



WELLBEING OF ENGLISH TEACHERS, THEIR BURNOUT LEVELS AND
COPING STRATEGIES: AN EXPLANATORY STUDY AT A STATE UNIVERSITY

Master of Arts

Maide Ebru BACA

Eskişehir 2024

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MASTER'S THESIS

Program in English Language Teaching

Department of Foreign Language Education

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Eskişehir

Anadolu University

Graduate School

June 2024

JÜRI VE ENSTİTÜ ONAYI



ÖZET

İngilizce Öğretmenlerinin İyi Olma Halleri, Tükenmişlik Düzeyleri ve Başa Çıkma Stratejileri: Bir Devlet Üniversitesinde Yapılan Açıklayıcı Çalışma

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Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Eğitimi Programı

Anadolu Üniversitesi, Lisansüstü Eğitim Enstitüsü, Haziran 2024

Tez Danışmanı: Doç Dr. Gonca SUBAŞI

Öğretmen iyi oluşunun eğitim üzerindeki kritik önemi göz önünde bulundurularak Açıklayıcı Araştırma Tasarımı kullanılarak yürütülen bu çalışma İngilizce öğretmenlerinin tükenmişliği, onların başa çıkma stratejileri ve bu durumun çözümüne odaklanmıştır. Çalışma, Türkiye’deki bir devlet üniversitesinin yabancı diller yüksekokulunda hali hazırda çalışmakta olan 50 İngilizce öğretim görevlisinin katılımı ile gerçekleşmiştir. Çalışmanın nicel yönü Maslach Tükenmişlik Envanteri Eğitimci Formu ve Başa Çıkma Stratejileri Çoklu Yanıt Anketini (Erdağ, 2019) kullanarak bu devlet üniversitesinde çalışan İngilizce öğretmenlerinin tükenmişlik seviyelerini ve kullandıkları başa çıkma stratejilerini öğrenmeyi hedeflemektedir. Buna ek olarak çalışmanın nitel yönü ise katılımcıların tükenmişliklerinin ardında yatan nedenleri, başa çıkma stratejilerini ve bu nedenlere dair buldukları çözüm yollarını araştırmayı amaçlamaktadır. Çalışmanın nitel verileri İngilizce öğretim görevlileri ile gerçekleştirilen yarı yapılandırılmış görüşme oturumları ile toplanmıştır. Yarı yapılandırılmış görüşme oturumları, 9 öğretim görevlisi ile öğretmen tükenmişliğinin arkasında yatan nedenler ve çözüm önerileri odaklı olacak şekilde 2 ayrı oturum ve toplamda 18 adet görüşmeden oluşmaktadır. Nicel analiz ile mevcut örneklemdeki öğretim görevlilerinin çoğunluğunun orta düzey tükenmişlik deneyimlediği bulunmuştur. Nitel analiz ile öğretmenlerin bu deneyiminin arkasında yatan nedenlerin ağır çalışma yükü, uzun çalışma saatleri, yetersiz idari destek gibi faktörlerin olduğu ve öğretim görevlilerinin bu durumun iyileştirmesi için iş saatlerinin yeniden düzenlenmesi, etkili iletişim, öğrencilerin ilgisinin çekecek ders planlaması yapılması ve sosyalleşme gibi çözüm önerileri olduğu ortaya çıkmıştır

Anahtar Kelimeler: Öğretmen tükenmişliği, Başa çıkma stratejileri, Öğretmen iyi oluşu, İngilizce öğretmenleri

ABSTRACT

Wellbeing of English Teachers, Their Burnout Levels and Coping Strategies: An
Explanatory Study at A State University

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Programme in English Language Teaching

Anadolu University, Graduate School, June 2024

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Considering the critical importance of teacher well-being in education, this study, which was conducted using an Exploratory Research Design, focused on English language teachers' burnout, their coping strategies, and the solution to this situation. The study was conducted with the participation of 50 English language instructors currently working at the School of Foreign Languages of a state university in Türkiye. The quantitative aspect of the study aims to find out the burnout levels and coping strategies used by EFL instructors working at this state university by using Maslach's Burnout Inventory for educators and Multiple Response Questionnaire for Coping Strategies by (Erdağ, 2019). In addition, the qualitative aspect of the study aims to investigate the reasons behind the burnout of the participant instructors, their coping strategies, and the solutions they find for the reasons behind their burnout. The quantitative data of the study were collected through semi-structured interview sessions with English language lecturers. The semi-structured interview sessions consisted of 2 separate sessions and 18 interviews in total with 9 lecturers, focusing on the reasons behind teacher burnout and solution suggestions. Quantitative analysis revealed that the majority of the lecturers in the current sample experienced average levels of burnout. Qualitative analysis revealed that the reasons behind this experience of the lecturers were factors such as heavy workload, long working hours, inadequate administrative support, and instructors suggested solutions to improve this situation, such as reorganization of working hours, effective communication, lesson planning to attract students' interest, and socialization.

Keywords: Teacher burnout, Coping Strategies, Teacher Wellbeing, EFL Teachers

ACKNOWLEDGEMENTS

I would like to start this thesis by expressing my gratitude to the dearest people in my life and the people who accompanied me along this long journey. It has been a long and bumpy road, and I could not have done it without the support of these dearest people.

To begin with, I would like to express my heartfelt gratitude to my dearest supervisor, Assoc. Prof. Dr. Gonca Subaşı, for her endless patience and guidance she provided. I am genuinely grateful for her support, feedback, and patience during my undergraduate and postgraduate studies.

I also would like to thank to the jury members, Assoc. Prof. Dr. Mustafa Caner and Asst. Prof. Dr. Selma Kara for their constructive feedback, contribution and time on this study.

I would like to express my appreciation to Assoc. Prof. Dr Gökhan Öztürk for being there for each step of my studies and career. He has taught me a lot about my profession and what kind of career I would like to pursue. I am deeply grateful for the inspiration and guidance he provided to me throughout these years.

In addition to these valuable individuals, I would like to thank my colleagues who turned out to be lifesavers and great friends for me, Cemre, Güllü, and Nur. I appreciate your help during these hard times, knowing that all of you also went through the same obstacles, and once again thank you for supporting me through all those times.

As for the blessings of my life my mother, father, and my dearest little sister; I love each and every one of you with all of my heart and I am forever indebted to you. Forgive me if I have not told you this enough but I appreciate the support you have given me from the very beginning of my life and education. Thank you for existing and being there with me.

Moreover, I also owe special thanks to my lovely friends, B and İ; you have also endured a great deal of problems with me during this thesis and even before that. Hope to see our futures light up and line up together in the best way possible. Thank you for your faith in me even when I did not have the courage to have that for myself.

I also owe thanks to the people who participated and improved this study. This study could not have happened if it were not for you. I genuinely hope that the effort that

has been put into this thesis will lead to new paths for me. This thesis was written during five moves, and it was also written in three different cities. I hope that in the future, this process will be easier to handle.

Lastly, this thesis is dedicated to the greatest joy of my life, to my loved ones.



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 intihal tespit programıyla 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.

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I hereby truthfully declare that this thesis 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” whatsoever. 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.

Maide Ebru BACA

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

MBI-ES: Maslach Burnout Inventory – Educators Survey

MBSR: Mindfulness Based Stress Reduction

PT: Participant

WHO: World Health Organization



1. INTRODUCTION

A good teacher is like a candle – it consumes itself to light the way for others.

Mustafa Kemal ATATÜRK

Teaching is commonly perceived as a rewarding, humane, or safe job. However, this is the only part observed by people from outside, the tip of the iceberg. Even though teaching is frequently seen as a safe, fulfilling work of love, it is not without its own challenges (Hargreaves, 1998). Teachers have to overcome a significant number of problems during and after their work hours. It is not possible for most teachers to finish their work at the workplace and continue their non-work-related activities even after they finish a workday since they still have so much to do in order to meet their students' needs. As for their work hours, the first challenge that comes to mind is student-related problems such as student misbehavior. On top of student-related problems, teachers are obliged to overcome several stressors, including long work hours, heavy workload, administrative responsibilities, administrators, and parents. As a consequence of these stressors, professions like teaching, where employees have to interact with people to do their jobs, suffer the most from workplace stress, and they become vulnerable to burnout.

The burnout phenomenon is defined as “a persistent state of physical, emotional, and mental exhaustion in personnel brought on by the cumulative demands of their work” (Goddard, O'Brien & Goddard, 2006). As for teachers, they have to interact and deal with humans all day long, and job stress is the most crucial problem associated with this profession (Saboori & Pishghadam, 2016). According to reports, teaching is among the top five occupations affected by work-related stress, with 70% of lecturers and teachers stating that their health worsened as a result of their line of work (Lovewell, 2012). In line with Lovewell (2012), many studies have suggested that teaching profession is one of the highly stressful professions in the world (Borg, 1990; Cooper, 1995; Kyriacou, 2000; Travers & Cooper, 1996). Since this demanding nature of teaching, teachers are under the influence of chronic stressors, and as a result, lots of teachers suffer from high levels of stress, burnout, attrition, and low professional well-being (Mercer, 2020). Because of their low levels of professional wellbeing and the exposure to chronic stressors every day, teachers are prone to burnout, and they even start to experience the symptoms of burnout even while they are just novice teachers. Due to these reasons, job retention and the rate of unwillingness have increased dramatically among teachers. Therefore,

teachers have to find a way to “cope” with this stress and continue working. Because of the extremely demanding and stressful nature of being a teacher, coping strategies among teachers are crucial for their professional life to continue. Each and every teacher is at risk, but especially for second/foreign language teachers, the risk of burnout is higher because teachers have to overcome intercultural, pedagogical, and linguistic obstacles as well as the previously mentioned stressors and work conditions (Gkonou & Miller, 2017; King & Ng, 2018; Nayernia & Babayan, 2019). Put differently, since language teachers work in a field that is known for its unique challenges and demands that require them to navigate diverse cultural contexts, adapt to evolving educational practices, and maintain high standards of language proficiency and pedagogical expertise, they become vulnerable to burnout. While working under these circumstances, English as a second/foreign language teachers struggle with burnout on a daily basis. Because of these reasons, this study is dedicated to exploring burnout and coping strategies among English instructors and their perceived solutions to the sources of burnout.

As for the current study, this chapter is divided into five sections: background of the study, statement of the problem, significance of the study, research questions, and terms and definitions to give a detailed gist of the matter at hand. In the background of the study an overview of wellbeing, teacher wellbeing, burnout, teacher burnout and English teacher burnout, and coping strategies are given. Following that section, statement of the problem, the rationale of the study and the research gap in the literature, is stated. In addition to those sections, significance of the study the contribution of the current study to the existing body of research is explained.

1.1. Background of the Study

1.1.1. Wellbeing

Even though the term “wellbeing” has recently become popular in our lives, the interest in wellbeing goes back thousands of years to the time of the ancient Greeks and intricate indigenous conceptions (Yadeun-Antunano & Vieira, 2019; Angner, 2011). In addition to its popularity in our lives, the term and construct wellbeing have become increasingly important in social sciences, including psychology, education, sociology, literature, and more. It is evident that the discipline of positive psychology has grown remarkably quickly, which has resulted in an interest in wellbeing overall. Nowadays, a

lot of academics in the social science disciplines are approaching their area of expertise with a wellbeing perspective in their academic studies. Furthermore, with the recognition of each and every individual's worth, conversations about wellness and wellbeing have breached the limits of academia and become a part of the mainstream of popular culture and our daily lives. In order to have a clear understanding of this popular phenomenon in our daily lives and academia, firstly, the definition of wellbeing should be clarified. Precisely, according to the World Health Organization (WHO), wellbeing denotes a state of positive flourishing experienced both individually and collectively, similar to health, serving as an irreplaceable part of the daily functioning of a human. Moreover, this comprehensive construct is influenced by a variety of factors, such as social dynamics, financial state, and contextual factors. Wellbeing includes aspects like quality of life and the capacity of both individuals and communities to make meaningful and purposeful contributions to their lives and society. In 1989, Ryff proposed a multidimensional model of wellbeing including various dimensions like self-acceptance, environmental mastery, positive relations with others, personal growth, and purpose in life. Both of these explanations regarding the concept of wellbeing emphasize its holistic nature by unifying a person's psychological state and functioning, social/environmental factors, and their subjective experiences. In addition to Ryff's model, one of the most common models and the scale used in scientific research of wellbeing, PERMA, also highlights the same holistic point of view by taking different factors into consideration. Seligman (2011) defines the model PERMA (which is also an acronym that stands for the elements in the model) by these elements: (1) Positive emotion, (2) Engagement, (3) Relationships, (4) Meaning, and (5) Accomplishment. Similar to Ryff's model, PERMA unifies the elements of wellbeing by taking each element that contributes to one's wellbeing by measuring and defining them independently.

Apart from these, it should be highlighted that it is impossible to overestimate the significance of wellbeing because it has a profound effect on people, groups, communities and societies. High levels of wellbeing have been shown to have positive effects on longevity, mental and physical health, and overall enjoyment and quality of life (Diener & Chan, 2011; Boehm & Kubzansky, 2012). Furthermore, the success of having improved and better coping mechanisms, constructing stronger and healthy social ties, and increased resilience while facing hardships are all linked to wellbeing (Keyes, 2005; Huppert & So, 2013). In addition to these, social cohesion, sustainable development, and

even economic productivity are all impacted by wellbeing (Dolan et. al., 2011; O'Donnel et al., 2014).

In terms of maintaining high levels of wellbeing it requires intentional attention and dedication, as well as proactive preventive measures. Positive psychology practices that can be utilized in daily life flow to improve psychological flourishing and wellbeing such as acts of kindness, meditation, gratitude, and kindness exercises (Lyumbomirsky et al., 2005; Sin & Lyumbomirsky, 2009). Moreover, in the words of Pressman and Cohen (2005) and Steptoe et al. (2015), it was stated that doing regular physical activity, realistic and meaningful goal setting, and developing supportive social ties were beneficial strategies to enhance the levels of wellbeing. In addition to the factors mentioned above, environmental factors such as the availability and accessibility of green areas and socioeconomic equality also plays an important role that can impact the outcomes of wellbeing (Mitchell & Popham, 2008; Wilkinson & Pickett, 2009). In light of these, it has to be stated that wellbeing is a concept that plays a crucial role in a human's life involving their physical, psychological, and social side.

1.1.2. Teacher wellbeing

Similar to wellbeing, the idea of teacher wellbeing has become increasingly popular in the educational system of today because of its significant impact on both sides, teachers and students. Since educators are entrusted with shaping the hearts and minds of the future, their personal health is essential when it comes to providing high-quality education, and it cannot be overlooked and neglected. To have an in-depth understanding of teacher wellbeing, it is vital to elucidate its precise description. The concept of teacher wellbeing includes the physical, psychological, and emotional states of educators, which reflects their general sense of fulfillment, satisfaction, and resilience within their professional roles (Skaalvik & Skaalvik, 2018). It entails a comprehensive evaluation of such elements as job satisfaction, stress management, sense of purpose, and work-life balance (Buric & Macuka, 2020). To create a supportive atmosphere and necessary interventions, it is crucial to acknowledge the nature of teacher wellbeing. The Inter-agency Network for Education in Emergencies (INEE) has created a comprehensive framework to define teacher wellbeing in a detailed manner.

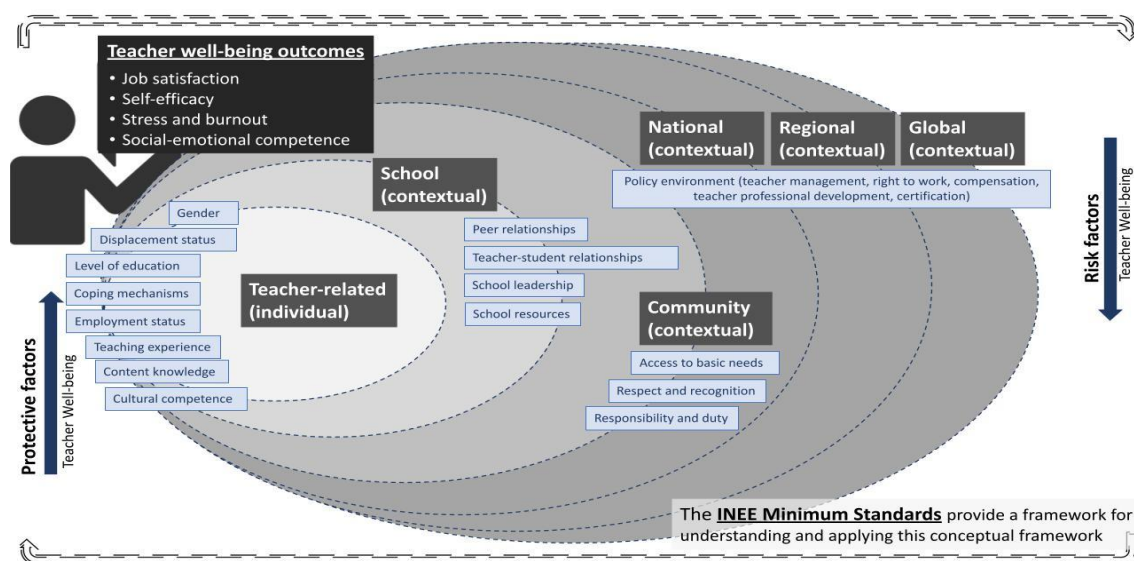


Figure 1.1. INEE Teacher Wellbeing Framework (Falk et al., 2019)

In Figure 1.1, the socio-ecological framework of Falk et al. (2019) demonstrates that teacher wellbeing is a multifaceted concept. To begin with, teacher wellbeing is influenced by various contexts/factors. Firstly, teacher-related or individual contexts contain such elements as gender, displacement status, level of education, coping mechanisms, employment status, teaching experience, content knowledge, and cultural competence. All of these elements are different for each person, so it means that these factors can change from teacher to teacher. Following teacher-related context, school factor, which is a contextual factor, includes factors like peer relationships, teacher-student relationships, school leadership, and school resources. As it can be understood from the ingredients of this factor, this context is solely related to the environmental factors that a teacher can come across in the school context. Furthermore, factors related to the community include access to basic needs, respect and recognition, and responsibility and duty. These factors can be perceived as the survival needs and teacher's current state in the society. On the other hand, there are national, regional, and global factors that affect the policy environment. For example, a teacher's right to work and certification is determined by these factors depending on the country, management, and maybe organization where a teacher works. In other words, it can be inferred that this framework demonstrates and defines teacher wellbeing as the multifaceted concept it is by including such context-specific factors.

Again, like the interest in the topic of wellbeing, teacher wellbeing has also recently become an attractive topic for researchers in the field of education. The importance of the teacher wellbeing started to become acknowledged by people and authorities as a pivotal matter for both society and educational facilities. In line with this acknowledgement, it was stated in multiple studies that teacher wellbeing plays a vital role in the quality of teaching, education, and student achievement (Bajorek, Gulliford, & Taskila, 2014; Day and Gu, 2009; Klusmann, et al., 2008). As it was previously mentioned in the current study, even though it plays a crucial role for each element of the education system, due to the nature of the teaching profession, it has been a problematic issue to maintain high levels of wellbeing for teachers. In such schools where teachers have high levels of wellbeing, it was found that teachers with high wellbeing are actually beneficial for schools in terms of stabilizing their functioning, and this increased staff members' commitment (Creemers & Reezigt, 1996). On the other hand, low teacher wellbeing is regarded as an obstacle in front of the improvement of schools and educational reforms, and it can even lead to increasing numbers of teacher absenteeism (Education Support, 2019; Parker et. al., 2012). Furthermore, teacher wellbeing is not only related to these aforementioned areas, but also it was also associated with psychological constructs such as teacher stress and burnout negatively (Buric, Sliskovic & Penezic, 2019). On the contrary, it was found to be positively associated with motivation and commitment (Cameron & Lovett, 2015) resilience, and flourishing (Beltman, Mansfield & Price, 2011), and also positive emotions (Bullough & Pinnegar, 2009).

1.1.3. Burnout

Burnout is a psychological condition that develops as a prolonged response to chronic interpersonal stress on the job. Freudenberger (1974) coined the term "burnout" to assist those in need, namely those who work in human services professions like medicine, psychiatry, law enforcement, social work, and legal services. Subsequently, in 1981, Maslach and Jackson provided a precise definition for this phenomenon as "a syndrome of emotional exhaustion and cynicism that frequently occurs among individuals who do "people-work of some kind". In addition to Maslach and Freudenberger, according to Johnson et al. (2005), burnout is characterized as consistent and intense weariness with physical, emotional, social, and cognitive symptoms brought on by long-

term job stress, especially in occupations that require significant interpersonal responsibility and continuous interaction with others. Additionally, Maslach (1982) also asserted that burnout is distinguished by its three core dimensions called emotional exhaustion, depersonalization, and reduced personal accomplishment.

To begin with, emotional exhaustion, the most fundamental and recognized dimension of this phenomenon, is described as a state of being emotionally overextended beyond one's limits and emotionally depleted of one's emotional resources. To put it simply, this dimension is a state brought by extreme stress, and it can have physical, cognitive, and social effects on a person's life. It is challenging to experience emotional exhaustion because it involves acts such as detaching oneself in order to deal with the intense workload. This sensation of exhaustion causes people to feel like they do not have the necessary emotional and physical resources to withstand problems in their professional life. The effects of this dimension include physical symptoms as well as psychological problems that make the lives of people who are affected by burnout extremely hard. The physical symptoms include ulcers and headaches, whereas the psychological symptoms, which can differ from person to person, include exhaustion, anxiety, fatigue, loss of energy, insomnia, frustration, wearing out, passiveness, irritability, and debilitation. In terms of the second dimension, depersonalization, it refers to such behaviors that are interpreted as being negative, callous, or extremely detached responses to the people who receive or work with that person. In fact, it is an attempt to set a boundary between the individual and the people who receive service or work with that person. Maslach, Schaufeli, and Leiter (2001) highlighted that "depersonalization refers to the state in which individuals become indifferent to other people and ignore them in order to put distance between themselves and others.". Additionally, it has been found that de-realization, depression, and anxiety are the most commonly associated with this dimension (Ghanizadeh and Jahedizadeh, 2016). As for the third dimension of burnout, which is reduced personal accomplishment, it is a consequence of the consistent stressors that are present at the workplace; one's own perception of job performance gets deceived by factors such as overwhelming demands and lack of relevant resources. In other words, it is the difficulty of getting a sense of accomplishment or a decline in one individual's successful achievement, feelings, and competence. The term "reduced personal accomplishment" can also be put into words as "negative self-evaluation" of a person's own job performance. Such symptoms like exhaustion, cynicism, or the combination of

both of those negative outcomes can be observed in individuals who are experiencing feelings of inefficiency in their jobs.

In regard to the results of this phenomenon, when these three dimensions of burnout are combined, it is possible for a person to experience mental dysfunction, neuroticism, job related neurasthenia, anxiety, depression, decrease in self-esteem levels accompanied by other poor mental health impacts (Maslach, Schaufeli & Leiter, 2001). Therefore, it is possible to say that people who are suffering from burnout are emotionally blunted and have lost their ideals, hopes, inspiration, motivation, and ambition for their careers. Understanding and dealing with burnout is significant in terms of its scope since it has a deep impact on the wellbeing of individuals and the effectiveness of organizations.

1.1.4. Teacher burnout and English teacher burnout

The findings of research conducted in this area indicates that teaching is among the top five most stressful professions due to the fact that teachers frequently struggle with burnout in their job (Coombe, 2008). According to researchers, conducting research about this matter and investigating its causes and effects could greatly improve the effectiveness, quality, and satisfaction of teachers' work. It is a well-established fact that teachers are at a greater risk of experiencing psychological distress compared to the other human services professions (Travers & Cooper, 1996).

For the sources of the stress and burnout, it has been stated that the stress teachers encounter on a daily basis is frequently associated with external factors like student misbehavior, heavy workload, long working hours, not having enough time to relax, colleagues, and school administration (Milstein & Farkas, 1988) or internal issues like negative self-evaluation (low self-efficacy levels), low morale, or having a hard time while trying to balance personal values and standards in the classroom (Worrall & May, 1989). In addition to these, some other sources of stress in teachers' professional life include unmotivated students (French, 1993), administrative issues, workload and time constraints, lack of instructional resources, lack of administrative support, and relationships with others (Cooley and Yovanoff, 1996; Kyriacou, 2001; Lambert & McCarthy, 2006; Montgomery and Rupp, 2005; Moriarty et al., 2001). Teachers who are exposed to these stressors for a long time end up experiencing burnout.

Moreover, burnout is the reason behind teacher's low levels of commitment and enthusiasm related to their career, and as a consequence of this situation, the quality of education is also affected (Kyriancou, 2001). In addition to these, teachers with burnout also start to perceive their jobs, students, and even themselves in a cynical way (Shukla & Trivedi, 2008). Furthermore, in the study of Beer and Beer (1992) it was also observed that teachers who are experiencing burnout communicate less with their students and provide less information to them. Additionally, it was also found that teachers who are affected by teacher burnout tend to praise their students less, and they are inclined to disagree with their students' ideas (Beer & Beer, 1992). On top of that, previous studies in the field of teacher burnout have demonstrated that it has a detrimental effect on teaching quality (Vanderberghe & Huberman, 1999) and also on student-teacher interpersonal relationships (Yoon, 2002). Furthermore, according to prior research, burnout can also result in decreased levels of job satisfaction, intention to leave the job, job retention, and work alienation.

As for English as a foreign language (EFL) teacher, teacher burnout is still a highly problematic issue since EFL teachers are more likely to experience the syndrome than other educator groups because they are obliged to overcome the potential changes and difficulties of the cultural and emotional barriers connected to language education in order to conduct their lessons (Penington & Ho, 1992). To put it another way, English language teaching is a diverse profession that goes behind language and emotional barriers, and it acts as a means to connect people globally and facilitate cultural exchange and interaction. On the contrary of teachers of other subjects, the primary responsibility of an English teacher is not to teach language skills only but also to promote intercultural competence, effective communication among pupils, and critical thinking. Due to the necessities of the job, it makes English teachers vulnerable to burnout.

To sum up, the outcomes related to the three dimensions of burnout show overall similarity. However, due to the nature of the teaching profession, teacher burnout has some unique characteristic outcomes related to these three dimensions. In relation to the first dimension of burnout, emotional exhaustion, a loss of vigor, chronic fatigue, and feeling of burnout and exhaustion can be seen among teachers related to this dimension. As for the second dimension, depersonalization, it is characterized by teachers having negative or cynical attitudes toward both their students and their colleagues. In terms of

the last dimension, reduced self-accomplishment, it includes such outcomes like teachers' negative self-perceptions regarding their performance at job and a loss of the belief that they are doing a meaningful and worthwhile job (Skaalvik & Skaalvik, 2017).

1.2. Statement of the Problem

The frequent occurrence of burnout among English language teachers has become a notable issue in the field of education that has led researchers and educators to examine its origins, effects, and possible remedies. Based upon its definition, teachers who are affected by burnout experience emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, and this results in serious obstacles in the way to teachers' wellbeing and job satisfaction. Apart from teachers' experience with burnout, its consequences pose a real danger for student learning outcomes and standard of education (Kyriacou, 2001; Travers, 2012). Teaching English involves such factors that cause stress among teachers and result in burnout, like demanding workload, student misbehavior, challenging classroom conditions, and high expectations (Bakker et al., 2005; Hakaneren et al., 2006). On top of that, exposure to administrative responsibilities, limited resources, crowded classrooms, and social pressures to achieve linguistic proficiency makes it harder for teachers to resist feeling burnout. In line with this, Harris (2019) and Travers (2012) stated that these factors increase the possibility of burnout among teachers. In addition to these factors that most teachers encounter in their typical day of work, the case for English teachers differs when it comes to issues like constant human interaction, culture, and linguistic obstacles. Due to the nature of teaching English, teachers have to talk and interact with students all the time. Compared to the other subjects, English teachers have to be more active, lively, and ready to for interaction all the time because they teach how to communicate with others in the target language of English. As for the cultural aspect, teaching a language means also teaching the culture alongside the process. In that sense, English teachers have to possess a strong grasp of the culture of the target language in order to transfer it appropriately.

