importantly, mental stability with cognitive or emotional well-being could promote healthy lifestyle.

The fourth category, *Social Strategies*, encompassed peer social interactions, involvement in collaborative discussions, peer meetings, engagement in various settings and collegial relationships. To be social, the vitality of support cannot be ignored because social support is essential in occupational stress (Weber & Jaekel-Reinhard, 2000). As social relations among professionals were exclusively linked to burnout, the breakdown of social relationships at work could increase conflicts and decreases productivity and the problematic relationships with coworkers in the organizations could heighten burnout (Maslach & Leiter, 1997; Demir et al., 2003). When social resources such as social communication activities including interactions, discussions and meetings among team members (colleagues or administrators) as presented in this study were utilized, burnout levels among them were likely to decrease (Devereux et al., 2009). Otherwise, they could become more vulnerable to occupational burnout (Mattila et al., 2007).

The fifth category, *Relaxation Techniques*, provided breathing exercises and receiving therapy because the participants stated that they benefited from these techniques to prevent exhaustion. Similarly, Bährer-Kohler (2013) suggested that relaxation techniques be applied to live a healthy life. The relaxation techniques helped people get away from work-related problems and contributed to their well-being while blocking burnout effects. Moreno-Jiménez et al. (2009) explained that psychological distance, relaxation and leisure control activities were fundamental relaxation strategies. The use of therapy was also noteworthy to hinder the development of burnout with some implications. For the treatment of burnout, the diagnosis was essential to evaluate the symptoms of burnout with respect to somatic complaints and then the strategies related to occupational psychology and medicine could be employed within an interdisciplinary approach that provided medical and psychological interventions (Weber & Jaekel-

Reinhard, 2000) as well as organizational group therapies and individual treatment techniques such as burnout management with effective breathing exercises to interrupt the development of burnout symptoms. All these techniques required not only intentional but also conscious attempts to fight against burnout at micro, meso and macro levels.

Briefly, coping strategies do not include only one certain type. As Carver (1997) indicated, the Turkish EFL teachers benefited from *Approach, Avoidant and Neither Approach nor Avoidant Coping strategies*. Also, problem-focused and emotion-focused coping as well as active or passive coping attempts (Pines, 2009) were available not only in the literature but also in the findings of this study. More importantly, the contribution of the findings of this study to the literature was to propose what EFL teachers' coping strategies were such as *Personal Activities, Emotional and Psychological Coping, Healthy Lifestyle, Social Strategies and Relaxation Techniques* with details and how they benefited from them explicitly and implicitly as a result of defensive way of coping.

6. CONCLUSION

In this section, first of all, a summary of the present study is given. Then, the implications of the study for university teachers, the administrators and teacher trainers as university members, and higher-education policy makers are explained. Finally, the limitations of the present study and suggestions for further research are presented.

6.1. Summary of the Study

This study aimed to comprehensively investigate burnout among university-level EFL teachers in Türkiye via mixed methods design. Since there was a lack of context-specific burnout measure in the literature, the need to develop a context-specific burnout scale emerged as a priority. Two methodologies, namely deductive and inductive, were used in scale development studies. Therefore, these methodologies were followed to develop a context-dependent scale of the study. In order to find out whether university EFL teachers in Türkiye experienced burnout, firstly, qualitative data were collected from 38 voluntary EFL teachers working at the state and foundation universities across the country and they were requested to write about their burnout experiences in their essays/compositions. To obtain more detailed information about burnout, interviews consisting of fifty-four questions were conducted with 17 volunteer English teachers working at the state and foundation universities. Common expressions in essays/compositions and interviews were identified and then the prevalent items in the existing scales mentioned earlier and themes frequently seen in the literature were examined and all the analysis results were brought together. Based on all qualitative data, a pool of 144 items was initially created. After expert review phase, it was ensured that the items were simple and understandable with only one expression of judgment or opinion, and some items were removed. Following this, a new list containing 66 items was created. Following the reviews on the content and face validity of the items, 54 items were approved based on the consensus among the experts. The draft scale consisting of 54 items was shared with seven participants and the items were improved. For the development of the scale, there were multiple times of phases for expert opinions and the panels of experts (3 to 12 experts) consisted of the professors, associate professors, assistant professors and lecturers who already carried out studies on ELT, Turkish Language Teaching, Psychology and Education, Burnout or Scale Development and Organizational Behavior and Commitment as well as Translation and

Interpreting. All the procedures including item development via deductive and inductive methods and expert review phases lasted between June and September 2023. It was essential to analyze the scale with two implementations of the quantitative part as the initial and main parts of the study. Besides, the Ethical Approval was obtained before these practices and for two different parts of the present study, the Ethics Committee Permission was received to conduct the study in August, 2023 and May, 2024 separately.

For the initial study, the study participants were selected and the sample comprised *teachers* with different titles as research assistants, lecturers, instructors, assistant professors, associate professors, and tenure-track professors (Due to the various titles of the participants at universities, all were named *teachers* that refer broadly to all tertiary-level academicians) (International Standard Classification of Occupations, 2008). The developed ELTBS scale was distributed among ELT teachers working at tertiary level from 75 cities in seven regions of Türkiye by utilizing multiple social media and professional networking platforms including *Facebook*, *Instagram* and *Telegram* as well as professional social business network like *LinkedIn*. Random sampling was preferred in this study as it was recommended in the scale development to create validity and reliability when there was a wide spectrum of participants. Therefore, the initial part of the study was conducted with 295 participants working at state and foundation universities in Türkiye between September and December 2023, and the data gathered at this stage were analyzed with SPSS (Version 22.0) for the first version of ELTBS including Exploratory Factor Analysis (EFA). The data for factor analysis were found to be sufficient according to the Bartlett test result. As a result, the scale exhibited a six-factor structure and required re-evaluation of the analysis for these six factors via Confirmatory Factor Analysis (CFA). As a result, the English Teacher Burnout Scale (ELTBS) was developed. The ELTBS was rated on a five-point Likert scale. Following the scale items, demographic variables were formed, including gender, age, educational status, undergraduate majors, teaching experiences, the teaching period spent at their current university, marital status, weekly teaching load, types of institutions, administrative duties and region.

For the main study, CFA was performed using SPSS and AMOS Structural Equation Modeling tool (Version 22.0) using a confirmatory sample of 728 people working at

state and foundation universities in Türkiye between May and July 2024. In CFA, the fit indices of the six-factor model related to EFL teacher burnout were examined. The CFA results provided important information about the fit and general structure of the model and it was seen that all fit indices had acceptable values. Based on the findings, it was concluded that the created model was suitable for the scale items. The calculated value of Cronbach's alpha coefficient measuring the reliability of internal consistency was 0.933, exceeding the recommended threshold of .90. As a result of the reliability and validity analyses, it was determined that the scale used to collect data for the research model were both highly reliable and had discriminant validity. The period for gathering quantitative data lasted for 13 months (between June 2023 and July 2024).

Based upon the main study quantitative data findings, the responses to research questions 1, 2, and 3 were given by using SPSS and AMOS. The response of the research question 3 also included the qualitative findings. The other questions 4 and 5 were answered with the help of qualitative findings. The qualitative data findings were analyzed using MAXQDA.

The first research question was to present the levels of burnout that EFL teachers perceived at universities in Türkiye. The descriptive statistics with the calculation of mean scores and standard deviations provided varying degrees of burnout. The participants in this study exhibited a wide range of burnout levels and most of their burnout levels indicated a tendency toward the mid-range of the scale, and it was clear that the participants strongly agreed that they experienced burnout mainly about their academic studies and they felt oppressed by the constant academic challenges.

The second research question was to address the demographic variables affecting teacher burnout among EFL teachers. The demographic variables included gender, age, educational background, undergraduate majors, teaching experience, teaching period at the current institution, marital status, weekly teaching workload, type of institution, administrative responsibilities, and region. To see the effect of these variables on teacher burnout, descriptive and inferential statistics were computed. Based upon the findings of the independent samples t-test and one-way analysis of variance (ANOVA) analyses, gender, age, teaching period at the current university, marital status and weekly teaching load were significant predictors of burnout scores. However, the independent variables including educational background, teaching experience, undergraduate majors,

type of institution, administrative responsibilities and region did not significantly predict burnout level.

