



T.C.

AKDENİZ UNIVERSITY

THE INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

MA
THESIS

**THE INTERCONNECTEDNESS OF
PERFECTIONISM, REFLECTION, AND BURNOUT:
DOES PERFECTIONISM CAUSE OCCUPATIONAL
BURNOUT AMONG TURKISH EFL TEACHERS?**

GÖZDE KIRMIZI

ENGLISH LANGUAGE TEACHING
MASTER'S PROGRAM

Antalya, 2024

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SUPERVISOR: Asst. Prof. Dr. Simla COURSE

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YÜKSEK LİSANS TEZİNİN ADI: The Interconnectedness of Perfectionism, Reflection, and Burnout: Does Perfectionism Cause Occupational Burnout among Turkish EFL Teachers?

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.

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*To all the teachers silently struggling,
you are not alone.*



ABSTRACT

THE INTERCONNECTEDNESS OF PERFECTIONISM, REFLECTION, AND BURNOUT: DOES PERFECTIONISM CAUSE OCCUPATIONAL BURNOUT AMONG TURKISH EFL TEACHERS?

KIRMIZI, Gözde

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This present study investigated the relationships between perfectionism, reflection, and burnout among Turkish EFL teachers working as instructors in higher education, concurrently exploring their perceptions regarding these constructs. Employing a mixed-method design, quantitative data were collected from 519 teachers across various universities in Türkiye implementing questionnaires, with qualitative data gathered through open-ended questions (n=330) and semi-structured interviews (n=12). Quantitative data was analyzed by employing descriptive, correlation, and multiple regression analysis, while thematic analysis was implemented for qualitative analysis. Initial findings revealed a positive correlation between perfectionism and burnout, while burnout and reflection correlated negatively. Regression analyses identified self-critical perfectionism as a prominent predictor of burnout among the variables, while certain reflective practices emerged as protective factors. The findings of qualitative data unveiled two main categories regarding the perceptions of participants: drivers of challenges (e.g., workload, student disengagement) and coping mechanisms (e.g., colleague-oriented feedback, self-reflection). The findings highlighted the value of fostering a balance in perfectionist tendencies and incorporating reflective practices in teacher training and in-service training programs. Lastly, the results and limitations were discussed in the context of relevant literature, presenting implications and suggestions for future research.

Keywords: *English as a foreign language, teacher training, perfectionism, reflection, burnout, higher education, tertiary level teachers, instructors*

ÖZET

MÜKEMMELİYETÇİLİK, REFLEKTİF DÜŞÜNME VE TÜKENMİŞLİK ARASINDAKİ BAĞLILIK: MÜKEMMELİYETÇİLİK YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİNDE TÜRK ÖĞRETMENLERDE MESLEKİ TÜKENMİŞLİĞE YOL AÇMAKTA MIDIR?

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Bu çalışma yükseköğretimde görev yapan öğretim görevlisi İngilizce öğretmenlerinin mükemmeliyetçilik, reflektif düşünme ve tükenmişlik durumları arasındaki ilişkileri araştırarak bu kavramlara yönelik algılarını eş zamanlı olarak incelemiştir. Karma yöntem tasarımı kullanılarak çeşitli üniversitelerde görev yapan 519 öğretim görevlisinden anketler yoluyla nicel veriler toplanmış, 330 katılımcıdan açık uçlu sorular yoluyla ve 12 katılımcıdan yarı yapılandırılmış görüşmeler aracılığıyla nitel veriler elde edilmiştir. Nicel veriler betimsel, korelasyon ve çoklu regresyon analizleri ile değerlendirilirken, nitel analiz için tematik analiz uygulanmıştır. İlk bulgular mükemmeliyetçilik ve tükenmişlik arasında pozitif bir korelasyon, tükenmişlik ve reflektif düşünme arasında ise negatif bir korelasyon olduğunu ortaya koymuştur. Regresyon analizleri öz-eleştirel mükemmeliyetçilik değişkeninin tüm değişkenler arasında tükenmişliğin öne çıkan bir yordayıcısı olduğunu, bazı reflektif düşünme uygulamalarının ise tükenmişliğe karşı koruyucu faktörler olarak öne çıktığını belirlemiştir. Nitel veri bulguları katılımcıların algılarıyla ilgili iki ana kategori ortaya koymuştur: deneyimlenen zorlukların nedenleri (ör. iş yükü, öğrenci ilgisizliği) ve başa çıkma mekanizmaları (ör. meslektaş odaklı geri bildirim, öz yansıtma). Bulgular öğretmen eğitiminde ve hizmet içi eğitim programlarında mükemmeliyetçilik eğilimlerinin dengelenmesine yönelik önlemler alınması ve bu programlara reflektif düşünme uygulamalarının dahil edilmesinin önemini vurgulamıştır. Son olarak, bulgular ve sınırlamalar ilgili literatür bağlamında tartışılarak gelecek araştırmalar için çıkarımlar ve öneriler sunulmuştur.

Anahtar Kelimeler: *Yabancı dil olarak İngilizce, öğretmen eğitimi, mükemmeliyetçilik, yansıtıcı düşünme, tükenmişlik, yükseköğretim, yükseköğretim seviyesi öğretmenler, öğretim görevlileri*

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LIST OF ABBREVIATIONS

BTPS-SF	:	The Big Three Perfectionism Scale – Short Form
DP	:	Depersonalization
EE	:	Emotional Exhaustion
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ELTRI	:	English Language Teaching Reflective Inventory
MBI	:	Maslach Burnout Inventory
MBI-ES	:	Maslach Burnout Inventory – Educators Survey
OLBI	:	Oldenburg Burnout Inventory
OOP	:	Other-oriented Perfectionism
SLA	:	Second Language Acquisition
SOP	:	Self-oriented Perfectionism
SPP	:	Socially Prescribed Perfectionism

CHAPTER I

INTRODUCTION

“Expectation is the root of all heartache.”

William Shakespeare

1.1. Background of the Study

The teaching profession has long been recognized as rewarding, fulfilling (Boyle et al., 1995; Pressley et al., 2024), challenging, and demanding (Ben-Peretz, 2001) all at once. In general education, as well as language education, the role of the teacher in teaching and learning procedures is perceived to function metaphorically. The teachers have been regarded as artists and scientists, managers and mentors, controllers and counselors, each capturing the role of a teacher partially, if not entirely (Kumaravadivelu, 2003).

In higher education, a teacher's role extends beyond these familiar metaphors, embodying constant interaction with students, maintaining high levels of professional performance, and accomplishing other job-related responsibilities while delivering curricular goals and meeting objectives. Since teaching at the higher education level involves three axes—instruction, research, and expanding and affecting political, social, intellectual, psychological, and pedagogical viewpoints—it is typically characterized as involving a certain amount of complexity (Carlotto & Câmara, 2017; Safari, 2020; Teles et al., 2020). This complexity and the challenges it caused have led to a growing interest in understanding the psychological factors that affect the teaching profession and teacher well-being in recent years. Among these factors, burnout has been marked as a psychological risk (Loonstra et al., 2009; Maslach & Leiter, 2016; Saloviita & Pakarinen, 2021), especially given that teaching is widely recognized as a stressful job (Borg & Riding, 1991; Chan, 2002; Hakanen et al., 2006; Travers & Cooper, 1996; Skaalvik & Skaalvik, 2020). As defined by Maslach and Jackson (1981), burnout is a psychological syndrome occurring among individuals who do “people work” of some kind, making teachers particularly vulnerable to its effects. Accordingly, teachers who are under intense stress experience exhaustion, which is a dimension of burnout, leading to a sense of ineffectiveness in their work. For educators, burnout may result in quitting their profession in the early stages of their careers (Hakanen et al., 2006).

In the field of English as a Foreign Language (EFL), teachers are challenged with the unique demands of language teaching, cultural sensitivity, and diverse learner needs, in addition

to navigating the natural rigors of education. Such responsibilities place EFL teachers at risk for not only experiencing burnout but also other psychological stressors, including personality variables as well. Recently, studies have started to delve into two additional psychological constructs that may affect teachers' well-being and teaching commitment: perfectionism and reflection. Perfectionism, the tendency to hold and pursue high expectations (Hewitt & Flett, 1991), has been associated with negative career-related outcomes, namely workaholism (Clark et al., 2010) and unsatisfying work-life balance (Beauregard, 2006; Mitchelson, 2009). Moreover, it has been found to relate to teacher stress (Stoeber & Rennert, 2008) and burnout (Flett et al., 1995). However, more recently, scholars have come to view perfectionism in a holistic way, suggesting that it can have both positive and negative outcomes (Jones, 2016). On the contrary, reflection has been acknowledged as a crucial element of effective teaching and professional development (Schön, 1983; Zeichner & Liston, 2013). According to Akbari et al. (2010), reflective practices have been linked to better decision-making, higher self-awareness, and teaching quality. In addition, research has suggested that reflection might serve as a protective factor against burnout (Mahmoodi & Ghaslani, 2014; Shirazizadeh & Moradkhani, 2018).

1.2. Statement of the Problem

Research on teacher burnout has been conducted scarcely (Atmaca et al., 2020; Vandenberghe & Huberman, 1999). The findings have shown that teachers experience burnout due to the nature of their job descriptions, which require much human interaction, professional stress, and personal engagement, much as in other professions (Frenzel & Stephens, 2013). The behaviors or personal features associated with burnout, however, are hotly debated among researchers. Personal traits such as neuroticism (e.g., anxiety, low self-esteem), perfectionism, and the tendency to sacrifice oneself for the sake of others and prioritize others over oneself lead teachers to burnout (Basim et al., 2013). Additionally, teacher burnout may develop due to environmental factors in the workplace, including sharing work with colleagues or communicating with administrators (Korkmaz, 2005) or the pressure of educational reforms (Cross & Hong, 2012). On another note, the outcomes of teacher burnout extend beyond the professional realm, with some research pointing out that it can negatively affect teachers' physical health (Grayson & Alvarez, 2008). Within the context of EFL teaching, unique challenges, including language and culture barriers, diverse learner needs, and the pressure to raise the language proficiency bar of learners may all contribute to an increased risk of burnout (Demirel & Cephe, 2015; Uğuz, 2016).

Nevertheless, even though there are numerous teacher burnout studies and a growing body of research on the relationship between burnout and perfectionism, and burnout and reflection separately, there is a lack of sufficient and comprehensive investigations on the interrelationships between these three constructs, namely in the context of Turkish EFL teachers in higher education. Furthermore, little is known about the potential mediating role of reflection in its relationship between perfectionism and burnout (Shirazizadeh & Karimpour, 2019). Given that reflection has been identified as a vital component of the teaching profession and teachers' professional development (Schön, 1983; Zeichner & Liston, 2013), understanding its interaction with perfectionism and burnout may offer valuable insights into strategies for promoting teachers' well-being. Consequently, there is much to learn about the multifaceted relationship between perfectionism, reflection, and burnout, leaving a gap in our understanding of how these factors impact teachers and the teaching profession.

1.3. Purpose of the Study

The primary purpose of the present study was to examine the interrelationships between perfectionism, reflection, and burnout in the context of Turkish EFL teachers working in higher education. In this specific context of EFL instruction at the tertiary level, this study attempted to provide a thorough understanding of how these psychological and personal constructs interact and impact teachers and teaching. More precisely, the goals of this study include:

- Examining and analyzing the levels of perfectionism, reflection, and burnout among Turkish EFL teachers in higher education settings, focusing on how perfectionism and reflection may predict or influence burnout levels.
- Exploring how Turkish EFL teachers view their experiences with burnout, perfectionist tendencies, and reflective practices.
- Investigating any institutional or demographic variables that may influence the interconnectedness of these three constructs.
- Identifying potential implications for teaching and teacher education programs, educational and institutional policies, or professional development training that support teacher well-being.

To achieve these aforementioned purposes, this research aimed to answer the following research questions (RQ):

1. Is there any statistically significant relationship between tertiary-level Turkish EFL teachers' levels of burnout, perfectionism, and reflection?
2. What are tertiary-level Turkish EFL teachers' perceptions of their own burnout, perfectionism, and reflection?

1.4. Significance of the Study

Raking through the literature, it can be seen that there has been an increasing interest in studying teacher burnout in the last two decades, systematically revealing that the teaching profession is at risk of developing burnout results (Skaalvik & Skaalvik, 2020). As mentioned earlier, burnout has been associated with several topics, ranging from broader fields to unique challenges. Despite this growing interest in teacher burnout, little research has been conducted on its relevance with personal or psychological factors other than stress, depression, and anxiety (Agyapong et al., 2022; Pines et al., 2005), specifically in the context of universities and EFL teaching. Consequently, this study highlights a comprehensive analysis of three parameters that might be critical for Turkish EFL teachers in higher education: perfectionism, reflection, and burnout. Acknowledging the classroom interaction, learner outcomes, and the overall quality of language education apart from the teacher, this study addresses the gap in the literature by examining these three constructs concurrently, specifically in the present context where teacher burnout research has little emphasis on perfectionism and reflection. Additionally, the study extends beyond the common scope of previous research in the Turkish EFL context, which has focused on teachers at the K12 level. Accordingly, this study presents a relatively understudied population, namely the Turkish EFL teachers working at nationwide universities. It may provide insights for the stakeholders, school administrations, teacher trainers, and Turkish EFL teachers themselves.