Moreover, linguistic obstacles are also one of the biggest bumps along the road. Teachers have to use the target language in their classroom, and even if it does not create any problems with students with higher levels of proficiency, it becomes a real problematic issue for students with lower proficiency levels due to the hardness of communication with them. Therefore, communication problems between the teacher and

students are inevitable. To avoid these miscommunication problems, teachers have to check the language they use constantly and simplify their utterances when it is required.

The concept of “teacher wellbeing” has started to gain recognition; educators, scholars, administrators, and even stakeholders started to recognize the significance of the wellbeing of EFL teachers and its critical impact on teachers’ mental health as well as the quality of the education that students receive. As a consequence of this, teacher burnout has emerged as one of the in-demand topics of research in the field of English language teaching (ELT). However, despite the recognition it started to gain, compared to other areas of teaching, research conducted about the topic burnout among EFL teachers are insufficient. Similar to EFL teacher burnout, research related to coping strategies among EFL teachers are also limited even though coping strategies are essential to manage stress and burnout.

The examination of the recent relevant research has shown that research related to EFL teacher burnout and coping strategies is limited. Despite the growing number of studies related to EFL teacher burnout there is still a lack of research on both the phenomenon itself and coping strategies. In line with this statement, Fried et al. (2015) have also noted that previous research on this topic is predominantly focused on student’s emotions, not teachers. Furthermore, when it comes to the national context, Turkish context, existing research is also limited. It was also acknowledged by other researchers. For instance, Deneme (2021) stated that there is not much research conducted in the field of ELT in Türkiye related to teacher burnout.

The aforementioned issues point out that there is a need for a deep comprehensive investigation of EFL teacher’s burnout and the coping strategies in order to examine the sources of burnout, coping strategies used, and possible ways to overcome the problems that create distress and burnout among EFL teachers.

1.3. Significance of the Study

English teachers are one of the indispensable members of the educational system who are responsible for teaching linguistic proficiency alongside cultural elements while developing students’ critical thinking. Nonetheless, teachers often have to face with lots of different challenges that trigger burnout that interfere with their wellbeing and efficacy (Kyriacou, 2001). It is evident that it is essential to understand the underlying causes of

English teacher burnout as well as coping strategies they use to overcome the challenges they come across for the sake of the teachers themselves, students, and the quality of education. In order to understand and solve teachers' feeling of burnout, it is crucial to know the underlying reasons to grasp the problem appropriately and then to follow the right steps to solve the distressing issue. To solve the problems listening to the actual people who are experiencing burnout is also an essential item to have a healthy mindset, good mental health, self-worth, strong relationships with people (such relationships as students and teachers, among colleagues, staff and administrators), high-quality education, and positive work atmosphere. Therefore, it is necessary to understand the underlying causes of teachers' burnout, coping strategies and potential solutions that can help them to deal with burnout and enhance the quality of education as a whole.

Taking these into account, the current study presents a multifaceted analysis of English instructors' experience of burnout, underlying causes, their coping strategies, and their solutions to overcome distressing factors. This study aims to contribute to the existing body of literature on teacher burnout by focusing on teacher burnout and coping strategies and solutions regarding this phenomenon by taking all of them into consideration as a whole with the ultimate goal to achieve teacher wellbeing and high-quality education since there is a need for studies that can shed light on to the current state of English instructors in regard to the specialized nature of their work (Farber, 1991).

The studies conducted in the field of education, including English language teaching, majority of them are concerned with issues related to students but not teachers (Fried et al., 2015). Even though, the concept of "wellbeing" and "teacher wellbeing" has just started to get the recognition it deserves, there are insufficient studies when it comes to English teacher burnout as well as coping strategies. Due to these reasons, it is possible to state that English teachers' burnout and their coping strategies, their overall wellbeing, are neglected in the scientific realm of English language teaching.

Considering the limited number of studies as well as the gaps, such as not having much prior research that is concerned with both teacher burnout and their coping strategies and the lack of explanatory studies regarding these concepts in the Turkish context regarding English instructors who are working in tertiary level of education, this study is focused on both teacher burnout, their coping strategies, and their perceived solutions to the distressing issues among fifty English instructors working in a state

university in Turkish context. With the explanatory sequential mixed method design of this study, it is aimed to have a better and richer understanding of burnout and the underlying reasons with their coping strategies and solutions.

At the end of the evaluation of the recent related studies conducted in the field of ELT about teacher burnout, in the last 10 years of the study, 60 related studies have found on teacher burnout of EFL teachers. Typically, all studies, included something alongside of burnout. For instance, the most recurring theme of study was EFL teacher burnout and self-efficacy (Zhou, 2022; Seifalian & Derakhshan, 2018; Iravani, 2020; Li, 2023; Ghasemzadeh et al, 2019; Göker, 2021; Bing et al, 2022; Zarrinabadi et al, 2023; Özkara, 2019). In addition to self-efficacy, emotion regulation (Li, 2023; Shen, 2022; Talbot & Mercer, 2018; Fathi et al, 2020), intelligence (Meidani et al, 2018; Zhaleh et al, 2017; Baleghizadeh & Shayesteh, 2020; Nevisi & Alasadi, 2022), motivation (Khajavy, 2016; Sato et al, 2022; Roohani & Dayeri, 2019) are other frequently studied topics alongside of EFL teacher burnout.

To put it concisely, even though there are such studies solely focused on the coping strategies of EFL teachers can be categorized into two by in-service EFL teacher coping and pre-service EFL teacher coping. For EFL in-service teacher coping 23 studies were found. However, among these 23 studies only one of them was focused on both burnout and coping (Yuan, 2022). Other topics studied alongside with EFL in-service teacher coping were stress, anxiety, and wellbeing etc. As for pre-service EFL teacher coping, researcher managed to reach to four studies (Khusniyah et al, 2023; Novitasari & Murtafi'ah, 2022; Raharjo & Iswandari, 2019; Merç & Subaşı, 2015).

In terms of thesis and dissertations, there were two MA theses were found related to teacher burnout and coping; however, they did not focus on the solutions regarding teacher burnout that EFL teachers experience (Gazimihal, 2016; Erdağ, 2019). Gazimihal's study was conducted in a setting of foundation universities and Erdağ's (2019) study was conducted in primary schools. To the best of the researcher's knowledge, there is a lack of research concerned with EFL teacher burnout and coping strategies adopting the design of this study in tertiary level of education in the Turkish EFL context. This study delved into the realm of EFL teacher wellbeing with a comprehensive analysis of the underlying distressing issues that cause burnout among

EFL teachers while also examining the coping strategies utilized and EFL teachers' solutions to the underlying reasons that cause burnout.

1.4. Research Questions

With consideration of the gaps in the existing body of literature, this research took place in a school of foreign languages at a state university with the English instructors to examine their current state of burnout, underlying reasons, coping strategies with burnout, and the possible solutions to the distressing factors that contribute or cause burnout among them. In accordance with this aim, this study posed these research questions:

1. What is the current situation of burnout among EFL teachers in a state university in İstanbul?
 - a. Does the burnout level of participants change depending on demographic factors such as their gender, age, and teaching experience?
2. What are the reasons behind these results and their feelings?
3. What kind of coping strategies and solutions do they use in order to deal with teacher burnout?

1.5. Terms and Definitions

In order to provide a clear and precise understanding of this research in relation to its purpose and scope, clarification of significant terms and concepts related to the current research is necessary. Therefore, important terms and definitions for this study are explained in this section.

Burnout: Burnout is a psychological syndrome identified with emotional exhaustion, depersonalization, and reduced personal accomplishment (negative self-evaluation). It is usually caused by chronic workplace stress and excessive job demands (Maslach, Schaufeli & Leiter, 2001). It is associated with feelings of fatigue, inefficacy, and cynicism that result in a decrease in work performance, and reduced sense of professional efficacy and a negative attitude toward activities related to work (Maslach & Leiter, 2016).

Teacher burnout: According to Skaalvik and Skaalvik (2017), it represents a state of emotional, mental, and physical exhaustion that educators experience, usually due to chronic stressors in the educational setting like heavy workload, problematic student

behavior, and inadequate or lack of administrative assistance. The condition is identified by the same symptoms as burnout with an additional loss of enthusiasm for teaching and a decrease in job satisfaction (Maslach & Leiter, 2016). It does not only affect teachers, it can also have negative effects on student learning outcomes and educational quality (Klussmann, Richter & Lüdtke, 2016).

Wellbeing: Wellbeing refers to the overall condition of a person's physical, social, mental health and prosperity (WHO, 2021). Wellbeing entails more than just lack of disease or sickness. It involves positive emotions like engaging in activities that foster personal development, fulfillment, and having strong social relationships (Keyes, 2005).

Teacher Wellbeing: Teacher wellbeing is the general state of educators' physical, emotional, and psychological health within their professional environment (Hargreaves & Tickle, 2005). It includes such factors like job satisfaction, stress levels, work-life balance, efficiency in the workplace, and fulfillment (Day & Qing, 2009). Teacher wellbeing is affected by multiple factors, such as workload, administrative support, school culture, and individual coping strategies.

Mental Health: According to the American Psychiatric Association (2013), mental health is defined as the psychological, emotional, and social wellbeing of an individual. It encompasses a person's capacity to deal with stress, foster relationships with other people, and making such decisions that can enhance their overall quality of life.

Positive Psychology: Positive psychology is a branch of psychology focused on examining human strengths, virtues, and optimal functioning in order to enhance one's wellbeing and promote flourishing (Snyder & Lopez, 2002). Positive psychology differs from traditional psychology by placing its focus from addressing mental illnesses and dysfunction to examination of human strengths, virtues, and optimal functioning (Seligman & Csikszentmihalyi, 2000; Linley et al., 2006). It includes such domains as positive emotions, resilience, and purpose in life.

Coping Strategies: Coping strategies are the cognitive, emotional, behavioral efforts of individuals to handle and overcome challenges, stressors, and hardships in their lives (Folkman & Lazarus, 1980).

English as a Foreign Language Teacher: An English as a Foreign Language (EFL) teacher is an educator who specializes in teaching English language skills to non-native speakers where English is not the first language of communication.



2. LITERATURE REVIEW

In this chapter of the study, it is aimed to summarize the theoretical background and research related to the current study is classified, explained and compared in three main sections.

2.1. Wellbeing

The primary focus of this research is on burnout and coping strategies; however, it is important to know the concept of well-being since all of these (burnout, coping strategies, etc.) is related to one's wellbeing ultimately. In this sense, details regarding wellbeing have a crucial role in understanding one's feeling of burnout, stress, and their coping strategies with these strong feelings.

Even though wellbeing itself has been in our lives for years, the concept and the name "wellbeing" has just become a trend for people, administrators, researchers, and policy makers. In addition to that, wellbeing is now considered as the core of many educational policies and practices. In order to comprehend the term wellbeing, the definition of the term should be cleared.

The origins of wellbeing date back to ancient Greeks. According to Oman (2021), the first account of wellbeing is based on hedonia, basically pleasure. It was based on individual's subjective experience of their own lives. Oman (2021) also states that the second account of wellbeing is not based on a mental state, but it is based on the process of human flourishing, in other words, living one's best possible life. This is also known as the Aristotelian account of wellbeing, which is also called as eudaimonia, is shaped by everything that one person does in their life, and it is more focused on the purpose, rather than pleasure. In other words, from a hedonic perspective, wellbeing can be defined as the sum of the pleasurable moments in an individual's life. In addition to hedonic point of view, according to the perception of eudaimonia, people experience happiness by expressing their virtues, and doing what they believe is worth doing (Carter, 2016; Carter & Andersen; 2024).

The most common and general definition of wellbeing can be stated as the quality of life and the capability and potential of individuals and communities to make significant contributions to the world within a sense of meaning and purpose. However, to understand

the concept of wellbeing fully objective, subjective, and psychological wellbeing should be clarified.

To begin with, objective wellbeing refers to the physical factors that basically cover our basic and essential needs to live. For example, food, nutrition, employment, human rights, safety and security, mental health, physical health, and money are under the branch of objective wellbeing since they are vital components for people to continue their lives. As for subjective wellbeing, Diener (2000) defines it as people's cognitive and affective evaluations of their lives. More explicitly, subjective wellbeing refers to how good one's life feels, how well it meets their expectations, and how desirable it seems, etc. (Veenhoven, 1999). Like objective wellbeing, subjective wellbeing also covers a wide range of different concepts in our daily lives. For example, positive emotions like joy and hope, life satisfaction, and the absence of negative feelings are common concepts in subjective wellbeing. Compared with each other, subjective wellbeing is typically considered as hedonic as opposed to eudaimonic concept (Deci & Ryan, 2008; Huta & Waterman, 2014). As for the psychological wellbeing, it refers to mastery over one's environment, personal development, purpose in life, autonomy, and having positive relationships with other people (Ryff, 1989). Psychological wellbeing focuses on functioning well in one's life, not only good feelings or happiness. It is a combination of feeling good and functioning effectively (Huppert & So, 2013). Psychological wellbeing has six core dimensions: (1) self-acceptance, (2), personal growth, (3) purpose in life, (4) environmental mastery, (5) autonomy, and (6) positive relations with others.

Apart from these, to comprehend wellbeing in a detailed way and also to understand what factors are important for maintaining a good level of wellbeing, models and frameworks that are proposed to define the concept of wellbeing paves the way for better understanding of the matter at hand. When it comes to theoretical conceptualizations of wellbeing, there are some models of wellbeing that are still dominating the field of research.

The first one is Ryff's six-dimensional psychological wellbeing (1989), also known as *Wheel of Wellbeing*. This six-dimensional wellbeing model includes the aforementioned six core dimensions of psychological wellbeing. Each dimension in this model also has a theoretical background, as it can be seen in the Figure 2.1. below. Firstly, the self-acceptance dimension, refers to one person to have a positive understanding of

their lives and themselves. Additionally, purpose in life dimension indicates that the feeling of fulfilment when an individual achieves their goals and intentions contributes to meaningfulness of life. For environmental mastery dimension, it can be stated that it is related to one's ability to choose or create appropriate environment for their conditions. Furthermore, positive relations, as the name itself suggests, stands for having emotional intimacy, empathy and guidance for other people. Moreover, the dimension, personal growth, is simply the act of developing or increasing an individual's potential in life. As for the last dimension, autonomy, it points to the core element of being a human, one's independence, freedom, or will to govern themselves. According to this dimension of Ryff's six-dimensional psychological wellbeing, it is necessary for an individual to possess such characteristics as independence and self-determination. This model proposes that when all of these six dimensions are present in one's life, it can result in an increased quality of life and psychological wellbeing.

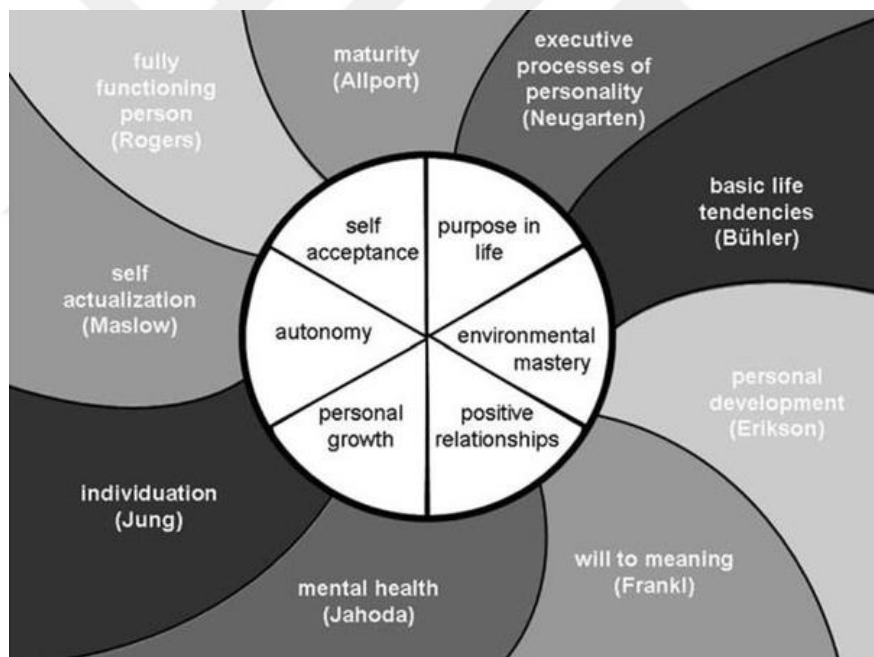


Figure 2.1. *Ryff's Wheel of Wellbeing*

As for the subjective wellbeing, Tripartite Model of Subjective Wellbeing (Diener & Ryan, 2009) demonstrates wellbeing as an overall evaluation of one's quality of life in three main components. In the Figure 2.2. below, these components are presented.

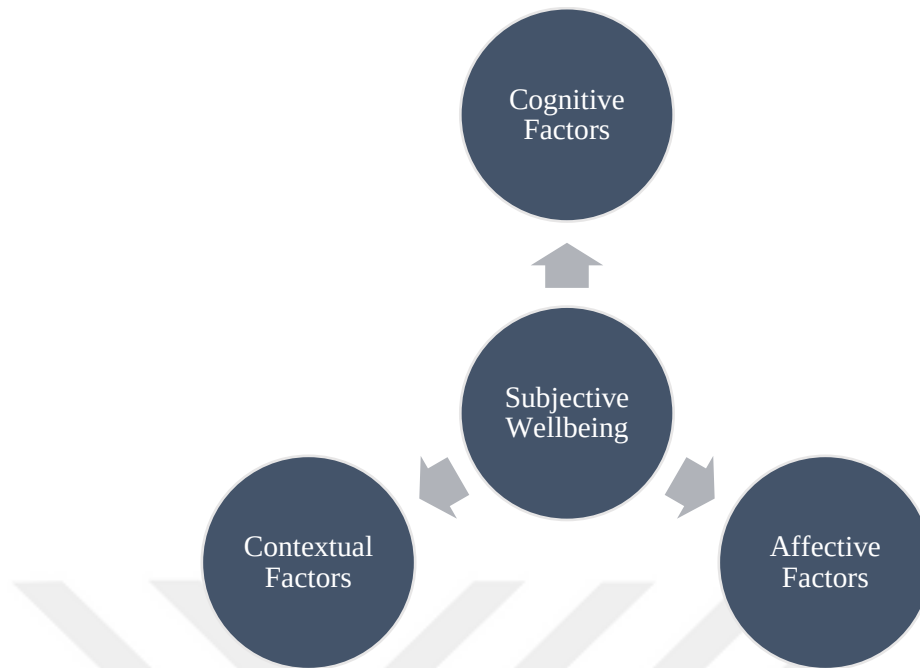


Figure 2.2. *Tripartite model of subjective wellbeing*

The Tripartite Model of Subjective Wellbeing displays the relationship between wellbeing and (1) cognitive factors, (2) affective factors, and (3) contextual factors. First of all, according to Galinha & Pais – Riberio (2011), subjective wellbeing in this model refers to happiness, life satisfaction, overall satisfaction. As for the other variables that affect subjective wellbeing each of them covers a different aspect of an individual's life. To begin with cognitive factors in this model stand for comparison standards and satisfaction of life in domains. Furthermore, affective factors in this model represent such elements as positive and negative state, anxiety, depression, and stress. Lastly for the contextual factors, they encompass life events and socio-demographic variables.

In addition to these two models, Seligman's (2011) PERMA model suggests that wellbeing has such elements that can be measured. Each of the elements proposed in this model, contributes to one's wellbeing. The name of this model, actually each letter included in this model's name stands for the elements itself. Thus, the acronym PERMA is a short form for these five elements: (1) Positive emotions, (2) Engagement, (3) Relationships, (4) Meaning, (5) Accomplishment.

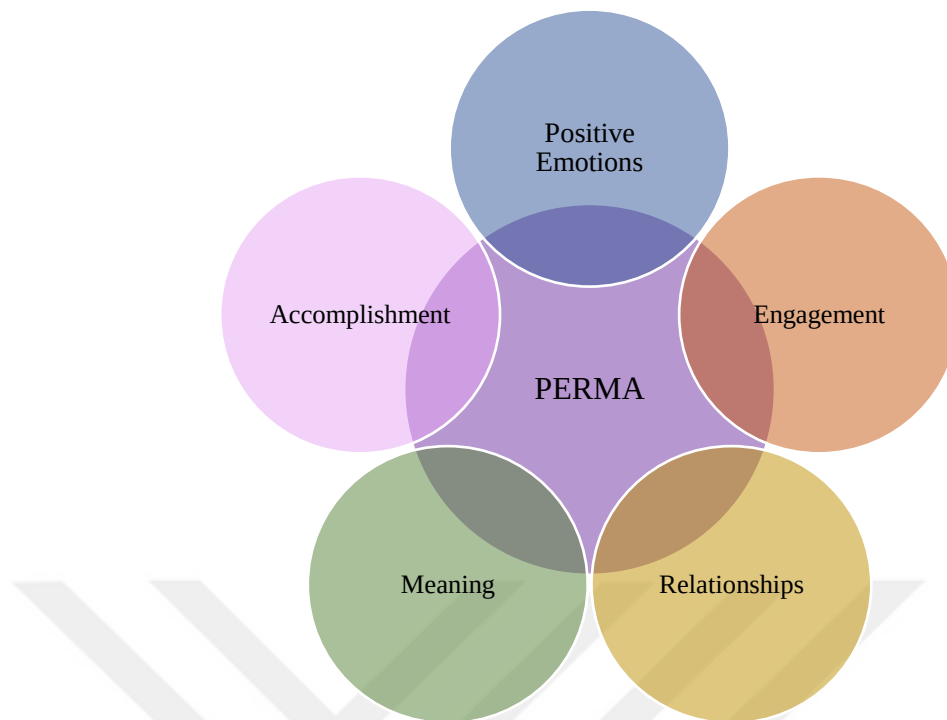


Figure 2.3. *PERMA Model of Wellbeing (Seligman, 2011)*

As for the first letter P, which stands for *Positive Emotions*, does not only include happiness and joy but it also refers to other positive emotions as well. Secondly, Engagement, it points out the involvement in such activities that stimulate an individual's interest. Furthermore, Relationship in this model highlights the vital role of relationships in one's life to promote positive emotions. These relationships do not have to be only romantic; but they can be work, school, or family related as well. For the next element, Meaning, it refers to the purpose of the actions or life. This element makes people question the reason or the purpose behind their actions by making them ask the question, "Why?". For the last letter, A, Accomplishment is one's pursuit or road to success and mastery (Carter and Andersen, 2024).

The last model is McCallum and Price's Model of Holistic Wellbeing (2016). This model is specifically designed for the educational context. It is focused on both educator and learner as well as community wellbeing at the same time. The model is created with the proposition of wellbeing as a diverse and fluid concept. Similar to other models, Model of Holistic Wellbeing also consists of some key elements.

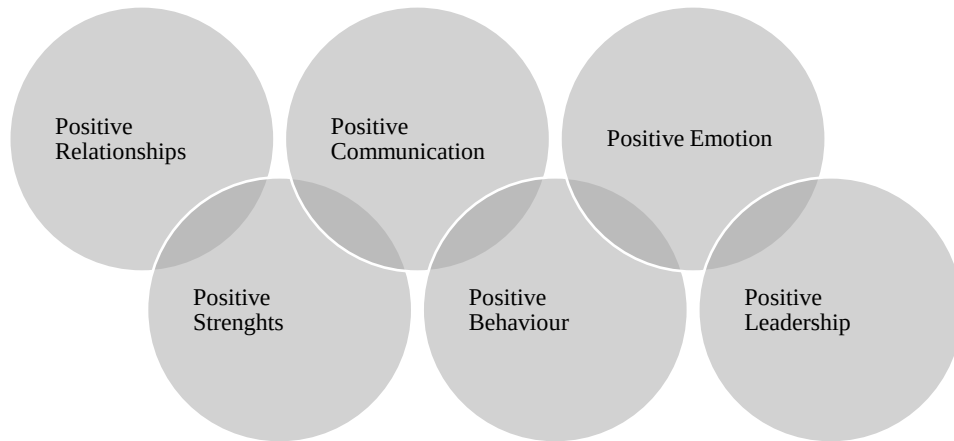


Figure 2.4. McCallum and Price's Model of Holistic Wellbeing (2016)

For the first key element of this study, *positive relationships*, it refers to the ability of building and preserve healthy relationships. As for positive strengths, it is focused on both individual and group dynamics. Briefly, it underlines developing and fostering both group and individual strengths. Furthermore, positive communication element is related to building safe and efficient communication strategies among one another. As for positive behavior, it is about acting in a certain way that encourages a sense of connection and belonging in addition to positive, compassionate, and peaceful behavior to others. Moreover, positive emotion in this model is concentrated on promoting emotional health. Finally, positive leadership element is focused on growing leaders while fostering wellbeing within a democratic leadership method.

Based on each model defined and described in this section of the study, it can be derived that wellbeing is a complex concept that is linked to lots of different aspects of our lives. Therefore, it is crucial to know and understand the concept of wellbeing in order to understand the relation it has with burnout.

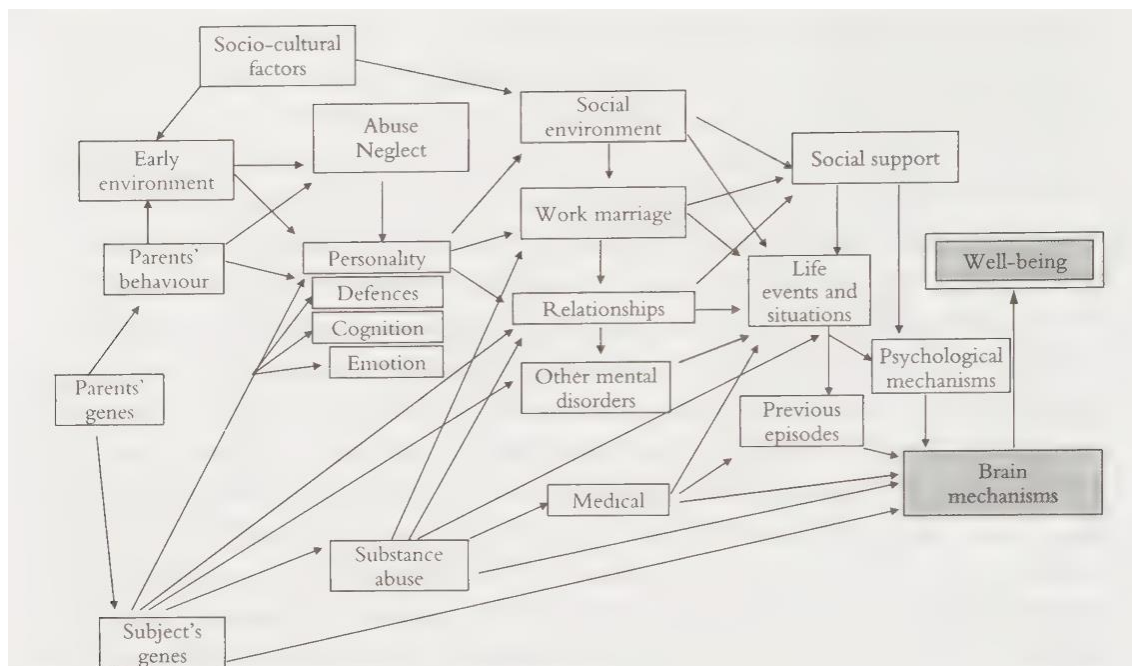


Figure 2.5. *Wellbeing model adapted from Huppert (2005) and Nesse (2005)*

As it is demonstrated in the figure adapted from (Huppert, 2005; Nesse, 2005), an individual's wellbeing is interconnected with a variety of different aspects changing from biological to contextual, such as parent's genes, brain mechanisms, and social environment. As it is shown on the Figure 2.5. above, a person's wellbeing is affected by one's work as well, therefore, burnout and stress caused by work can be detrimental factor for an individual's wellbeing. The current study is focused on the relationship between an individual's specifically an EFL teacher's wellbeing and burnout, and the concept of wellbeing is a part of this study because of this relation because in the end the ultimate goal is to increase one's wellbeing while focusing on the reasons and distressing or negative factors that lead EFL teachers to feel burned out.