The third research question addressed the factors leading to burnout among EFL teachers and was answered via the quantitative and qualitative data analyses using SPSS and MAXQDA. Through quantitative data analysis, the six notable factors influencing EFL teachers were identified, which are *Teaching Disillusionment*, *Workload Affliction*, *Academic Oppression*, *Learner Alienation*, *Work-home Collision*, and *Colleague Disaffection*. With *Teaching Disillusionment*, teachers had doubts of the value of teaching English and had the feelings of apathy, reluctance, boredom, overwhelm, a lack of drive to teach and a desire to quit working, resulting in burnout and a decrease in motivation. *Workload Affliction* occurred with emotional and physical exertions due to excessive workload as teachers explained that they felt weary, tense, and anxious. *Academic Oppression* highlighted the challenges that the teachers faced through their academic career with the feelings of oppression and discouragement as there was lack of support, the unpleasant search for funding, changeable academic standards and the hindrances to gain academic tenure-track positions in Türkiye. *Learner Alienation* showed how teachers struggled with the student-related problems such as learner engagement and learners' negative attitudes. These problems involved the tendency of learners to speak Turkish in English classes, negative attitudes toward English, and a lack of interest in English culture. *Work-home Collision* forced teachers to bring work issues to home or vice versa, thus work and personal life collided. The teachers reported that they had limited time to spend with their families, felt obsessed with work even at home, ignored home responsibilities due to work and they had difficulty in finding time for their desired activities after work. *Colleague Disaffection* highlighted that the teachers reported negative social interactions and perceived lack of assistance and therefore, teachers had depression in interactions, felt isolated due to lack of assistance from colleagues and administrators and thought that their professional relationships were damaged.

Following the quantitative part, the qualitative data were obtained through interviews and 18 volunteer participants who agreed to share their experiences and insights into the phenomenon of burnout. The data obtained by the participants were presented under pseudonyms in line by following ethical rules. The participants with various degrees of

burnout were employed in different areas of ELT fields such as Department of Foreign Language Education, Testing Office, Translation and Interpreting Department, School of Foreign Languages, Materials Development Office, Curriculum Development Office, Postgraduate Programs, English for Specific Purposes Department, Teacher Development Unit, Erasmus+ Office, and Quality Unit. Through qualitative data analysis, five major themes regarding the factors leading to burnout were revealed, including *Academic Pressure*, *Affective Distress*, *Professional Solitude*, *Career Marginalization*, and *Learner Isolation*. The first theme, *Academic Pressure*, covered two categories as *Academic and Professional factors*, and *Social and Environmental Factors*. The second theme, *Affective Distress*, involved three categories, which were *Feeling Burnout*, *Emotional Dysregulation*, and *Work-Home Balance*. The third theme, *Professional Solitude*, entailed three categories: *Managerial Isolation*, *Lack of In-Service Training*, and *Absence of Social Support*. The fourth theme, *Career Marginalization*, comprised of three categories as *Educational Policies*, *Societal Value*, and *Innovation Challenges*. The fifth theme, *Learner Isolation*, incorporated two categories as *Learner Motivation* and *Learner Profile*.

The fourth research question sought the answer of what kind of burnout symptoms the EFL teachers exhibited. With the help of the major theme, *Psychosomatic Indicators*, the question was answered in detail by categorizing the distinct categories such as *Physical*, *Psychological*, and *Behavioural Symptoms* based upon the qualitative data analysis.

The fifth research question concentrated on which managing strategies the EFL teachers used to cope with teacher burnout. The answer to this question was given with the major theme, *Coping Strategies for Burnout*, after analyzing the qualitative data via MAXQDA. This theme encompassed five categories. These are *Personal Activities*, *Emotional and Psychological Coping*, *Healthy Lifestyle*, *Social Strategies*, and *Relaxation Techniques*.

In conclusion, the quantitative data analysis findings were supported with the qualitative data analysis findings. Mainly, *Academic Oppression* and *Academic Pressure* both had powerful impact on the EFL teachers' academic career at universities and these perplexities stemmed from the academic hurdles they faced in Türkiye. *Teaching Disillusionment* and *Career Marginalization* both underlined that the EFL teachers

expected to be valued in the Turkish community and desired to see new educational policies; otherwise, the toxic influence of burnout on them could cause them to quit their jobs. *Professional Solitude* and *Colleague Disaffection* directly ascribed to lack of support among EFL teachers and between the authorities and the EFL teachers. *Learner Isolation* and *Learner Alienation* indicated how the negative attitudes of the learners had a great effect on the EFL teachers' burnout. *Affective Distress*, *Workload Affliction* and *Work-Home Collision* revealed that the EFL teachers had a high level of workload, which disturbed the balance between home and work by leading to burnout.

Besides these, *Psychosomatic Indicators* represented the symptoms that the EFL teachers experienced due to burnout. These symptoms were distinctive and had three facets of behavioural, physical and psychological manifestations of burnout.

Lastly, *Coping Strategies for Burnout* comprised of multilevel strategies as personal, psychological, behavioural, and social. All these strategies helped the EFL teachers deal with burnout and manage the burnout effectively and improve their overall well-being.

Upon evaluating the findings of this study, it is concluded that English language teacher burnout is multidimensional and intricate aspects. It is, therefore, to devote some attention to the salient effects of burnout. With the quantitative and qualitative findings, it is evidenced that EFL teachers' experiences reflect diverse burnout levels and it might worsen not only academic life but also personal life of the EFL teachers at universities unless the appropriate preventive measures are taken. In Türkiye, the impediments influencing the teachers due to burnout need to be dealt with the authorities straightaway to build resilience at Turkish universities.

6.2. Implications

The present study concentrated on the English language teacher burnout at the tertiary level in Türkiye and utilized a mixed methods research design. Remarkable is the development of the ELTBS to examine the levels of burnout and the factors leading to burnout given the significance of the quantitative data findings as well as the qualitative data findings. To figure out the symptoms of burnout and the coping strategies for burnout, the qualitative data findings were used. The findings illustrated how English language teacher burnout was intricate and challenging for the teachers as well as all other stakeholders. Faced with all the findings, a number of significant implications for the university teachers, for the administrators and teacher trainers as university

members, and for the higher education policy-makers as the representatives of the government are presented to prevent or mitigate the consequences of burnout.

6.2.1. Implications for the University Teachers

For the individuals working as university teachers, two-sided implications (health – physical and psychological– and academic life) which are of paramount importance to promote their overall well-being are proposed.

Firstly, it is essential to make self-assessments of their own health concerning their mental and physical health. To observe emotions, mainly negative emotions, are of crucial to focus on the situation. To make the self-assessments of burnout manifestation, some questions could guide as Lazarus and Folkman's criteria (1987). These are as follows:

1. Are my expectations met?
2. Are my values accepted?
3. Do I feel confident about about my own abilities and resources?
4. Is there a risk to my personal value?

These questions and assessments are likely to vary on the basis on personal standards and values. When there is a threat to the individual's psycho-physical state of health, burnout may arise. Interestingly, it is claimed that burnout manifests as a big danger and a curse for the people considered as successful, strong and self-confident (Bährer-Kohler, 2013) and therefore, the self-reflection by admitting all the challenges might influence the assessment. On the other hand, it may be difficult to make clear assumptions or recognize true effects of burnout individually. Thus, critical feedback from the environment (family, friends or colleagues) could help arrive at a diagnosis of burnout. These realizations at individual level and environmental level as the sources of burnout development (Maslach & Leiter, 1997) could assist the teachers to prevent burnout. With the help of communication with the colleagues or themselves as the present study underlines, teachers could develop effective cognitive-behavioural burnout strategies that may be more fundamental than intervention programs or relaxation techniques as Van der Klink et al. (2001) asserted. As it is revealed in this study, there are psychosomatic indicators of the burnout occurrence with physical, psychological and behavioural symptoms. The psychological symptoms including decreased motivation, psychological fatigue, tension, performance decline,

psychological disorders, stress and anxiety, feeling of pressure, feeling of loneliness, feeling of extreme weariness, mental strain, feeling lethargic, becoming aggressive, perception difficulties, mental blockage, sense of helplessness, feeling highly exhausted, depressive mood, concentration difficulties, feeling of unhappiness and pessimism and impatience may occur due to burnout and could disturb an individual's cognition as well as emotional regulation and behaviours. The physical symptoms encompassing physical fatigue, headaches, sleep disorders, the need of using painkillers, excessive insomnia, lumbar flattening, sciatic nerve compression and herniated discs, fibromyalgia, general pain, having digestive problems, voice tone changes and weakened immune system may be developed to respond to burnout and these disorders could be persistent. The behavioural symptoms, such as procrastination, behavioural changes, teaching withdrawal and reluctance to go to work (university) could be recognized by the individual or the people around them. Hence, it is required to observe these symptoms and how long they continue and what effects they have on the individuals with the evaluation or assessments with the criteria of diagnosis made by health professionals such as a primary care professional, a psychiatrist, a psychologist, or other health experts. Briefly, at an individual level, the mental and physical health should be checked with personal and environmental reflections to prevent and treat the burnout syndrome and with the right support on time, the psychosomatic symptoms that are the warning signs of health conditions could be identified and treated so as to promote the well-being of the teachers.