1.5. Scope and Limitations of the Study

The present study was conducted with participants working in the School of Foreign Languages at universities across Türkiye during the Fall and Spring Term of the 2023-2024 Academic Year. The aim was to explore the interconnectedness of perfectionism, reflection, and burnout among Turkish EFL teachers working in higher education, specifically focusing on instructors at the tertiary level rather than encompassing all EFL teachers in Türkiye. Using a mixed-method design, the study utilized a combination of questionnaires, open-ended questions, and semi-structured interviews. A total of 519 Turkish EFL teachers from various

universities participated in the initial quantitative phase, providing a broad and representative sample, with 330 answering the open-ended questions. Among all the participants from the initial participant pool, 12 volunteer Turkish EFL teachers took part in the follow-up interviews to gain an in-depth understanding.

While the study provides valuable insights into the relationship between perfectionism, reflection, and burnout, it is important to note certain aspects that fall outside the scope of this research:

- Teacher well-being: Although the overall concept of teacher well-being is addressed, the study does not delve deeply into this complex topic beyond its relation to the main constructs under investigation.
- Personal traits: With the exception of perfectionism, other personal traits that may influence teacher burnout or reflection are not extensively explored in this study.
- Demographic variables: While demographic data was collected, a comprehensive analysis of these variables was not conducted due to the already data-rich nature of the study.

Despite the efforts to obtain a diverse sample and provide a nationwide sample size, the results of the present study are limited to its context and participants. Therefore, it is essential to note that the findings may not fully apply to EFL teachers in other countries or educational levels, as cultural and institutional factors may vary. The study's cross-sectional design provides a glimpse of teachers' experiences at a specific point in time. Nevertheless, it does not account for any changes in these constructs over an extended period. Hence, longitudinal studies may provide insightful information on how these variables evolve throughout a teacher's career. Additionally, as the study relies on self-reported data, it may be subject to social desirability bias, where participants might respond in ways they believe are more acceptable to society. Lastly, while producing rich and in-depth data, the interviews' limited time and resources may fall short of representing Turkish EFL teachers' true perceptions. Therefore, future studies may use additional tools and benefit from classroom observations or journals.

CHAPTER II

LITERATURE REVIEW

“If you look for perfection, you will never be content.”

Leo Tolstoy, *Anna Karenina*

2.1. Introduction

This chapter presents an in-depth analysis of the existing literature surrounding three constructs of the English as a Foreign Language (EFL) teaching profession: perfectionism, burnout, and reflection. The review is structured to progressively build a comprehensive understanding of these phenomena and their interrelationships. First, the chapter explores the multifaceted nature of perfectionism, examining its various definitions, dimensions, and manifestations in educational contexts. Particular emphasis is given to how perfectionist tendencies may influence teachers' behaviors, attitudes, and well-being. Second, the review delves into the concept of burnout, its causes, symptoms, and consequences. This section highlights the unique challenges faced by EFL teachers and how these may contribute to the development of experiencing burnout. Third, the chapter questions the practice of reflection in teaching, its place in professional development, and its potential role in managing perfectionist tendencies and preventing burnout.

Throughout the review, the focus remains on the EFL teaching context, exploring how these psychological and professional dynamics specifically affect language educators. By synthesizing research from these three constructs, this literature review aims to establish a theoretical framework for understanding the dynamic relationship between perfectionism, burnout, and reflection among EFL teachers, thereby laying the groundwork for the current study.

2.2. Perfectionism

Perfectionism is a multifaceted psychological construct that has significant implications for individuals in various professions, including teaching. This section explores the concept of perfectionism, its evolution from a unidimensional to a multidimensional construct, and its relevance to the teaching profession. Explaining the widely accepted multidimensional model of perfectionism proposed by Hewitt and Flett (1991), which identifies three distinct

dimensions: self-oriented, other-oriented, and socially prescribed perfectionism, the section also covers recent research on perfectionism in educational settings, with a particular focus on its place and effects among teachers. By providing a comprehensive overview of perfectionism, this section aims to establish a foundation for understanding its potential impact on teachers' well-being and performance in the context of the EFL profession.

2.2.1. Defining Perfectionism

Most of the time, we are expected to surpass any obstacles on the way and meet the demands that are ordered by different people (Antony & Swinson, 1998). When welcomed into the world, we are taught to do things in the “so-called” right way. This type of control and correction in behavior and action may also continue in adulthood and the workplace. Previous research has established teaching as a profession that can be challenging, stressful, and unpredictable. Indeed, the teaching profession is frequently ranked as one of the most stressful occupations on a global level (Cano-García et al., 2005; Johnson et al., 2005; Jonas, 2016; Kyriacou, 2001; Yu & Yu, 2023). According to Lortie (1975), this phenomenon has several fundamental reasons. Firstly, he contends that teaching is characterized by a culture of high ambition, wherein educators aspire to maximize student learning outcomes, foster critical thinking skills, and cultivate good citizenship. However, this ambition is contrasted with a lack of shared technical knowledge among teachers. Consequently, educators often struggle to meet the high expectations imposed upon them by external stakeholders as well as the standards they set for themselves (Jonas, 2016). However, the urge to fulfill these high standards is not necessarily the same as pursuing perfection (Antony & Swinson, 1998; Chan, 2008; Philp et al., 2012). In fact, this urge is the quality of someone striving for excellence and “able to derive personal satisfaction and pride from a good-enough performance” (Hendlin, 1992, p. 13). Another illustration of pursuing excellence is regarded as high self-esteem, a firm desire to do the best, being hardworking, and risk-taking (Adderholdt-Elliott, 1987; Greenspon, 2000).

What is perfectionism, then? When we rake through the literature on perfectionism, numerous definitions are provided by researchers. The concept of perfectionism was initially explored as a one-dimensional structure during its early years of investigation. However, subsequent studies have elucidated it in a multidimensional framework (Slade et al., 2009). In its early phase, one definition of perfectionism is a psychological trait characterized by a destructive desire to set exceptionally high standards and to construct one's sense of worth to achieve these goals (Burns, 1980; Pacht, 1984). Moving on to the '90s, Hendlin (1992) described a perfectionist as one “who thinks anything short of perfection in performance is

unacceptable” (p. 9). However, as the field has drawn great attention more recently, psychologists have begun to define the term as a multidimensional concept; “that is, it has both personal and interpersonal aspects” (Flett & Hewitt, 2002, p. 10). Although there have been several various descriptions related to these dimensions of perfectionism (e.g., Burns, 1980; Hamachek, 1978; Reed, 1985), Hewitt and Flett (1991) introduced perfectionism types in three dimensions, which are named self-oriented perfectionism (SOP), other-oriented perfectionism (OOP), and socially prescribed perfectionism (SPP).

2.2.2. The Multidimensional Model of Hewitt and Flett

Hewitt and Flett’s (1991) tripartite model of multidimensional perfectionism has become a cornerstone in perfectionism research. This model identifies three forms of perfectionism: self-oriented, other-oriented, and socially prescribed. Each dimension represents a unique aspect of perfectionistic behavior and thought patterns (Stoeber et al., 2017). This model was chosen for several reasons. First of all, it is widely recognized and utilized in perfectionism research, providing a solid foundation for understanding the construct. Secondly, it encompasses key indicators of both perfectionistic strivings (self-oriented perfectionism) and perfectionistic concerns (socially prescribed perfectionism), allowing for a comprehensive examination of perfectionism’s relationship with broader personality dimensions (Frost et al., 1993; Stoeber & Otto, 2006; Stoeber et al., 2017). Lastly, the model’s inclusion of other-oriented perfectionism acknowledges the social aspects of perfectionism, which have gained renewed interest in recent psychological research (Stoeber, 2012). Accordingly, the dimensions of this model are discussed below.

2.2.2.1. Self-oriented Perfectionism (SOP)

At its core, self-oriented perfectionism is described as the desire to attain extraordinarily high demands provided by and only for oneself (Burns, 1980; Hewitt & Flett, 1991). However, Hewitt and Flett (1991) believe that SOP has a distinct motivational component. This salient component is primarily presented as pursuing perfection, followed by the desire to prevent failures. Therefore, they associate SOP with self-directed behaviors such as “self-blame” (Hewitt et al., 1989) or “low self-regard” (Hoge & McCarthy, 1983; Lazzari et al., 1978). An example of this very phenomenon is portrayed in a study by Blatt (1995) about three skilled people who gave up on their own lives, and he concluded that:

“...are typical of numerous examples of talented, ambitious, and successful individuals who are driven by intense needs for perfection and plagued by intense self-scrutiny, self-doubt, and self-criticism” (p. 1005).

Nevertheless, Klibert et al. (2005) conducted research examining how self-oriented perfectionism and socially prescribed perfectionism relate to both positive (e.g., self-esteem, perceived self-control) and negative (e.g., depression, anxiety, procrastination) psychological constructs. Contrary to Flett and Hewitt’s (2002) assertion, Kilbert et al. (2005) suggested that self-oriented perfectionism might have some positive elements. The study indicated that setting personally high standards could be less damaging than meeting others’ unreasonable expectations. This suggests that avoiding embarrassment, shame, and guilt may be more achievable when individuals set their own standards rather than feeling pressured by external expectations. “In fact, self-imposed high standards, particularly in the absence of perceived pressure from others, may motivate an individual to achieve, may foster self-control and enhance self-esteem, while providing some protection against depression, guilt, and suicidality” (p. 154).

2.2.2.2. Other-oriented Perfectionism (OOP)

Another critical aspect of perfectionism includes beliefs and expectations regarding the capacities of others (Hewitt & Flett, 1991). Hewitt and Flett (1991) describe this type of perfectionist as having unattainable standards for significant others, valuing perfection in others, and rigorously criticizing others’ performance. OOP is mainly the same as SOP; nevertheless, this time, the perfectionistic attitude is directly aimed at the outside world. Hence, while self-oriented perfectionism leads to self-blame and self-criticism, other-oriented perfectionism results in blaming and being harsh towards people around.

Related research on other-directed perfectionism can be seen in the examples followed: A one-of-a-kind case is that of the meticulous professor who was so upset about making a mistake in his handbook that he killed his wife (Lombardi et al., 1998; Flett & Hewitt, 2002). Flett and Hewitt (2002) also reported an incident where a woman suffered years of physical harassment from her perfectionistic spouse. When asked about her spouse’s perfectionist tendencies, she stated:

“Perfectionism played a big part in the abuse I experienced. I had to be the perfect wife and would get hit when I did not meet my husband’s expectations. One time, when I did not answer the phone fast enough for his liking, he grabbed me by my hair, picked me up, and threw me across the room and against the wall...” (p. 6).

2.2.2.3. Socially Prescribed Perfectionism (SPP)

The third dimension of perfectionism embodies the perceived desire to fulfill expectations and requirements set by significant others (Flett & Hewitt, 2002). Individuals who stick to socially prescribed perfectionism believe that their loved ones expect them to perform unachievable goals, harshly judge them, and push for absolute perfection. A clear example of this aspect of perfectionism is portrayed in a case study of a gymnast named “Susan” by Krane et al. (1997). Susan put herself at risk by overtraining, competing when severely injured, and disregarding healthcare professionals’ recommendations. Krane et al. (1997) indicated that the reason was her perfectionism. Susan was under parental and coaching pressure to achieve perfection, and she channeled this demand into her personal goals to become perfect. The authors stated that it was clear when Susan uttered, “Nothing ever was perfect. I mean, I always could be able to do something better.” (p. 62). This case study illustrates that any attempt to study perfectionism from a behavioral standpoint should encompass the fact that certain people are pushed or motivated to be perfect, and their overwhelming conscientiousness may evolve into an obsession.

2.2.3. Available Research on Perfectionism in Teachers

Perfectionism has received a great deal of attention in the educational psychology literature as a multidimensional trait. However, the majority of the research has been directed at students. To start, Saddler and Sacks (1993) conducted research to view the interrelationships among academic procrastination, SOP and SPP, and depression, working with undergraduate and graduate students at a university in California. Their results showed that independently, SOP, SPP, and procrastination were related to depression. Moreover, they stated that SOP and SPP and procrastination among students were particularly problematic, given their relationship with depression. Seo (2008), on the other hand, studied how SOP affects academic procrastination by investigating self-efficacy’s intermediary role. The researcher worked with 692 students from various universities. The findings suggested that self-efficacy completely, if not partially, mediates the relationship between SOP and academic procrastination. Additionally, Cowie et al. (2018), in a study conducted with students, hypothesized that SPP would positively, while SOP would negatively predict academic problems, and OOP would negatively predict imposter syndrome (the belief one has as if they are fraud) in students, specifically. As hypothesized, SPP was associated with academic problems, described as the maladaptive construct of perfectionism. OOP also showed the given relation with imposter

syndrome in the hypothesis. However, SOP did not predict any negative relationship. Reversely, it was suggested to be associated with the adaptive dimension of motivation.