2.2. Burnout

In order to understand burnout, its history should be known. As it was stated by Shaufeli and Enzmann (1998), it is not a new phenomenon; it has roots in the past. When it comes to the name burnout, one psychiatrist's name comes forward, Herbert Freudenberger. He is considered and accepted as the originator of "burnout syndrome" since he has a paper named "Staff burn-out" where he elucidated burnout in a detailed way. However, this was not the first time the name "burnout" was mentioned for the first

time. The first mention of burnout was by Bradley (1969) as a psychological phenomenon that occurred in helping professions. In addition to these, a social psychological researcher, Cristina Maslach, also played a great role in the birth of this psychological notion by studying how people in stressful jobs deal with their emotions.

As it can be seen from the adaptation and the birth of the name of burnout, there are lots of different perspectives and definitions regarding the term. One of the up-to-date definitions of burnout was put into words by Maslach and Leiter (2016). It was defined as a psychological syndrome manifesting as a prolonged response to chronic interpersonal stressors on the job (Maslach & Leiter, 2016). Apart from this late definition of the term, as it was mentioned at the beginning of this section, burnout syndrome is a deeply rooted syndrome. In line with this, it is crucial to know different perspectives regarding the perceptions of burnout. To begin with, it was once also defined as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can possibly occur among individuals who do people work of some kind” (Maslach & Jackson, 1986). In addition to Maslach and Jackson’s (1986) definition, Pines and Aronson (1988) came up with a similar yet a broader definition of the term. They defined burnout as a state of physical, emotional, and mental exhaustion caused by long term exposure to emotionally demanding situations (Pines & Aronson, 1988). Even though this definition of burnout is less known compared to the previous two definitions of it, Brill (1984) proposed a precise definition of the term. Brill’s (1984) definition differs from the other definitions proposed in terms of four aspects: dysphoric symptoms and reduced job performance, the intensity of the symptoms for the individuals who are not able to cope with burnout themselves, unmet expectations, and work relatedness and absence of psychopathology. Including these four different aspects, Brill (1984) defined burnout as a job related dysphoric, and dysfunctional state that is expectationally mediated in people without significant psychopathology.

Apart from these definitions, burnout is also defined from a process-oriented perspective. In this vein, burnout has evaluated as a three-stage process, increasing disillusionment, and psychological erosion (Shaufeli & Enzmann, 1998; Cherniss, 1980; Etzion, 1987; Hallsten, 1993). All three of these process-oriented definitions shared a similar point of view regarding the individual who has been affected by burnout.

According to their point of view, these definitions noted a negative change in one's behavior, attitude, and loss of values and energy.

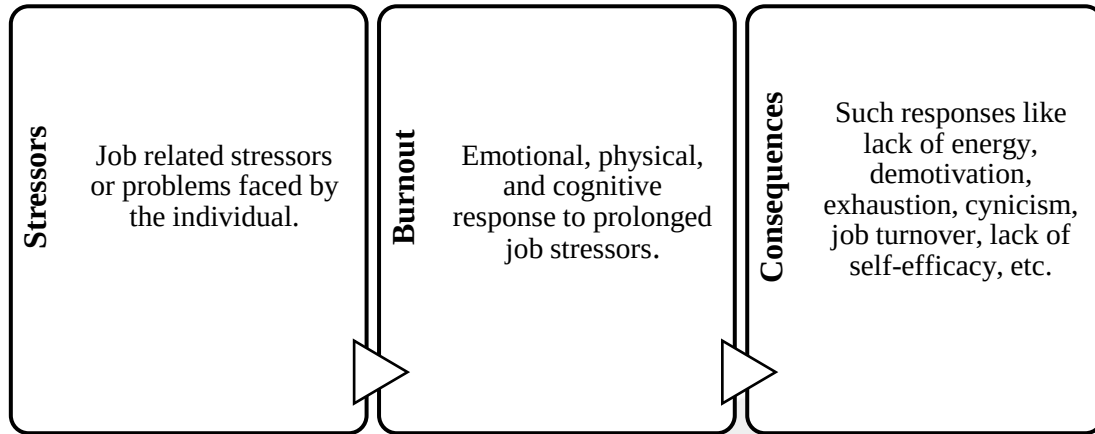


Figure 2.6. *Burnout process*

The process of burnout can be demonstrated as in the Figure 2.6. above. First, the individual faces with job-related stressors, then as a response to these stressors, the person starts to show signs of burnout, and as the constant exposure to these stressors continues, the person starts to experience burnout and its consequences like lack of energy and self-efficacy, exhaustion, or even physical and psychological outcomes like depression, insomnia, headaches, and fatigue are experienced by the affected person.

2.2.1. Dimensions of burnout

Burnout is characterized by its three dimensions called emotional exhaustion, depersonalization, and reduced personal accomplishment. These three key dimensions are a response to overwhelming exhaustion, feelings of cynicism, lack of accomplishment, and a sense of ineffectiveness (Maslach & Leiter, 2016). This three-dimensional representation of burnout demonstrates individual stress and burnout experience in a social context where an individual's conception of themselves and others surrounding them.

2.2.2. Emotional exhaustion

The first and most known dimension of burnout is called as emotional exhaustion. According to Maslach, Shaufeli, and Leiter (2001), the emotional exhaustion dimension is at the core of the phenomenon, and it is the most obvious manifestation of burnout

syndrome. This dimension is also explained as fatigue, loss of energy, debilitation, and depletion (Maslach & Leiter, 2016). In this dimension, individuals who are affected by burnout feel exhausted and overextended not only physically but also emotionally as well. People are feeling drained, unable to relax, unwind, and recover. They even have trouble waking up in the morning and doing their daily work. The emotional outputs of burnout also project on interpersonal relationships. Since the people who are experiencing burnout are already emotionally exhausted and tired, they do not have enough energy to face with other people. According to Maslach and Leiter (1997), exhaustion is the first reaction to job related problems, demands, or major change. In addition to this, it is also stated that this dimension of burnout, ergo exhaustion, is the most reported and assessed outcome of burnout (Schaufeli & Leiter, 2001). Due to these eye-catching and distinct outcomes of this dimension, it led some researchers to think that the identification of burnout should be limited to emotional exhaustion. However, due to the complex structure of burnout it was not evaluated as sufficient; therefore still three dimensions of burnout take place in burnout definition since the exhaustion dimension only represents the stress dimension of the syndrome and it does not cover the vital aspects of the relationship between people and their work.

Exhaustion itself is not a simple experience to define since it includes such actions where individuals distance themselves in both aspects, emotional and cognitive (Maslach, Schaufeli, Leiter, 2001). Emotional exhaustion has been connected to tension, physical exhaustion, anxiety, and so on (Maslach, Schaufeli & Leiter, 2001; Maslach & Jackson, 1981, Perlman & Hartman, 1982). In addition to these, emotional exhaustion is also linked with psychological and physiological strain as well (Maslach, Schaufeli & Leiter, 2001).

2.2.3. Depersonalization

This dimension of burnout refers to the negative, callous, and cynical attitude directed to the subjects who receive help or service from the individual who is experiencing burnout. Depersonalization here actually means impersonal and dehumanized perception of the people who receive service or help. As it was highlighted in the previous sentence, this impersonal and dehumanized perception is not related to the individual himself or herself, but it is linked to the recipient of the help or service.

In this dimension, the person affected by burnout seems and acts more cynical and colder with a new distant attitude toward their work and their colleagues or coworkers. They decrease the amount of time and involvement they devote to their work, and they might even end up giving up on their ideals (Maslach & Leiter, 1997). This behavior is caused by their defense mechanisms, meaning that they want to protect themselves from exhaustion or disappointment caused by their work. In addition to these, people are consciously or unconsciously aiming that they do not get their hopes up by the uncertainty of the future if there are some different possibilities or opportunities on the table related to their work in the future in order to be safe. Briefly, people are protecting themselves from the potential danger of disappointment or exhaustion that might be caused by different dynamics in their work.

People are ignoring their unique qualities of themselves that made them eligible for their profession in order to put some distance between themselves and the recipient of their service or help. The recipient here is considered to be an impersonal object. By perceiving them in such a way, burned out people are trying to manage and cope with their demands and wishes. In other words, the person is trying to protect themselves from emotional exhaustion by treating or perceiving others as objects or only as numbers through depersonalization. As it was mentioned before, depersonalization is an attempt to cope with the problems people encounter at their work. According to Ashforth and Lee (1990), depersonalization is a form of defense/protective behavior manifests as reactive and protective actions for that person to avoid unwanted demand or to eliminate a perceived/potential threat. Additionally, Ashforth (1991) claims that depersonalization is linked with psychological strain and coping mechanisms of a person.

The biggest downside and outcome of this dimension is that having such kind of mindset and attitude can affect and damage a person's wellbeing in a negative work while at the same time decreasing their work efficiency.

2.2.4. Reduced personal accomplishment

Reduced personal accomplishment or in other words "lack of personal accomplishment" is an individual's inclination to evaluate one's work in a negative way. People's professional self-esteem and belief in themselves are drastically reduced in this dimension. They are experiencing such feelings like insufficiency, ineffectiveness and

low professional self-esteem (Schaufeli & Enzmann, 1998). Everything related to their work seems overwhelming and exhausting to burned out people. People lose their confidence and belief in themselves. In some cases of burnout, this dimension, reduced personal accomplishment, appears as a function of either exhaustion, cynicism, or both of them combined (Bryne, 1994; Lee & Ashforth, 1996).

Reduced personal accomplishment is considered to be a consequence of the stress-strain-coping sequence (Leiter, 1989). Personal accomplishment in this dimension represents one's self-efficacy. (Ashforth, 1991). Therefore, this dimension of burnout is actually linked to self-efficacy as well (Bandura, 1986). In fact, this dimension is also called as "inefficacy" in some sources (Maslach, Schaufeli & Leiter, 2001). The concept of self-efficacy is interrelated to burnout because it does not only resemble the perception of control, but it also represents the motivation to control as a coping strategy. Moreover, personal accomplishment has also found as positively associate with the use of control (as a coping mechanism). On the other hand, personal accomplishment was predicted to be negatively correlated with sense of helplessness.

2.2.5. Burnout symptoms

Burnout symptoms have been analyzed and categorized since the emergence of the syndrome. Different researchers have made different classifications regarding the observed symptoms among those who were affected by burnout. For instance, the originator of the term burnout, Freudemberger (1986), has categorized the symptoms of burnout into three categories: (1) physical, (2) mental, and (3) emotional/behavioral. Since the emergence of the term burnout, a variety of burnout symptoms have been identified. For example, in Schaufeli and Enzmann's (1998) study they have identified over 130 possible burnout symptoms. In line with the identification of these symptoms, it should also be stated that only listing or defining the possible or actual symptoms of burnout is not a great way to define and understand the syndrome itself; however, the explanation of the symptoms highlights the complexity of the syndrome itself while also underlining the need for operational definition (Schaufeli & Enzmann, 1998). The identification of these symptoms is obtained from the clinical impressions and grouped in accordance with their nature such as affective, physical, cognitive, motivational or behavioral. The classification and the identification process of the symptoms are not only limited to the nature of the symptoms, but they are also classified in relation to their level.

In other words, the symptoms are also classified in different levels like individual, organizational or inter-personal.

To begin with affective symptoms, are related with the one's gloomy or depressed mood, and it is commonly observed among those who are experiencing burnout. Even though a human's emotions and mood are not static, it can change quickly depending on some factors and the person himself or herself, it is possible to paint a general picture. In general, a low and sad mood is observed among those who are experiencing affective symptoms of burnout since the emotional resources of the individual are drained or exhausted, they usually do not have enough energy to lighten their mood. Therefore, it can be also stated that they have a possibility to have decreased emotional control that can result in anxiety, tension, or fears. In addition to these, these people might have lessened emotional empathy. This situation can end up making the person seem irritable and oversensitive or vice versa. Once again, related to not having a proper emotional control might create a possible scenario for bursts of angers to take place in their work or outside of the work life with or without any reason. As a result of these affective symptoms, the professional does not feel comfortable at work, and their job satisfaction is also affected by these unpleasant feeling, therefore, they also have low job satisfaction (Schaufeli & Enzmann, 1998).

Furthermore, cognitive symptoms of burnout might make the individual feel helpless, powerless, or hopeless. They also might feel like they have the control of their work and their lives, therefore, they might develop such fears like they are losing their minds. They no longer feel any pleasure by doing their work, and as a result of this situation, they feel like they are "trapped" while they are doing their job. In addition to this sensation of feeling trapped, they feel like they are not doing their job well as they experience low self-esteem and self-efficacy related to their job. In some cases, this might lead the individual to feel guilty, and eventually, they might develop suicidal ideas (Schaufeli & Enzmann, 1998). Moreover, these individuals might have impaired cognitive skills as well. Being forgetful, making mistakes and errors, having difficulty in decision making, difficulty to perform complex or multiple tasks at the same time, anger, and aggression might be observed among them.

For the physical symptoms, Brandstatter, Job, and Schulze (2016) come across such symptoms as high blood pressure, headaches, sleep problems, weakened immune

system, aches, loss of appetite, low energy levels, and so on. However, to ease up the comprehension of these physical symptoms, it is possible to group them into three categories (Schaufeli and Enzmann, 1998). The first category includes a variety of physical distress symptoms like headaches, nausea, dizziness, muscle pains, sudden loss of gains of weight, shortness of breath, and even in some cases hyperventilation is also observed. In addition to these, it is also claimed that women's menstrual cycle is also affected by burnout. To sum up the first category of symptoms, chronic fatigue is the most common and known physical symptom of burnout since burned-out individuals often feel extremely exhausted and tired. As for the second category, psychosomatic illnesses and disorders can be found. For instance, ulcers or gastric-intestinal problems can be put into this category. Moreover, some physiological reactions associated with burnout were put into the last category. Symptoms like hypertension and high cholesterol levels are classified under the third category of physical symptoms.

In addition to the physical symptoms, behavioral symptoms are also common among burned-out individuals. The main rationale behind these symptoms is the increased level of arousal of the person (Schaufeli & Enzmann, 1998). In this category of symptoms, it is possible to come across such symptoms as acting directly, impulsively or hyperactively. However, behavioral aspect is not only limited with the aforementioned way of acting, but burnout might also manifest in the opposite way by making the person doubt or procrastinate the actions or plans he or she might have. Apart from these, the increased consumption rate of such stimulants of addictive substances like cigarettes, alcohol, or drugs are also classified under behavioral symptoms. Behavioral aspect of the symptoms is not only limited by the person, but it also reflects on other people around them. For example, such behaviors filled with rage like yelling and outbursts of anger as well as social isolation and withdrawal might be observed among these people. Therefore, it can be concluded that interpersonal relationships can possibly be affected by burnout. Furthermore, behaviors of the burned-out individual also affect the organization. At the organizational level, poor work performance, lack of or reduced effectiveness, as well as low levels of productivity are a few of the reflections of burnout that can be found at this level.

Lastly, since burnout is also characterized by a lack of motivation or low levels of motivation, there is another category of symptoms dedicated to motivational symptoms

of burnout. As it was mentioned before, the burned-out individual has problems with maintaining the optimal level of motivation for them to function or even have any motivation; their ideals about their job can be vanished. This can be caused by the high expectation of the burned-out individual. In other words, since the first expectations are not met by the reality of the job, the person feels disappointed and demoralized (Schaufeli & Enzmann, 1998).

To sum up all those symptoms and categories mentioned in this section of the study, it can be stated that these factors can be collected under three main levels: individual, interpersonal, and organizational. The details regarding the classification of the possible burnout symptoms under these three main levels are given in the tables below based and retrieved from the classification that has been made by Schaufeli and Enzmann (1998).

Table 2.1. *Symptoms at interpersonal level (Schaufeli & Enzmann, 1998)*

Possible Burnout Symptoms	Categories of the Symptoms				
	Affective	Cognitive	Physical	Behavioral	Motivational
	Oversensitivity	Paranoia	-	Violent outbursts	Overinvolvement
	Coolness and emotionless	Suspicion		Compartmentalization	Discouragement
	Increased anger	Projection		Aggressiveness toward recipients	Loss of interest
	Irritability	Hostility		Jealousy	Using recipients to meet personal and social needs
	Lessened emotional empathy	Pessimism and negativism		Social isolation and withdrawal	Indifference with respect to recipients
		Cynical and dehumanizing perception		Using distancing devices	
		Labelling recipients in derogatory ways		Sick humor aimed at recipients	
		Stereotyping		Isolation or over-bonding from other staff	
		Lessened cognitive empathy		Interpersonal, marital, and family conflicts	
		Martyrdom		detachment with respect to recipients	
		Air of grandiosity and righteousness		Expression of hopelessness, helplessness and meaningless towards recipients	
				Propensity for violent and aggressive behavior	

Table 2.2. *Symptoms at individual level (Shaufeli & Enzmann, 1998)*

Categories of the Symptoms					
Possible Burnout Symptoms	Affective	Cognitive	Physical	Behavioral	Motivational
	depressed mood	difficulty with complex tasks	chronic fatigue	Hyperactivity, impulsivity, and procrastination	Loss of idealism and zeal
	fears	forgetfulness	Muscle pain	Increased consumption of cigarettes, drugs, alcohol, cigarette, etc.	Resignation
	increased tension	sense of failure	Bodily weakness	Compulsive complaining	Boredom
	decreased emotional control	feelings of insufficiency, being trapped, powerlessness and impotence	Headaches	High risk-taking behaviors	Disappointment
	anxiety	poor self-esteem	Loss of appetite	Increased accidents	Disillusionment
	depressed mood	Inability to concentrate	Nausea	Over and under eating	Demoralization
	crying	suicidal ideas	Ulcers	Abandonment of recreational activities	
		fear of “going crazy”	Sudden loss or gain of weight		
		Self-preoccupation	Sleep disturbances		
		Loneliness	Sexual problems		
		Rigidity and schematic thinking	Missed menstrual cycles		
		Intellectualization	Dizziness		
		Diminished frustration tolerance	Physical exhaustion		
		Daydreaming and fantasizing	High levels of cholesterol		
		Difficulties in decision making	High blood pressure		
			Coronary diseases		
			Increased heart rate		
			Increased pre-menstrual cycle		
			Shortness of breath		
			Flare-ups of existing disorders		
			Frequent/ prolonged colds		
			Nervous tics and increased electrodermal response.		

Table 2.3. *Symptoms at organizational level (Schaufeli & Enzmann, 1998)*

Categories of the Symptoms				
Possible Burnout Symptoms	Affective	Cognitive	Physical	Motivational
	Job dissatisfaction	Distrust in management Feelings of not being appreciated Cynicism about work role	-	Absenteeism Tardiness Increased sick leave Declined productivity Reduced effectiveness Poor work performance Inability to organize Poor time management Going by the book Increased accidents Job turnover Theft Being over-dependent on supervisors Resistant to the change Frequent clock watching

Some possible burnout symptoms are classified and organized in accordance with their levels and categories. The first table demonstrates symptoms at interpersonal level whereas the second table shows symptoms at individual level. As for the last table (Table 2.3.), it displays symptoms at organizational level.

2.2.6. The reasons of burnout

The reasons for burnout can be classified into two main factors: situational factors and individual factors. Situational factors can be examined in three different sub-categories: job characteristics, occupational characteristics, and organizational characteristics. As for the second main factor, individual factors, it is possible to divide them into three sub-categories: demographic characteristics, personality characteristics, and job attitudes. These categories are based on Maslach, Schaufeli, and Leiter's (2001) study.

2.2.6.1. *Situational factors*

Situational factors include job characteristics, occupational characteristics, and organizational characteristics. First of all, job characteristics are simply related to the workload and the sources available. Job demands (too much work compared to the available time), have been studied by this researcher in terms of their relation to burnout and the findings are in line with the general notion that “burnout is a response to overload” (Maslach, Shaufeli & Leiter, 2001). Experienced workload and time pressure have been found to be strongly related to burnout, especially with the emotional exhaustion dimension. Furthermore, role conflict and ambiguity also have an impact on one’s burnout. Role conflict is caused by the conflicting demands at the job. On the other hand, role ambiguity happens when a person does not have enough information to do given tasks or the job nicely. Moreover, the absence of job resources is another factor that might cause or contribute to one’s burnout. The absence of job resources can come in different forms like social support from colleagues/coworkers and supervisors, information and control. According to Maslach, Shaufeli, and Leiter (2001) there is a strong and consistent body of evidence supporting the relation of lack of social support to burnout. In terms of the social support of supervisors, this factor is especially crucial since they also set the tone of the administrative climate of the workplace. Social support coming from colleagues/coworkers is also important; however, social support of supervisors plays a critical role in terms of the social support in general. Besides social support, information and control are also considered to be related with the job resources (Maslach, Shaufeli, & Leiter, 2001). In addition to these factors, lack of feedback, participation in decision making, and lack of autonomy have also been found to be related with burnout.

As for the other sub-category, occupational characteristics, it is basically related to the role of the individual. Since burnout is common among such occupations who are dealing with people, people who are working as a caregiver or a teacher are in a great danger in terms of burnout. The stress or burnout in such kind of professions is caused by the client, student, or recipient. For example, problems that occur while interacting with clients, constant contact with chronically ill patients, or dealing with such cases that include death create a stressful environment for the professional, eventually with continuous exposure to stressful situations like these results in burnout. Zapf et al. (2001) have found that these kinds of emotional variables, where a person has to display or

suppress their emotions, contribute to burnout scores more than job related stressors. For instance, in a study focused on burnout to define the profiles of those jobs (teaching, medicine, mental health, law enforcement, and social services) on the three dimensions among these kinds of jobs where the professional has to control their emotions and deal with stressful situations, the results revealed that the people who are working in law enforcement had high levels of cynicism and inefficacy and low levels of emotional exhaustion. On the contrary, the highest level of emotional exhaustion was found among the individuals who work in the area of teaching. As for the medicine was characterized by slightly higher levels of inefficacy and lower levels of emotional exhaustion and cynicism. The rest of the professions, mental health, and social services had different results in different countries, therefore, their results could only be generalized in the context and the scope of their countries (Schaufeli & Enzmann, 1998). This study and the factors stated above suggest that characteristics of the occupation play a role for a person to experience burnout.

Furthermore, another sub-category, organizational characteristics are related to the organization itself. Briefly, it is all about the organization and management/administration of the organization. Organizational characteristics include social, cultural, and economic forces since they are an inseparable part of an organization. With the changes in the work dynamic and the development of the technology, organizations went through a series of changes such as downsizing and mergers, etc. Especially during the COVID-19 pandemic, lots of organizations and companies went through a serious change like adapting to remote work, and also, lots of companies and firms went through a downsizing period because of the pandemic. These kinds of changes cause employees to worry about their future and job security, therefore, these kinds of changes and situations have a significant effect on the professionals' burnout.

2.2.6.2. *Individual factors*

As the name of this category suggests, the factors in this category are related to the individual himself or herself. This category includes demographic characteristics, personality characteristics, and job attitudes of the employee.

Firstly, demographic characteristics of a person can be their age, marital status, gender, etc. In terms of their relationship with burnout, age has been found to be

consistently intertwined with burnout. Age creates a difference between younger and older employees in terms of their level of burnout. Younger employees have reported higher levels of burnout compared to the employees who are over 30 or 40 years old (Maslach, Schaufeli & Leiter, 2001). As it was noted in several studies, burnout is more common among the employees who are at the beginning of their careers since age is also connected with job experience. Therefore, it can be inferred that high levels of burnout are more common among younger employees who are in the early stages of their careers. In terms of the relation between one's gender and burnout, it was not found to be a strong predictor of burnout, even though it was perceived as "more of a female experience" (Maslach, Schaufeli and Leiter, 2001). However, there is one consistent gender difference has found. According to Maslach, Schaufeli, and Leiter (2001) male employees score higher on cynicism. In addition to age, the marital status of a person has also found to be related to burnout. Unmarried employees, especially male employees, were found to be more prone to burnout compared to the married ones. It was also stated that single employees seem to experience higher burnout levels than divorced or married employees. Moreover, the education level of the individual also has effects on one's burnout levels. Employees with higher levels of education reported higher levels of burnout compared to their less educated colleagues.

In terms of personality characteristics, some people with certain characteristics are at a greater risk than other people. Firstly, people with low levels of hardiness end up having higher scores, especially in the emotional exhaustion dimension. Secondly, people with an external locus of control are prone to have higher levels of burnout compared to the ones who have an internal locus of control. Furthermore, the coping style of a person is also related to their levels of burnout. People who cope with distressing situations in a passive or defensive way have higher levels of burnout than the ones who cope with such kinds of events in a confronting way. It is possible to list some of the characteristics of a stress-prone person. According to Semmer (1996), people with low levels of hardiness and self-esteem, external locus of control, and avoidant coping style could be a profile of a stress-prone individual.

Finally, job attitudes of an individual might cause that person to experience high levels of burnout. Typically, people who have high expectations about their job, workplace, or any kind of work-related variable might end up with a disappointment when

they experience reality shock. Usually, people with high expectations are not aware of the realities of their job like difficulties, disadvantages, or workload. Therefore, when such kind of person starts working in their “dream job”, they eventually realize that their expectations do not match with the reality they live in. In addition to high expectations, idealistic people might also experience burnout since there is a great possibility for them to not meet their ideals.

2.2.7. General picture of burnout

Since the burnout phenomenon consists of different aspects like a person’s wellbeing, symptoms, causes, and different coping styles/strategies of an individual, the complexity of its structure becomes more obvious. There are some models of burnout proposed by some expert researchers/scholars who have studied burnout to clarify the process of burnout. There are lots of models created focusing on a specific aspect of burnout like reality shock model of burnout by Cherniss (1980) who specifically focused on new employees’ burnout. Despite the complexity of burnout and its complicated outcomes and symptoms, some researchers create such models focused on the clarification of the burnout process.

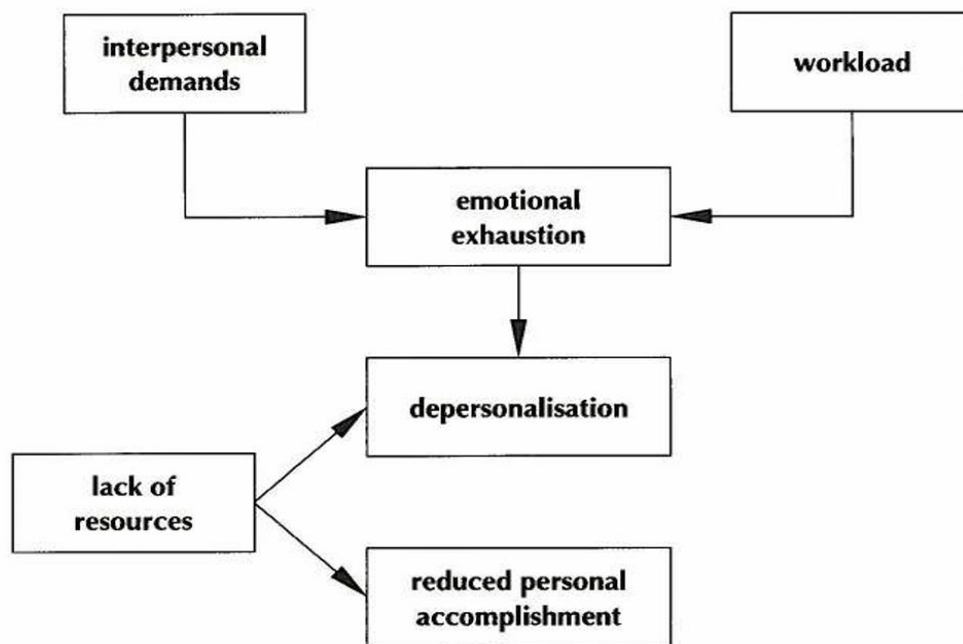


Figure 2.7. Burnout model by Leiter (1993)

The process of burnout is explained by Leiter (1993). In this model of burnout, factors that affect burnout such as interpersonal demands, workload and lack of resources and the relationship between these are explained in this model of burnout. In addition to this model, Schaufeli and Enzmann (1998) have also included an integrative model of burnout taking the complexity of burnout into the account.