Secondly, the academic life of university teachers leads to the prevalence of burnout as it occurs among professionals when constant demands and interactions concerning emotional and physical needs are anticipated. The job characteristics of the university teachers exacerbate burnout. As the findings of this study have highlighted, the university teachers face *Academic Oppression* or *Academic Pressure* because they encounter many difficulties in their academic tasks, feel the lack of support, overwhelm while searching for funding and combat with the changing academic standards and so they feel oppressed and discouraged while trying to gain academic tenure in Türkiye. The university teachers face *Teaching Disillusionment* or *Career Marginalization* because of feelings of apathy, reluctance, boredom and doubting the value of teaching English in the Turkish society. Therefore, their motivation declines after meeting the signs of disillusionment and the teachers start to think of quitting teaching profession.

At Turkish universities, the EFL university teachers from different departments have excessive workload, which is *Workload Affliction* or *Work-home Collision*. The additional responsibilities beyond teaching and unrealistically high expectations from the stakeholders including learners, administrators or institutions are demanding for teachers as they cannot find time for themselves and their families, thus they suffer from mental and physical health problems while attempting to balance multiple tasks. While trying to catch up with all the tasks at universities, the university teachers especially female teachers may also encounter problems at home. These conditions negatively influence personal well-being of the teachers since they cannot manage their time to spend with family, or they feel obsessed with work even at home and they ignore their home responsibilities due to job demands. For this reason, they may not be able to do any desired activities after work. Additionally, *Learner Alienation* or *Learner Isolation* contributes to the demotivation of the university teachers when there is a lack of student engagement or there are wrong attitudes towards teachers and English courses. The learners may show a lack of interest in culture or show tendency to speak Turkish instead of the target language, English, which might make teachers feel detached and burnout as a consequence of this alienation. Apart from these, *Colleague Disaffection* or *Professional Solitude* causes job dissatisfaction, breakdown professional affairs, unwanted dialogues, disappointing interactions and isolations, and toxic relationships among the EFL university teachers, reducing productivity and support as well as engagement at university.

All these things considered, the tertiary-level EFL teachers need to be informed about these burnout factors which are associated with each other. At the individual level, self-confidence, self-care and self-management may play important roles to actively cope with burnout. On the other hand, the university teachers should maintain their individual well-being to protect themselves from occupational burnout effects and should call the authorities to update the system at universities. When there is a well-built system between the individual and the other education stakeholders including the colleagues, learners, administrators and the education policy-makers, burnout cannot progress and awareness of burnout in the academic area could help all the stakeholders deal with the burnout syndrome. The academic resilience for the EFL teachers at universities is a key to solve burnout. For the EFL teachers' well-being, ecological and sustainable developments could be made in the field of ELT, and it is apparent that their health with

academic life balance policies or programs should be prioritized in this regard. It is a call to save the teachers from all the adverse impacts of occupational burnout as they are mentally, emotionally, and physically worn-out. Due to the psychosomatic indicators, noticing these disorders need to be put on high alert. In light of the findings of this study on these symptoms, the necessary attempts are to be made to form the well-being of the EFL teachers by alleviating the impact of job demands, and burnout should be prevented before it occurs. Otherwise, the education sector including all the stakeholders may face uncontrollable challenges.

6.2.2. Implications for the Administrators

For the administrators, it is prominent to find out the cognition of burnout as the reasons for burnout could be ascertained. Since occupational burnout is context-specific, the decisive factors detected at university context may be the predictors of burnout and might be removed without making any progress by the administrators or the other leaders. Besides, the monthly and yearly reports showing the realities about the burnout syndrome are kept and shared with the authorities including the Council of Higher Education, the Ministry of National Education and the higher education policy-makers. The job demands (teaching load, role conflict and ambiguity as well as job insecurity) need to be evaluated and assessed carefully as burnout occurs as a result of job demands. Therefore, the responsibilities of the administrators might include keeping the records of the specific job demands and inform the institutional authorities to take necessary precautions. Besides, the job resources that are presented to the teachers at work are salient in teaching English and ought to be developed to create work engagement and commitment by the administrators as well. More importantly, job demands and job resources at the tertiary level as seen in this study may determine the well-being of the university teachers and might yield burnout matters. For this reason, the administrators need to cautiously examine these two vital aspects to boost teaching engagement and to plan interventions when necessary. As it is stressed by the present study participants, the management of universities are responsible for giving adequate support to the university teachers with educational issues and other concerns, and therefore, open communication is a necessity. When teachers feel isolated or do not find any authorities to discuss the inconvenient situations, they feel burned out. To avoid this, giving equal support to each teacher is a way of blocking hindrances as teacher

autonomy is promoted via assistance. When work-home balance of university teachers is controlled with the regular meetings or self-care is encouraged and supported in the institutions, it is certainly believed that the progress of burnout ends. Also, by implementing regular teacher wellness courses or programs, burnout effects could be eliminated with the managerial help. To create a peaceful atmosphere at universities, the management of universities needs to provide equal rights for all the university staff so that the teachers' commitment could play a mediating role in the occurrence of burnout. Briefly, the administrators' roles are inevitably important to monitor the EFL teachers' well-being and to maintain sustainable education at higher education.

6.2.3. Implications for the Teacher Trainers

The teacher trainers work in the Continuing Professional Development Unit that offers a wide range of courses to enhance the teachers' teaching practice, skills as well as autonomy and they are also involved in the responsible team for implementing burnout coping techniques. When personal or organizational mentorship opportunities are offered at universities throughout the courses or programs by teacher trainers, the teacher growth may be reinforced so that the teachers become more conscious about their selves. Workshops or seminars designed by the teacher trainers could encourage the EFL teachers to discuss the challenges with the other teachers and expand their perspectives to withstand the burnout effects. Conducting collaborative and pedagogical discussions concerning all the educational issues such as the course material, the educational tasks and the like could be informative and fundamental for the progress and development needs of the teachers. When the teachers are given regular feedback about their job duties, roles, responsibilities as well as their job performance from the teacher trainers, the teachers feel valued and empowered, which is the formation of supportive network. By fostering a collaborative work environment, the signs of burnout could be identified and the risk of burnout might be confronted at first hand.

These systematic collective actions might be organized nationwide to support the university teachers to gain high quality professional development. To implement these actions, all the authorities are informed before each term and twice a year, there could be organizations held face-to-face and online with the contribution of all the tertiary-level EFL teachers and the studies for the overall health of the teachers during these organizations might present true findings with clear interpretations how to work

cooperatively at universities to be happy, dynamic and healthy teachers who could also support their students as well. With this holistic approach, burnout could be eliminated.

Moreover, with the suggestions of the teacher trainers, the health counselling sessions presented by clinical psychologists or psychiatrists or healthcare experts could be planned to encourage teachers to have healthier lifestyles and to minimize risks of burnout. Additionally, as the significance of emotional resilience is indicated in this study, there could be individual or organizational sessions to draw attention to self-care via teaching mindfulness techniques and building resilience skills and cognitive-behavioral interventions. Thus, all these efforts given could contribute to teacher satisfaction and in the long run, professional development actions may promote life satisfaction of teachers as well.

6.2.4. Implications for the Higher Education Policy-makers

For the higher education policy-makers, it is high time to find ways to overcome burnout challenges as the teachers need to be heard. As presented in this study, the tertiary-level teachers have a range of burnout levels and burnout symptoms but this level could be higher when more studies on burnout in each city of Türkiye are carried out. To determine the levels of burnout, the ELTBS could be used to measure and compare the severity of burnout among the EFL teachers. These studies could vary from all school levels to different types of universities and also, longitudinal studies examining the prevalence of burnout based upon the type of school could be carried out to make necessary educational changes.