Even though there are many more studies concerning the effects perfectionism has on students (e.g., Gregersen and Horwitz, 2002; Klibert et al., 2014; Mills & Blankstein, 2000), quite scarce is available on teacher perfectionism. Unsurprisingly, one of the papers on this specific issue was provided by the pioneers Flett et al. (1995), who investigated the relationship between the different aspects of perfectionism and job stress and perceived organizational support in teachers. Their findings demonstrated a positive correlation between SOP and several aspects of teacher stress. Nevertheless, neither SOP nor OOP showed significant correlations with teacher stress measures. They concluded that societal norms of perfectionism are crucial in recognizing teacher stress. Building on this, Stoeber and Rennert (2008) investigated how perfectionism's facets relate to stress, coping, and burnout in teachers. Their research suggested that individual perfectionism variations could be an essential factor in teachers' stress experiences, coping strategies, and burnout. They also revealed that pursuing perfection and perceived colleague pressure do not lead to stress and burnout; however, adverse reactions to imperfection and the perceived pressure from students and their parents may result in job-related stress and occupational burnout.

In the Turkish context, as an example, a study by Kırıl and Çavuş (2017) explored perfectionism and loneliness in instructors working at higher education levels. Their research showed that instructors' perfectionism levels were higher than average, with self-oriented perfectionism being the most prominent. In a recent study, Kilmen (2022) examined how prospective teachers' professional achievement goals, self-efficacy beliefs, and perfectionistic traits were interrelated. The research revealed that professional self-efficacy beliefs in prospective teachers were significantly and positively predicted by SPP.

2.3. Burnout

This section explores the concept of burnout, a phenomenon that has gained significant attention in occupational psychology, particularly in the field of education (An & Tao, 2024; Skaalvik & Skaalvik, 2017). The review begins by tracing the origins of the term "burnout" and its evolution from a popular concept to a rigorously studied psychological construct. The focus then moves to the widely accepted multidimensional model of burnout developed by Maslach and Jackson (1981), which forms the theoretical foundation for much of the research in this area. Maslach's model was selected to build the study upon for it is one of the well-known and

empirically validated models in burnout research, providing a solid framework, and the model's three-dimensional structure - comprising emotional exhaustion, depersonalization, and reduced personal accomplishment - offers a comprehensive view of burnout that encompasses both its personal and interpersonal aspects. By examining burnout through the lens of Maslach's model, this review aims to provide an in-depth overview of how burnout manifests in the teaching profession, focusing on its relevance to EFL teachers. The following sections explore each dimension of burnout, its causes and consequences in the educational context, and its specific implications for EFL teachers.

2.3.1. Defining Burnout

The concept of burnout potentially originated in a novel called "A Burnt-Out Case" by Graham Greene (1961). This book was about an architect who was spiritually troubled and tormented, so much so that he quit his profession and withdrew to live in the African forest. However, it was not the best seller to make the term "burnout" a household word. Its first appearance in the academic realm was in the early 1970s. As he mentions, Freudenberger (1974), a psychologist, and a few of his colleagues used the phrase to describe a sickness that affects clinic staff members and prevents them from executing their duties efficiently. He believed burnout would generally occur after a year of work experience in an institution or a workplace. Furthermore, he explained the physical and emotional signs of this "disease" and shared the coping strategies. Following Freudenberger, the term "burnout" became popular, and other psychologists, such as Cherniss (1980) and Maslach (1976, 1982), started to delve into and mention this construct. Nevertheless, Maslach and Jackson (1981) formed the commonly accepted burnout model. They defined the term as "... a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" (p. 99). Later, Maslach and her colleagues broadened the definition as "erosion of engagement that what started as important, meaningful, and challenging work becomes unpleasant, unfulfilling, and meaningless" (Maslach et al., 2001, p. 416). As they investigated the issue of occupational burnout, Maslach and Jackson (1981) conceptualized its layers in three dimensions: emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA).

2.3.2. The Multidimensional Model of Burnout

Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981) identifies burnout as a multifaceted syndrome. Exhaustion is considered the central characteristic and most noticeable

sign of this multifaceted syndrome (Maslach et al., 2001). People frequently cite feelings of exhaustion when describing their burnout experiences. Thus, exhaustion has been the most commonly studied aspect of the three burnout variables. Although exhaustion demonstrates the stressful component of burnout, it fails to unravel the critical aspects of people's relationships with their work. The fact that exhaustion is an essential component of defining burnout does not imply that it is a sufficient criterion. Instead, it drives people to engage in activities that create mental and emotional space from their job, likely as a means to handle work-related stress (Maslach, 2003; Maslach et al., 2001). Depersonalization, on the other hand, deliberately ignores the qualities that make co-workers distinctive and unique in an effort to create distance between oneself and them. Since distancing is the preliminary reaction to exhaustion, burnout studies have consistently shown a strong correlation between exhaustion and cynicism (depersonalization) across various organizational and occupational contexts (Maslach et al., 2001).

Although Maslach et al. (2001) manifest that inefficacy (reduced personal accomplishment) has a complex relationship with other aspects of burnout, it is associated with low self-efficacy at work and a propensity to evaluate oneself negatively (Maslach, 2003). In general, work overload and social conflict are the main factors of exhaustion and cynicism, whilst a sense of inefficacy is explicitly due to a lack of resources to complete the given task. Consequently, combinations of these three dimensions may result in diverse work experience scenarios and a greater risk of burnout.

2.3.3. Teacher Burnout

The concept of teacher burnout was initially introduced by McGuire, who served as the president of the American National Education Association (Bardon, 1983). Following this, scholars began to delve into the realm of teacher burnout. Additionally, Farber (1991) highlighted teacher burnout as the negative emotional changes exhibited by educators as a consequence of work pressure experienced over prolonged periods in their teaching careers. Given that the teaching profession has been regarded as noble, the stress factors may lead to burnout in the long run, destroying teacher efficacy and instruction delivery (Comerchero, 2008). Subsequently, questioning why some teachers experience burnout and sometimes leave their profession has become a hot topic in many countries' educational systems (Atmaca, 2017). When the three dimensions mentioned earlier are considered as metrics to acknowledge teacher burnout, it is possible to conclude that a burnt-out teacher will possess at least one of these behavioral patterns (Cephe, 2010). In particular, Wood and McCarthy (2002) highlighted that

depersonalization can manifest itself in negative attitudes toward students and the workplace. Teachers may be more vulnerable to depersonalization since their daily work habits often include a central portion of isolation from their colleagues. Although teachers engage with numerous people during their workday, they heavily and predominantly interact with students rather than other teachers or professionals who may be more familiar with the demands teachers face. While depersonalization may provide some protection for teachers since they would be the “worn-out” teachers who are world-weary about teaching, it may also promote isolation, increasing the risk of burnout.

Teaching is intrinsically challenging and stressful due to the ongoing mismatch between instructional objectives, course requirements, and students’ real-world learning achievements (Smylie, 1999; Winograd, 2005), while misalignment among colleagues (Brunsting et al., 2014; Skaalvik & Skaalvik, 2011) disconnection between the student and the teacher (Klassen et al., 2012; Spilt et al., 2011; Prensky, 2001; Wood & McCarthy, 2002), little control over course content (Ingersoll, 1994), and marginalized profession (Johnston, 1997) extend beyond stress and causing burnout. As a result, teaching is regarded as a profession that is highly susceptible to burnout. However, burnout has numerous causes and negative consequences, too. Teacher burnout, for example, may damage learner motivation and learning (Zhang & Sapp, 2008).

2.3.4. Available Research on Teacher Burnout

Teacher burnout has been a subject of increasing interest in educational research since the mid-1990s, with studies exploring its prevalence, causes, and effects across various educational contexts. Weisberg and Sagie (1999) conducted one of the early studies to explore the causes of burnout among female teachers in Israel. Their findings indicated a significant correlation between teachers’ job satisfaction, thoughts of leaving the profession, and burnout experiences. Furthermore, factors such as workload, insufficient salary, demanding work environment, and lack of communication with students were identified as contributors to teacher burnout.

In a study conducted by Kokkinos (2007) involving teachers, burnout was investigated in relation to several factors. The results revealed that emotional exhaustion varied significantly based on factors such as tenure, marital status, and gender. Moreover, a pattern emerged showing that teachers with master’s degrees felt less personal accomplishment if they had not yet completed ten years of experience, unlike their peers who had both the degree and the long-term professional experience. In another study conducted with teachers in Spain, Betoret (2008)

found that those who received external support experienced lower levels of stress and burnout. Additionally, participants exhibited higher levels of emotional exhaustion compared to other dimensions.

Several studies have focused on demographic and organizational factors affecting burnout. Erçen (2007) investigated burnout among teachers in public schools and private tutoring centers in Türkiye, finding significant differences based on gender, type of institution, and age. Furthermore, it was found that teachers employed in public schools had a higher perception of personal accomplishment compared to those working in private tutoring centers. Akin and Oğuz (2010) explored the correlation between burnout and workaholism among teachers in Ankara. The findings unveiled a negative correlation between teachers' burnout and workaholism. Furthermore, age and gender were not found to significantly mediate burnout and workaholism, although age was an influential factor. In another context, Fadlelmula (2014) conducted research to investigate burnout levels among academics, focusing on emotional exhaustion, depersonalization, and personal accomplishment loss, as well as examining the impact of various personal variables on these levels of burnout. The findings revealed that academics experienced low levels of burnout, with depersonalization being the least prominent sub-dimension. Moreover, factors such as gender, marital status, number of children, age, and economic status were found not to have statistically significant burnout levels. However, it was observed that years of service were statistically significant in the sub-dimension of personal accomplishment.

In the context of EFL teaching, Demirel and Cephe (2015) studied with English language instructors to identify the factors contributing to burnout and examine the potential relationship between burnout levels and teaching experience. The results revealed varying levels of burnout among instructors, with a tendency towards higher levels of burnout observed among younger and less experienced teachers. Uğuz (2016) examined burnout among EFL teachers in Vocational and Technical Anatolian High Schools in Türkiye, finding high levels of burnout, with student-related factors being more influential than demographic variables.

In another setting, Fiorilli et al. (2017) found that Italian primary school teachers were prone to experiencing severe burnout. Moreover, they reported that the relationship between satisfaction with received social support and emotional intensity was partially mediated by teacher burnout. The study conducted by Kulavuz-Onal and Tatar (2017), who worked with Turkish EFL teachers, revealed notable differences between state university instructors (SUEPPI) and private university instructors (PUEPPI) regarding their levels of personal

accomplishment and professional learning engagement. SUEPPI reported lower accomplishment and less participation in professional development compared to PUEPPI. In addition, the findings indicated a positive relationship between personal accomplishment and engagement in professional learning activities.

Bal (2019), on the other hand, aimed to assess the burnout level experienced by EFL instructors across various components of the burnout scale. Additionally, it sought to investigate whether working at a private or state university and having a master's degree impacted instructors' level of burnout, while aiming at uncovering the underlying reasons for burnout among instructors and gathering their suggestions for preventing it. The results revealed that EFL instructors experienced high levels of burnout in emotional exhaustion and depersonalization, regardless of the type of institution they belonged to. However, a significant difference was observed between burnout levels of educators from state and private universities in these two dimensions. Reversely, there was no significant difference in burnout levels related to personal accomplishment between the two types of institutions.

Recent studies have continued to explore the multifaceted nature of burnout among EFL teachers, examining various factors that contribute to or mitigate burnout. Selma (2021) investigated burnout levels among Turkish EFL teachers, finding no significant correlations between burnout and demographic factors, including gender, marital status, and economic level. İlya (2023) studied the burnout levels in Turkish EFL teachers, examining whether gender, age, teaching experience, and school type could predict burnout. The results unveiled that most Turkish EFL teachers experienced a high level of reduced personal accomplishment. Age was the strongest burnout predictor among the variables studied, though merely its relationship with depersonalization was statistically significant. Further expanding on the relationship between burnout and other psychological factors, Onan and Aydın (2024) examined the relationships between well-being, burnout, and anxiety among Turkish EFL teachers. Their findings revealed moderate levels of well-being and low levels of burnout and anxiety among the participants. Interestingly, they found a positive correlation between occupational burnout dimensions and teacher well-being, suggesting a complex relationship that requires further investigation.

2.4. Reflection

Reflection is a concept frequently associated with education for its role in teacher development and effectiveness. This section explores the concept of reflection in teaching, its evolution in educational theory, and its significance for professional growth in the context of

the EFL teaching profession. Examining various definitions and models of reflection, including those proposed by seminal thinkers such as Dewey and Schön and more recent operational frameworks, the literature review embodies the characteristics of reflective teachers, the role of reflection in professional development, and its relationship with teacher autonomy. Additionally, this section reviews recent research on reflective practices in various educational settings, with a focus on EFL teaching contexts.