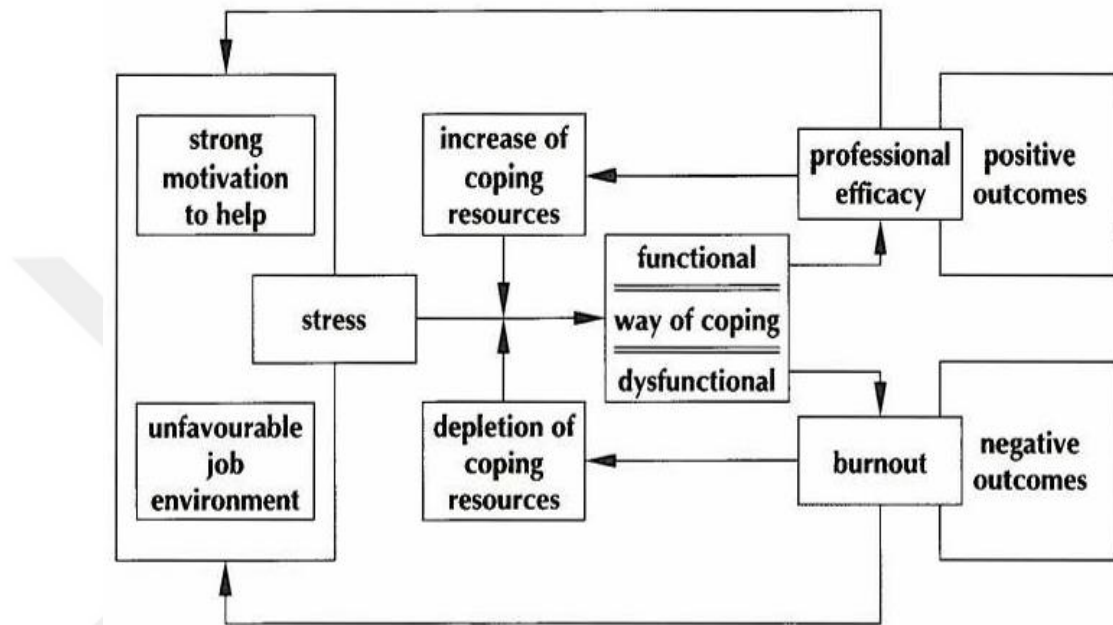


Figure 2.8. Integrative model of burnout (Schaufeli & Enzmann, 1998)

In this integrated model of burnout, the causes of stress and depending on the way of coping with stress to possible outcomes were included as positive and negative outcomes. This model of burnout highlights the importance of coping strategies since according to the model, depending on what kind of coping way they use they might end up with positive outcome.

2.2.8. Teacher burnout

Teacher burnout is not different in terms of burnout. The definition, dimensions, symptoms, and outcomes of the burnout is still the same, however; the parts which are specific to that teaching were updated.

As it was mentioned before, the burnout phenomenon has three dimensions, emotional exhaustion, depersonalization, and reduced personal accomplishment. The only change between the general definition and outcomes of the dimensions is the job-related part of the burnout. Since burnout has different outcomes depending on one's occupation, that part of the burnout changes from profession to profession. For instance, a teacher might act like their students are impersonal objects while a doctor perceives their patients as impersonal objects. The general overview of teacher burnout is provided by Hubberman and Vanderberghe (1999).

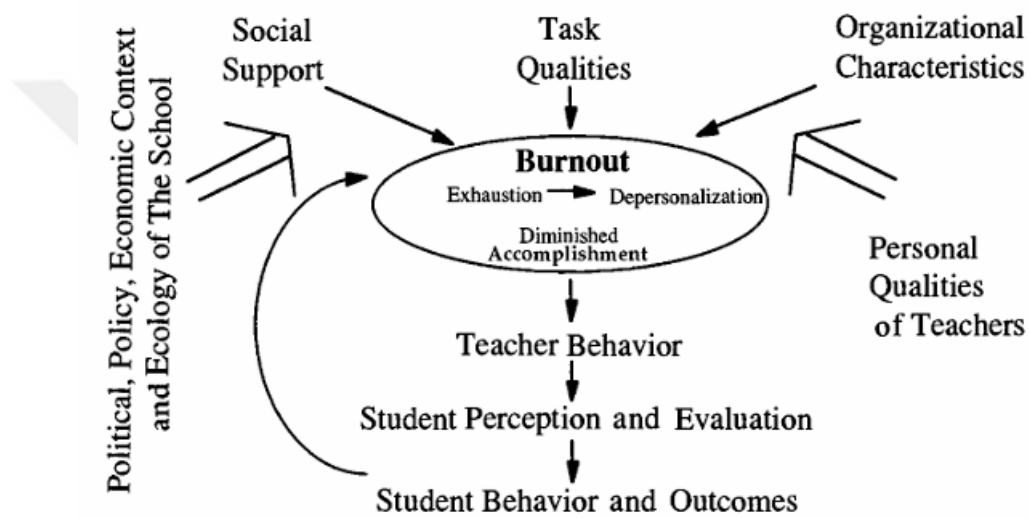


Figure 2.9. *Burnout model by Hubberman and Vanderberghe (1999)*

Like it was shown on the model, teacher burnout is linked to policies, economic context, ecology of the school, social support coming from both parties (supervisors and coworkers), task qualities, organizational characteristics, and personal qualities of teachers like their age, marital status, educational background, years of teaching experience, and their personality traits. As a result of the interaction teacher went through, changes in teacher behavior, emotional exhaustion, depersonalization, and diminished accomplishment occur. The changes in these aspects are also projected on student perception and evaluation, as well as student behavior and outcomes.

2.3. Coping Strategies

Coping is defined as the cognitive and behavioral strategies employed to successfully deal with both internal and external sources of stress (Folkman &

Moskowitz, 2004). The term “coping” especially refers to the conscious and voluntary stimulation of actions, contrary to “defense mechanisms”, which are subconscious or unconscious adaptive reactions. Despite their differences, they both serve the purpose of decreasing or tolerating stress (Venner, 1988). Concisely, coping strategies are essential psychological mechanisms that individuals employ to effectively handle stressors and adjust to demanding circumstances. Needless to say, a person’s response to stressors is significantly impacted by the coping strategies that they use, which in turn they play a significant role in determining their psychological adjustment and overall wellbeing. Therefore, it is essential for psychologists and mental health professionals to understand and analyze different varieties of coping strategies to facilitate the formation of resilience and adaptive coping.

Throughout the years, different classifications regarding coping strategies were developed. To begin with, problem-focused and emotion focused coping model was created by Lazarus and Folkman (1984). In this model, Lazarus and Folkman (1984) have identified two primary coping strategies: (1) problem-focused coping and (2) emotion-focused coping. Problem-focused coping involves addressing and resolving the underlying issue causing stress, while emotion-focused coping involves regulating and managing one’s emotional responses to the problem (Lazarus & Folkman, 1984). In light of this classification, they developed a questionnaire called *Ways of Coping Questionnaire (WCQ)* based on this distinction of coping strategies to analyze responses to stress over a designated timeframe (Folkman & Lazarus, 1985)

Lazarus and Folkman’s conceptualization has paved the way for other research and models, such as Carver et al. (1989), and Endler and Parker (1990). Carver et al. (1989) work on the same distinction; however, they also suggested that the differentiation between problem-focused and emotion-focused coping is valuable but insufficient (Carver et al., 1989). In the study conducted by Carver et al. (1989), they identified 13 dimensions for coping strategies: five as sub-dimensions of problem-focused coping (like active coping, restraint coping, and planning), and other five were seen as sub-dimensions of emotion-focused coping (such as growth, denial, and acceptance); the last three dimensions were classified under the name of “less useful strategies”. In the end, Carver et al. (1989) have developed an inventory called “COPE”.

Table 2.4. *Definitions of coping strategies from the COPE (Carver et al., 1989)*

Coping Category	Definition
Problem-Focused Coping	
Active coping	“Process of taking active steps to try to remove or circumvent the stressor or to ameliorate its effects. Active coping includes initiating direct action, increasing one's efforts, and trying to execute a coping attempt in stepwise fashion”
Planning	“Thinking about how to cope with a stressor. Planning involves coming up with action strategies, thinking about what steps to take and how best to handle the problem”
Suppression of competing activities	“Putting other projects aside, trying to avoid becoming distracted by other events, even letting other things slide, if necessary, in order to deal with the stressor”
Restraint coping	“Waiting until an appropriate opportunity to act presents itself, holding oneself back, and not acting prematurely”
Seeking social support for instrumental reasons	“Seeking advice, assistance, or information”
Emotion-Focused Coping	
Seeking social support for emotional reasons	“Getting moral support, sympathy, or understanding”
Positive reinterpretation and growth	“Construing a stressful transaction in positive terms”
Acceptance	“Learning to accept the reality of a stressful situation”
Denial	“Reports of refusal to believe that the stressor exists or of trying to act as though the stressor is not real”
Turning to religion	“Tendency to turn to religion in times of stress”
Less Useful Strategies	
Focus on venting of emotions	“The tendency to focus on whatever distress or upset one is experiencing and to ventilate those feelings”
Behavioral disengagement	“Reducing one's effort to deal with the stressor, even giving up the attempt to attain goals with which the stressor is interfering”
Mental disengagement	“Wide variety of activities that serve to distract the person from thinking about the behavioral dimension or goal with which the stressor is interfering,” e.g., daydreaming, watching TV, escaping through sleep
Two Additional Scales	
Humor	Dealing with negative emotions through humor
Substance use	Use of alcohol or drugs to disengage from a stressor or feel better

In addition to Lazarus and Folkman's (1985) conceptualization, Carver et al. (1989) have included more strategies under the same two classifications of strategies with an addition of two more sub-categories with overall more detailed descriptions.

After the study of Carver et al. (1989), Parker and Endler (1992) observed that a considerable number of coping measures suffer from methodological shortcomings that interfere with the generalization of results. Stemming from this issue, they created another instrument with three broad categories of coping styles. The first category, which is problem-focused coping, refers to the type of coping strategies that are task-oriented and it involves such strategies with the purpose of taking action in order to modify the situation or generate alternative solutions. As for the second, emotion-focused coping, it can be stated that it is person-oriented and aims to regulate emotions triggered by stressors. This coping style may involve such emotional responses as outbursts and fantasizing reactions. Lastly, avoidance coping responses, as the name itself suggests, are designed to avoid dealing with stressful situations (Endler & Parker, 1990), and they can also be task-oriented, such as engaging in a different activity to distract oneself, or person-oriented, such as looking for social interaction with others. The goal of all of these strategies is to create a distance between the person and the stressful situations. In short, all of these different modes, strategies, etc., exist for an individual to cope and eventually overcome the stressful situation they come across. Therefore, it is important to know about those strategies to find the healthiest and most effective way of coping while experiencing a stressful situation.

2.4. Teacher Burnout and Coping Strategies of EFL Teachers in the Literature of ELT

As it was mentioned previously mentioned on this study, within the scope of the last ten years, 60 empirical studies were found at the end of the analysis of the recent related studies related to EFL teacher burnout in the area of ELT. Among these 60 studies, most of the researchers preferred to examine additional and possibly related topics with EFL teacher burnout. The most preferred topics alongside EFL teacher burnout can be stated as the following: self-efficacy (Zhou, 2022; Seifalian & Derakhshan, 2018; Iravani, 2020; Li, 2023; Ghasemzadeh et al., 2019; Göker, 2021; Bing et al., 2022; Zarrinabadi et al., 2023; Özkara, 2019), different intelligence types such as emotional intelligence (Meidani et al., 2018; Zhaleh et al., 2017; Baleghizadeh & Shayesteh, 2020; Nevisi &

Alasadi, 2022), emotion regulation (Li, 2023; Shen, 2022; Talbot & Mercer, 2018; Fathi et al., 2020), motivation (Khajavy, 2016; Sato et al., 2022; Roohani & Dayeri, 2019) and resilience (Fathi & Saeedian, 2020; Xue, 2021; Diasti, 2021; Tonekaboni & Nasiri, 2022). Besides these in demand topics, researchers also studied such topics as the effects of contextual (Soroor et al., 2015; Navidinia & Heiran, 2017) and demographic variable factors (Hismanoğlu, 2016; Farshi & Omranzadeh, 2014; Kashefian- Naeeni, 2020)), emotional labour (Kocabaş-Gedik & Ortaçtepe Hart, 2021; Zhang & Zhang, 2023), reflective teaching (Farzaneh & Mohammad, 2014; Ghazalbash & Afghari, 2015), job satisfaction (Safari, 2020; Atmaca, 2017), work engagement (Faskhodi & Siyyari, 2018; Xing (2022)teacher aggression (Yang, 2022), teacher assessment literacy (Rezai, 2024), educational beliefs (Ayatollahi et al., 2022), effort-reward imbalance (Songhori et al., 2021), teacher immunity (Sarıçoban & Kırmızı, 2021), post-method pedagogy (Seidi, 2019), mindfulness (Liu & Du, 2024), organizational socialization (Güneş & Uysal, 2019), professional development (Kulavuz-Önal & Tatar, 2017), teacher proficiency (Nayernia & Babayan, 2019), reflection (Shirazizadeh & Moradkhani, 2018), professional self-esteem (Khezerlou, 2017), self-regulation (Karamooz & Narafshan, 2017), effective teaching (Langari & Parvin, 2017), foreign language anxiety of EFL learners (Rezvani & Rezvani, 2017), teacher wellbeing (Lucena & Ojeda, 2024), classroom management (Köksal, 2023), effect of school type (Kimsesiz, 2019), are some of the topics that have been studied alongside EFL teacher burnout.

In addition to these, some combination of multiple variables such as teacher perfectionism, reflection (Shirazizadeh & Karimpour, 2019), personality traits and psychological distress (Baleghizadeh & Shayesteh, 2020), emotional intelligence, personality traits, self-efficacy, and risk factors of burnout (Amirian et al., 2020), and various variables (Deneme, 2021) was also examined with EFL teacher burnout by researchers.

As for coping strategies, it is possible to classify studies into two different categories: in-service EFL teacher coping strategies/coping and in-service EFL teacher coping strategies/coping. The majority of the studies conducted within the scope of the topic were conducted with in-service teachers (n=23), whereas studies related to pre-service teachers were found to be less in numbers (n=4). As for the combination of these two main topics, coping strategies and EFL teacher burnout (Yuan, 2022), one study was found.

In terms of the theses and dissertations conducted in this area of expertise in the Turkish context, the scope of the review of the literature was limited to the studies carried out in the area of ELT with EFL teachers. In addition to this, another criterion was the language of the study. As a result of these, theses and dissertations conducted in the area of ELT in English language were examined. At the end of this examination, four studies were found to be solely focused on EFL teachers' burnout. Two of these four studies were carried out with language instructors (Mızrak, 2019; Altınoğlu, 2021), and the rest of the studies (Güneş, 2014; Kaya, 2022) were not specific to a group of EFL teachers, they were carried out with the participation of EFL teachers from different levels. Apart from theses, in terms of the studies conducted in the Turkish context, especially in the tertiary level of education, Özkanal and Arıkan's (2010) study and Cephe's (2010) study was conducted in a preparatory school of a state university.

For coping strategies, two studies were found to be focused on the coping strategies of EFL teachers alone (Petek, 2008; Mutlu, 2017). One of these studies (Petek, 2008) was done with instructors, whereas the other one (Mutlu, 2017) was carried out with teacher candidates.

As for the common ground between these two research areas, coping strategies and EFL teacher burnout, two studies were found to be related with these two topics. Firstly, study of Gazimihal (2016) was focused on the coping strategies, however, the relation between self-talk as a coping strategy for EFL teacher burnout was examined only. On the other hand, Erdağ's (2019) was focused on the relationship between coping strategies and EFL teacher burnout simultaneously. As for Gazimihal's (2016) study, the participants were chosen among EFL instructors who are working at a foundation university in İzmir and İstanbul, however; Erdağ's (2019) study, the researcher focused on the teachers who are working in primary schools in Tekirdağ.

Details regarding these aforementioned studies (type of the study, topic, context of the study, participants, and methodology) can be found in the Table 2.5. below.

Table 2.5. *Related Studies in the Turkish Context*

Author(s)/ Year	Type of the study	Topic	Context of the study	Participants	Methodology
Petek (2008)	Master's thesis	EFL teacher coping strategies and stress factors	Tertiary level of education	English language instructors working in a state university	Mixed- methods research design
Cephe (2010)	Article	EFL teacher burnout	Tertiary level of education	English language instructors	Mixed- methods research design
Güneş (2014)	Master's thesis	EFL teacher burnout and organizational socialization	Various levels of education	EFL teachers from different levels of education	Mixed- methods research design
Gazimihal (2016)	Master's thesis	EFL teacher burnout and coping strategies (self-talk as a coping strategy)	Tertiary level of education	English language instructors working in a foundation university	Qualitative research design
Mutlu (2017)	Master's thesis	EFL teacher coping strategies and foreign language teaching anxiety	Tertiary level of education	Teacher candidates/ Pre- service EFL teachers	Mixed- methods research design
Mızrak (2019)	Master's thesis	EFL teacher burnout and teacher self- efficacy	Tertiary level of education	English language instructors working in a state university	Mixed- methods research design
Erdağ (2019)	Master's thesis	EFL teacher burnout and coping strategies	Primary level of education	Primary school EFL teachers	Mixed- methods research design
Altınoğlu (2021)	Master's thesis	EFL teacher burnout	Tertiary level of education	English language instructors working in a foundation university	Qualitative data collection method

<i>(cont'd)</i>							
Özkanal & Arıkan (2010)	Article	EFL teacher burnout	teacher	Tertiary level of education	English language instructors working in a state university	Quantitative research design	
Kaya (2022)	Master's thesis	EFL teacher burnout and educational technology anxiety	teacher and	Various levels of education	EFL teachers from different levels	Mixed-method research design	

For the solutions to the distressing feelings of EFL teachers caused by burnout, to the best of the researcher's knowledge, in terms of studies focused on EFL teacher burnout there was a lack of research in terms of coping strategies and solutions. Therefore, it is possible to state that there is an existing research gap when it comes to focusing on all these three areas at once. In terms of the significance of the current study, the following inferences can be made. To begin with, as it was explained above in this section of the study, in terms of burnout and coping strategies, there is a lack of studies conducted at the tertiary level of education. Furthermore, as for the studies focused on both coping strategies and burnout, lack of studies focused on both of these topics showed that there is a need for a study to fill the research gap in the literature. Moreover, in terms of solutions to reduce the negative outcomes caused by burnout and lack of appropriate coping strategy use, it was discovered that there is an existing research gap to examine and discover solutions coming from the target audience itself, EFL teachers.

In light of these, this study is aimed to discover the reasons behind EFL teachers' burnout as well as individual coping strategies and solutions offered by the participants themselves to get over or reduce the distressing/negative feelings they are experiencing. Therefore, the background of the participants, such as demographical factors, or such factors as individual differences, administrative climate, etc., were examined in order to fill the existing research gap in the ELT literature. In addition to these, this study also aims to discover what kind of coping strategies are being used by EFL teachers working

at the tertiary level. Lastly, this study also seeks to explore the solutions coming from the actual people who are struggling with teacher burnout in their daily lives.



3. METHODOLOGY

The purpose of this chapter of the study is to present details regarding its overall research design, setting, participants, data collection tools, data collection procedure followed while conducting the research, and data analysis and interpretation process. All information related to the aforementioned parts of the study are explained in the following sections.

3.1. Research Design

This study seeks to discover the current state of the EFL teachers working in the school of foreign languages in a state university in İstanbul regarding burnout to find the underlying reasons for them to experience burnout as well as their coping strategies and perceived solutions to make their work more pleasant by reducing the stress they experience by their occupation. In order to accomplish these goals, mixed methods research design has been found to be the appropriate one to conduct this study.

Mixed methods research is characterized by the combination of quantitative and qualitative data in a study. To put it in another words, this type of research includes the collection and analysis of both quantitative and qualitative data in one study (Dörnyei, 2007). Mixed-method studies are preferred when the researcher wants to provide a better understanding of the research problem at hand since single-method studies may not adequately address research problems or research questions (Creswell, 2014). To address research questions and provide a better answer to them, an explanatory mixed methods research design was utilized. Explanatory mixed methods design, also known as Explanatory Sequential design or two-phase model (Creswell & Plano Clark, 2014), has two phases as its name suggests. In the first step, quantitative data is collected. Following the collection of the quantitative data, qualitative data is gathered to elaborate and explain the quantitative results obtained in the first step (Creswell, 2015). The rationale behind this research design is to make use of both data types and analysis by having quantitative data to paint the general picture of the research problem whilst more depth and analysis are brought by the qualitative data and analysis in order to refine or extend the quantitative picture (Creswell, 2015). Specifically for the current study, the rationale of the implementation of the Mixed Method Explanatory Sequential Design is to refine the data obtained from the quantitative phase of the study by obtaining qualitative data with interviews to paint a better picture of the research questions posed in the study.

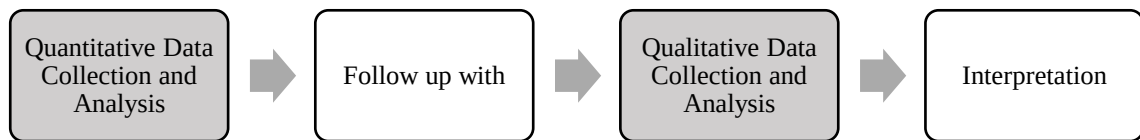


Figure 3.1. *Explanatory Sequential Design (Creswell, 2014)*

3.2. Setting and Participants

3.2.1. Setting

The current study was conducted at a school of foreign languages in a state university in Türkiye. The school of foreign languages offers other languages other than English; however, English is the dominant language in terms of the teaching staff and students. The teaching staff is actively working in both academic terms including the summer term. The workload of each EFL teacher changes in accordance with their extracurricular, administrative, or office responsibilities; however, in general, it can be stated that EFL teachers here were teaching 18 to 22 hours per week except for extra substitute lessons or other extra lessons. Most of the teaching staff were teaching at least 22 hours per week except the ones who had different duties in addition to teaching. Those 22 hours include main course lessons and skill-based lessons such as speaking and listening and writing and reading. In addition to their lessons, teachers were working in different offices such as professional development office, testing office, and material office etc. Teachers who work in those offices had additional workload in addition to their weekly lessons. This study was conducted during the academic year of 2022-2023 and the summer term.

3.2.2. Participants

This study was designed to examine the burnout levels, coping strategies, and perceived possible solutions to teacher burnout in the workplace among English language instructors in the preparatory school of a state university. Although there are more lecturers in the school of foreign languages including other languages the number of full-time working instructors were around 80 in the time of the data collection. Due to the voluntary nature of the study, the number of participants was estimated to be lower than the actual number of instructors. In the end, the sample of this study is composed of 50 instructors among the instructors who are working full-time. Among these 50 instructors who volunteered to be a part of this study, 29 of them were female, and the rest of the participants (n=21) were male. The youngest participant to take part in the study was found to be 23 years old (n=23), whereas the oldest participant was found to be 40 years old (n=1). Furthermore, the majority of the participants (n=14) were 28 years old. In terms of their experience, most of the participants had 4-6 years of experience (n=31). On the other hand, the rest of the participants had different years of experience. To begin with, some of the participants had 0-2 years of teaching experience (n=5), and similar to this group of teachers, 8 participants had 2-4 years of teaching experience, and the rest 6 participants had more than 6 years of teaching experience.

Table 3.1. *Participants of the study*

Demographic Information	Groups	N	%
Age	22-25	3	6
	25-30	43	86
	30-35	2	4
	Over 35	2	4
Gender	Male	21	42
	Female	29	58
Teaching Experience	0-2 years	5	10
	2-4 years	8	16
	4-6 years	31	62
	6+ years	6	12

(cont'd)

Major	English Language Teaching	39	78
	English Translation and Interpreting	5	10
	English Language and Literature	5	10
	English Linguistics	1	2
Teaching Certificates	CELTA	4	8
	TESOL	3	6
	YOK Pedagogical Certificate	2	4
	None	41	82

At the beginning of the quantitative data collection process, the participants were given detailed information about the research, semi-structured interview sessions, and data collection process. The participants for the interviews were chosen among the voluntary instructors by the researcher. Therefore, participants were chosen by using convenience sampling. After identification of the candidates for the interviews, the candidates were once again informed about the sessions, and they decided whether they still wanted to participate in interviews or not. At the end of this process, it was decided to carry out the interviews with nine voluntary instructors. Details regarding those participants were displayed on Table 3.2.

Table 3.2. *Participants of the interview sessions*

Participants	Age	Gender	Teaching experience	Major	Teaching Certificates	Educational Background
Participant 1 (PT1)	28	Female	2-4 years	English Language Teaching	None	BA PhD (in progress)
Participant 2 (PT2)	29	Female	4-6 years	English Linguistics	None	BA MA (in progress)
Participant 3 (PT3)	28	Female	2-4 years	English Language Teaching	None	BA MA
Participant 4 (PT4)	27	Female	4-6 years	English Language Teaching	None	BA MA
Participant 5 (PT5)	29	Female	4-6 years	English Language Teaching	None	BA MA (in progress)
Participant 6 (PT6)	29	Female	4-6 years	English Language Teaching	None	BA MA (in progress)

<i>(cont'd)</i>						
Participant 8 (PT8)	28	Female	4-6 years	English Language Teaching	TESOL	BA MA
Participant 9 (PT9)	28	Female	4-6 years	English Language Teaching	None	BA MA (in progress)

With these selected participants, two different semi-structured interviews were conducted. In the first round of interviews, participants were asked about the underlying reasons behind their feelings and coping strategies. On the other hand, during the second round of interviews, participants answered questions related to the solutions of the problems that caused them to feel burned out. With these two rounds of interviews, a total of 18 interviews were conducted with these participants. Most of these participants were female (n=7), and one participant was male. Furthermore, most of the participants held a degree in English Language Teaching (n=7) with two exceptions PT2 (English Linguistics) and PT7 (English Translation and Interpreting). In terms of the teaching certificates, most of the participants (n=7) did not have any additional teaching certificates whereas PT7 had a CELTA certificate and PT8 had a TESOL certificate. As for their educational background, the majority of the participants were either doing their MA (n= 5) or already did MA (n=3). All of the participants who volunteered to participate in the interviews were responsible for both main course and skills lessons. In addition to their lessons, PT1 and PT8 had extra workload since they were working in different offices, professional development office, and material office, respectively. All of these participants without any exceptions were teaching main course lessons so their weekly teaching hours were not less than 17-18 hours except substitute lessons. However, except for the ones who were not working in any offices, they were responsible for teaching 22 hours per week except for substitute lessons.

3.2.2.1. Socio-demographic distribution of participants

The results of the frequency analysis of the socio-demographic characteristics of the participants were analyzed. The analysis related to the gender of the participants are given in Table 3.3.