For pedagogical implications regarding these authorities, the findings from this comprehensive study may be incorporated into teacher education courses at universities in Türkiye to make the EFL teachers become more aware of the adverse effects of burnout not only in their academic life but also in their personal life. It is an unfortunate reality that there is pre-career burnout among teacher candidates and before service, they already feel burned out. Hence, the interaction among the EFL teachers in the courses could help them gain knowledge and skills to cope with burnout effectively as they analyse the problematic conditions and seek for the solutions to deal with burnout. With more competent and conscious teachers, it may be more likely to avoid burnout and develop intervention strategies for the EFL teachers. In addition, tertiary-level EFL teachers as well as all the EFL teachers at different school levels may be assisted to

promote their well-being by preventing burnout via in-service and pre-service burnout prevention/stress management trainings that could help them discover practical techniques and vital strategies. Furthermore, the intervention programs or courses might be integrated into the curriculum to develop actionable steps and thus, they enhance overall well-being of the EFL teachers. Thus, ELT programs could be more effective for all the stakeholders especially for those currently teaching and learning at the tertiary level.

For the educational implications, it is proposed by all the participants that educational policies must be changed urgently, and educational programs on burnout must be developed by the higher education policy makers. Initially, the common will of the participant university EFL teachers is to give right to only ELT department graduates to become English teachers at all school levels. As there is a declining status of teaching English profession, the problem may turn into a chaos with unexpected outcomes. The changing curriculum of all ELT programs is also a barrier to create standardized teaching objectives and assessment. Thus, in different cities of Türkiye, each university has their own criteria but this condition is problematic to form a common frame to teach English like Common European Framework of Reference for Languages (CEFR). Also, Education Faculties in well-known Turkish universities should help master in the field of ELT and keep training teachers in Türkiye. Even though the number of teacher education programs grows, the quality of teaching diminishes, so the teacher education system should be reformed. The other recommendation shared by the participant teachers is to make English courses to be elective. These are mainly known as Service English courses and the programs of these courses should be revised. There is a need for collective action to reform educational policies, for standardized English assessment criteria, for a multidimensional examination approach as well as for evaluation of educational material quality and for a unified curriculum. There should be a transition from exam-centric education to communicative aspect of English language teaching instead of rote-memorization-based educational policies, and international educational trends like academic theses should be followed for professional development across the nation. There is absence of inter-university collaboration supporting English teachers' career development at institutional levels. This shows that collaborations among the institutions are inadequate and therefore, new policies that strengthen the professional relationships may be formed to provide individual and institutional advancements. With

the new reforms, autonomous teachers may play a role in shaping the Turkish education system and ELT programs aligned with societal and individual needs. When there is flexibility and transparency between the organizations and the individuals, burnout could be prevented at universities.

Also, academic policy makers need to know about the job demands for the tertiary-level teachers and are responsible for managing these demands in control and increase job resources to facilitate learning and teaching environments at universities. When necessary, the effective organizational measures need to be taken.

In conclusion, as the findings of the present study reveal, it is of great importance to pay attention to the university EFL teachers' perspectives and to consider the lives of all the teachers from different school types because thinking of them is equal to making investments in our future. With the systematic long-term acting agendas, burnout could be eliminated. And for the well-being of the university teachers, all the stakeholders must urgently address the issue of EFL teacher burnout by making conscious attempts to fight against burnout at micro, meso and macro levels.

6.3. Limitations & Suggestions for Further Research

Despite the fact that significant findings were gained and the results contributed to the current body of literature, this study has still some limitations that require attention. First, as this study is a mixed study design that aims to gain detailed knowledge about the burnout phenomenon from a great number of individuals, it has also necessitated reaching the participants for the quantitative and qualitative findings via social media or emails repeatedly. Therefore, some participants especially working at foundation universities expressed that they were more concerned about their contracts and so they were not volunteer to be participants then and their withdrawal from the study was accepted not to make them feel burned out. For this reason, their data from the initial study were removed from the data set.

Similarly, as it was aimed to reach the EFL teachers from seven regions of Türkiye for the individual interviews to increase the ecological validity of the study, some participants changed their minds and they were not involved in the interviews then and finding new volunteer participants with different burnout levels was demanding. Further, some of the interviews were held during the final exams of the universities and therefore, potential occupational burnout levels might be higher during the exam dates. Another

limitation was that the participants indicated their city of residence from 75 cities and it was not easy to group them via SPSS and therefore, these cities were grouped as regions to make statistical calculations.

Regarding the gender of the participants, the number of female participants is higher than the male participants, which may yield more understanding about burnout from the perspectives of female teachers.

Even utilizing the most useful statistical analysis and qualitative data analysis tools (SPSS and MAXQDA), the negative picture due to EFL teacher burnout may not be clearly seen. The prevalence of high levels of burnout is still hidden and the high number of teachers at universities is at risk of burnout.

Some recommendations could be made for further research. Future studies could focus on the English language teacher burnout at different school types via the Job Demands-Resources model to examine the critical burnout antecedents and outcomes. While carrying out this new study, observations could be made to rate the working conditions of the teachers with self-reports. Thus, the relation between the job demands and resources and burnout could be presented in detail.

Except the workplace, there is also a need to search the relationship between burnout and interpersonal factors concerning the EFL learners and colleagues and the demands and resources related to them.

Owing to work-home conflict as highlighted in this study, extensive research could be done to search the work and home obligations that put pressure on the EFL teachers via qualitative data tools with the observations, diaries and semi-structured interviews.

Also, the English teacher candidate burnout and its development over time may be examined with empirical studies and the comparison of their teaching motivation and burnout levels may be done in detail with this newly-developed scale, the ELTBS. With mixed method designs, more insights may shed light on burnout development and its negative outcomes on teacher candidates in Türkiye or in other countries.

Likewise, the English as a foreign language learner burnout scale could be developed by regarding the Turkish context. Thus, the impact of burnout on the learners' language development could be seen and the necessary precautions to avoid burnout could be shared for the education policy makers to take action.

In this study, a mixed method design was applied and in the further research, the longitudinal case studies including teachers and students from different departments and the assessment of additional factors could be carried out.

More extensive research about the effects of self-care programs to reduce teacher attrition may be carried out to guide the professionals in the field of ELT for a sustainable education trend. With the findings of this study, a guideline how to prevent burnout may be designed.

In a further research, the impact of personal traits on the EFL teacher burnout could be examined and the interaction between personal and external factors could be pivotal to predict teacher burnout by addressing in a new study.

With a structural equation modelling, the work-home conflict, the English language teacher burnout and self-efficacy may be searched and the importance of mediating variable as self-efficacy could be assessed.

The future studies could encompass female academicians burnout in the universities in different countries and in Türkiye. The comparisons among the countries could portray the burnout dimensions among female academicians. Thus, gender-based burnout coping strategies could be developed and implemented across the countries and the effectiveness of these strategies could be searched in cross-country comparisons.

Additionally, university intervention programmes to improve well-being and prevent burnout could be planned by the education specialists together with the researchers as a long-term project. To increase resilience, the online courses about coping strategies for burnout as well as face-to-face courses at the tertiary level for well-being could be integrated into the curriculum and the programmes of these courses could be the subject of further studies.

In a nutshell, this study is of significant importance as it introduces and provides a valuable instrument for the evaluation of English language teacher burnout in the ELT field and serves as a further research with the robust findings of quantitative and qualitative data presented. Therefore, teacher burnout should be explicitly examined as an occupational phenomenon in various national and international studies.

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APPENDICES

APPENDIX-1.

TÜRK YÜKSEKÖĞRETİM DÜZEYİNDE İNGİLİZCE ÖĞRETMENİ TÜKENMİŞLİĞİ ÖLÇEK GELİŞTİRME SÜRECİ (MAKALE /KOMPOZİSYON YAZMA)

Sayın Uzman/Meslektaşım,

Anadolu Üniversitesi Lisansüstü Eğitim Enstitüsü İngilizce Eğitimi Doktora Programı öğrencisi olarak, danışmanım Prof. Dr. Ali Merç ile “İngilizce Öğretmeni Tükenmişliği” konulu tez araştırması yürütmekteyiz.