2.4.1. Defining Reflection

Teaching encompasses a multifaceted blend of interconnected forms of achievement. In essence, teachers must possess extensive knowledge and understanding across various domains. They should be capable of leveraging this knowledge and understanding to make reasoned and rational practical decisions in specific situations. Additionally, teachers need the skills to effectively execute their decisions and dispositions, including motives and tendencies, and to actively implement what is deemed appropriate (Hirst, 1979; McLaughlin, 1999). Accordingly, teachers tend to think in ways that one may not consider as a part of the workload. Their thoughts encompass their current actions, obligations, and even omissions. They think about what to teach tomorrow, who should be sitting next to whom, and why parents are not the supportive system of the learning process. In addition to all teachers, EFL teachers think about what to bring specifically tailored for the needs of each grade, how to teach a form or explain a function, when to fill the exchange program committee reports, what students know about the World Englishes' cultures, where to stand when faced with unmotivated students, why pronunciation is neglected in the curriculum, or how to integrate it into an already overloaded one. Among all the tasks that teachers engage in, the utmost importance is “doing the thinking of teaching” or reflecting on the complexities of their profession (Russell & Korthagen, 1995, p. 2). This “doing and thinking” cycle is the cycle of reflection and action, as Dewey (1933) explained almost a century ago. The topic is complex, and Dewey employs more than 30 specialized terms in his efforts to explain it thoroughly. In its most elementary portrayal, “Reflection involves not simply a sequence of ideas, but a consequence – a consecutive ordering in such a way that each determines the next as its proper outcome, while each outcome, in turn, leans back on, or refer to, its predecessors” (p. 4). Rodgers (2002) then explained and simplified Dewey's interpretation of reflection as a meaning-making process that facilitates the transition of a learner from one experience onto the next while nurturing a more profound grasp of the interrelationships and interconnections it shares with other experiences and concepts.

On the other hand, Schön (1991) indicated that reflection is a way to deal with situations of “complexity, uncertainty, instability, uniqueness, and value-conflict” (p. 39). More specifically, “there is some puzzling, or troubling, or interesting phenomenon with which the individual is trying to deal” (p. 50). They reflect on the notions implicit in their actions and attempt to make sense of them. These notions are brought to the surface, critiqued, reorganized, and then embodied in further action. Dewey (1933) believed that the combination of reflection and action is the cornerstone of learning in teaching. Learning is an ongoing process because reflective teachers perpetually think and act in the classroom. Consequently, learning holds a pivotal role in the practice of teaching.

2.4.2. Reflective Teacher

Every *good* teacher aspires to make a difference in the world for the better, and it is evident that they hold the power to significantly impact their students. The concept of the reflective teacher is central to understanding how educators can maximize this impact through continuous improvement and self-awareness. While the notion of reflective teaching has its roots in Dewey’s work (1933), building on it, Schön (1983) provided a further detailed framework for understanding the reflective process in teaching, as mentioned earlier. Identifying three types of reflection based on their temporal relationship to the action, Schön coined the terms (1) *reflection-on-action*, which occurs before and after a lesson, as teachers contemplate their plans and evaluate their performance; (2) *reflection-in-action*, happening during the lesson itself, as teachers make real-time adjustments based on their observations and insights, (3) *reflection-for-action*, that is forward-looking reflection is used to plan future actions to improve or change teaching practices. These different forms of reflection generate a cyclical and recursive problem-solving process (Dewey, 1933), enhancing teachers’ awareness of their own emotions, beliefs, and assumptions (Schön, 1983). This boost in awareness allows teachers to analyze their experiences and convert professional knowledge into practical wisdom (Zeichner & Liston, 2013).

Building upon the work of Dewey and Schön, Zeichner and Liston (2013) emphasized the moral and ethical aspects of reflective action. They identified four primary “traditions” of reflective teaching in order to further develop Dewey’s concepts: academic (focusing on the subject matter), social efficiency (emphasizing student thinking), developmentalist (considering student needs), and social reconstructionist (examining teaching contexts) traditions. They argued that a truly reflective teacher must consider elements from all four of these traditions. However, while numerous models have been proposed to outline the

components or stages of reflection (e.g., Jay & Johnson, 2002), there has been a notable lack of operational definitions. Addressing this gap, Akbari et al. (2010) developed a definition of reflection and validated its construct with a sample of EFL teachers. Their work resulted in the creation of a scale for measuring reflective practice, conceptualizing reflection across five dimensions:

1. *Practical reflection* encompasses the use of tools such as journal writing and lesson reports, as well as the practice of discussing teaching-related issues with colleagues.
2. *Cognitive reflection* focuses on activities aimed at professional growth, including conference attendance and action research.
3. *Learner/affective reflection* refers to teachers' consideration of their students' needs at various instructional and non-instructional levels. This may include attention to learning styles, linguistic and cultural backgrounds, and student interests.
4. *Metacognitive reflection* involves teachers' introspection about their own beliefs, personality, teaching philosophy, and emotional status.
5. *Critical reflection* relates to teachers' awareness of sociopolitical factors that influence and are influenced by their teaching. This dimension includes consideration of topics such as gender, class, and race in pedagogical practices.

This multidimensional model provides a comprehensive framework for understanding and evaluating reflective practice among teachers, particularly in the EFL context. By offering an operational definition and measurement tool, the work of Akbari et al. (2010) contributes significantly to the theoretical understanding of reflection in teaching and provides a valuable basis for further research in this area.

2.4.3. Reflection as a Fuel for Professional Development

Reflection plays a crucial role in teachers' professional development, serving as a powerful tool for continuous growth and improvement throughout their careers (Admiraal et al., 2012; Black & Plowright, 2010; Boud & Walker, 1998; Handal & Lauvås, 1987; Horn & Little, 2010; Korthagen et al., 2001; Korthagen & Vasalos, 2005; Loughran, 2002; Rodgers, 2002; Saric & Steh, 2017; Valenčič et al., 2007). For EFL teachers, this process of reflection takes on additional value due to the unique challenges and evolving nature of language instruction. As Eraut (1994) emphasizes, learning through experience is essential for professional progress, and teachers may significantly improve their practices through self-

reflecting on their teaching and by engaging in discussions with colleagues about pedagogical issues.

The notion of reflection as a social practice, as highlighted by Zeichner and Liston (2013), underscores its importance in fostering a more profound understanding of teaching and enhancing teachers' professional growth. A deeper understanding of the hidden values and beliefs that guide teachers' behavior is achieved through reflection (Eraut, 1994). This process is particularly valuable for EFL teachers, who must navigate not only general pedagogical concerns, but also various challenges related to language acquisition, cultural sensitivity, and diverse learner needs. Collaborative reflection emerges as a key aspect of professional development through reflection. Collaborating with colleagues through shared experiences and idea exchanges is considered essential for enhancing the quality of the reflection processes (Hatton & Smith, 1995). Professional meetings serve as common venues for such interactions and exchanges (Thijs & Van den Berg, 2002), allowing teachers to discuss and improve their practices in the teaching profession (Tigelaar et al., 2008), and establish communities of practice (Wenger, 1998). In these collaborative settings, EFL teachers can address specific challenges related to language instruction, such as effective methods for teaching grammar, strategies for improving students' speaking skills, or approaches to integrating cultural learning into language lessons. Moreover, these reflective discussions equip teachers with improved conversation skills, contributing to their overall professional development (Meijer et al., 2011). However, the recognition of professional development through reflection is contingent upon several parameters. For each teacher participating in reflective meetings, Körkkö et al. (2016) stress the pivotal place of allocating time and creating opportunities for practice, discussion, reflection, support, and challenge. Unfortunately, as MacDougall and Drummond (2005) noted, teachers seldom have the availability to gather with their colleagues for reflective practices. This scarcity of collaborative reflection opportunities is a significant challenge that needs to be addressed to fully realize the potential of reflection for professional development.

2.4.4. Reflection and Teacher Autonomy

Teacher autonomy, a crucial aspect of professional development (Balçıklı & Özmen, 2019), is closely intertwined with reflective practices. Autonomy in teaching is defined as the enthusiasm, ability, and liberty of teachers to manage their own teaching practices and learning processes (Huang, 2005). This concept encompasses the capacity to engage in autonomous teaching (Little, 1995), lesson planning (Enow & Goodwyn, 2018), develop professional expertise collaboratively (Smith, 2000), and make independent decisions in critical situations

(Pearson, 1995; Sentovich, 2004). Reflection plays a vital role in fostering this autonomy, as it enables teachers to critically analyze their practices, make informed decisions, and take responsibility for their professional growth.

The scope of teacher autonomy extends beyond the classroom, encompassing curricular decisions, instructional processes, and even participation in school administration (Öztürk, 2011). Through reflection, teachers can navigate these various domains more effectively, making conscious choices about teaching methods, curriculum implementation, and their role in the broader educational context. Nevertheless, it is important to note that while teachers may feel autonomous, their decisions are often influenced by administrative policies (Ingersoll, 1994). This highlights the place of reflective practices in helping teachers manage the complex relationship between personal agency and institutional constraints.

2.4.5. Available Research on Reflection

The role of reflection on professional development and teacher improvement has been the subject of several research. Recent research has particularly focused on teachers' perceptions of reflective practices and the effectiveness of various reflective tools in different teaching contexts, including EFL settings. Several studies have investigated teachers' perceptions and attitudes toward reflective practices. Choy and Oo (2012) found that teachers in Malaysian higher education institutions did not deeply reflect on their teaching experiences, often prioritizing evaluations from superiors and students over critical self-analysis. Similarly, Cirocki et al. (2014) reported that while Sri Lankan ESL teachers recognized the benefits of reflective thinking, most did not view themselves as reflective practitioners, highlighting a gap between theoretical awareness and practical implementation.

In the Turkish context, Gözüyeşil and Aslandağ-Soylu (2014) examined the reflective thinking skills of EFL teachers, finding that those with higher academic degrees (e.g., PhD) were more inclined to engage in reflection. Korumaz and Karakaş (2014) reported generally positive attitudes towards reflective practices among Turkish EFL teachers, regardless of demographic variables. However, Odabaşı-Çimer and Paliç (2012) noted that teachers often lacked a clear understanding of reflection and struggled with critical reflection, emphasizing the need for guidance in reflective practices.

Research has also focused on the effectiveness of various reflective tools. Abednia et al. (2013) reported that journal writing enhanced teachers' self-awareness and reasoning abilities, although it presented challenges in terms of time commitment and tension with existing school

practices. In the Turkish EFL context, Gün (2011) demonstrated that video recordings of lessons, combined with feedback from various sources, were particularly effective in promoting teacher reflection and improvement. Genç (2010) reported that reflective journals helped in-service EFL teachers become more aware of their teaching environments and develop their professional knowledge. Group reflection has also been found beneficial, particularly for novice English teachers. Farrell (2016) reported that it helped new teachers better understand and prepare for challenges in their early career years, aligning with the findings of Burhan-Horasanlı and Oraçtepe (2016) that online collaborative reflection helped English language teachers gain insights into their practices through shared experiences.

Nevertheless, considering the focus of the present study, reflection has been found to have a negative correlation with burnout (Mahmoodi & Ghaslani, 2014; Shirazizadeh & Moradkhani, 2018) and a positive correlation with self-efficacy (Moradkhani et al., 2017), suggesting that reflection might serve as a protective factor against burnout and contribute to teachers' sense of efficacy. Of particular relevance to the current study is the work of Shirazizadeh and Karimpour (2019), who investigated the relationship between perfectionism, reflection, and burnout among Iranian EFL teachers. Their results indicated that less reflective teachers experienced more burnout, although no significant direct relationship was found between perfectionism and burnout.

CHAPTER III

METHODOLOGY

“I am a perfectionist to the point of insanity.”

Tom Ford

3.1. Introduction

This chapter outlines the methodological approach employed in this study, which investigates the relationships among perfectionism, reflection, and burnout in Turkish EFL teachers. The study utilizes a mixed-methods design, combining quantitative and qualitative data and analysis to provide a comprehensive understanding of these constructs within the context of English language teaching in Türkiye. The methodology is structured to address the research questions effectively, utilizing both broad quantitative data and in-depth qualitative insights. This chapter details the research design, context, population and sampling strategies, data collection instruments, procedures, and analysis methods. The following sections elaborate on each aspect of the methodology, providing a clear rationale for the choices made and ensuring transparency in the research process. In this regard, the study aimed at answering the following research questions:

1. Is there any statistically significant relationship between tertiary-level Turkish EFL teachers' levels of burnout, perfectionism, and reflection?
2. What are tertiary-level Turkish EFL teachers' perceptions of their own burnout, perfectionism, and reflection?

3.2. Research Design

In light of the study's overarching goal to scrutinize the intricate interconnections among burnout, reflection, and perfectionism, a mixed method, including both qualitative and quantitative data, was utilized to gain a more profound comprehension of the complex relationships among these constructs. According to Johnson and Onwuegbuzie (2004), rather than constraining researchers to a singular method, the utilization of mixed methods enables them to comprehensively address their research questions and obtain detailed answers. In this mixed-method design, the purpose was to collect quantitative data first and qualitative data following to explore the problem, analyze both sets of data separately, and compare the results

revealed by these two sets of data. In this sense, the explanatory sequential mixed-method design was implemented. This design leverages the best of both quantitative and qualitative data. It entailed acquiring quantitative outcomes from a larger population during the initial phase, followed by a subsequent in-depth qualitative perspective to further refine or elaborate upon these findings (Creswell, 2012). Moreover, previous studies have indicated that factors unique to perfectionism influence burnout; however, there is limited to no research on the relationships between perfectionism, burnout, and reflection within the Turkish context. Therefore, a mixed-methods approach was employed to obtain “the most informative, complete, balanced, and useful research results” (Johnson et al., 2007, p. 129). Figure 3.1. below outlines the research design of the present study.