Table 3.3. *Distribution of participants*

Participants	Gender	f	%
	Female	29	58,0
	Male	21	42,0

As a result of this analysis, it was found that 58% of the participants were female and the rest, 42%, were male. The result of the frequency analysis of the age of the participants are given in Table 3.3.

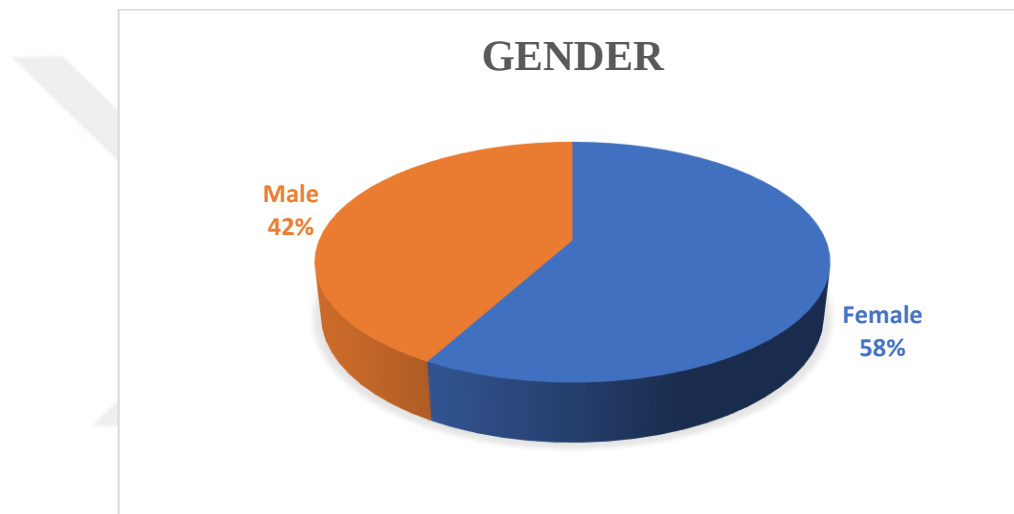


Figure 3.2. *Pie chart for the gender distribution of participants*

Table 3.4. *Age Distribution of Participants*

Participants	Age	f	%
	23-27	23	46,0
	28-40	27	54,0
	Min/Max (Mean S. -SD)	23/40	(27.94-3.03)

As it was demonstrated in Table 3.4., it was found that the majority of those who participated in the study, 54%, were between the ages of 28-40, whereas the 46% of the participants were between the ages of 23 and 27. Additionally, the youngest participant

was found out to be 23 years old, on the other hand, the oldest participant was recorded as 40 years old. Moreover, the mean score of participants' age was found as 27.94.

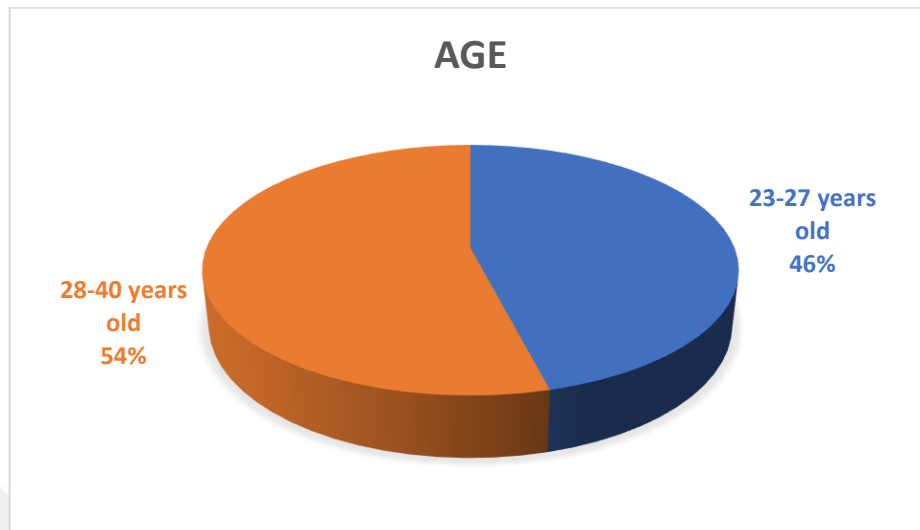


Figure 3.3. Pie chart for the age distribution of participants

In Table 3.5., the results of frequency analysis of teaching experience of participants are given.

Table 3.5. Distribution of Teaching Experience of Participants

	Time Period	f	%
Teaching Experience	0-2 years	5	10,0
	2-4 years	8	16,0
	4-6 years	31	62,0
	6 and 6+ years	6	12,0

Table 3.5. shows that at the end of the analysis 62% of the participants had 4-6 years of teaching experience. As for the 16% of the participants, they had 2-4 years of teaching experience and for 10% of the participants, it was found that they had 0-2 years of teaching experience. As for the last time period, for the 6 and 6+ years of teaching experience, 12% of the participants stated that they have this much of teaching experience.

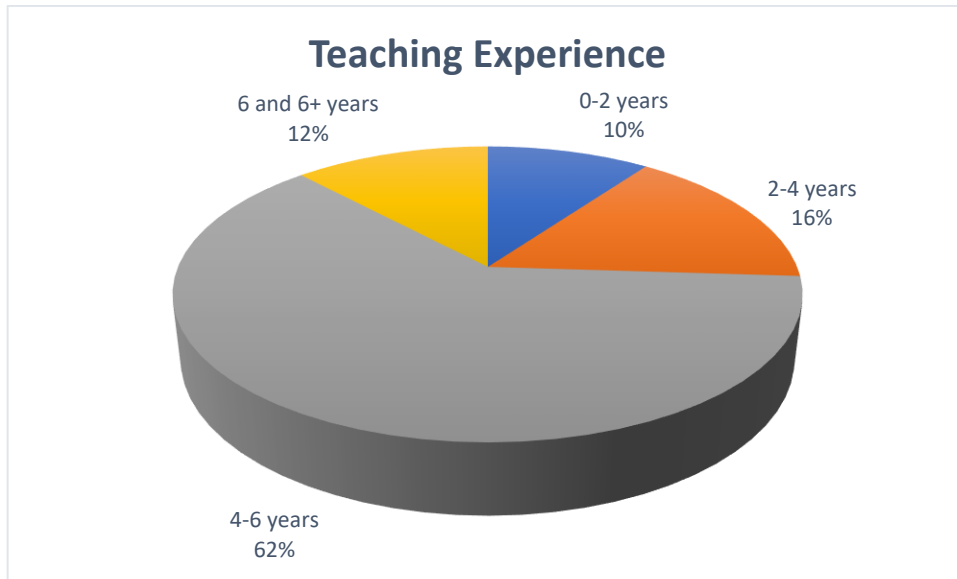


Figure 3.4. *Pie chart for the distribution of teaching experience of participants*

3.3. Data Collection Tools

Since this study was a mixed methods study, to be more precise, mixed methods sequential design, there were two different phases of the study, and for each phase of the study different data collection tools were used. To begin with, for the first part, quantitative part, two different data collection tools were used. As for the second part of the study, qualitative study, one type of data collection tool was used to gather data for the current study.

3.3.1. Quantitative data collection tool

To begin with, the data of the qualitative part of the study were collected via two different instruments. At the beginning of the survey, participants were asked about their backgrounds like their majors, and demographic information such as their age and gender. After this part, participants were asked to answer Maslach Burnout Inventory- Educators' Survey (NL Version/ MBI-NL-ES). The language of the survey was originally in English, so participants were required to read and answer questions of the survey in English. In MBI-ES, participants were asked questions to learn more about their current level of burnout. To understand this in a more detailed manner, this questionnaire consists of such elements that are related to three dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. To be more precise, this

questionnaire consists of 22 items that are related to burnout. In the following table the distribution and number of items in the questionnaire can be found.

Table 3.6. *Classification of Items of MBI-NL-ES*

Dimensions of Burnout	Item Numbers	Item Count
Emotional Exhaustion	1-2-3-6-8-12-13-18	8
Depersonalization	5-10-11-14-20-21-22	7
Personal Accomplishment	4-7-9-15-16-17-19	7

The dimensions in the inventory are scored separately. The lowest score obtained from items is “0” and the highest score is “6”. The scoring of the options are as follows: “Never (0), Seldom/Few times a year or less (1), Now and Then/Few times a month or less (2), Regular/ Few times a month (3), Often/Once a week (4), Very Often (5), and Always/Every Day (6)”.

As for the scoring of the questionnaire is done in accordance with the normative scores based on using five percentile ranges. In the following table, normative scores used to analyze the data are presented.

Table 3.7. *Normative Scores of MBI-NL-ES*

Scoring Categories	Scores
Very High	Score > 95 th percentile
High	75 th percentile < score ≤ 95 th percentile
Average	25 th percentile < score ≤ 75 th percentile
Low	5 th percentile < score ≤ 25 th percentile
Very Low	score ≤ 5 th percentile

The only difference between the MBI-ES and MBI-NL-ES is the depersonalization items added to the depersonalization sub-scale in order to gather more reliable data since depersonalization has been identified as the least reliable sub-scale (Enzmann et al., 1995). To increase the internal consistency of this sub-scale, they added two items to the depersonalization scale: (1) “In my work, people bother me with personal problems that I do not want to be bothered with” and (2) “I try to keep away from the personal problems of my students”. As it was stated in the inventory itself, “The reliability

of the depersonalization scale had been improved by adding two items” (Horn, J.E. van & Schaufeli, 1998). This procedure was done to meet the criterion (Cronbach’s Alpha value of .70) that Nunnally (1978) proposed for a satisfactory internal consistency. Elimination of these two items did not affect the internal consistency of other sub-scales. This procedure was not done to other sub-scales related to emotional exhaustion and reduced personal accomplishment because these two sub-scales have already met the criteria that Nunnally (1978) proposed. As for this study, Cronbach’s Alpha values have met the criteria both Nunnally’s (1978) and Hugh’s (2012) stated.

Table 3.8. *Cronbach's Alpha Classification*

Cronbach’s Alpha	Internal Consistency
$\alpha \geq .9$	Excellent internal consistency
$.9 > \alpha \geq .8$	Good internal consistency
$.8 > \alpha \geq .7$	Acceptable internal consistency
$.7 > \alpha \geq .6$	Questionable internal consistency
$.6 > \alpha \geq .5$	Poor internal consistency
$.5 > \alpha$	Unacceptable internal consistency

Table 3.9. *Cronbach Alpha Values of MBI-NL-ES*

Scales	Cronbach’s Alpha	Number of Items
MBI-NL-ES	.815	22
Emotional Exhaustion	.933	8
Depersonalization	.713	7
Personal Accomplishment	.736	7

In order to find out the coping strategies used by the participants; the Multiple Response Questionnaire for Coping Strategies (Erdağ, 2019) was used to gather other quantitative data. Participants were required to choose the items that describe how they are coping with burnout. They were asked to choose the ones that resonate with them the most. Briefly, to complete this part of the questionnaire, participants were asked to choose the items that describe the strategies they use in order to cope with burnout.

In this Multiple Response Questionnaire for Coping Strategies, there were 18 items each containing a strategy or a way to cope with burnout. There was no limitation when it comes to selecting strategies, participants were allowed to choose as many as they find true for themselves.

While choosing both of these questionnaires used in the current study, five experts/scholars in the field of English Language Teaching were consulted, and their expert opinions were obtained.

3.3.2. Qualitative data collection tool

In the current study, qualitative data was obtained from semi-structured interviews in order to explain and support the data gathered from the quantitative phase of the study. Two separate interview sessions were conducted with the participants, and two different sets of interview questions were asked to the participants (see Appendix). In the first interview sessions, participants were such questions related to their perception of burnout, the reasons of their burnout, and what kind of coping strategies they use in order to deal with burnout were asked. As for the second set of interviews, in accordance with the results obtained from the first sets of interviews, participants were asked to share their solutions to reduce their workplace stress and burnout. In other words, their solutions/ideas were asked for the reasons they stated in the in the first sets of interviews.

For the first interviews, participants were asked to answer 13 questions related to the possible reasons that made them feel burned out. For instance, participants were asked to answer a question related to the administration of the state university they work in order to determine whether it is a problem for them to feel burned out. As for the second interviews, after the analysis of the first interviews, the main reasons/sources were found, and the interviewees were asked to share their solutions/ideas to make their work more pleasant. Questions for both interview sessions are included in the following tables.

Table 3.10. *First Semi-Structured Interview Questions*

First Semi-Structured Interview Session Questions
1. How do you define burnout? Why?
2. How do you feel at the end of a workday? Why?
3. Do you consider yourself as burned out? Why? Can you explain?
4. Why do you feel burned out? What is the biggest reason behind this feeling and the symptoms that you have been experiencing? / What is the reason behind this feeling? Do you believe that you are getting enough support? How?
5. Are there any other reasons behind your stress like lack of job security, annual leave, students (like their levels, misbehavior, lack of autonomy, and motivation), overcrowded classrooms, lack of technology, books, or having not enough time for yourself? Why?
6. Do you consider teaching English as a stressful job? Do you enjoy doing your job? Can you explain?
7. How is your workplace? How do you perceive your work atmosphere? Why?
8. Do you get enough administrative support? How is the administrative climate in your workplace?
9. Are your students a reason for you to feel stressed or burned out? If so or if not, please elaborate.
10. How is your relationship with your colleagues? Are your colleagues a reason for you to feel stressed or burnout? Why?
11. Do you feel like you do any good by doing your job? Do you think the time and effort you put into your job is worth it? Why?
12. Do you plan to continue doing your job in the future or do you have other plans? Why?
13. How do you cope with burnout or stress caused by your job? Why do you prefer to use this strategies/this strategy (like spending some time on yourself, relaxing activities such as yoga, relying on your friends and family)? How does it work for you?

Table 3.11. *Second Semi-Structured Interview Questions*

Second Semi-Structured Interview Questions
1. What are the possible solutions for your feeling of burnout? How can you reduce the stress caused by your job on your well-being?
2. What do you think about the possible solutions to reduce the stress caused by the workplace atmosphere and colleagues like not having enough annual leave, heavy workload, strict workplace atmosphere, toxic environment/ colleagues, and judgmental colleagues?
3. What are the possible ways to reduce the stress/feeling of burnout caused by such factors as long working hours and heavy workload? What is your solution?
4. What do you recommend for student-related stress such as student misbehavior, disrespect, lack of student autonomy, low levels of English proficiency, and laziness? How can you reduce the stress caused by students?

(cont'd)

5. How can you reduce the feeling of burnout caused by the administration in your opinion? What do you recommend for lowering the feeling of burnout caused by such factors as lack of administrative support, unhelpful administration, lack of personal autonomy, disappointing administrative decision, and uncaring administrators?
 6. How can you reduce the exhaustion caused by your job and academy-related factors such as having a heavy academic workload due to MA or Ph.D.? Are there any possible solutions for this issue?
 7. How can you separate personal factors such as being mentally and physically exhausted, lack of time to relax, not feeling satisfied or fulfilled by teaching English, overthinking, and lack of motivation to intervene with your professional life? What are the ways to reduce the stress/feeling of burnout caused by these factors?
-

Since this is the qualitative phase of the study, validity and reliability of the instruments used in this part is mostly depends on the researcher (Golafshani, 2003). For the preparation of the questions for each interview, the burnout inventory and the coping strategies multiple choice questionnaire were taken into consideration, and questions were posed accordingly. Following the preparation of the questions, to ensure the reliability and validity of the questions five experts/scholars' opinion in the field of English Language Teaching were obtained, and the questions were revised in accordance with their comments. After the revision of the questions, experts/scholars' opinion were asked again, to make sure that the questions were suitable with the aims of this research and easy to understand for the possible participants. After necessary adjustments to the interview questions, the piloting sessions conducted with participants that are working in the same state university school of foreign languages.

To ensure the trustworthiness and credibility of the findings obtained from the qualitative phase of the study, a second rater also coded and analyzed the data. This second rater is also another researcher from the same field of expertise, ELT. At the beginning of this process of inter-coder reliability, the transcriptions of the interviews were shared with the second researcher. Following this step, second rater went through the data from the beginning one by one and coded the data themselves. Afterwards, the agreement between both raters were checked and the agreement ratio for both interviews were calculated for the first and second interview sessions. Percentage agreement is used to calculate the agreement percentage between two researchers since this measure is the

most popular coefficient because it is easy to utilize and understand (Lombard et al., 2002). For the first interviews the intercoder reliability for the first interviews were found as 96,66% and as for the second interviews the intercoder-reliability found as 97,77% between two researchers.

3.4. Data Collection Procedure

In the current study, two different approaches were used to gather data: face-to-face and online. The data regarding participants' demographic background, their consent, their voluntary status for the following interview sessions, and Maslach's Burnout Inventory – Educators Survey (NL), and Multiple Response Questionnaire for Coping Strategies were collected online. On the other hand, interview sessions were held face-to-face.

The general overview of the data collection procedure consists of two phases that are in line with the mixed method research design utilized in this study. To begin with, first quantitative data were collected and following the quantitative data collection, qualitative data were collected in two different semi-structured interview sessions. To conduct the current study necessary approvals and permits from both institutions, from the state university the study conducted and Anadolu University, were obtained. The overview of the data collection procedure is given in the following figure.

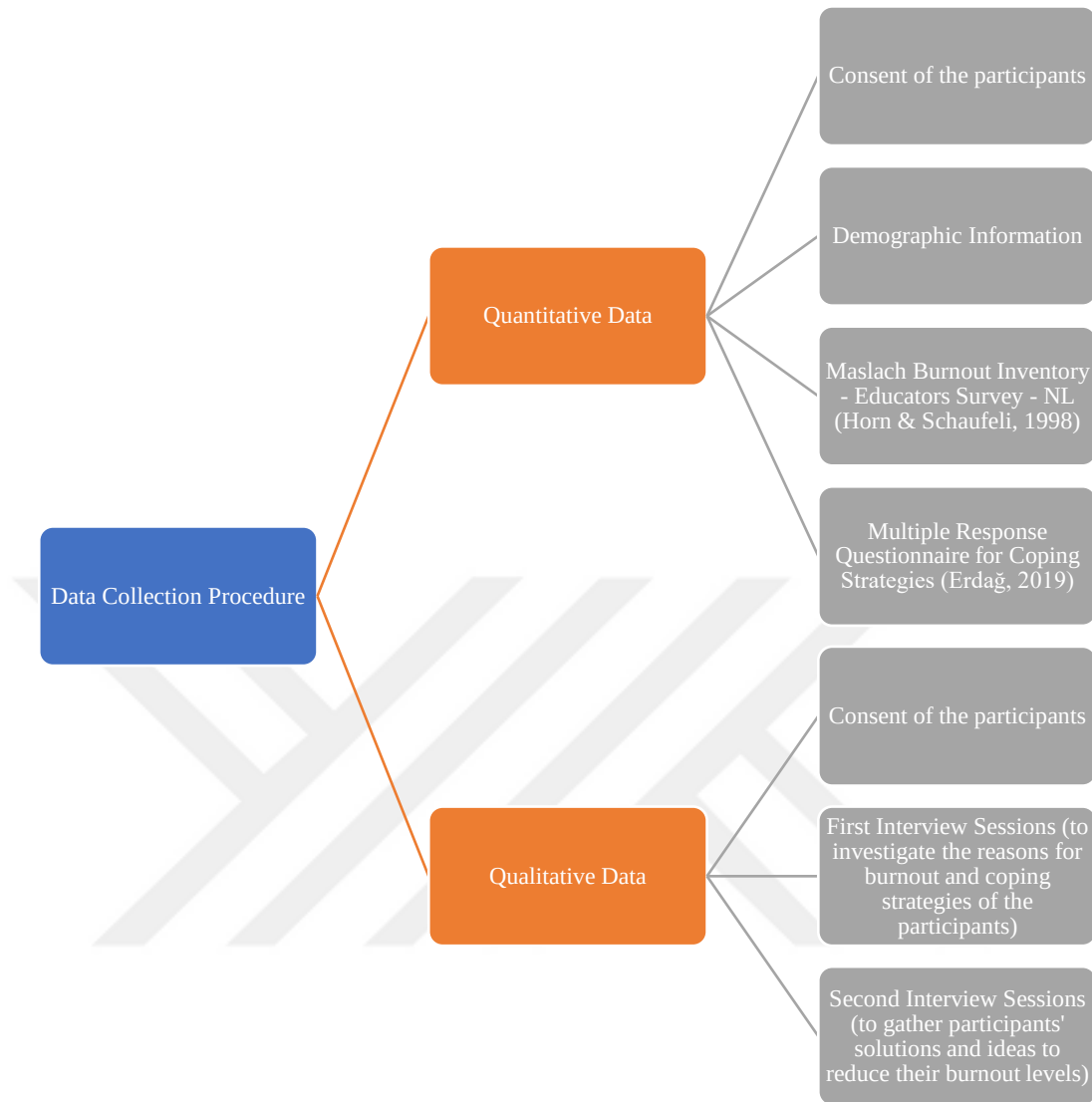


Figure 3.5. *Data Collection Procedure*

3.4.1. Data collection procedure of the quantitative phase

In relation to the research questions and purposes, appropriate quantitative data collection tools were chosen. During the selection process, expert/scholar's opinion was always kept into account, and necessary adjustments were made in accordance with the comments received from them. After finalizing the instruments to be used in this study, an online Google Forms was formed. This document consisted of four different parts. In the first part of the questionnaire, participants' e-mail addresses, their consent to participate in the study, and their wish to participate in the following interviews were asked to the participants. The second part had questions related to participants' background and demographic information like their gender, age, teaching experience,

major, and teaching certificates. The following part of the questionnaire aimed to gather data regarding their current state of burnout by including Maslach's Burnout Inventory-Educators Survey- NL. In the last part of the questionnaire, the focus was on coping strategies. Erdağ's (2019) Multiple Response Questionnaire for Coping Strategies was placed in this section of Google Documents. For each part of the survey, participants were provided with the necessary instructions in order to eliminate ambiguity. In addition to that, at the beginning of the document, the researcher provided a section to inform participants about the researcher, the purpose of the study, and their rights as a participant, and general information related to the research and research process with researchers' contact information if they want to contact with the researcher.

Before sending the link of the Google document to the participants, participants were also informed about the research, and they had the essential information about the research, and they also knew that participation to the study was purely based on their voluntariness.

3.4.2. Data collection procedure of the qualitative phase

In order to examine teacher burnout and coping strategies of the participants in a detailed manner, two different interview sessions were determined beforehand, and expert/scholar's opinion regarding the interview questions were obtained. In line with their comments, necessary changes were made, and interview questions were finalized. Before starting the qualitative phase of the study, first quantitative data were collected. Following the collection of the quantitative data, participants' answers were evaluated and their answer to whether they want to be a volunteer to follow up interviews checked. After the checking process, researcher contacted with the interview candidates to confirm and check their availability. At the end of this confirmation and checking process, some candidates were eliminated due to their workload during the data collection period, and participants for two interview sessions were determined.

Following the determination of the participants, a schedule to conduct interviews were made in accordance with both parties' availability. Following the schedule, participants were contacted again to confirm their availability for the interviews, and interviews were conducted on the agreed date and time with the participants.

Interview sessions were conducted in English but before starting each session of the interviews, participants were reminded that they might use their native language if they feel more comfortable that way to express their opinions in Turkish. If they had any trouble while expressing themselves, they could switch to their native language in order to express themselves fully. Before starting the interviews, participants' consent was obtained, and the purpose of the interviews and study was explained once more. If they had any additional questions related to the research, research process, and interviews, they were also answered by the researcher in order to avoid creating any sort of ambiguity for the participants.

As it was stated before, 18 interviews were held with 9 participants working in the school of foreign languages in a state university. Details regarding the interview sessions were given in the following table.

Table 3.12. *Interview Sessions*

Participants	Gender	Interview 1	Interview 2
		Duration	Duration
PT1	F	27'27	22'40
PT2	F	19'21	25'38
PT3	F	18'37	24'24
PT4	F	16'02	21'24
PT5	F	23'05	30'18
PT6	F	15'45	15'24
PT7	M	17'07	20'27
PT8	F	32'31	38'24
PT9	F	12'13	15'13
Total	8F, 1M	3h 01'48	3h 33'52

As the details demonstrated in Table 3.9., 18 interview sessions were held with 9 voluntary participants. 8 female and 1 male participant agreed to participate in these sessions. The total length of the first interview sessions was 3 hours 1 minute and 48 seconds. The longest interview recorded during the first interview sessions was 32 minutes 31 seconds whereas the shortest recorded interview was 12 minutes 13 seconds. As for the second interview sessions, the total length of the interviews conducted in these

sessions was found as 3 hours 33 minutes and 52 seconds. The longest interview recorded in the second interview sessions were 38 minutes 24 seconds and the shortest interview recorded was 15 minutes 13 seconds.

3.5. Data Analyses

At the end of both data collection periods, data obtained from each phase of the study were analyzed. The data collection of this study started with the gathering of the quantitative data. Following the collection of the quantitative data, the data were analyzed using SPSS version 25. As for the qualitative data coming from semi-structured interviews were analyzed via thematic analysis by the researcher without using any additional software. The general overview of the data analyses process is given in the figure below.

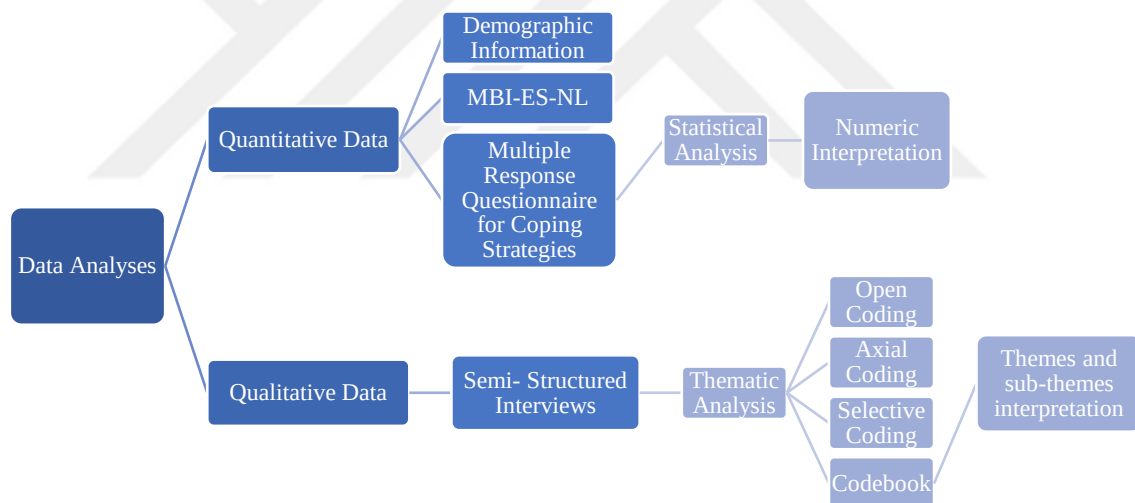


Figure 3.6. *Data analysis process*

3.5.1. Analysis of the quantitative data

The collection of the quantitative data took five weeks and a total of 50 participants took part in the quantitative part of the study by filling out the Google Form prepared by the researcher. The responses of the questionnaire kept coming throughout these five weeks,

not all at once. At the end of the data collection, researcher used MS Excel and SPSS version 25 to classify, organize, and analyze the data.

At the beginning of the quantitative data analysis process, MBI-ES-NL was checked whether it complies or not with the normal distribution hypothesis by looking at the Skewness and Kurtosis coefficients. Even though the total number of participants for this study is more than 30 ($n=50$), each group of participants, male and female, is less than 30 ($n=29$, $n=21$). In line with Sümbüloğlu and Sümbüloğlu (2007) statement, if the number of participants in each group is less than 30 or even though the participants in each group is sufficient, however; it does not meet the criteria for parametric testing, Kruskal-Wallis H Test should be performed, Mann Whitney U/Kruskal Wallis test is performed and group averages were analyzed by Dunnet's T3 method, a non-parametric multiple comparison test. At the end of the analysis, each result was evaluated at $p<0.05$. Descriptive statistics and other necessary analyses were used to analyze the quantitative results of the current study. During and after the analysis procedure researcher organized and analyzed the data in line with an expert's opinion working in the statistics field.