"Tükenmişlik" kavramı bir hastalık değil, işle ilgili bir sorundur ve işten kaynaklanan uzun süreli stresin yönetilememesi nedeniyle ortaya çıkan bir dizi semptomu içeren bir sendrom olarak tanımlanır. Bu nedenle, tükenmişlik yaşayan bir kişi, kendini yorgun ve duygusal olarak tükenmiş hisseder ve işe ilgi duymaz. Ayrıca, bireyin motivasyonu ve çalışma tutkusu, sonunda onun yetkinliğini ve mesleki sonucunu olumsuz yönde etkiler çünkü işten kaynaklanan uzun süreli stres, bireyin stresi yönetememesine veya başarılı bir şekilde baş edememesine yol açar. Tükenmişlik, bireyin kendi benliği hakkındaki fikrini ve diğer bireylere, mesleğe ve koşullara verdiği anlamı da değiştirir. İngilizce dili öğretimi bağlamında, öğretmen beklentileri akademik, idari, duygusal, mesleki, kişisel, fiziksel, politik ve teknik alanlara odaklandığından, İngilizce öğretmeni tükenmişliğinin nedenleri çok yönlü ve karmaşıktır. Yüksek öğretim düzeyine özgü ve İngilizce öğretmenlerinin tükenmişlik düzeyini etkileyen ek faktörler vardır. Ayrıca bu konuya literatürde oldukça az yer verilmiştir ve dil eğitmenlerine tükenmişlikle başa çıkılarak daha iyi profesyonel sonuçlar nasıl elde edileceği konusu da yeterince araştırılmamıştır.

Bu sebeple, tezimizde, İngilizce Öğretmeni Tükenmişlik Ölçeği geliştirerek Türkiye'deki İngilizce öğretmenleri için üniversite düzeyinde literatürde eksik kalan konuları, bağlama özgü bir yaklaşımla zenginleştirerek tükenmişlik olgusunun anlaşılması amaçlanmaktadır. Ölçek geliştirme veri araçları olarak makale/ kompozisyon yazma ve bireysel görüşmeler yapılacaktır. Öncelikle Türkiye'nin dört bir yanındaki devlet, özel ve vakıf üniversitelerinde görev yapan İngilizce öğretmenlerinden, İngilizce öğretmenleri tükenmişliği hakkındaki fikir ve duyguları üzerine bir yazı yazmaları beklenmektedir. Yazılar sonrası gönüllü olarak bireysel görüşmelere katılmak isteyen İngilizce öğretmenlerinin e-posta yoluyla şahsıma bildirmesini saygılarımla rica ederim.

Ölçek geliştirme sürecindeki katkılarınız ve değerli zamanınız için şimdiden teşekkür ederim.

Zekiye SEİS

Anadolu Üniversitesi Doktora Öğrencisi

E-posta adresi: zekiye_seis@anadolu.edu.tr

“İngilizce Öğretmeni Tükenmişlik Ölçeği” Maddelerinin Geliştirilmesine Yönelik Veri Toplama Araçları

Makale / Kompozisyon Yazma

Konu: Üniversitede çalışan bir İngilizce öğretmeni olarak, kendinizi hiç tükenmiş hissettiniz mi? Cevabınız evet ise, tükenmişlik mesleğinizi nasıl etkilemiştir? Kendi hayatınızdan örneklerle açıklayabilir misiniz?

APPENDIX-2

TÜRK YÜKSEKÖĞRETİM DÜZEYİNDE İNGİLİZCE ÖĞRETMENİ TÜKENMİŞLİĞİ ÖLÇEK GELİŞTİRME SÜRECİ (GÖRÜŞME)

Sayın Uzman/Meslektaşım,

Anadolu Üniversitesi Lisansüstü Eğitim Enstitüsü İngilizce Eğitimi Doktora Programı öğrencisi olarak, danışmanım Prof. Dr. Ali Merç ile “İngilizce Öğretmeni Tükenmişliği” konulu tez araştırması yürütmekteyiz.

"Tükenmişlik" kavramı bir hastalık değil, işle ilgili bir sorundur ve işten kaynaklanan uzun süreli stresin yönetilememesi nedeniyle ortaya çıkan bir dizi semptomu içeren bir sendrom olarak tanımlanır. Bu nedenle, tükenmişlik yaşayan bir kişi, kendini yorgun ve duygusal olarak tükenmiş hisseder ve işe ilgi duymaz. Ayrıca, bireyin motivasyonu ve çalışma tutkusu, sonunda onun yetkinliğini ve mesleki sonucunu olumsuz yönde etkiler çünkü işten kaynaklanan uzun süreli stres, bireyin stresi yönetememesine veya başarılı bir şekilde baş edememesine yol açar. Tükenmişlik, bireyin kendi benliği hakkındaki fikrini ve diğer bireylere, mesleğe ve koşullara verdiği anlamı da değiştirir. İngilizce dili öğretimi bağlamında, öğretmen beklentileri akademik, idari, duygusal, mesleki, kişisel, fiziksel, politik ve teknik alanlara odaklandığından, İngilizce öğretmeni tükenmişliğinin nedenleri çok yönlü ve karmaşıktır. Yüksek öğretim düzeyine özgü ve İngilizce öğretmenlerinin tükenmişlik düzeyini etkileyen ek faktörler vardır. Ayrıca bu konuya literatürde oldukça az yer verilmiştir ve dil öğretmenlerine tükenmişlikle başa çıkılarak daha iyi profesyonel sonuçlar nasıl elde edileceği konusu da yeterince araştırılmamıştır.

Bu sebeple, tezimizde, İngilizce Öğretmeni Tükenmişlik Ölçeği geliştirerek Türkiye'deki İngilizce öğretmenleri için üniversite düzeyinde literatürde eksik kalan konuları, bağlama özgü bir yaklaşımla zenginleştirilerek tükenmişlik olgusunun anlaşılması amaçlanmaktadır. Ölçek geliştirme veri araçları olan makale/ kompozisyon yazıları sonrası sizinle bireysel olarak görüşülecektir.

Ölçek geliştirme sürecindeki katkılarınız ve değerli zamanınız için şimdiden teşekkür ederim.

Zekiye SEİS

Anadolu Üniversitesi Doktora Öğrencisi

E-posta adresi: zekiye_seis@anadolu.edu.tr

GÖRÜŞME SORULARI

1. Yükseköğretim düzeyinde ne kadar süredir İngilizce öğretiyorsunuz?
2. İngilizce öğretim görevliliği, kariyeriniz açısından ulaşmak istediğiniz meslek midir?
3. İngilizce öğretmeyi seviyor musunuz? Bu işten memnun musunuz? Neden / Neden değil?
4. İngilizce dilini öğretmenin zorlu bir iş olduğunu düşünüyor musunuz? Neden / Neden değil? İngilizce öğretmenin zorlukları nelerdir?
5. Mesleğinizde kendinizi nasıl tanımlarsınız?
6. Aynı soru aile üyelerinize sorulsa, onlar sizi bir İngilizce öğretim görevlisi olarak nasıl tanımlar?
7. İş hayatınızda kendinizden herhangi bir beklentiniz var mı? Bu beklentiler, İngilizce öğretim hayatınızda sizi nasıl etkiliyor?
8. İngilizce öğretirken kendinizi yorgun hissetmenize yol açan nedenler ya da stres etkenleri nelerdir?
9. Kendinize, ailenize, derslerinize ve öğretmenliğinize ayıracak yeterli zamanınız var mıdır? Neden / Neden değil?
10. Yükseköğretim düzeyinde kadın ya da erkek öğretim görevlisi olmak hakkında ne düşünüyorsunuz? Cinsiyetin etkisi var mıdır?
11. Yükseköğretim düzeyinde kadın ya da erkek öğretim görevlisi olmanın kolaylıkları ya da zorlukları nelerdir?