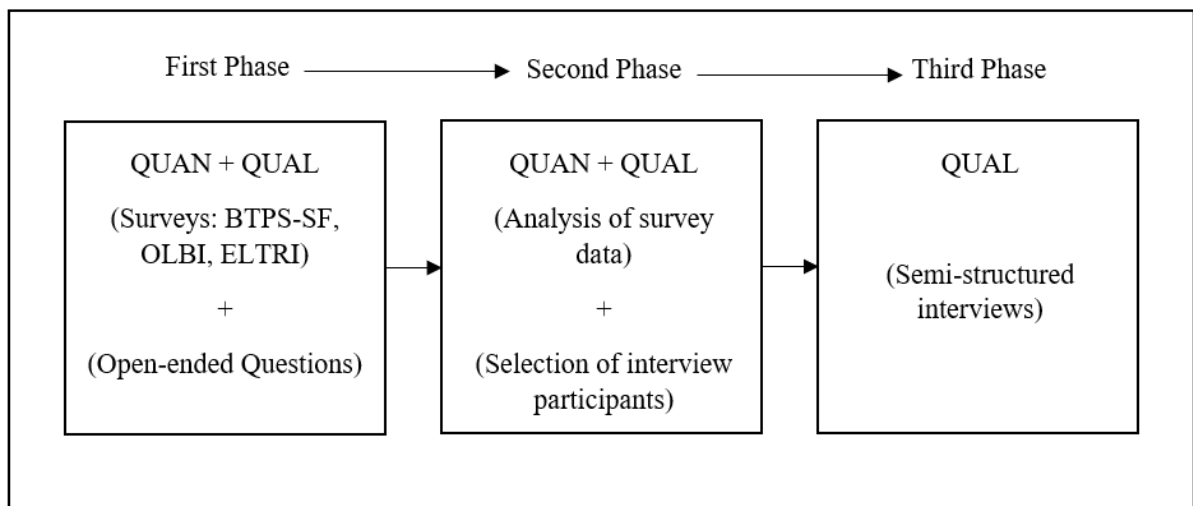


Figure 3.1. *Outline of the Present Study’s Research Design*

As Figure 3.1 outlines, the present study employed an explanatory sequential mixed-methods design, with a priority on quantitative data in the initial phase, followed by in-depth qualitative exploration. As illustrated, the study begins with a phase where quantitative data is collected through three surveys (The Big Three Perfectionism Scale – Short Form, Oldenburg Burnout Inventory, and English Language Teaching Reflective Inventory), which also included some qualitative elements in the end (Appendix A). The second phase involved analyzing this survey data and selecting participants for the next qualitative part. The third phase consisted of qualitative semi-structured interviews, providing a deeper understanding of the quantitative findings. This design allowed for a comprehensive exploration of the relationships among perfectionism, reflection, and burnout in Turkish EFL teachers.

3.3. Research Context

The current research study was conducted in Türkiye and applied to Turkish EFL teachers from diverse educational landscapes all around the country. The research context encompasses various institutions of higher education throughout Türkiye, including both state and private universities, specifically targeting English language instructors employed in the Schools of Foreign Languages at Turkish universities. The research context is characterized by geographical diversity and institutional variety. Participants were recruited from universities across different regions of Türkiye, representing a range of urban and semi-urban settings, as well as instructors from both state and private universities, acknowledging potential differences in working conditions, resources, and institutional cultures. By situating the study within this context, the aim was to provide a comprehensive understanding of the factors that may influence perfectionism, reflection, and burnout among EFL instructors in Turkish higher education.

3.4. Population and Sample

The participants of this study were the Turkish EFL teachers working at the School of Foreign Languages of the state and private universities in Türkiye. According to the Turkish Higher Education Council (YÖK), there were 6035 language instructors working at the School of Foreign Languages at the universities as of 2024 (Yükseköğretim Kurumu, 2024). Of all these instructors, approximately between 4500 and 5000 were expected to be EFL instructors. To capture the diversity of experiences and perspectives, maximum variation sampling was employed. This sampling strategy, as described by Suri (2011), allows for the identification of key dimensions of variation and the selection of cases that differ from each other as much as possible. The data for the research study were collected from Turkish EFL teachers all around Türkiye who gave consent. In total, 519 Turkish EFL teachers working at universities in various cities in Türkiye participated in a combined survey consisting of three questionnaires related to three constructs, and 330 of the participants answered the open-ended questions. In addition, based on criterion sampling, 12 of these participants were interviewed to achieve precise results.

Given their status as lifelong learners, teachers have distinct professional needs at various stages of their careers. Therefore, it was essential to examine the participants' demographic features and investigate whether their professional needs varied based on diverse demographic characteristics. The tables below display detailed information about 519 Turkish

EFL teachers regarding the frequency and percentage distribution based on the demographic characteristics of the participants:

Table 3.1. *Gender Distribution of the Participants*

Gender	N	%
Female	372	71,7
Male	146	28,1
Non-binary	1	0,2

As demonstrated in Table 3.1., most of the participants (71.7%) were female, which is consistent with trends often observed in the English language teaching profession. Male instructors comprise 28.1% of the sample, with one participant (0.2%) identifying as non-binary. The following Table 3.2. including the age distribution of the participants is provided below.

Table 3.2. *Age Distribution of the Participants*

Age	N	%
20-25	12	2,3
26-35	167	32,2
36-45	242	46,6
46-55	78	15,0
56-65	20	3,9

The age distribution revealed that the majority of participants (78.8%) were between 26-45 years old, with the largest group (46.6%) being in the 36-45 age range. This suggested a sample composed of instructors in their likely prime working years. Table 3.3. illustrating the departments from which the participants graduated is shown below.

Table 3.3. *Graduated Departments of the Participants*

Department of Graduation	N	%
English Language Teaching	358	69,0
English Language and Literature	90	17,3
Translation and Interpreting Studies	21	4,0
American Culture and Literature	33	6,4
Linguistics	13	2,5
Others	4	0,8

The vast majority of participants (69.0%) held degrees in English language teaching, indicating that most have educational backgrounds directly aligned with their current profession. This distribution suggests that most participants have educational backgrounds

tailored explicitly to English language instruction. Table 3.4. which displays the educational background of the participants is given below.

Table 3.4. *Educational Background of the Participants*

Education Level	N	%
Bachelor's Degree (BA)	76	14,6
Master's Degree (MA) (Ongoing)	67	12,9
Master's Degree (MA) (Completed)	178	34,3
PhD (Ongoing)	127	24,5
PhD (Completed)	71	13,7

As can be seen in Table 3.4., the education level of participants was notably high, with 85.4% having pursued or completed postgraduate studies. This high level of academic achievement signified a sample with strong theoretical knowledge and research skills in addition to their teaching experience. Table 3.5, which shows the participants' institutional workplaces, is provided below.

Table 3.5. *The Institutions of the Participants*

Workplace (Institution)	N	%
Public/State University	350	67,4
Private/Foundation University	169	32,6

As shown in Table 3.5., most of the participants (67.4%) were employed by public or state universities, while the rest (32.6%) worked for private or foundation universities. This distribution allowed for deeper insights into both sectors of higher education in Türkiye. Additionally, the educational stages of the participants' workplaces are displayed in Table 3.6 below.

Table 3.6. *The Educational Stages of the Participants' Workplaces*

Workplace (Educational Stage)	N	%
Preparatory School	491	94,6
Others	28	5,4

This table provides insight into the specific educational stages where the participants worked within their institutions. Preparatory Schools, which are typically intensive English language programs designed to prepare students for their undergraduate studies conducted in English, embodied the majority of the participants (94.6%), indicating that the participants had the “Öğretim Görevlisi” title. The “Others” category (5.4%), on the other hand, included

instructors working in different departments such as Modern Languages. These departments typically offer language courses to students from various majors, often focusing on general language skills or specific purposes (e.g., Business English, Academic English). Finally, the information showing the teaching experiences of the participants is illustrated in Table 3.7. below.

Table 3.7. *Teaching Experiences of the Participants*

Teaching Experience	N	%
0-2 years	13	2,5
3-10 years	118	22,7
11-20 years	264	50,9
21-30 years	100	19,3
31 or more years	24	4,6

As clearly demonstrated in Table 3.7., the participants had a substantial amount of teaching experience, with 74.8% having more than 10 years of experience. The largest group (50.9%) had 11-20 years of experience, indicating a sample with a high level of professional expertise.

This demographic profile offered a sample of highly educated, experienced English language instructors, predominantly female and middle-aged, working across both public and private universities in Türkiye. Their diverse educational backgrounds and rigorous teaching experience provided a solid foundation for exploring the relationships among perfectionism, reflection, and burnout in the context of English language teaching in Turkish higher education.

3.5. Data Collection Instruments

To attain a comprehensive insight into the phenomena under research, it was essential to employ various methods or diverse techniques and implement the needed approach. Accordingly, the current study adhered to the principles of a mixed methods research design, as Creswell (2012) outlined. The data collection procedures were guided by an explanatory sequential research design, employing two distinct instruments: a combination of three different questionnaires and semi-structured interviews to gather both types of data. By combining quantitative and qualitative methods, the study aimed to identify trends and patterns and explore the underlying reasons and contexts that shape perfectionism, reflection, and burnout in Turkish EFL teaching.

3.5.1. Questionnaires

This study employed three validated questionnaires to collect quantitative data on perfectionism, burnout, and reflective practices among Turkish EFL teachers in higher education. The Big Three Perfectionism Scale – Short Form (BTPS-SF) was used to measure perfectionism, the Oldenburg Burnout Inventory (OLBI) assessed burnout levels, and the English Language Teaching Reflective Inventory (ELTRI) examined reflective practices. Each instrument was chosen for its reliability, validity, and relevance to the EFL teaching context. The following sections provide detailed information about each questionnaire, including its structure, scoring methods, and reliability analyses specific to this study.

3.5.1.1. The Big Three Perfectionism Scale – Short Form (BTPS-SF)

The Big Three Perfectionism Scale – Short Form (BTPS-SF), developed by Feher et al. (2020), was employed to measure perfectionism among the participants. This scale is a concise 16-item (e.g., ‘It is important to me to be perfect in everything I attempt’) version of the original long form of The Big Three Perfectionism Scale (BTPS), consisting of 45 items (Smith et al., 2016). It was designed to assess three higher-order factors of perfectionism: rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism with 10 lower-order facets (self-criticism, hypercriticism, self-worth contingencies, self-oriented perfectionism, doubts about actions, concern over mistakes, socially prescribed perfectionism, other-oriented perfectionism, entitlement, grandiosity). As mentioned, the BTPS-SF consists of 16 items, with responses recorded on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This instrument was chosen for its comprehensive approach to perfectionism and its established reliability and validity in various cultural contexts, including the Turkish context (e.g., Kaçar-Başaran et al., 2022). For this study, the reliability analysis of BTPS-SF is demonstrated below in Table 3.8. to ensure consistency.

Table 3.8. Reliability Analysis of the BTPS-SF

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,912	,911	16

Likert-scale questionnaires are commonly employed in the field of Second Language Acquisition (SLA) research, especially in studies that explore differences in components like motivation, anxiety, and self-confidence (Nemoto & Beglar, 2014). These measures are

especially pertinent to this research on burnout, reflection, and perfectionism among Turkish EFL teachers. Gliem and Gliem (2003) emphasize the vital place to evaluate the reliability of these questionnaires using Cronbach's alpha statistics when utilizing them. The Cronbach's alpha coefficient ranges from 0.00 to 1.00, with values closer to 1.00 indicating higher reliability (Mertens, 2019). According to Dörnyei (2007), a Cronbach's alpha coefficient above 0.70 is considered acceptable.

As shown in Table 3.8, the Cronbach's alpha coefficient for the BTPS-SF in this study was .912, which is well above the acceptable criterion of 0.70. This value indicated high internal consistency reliability for the scale when used with Turkish EFL teachers. The Cronbach's alpha and the standardized item alpha (.911) were quite similar, suggesting that the variance of the items was consistent. These results provided compelling evidence for the reliability of the BTPS-SF in measuring perfectionism among the participants in this study, enhancing the credibility of the findings related to perfectionism in Turkish EFL teachers.