3.5.2. Analysis of the qualitative data

Following the collection and the analysis of the quantitative data, participants for the interviews were determined, and two different interview sessions were held with each participant. To begin with, the first interviews were conducted with participants. Upon the completion of the first interview sessions, interviews were analyzed and coded. After the analysis and coding period of the first interviews, second interview questions were prepared, and second interview sessions were done with the participants. After completing these two interview sessions, researcher moved on to the transcription, analysis, and coding of the second interviews.

While coding and analyzing both interviews, Saldana's (2015), Creswell (2015)'s and Charmaz (2007)'s methods and approaches guided this process. The detailed qualitative analysis procedure of this study is in line with Creswell (2015)'s qualitative analysis procedure. The aforementioned process can be found in the figure below.

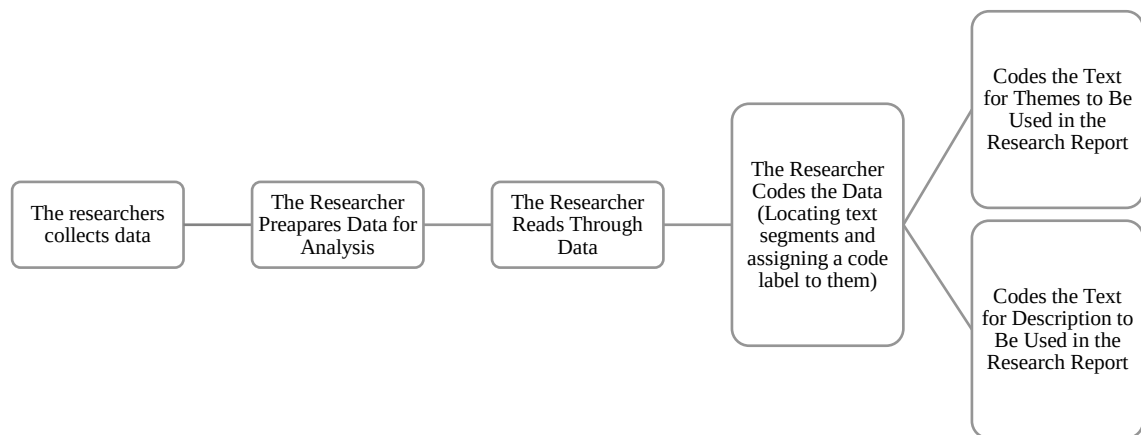


Figure 3.7. *Qualitative data analysis procedure (Creswell, 2015)*

With interviews, essential data for the qualitative phase of this study were collected. After the collection of the data, the researcher transcribed each interview using Microsoft Office Word. Following the transcription of the interviews, the researcher carefully read through the data to obtain a general sense of material. In order to get familiar with the data, the researcher analyzed the data by reading it several times while conducting an analysis each time. As Creswell (2015) stated, each time the researcher reads through their database, they can develop a greater understanding of the information provided by their participants.

As a part of the thematic analysis, researcher started with open coding as the first step. Based on the participants' utterances, researcher divides the transcriptions of the interviews into segments. Later, researcher labels these segments with codes. After the labelling process, researcher went through the codes once more to reduce the overlap and redundancy of codes. As the final step, the finalized codes are collapsed into themes. The entire coding process was inductive since there were no pre-determined codes or themes were set by the researcher.

As it was previously mentioned in this section, the interviews were shared with an experienced scholar in the ELT in order to come up with an agreement with the themes

emerged from the interviews. At the end of the examination of the interviews and codes, the consensus between two researchers was made. The percentage agreement between two researchers for the first interviews was 96,66%, whereas for the second interviews it was calculated as 97,77% between two researchers.



4. RESULTS

In accordance with the research questions of the study, the data obtained from the questionnaires and semi-structured interviews were analyzed and the results of both quantitative and qualitative phase of the study are presented in this section of the study.

4.1. Findings of Quantitative Data Analysis

In this section of this chapter, the data obtained from the quantitative part of the study is analyzed and presented.

4.1.2. Descriptive analysis results for the variables

In this section of the study, descriptive statistics related to the questionnaires are presented. The results of the descriptive analysis of the participants answers to the MBI-ES is presented in Table 4.1.

Table 4.1. *Descriptive Analysis of Maslach Burnout Inventory- Educator Survey*

Scale/Subscales	N	Min	Max	$\bar{X}$	SD
MBI-ES	50	27,00	96,00	62,72	15,38
Emotional Exhaustion	50	1,00	45,00	22,52	11,79
Depersonalization	50	1,00	27,00	13,78	6,28
Personal Accomplishment	50	17,00	35,00	26,42	4,25

The mean score and standard deviation of the all the answers gathered from the participants were found as ($\bar{X}$ =62,72, SD=15,38). As for the first sub-scale, Emotional Exhaustion, the mean score and standard deviation of this sub-scale were calculated as ($\bar{X}$ =22,52, SD=11,79). For the second sub-scale, Depersonalization, the mean score and standard deviation were ($\bar{X}$ =13,78, SD=6,28). Lastly for the third sub-scale, Personal Accomplishment, the mean score and standard deviation were computed as ($\bar{X}$ =26,42, SD=4,25).

The results of participants' levels of burnout are demonstrated in Table 4.2.

Table 4.2. *Distribution of Participants' Burnout Levels*

MBI-ES Burnout Levels	N	Min
Low	1	2,0
Average	49	98,0

As a result of the analysis of the scores, it was found that 98% (N=49) of the participants had average level of burnout whereas 2% (N=1) of the participants had low level of burnout.

As for the second questionnaire, Multiple Response Questionnaire for Coping Strategies (Erdağ, 2019), the answers of the participants are presented in the Table 4.3.

Table 4.3. *Distribution of the Answers to Multiple Response Questionnaire for Coping Strategies*

Coping Strategies	N	%
1. I try to keep problems in perspective.	20	40,0
2. I avoid confrontations.	13	26,0
3. I try to relax after work.	42	84,0
4. I take action to deal with problems.	32	64,0
5. I keep my feelings under control.	24	48,0
6. I devote more time to particular tasks.	15	30,0
7. I discuss problems and express feelings to others.	26	52,0
8. I have a healthy home life	26	52,0
9. I plan ahead and prioritize.	23	46,0
10. I recognize my own limitations	32	64,0
11. I try to find opportunities to go abroad for educational and social purposes.	8	16,0
12. I identify the problems I face both personally and academically	22	44,0
13. I spend at least one hour a week doing something for myself.	34	68,0

(cont'd)

14. I try to find strategies to solve the problems I have identified.,	27	54,0
15. I make sure that I have a clear job description	10	20,0
16. I get the necessary administrative support.	2	4,0
17. I have my financial problems solved.,	7	14,0
18. I have sufficient in-service training.	9	18,0

After the analysis of all answers given by the participants, it was revealed that the majority of the participants, 84%, give the answer “I try to relax after work”, nevertheless, the least preferred answer by the participants was “I get administrative support” to the question “How do you cope with burnout?”.

4.1.3. Findings related to MBI-ES

In this section of the study, the difference between the mean scores obtained from the MBI-ES and its sub-dimensions according to the socio-demographic distribution of the participants.

4.1.3.1 Findings related to MBI-ES and its sub-dimensions in terms of gender variables

In Table 4.4, Mann Whitney-U Test results are presented. This test was conducted in order to learn the relationship between participants gender and their results obtained from MBI-ES.

According to Sümbüloğlu and Sümbüloğlu (2017, p. 147), Mann Whitney-U Test is used if the number of subjects in each group is less than 30 even though it is specified by measurement or if the data does not fulfill the assumptions of parametric testing with sufficient number of subjects. In the case of the current study, each group, male and female, does not have an equivalent of 30 participants, therefore, Mann Whitney-U test was performed to examine the relationship between gender and MBI-ES results.

Table 4.4. Mann Whitney-U Test Results Regarding the Mean Scores Obtained from MBI-ES and Its Sub-dimensions and Gender of Participants

Variables	Gender	N	$\bar{X}$	Mean Rank	Sum of Ranks	u	z	p
MBI-ES	Female	29	66,76	29,12	844,50	199,5	-2,065	0,039
	Male	21	57,14	20,50	430,50			
Emotional Exhaustion	Female	29	25,62	29,40	852,50	191,5	-2,223	0,026
	Male	21	18,24	20,12	422,50			
Depersonalization	Female	29	14,83	27,88	808,50	235,5	-1,359	0,174
	Male	21	12,33	22,21	466,50			
Personal Accomplishment	Female	29	26,31	25,47	738,50	303,5	-0,02	0,984
	Male	21	26,57	25,55	536,50			

In Table 4.4., a significant difference was found between the gender of the instructors and MBI-ES Survey ($p=0,039<0.05$) and the sub-dimension Emotional Exhaustion ($p=0,026<0.05$).

In the light of these results, Table 4.4. shows that the overall mean score of burnout levels of female participants were higher than the male participants' overall mean score of burnout levels. In addition to that finding, Table 4.4. also demonstrated that the mean score of the sub-dimension Emotional Exhaustion is higher for female participants than the male participants.

As for the other sub-dimensions Depersonalization ($p>0.05$) and Personal Accomplishment ($p>0.05$) no significant difference was found regarding their relationship with participants' gender.

4.1.3.2. Findings related to MBI-ES and its sub-dimensions in terms of age variable

In Table 4.5, Mann Whitney-U Test results regarding the relationship between MBI-ES results and the age of participants. This test is utilized in order to determine the differentiation between the age of the participants and MBI-ES itself as well as its dimensions.

As it was stated before, if the number of subjects in each group is less than 30 or the data does not fulfill the criteria of parametric testing although the number of participants is sufficient for parametric testing, Mann Whitney-U Test is performed in such cases. Similar to the gender variable, the number of participants does not fulfil the criteria of having 30 participants for each age group, therefore, this test is used for age variable.

Table 4.5. below shows the results of the Mann Whitney-U Test results regarding MBI-ES and its sub-dimensions' relation with age variable.

Table 4.5. Mann Whitney-U Test Results Regarding the Mean Scores Obtained from MBI-ES and Its Sub-dimensions and Age of Participants

Variables	Age	N	$\bar{X}$	Mean Rank	Sum of Ranks	u	z	p
MBI-ES	23-27	23	65,26	27,93	642,50	254,5	-1,091	0,275
	28-40	27	60,56	23,43	632,50			
Emotional Exhaustion	23-27	23	24,30	27,39	630,00	267	-0,848	0,397
	28-40	27	21,00	23,89	645,00			
Depersonalization	23-27	23	15,13	28,50	655,50	241,5	-1,346	0,178
	28-40	27	12,63	22,94	619,50			
Personal Accomplishment	23-27	23	25,83	23,83	548,00	272	-0,752	0,452
	28-40	27	26,93	26,93	727,00			

In Table 4.5., the results of the Mann Whitney-U test demonstrates that there is no significant difference was found between MBI-ES ($p>0.05$), and its sub-dimensions Emotional Exhaustion ($p>0.05$), Depersonalization ($p>0.05$), and Personal Accomplishment ($p>0.05$). In other words, the age of the participants did not cause a significant difference regarding the answers they gave to the questionnaire and its sub-dimensions.

4.1.3.3 Findings related to MBI-ES and its sub-dimensions in terms of teaching experience variable

Table 4.6., shows the results of Kruskal-allis H test to determine the differentiation between teaching experience and MBI-ES itself and its sub-dimensions.

Similar to other variables, age and gender, since the population of each group is insufficient for parametric testing, therefore, Kruskal-Wallis H test was used in order to examine the relationship between MBI-ES, its sub-dimensions, and teaching experience.

Table 4.6. *Kruskal-Wallis H Test Results Regarding the Mean Scores Obtained from MBI-ES and Its Sub-dimensions and Teaching Experience of Participants*

Variables	Teaching Experience	N	$\bar{X}$	Mean Rank	χ^2	sd	p
MBI-ES	0-2	5	53,60	16,00	6,046	3	0,109
	2-4	8	61,88	26,00			
	4-6	31	66,16	28,69			
	6 and 6+ years	6	53,67	16,25			
Emotional Exhaustion	0-2	5	17,60	18,40	4,926	3	0,177
	2-4	8	20,75	23,94			
	4-6	31	25,16	28,73			
	6 and 6+ years	6	15,33	16,83			
Depersonalization	0-2	5	9,60	15,00	3,603	3	0,308
	2-4	8	14,75	29,25			
	4-6	31	14,42	26,77			
	6 and 6+ years	6	12,67	22,67			
Personal Accomplishment	0-2	5	26,40	25,90	0,385	3	0,943
	2-4	8	26,38	25,56			
	4-6	31	26,58	26,08			
	6 and 6+ years	6	25,67	22,08			

Table 4.6. shows that there is no significant difference between teaching experience of participants and MBI-ES ($p>0.05$), and the sub-dimensions Emotional Exhaustion ($p>0.05$), Depersonalization ($p>0.05$), and Personal Accomplishment ($p>0.05$). Consequently, it was found that teaching experience of the participants did not cause a significant difference in scale and all of its sub-dimensions.

4.2. Findings of the Qualitative Data Analysis

In this section of the chapter, obtained qualitative data is analyzed and the results are presented in the following parts.

4.2.1. Findings of the first interview

In this part of the current study, participants asked to answer thirteen semi-structured interview questions in order to delve deeper into the reasons of burnout experienced by the participants. The data collected from the interview sessions are transcribed, analyzed and coded. Firstly, participants were asked to share the meaning of burnout for themselves in order to understand participants' perception of burnout. The answers of the participants can be found in the figure below.

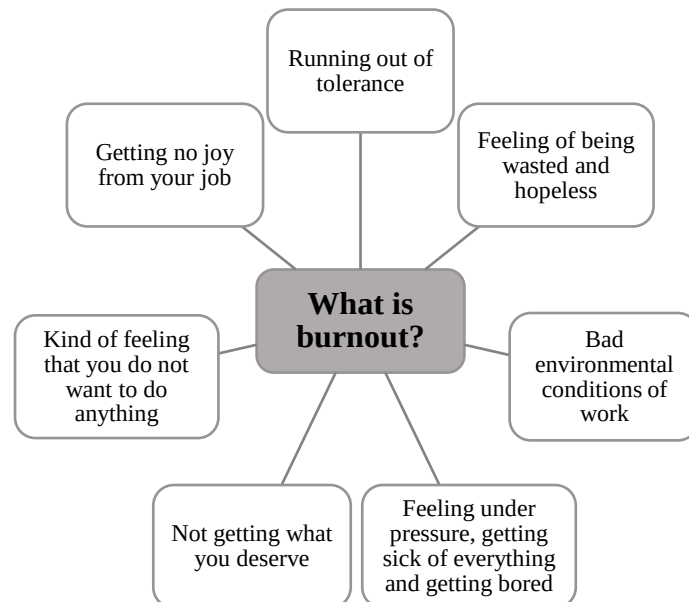


Figure 4.1. Burnout definitions of participants

After the analysis of the first question, seven different answers were found regarding the meaning and perception of burnout. Following the analysis of the first question, the rest of the questions were analyzed, and the themes that emerged from the data is demonstrated in Table 4.7.

Table 4.7. *First interview themes and sub-themes*

Theme	Reasons of Burnout	f
Workplace atmosphere, workload, and job characteristics	Lack of annual leave	1
	Not having enough annual leave	2
	Heavy workload (having too many lessons)	3
	Strict workplace atmosphere	2
	Toxic work environment	2
	Lack of job security	2
	Stressful school climate	1
	Long working hours	2
	Unexpected responsibility/workload (or having substitution)	2
	Unorganized working Schedule	1
	Lack of stable work conditions	1
	Unsecure workplace atmosphere	1
Student-related factors	Student misbehavior	4
	Disrespectful behaviors of students	2
	Lack of student motivation	5
	Lack of student autonomy	3
	Proficiency levels of students	2
	Lazy students	2
	Sleepy students	2
	Pushy students	1
Administration related factors	Lack of administrative support	3
	Unhelpful administration	2
	Lack of personal autonomy (having no right to tell something)	1
	Toxic administrators	1
	Inconsistent administrations	1

<i>(cont'd)</i>		
	Disappointing administrative decision	1
	Uncaring administrators	2
	Uncommunicative administration	2
Materials, curriculum, and technology factors	Not having a good curriculum	2
	Lack of materials	2
	Lack of technological tools	1
Social, colleague, and economy/finance related factors	Not having an independent lifestyle (living in the same area with the colleagues)	1
	Current economic problems of the country	2
	Toxic work ethic/culture	1
	Judgmental colleagues	2
	Toxic colleagues	3
	Insufficient salary	2
	Having bad financial status	1
Academy related factors	Having heavy academic workload (writing thesis, having lots of tasks to do)	2
Personal Factors	Being mentally and physically exhausted due to job	1
	Lack of time and space to relax	2
	Not feeling satisfied or fulfilled by teaching English	1
	Overthinking	3
	Demotivation	1
Coping Strategies	Talking with friends, family, or with partner	1
	Exercising	3
	Doing yoga	4
	Spending time on herself/himself	2
	Socializing	1
	Doing activities outside of the work doing non-work-related activities (e.g. hobbies)	3
	Listening to music	2
	Watching TV series, videos etc.	2
	Sleeping	1

At the end of the analysis and the coding process, eight main themes were found. Each of these themes contain several sub-themes based on the analysis of the data.

4.2.1.1. Workplace atmosphere, workload, and job characteristics

Participants were asked about the reasons that make them feel burned out related to workplace, workload and the characteristics of the job. The most reported reason was heavy workload (n=3) whereas the least reported reasons were about unorganized working schedule, lack of stable work conditions, and unsecure workplace atmosphere (n=1). To begin with, participants were feeling stressed because of not having any annual or limited annual level.

'I do not have annual leave because this is my first year here. That also scares me a little because the teachers here, also me, we have started to show some signs of fatigue and tiredness. I also have a kind of cold or fluish thing right now, so, I am physically more exhausted than normal, and I don't have an annual leave. So, I don't know what's going to happen or how I will survive this year.' [PT1]

'Annual leave is a kind of problematic issue here. Because I cannot get it anytime that I want because of the lessons. Here, we have heavy workload because of that we need extra staff, but we have a shortage of people, so, that's why we need to work hard and tight. So, we cannot easily go or leave like whenever we want.' [PT3].

Secondly, heavy workload has been stated by the participants the most. Participants were feeling like they were working too hard because of long working hours, unexpected responsibility, and unorganized working schedule and lack of stable work conditions.

'We can say that it's workload. I'm sure it is the workload because for those six years, I have been always doing the most difficult ones, I have always been working more and more. I always feel like that way, and the pay that I get in return it does not it pay off because I give so much, and I am taking so little' [PT8]

'Especially on Monday, Tuesday or Wednesday when I get home I feel really bored and exhausted at the same time because I have lots of lessons, for example, today I have seven lessons that is why I just want to run away from work, escape from it and I do not want to see anything about the work including WhatsApp messages and the other

materials for portfolio, etc. but for the other days I have only two lessons so I feel very energetic and you know willing to do something because it's only two lessons'. [PT4]

'Generally, here we have a heavy workload, and we have 22 hours and I think it is a bit hard and at the end of the day I feel really tired because of the hours like 7 hours. They are too much for a teacher in my opinion, especially when your students are not motivated to speak, and you try to increase their level of motivation to speak. So, at the end of the day, I feel tired. I feel sometimes stressed because of the students. [P3]

Moreover, they have also stated that strict workplace atmosphere, toxic workplace environment, and stressful school climate. Some participants have stated that the workplace atmosphere affects their wellbeing at work since it restricts their behavior, stress levels, and also their freedom.

'It depends on your role in your workplace I mean if I lived in a fantasy world, I would say that it is not strict but unfortunately, I am just living in the real world, so I think that this workplace is really strict. There are some certain rules that I have to follow and there are some certain things that I cannot say, so there are some limits. (...) This is not about my perception or perspective. It should be about the certain things that I have to follow, for instance, if I want to quit now I cannot because like we have some strict rules and we have some other things, and I do not have that freedom to go away, but I made a choice. If I say that I want to do that, I need to be prepared for all the things that they are going to ask or they are going to say or they're going to comment on.' [PT8]

'Until I get into the classroom, well, I think it is so strict. Especially the people around you. They are feeling more stressed I sometimes cannot understand why. Maybe because the characteristics are different, not as a teacher but also the characteristics depending on the teaching skills as well. I think when you are looking at the administrators, we can see that they are stricter than what we feel maybe they are causing people to feel stressed more. The atmosphere and the environmental place are stressing enough, and I think it's because of the administrator factors.' [PT2]

Additionally, some participants have stated that job security is a reason for them to feel burned out. The explanation of job security as a reason for burnout can be seen in the following excerpt:

'I do not feel secure in my job. The administrative decisions because of the situation, I feel that maybe I will leave again, and I cannot feel secure again. I cannot say that "Well, nobody is touching me I can work in a distressful way", I can't feel this way. It is just impossible for me to feel this way, but I don't know in the future, I am trying to think positively that's why I don't know about the future.' [PT2]

4.2.1.2. Student-related factors

In this theme, participants stated that student misbehavior, disrespectful behaviors of students, lack of student motivation, lack of student autonomy, proficiency levels of students, lazy, sleepy, and pushy students were causing them distress and they perceived these factors as a reason for their burnout.

To begin with, lack of student motivation was found to be the most stated student-related burnout reason among participants (n=5). Some participants expressed that their lack of motivation also made them demotivated.

'(...) Motivation is important because sometimes they were demotivated during the term. Most of the time, let's say in the afternoon sessions, and it made me demotivated at that time. Then, it was hard for me to teach because they were sleeping or complaining about some stuff. So, it made me demotivated, but I tried harder about that.' [PT5]

'If on that day my students do not want to do anything, or they do not want to attend any classroom activities in the in the classroom or we do not have fun in the classroom I can say that I cannot get enough satisfaction from my work, so I feel burned-out. For example, if I see that they are learning something, enjoying the class, and willing to do something, and when I see them motivated in the classroom, I do not feel burned-out on those days, but sometimes I can say that their motivation affects me, and the level of my burnout.' [PT4]

In addition to that, student misbehavior was also mentioned a lot by the participants (n=4). According to participants, misbehavior of their student made them feel stressed and burned out.

'I had one class in the past the students were very problematic. They did not want to learn; they were so close to learn. They were just not helpful, but I was also stubborn to teach them something. I do not know if they got something, but I know that there were

some students from that class telling me what kind of teacher I am, and that is why I felt joy whenever I get different classes' [PT2]

'They had one disagreement the other day, so that just stressed me a little bit because they argued verbally, not physically, but administration got in the way without me knowing what is going on. It really stressed me out. I was thinking that are they going to get punishment or am I going to be responsible for that even though it happened in the break time. In general, my students they are respectful we get along very well, and they do not create very stressful environment for me.' [PT1]

Moreover, proficiency levels of the students were also a reason for participants to feel burned out since they needed to adjust themselves accordingly.

'Students that have different levels sometimes can be problematic here because you don't have all the levels so you cannot arrange yourself. You need to arrange your lesson according to different levels. It is very important I think especially in classroom. Sometimes you have intermediate levels, sometimes you have the beginner ones, or sometimes you have nothing. It is very hard to prepare the lesson for all of them. It is stressing. It is making you to give more effort.' [PT2]

Lastly, students' characteristics like laziness and pushiness made participants stressed and they considered this as a reason for their distressing feelings.

'Well, sometimes I see that maybe I need to give just enough effort not more than enough for some students especially for some lazy students. I know that if I cannot change them, I need to give them less effort because if I give them more effort than I give then it will also damage me. So, I stopped doing this. In the past I was making more effort, I didn't even get enough sleep because of that but now it changed. I'm also looking at students if they're giving the effort, of course, I am motivating them and I do everything to motivate them, but these are adults, not teenagers. They are not giving them more effort than I do. Then, I stopped doing this especially because if we need to also concentrate on ourselves.' [PT2]

4.2.1.3. Administration related factors

Under this main theme, participants claimed that lack of administrative support, unhelpful administration, lack of personal autonomy, disappointing administrative

decisions are a reason for them to feel burned out. In addition to these factors, they have also mentioned that unhelpful, toxic, inconsistent, and uncommunicative administration made them feel stressed out.

Firstly, lack of administrative support was the most stated reason for participants to feel burned out (n=3). They have mentioned that they were not receiving the support they needed from the administrators. They have also perceived administration as unhelpful as well (n=2)

'The administrative support should be something in the middle. The employees should not be afraid of the authorities. The leadership is so important because our leader is our administrator at the same time. I think they are just administrators, not leaders. I need a leader in my workplace. The leader should consider the emotions and they should think about the support system, but I do not feel like they have it right now. They are just administrators. They are just trying to apply the rules. They do not think about the emotions of the employees, and you know the just the system. It's okay, it works but it does not work like the way I want it.' [PT9].

Apart from administrative support, participants also found that administration as uncaring, hard to communicate, inconsistent, and toxic. According to their point of view, this made their job harder, and these factors contributed to their burnout.

'No. We only contact via WhatsApp, and they can give you workload before they let you notice. For example, one day you come to school, and you learn that you have a club without you knowing, without asking you. I think it is not a kind way to give somebody a task, so I do not I think that they are supportive' [PT4]

'It changes from one person to another person, but in general, I think no. For Technical Support, I think they cannot do anything because of our school but about other things listening to me it depends. Sometimes I think they pretend to listen to me, but actually they didn't.' [PT5]

4.2.1.4. Material, curriculum and technology related factors

From participant's point of view, material, curriculum, or technology related factors made them stressed. For instance, the curriculum and the book being taught at the

moment, made some participants stressed since they had to accomplish a lot in a little time (n=5)

'(...) But maybe curriculum, I mean, our curriculum is so tense, you know, and. I mean, we are teaching English. I have some students, so I need to teach them a language, not just language. Also, culture and I have limited time, you know,' [PT6]

'(...)The books. I mean, we need to follow a name and course book. We need to follow the course book, but sometimes I need to adapt them, or I need to find new materials for my students according to their needs and learning strategies.' [PT6]

4.2.1.5. Social, colleague, and finance related factors

For this theme, the analysis of the participants' utterances showed that such factors like not having an independent lifestyle, current economic problems of the country, toxic work ethic/culture, judgmental and toxic colleagues, insufficient salary and having bad financial status were the factors that affected their state of burnout.

When it comes to the relationships between colleagues, participants had different opinions. Some of them saw their colleagues as a support system; however, the rest did not share the same opinion with them.

'My colleagues and I meet in the break time. We have a little group that really is cheerful for me because we share our experience or we mostly talk about work, unfortunately, but it is a break time. You just had a class, and you were having another class after that, so it is only natural that we talk about work, but we talk about work in a more informal way, and we have our little break time there. So, it is really comforting to have their support or like get to know them better etc.' [P1]

'(...) I mean I cannot trust anyone, and even when I have a problem in the classroom, I hesitate to tell people because they will dig a hole for me to jump later or try to put me in that hole later or they will share it without asking as a kind of gossip. You know, like I do not feel secure about people, especially my colleagues.' [PT3]

'Well, I had many friends in the past and I am trying to keep the positive attitude so, despite sometimes, I am trying to stay away from the toxic ones actually. When I see people who are poisonous, it is better to protect myself, so I need to stay away from them.'