12. Öğretim görevlisinin yaşının İngilizce öğretimi üzerinde herhangi bir etkisi var mı? Var ise nasıl bir etkisi vardır?
13. Deneyimin, yükseköğretim düzeyinde İngilizce öğretiminde herhangi bir etkisi sizce var mıdır? Var ise nasıl bir etki sağlar?
14. Medeni haliniz nedir? Mesleğinizde medeni halinizin etkisi var mıdır?
15. Çalıştığınız üniversitenin türü (devlet, vakıf ya da özel) nedir? Bu tür bir üniversitede (devlet, vakıf ya da özel) çalışmak size nasıl hissettiriyor?
16. Üniversitede çalıştığınız bölüm nedir? Bölümünüzde ya da görev yaptığınız bölümde çalışmayı seviyor musunuz? Neden / Neden değil?
17. Sözleşme türünüz nedir? Ve sözleşmenizin türünün, iş hayatınızı / özel hayatınızı etkilediğini düşünüyor musunuz? Neden?
18. İş güvenceniz olduğuna inanıyor musunuz?
19. Mesleğinizde duygularınızı nasıl tanımlarsınız?
20. Duygularınızı kolayca denetim altına alabilir misiniz? Neden / Neden değil?
21. Sizce kişilik özellikleri ile İngilizce öğretim görevlilerinin tükenmişliği arasında bir ilişki var mıdır? Evet ise, bunlar nelerdir?
22. Günde / haftada / ayda kaç saat çalışıyorsunuz? Günün / haftanın / ayın sonunda kendinizi nasıl hissediyorsunuz? Sizce iş yoğunluğunuz sizi tükenmişliğe itiyor mu?
23. Günlük ders dışı evrak işiniz var mı? Var ise ne tür ve ne kadar evrak işiniz oluyor? Evrak işinizin çok olduğunu / az olduğunu düşünüyor musunuz? Sizce bu işlerin tükenmişlik üzerine etkisi var mıdır?
24. Kurumunuzda başkalarıyla birlikte çalışmaktan memnun musunuz? Neden / Neden değil?
25. Meslektaşlarınızla çalışırken hiç sorun yaşadınız mı? Ne zaman ve neden?
26. Sizce meslektaşlarınızın İngilizce öğretim görevlilerinin tükenmişliği üzerinde etkisi var mıdır? Nasıl?
27. Kurumunuzdaki yöneticilerinizle ilişkiniz nasıl? Yöneticilerinizle çalışırken hiç sorun yaşadınız mı? Ne zaman ve neden?
28. Mesleki gelişiminizde yöneticileriniz tarafından destekleniyor musunuz? Nasıl?
29. Kurumunuzda mesleki gelişim faaliyetleri var mıdır? Varsa nelerdir? Kurumunuzda İngilizce öğretim görevlilerinin akademik kariyer yapmalarına izin veriliyor mu veya kendinizin böyle bir amacı var mı?
30. Kurumunuzda ne gibi zorluklarla karşılaşıyorsunuz? Sizce kurumlar, yabancı dil olarak İngilizce öğretim görevlilerinin iş tükenmişliğine katkıda bulunuyor mu? Nasıl?
31. Sınıfınızdaki yabancı dil öğrenen öğrencilerinizi nasıl tanımlarsınız?
32. Öğrencilerinizle ilişkiniz nasıl?
33. Öğrencilerinizin İngilizce öğrenmeye yönelik tutumlarını beğeniyor musunuz? Neden? Neden değil?
34. İngilizce öğrenenlerin, yabancı dil olarak İngilizce öğretim görevlilerinin iş tükenmişliği üzerinde bir etkisi olduğunu düşünüyor musunuz? Nasıl?
35. İngilizce öğretme yönteminizi öğrencilerinizle hiç tartışıyor musunuz? Onların isteğini dikkate alıyor musunuz?
36. Yaşadığınız yer neresi? Yaşadığınız yer, ruh halinizi etkiliyor mu? Nasıl?
37. Yaşadığınız toplumun tükenmişliğe neden olma da rolü var mıdır? Nasıl?
38. Yaşadığınız yerin mesleğinize herhangi bir etkisi var mıdır? Evet ise, bunlar nelerdir?
39. İngilizce derslerinizde teknolojiden hangi sıklıkla faydalaniyorsunuz?
40. İngilizce derslerinizde teknoloji araçlarını ne kadar etkin kullanıyorsunuz?
41. Öğrencileriniz, İngilizce derslerinde teknoloji araçlarını hangi sıklıkla kullanıyor?
42. Sizce, teknoloji araçlarının kullanımında yaşanan öğretmen ve öğrenci kaynaklı sorunlar, tükenmişliğe neden olabilir mi? Ne şekilde olabilir?
43. Bir akademisyen olarak geliriniz hakkında ne düşünüyorsunuz? Sizce geliriniz yeterli mi, değil mi? Neden?
44. Sizce gelirinizle araştırma yapmak ve bunu finansal olarak yürütmek kolay mıdır?
45. Sizce finansal koşullarla tükenmişlik arasındaki ilişki nedir? Neden?
46. Kendinizi yorgun ya da tükenmiş hissettiğinizde herhangi bir rahatlama tekniği var mıdır? Varsa nelerdir? Örneğin, müzik dinlemek, uyumak, yürüyüş yapmak, diğer (lütfen belirtiniz).

APPENDIX-3.

Türk Yükseköğretim Düzeyinde İngilizce Öğretmeni Tükenmişlik Ölçeği: Güvenirlik ve Geçerlik Çalışması

Değerli Katılımcı,

Bu çalışma, Türk Yükseköğretim düzeyinde İngilizce Öğretmeni Tükenmişlik Ölçeği oluşturmak amacıyla oluşturulmuştur.

- Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmanın amacı doğrultusunda, anket/ölçek yoluyla sizden veriler toplanacaktır.
- Araştırmada katılımcıların kişisel bilgileri gizli tutulacaktır.
- Araştırmadan elde edilecek veriler herhangi bir platformda paylaşılmayacak ve sadece bilimsel amaçlar doğrultusunda kullanılacaktır.
- Araştırmaya katılıma kararı verdikten sonra araştırmanın herhangi bir aşamasında çalışmadan çıkma hakkına sahipsiniz.

Çalışma kapsamında etik kurul izni alınmıştır.

Gönüllü katılım formunu okumak üzere ayırdığınız zaman için ve katılımınızla bu çalışmaya yaptığınız destek için teşekkür ederim.

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabilceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

Evet

Hayır

DEMOGRAFİK BİLGİLER

Cinsiyet

Kadın

Erkek

Yaş

21-30 31-40 41-50 50'nin üzerinde

Eğitim durumu

Lisans Master Doktora

Alan

Amerikan Kültürü ve Edebiyatı İngiliz Dili ve Edebiyatı İngiliz Dilbilimi İngilizce Eğitimi

Öğretim deneyimi

1 yıldan daha az 1-5 yıl 6-10 yıl 11-15 yıl 16-20 yıl 20 yıldan fazla

Mevcut üniversitede öğretim süresi

0-5 yıl 6-10 yıl 11-15 yıl 16-20 yıl 20 yıldan fazla

Medeni hal

Bekar Evli Diğer

Haftalık Ders Yüğü

15 saatten az 16-20 saat 21-25 saat 26 saat ve üzeri

Kurum Türü

Devlet Üniversitesi Özel Üniversite Vakıf Üniversitesi

Sözleşme tipi

Sürelili sözleşmeli Süresiz sözleşmeli

Yaşam Yeri

Küçük şehir Büyük şehir

Çalışılan bölüm

Yabancı dil eğitimi Test Ofisi Mütercim Tercümanlık Bölümü Hazırlık Okulu
Malzeme Geliştirme Ofisi Müfredat Geliştirme Ofisi

İşyerindeki Teknik Olanaklar

Yeterli Yetersiz

Tükenmişlikle Başa Çıkma Stratejileri

Var Yok

TÜRK YÜKSEKÖĞRETİM DÜZEYİ İNGİLİZCE ÖĞRETMENİ TÜKENMİŞLİK ÖLÇEĞİ

1: Kesinlikle Katılmıyorum 2: Katılmıyorum 3: Kararsızım 4: Katılıyorum 5: Kesinlikle Katılıyorum

1. İş yoğunluğumdan dolayı bitkin hissederim.
2. İş yoğunluğumdan dolayı kendimi gergin ve huzursuz hissederim.
3. Aynı anda birden fazla iş yaptığımdan dolayı kaygılanırım.
4. Geceleri işimi düşündüğüm için uyumakta zorluk yaşarım.
5. İş yoğunluğum sağlık sorunlarımı artırır.
6. İş yoğunluğumdan dolayı kendimi endişeli hissederim.
7. İş yoğunluğumun zihnimi yormasından dolayı unutkanlıky aşarım.
8. İngilizce öğretirken isteksiz hissederim.
9. İşimde boşuna çabaladığımı düşünürüm.
10. İngilizce öğretirken sıkılırım.
11. İngilizce derslerini planlamaktan bunalırım.
12. İş tatminsizliği yaşarım.
13. İşimdeki zorluklar karşısında kendimi yalnız hissederim.
14. İş yüküm fazladır.
15. Öğretmenlik haricinde ek sorumluluklarım olması beni mutsuz eder.
16. Farklı ders içeriği hazırlamak beni yorar.
17. İşimdeki sorumluluklarım beni tüketir.
18. İş sorumluluklarım nedeniyle bunalırım.