3.5.1.2. Oldenburg Burnout Inventory (OLBI)

To this day, the Maslach Burnout Inventory (MBI) remains the most widely preferred tool for measuring burnout (Schaufeli, 2021; Schaufeli et al., 2009; Worley et al., 2008). However, psychometric research over the years has shown that, depending on the particular sample, language, and MBI version under consideration, the reliability of scores obtained on the MBI tends to differ greatly among research studies (Nadon et al., 2022). Some aspects of this criticism led to the creation of the Oldenburg Burnout Inventory (OLBI) and other uncommon burnout assessments. The OLBI has received praise for its solid theoretical foundation, psychometric qualities, ability to overcome wording-related issues with the MBI, and capability to support a deeper understanding of burnout (Demerouti & Bakker, 2008; Halbesleben & Demerouti, 2005; Shoman et al., 2021). Furthermore, the OLBI is suggested to be a reliable tool for measuring burnout in both occupational and academic contexts, according to Reis et al. (2015). In light of these outcomes, OLBI, developed by Demerouti (1999) and further refined by Demerouti et al. (2003), was utilized to assess burnout among English language instructors. The OLBI was selected for this study given its ability to address methodological and content-related shortcomings of prior burnout measures, its applicability across various occupational groups, and its capacity to capture both the energy and identification aspects of burnout. The OLBI is a well-established instrument that measures two core dimensions of burnout: exhaustion and disengagement. It consisted of 16 items, with an equal number of items that positively and negatively formed in wording structures to reduce

answering bias and align with the theoretical presumption that burnout dimensions are continuous. The participants responded on a 4-point scale ranging from 1 (strongly agree) to 4 (strongly disagree). A reliability analysis was conducted to ensure the reliability of the OLBI in the context of this study. The results are presented in Table 3.9.

Table 3.9. *Reliability Analysis of the OLBI*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.879	.881	16

As demonstrated in Table 3.9., with a Cronbach's alpha coefficient of .879, the reliability analysis of the OLBI in this study indicated high internal consistency. This value, well above the accepted threshold of 0.70 (Dörnyei, 2007), revealed that the 16 items consistently measure burnout among Turkish EFL teachers. These findings supported the suitability of the OLBI for this study, assuring its ability to represent burnout experiences among Turkish EFL teachers precisely.

3.5.1.3. English Language Teaching Reflective Inventory (ELTRI)

The English Language Teaching Reflective Inventory (ELTRI), developed by Akbari et al. (2010), was employed to measure reflective practices among the participants. This instrument was tailored explicitly for English language teachers and consisted of 29 items across five components of reflection: practical, cognitive, affective, metacognitive, and critical. The practical component included items such as "I ask my peers to observe my teaching and comment on my teaching performance," focusing on actual teaching practices. The cognitive aspect was represented by items like "I talk to my students to learn about their family backgrounds, hobbies, interests, and abilities," addressing teachers' knowledge, beliefs, and efforts for their professional development. The affective dimension concerned the emotions and knowledge of the learners (e.g., "I think about my students' emotional response to my instruction"). The metacognitive factor includes items such as "I think about my strengths and weaknesses as a teacher," involving broader awareness of teaching contexts and the knowledge of teachers' own personalities. Lastly, the critical element was represented by items like "I think about instances of social injustice in my own surroundings and try to discuss them in my classes," addressing socio-political aspects of teaching. The items were based on a 5-point Likert scale, with (1) representing "never" and (5) representing "always." This instrument was

chosen because it was the result of a thorough analysis of many related tools while covering reflective practices specific to language teaching comprehensively and presenting its established validity in ELT contexts. Concerning the reliability index, ELTRI has a reliability of 0.91, as reported by its developer (Akbari et al., 2010). For the present study, the results of Cronbach's alpha are illustrated below in Table 3.10.

Table 3.10. *Reliability Analysis of the ELTRI*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.918	.922	29

The reliability analysis of the ELTRI in this study, as shown in Table 3.10, revealed robust statistical consistency. The Cronbach's alpha coefficient of .918 indicates a high internal consistency among the 29 items of the scale. These results demonstrated that the ELTRI effectively measures reflective practices among Turkish EFL teachers. Both alpha values surpassed the ($\alpha = .91$) reliability reported by Akbari et al. (2010) in their original study, reinforcing the ELTRI's reliability across different contexts. These strong reliability indicators support the validity of the ELTRI's applicability in the Turkish setting and add credibility to the findings derived from this instrument in the current study.

3.5.2. Open-ended Questions

In addition to the structured questionnaires, four open-ended questions were included to gather more detailed and comprehensive insights into the participants' experiences with perfectionism, reflection, and burnout. These questions were designed to enrich the quantitative data by allowing participants to articulate their thoughts and feelings in their own words. Participants were informed that responding to these questions was voluntary, ensuring that only those who felt comfortable sharing additional information would answer. The inclusion of open-ended questions served several purposes, namely, to provide a space for capturing the individual perspectives that might not be fully represented in the questionnaires and to offer the participants an opportunity for self-reflection, which was particularly relevant given the study's focus on reflective practices.

3.5.3. Semi-structured Interviews

In qualitative studies, interviews serve as the primary method due to their ability to elicit individuals' opinions, values, attitudes, perceptions, and beliefs through meaningful dialogue (Kvale & Brinkmann, 2009). As the second data collection instrument, a semi-structured interview was utilized to explore the research questions in-depth and generate several themes representing the reasons for perfectionism, reflection, and burnout among English language instructors. The main point of a topic is confined within the boundaries of structured interviews, where the scope is limited to a predetermined set of questions. To break free from this constraint, unstructured interviews are favored for their adaptability and natural flow. Conversely, the semi-structured interview method stands out as a frequently utilized approach for qualitative data collection (Saldaña & Omasta, 2018). In these semi-structured interviews, specific questions guide the conversation while leaving room for flexibility. The objective remains to extract relevant data from the interviewee's perspective. This means the interview focus can shift and be adjusted based on what the interviewee considers most relevant at the time.

The interviews were conducted in Turkish since the participants are Turkish EFL teachers, aligning with the perspective of Rubin and Rubin (1995): Employing the participants' native language in interviews allows interviewers to demonstrate their willingness and readiness to engage in the interviewees' worldview. This approach is vital for fostering a comfortable atmosphere and facilitating uninhibited self-expression among the participants. Therefore, following the implementation of the questionnaires in the first phase, 12 Turkish EFL teachers were selected from among the 519 participants for these interviews. The selection criterion was based on burnout scores, with participants chosen from either the top 20 or bottom 20 scorers, ensuring a range of experiences were captured. A one-to-one semi-structured interview protocol was followed with the participants who volunteered to be a part of the interviews. The interview questions were carefully crafted to explore the themes emerging from the quantitative data and were revised based on feedback from experts in the field. As mentioned, all interviews were conducted in Turkish, the native language of the participants, to ensure they could express themselves comfortably and comprehensively. The interviews provided an opportunity for participants to express their interpretations of perfectionism in their teaching profession, discuss their reflective practices, and share their views on the factors contributing to or mitigating burnout in their professional lives. Given the circumstances during data collection, all interviews were conducted via Zoom. They were initially audio-recorded and later transcribed for analysis. To provide a comprehensive overview of the participants

involved in the semi-structured interviews, Table 3.11 presents the demographic backgrounds of the interviewees.

Table 3.11. *Demographic Backgrounds of the Interviewees*

Gender	Age	Graduation Program	Education Level	Workplace (Institution)	Workplace (Department)	Teaching Level	Teaching Experience	Interview Duration
Male	61	English Language Teaching	PhD (Completed)	Public/State University	Preparatory School	Intermediate	40	31 minutes
Female	25	English Language Teaching	Bachelor's Degree (BA)	Public/State University	Preparatory School	Intermediate	2	40 minutes
Male	37	English Language Literature	Master's Degree (MA) (Ongoing)	Private/Foundation University	Preparatory School	Upper-Intermediate	12	36 minutes
Male	29	English Language Teaching	Master's Degree (MA) (Completed)	Public/State University	Preparatory School	Beginner, Elementary, Intermediate, Advanced	6	90 minutes
Female	36	English Language Teaching	PhD (Completed)	Public/State University	Preparatory School	Advanced	15	50 minutes
Female	36	English Language Teaching	Master's Degree (MA) (Ongoing)	Private/Foundation University	Preparatory School	Intermediate	12	32 minutes
Female	26	English Language Teaching	Master's Degree (MA) (Ongoing)	Private/Foundation University	Preparatory School	Intermediate	2	28 minutes
Male	42	English Language Teaching	PhD (Completed)	Public/State University	Preparatory School	Intermediate	18	42 minutes
Male	34	English Language Teaching	PhD (Completed)	Private/Foundation University	Preparatory School	Advanced	12	44 minutes
Female	49	English Language Literature	Bachelor's Degree (BA)	Public/State University	Preparatory School	Elementary	27	30 minutes
Female	34	English Language Teaching	Master's Degree (MA) (Ongoing)	Public/State University	Preparatory School	Beginner, Elementary, Intermediate, Advanced	12	30 minutes
Female	36	English Language Teaching	Master's Degree (MA) (Completed)	Public/State University	Preparatory School	Intermediate	13	33 minutes

Table 3.11 illustrates the diverse backgrounds of the 12 EFL instructors who participated in the semi-structured interviews. The sample represented a gender distribution of 5 male and 7 female participants. The age range spanned from 25 to 61 years old, with teaching experience among the participants ranging from 2 to 40 years, ensuring a mix of perspectives from novice to highly experienced instructors. The majority of participants (10 out of 12) had an educational background in English Language Teaching, with two holding degrees in English Language Literature. Their education levels varied considerably, ranging from Bachelor's degrees to completed PhDs, reflecting a spectrum of academic achievements within the field. The interviewees' workplace settings were predominantly in public/state universities (8 participants), with 4 working in private/foundation universities. The teaching levels covered by these instructors varied from beginner to advanced, with intermediate being the most common level taught. Notably, some instructors taught across multiple levels, providing a broader

perspective on language instruction. This diverse sample of interviewees allowed for a rich exploration of perfectionism, reflection, and burnout across various demographic factors, institutional settings, and career stages within the Turkish EFL teaching context.

3.6. Data Collection Procedure

The current study was conducted in the 2023-2024 fall term and at the very beginning of spring term. Prior to commencing the study, requisite approvals were obtained, including permissions from the institution and ethical clearance from the Akdeniz University ethics committee (Appendix D). To ensure the validity and reliability of the study, multiple forms of triangulation were employed. Triangulation involves viewing things from more than one perspective, which can include using different methods, different sources of data, or even different researchers within the study (Denscombe, 2014). This study primarily utilized methodological triangulation and data triangulation.

Methodological triangulation was achieved through a mixed-methods approach, combining quantitative and qualitative data collection techniques. This between-methods triangulation allowed for a more comprehensive understanding of the research questions. The study employed surveys, open-ended questions, and semi-structured interviews, each method providing a unique perspective on the interconnectedness of perfectionism, reflection, and burnout among Turkish EFL teachers. Data triangulation was incorporated by collecting information at different times and from various participants. The survey and open-ended questions were implemented first, followed by the interviews, allowing for time triangulation.

Following these procedures, the quantitative data instruments were prepared. The prompts and questions in the survey (Appendix A) and semi-structured interview questions (Appendix C) were reviewed multiple times in regard to the research questions. Within the quantitative instruments, the consent form, demographic background information, and three separate questionnaires, along with four open-ended questions related to perfectionism, reflection, and burnout, were provided. First, the survey was implemented, and the data was collected. After completing the first part of the data collection procedure, the data was analyzed to move on to the next part. Twelve interviewees were chosen and emailed (Appendix B) from among the participants, considering the answers they provided to the survey. This selection process further contributed to data triangulation by allowing for in-depth exploration of the survey responses. The participants were interviewed in their first language to facilitate a more comprehensive expression of their views, allowing for an in-depth exploration of the provided information. Each interview had a varied duration of approximately 30 to 90 minutes.

Responses to interview questions were recorded, and participants' comments and feedback were diligently collected. While investigator triangulation was not fully implemented, efforts were made to minimize researcher bias through careful review and analysis of the data.

3.7. Data Analysis

The data analysis process in this study employed a mixed-methods approach, including both quantitative and qualitative techniques to address the research questions comprehensively. Table 3.12. provides an overview of the research questions, instruments used, and the corresponding data analysis procedures.

Table 3.12. Data Analysis Procedure

Research Questions	Instrument	Data Analysis Tools & Procedure
RQ1: Is there any statistically significant relationship between tertiary-level Turkish EFL teachers' levels of burnout, perfectionism, and reflection?	OLBI BTPS-SF ELTRI (N=519)	SPSS Statistics 29.0 Software Descriptive Statistics Pearson Product-moment Correlation Multiple Linear Regression
RQ2: What are tertiary-level Turkish EFL teachers' perceptions of their own burnout, perfectionism, and reflection?	Open-ended Questions (N=330) Semi-structured Interviews (N=12)	MAXQDA 24.0 Software Thematic analysis of the frequencies of participants' brief responses to the open-ended questions for exploring their perceptions Thematic analysis of the interviews

3.7.1. Quantitative Data

The analysis of Turkish EFL teachers' responses to the questionnaire statements involved a two-step statistical process to answer the first research question. Initially, descriptive statistics were computed, including means, maximum and minimum values, variance, and standard deviation. Additionally, frequency distributions were calculated to understand the distribution of responses across different categories. Subsequently, normality tests were conducted to ascertain the suitability of further analysis tests. To explore the correlation between the participants' scores in each category, the Pearson product-moment correlation coefficient was employed. Multiple linear regression analysis was utilized to further see the predictors of variables. This analysis allowed for the examination of how well perfectionism and reflection scores could predict burnout levels among Turkish EFL teachers. The analysis included checks for multicollinearity, homoscedasticity, and linearity to ensure the validity of

the regression model. Furthermore, to ensure the accuracy and reliability of the statistical procedures and results, the quantitative data analyses were reviewed and validated by an expert in the field of statistics. This expert consultation aimed to provide an additional layer of evaluation to the data analysis process, enhancing the validity of the findings.