I coded it to myself. In the past, I had many friends, and of course, stress levels of them were affecting me mostly but now if I am away from them and I am feeling better especially because I am away from their stress. When I did not feel stressed, but they were feeling stressed, they were always complaining about things. It was poisoning me, and I did not want it because I am an overthinker. I do not want to think about them, I do not have any time for them.' [PT2]

Financial factors were also a popular answer among participants (n=5). From their point of view, they had distressing feelings because of a variety of financial circumstances.

'For now, I do not have a family, I am single, so it is enough, but I cannot imagine a family like who tries to use this salary all month long. It is enough for one person, but I do not think that it is enough for a family and in the future, I will have a family and I think it will not pay off good. It should be more. I mean, you know, there is an economic situation in the country, and it is really worrying.' [PT3]

'(...) Because I am getting what I want. Maybe not in terms of salary but the reactions or success rate of my students (...)' [PT5]

4.2.1.6. Academy related factors

As for this theme, participants mentioned their worries about their academic workload like writing their thesis etc.

'(...) I'm also doing a PhD, so I think that affects me as well because I'm also worrying about the thesis that I'm writing. This is all also going in the background, so I have several tabs open in the background of my mind, so a lot of things going on.' [PT1]

4.2.1.7. Personal factors

When it comes to personal factors, participants claimed some specific factors were making their burnout symptoms worsen. They have stated that being mentally and physically exhausted due to their job, lack of time to relax, not feeling satisfied or fulfilled by teaching English, overthinking, and demotivation were the factors that had a negative effect on their wellbeing.

The most reported personal factor was overthinking (n=3). Participants claim that overthinking was a burden on their shoulders.

'For starters, I need some help. In the background, I'm still thinking about class, what's coming next, or what happened in the class. It's always running in the background so it's taking too much space in my mind but I'm like that as a person. I sometimes overthink about stuff and sometimes I get in my mind so much. I think it's a little bit harming me but that's the way I am like I cannot put a stop or put an end to it. So, I'm just still thinking about work, thinking about what happened in the class, planning next day even or even if it's weekend, considerably longer break time, but I'm still thinking about what happened, I cannot stop it.' [PT1]

Besides overthinking, lack of time to relax was the second most reported personal factor. Participants did not have enough time to wind down and relax because of their job- and job-related factors.

'I had a very long commute to work. Like, I would spend two and half hours. Just commuting. And so, I would have to get up very early, like 5:30 am. And I would get home at 6 pm. or something. So, I would have very little time to myself. What would I do? I would actually just cut on my sleep. Yes, I would just spend some time to do what I enjoy. But that had some horrible consequences, of course. I used to like sleep, like 5 hours a day... It feels terrible. But then I started to sleep at like 10 am so that I can get like 7 hours of sleep because like 5 hours is not enough for me. Then, you have less time to spend. But you enjoy relaxing etc. So that was the main reason for my burnout. I think I was just tired.' [PT7]

4.2.1.8. Coping strategies

As a last question, participants asked about the coping strategies they use in order to deal with burnout. In addition to that, they were also asked to share details about the coping strategy they use. How they do it? or how does doing that activity help them to cope with burnout. As a consequence, it was found that participants used such strategies like talking with friends, family, or with husband/wife, exercising, doing yoga, spending time on herself/himself, socializing, doing non-work-related activities, reading, and listening to music. Participants were feeling less stressed when they were doing a hobby

they love, talking with their loved ones, socializing, doing yoga/exercise/sports. They felt relieved after they do certain activities or routines that work for them.

'You know, I am a very avid gamer. So just playing some games, that's enough to get rid of all the stress. But also, of course, I do other things, too. This is not regular, but also, I used to exercise. Exercising also helps, I think. I also do some photography as a hobby. It also that helps as well. Just so try to get away from the job, those thoughts... so you need something to keep your mind out of it. I think that helps. You just have to keep some distance as much as possible.' [PT7]

'I spend my time on myself. I think it's a key for you. If you love yourself, you spare your time for yourself and you do activities just for yourself like cooking for yourself or going to a cafe alone just reading. They are really good relieving activities for stress. I just I need to be with myself. I just need to spend time just for myself and alone it sometimes works.' [PT2]

'To cope with this, I do yoga, and sometimes I keep a diary take notes of the things that I experienced during this lesson. I also try to prepare what I am going to do in the classroom in advance. I prepare what I am going to do one by one like lesson one, lesson two and objectives, too. With this way, I feel safe, sure, and certain in the classroom. I know what I am going to do in the classroom and also, I feel very confident because I know what I am going to do exactly one by one, so it makes me feel safe.' [PT4]

4.2.2. Findings of the second interview

Following the data collection and analysis of the first interviews, participants were once again answered semi-structured interview questions within the aim of finding out about their solutions or coping strategies to reduce burnout in their workplace. After the analysis and the coding period of these interviews, seven themes were identified. These themes are shown on the Table 4.8.

Table 4.8. *Second Interview Themes and Sub-themes*

Theme	Solutions	f
Reducing job related stress in general	Diverting attention to something else	1
	Focusing on hobbies	5
	Isolation	3
	Exercising	1
	Entertainment	1
	Work/Private life separation	2
	Focusing on academic success	1
	Using classroom management techniques	2
	Distancing	1
	Socialization	1
Workplace atmosphere related stressors	Understanding and friendly colleagues	2
	Distancing colleagues	5
	Isolation	1
	Understanding/ Emphatic administration	1
	Ignoring	1
	Fair administrative decisions	2
	Effective planning	1
	Effective communication with colleagues	1
	Caring less	1
	Acceptance	1
	Maintaining work-life balance	1
Workload related stressors	Time management	2
	Effective planning	6
	Lesson planning	1
	Teach and go	1
Student-related stressors	Motivating/Inspiring Students	3
	Classroom management techniques	3
	Build a good rapport	2
	Increasing student autonomy	3
	Socializing with colleagues	1
	Giving extra assignments/lessons	1
	Talking	1
	Giving positive feedback	1
	Clarifying lesson objectives and goals	1
	Acceptance	2
	Focusing on motivated students	1
	Using teacher authority	1
Administration related stressors	Using humor	1
	Effective Communication	3
	Relying on colleagues	2
	Fair decision making	1
	Supportive administrative climate	1
	Supportive/encouraging colleagues	1
	Ignoring	1
	Cooperative work	2
	Transparency	1
	Acceptance	1
	Isolation	1
	Acting as an authority figure	1
Academic stressors	Pre-planning	1
	Time management	3
	Academic day-off	2
	Teach and go	2
	Supportive administration	1
	Having other hobbies	1

<i>(cont'd)</i>		
	Spending quality time	1
	Change of study place	1
	Study buddy	1
	Spending time with family and friends	1
	Distancing	1
	Flexible work hours	1
Personal factors	Relying on family, partner or friends	4
	Focusing on personal improvement/self	2
	Maintaining work-life balance	1
	Doing something different/hobbies	2
	Socializing	4
	Having a teacher persona	1
	Exercising	1
	Relying on colleagues	1
	Better salary	1
	Focusing on the positive side	1

After the analysis of participants' solutions and coping strategies, seven different main themes emerged: (1) reducing job stress in general, (2) workplace atmosphere-related stressors, (3) workload-related stressors, (4), student-related stressors, (5) administration-related stressors, (6) academic stressors, and (7) personal factors. These themes were shaped after participants' coping strategies and solutions. Participants suggested some solutions regarding the aforementioned areas that cause them to feel burned out.

4.2.2.1. Solutions/coping strategies to reduce job stress in general

In this category, participants shared a total of 10 different solutions. In their opinion, diverting attention to something else, focusing on hobbies, isolation, exercising, entertainment, work/private life separation, focusing on academic success, using classroom management techniques, distancing, and socialization can help to decrease their burnout levels.

To begin with, the most reported solution was focusing on hobbies (n=5). Participants showed an inclination toward having and focusing on hobbies when it comes to relief of negative feelings.

'(...) Some solutions that I can think of are like you can find something out of your, you know, daily routine that can divert your attention to something else, like to get the adrenaline rush back again to get the spark back into your life, maybe. This can be your hobby or something that is not in your daily routine, something that is not that you don't do on a daily basis. So, that that might be one solution.' [PT1]

In addition to hobbies, some of the participants (n=3) recommended isolating themselves in order to protect themselves from feeling stressed or burned out.

'(...) So, I think there are many ways to reduce it, but we need to try to search that and find it out. I keep myself away from this stress, especially in the working place. If I see any problem, I try to protect myself out of the environment so maybe this is something that I can do personally. But yes, it is not something permanent for the rest of the working environment and there must be different steps should be taken as well.' [PT2]

'(...) I am a really stressed person, so it will be very hard for me and even reducing my stress, not coping with it totally, but even reducing it is a very difficult job for me. So, in class I can deal with it easily. Maybe at that level, let's say but except for the classroom, maybe some other factors creating stress in the school but not in the classroom. Let's say I am running away from them most of the time, and I'm not trying to find a strategy to help me, but I am just shutting myself to them.' [PT5]

Furthermore, participants also suggested a separation between work and their private life (n=2). By doing so, they claimed that they could stop thinking and worrying about work.

'I think one of the main tips that I can give is to separate the work life and your special life at home. That is what I am doing right now. So, after having a very long time at work, I try to forget all the things at work and then keep my business at home by doing something different? Maybe focusing on my hobbies or reading something or watching something. So, I think one of the main things is to separate work life and your own life. This is one of the first thing that that comes to my mind actually.' [PT4]

Moreover, some of them (n=2) stated that using effective classroom management techniques and skills helps them solve their problems and reduce the stress that might have caused without applying or using these techniques.

'I may be a really stressed person, for starters, and if I want to find something to reduce my stress it will be very difficult for me because I am stressed all the time. For anything, not only for the job. I mean, an issue related to house, let's say. A personal problem. Let's say all the time, so I am not trying to find any strategy to cope with my stress in a daily life, but for my teaching, I think it is a good way to reduce it. It is a good way to use some in-class techniques. Let's say maybe in the class they are making me feel

that way, stressed, and I want to reduce their stress too. So, I am using some techniques like and maybe playing some games.' [PT5]

'(...) Plus, I am trying to give them some easy time and to do some other activities. By activities I do not mean the English related ones, but I just try to chill and relax where actually the problem happens like in the class. So, that way the students also reset their minds for the next day too, and then they can feel relaxed, and they can say that the classroom is not the torture room for us. We can also have fun here. We can also do some non-English related things here as well too, but for instance, I just turn on some music or let them read whatever they need or just try to have some casual chats with them. Sometimes I just want them to stay in the hush position. Like I say, do not say anything. You are just going to do some kind of hush sessions, and you will just shut up and then I am just trying to make them relax as well and not do anything in such a busy environment.' [PT8]

4.2.2.2. Solutions/coping strategies for workplace atmosphere related stressors

For workplace related stressors, participants suggested eleven different solution/ideas. These solutions are understanding and friendly colleagues, distancing colleagues, isolation, understanding/emphatic administration, ignoring, fair administrative decisions, effective planning, effective communication with colleagues, caring less, acceptance and maintaining work-life balance.

To begin with, the most reported solution in this category is distancing oneself from the colleagues (n=5). By doing so, participants believe that one can protect themselves from the stress caused by colleagues.

'About the toxic environment of the workplace, I try to be away from the people who are toxic, but it is not possible. Sometimes you cannot be away. You have to work with them, and it of course affects you. But like I try to be away that that is my solution so far and I do not know any other solutions. I would be happy to learn if there is any other solution.' [PT3]

'I tried to talk less with those people we mentioned before. Toxic people, I mean. So, I tried to talk less about my personal life. That way I can keep the distance you know, and they try to ask too many questions about my personal life. People in the workplace or about the work. What do you do? You know, in the lessons I try to help people. Of

course, we have to discuss some things to get better when we are teaching. Of course, we should help each other, but sometimes it is too much. You know when we talk to each other. I do not have to be close to everybody. This is my model. I try to get away from the stress. This is my only solution. I think I try to keep my distance from those people and at some point, you can understand who is toxic and who is not. So, this is my only solution.' [PT9]

Additionally, some participants (n=2) claimed that fair administrative decisions can lower their burnout levels and they would feel more pleasant at work.

'I think the administration is creating stress for me at that point sometimes. When I do something good or bad for all of us, for all the for teachers, I think we are not treated the way we deserve. For me, I am such a person that I obey all the rules most of the time. But there are some people, and they do not obey the rules and they do not care about the rules. (...) So, I do that, so I feel, yes, I'm an idiot about that. I mean, all the time they are running and they're really comfortable about that. They're not paying as much attention as me but I'm comfortable with what I'm doing, but I sometimes think, yes, actually do I really have to do that? Maybe not. So, I think there should be a mechanism to evaluate us in terms of that we get what we deserve, and I do not want my friends to be punished, of course, but if they deserve, I think there should be such a mechanism because I am demotivated about that (...).' [PT5]

Finally, from some participants' point of view, having understanding and friendly colleagues can help them to reduce their stress and burnout levels.

'For the peer pressure, sure I would have the inner circle of my friends that I can rely on the most and you can have the outer circle that you feel not as comfortable as you do with your inner circle. You should be as friendly as possible because they are already going through the same things as you are, so they are stressed as well. If they make you uncomfortable, maybe they do not know. They do not even know about this, so it might not be intentional all the time. It may be intentional, but. May not as well. You can have your inner circle of your friends and you can, you know, try to have an open minded, you know, have a perspective. The other colleagues as well. So, being understanding towards the others like having tolerance, being understanding and healthy communication.' [PT1]

4.2.2.3. *Solutions/coping strategies for workload related stressors*

For this category, participants came up with four different solutions. These solutions can be listed as time management, teach and go, effective planning and lesson planning. According to participants, actually using these strategies can help with the workload and consequently with the stress caused by it.

In this category, participants had similar solutions. In line with that, the most mentioned solution for workload related stressors was effective planning (n=6). By the phrase “effective planning” participants referred to the general planning of an academic year, weekly lessons, and distribution of workload.

‘(...) It is very tiring, and I think they should decrease work hours. They can take more teachers, and we do not have enough staff and they should decrease the hours like off students, we give extra lessons. I mean, like, not only normal lessons, but we have other duties as well, like at least somehow, they should decrease it because it is not human to work so much. And it is also decreasing the quality of the education, right? If teachers are not happy, it will be less effective (...)’ [PT3]

‘I am taking my job to the house and maybe not all the time, because last time I had 17 hours. I was lucky and I had more time than most of the teachers. Then, I prepared my lessons in the office. But except that, for assessing papers or everything, I think the time is not enough. And I am taking them, but I do not want to take them to home because it is my personal time and I need to do something else. Maybe my life is not about all the work, so I think office hours, not maybe by name. It may not be office hours, but they can be changed to preparation hours, let's say, so every teacher may be given like 3 hours of preparation break, and I think it will be enough for us to prepare 22 hours.’ [PT5]

‘(...) But for example, in my previous workplace, all the lessons would finish in the morning, and they would be free in the afternoon. So, I think that's amazing. So, in the afternoon, you could have office hours, you could have some clubs, some other activities. Or just free time for the personnel to maybe prepare their lesson plans, materials, etc. and they would not have to work at home. So, that would be nice to do, but I do not know how applicable that would be here.’ [PT7]

The second most suggested solution was effective time management (n=2). According to these participants, managing time effectively and prioritizing themselves are reducing their burnout levels.

'It is wrong, and it is making us feel tired physically and mentally, we even think of work after work, so we should manage our time and try to prioritize ourselves in a way that we feel comfortable after work. Like you can put on some music, or you can put on a show to get comfortable after work and not to think about work.' [PT1]

4.2.2.4. Solutions/coping strategies for student related stressors

Compared to the other categories, this category is the category with the most solution/coping strategies suggestions (n=13). Participants suggested that by doing these, they can lower their burnout and stress levels. According to participants, motivating/inspiring students, using classroom management techniques, building a good rapport with students, increasing student autonomy, socializing with colleagues, giving extra assignments/lessons and positive feedback, talking with students, clarifying lesson objectives and goals, acceptance, focusing on motivated students, using their (teacher) authority and humor might help accomplishing the goal of lowering burnout levels.

Some of the participants (n=3) suggested that they might solve their student-related stress issues by motivating/inspiring them. They believed that by motivating or inspiring students, they might create more positive classroom atmosphere with eager students.

'For the students, sometimes they do not want to do anything and some things that they are not used to. So, they always question your method, you, the way you're speaking, the way you talk walk everything. They question everything and anything. To change them to try to transform them in a way is very difficult and I would say that we should not try to conquer the world all at once, because we cannot change the way they are very easily. If they are resistant, it is very impossible, so to speak. But we can try to inspire them, you know. Make a little spark and make them internalize English is a language that is spoken in the world (...).' [PT1]

Secondly, they (n=3) also recommended using effective classroom management techniques or systems in order to prevent and solve student misbehavior.

'Generally, at the beginning of the term, I give them a kind of rules. We all know that we need to create the rules together with these students and so on. But it is not working much in this place. That is why I give the rules. What's the this? What does this university expect from them? I inform them about these rules and what is expected from them, and it helps me later to deal with these misbehaviors when they do it, I am saying I told you at the beginning of the term.' [PT3]

'Rule systems in the classroom. You have to make your rules very clear in the classroom. And especially in this school, they really care about the rules and the way you implement them, like you have rules, and you do not have consequences. It is not a rule, it is a choice, so to speak, or it is a choice where the teacher would feel "Okay, you are a good student and you're a bad student". So, that does not mean anything if there are no consequences. But you have to do this at the beginning of the lessons or at the beginning of the semester before they get to know you better, because if they get to know you better, they will take it very personally. If you apply consequences and they would say "Oh, this teacher does not love me at all, and she has a thing for me. Like she sees me as a problem but if you do it at the beginning before getting to know them better, they would feel that this is impersonal. So, she is just doing the rules and this rule comes with this consequence. So, it doesn't have to do anything with me. This is really important before things get a little deeper.' [PT1]

Furthermore, some participants (n=3) also stated that increasing student autonomy would probably solve a great deal of problems caused by students.

'You know, this is a major problem in our country as well. So, the lack of autonomy? I mean our students, I feel sorry to think about it, but they do not know how to study. Yes, the learner autonomy is a major problem in our country, and we have to solve it. Of course, but the way we learn language, you know the second language. Also, the teachers do not know how to study. Maybe some, I do not know. I do not want to throw shade to anyone, but it is a really big problem. I try to find the main problem first and then I try to find the solution but it's really hard to do this in a crowded classroom. So, I try to find them, you know, the mutual problem in the classroom environment. And then I try to fix that problem first and then I do some extra activities to express with students. You know, some students are stronger, some students are weaker. I try to find extra and different activities for each student who needs help. So, this is a trick I do.' [PT9]

In addition to autonomy, participants (n=2) stated that building a good rapport with students is a good idea to both prevent misbehaviors and manage the class.

'So, it is challenging for us I think at the first place. But if these students can feel that we understand them, we are actually moving together with them, of course there should be discipline in this in class and sections. But. If they love you, they feel more respectful. I think so. We should try to understand them and if they feel it, they're okay with that and they are feeling more respectful, and they are thinking that we cannot hurt our teachers because maybe it is an emotion between the students. Maybe it is not very professional, but as they are together and they are living together here, and they are like attached to each other. Mostly they want to, again, feel something towards the teacher. If you are with them, they can move with you and they can lead you there but if you stay away from them, and if you cannot find any common ground with them, it is very hard for you. Then, I think in terms of this, you know your specific way or let's say trick is creating some sort of good rapport with them.' [PT2]

Last but not least, some of the participants (n=2) recommending accepting the situation as it is without trying to change in order to lower their burnout and stress levels.

'I thought about it a lot this year. I could not find a solution. So, what I did was I just stopped making that problem. I just didn't consider it. I just accepted that. This is the way the students are. I cannot change them. They are not going to change in one year. Because as I said, they have been conditioned to those behaviors in their previous education background, so it's hard to overcome years of conditioning in just one year. Behavioral change. I do not know. It's very difficult after a certain age especially and I think it still can happen, but it's difficult. Especially for just the one teacher, because I don't think it's just up to me to change their behavior, I am not alone in this, I think. Everyone should work in sync for this to actually work. So, as I said, I just accepted it this year.' [PT7]

4.2.2.5. Solutions/coping strategies for administration related stressors

This category is the second category with the most Solutions/Coping Strategies (n=12). Participants utterances contain following coping strategies/ solutions: effective communication, relying on colleagues, fair decision making, supportive colleagues and

administrative climate, ignoring, cooperative work, transparency, acceptance, isolation, acting as an authority figure, and pre-planning.

Participants believe that effective communication can solve problems. Therefore, some of the participants (n=3) suggested that if administrators use effective communication strategies while interacting with their employees, it will help them to get rid of the tension between both parties and it would also help them to reduce the stress caused by administration.

'The most important thing is the communication. (...) The way you express yourself to the administration really matters and what they expect from you, their expectations from you or how they communicate normally matters because they might see you in a very different light. In that sense, and if they have a bad communication, or if they do not support you. I would rely on my community of practice, the collaborative teachers, and we should support each other and feeling of empathy that I am not the only one dealing with this. This type of administration would make me feel much more comfortable.' [PT1]

'I think the key is better communication actually, I think that solves most of the problems. More transparency and administrative decisions would help. I think some people had problems with it. That's because of the transparency. Maybe they get out of responsibility. They say the administration says, you're going to do this and you're going to do that, but they need to know more but we don't know why. And I think more transparency in that sense will help. People would feel better (...)' [PT7]

Next, relying on colleagues was another solution to lower burnout levels and to create a supportive and positive workplace atmosphere. Due to these reasons, this idea was found to be the second most reported solution (n=2)

'(...) Also, my colleagues because I have lots of lovely colleagues like you which gives me the power to, you know, stay in the same school. So, first of all, my students' success is the first thing. And secondly, my colleagues, I mean, the positive environment with them.' [PT4]

Additionally, working together, in other words cooperative work or work collaboration with the administration was also another solution that was offered by the participants (n=2).

'I mean, of course, all the time we talk about the daily issues or academic issues with our colleagues, but it may be really helpful if we study with them, cooperate with them, colleagues and administrators, you know, and maybe workshops or events. They may be really good, effective.' [PT6]

4.2.2.6. Solutions/coping strategies for academic stressors

As for the academic stressors, participants were eager to offer some solutions regarding this issue (n=11). They mentioned such Solutions/Coping Strategies as time management, academic day-off, teach and go, supportive administration, having other hobbies, spending quality time, change of study place, having a colleague as a study buddy, spending time with family and friends, distancing, and flexible work hours.

First of all, time management deemed important by the participants (n=3). They have stated that time management plays a critical role when it comes to academic workload since teaching takes most of their time, therefore, efficient time management was the most recommended solution (n=3).

'(...) So, time management is very important as well because I have to always make a to do list about you know what to do when to do, where to do like in the office or at home. For home, because it is a place for relaxing, you know, not for writing your thesis, but I have to change that coding in my brain, and I have to rewire my brain to write a thesis at home, write a thesis at the workplace. Because I do not do it and I could not do it.' [PT1]

'(...) I think we need to plan our work. Maybe sleeping times. I sleep a lot in a regular day like I sleep for six or seven hours. I don't know if I am sleeping more than the others, but I think it's more than enough for me, but I like to sleep. That's why, I am sleeping. But maybe I need to minimize my sleep hours and take more time on working some of the things, let's say MA and teaching.' [PT5]

'(...) I can arrange my time. Let's say, for example, this week is really important for the workplace. Then, I focus on my thesis less. But for example, right now we are in summer, right? You know, we finished classes and right now I have much more time for myself, for my thesis. So, this is a kind of balance, I think. Yes. During the academic year, I couldn't focus on my thesis too much, which is really bad. Right now, I'm working on my

data. Let's say I am working on my thesis, so this is a kind of balance. I can sleep less but I cannot spend less time with my friends. Social life is also important.' [PT6]

Furthermore, having an academic day-off, an off day for them to get their academic studies back in track, was the second most suggested solution among participants (n=2).

'I think, well, I think it is enough, by the way an off day is enough. One off day is okay because there is also another break here. And we need the act in our environment, let's say. But I am thinking specifically, okay, maybe I need more days, more off days, but if I continue with my MA mostly, then I cannot have the work balance here. And I can miss classes or something, and they cannot arrange it' [PT2]

Moreover, since participants were feeling stressed because of the heavy workload and having a little time, they also offered “teach and go” as a solution to have more time to study (n=2)

'Maybe we can teach and go to our place, or it is it is a good idea, of course, because if we have here and we have most spare time here after lessons and we do nothing, and I cannot work here, I cannot study here.' [PT2]

'There can be teaching goal as well because like my lessons are over. For example, at 3:00 and I have to wait in my office like until 5:00 and instead of that one I can go to my home. I can kind of rest or do my work like in more safe area for me like because in the office we work with five people together and it is hard to concentrate on something. It is even harder than a normal stuff. Also, about the office, maybe like in the office we can have only one person like or two person we can share it. It's less people. It can also help.' [PT3]

4.2.2.7. Solutions/coping strategies for personal factors

As for the last theme, personal factors, participants offered ten Solutions/Coping Strategies to increase their wellbeing. Participants recommended relying on family, partner or friends, focusing on personal improvement/self, maintaining work-life balance, doing something different/hobbies, socializing, having a teacher persona, exercising, relying on colleagues, better salary and focusing on the positive side in order to cope with personal factors that increase their burnout levels.

According to participants, the best way to deal with personal factors is to rely on their partner, family, or friends (n=4). While they are spending time with their loved ones, they are feeling safe, therefore, it makes them less worried about the job or other factors.

'So, for the personal factors, when you said it, I immediately thought about my marital status, my husband. We were living apart for this year and he is my safety blanket. You know, when I had a, you know, really busy day when I go home, I feel at ease and he's always, you know, supporting me to do my to do my thesis for my PhD, for my work. Whatever that I am doing, he's always there to support me. He doesn't say like, oh my God, you are spending so much time on academic work, why don't we just watch a movie together? No, he does not say that. He knows that. This would make me upset for not sparing much intimate time together or something like that and he always supports me (...)' [PT1]

'Calling someone yes, maybe, but going somewhere calling someone? I would say yes, my mom or my best friends. I need to call them to talk about my problems. Maybe not with it the expectation of finding a solution, but just talk about that.' [PT5]

In addition to their loved ones, socializing was also considered as a great coping strategy with burnout (n=4).

'And apart from that, like I try to socialize more because we have a heavy workload and it is hard, but when you socialize, you get rid of your stress, your personal life. When you socialize, it is easier to solve the things. I do sports sometimes like to forget everything about the personal life.' [PT3]

'(...) Also, going for a walk, maybe going to gym. What else? Also, having a chat with my colleagues, for example, after a day again with my maybe seven or eight friends, we go to a café, for example, Starbucks, and we have a really busy talk with them about the school, which lasts, for example, one hour.' [PT4]

Furthermore, according to participants self-care has an importance when it comes to reducing stress or deal with burnout. In line with this statement, participants also suggested focusing on self or personal development as a solution (n=2).

'(...) I just tried to stop and take some time off and I tried to focus on my doings, and I try to again stay away from all those negative thoughts and all those negative people

in my life. And I'm trying to process everything that I have seen or process everything that I'm doing so, I'm just trying to, you know, give myself some opportunity to do nothing. I'm just eating some snacks and just spending some quality time with my pet cat but at that point, it's so important to have your own personal space (...)' [PT8]

Lastly, doing something new or trying out a new hobby was also recommended by the participants (n=2). Participants believe that doing such activities they love takes their mind of the work.

'Also, I tried to connect to my loved ones, and I have some close friends to whom I really can say anything without any judgmental. So, I'm trying to spend some time also driving into the long ways and the highways or listening to some music and also sinking all those loud music ... taking long journeys by my car is the best actually.' [PT8]

5. DISCUSSION

In this section of the study, the findings of both phases of the study, quantitative and qualitative, are discussed and examined.