19. Öğrencilerin İngilizce öğrenmeye yönelik isteksizlikler beni tükenmiş hissettirir.
20. İngilizce öğretirken sorunlarla karşılaştığımda sakinleşmekte zorlanırım.
21. Şansım olsa İngilizce öğretmeni olmak yerine farklı bir mesleği tercih ederim.
22. İngilizce öğretmeye odaklanmakta zorluk çekerim.
23. İngilizce öğretmek yorucudur.
24. Bir İngilizce öğretmeni olarak işimin anlamını sorgularım.
25. Öğrencilerimin duygu durumlarını anlamak için empati yapmak beni zorlar.
26. Öğrencilerimi motive etmeye çalışmaktan sıkılırım.
27. İşimle ilgili olumsuz düşüncelere sahibim.
28. İşimde kararlı ve disiplinli olmaya çalışmaktan bıkkın hissedirim.
29. Meslektaşlarımla iletişimimde keyifsiz olurum.
30. Yöneticilerimle konuşurken kaygılanırım.
31. Meslektaşlarımla tavrımla hayal kırıklığı yaşamama neden olur.
32. Sağlık sorunu yaşadığımda yöneticilerin desteğinin yetersiz olduğunu düşünürüm.
33. Öğrencilerin İngilizce diline karşı olumsuz tutumları beni bıktırır.
34. Öğrencilerin derslerde Türkçe konuşmaya eğilimleri benim için yıpratıcıdır.
35. Öğrencilerin dil becerileri performansı benim için hayal kırıklığıdır.
36. Öğrencilerin olumsuz tutumları nedeniyle sınıfın kontrolünü sağlamaya çalışmaktan yorulurum.
37. Öğrencilerin İngilizce diline kültürel bağlamda ilgisizliği motivasyonumu düşürür.
38. Öğrencilerin sınıf içi olumsuz davranışları kendimi değersiz hissettirir.
39. Sınıflarımın kalabalık olması enerjimi düşürür.
40. Benimle ilgili akademik beklentilerden dolayı yıpranmış hissedirim.
41. Akademik çalışmalarım için finansal destek arayışından olmaktan bunalırım.
42. Akademik çalışmalarım için gelişimsel destek yokluğu beni olumsuz etkiler.
43. Değişen akademik standartlar ile mücadele etmekten bıkarım.
44. Türkiye’de akademik kadro elde etmenin zorluğundan dolayı kötümser hissedirim.
45. Akademik zorluklara karşı dayanıklılıktan yoksun olduğumu düşünürüm.
46. İngilizce öğretmenliği mesleğinin statüsünün düşük olması beni üzer.
47. Akademik kariyer fırsatlarının sınırlı olması benim için bir engeldir.
48. Akademik rekabet ortamında zayıf hissedirim.
49. İş sonrası evde istediğim aktiviteleri yapamayacak kadar yorgun olurum.
50. İş yoğunluğundan dolayı evdeki sorumluluklarımı ihmal ederim.
51. Evde bile işimle meşgul olurum.
52. İşimden dolayı aileme zaman ayırmakta zorlanırım.
53. İş stresiyle başa çıkmak için olumlu baş etme yöntemleri kullanırım.
54. İş stresiyle başa çıkmak için olumsuz baş etme yöntemleri kullanırım.

APPENDIX-4.

Türk Yükseköğretim Düzeyinde İngilizce Öğretmeni Tükenmişlik Ölçeği: Ana Çalışma

Demografik Bilgiler

1. Cinsiyet

Kadın Erkek Belirtmek istemiyorum

2. Yaş

21-30 31-40 41-50 51'nin üzerinde

3. Eğitim durumu

Lisans Yüksek lisans Doktora

4. Lisans Alanı

Amerikan Kültürü ve Edebiyatı İngiliz Dili ve Edebiyatı İngiliz Dilbilimi
İngilizce Dili Eğitimi/ İngilizce Öğretmenliği Uygulamalı İngilizce Çevirmenlik
Mütercim Tercümanlık

5. Öğretim deneyimi

1 yıldan daha az 1-5 yıl 6-10 yıl 11-15 yıl 16 yıldan fazla

6. Mevcut üniversitede öğretim süresi

0-5 yıl 6-10 yıl 11-15 yıl 16-20 yıl 21 yıldan fazla

7. Medeni hal

Bekar Evli Belirtmek istemiyorum

8. Haftalık Ders Yüğü

15 saatten az 16-20 saat 21-25 saat 26 saat ve üzeri

9. Kurum Türü

Devlet Üniversitesi Vakıf Üniversitesi

10. Yaşadığınız Şehir _____

11. Çalışılan Bölüm (Çoklu Seçenek)

Yabancı Diller Eğitimi Bölümü Test Ofisi Mütercim Tercümanlık Bölümü
Yabancı Diller Yüksek Okulu Malzeme Geliştirme Ofisi Müfredat Geliştirme Ofisi
Lisansüstü Programlar Özel Amaçlı İngilizce Bölümü Öğretmen Gelişim Birimi
Erasmus+ Ofisi Kalite Birimi

Diğer: _____

12. İdari Görev

Var Yok

TÜRK YÜKSEKÖĞRETİM DÜZEYİNDE İNGİLİZCE ÖĞRETMENİ TÜKENMİŞLİK ÖLÇEĞİ UYGULAMA ÇALIŞMASI

Değerli Katılımcı,

Bu çalışma, Türk Yükseköğretim düzeyinde İngilizce Öğretmeni Tükenmişlik Ölçeğini uygulamayı amaçlamaktadır.

- Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmanın amacı doğrultusunda, anket/ölçek yoluyla sizden veriler toplanacaktır.
- Araştırmada katılımcıların kişisel bilgileri gizli tutulacaktır.
- Araştırmadan elde edilecek veriler herhangi bir platformda paylaşılmayacak ve sadece bilimsel amaçlar doğrultusunda kullanılacaktır.
- Araştırmaya katılıma kararı verdikten sonra araştırmanın herhangi bir aşamasında çalışmadan çıkma hakkına sahipsiniz.

Çalışma kapsamında etik kurul izni alınmıştır.

Gönüllü katılım formunu okumak üzere ayırdığınız zaman için ve katılımınızla bu çalışmaya yaptığınız destek için teşekkür ederim.

Açıklama: Aşağıda, Türk Yükseköğretim düzeyinde İngilizce Öğretmeni tükenmişliğinizi değerlendirmek üzere oluşturulmuş ifadeler yer almaktadır. İfadelerin doğru ya da yanlış cevabı yoktur. Lütfen aşağıdaki ölçeği kullanarak, her bir ifadeye katılma ya da katılmama düzeyinizi uygun seçeneği işaretleyerek belirtiniz.

1: Kesinlikle Katılmıyorum 2: Katılmıyorum 3: Kararsızım 4: Katılıyorum 5: Kesinlikle Katılıyorum

Ölçek Maddeleri

- 1.İngilizce öğretirken sıkılırım.
- 2.İngilizce öğretirken isteksiz hissedirim.
- 3.İngilizce derslerini planlarken bunalırım.
- 4.İngilizce öğretmeye odaklanmakta zorluk çekerim.
- 5.Şansım olsa İngilizce öğretmeni olmak yerine farklı bir mesleği tercih ederdim.
- 6.İşimde boşuna çabaladığımı düşünürüm.
7. İşimle ilgili olumsuz düşüncelere sahibim.
- 8.Bir İngilizce öğretmeni olarak işimin anlamını sorgularım.
- 9.İşimde kararlı ve disiplinli olmaya çalışmaktan bıkkınlık duyarım.
10. İş yoğunluğumdan dolayı kendimi endişeli hissedirim.
11. İş yoğunluğumdan dolayı kendimi gergin ve huzursuz hissedirim.
- 12.Geceleri işimi düşündüğüm için uyumakta zorluk yaşarım.
- 13.İş yoğunluğumdan dolayı bitkin hissedirim.
14. Aynı anda birden fazla iş yaptığımdan dolayı kaygılanırım.
15. İş yoğunluğum sağlık sorunlarımı artırır.
16. İş yoğunluğumun zihnimi yormasından dolayı unutkanlık yaşarım.
17. Akademik çalışmalarım için finansal destek arayışında olmaktan bunalırım.