3.7.2. Qualitative Data

The qualitative data, collected through open-ended questions (N=330) and semi-structured interviews (n=12), was analyzed using thematic analysis (TA) as described by Braun and Clarke (2006). This method was chosen for its flexibility and its ability to identify, analyze, and report patterns within the data. TA is commonly utilized in the social sciences to analyze qualitative data. The six-phase framework proposed by Braun and Clarke (2006) guided the approach to TA employed in this study is illustrated in Figure 3.2. below.

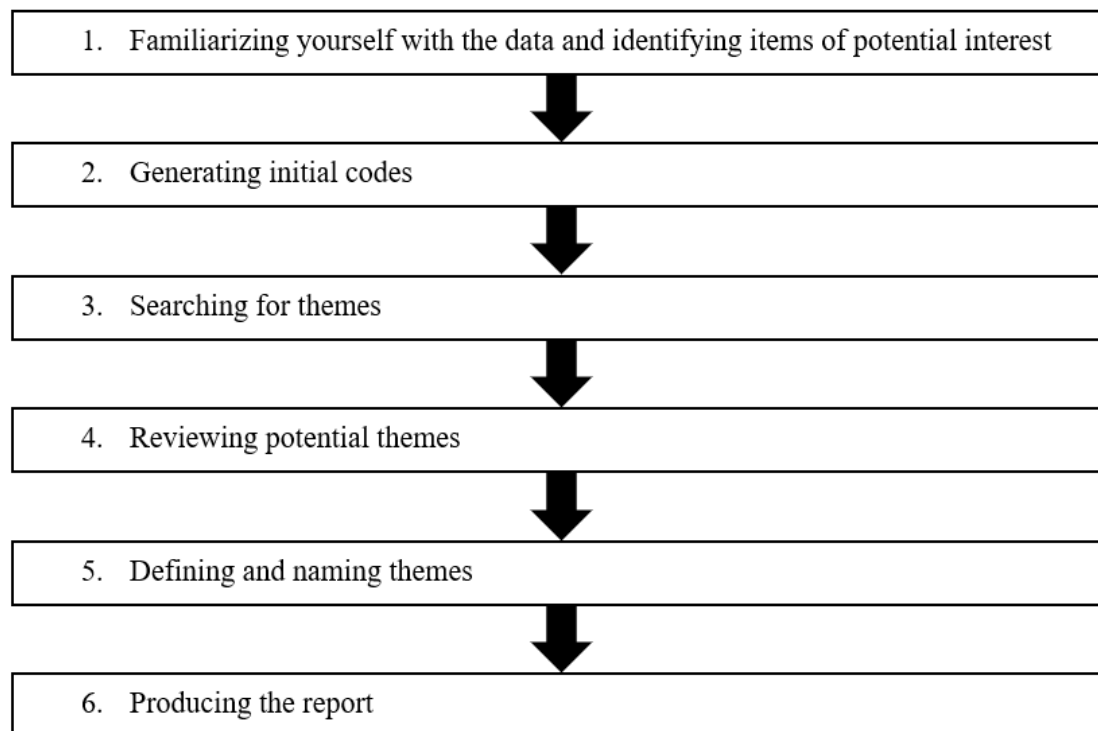


Figure 3.2. *Thematic Analysis Six-Phase Framework (Braun & Clarke, 2006)*

Based on the procedure explained in Figure 3.2, the analysis of open-ended questions and semi-structured interviews was conducted, following the same procedure for each data set separately. The coding process involved a detailed, line-by-line analysis of the open-ended responses and interview transcripts. As illustrated in Appendix E, each response was carefully examined and assigned relevant codes based on the content and underlying themes. For instance, when participants expressed high personal standards or ambitious goals for their

teaching practice, these sentiments were categorized under “High Self-Expectations”. This code captured the inner drive many participants displayed toward excellence in their profession. In contrast, responses that conveyed a sense of exhaustion, both mental and physical, or described the toll of their dedication to teaching were assigned the code “Emotional and Physical Fatigue” (Appendix E). This rigorous process allowed for a rich and detailed, account of the data, revealing the multiple layers of perfectionism, reflection, and burnout among Turkish EFL teachers.

To enhance the validity and reliability of the qualitative data analysis, an experienced instructor in the field of ELT, who holds an advanced degree and has expertise in qualitative research methods, served as a second coder. The expert independently analyzed the qualitative data, including both responses to open-ended questions and transcripts from semi-structured interviews. Following this independent analysis, the researcher and the second coder engaged in thorough discussions to compare their coding and thematic interpretations. Any discrepancies in coding or theme identification were carefully deliberated until a consensus was reached. This process of review and negotiation helped to minimize potential researcher bias and enhance the overall trustworthiness of the qualitative findings.

CHAPTER IV

FINDINGS

“My tastes are simple: I am easily satisfied with the best.”

Winston S. Churchill

4.1. Overview of the Study

The primary aim of the study was to investigate the relationship among Turkish EFL teachers' levels of perfectionism, reflection, and burnout. Grounded in the possible connections between these constructs and their potential impacts on teachers' well-being and instructional quality, this research endeavored to shed light on their relations and manifestations among Turkish EFL teachers. Moreover, the aim sought to gain insights into the participants' perspectives and real-life experiences concerning perfectionism tendencies, engagement in reflective processes, and susceptibility to burnout. By adopting a mixed-methods approach, the research aimed to unearth both quantitative patterns and qualitative nuances related to these dimensions. Aligned with this prospect, the research questions provided below were listed:

1. Is there a statistically significant relationship between tertiary-level Turkish EFL teachers' levels of burnout, perfectionism, and reflection?
2. What are tertiary-level Turkish EFL teachers' perceptions of their own burnout, perfectionism, and reflection?

To address the aforementioned research questions, data were collected in two phases. The first set of data involved the administration of three quantitative instruments collected from 519 Turkish EFL teachers, namely, The Big Three Perfectionism Scale - Short Form (BTPS-SF), Oldenburg Burnout Inventory (OLBI), English Language Teaching Reflection Inventory (ELTRI). Additionally, 330 of these participants voluntarily provided brief responses to the open-ended items. To answer the first research question, the data obtained from BTPS-SF, OLBI, and ELTRI were analyzed with descriptive statistics followed by multiple regression analysis to investigate whether burnout could be predicted by the variables of interest. To address the second research question and cultivate deeper insights into the participants' perceptions of perfectionism, reflection, and burnout, brief responses to the open-ended items from 330 Turkish EFL teachers were analyzed qualitatively. Furthermore, semi-structured interviews were conducted with 12 Turkish EFL teachers to gather the second data set. The data

obtained from both qualitative sets were analyzed using thematic analysis. After the data collection and analysis procedure, the results below were reached and diligently scrutinized in the following sections.

4.2. Relationship among Turkish EFL Teachers' Levels of Burnout, Perfectionism, and Reflection

To investigate the relationship among Turkish EFL teachers' burnout, perfectionism, and reflection levels, in order of OLBI (four-point Likert scale), BTPS-SF (five-point Likert scale), and ELTRI (five-point Likert scale) were administered to 519 Turkish EFL teachers working at preparatory schools or schools of foreign languages at universities. Details regarding the participants' demographic background information (e.g., gender, age, the level they were teaching, teaching experience) were already provided in the methodology chapter. The results of the quantitative analysis are demonstrated below.

An initial examination of descriptive analysis and correlation was conducted to display the overall relationship between perfectionism, reflection, and burnout. For descriptive statistics, mean and standard deviations regarding burnout (OLBI), perfectionism (BTPS-SF), and reflection (ELTRI) were analyzed. The scores given to each statement for burnout (1-4), perfectionism (1-5), and reflection (1-5) were tallied. The statements for burnout ranged from 1 (strongly agree) to 4 (strongly disagree), with reverse scoring used for items 2, 3, 4, 6, 8, 9, 11, and 12. For perfectionism, on the other hand, they were 1 (strongly disagree) to 5 (strongly agree) and 1 (never) to 5 (always) for reflection. The result of the descriptive analysis is demonstrated in Table 4.1.

Table 4.1. *The Levels of Burnout, Perfectionism, and Burnout of Turkish EFL Teachers*

	Mean	SD	N
Burnout	2,3999	,47420	519
Perfectionism	2,8151	,75008	519
Reflection	3,4421	,59215	519

As mentioned, OLBI used a 4-point Likert scale from 1 (strongly agree) to 4 (strongly disagree), with items 2, 3, 4, 6, 8, 9, 11, and 12 being reverse-scored. As seen in Table 4.1., the overall mean burnout score experienced by Turkish EFL teachers (N = 519) was 2.40 (SD = 0.47). According to the OLBI criteria proposed by Delgadillo et al. (2018), a mean score between 1.63 - 2.67 indicates a medium level of burnout (≤ 1.62 = low, 1.63–2.67 = medium,

≥ 2.68 = high). Thus, the Turkish EFL teachers in this study reported experiencing a medium level of burnout on average. For perfectionism (BTPS-SF), participants responded using a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). The mean perfectionism score was 2.82 (SD = 0.75), suggesting a medium level of perfectionism tendencies among Turkish EFL teachers. Reflection (ELTRI) also employed a 5-point scale, ranging from 1 (never) to 5 (always). Participants obtained a mean reflection score of 3.44 (SD = 0.59), indicating a moderate-to-high level of engagement in reflective practices. In summary, the descriptive statistics revealed that, on average, the Turkish EFL teachers demonstrated medium levels of burnout and perfectionism, as well as moderate-to-high levels of reflection.

In addition to the overall scores, descriptive statistics were calculated for the dimensions underlying the three main constructs of interest. These dimensions provided further insights into the specific aspects contributing to teachers' burnout experiences, perfectionism tendencies, and engagement in reflective practices. Table 4.2 presents the descriptive statistics.

Table 4.2. *Descriptive Statistics Regarding the Dimensions of Burnout*

Burnout	Mean	SD	N
Disengagement	2,3685	,51812	519
Exhaustion	2,4314	,50904	519

The disengagement dimension, reflecting a detached and distant attitude toward one's work, had a mean score of 2.37 (SD = 0.52). The exhaustion dimension, addressing feelings of overload, showed a slightly higher mean of 2.43 (SD = 0.51). These results suggested that the Turkish EFL teachers experienced certain levels of disengagement and exhaustion, with exhaustion being a slightly more prominent aspect of their overall burnout experience. Table 4.3 displays the descriptive statistics for perfectionism.

Table 4.3. *Descriptive Statistics Regarding the Dimensions of Perfectionism*

Perfectionism	Mean	SD	N
Rigid Perfectionism	3,3748	,97171	519
Self-Critical Perfectionism	2,7601	,92634	519
Narcissistic Perfectionism	2,4971	,84283	519

Among the three dimensions, rigid perfectionism, characterized by a firm adherence to high standards, exhibited the highest mean score of 3.37 (SD = 0.97). Self-critical

perfectionism, involving severe self-criticism and a preoccupation with imperfections, followed as the next with a mean of 2.76 (SD = 0.93). Narcissistic perfectionism, reflecting a tendency to approach challenges defensively and a desire to outperform others, had the lowest mean of 2.50 (SD = 0.84). These findings suggested that rigid perfectionism was the most prominent dimension among Turkish EFL teachers, while narcissistic perfectionism was the least pronounced. Lastly, Table 4.4 presents the descriptive statistics for reflection.

Table 4.4. *Descriptive Statistics Regarding the Dimensions of Reflection*

Reflection	Mean	SD	N
Practical	2,9579	,73550	519
Cognitive	3,1352	,98861	519
Affective	3,9313	,78910	519
Metacognitive	3,9675	,70828	519
Critical	3,3851	,87722	519

The metacognitive dimension, involving monitoring and regulating teachers' thought processes and defining their view of learning and teaching, had the highest mean of 3.97 (SD = 0.71). This was closely followed by the affective dimension, concerning the consideration of emotional/cognitive experiences, with a mean of 3.93 (SD = 0.79). The critical dimension, entailing a critical analysis of teaching practices and their socio-political aspects, had a mean of 3.39 (SD = 0.88). The cognitive dimension, focused on conscious efforts for professional development, exhibited a mean of 3.14 (SD = 0.99). Lastly, the practical dimension, related to the application of knowledge and strategies such as keeping journals or talking to colleagues, had the lowest mean of 2.96 (SD = 0.74). These results indicate that the Turkish EFL teachers engaged most prominently in metacognitive and affective reflective practices, while practical reflection was relatively less prevalent. After examining the descriptive statistics for the main constructs and their dimensions, correlation analyses were conducted to investigate the interrelationships among burnout, perfectionism, and reflection levels of Turkish EFL teachers. Correlation coefficients indicate the degree to which two variables are associated or related to each other. The results of the correlation analyses are presented in Table 4.5.