This study sought to examine the current state of burnout, its underlying reasons, coping strategies of burnout alongside with the possible solutions to burnout to increase EFL teachers' wellbeing who are working in a school of foreign languages of a state university in İstanbul. In order to achieve this aim of the study, a mixed method research design, precisely, explanatory sequential design was implemented. In harmony with the nature of the chosen research design, an appropriate data collection procedure was followed. Quantitative data were collected as the first step. Obtained quantitative data organized and analyzed. As a next step, qualitative data were collected via semi-structured interviews to find out details regarding participants' burnout, coping strategies, and solutions.

During the quantitative analysis process, participants' current state of burnout was investigated by using MBI-NL-ES. Before the investigation of the current state of burnout, participants' demographic information, their gender, age, teaching experience, educational background, and certificates, were collected and organized. After these two steps, to find out participants' coping strategies, Erdağ's (2019) Multiple Response Questionnaire for Coping Strategies was used. To examine participants' burnout and their coping strategies in detail, in the qualitative phase of the study two separate sessions of semi-structured interviews were conducted.

The data analysis process started with the distribution of participants. Among 50 participants, 29 female and 21 male EFL teachers volunteered to take part in this study. Furthermore, the majority of the participants (n=27) were found to be 28-42 years old, whereas the age of other participants' age varied between 23 and 27 (n=23). For the teaching experience of the participants majority of the participants, 62% (n=31), had 4-6 years of teaching experience. As for the 16% of the participants (n=8), they had 2-4 years of teaching experience. In addition to that, 12% (n=6) of the participants had at least 6 years of teaching experience, whereas 10% of the participants (n=5) had 0-2 years of teaching experience.

To accomplish one of the aims of the study and also to answer the first research question, “What is the current situation of burnout among EFL teachers in a state university in İstanbul?” participants’ burnout results, all of the participants except 1 (low level of burnout) was found that they had average level of burnout. In other words, 98% of the participants had average burnout levels, whereas the other 2% (n=1) had low level of burnout. This showed that in this school of foreign languages, participants did not experience higher levels of burnout as well as very low and low levels of burnout except one participant.

In terms of gender, the only significant difference was found between male, and female was in the sub-dimension of emotional exhaustion ($p=0,039<0.05$). Other than this difference, overall mean score of burnout levels were found to be higher in female participants compared to male participants but there was no significant difference in terms of other dimensions of depersonalization and personal accomplishment in relation to gender. This result also contributes to the ambiguity of the existing research body since the findings related to the difference between two genders in terms of burnout are inconsistent. According to Schaufeli and Enzmann (2001) the relationship with burnout is not so “clear-cut”. For instance, some studies supported that burnout occurs more in women (Maslach & Jackson, 1981; Büssing & Perrar, 1991; Poulin and Walter, 1993). In addition to that the opposite results were obtained in Price and Spence (1994) and Van Horn et al. (1997) studies. Even more, in a more recent study Hismanoğlu and Ersan (2016) it was stated that there are no significant differences between two genders in terms of burnout. In light of these results, it is possible to say that this study also contributed to the inconsistency of the results regarding this aspect of burnout.

Regarding the relationship between burnout and age variable, in this study there were no significant differences were found in all three of the dimensions. This result can be labelled as contradictory since in the literature it was stated that younger people with less experience are prone to experience higher levels of burnout (Schaufeli & Enzmann, 1998; Künzle and Schulte, 1986). However, also there are some opposing results from more recent studies as well. Hismanoglu and Ersan (2016) and Özkanal and Arıkan (2010) have also stated that the age did not make a significant difference among teachers, which is in line with the results of this study.

Similar to the relationship between age and burnout, the relationship between burnout and teaching experience showed that there was no significant difference between teaching experience and burnout. This result is also interconnected with the age variable as well since years of experience also grows with age. This finding was also in line with Özkanal & Arıkan's (2010) study, since they have reached the same conclusion that years of experience did not show any significant difference.

Furthermore, once again, also to answer one of the research questions "What kind of coping strategies and solutions do they use in order to deal with teacher burnout" and accomplish one of the goals of the study, the results of the Multiple Response Questionnaire for Coping Strategies (Erdağ, 2019) were analyzed. The most used top three strategies were "I try to relax after work" (n=42), "I spend at least one hour a week doing something for myself" (n=34), "I take action to deal with problems" (n=32), and lastly "I recognize my own limitations" (n=32). On the other hand, the least preferred three strategies were "I try to find opportunities to go abroad for educational and social purposes" (n=8), "I have my financial problems solved." (n=7), and "I get the necessary administrative support" (n=2). To classify these coping strategies based on the inventory COPE (1989), judging by the frequencies of the preference, participants showed a tendency to use problem focused coping strategies more (Carver et al., 1989). As for the least preferred strategies, it can be interpreted that strategies stated under the sub-category of less useful strategies, to be more precise behavioral and mental disengagement, in COPE (1989) represent the least preferred coping strategies among participants. The results of this study were also in line with the results of Erdağ's (2019) study.

As for the other research question "What is the reason behind these results and their feelings?" qualitative data was analyzed, and themes were determined. According to the thematical analysis and the sub-themes emerged from the interviews, the most mentioned reason behind participants' burnout was student and workload related factors. The results were not surprising given that burnout is a syndrome that is frequent among human services occupations such as teaching where the social interaction between two people causes burnout. Moreover, it was also stated that heavy workload leads to higher levels of burnout in several sources (Shaufeli & Enzmann, 1998).

In line with Cephe's (2010) study, where the researcher grouped factors that affect burnout in four categories called academic (micro), administrative (micro), governmental

(macro), and personal (macro), similar themes emerged from the interviews conducted in both studies. Similar to the current study, Cephe (2010) has stated that heavy workload is an influential factor that cause participants to feel burned out under the classification of academic factors. Furthermore, in terms of the administrative factors, participants in both studies mentioned unfair work distribution, unsupportive administration, as well as problematic communication ways of administration. Moreover, once more such factors as value of the salary, current economic state of the country, and insufficient salary were also mentioned by both studies by the participants. As for the personal factors, some participants of both studies seemed to experience low levels of job satisfaction and negative attitudes toward their profession.

In addition to these, also to again answer the third research question (What kind of coping strategies and solutions do they use in order to deal with teacher burnout?) in a detailed manner, second interview sessions were analyzed and coded. The results showed that participants recommended more solutions/coping strategies for student related stressors. Which also shows that, participants' perceptions and inclination towards the most problematic area that makes them burned out. They have suggested 13 different solutions/coping strategies to improve the situation. These strategies can be listed as in the following: motivating/inspiring students, using classroom management techniques, building a good rapport with students, increasing student autonomy, socializing with colleagues, giving extra assignments/lessons and positive feedback, talking with students, clarifying lesson objectives and goals, acceptance, focusing on motivated students, using their (teacher) authority and humor.

Moreover, second category with the most solutions/coping strategies was administration related strategies. This result is in line with the quantitative data since they have previously stated that their least preferred strategy was getting support from the administration. The results of the quantitative data showed some signs in terms of administration related problems since it was the least preferred strategy, and in the qualitative phase, it was the second category with different coping strategies/solutions suggested by the participants. The coping strategies/solutions suggested in this category were effective communication, relying on colleagues, fair decision making, supportive colleagues and administrative climate, ignoring, cooperative work, transparency, acceptance, isolation, acting as an authority figure, and pre-planning. This category being

the second category with different coping strategies/solutions are also in line with the literature as well (Schaufeli & Enzmann, 1998). They have specifically stated that a lack of social support from supervisors/administrators are especially linked to burnout (Schaufeli & Enzmann, 1998).

For the third theme with most solutions/coping strategies, two categories can be mentioned since both of them have the same number of suggestions (n=11). Workplace atmosphere related stressors and academic stressors. Workplace atmosphere related stressors include such elements like colleagues/coworkers and administration. This once again shows the problematic aspect of the social dynamics in the workplace. This might be related to the collegiality aspect of the “professional mystique” according to Cherniss (1980) it is a person’s opinions, beliefs, and expectations regarding to the professionals and their occupation. As for the collegiality, Cherniss (1980) defines this element as working isolated from colleagues and if frequent contacts with colleagues occur, these are often characterized by competition, distrust, and undercutting rivalry that cause individuals to feel frustrated, stressed or burned out. Cherniss (1980) also stated that “many professionals like teachers” work isolated from their colleagues. This is in line with the analysis and participants’ utterances. They have stated multiple times that they are “isolating or distancing” themselves from their colleagues or administrators.

As for the other category, academic stressors, this category is also related to the workload of the participants. Participants already have the responsibility of teaching; they have a minimum 17-18 to 22 hours of lessons per week and in addition to that they have the responsibility and workload of MA or PhD. Therefore, it is inevitable for participants to have trouble with the time management. In this category, participants suggested these solutions/coping strategies with academic stressors: time management, academic day-off, teach and go, supportive administration, having other hobbies, spending quality time, change of study place, having a colleague as a study buddy, spending time with family and friends, distancing, and flexible work hours. Among these solutions, the most suggested one was time management. As it was stated before, participants’ workload and academic workload collides, and this creates a problem with time management since they have so much to do in little time. As it was stated by Schaufeli and Enzmann (1998), compared among the prominent correlates of burnout, workload and time pressure

alongside with anxiety and hardiness seems as the most important cause for the serious consequences of burnout such as depression or psychosomatic complaints.



6. CONCLUSION

This section of the study summarizes the results of the current study. The summary of the study, limitations and implications for English teachers and the area of English teaching is also stated. Lastly, some recommendations for further research are also suggested.

6.1. Summary

The current study was conducted to learn the current state of burnout of EFL teachers who are working at a school of foreign languages in a state university in İstanbul. In addition to their current state of burnout, it was also aimed to examine the underlying reasons for their feeling of burnout, as well as coping strategies they use to solve issues and deal with burnout. This study uses a mixed methods explanatory sequential design where quantitative data collection is followed by qualitative data collection. The quantitative phase of the study was focused on discovering current state of burnout of EFL teachers and also to determine what kind of coping strategies they use in order to cope with burnout. To accomplish this goal, MBI-NL-ES and Multiple Response Questionnaire were used. A total of 50 EFL teachers took part in the current study. The collection of quantitative data was collected online. Researcher used Google Forms to create a questionnaire that enabled her to collect data regarding their burnout levels and coping strategies. Alongside participants' burnout levels and coping strategies, participants' consent, demographic information, their voluntariness to participate in future interviews were also obtained via Google Forms. This form consisted of four different parts. At the beginning of the questionnaire, participants' consent and voluntariness to participate in future interviews were asked and demographic information of the participants (e.g. their age, educational background, teaching experience, etc.) was included in the first and the second part of the form. The following part of the questionnaire included MBI-NL-ES to discover participants' current situation of burnout. Finally, the last part of the form includes Multiple Response Questionnaire for Coping Strategies (Erdağ, 2019) to find out what kind of coping strategies participants use. Google Forms link was distributed by the researcher to instructors. After the collection of quantitative data, analysis was performed with SPSS. Following the quantitative data analysis, two sets of semi-structured interviews were conducted with the voluntary participants. The first set of interviews were focused on the reasons for their current state

of burnout whereas the second set of interviews were focused on the coping strategies/solutions for the burnout they are experiencing. The second interview was done after the analysis of the first interview to pinpoint the problematic areas/reasons for their burnout to get more precise data regarding the coping strategies/solutions participants use to deal with burnout. A total of 18 interviews were done with 9 voluntary participants. The transcription of the interviews was done by using Microsoft Office and the coding/analysis was done by the researcher. After the transcription, another researcher from the same field has also analyzed and coded the data to ensure the reliability of the analysis.

The results of the quantitative data demonstrated that all of the participants except one participant had average levels of burnout whereas that one participant had a low level of burnout. In terms of the relation between burnout and gender, there were no significant differences between genders except of the emotional exhaustion dimension and overall mean score of burnout levels were higher for the female participants. For the relationship between age and burnout, no significant differences were found between different age groups. Likewise, the relationship between teaching experience and burnout, there was no significant difference between two variables. Apart from burnout, coping strategies questionnaire showed that most of the participants preferred to use problem-focused coping strategies whereas the least preferred strategies were behavioral and mental disengagement. The results of the qualitative data supported the findings of quantitative data. The analysis of the semi-structured interviews revealed that student related problems, administration related factors, and academic stressors play a crucial role in participants' burnout levels. The perceived solutions and coping strategies were also offered in these aforementioned areas.

6.2. Limitations

The present study has some limitations. First of all, this study was conducted in a state university. In order to increase the generalizability of this research, more participants could be recruited from different universities to gain a general point of view regarding teacher burnout and coping strategies. Moreover, the data collection tools could be varied. In this study, three different instruments used to gather data (two questionnaires and semi-structured interviews). Such data collection instruments like in-class observations or reflection reports could be utilized to the study to get even more reliable data.

Additionally, a longitudinal study with an increased variety of data collection tools could be conducted to obtain a better understanding of the matter at hand.

6.3. Implications and Suggestions for Further Research

This study was conducted for several reasons. To begin with, EFL teacher burnout has a critical place in foreign language education since it includes such obstacles like cultural differences, affective filter, and interacting/communicating with students all day long. Therefore, English teachers' wellbeing is important when it comes to the quality of education. A burned-out English teacher cannot be present in the classroom as the best version of herself/himself possible. Additionally, to overcome burnout and recover from the burned-out stage, knowing and utilizing coping strategies are essential. In light of the findings of this study, it is recommended to track teachers' burnout levels regularly and also identify burnout symptoms and get necessary guidance as well as precautions.

Additionally, teachers should be informed about teacher burnout, they need to be aware of what they are experiencing. Teachers should not feel alone in the dark not knowing what is happening. In addition, school administrators should be part of a solution instead of being a part of the cause. As Sitohang (2004) suggested administrators should be careful about teachers' current situation not because they are only care about teacher burnout and job satisfaction but also to increase the quality of work as well as education. To keep track of the current state of the teaching staff in the school of foreign languages, administrators should do needs analysis as well as burnout and emotional labor/regulation assessments on a regular basis. By doing so, administrators can keep up with the current situation of their staff and they can maintain a healthy and satisfactory work atmosphere for instructors as well as themselves. These kinds of assessments can be a part of the professional development office or maybe psychology department of the school within a collaborative work of two departments.

Furthermore, since mindfulness-based stress reduction strategies are known for their benefits in decreasing levels of stress, it can be utilized to reduce the effects of burnout. Mindfulness practices has become in demand research area for scholars and also a daily practice for most of the people (Zeilhofer & Sasao, 2022). Mindfulness can be simply defined as the intentional and non-judgmental focus on immediate internal and external experiences (Kabat-Zinn, 2009). Additionally, Brown and Ryan (2003) also

define wellbeing as the conscious awareness and comprehension of the current incidents and sensations, which are observed with focused attention. Furthermore, it is possible to say that mindfulness incorporates both personal and professional elements that can allow individuals to connect and relate with various aspects of life experiences (Song & He, 2021). As it was highlighted by Song and He (2021) mindfulness training practices were found to be effective in terms of improving teachers' psychological health and wellbeing and it decreases teachers' stress and burnout. Moreover, Chiesa et al. (2011) has also focused on the relation between teachers' wellbeing and mindfulness and as a result, they have found that mindfulness trainings have increased teachers' psychological capacities and regulation strategies that boost their sustainability. In line with these results, it is also recommended to organize mindfulness-based stress reduction (MBSR) trainings as in the forms of in-service training or workshops to show teachers how to cope with stress and stressful situations. To make this experience and process more meaningful and personalized, the curriculum of the training can be determined by a needs analysis conducted by the administrators or responsible office personnel anonymously.

Moreover, there should be training programs that educate teachers with the concept of burnout, coping strategies, and the utilization of the coping strategies beginning from pre-service education. These trainings can take the format of seminars, webinars, or workshops for in-service teachers in order to raise awareness of the instructors regarding teacher burnout, symptoms, how to cope with it, and how to overcome the negative feelings on their own by raising their resilience. Stakeholders or curriculum developers of the ELT department, as well as teacher trainers in the departments can integrate this into the pre-service teacher education. It can be integrated into existing obligatory course or maybe another course dedicated to positive psychology or teacher psychology can be created and integrated into the existing curriculum of the pre-service teacher education by departments since language teaching is demanding profession that includes traumatic experiences, tension, and adversities (Derakshan, 2021). To accomplish this goal, it is also recommended for teacher-trainers to enhance their existing knowledge of mindfulness and mindfulness-related strategies so that they can raise competent and resilient prospective teachers (Song & He, 2021). In order to raise awareness and enhance the knowledge of teacher-trainers ELT departments and stakeholders must create some opportunities for teacher trainers to improve themselves in terms of mindfulness.

In addition to mindfulness practices and raising awareness regarding burnout and coping strategies, it is also recommended for EFL teachers to know and use effective classroom management strategies to reduce their stress levels during the classes. Therefore, it is suggested that EFL teachers to come up with a collaborative classroom rule system with students to overcome possible misbehaviors in the classroom.

For EFL students, mindfulness-based practices are also recommended for their personal development and a better learning experience since these practices help learners to accept and notice their feelings, experiences, and thoughts (Caballero et al., 2019). Since the nature of the mindfulness practices, the techniques or activities used for mindfulness practices, it helps learners to divert their attention to negative learning experiences while focusing on the present moment of learning by simultaneously lowering learners' affective filter (Kuru Gönen, 2022). Such practices like breathing exercises like square breathing, body scanning or basic body exercises derived from Yoga and meditation practices are recommended for a mindful and stress-free learning and teaching experience for both sides of the coin, teachers and students (Kuru Gönen, 2022).

In terms of the personal development, teachers should be encouraged to improve themselves and develop necessary skills to cope with demanding situations. Therefore, teachers need some professional development time and some free time to charge and get ready for another day. To do so, stakeholders and curriculum developers should take this into consideration and if necessary, adjustments should be made for teachers to have some time to relax, and accomplish work, academy and personal goals in their lives.

As for the further research, it is recommended to conduct another research, adding different data collection tools such as diaries, reflection reports, and in-class observations to have a deeper understanding. Additionally, another study can be conducted to find the relationship between EFL teachers' characteristics, their current state of burnout, and the choice of coping strategies. Moreover, a longitudinal study can be conducted on the usage of MBSR strategies to cope with burnout.

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APPENDICES

APPENDIX 1: Consent Form

Bu çalışma, “İngilizce Öğretmenlerinin İyi Olma Halleri, Tükenmişlik Düzeyleri ve Başa Çıkma Stratejileri: Bir Devlet Üniversitesinde Yapılan Açıklayıcı Çalışma” başlıklı bir yüksek lisans tez çalışması olup İngilizce öğretim görevlilerinin tükenmişlik sendromundan ne kadar etkilendiğini ve hangi başa çıkma stratejilerini kullandığını saptama ve bunların altında yatan nedenleri inceleyip muhtemel çözüm önerilerini bulma amacını taşımaktadır. Çalışma, Maide Ebru BACA tarafından yürütülmekte ve sonuçları ile İngilizce öğretmenlerinin iyi oluşunun ve tükenmişlik sendromundan etkilenmesinin arkasındaki nedenler ortaya konacaktır ve bu durumu iyileştirmenin ve sorunları ortadan kaldırmanın muhtemel çözümlerine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, tarafınıza iletilmiş olan gönüllü katılımınızı talep eden e-postaya olumlu yanıt vererek bu çalışmada katılımcı olmaya gönüllü olduğunuzu yazılı olarak belirtmiş bulunmaktasınız.
- Bu belge sizin şu an itibari ile hala gönüllü katılımcı olduğunuzu belgelendirmek adına hazırlanmıştır. Gönüllülük durumunuzu görüşme başlamadan ya da görüşme sırasında şahsınızca sonlandırabilirsiniz.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Bireysel görüşmelerdeki veri toplama süreci ses kaydı ile kayıt altına alınacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.
- Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya yöneltebilirsiniz.

Araştırmacı Adı: Maide Ebru Baca

Adres :

Cep Tel :

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

APPENDIX 2: Questionnaire

Link: https://docs.google.com/forms/d/e/1FAIpQLSduVXEv1rlbsdpaGzrw5jWmhZJPORSQET0oVthmYFT29qyA/viewform?usp=sf_link

1. Demographic Information

Demographic Information	
1. Gender	☐ Female ☐ Male ☐ Prefer not to say
2. Age	
3. Teaching Experience	☐ 0-2 ☐ 2-4 ☐ 4-6 ☐ 6+
4. Which university do you hold your BA?	
5. Major	☐ English Language Teaching ☐ English Translation and Interpreting ☐ English Language and Literature ☐ English Linguistics ☐ Other:
6. Teaching Certificates	☐ CELTA ☐ DELTA ☐ TESOL ☐ None ☐ Other:

2. Maslach Burnout Inventory – Educator Survey

0	1	2	3	4	5	6
Never (Never)	Seldom (Few times a year or less)	Now and then (Few times a month or less)	Regular (Few times a month)	Often (Once a week)	Very often (Few Times a week)	Always (Every day)

Items	0	1	2	3	4	5	6
1. I feel emotionally drained by my work.							
2. I feel used up at the end of the day.							
3. I feel fatigued when I have to get up in the morning to face another day on the job							
4. I can easily understand how my students feel about things.							
5. I feel I treat some students as impersonal “objects”							
6. Working with people all day is really a strain for me.							
7. I deal very effectively with the problems of my students.							
8. I feel “burned out” from my work.							
9. I feel I am a positive influence on other people’s lives through my work.							
10. I have become more callous toward people since I took this job.							
11. I worry that this job is hardening me emotionally.							
12. I feel frustrated by my job.							
13. I feel I am working too hard in my job.							
14. I do not care what happens to some students.							
15. I can easily create a relaxed atmosphere with my students.							
16. I feel exhilarated after working with my students.							
17. I have accomplished many worthwhile things in my job.							
18. I feel like I am at the end of my rope.							
19. In my work I deal with emotional problems calmly							
20. I feel some students blame me for some of their problems.							
21. In my work, people bother me with personal problems that I do not want to be bothered with.							
22. I try to keep away from the personal problems of my students.							

3. Coping Strategies Multiple Response Questionnaire

How do you cope with burnout?	Put an "x" next to the ones you use.
1. I try to keep problems in perspective.	
2. I avoid confrontations.	
3. I try to relax after work.	
4. I take action to deal with problems.	
5. I keep my feelings under control.	
6. I devote more time to particular tasks.	
7. I discuss problems and express feeling to others.	
8. I have a healthy home life.	
9. I plan ahead and prioritize.	
10. I recognize my own limitations.	
11. I try to find opportunities to go abroad for educational and social purposes.	
12. I identify the problems I face both personally and academically.	
13. I spend at least one hour a week doing something for myself.	
14. I try to find strategies to solve the problems I have identified.	
15. I make sure that I have a clear job description.	
16. I get the necessary administrative support.	
17. I have my financial problems solved.	
18. I have sufficient in-service training.	

APPENDIX 3: First Semi-Structured Interview Questions

1. How do you define burnout? Why?
2. How do you feel at the end of a workday? Why?
3. Do you consider yourself as burned out? Why? Can you explain?
4. Why do you feel burned out? What is the biggest reason behind this feeling and the symptoms that you have been experiencing? / What is the reason behind this feeling? Do you believe that you are getting enough support? How?
5. Are there any other reasons behind your stress like lack of job security, annual leave, students (like their levels, misbehavior, lack of autonomy, and motivation), overcrowded classrooms, lack of technology, books, or having not enough time for yourself? Why?
6. Do you consider teaching English as a stressful job? Do you enjoy doing your job? Can you explain?
7. How is your workplace? How do you perceive your work atmosphere? Why?
8. Do you get enough administrative support? How is the administrative climate in your workplace?
9. Are your students a reason for you to feel stressed or burned out? If so or if not, please elaborate.
10. How is your relationship with your colleagues? Are your colleagues a reason for you to feel stressed or burnout? Why?
11. Do you feel like you do any good by doing your job? Do you think the time and effort you put into your job is worth it? Why?
12. Do you plan to continue doing your job in the future or do you have other plans? Why?
13. How do you cope with burnout or stress caused by your job? Why do you prefer to use this strategies/this strategy (like spending some time on yourself, relaxing activities such as yoga, relying on your friends and family)? How does it work for you?

APPENDIX 4: Second Semi-Structured Interview Questions

1. What are the possible solutions for your feeling of burnout? How can you reduce the stress caused by your job on your well-being?
2. What do you think about the possible solutions to reduce the stress caused by the workplace atmosphere and colleagues like not having enough annual leave, heavy workload, strict workplace atmosphere, toxic environment/ colleagues, and judgmental colleagues?
3. What are the possible ways to reduce the stress/feeling of burnout caused by such factors as long working hours and heavy workload? What is your solution?
4. What do you recommend for student-related stress such as student misbehavior, disrespect, lack of student autonomy, low levels of English proficiency, and laziness? How can you reduce the stress caused by students?
5. How can you reduce the feeling of burnout caused by the administration in your opinion? What do you recommend for lowering the feeling of burnout caused by such factors as lack of administrative support, unhelpful administration, lack of personal autonomy, disappointing administrative decision, and uncaring administrators?
6. How can you reduce the exhaustion caused by your job and academy-related factors such as having a heavy academic workload due to MA or Ph.D.? Are there any possible solutions for this issue?
7. How can you separate personal factors such as being mentally and physically exhausted, lack of time to relax, not feeling satisfied or fulfilled by teaching English, overthinking, and lack of motivation to intervene with your professional life? What are the ways to reduce the stress/feeling of burnout caused by these factors?

Evrak Kayıt Tarihi: 03.05.2023

Protokol No: 521845

Tarih: 30.05.2023



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	İngilizce Öğretmenlerinin İyi Olma Halleri, Tükenmişlik Düzeyleri ve Başa Çıkma Stratejileri: Bir Devlet Üniversitesinde Yapılan Açıklayıcı Çalışma
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Gonca SUBAŞI
TEZ YAZARI:	Maide Ebru BACA
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

Konu : Arařtırma İzin Talebi

DAĞITIM YERLERİNE

İlgi : a) Anadolu Üniversitesi Rektörlüğü'nün 20.07.2023 tarihli ve sayılı yazısı.
b) Yabancı Diller Yüksekokulu Müdürlüğü'nün (Batı Dilleri Bölüm Başkanlığı) 11.09.2023 tarihli ve sayılı yazısı.

Üniversitemiz Yabancı Diller Yüksek Okulu Batı Dilleri Bölüm Başkanlığında görevli ve Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngilizce Eğitimi Yüksek Lisans Programı öğrencisi Maide Ebru BACA'nın "İngilizce Öğretmenlerinin İyi Olma Halleri, Tükenmişlik Düzeyleri ve Başa Çıkma Stratejileri: Bir Devlet Üniversitesinde Yapılan Açıklayıcı Çalışma" adlı yüksek lisans tezi çalışması kapsamında İlgi (a) ve İlgi (b)'de kayıtlı yazı ile gönderilen Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü İngilizce Bölümünde görev yapan öğretim görevlilerine anket uygulama ve araştırma izin talebi incelenmiştir.

Maide Ebru BACA'nın bahse konu bilimsel çalışmayı 2022-2023 öğretim yılı yaz dönemi ve 2023-2024 öğretim yılı güz döneminde okul, personel, öğrenci ismi ve bölümü belirtilmeden (hiçbir kişisel ve içerik bulunmadan) sadece anılan çalışmada kullanılmak üzere Üniversitemiz Yabancı Diller Yüksek Okulu Müdürlüğünde yapması uygun görülmüştür.

Arz ve rica ederim.

Rektör V.

Dağıtım:

Anadolu Üniversitesi Rektörlüğüne
Yabancı Diller Yüksekokulu Müdürlüğüne

CURRICULUM VITAE

Name and Surname: Maide Ebru BACA

Language : English (advanced)

Education:

BA : Anadolu University, English Language Teaching

Work Experience:

English Language Instructor : National Defense University