18. Akademik çalışmalarım için gelişimsel destek yokluğu beni olumsuz etkiler.
19. Değişen akademik standartlar ile mücadele etmekten bıkarım.
20. Türkiye’de akademik kadro elde etmenin zorluğundan dolayı kötümser hissederim.
21. Öğrencilerin derslerde Türkçe konuşmaya eğilimleri benim için yıpratıcıdır.
22. Öğrencilerin İngilizceye karşı olumsuz tutumları beni bıktırır.
23. Öğrencilerin İngiliz kültürüne ilgisizliği motivasyonumu düşürür.
24. Öğrencilerin dil becerileri performansı benim için hayal kırıklığıdır.
25. Öğrencilerin İngilizce öğrenmeye yönelik isteksizliği beni tükenmiş hissettirir.
26. İş yoğunluğundan dolayı evdeki sorumluluklarımı ihmal ederim.
27. İşimden dolayı aileme zaman ayırmakta zorlanırım.
28. İş sonrası evde istediğim aktiviteleri yapamayacak kadar yorgun olurum.
29. Meslektaşlarımın davranışları hayal kırıklığı yaşamama neden olur.
30. Meslektaşlarımla iletişimimde keyifsiz olurum.
31. Sağlık sorunu yaşadığımda yöneticilerin desteğinin yetersiz olduğunu düşünürüm.
32. İşimdeki zorluklar karşısında kendimi yalnız hissederim.

APPENDIX-5.

(Görüşme Soruları Türkçe Versiyonu)

Yükseköğretim Düzeyinde İngilizce Öğretmeni Tükenmişliği

Görüşme Soruları

1.

- a) İngilizce öğretmenliği mesleğinin toplumdaki değeri hakkında ne düşünüyorsunuz?
- b) İngilizce öğretmek zorlayıcı mıdır? Cevabınız “Evet” ise, ne gibi zorlukları vardır?

2.

- a) Geçtiğimiz birkaç hafta veya ay içinde, işyerinde fiziksel ve psikolojik olarak nasıl hissettiniz?
- b) İşiniz nedeniyle herhangi bir fiziksel ya da psikolojik sağlık sorunu yaşadınız mı? Yaşadıysanız sizce sebepleri nelerdir?

3. Son zamanlarda çalışma alışkanlıklarınızda veya performansınızda herhangi bir değişiklik fark ettiniz mi? Cevabınız “Evet” ise, bu değişiklikler nelerdir?

4. İş öncesinde, sırasında ve sonrasında duygularınızı tanımlayabilir misiniz?Sizce duygusal dayanıklılığınızı koruyabiliyor musunuz?

5. İşinizde karar verme veya sorun çözme konusunda yaratıcılık veya yenilikçilik düzeyinizle ilgili ne düşünüyorsunuz?

6.

- a) İşyerinizde meslektaşlarınızdan ve yöneticilerinizden sosyal destek aldığınızı düşünür müsünüz?
- b) Evet ise, bu destek üniversitenizdeki bedensel ve zihinsel iş yoğunluğunuzu nasıl etkilemektedir? İngilizce öğretimine yönelik eğitim politikalarına ilişkin görüşleriniz nelerdir?

7. Üniversitenizde İngilizce öğretmenlerinin kariyer gelişimi nasıldır?

8. İş yerindeki sorumluluklarınız ev hayatınızı nasıl etkiliyor?

9. İşyerindeki stres veya baskıyla nasıl başa çıkarsınız? Stresin ve baskının sonucunda oluşan tükenmişlikle başa çıkma stratejileriniz var mıdır? Var ise bu stratejiler nelerdir?

*Görüşme soruları, Davranışsal-bilişsel Stres ve Bilişsel Değerlendirme teorisi (Folkman-Lazarus-1984 , Kaynakların Korunması (COR) teorisi (Hobfoll, 2001 ve Demerouti ve diğerleri (2001)tarafından geliştirilen İş-Talepleri ve Kaynaklar Teorisi temel alınarak, tükenmişliğin “Kişisel, Davranışsal, Psikolojik, Duygusal, Bilişsel, Fiziksel ve Sosyal” yönlerine odaklanarak oluşturulmuştur.

(Interview Questions English Version)

English Language Teacher Burnout at the Tertiary Level

Interview Questions

1.

- a) What do you think about the value of the English teaching profession in society?
- b) Is teaching English challenging? If your answer is “Yes,” what are the challenges?

2.

- a) How have you felt physically and psychologically at work over the past few weeks or months?
- b) Have you experienced any physical or psychological health problems due to your work?If you have, what do you think are the reasons?

3. Have you noticed any changes in your work habits or performance lately? If yes, what are those changes?
4. Can you describe your emotions before, during and after work? Do you think you can maintain your emotional resilience?
5. What would you say about your level of creativity and innovation when it comes to decision making and problem solving at work?
6.
 - a) Do you feel like you receive social support from your colleagues and managers at work?
 - b) If yes, how does this support affect your physical and mental workload at your university?
7. How is the career development of English teachers at your university?
8. How do your responsibilities at work affect your home life?
9. How do you deal with stress or pressure at work? Do you have any strategies for coping with burnout that occurs as a result of stress and pressure? If so, what are these strategies?

***The interview questions were based on the Behavioral-cognitive Stress and Cognitive Appraisal theory (Folkman-Lazarus-1984, Conservation of Resources (COR) theory (Hobfoll, 2001 and Job-Demands and Resources Theory developed by Demerouti et al. 2001), focusing on “Personal, Behavioral, Psychological, Emotional, Cognitive, Physical and Social” aspects of burnout.**

APPENDIX-6.

Aspects of Burnout, Corresponding Theories, Their Relationships & Interview Questions

Aspects of Burnout	Corresponding Theory	Their Relationships	Interview Questions
Cognitive Aspects	Cognitive Appraisal Theory (Folkman & Lazarus, 1988)	A person's interpretation and reaction to stress are influenced by cognitive factors. And people who constantly feel that their stressors are overwhelming may experience burnout.	Q1a. What do you think about the value of the English teaching profession in society? Q3. Have you noticed any changes in your work habits or performance lately? If yes, what are those changes? Q6c. What are your views on educational policies regarding English language teaching?
Emotional Aspects	Job Demands-Resources Theory (Demerouti et al., 2001)	Insufficient resources and excessive job demands can lead to emotional tiredness and disengagement, which in turn can affect the emotional aspects of burnout.	Q1.b. Is teaching English challenging? If your answer is "Yes," what are the challenges?
Psychological Aspects	Cognitive Appraisal Theory (Folkman & Lazarus, 1988)	The focus of this theory is on how people assess and cope with stressors. When cognitive assessments of demands exceed apparent resources, psychological burnout results, triggering a stress reaction.	Q2a. How have you felt physically and psychologically at work over the past few weeks or months? Q2.b. Have you experienced any physical or psychological health problems due to your work? If you have, what do you think are the reasons? Q4. Can you describe your emotions before, during and after work? Do you think you can maintain your emotional resilience? Q5. What would you say about your level of creativity and innovation when it comes to decision making and problem solving at work?
Behavioral Aspects	Social Support Theory (Cohen & Wills, 1985)	The importance of connections and social interactions is emphasized by the social support theory. Behaviors such as withdrawal or decreased performance might be caused by a lack of social support.	Q6a. Do you feel like you receive social support from your colleagues and managers at work? Q6b. If yes, how does this support affect your physical and mental workload at your university?
Social Aspects	Social Support Theory (Cohen & Wills, 1985)	Social networks' function as a stress-reduction buffer is one of the social elements. Negative social connections or a lack of support can exacerbate feelings of burnout.	Q7. How is the career development of English teachers at your university?
Personal Aspects	Conservation of Resources Theory (Hobfoll, 2001)	People experience stress and burnout when they believe that their resources are in danger or that they are not able to replace them.	Q8. How do your responsibilities at work affect your home life?
Physical Aspects	Conservation of Resources Theory (Hobfoll, 2001)	When coping strategies are ineffective in maintaining physical health, physical components of burnout are associated with their depletion.	Q9. How do you deal with stress or pressure at work? Do you have any strategies for coping with burnout that occurs as a result of stress and pressure? If so, what are these strategies?