Table 4.5. *Correlations Among Burnout, Perfectionism, and Reflection*

Variables	Burnout	Perfectionism	Reflection
Burnout	1	,158**	-,238**
Perfectionism		1	,164**
Reflection			1

** $p < .01$

As seen in Table 4.5., the analysis revealed a positive correlation between burnout and perfectionism ($r = .158$, $p < .01$). Perfectionism was also positively correlated with reflection ($r = .164$, $p < .01$). However, a negative correlation was found between burnout and reflection ($r = -.238$, $p < .01$). This negative relationship implies that higher levels of reflection were associated with lower levels of burnout experienced by the EFL teachers.

While the correlations between burnout-perfectionism and perfectionism-reflection were positive, they were relatively low ($r < .2$). In contrast, the negative correlation between burnout and reflection was more decisive, although still a modest correlation. These findings provided initial insights into the interrelationships among the three constructs. Higher perfectionism may bring greater burnout risk, yet it also brings more engagement in reflection. Additionally, reflection appears to be a protective factor against burnout for Turkish EFL teachers.

To further explore the relationships among the key variables, correlation analyses were conducted between the dimensions of burnout (disengagement and exhaustion), perfectionism (rigid, self-critical, and narcissistic), and reflection (practical, cognitive, affective, metacognitive, and critical). The results are presented in Table 4.6.

Table 4.6. *Correlations Among the Dimensions of Burnout, Perfectionism, And Reflection*

	DE	EE	RP	SCP	NP	Prac	Cog	Affec	MCog	Crit
DE	1	.705**	-.053	.118**	.100*	-.328**	-.338**	-.142**	-.231**	-.008
EE		1	.060	.248**	.187**	-.127**	-.209**	-.083	-.116**	.006
RP			1	.574**	.535**	.172**	.204**	.116**	.279**	.123**
SCP				1	.473**	.123**	.041	.024	.149**	.036
NP					1	.006	.090*	-.018	.099*	.052
Prac						1	.479**	.367**	.409**	.258**
Cog							1	.425**	.440**	.198**
Affec								1	.610**	.427**

	DE	EE	RP	SCP	NP	Prac	Cog	Affec	MCog	Crit
MCog									1	.473**
Crit										1

Note: DE = Disengagement, EE = Exhaustion, RP = Rigid Perfectionism, SCP = Self-Critical Perfectionism, NP = Narcissistic Perfectionism, Prac = Practical, Cog = Cognitive, Affec = Affective, MCog = Metacognitive, Crit = Critical.

**p < .05, **p < .01*

Table 4.6. shows the in-depth correlation results between the dimensions of all three constructs. Focusing first on the burnout dimensions, disengagement exhibited positive correlations with self-critical perfectionism ($r = .12, p < .01$) and narcissistic perfectionism ($r = .10, p < .05$). However, it was negatively correlated with all dimensions of reflection, most significantly with practical ($r = -.33, p < .01$), cognitive reflection ($r = -.34, p < .01$), and metacognitive reflection ($r = -.23, p < .01$). This suggests that teachers who experience higher disengagement tend to have greater self-critical and narcissistic perfectionistic tendencies, coupled with lower engagement in practical, cognitive and metacognitive reflective practices.

The exhaustion dimension of burnout showed a similar pattern, correlating positively with self-critical ($r = .25, p < .01$) and narcissistic perfectionism ($r = .19, p < .01$) while exhibiting negative correlations with practical ($r = -.13, p < .01$), cognitive ($r = -.21, p < .01$), and metacognitive reflection ($r = -.12, p < .01$). The feelings of exhaustion appear to be linked with self-critical and narcissistic perfectionist tendencies, as well as a certain engagement in certain aspects of reflection.

Examining the perfectionism dimensions, rigid perfectionism demonstrated positive correlations with all reflection dimensions, most notably with metacognitive reflection ($r = .28, p < .01$), followed by cognitive reflection ($r = .20, p < .01$) and practical reflection ($r = .17, p < .01$). Self-critical perfectionism only correlated positively with practical ($r = .12, p < .01$) and metacognitive reflection ($r = .15, p < .01$). Narcissistic perfectionism exhibited positive correlations with cognitive ($r = .09, p < .05$) and metacognitive reflection ($r = .10, p < .05$).

All in all, these findings unveiled the relationships among the dimensions of burnout, perfectionism, and reflection experienced by the participants of Turkish EFL teachers. While certain dimensions showed convergence, others diverged, highlighting the multidimensional nature of these constructs and their intricate relationships.

To delve deeper into this connection and confirm the presence of such a relationship among the higher-order dimensions of burnout, perfectionism, and reflection and how they collectively shape teachers' experiences, additional analyses using multiple regression were

conducted. More precisely, the goal was to identify the significant predictors of overall burnout levels among Turkish EFL teachers and to assess the collective contribution of various dimensions of perfectionism, reflection, and demographic factors in explaining the variance in burnout scores. The primary results of these analyses are presented in Table 4.7.

Table 4.7. *Model Summary for Multiple Regression Predicting Burnout*

Final Model					
Variables	B	SE B	β	t	p
Rigid Perfectionism	-.060	.027	-.123	-2.258	.024
Self-Critical Perfectionism	.127	.026	.249	4.899	<.001
Narcissistic Perfectionism	.075	.028	.133	2.706	.007
Practical	-.099	.031	-.154	-3.215	.001
Cognitive	-.101	.024	-.210	-4.254	<.001
Affective	.046	.032	.076	1.428	.154
Metacognitive	-.102	.038	-.152	-2.697	.007
Critical	.064	.025	.119	2.554	.011
Adjusted R ²	.176				
F	14.854**				

** $p < .01$

The results of the multiple regression analysis revealed that the final model, including eight variables as predictors, accounted for 17.6% (Adjusted $R^2 = .176$) of the variance in Turkish EFL teachers' burnout scores $F(8, 510) = 14.854, p < .01$. Of all the predictors, self-critical perfectionism appeared to be the strongest predictor, showing a positive relationship with burnout ($\beta = .249, t = 4.899, p < .001$). This indicates that there is a meaningful relationship between higher levels of self-critical perfectionism and burnout. Following this first predictor, cognitive reflection emerged as the second variable to have a strong but negative relationship with burnout ($\beta = -.210, t = -4.254, p < .001$), suggesting that higher cognitive reflective practices are linked to lower burnout experience. Similarly, practical ($\beta = -.154, t = -3.215, p = .001$) and metacognitive ($\beta = -.152, t = -2.697, p = .007$) dimensions of reflection were negative predictors of burnout.

Notably, the dimensions of perfectionism demonstrated different relationships. The results indicated that burnout was positively related to self-critical perfectionism, while there was a negative relationship with rigid perfectionism ($\beta = -.123, t = -2.258, p = .024$) and a positive correlation with narcissistic perfectionism ($\beta = .133, t = 2.706, p = .007$). Considering the other dimensions of reflection, a positive relationship was found between critical reflection

and burnout ($\beta = .119$, $t = 2.554$, $p = .011$). However, affective reflection did not show a statistically significant relationship with burnout ($\beta = .076$, $t = 1.428$, $p = .154$).

The multiple regression results, presented in Table 4.7., included the dimensions of perfectionism and reflection as variables. To provide an in-depth analysis to investigate the factors affecting burnout and detect the precise perfectionism facet contributing to experiencing burnout among Turkish EFL teachers, further multiple regressions were conducted. Additionally, demographic factors were included to explore their possible effects on burnout. Table 4.8. demonstrates the results of this enhanced analysis.

Table 4.8. *Model Summary for Multiple Regression Further Predicting Burnout*

Final Model					
Variables	B	SE B	β	t	p
Cognitive	-.128	.023	-.268	-5.568	<.001
Doubts About Action	.067	.018	.161	3.760	<.001
Practical	-.096	.030	-.149	-3.193	.001
Age	-.064	.024	-.112	-2.705	.007
Hypercriticism	.068	.020	.144	3.415	<.001
Workplace (Educational Stage)	-.064	.025	-.100	-2.516	.012
Workplace (Institution)	.113	.042	.112	2.697	.007
Education Level	.042	.017	.109	2.526	.012
Adjusted R ²	.206				
F	17.843**				

** $p < .01$

The new model, including the facets of perfectionism and the demographic backgrounds of the participants, accounted for 20.6% (Adjusted R² = .206) of the variance in explaining burnout among Turkish EFL teachers $F(8, 510) = 17.843$, $p < .001$. As previously presented in Table 4.7., cognitive reflection appeared to be the strongest predictor of burnout, showing a negative relationship ($\beta = -.268$, $t = -5.568$, $p < .001$). However, the model revealed that it was a facet of self-critical perfectionism, namely doubts about action, which emerged as the second predictor, positively related to burnout ($\beta = .161$, $t = 3.760$, $p < .001$). As in the first model, practical reflection was another negative predictor of burnout ($\beta = -.149$, $t = -3.193$, $p = .001$). Notably, another facet called hypercriticism, which is categorized as narcissistic perfectionism, was positively related to burnout experienced by Turkish EFL teachers ($\beta = .144$, $t = 3.415$, $p < .001$).

Demographic factors also played a role in predicting burnout among Turkish EFL teachers, if not crucially. The age factor demonstrated a negative relationship ($\beta = -.112$, $t = -$

2.705, $p = .007$), suggesting that older participants tend to experience less burnout. Workplace factors and the educational backgrounds of the participants were the other predictors contributing to experiencing burnout among Turkish EFL teachers.

After examining the predictors of overall burnout, it was essential to delve deeper into the individual dimensions of burnout to better understand the factors contributing to each aspect. Disengagement was one of the dimensions analyzed. Multiple regression analysis was conducted to determine the significant predictors of disengagement among Turkish EFL teachers, considering various dimensions of perfectionism, reflection, and demographic factors. Since self-critical perfectionism was one of the prominent predictors of burnout, the facets of perfectionism mentioned earlier were again included in further examining the predictors of disengagement and exhaustion. Table 4.9. shows the results for multiple regression regarding disengagement among Turkish EFL teachers.

Table 4.9. Model Summary for Multiple Regression Predicting Disengagement

Variables	Final Model				
	B	SE B	β	t	p
Cognitive	-.108	.025	-.207	-4.419	<.001
Practical	-.161	.033	-.228	-4.904	<.001
Doubts About Action	.063	.019	.138	3.238	.001
Age	-.086	.025	-.139	-3.476	<.001
Hypercriticism	.050	.022	.096	2.294	.022
Critical	.083	.026	.141	3.166	.002
Metacognitive	-.102	.036	-.140	-2.849	.005
Adjusted R ²	.220				
F	21.858**				

** $p < .01$

The final model results for the first dimension of burnout, disengagement, showed that the seven predictors presented in Table 4.9. accounted for 22.0% (Adjusted R² = .220) of the variance in disengagement among the participants $F(7, 511) = 21.858$, $p < .001$. Reflective practices emerged as the negative predictors of disengagement, namely practical reflection being the strongest predictor ($\beta = -.228$, $t = -4.904$, $p < .001$), followed by cognitive reflection ($\beta = -.207$, $t = -4.419$, $p < .001$) and metacognitive reflection ($\beta = -.140$, $t = -2.849$, $p = .005$). However, critical reflection demonstrated a positive relationship with disengagement ($\beta = .141$, $t = 3.166$, $p = .002$).

Doubts about action, on the other hand, was another positive predictor of disengagement ($\beta = .138$, $t = 3.238$, $p = .001$), while hypercriticism weakly related to disengagement ($\beta = .096$, $t = 2.294$, $p = .022$).

In addition to disengagement, exhaustion was the other dimension of burnout that was analyzed. A multiple regression analysis was conducted to determine the significant predictors of exhaustion among Turkish EFL teachers, considering various dimensions of perfectionism, reflection, and demographic factors. The results for multiple regression regarding exhaustion and its prediction with perfectionism and reflection among Turkish EFL teachers are shown in Table 4.10. below.

Table 4.10. *Model Summary for Multiple Regression Predicting Exhaustion*

Final Model					
Variables	B	SE B	β	t	p
Doubts About Action	.073	.020	.163	3.744	<.001
Cognitive	-.135	.022	-.263	-6.138	<.001
Hypercriticism	.082	.022	.161	3.752	<.001
Age	-.054	.026	-.089	-2.077	.038
Workplace (Educational Stage)	-.079	.028	-.116	-2.831	.005
Education Level	.050	.018	.120	2.727	.007
Workplace (Institution)	.141	.047	.130	2.986	.003
Department of Graduation	-.040	.020	-.086	-2.047	.041
Adjusted R ²	.162				
F	13.479**				

** $p < .01$

As stated in Table 4.10., the results for the multiple regression analysis indicated that the final model with eight predictors accounted for 16.2% (Adjusted R² = .162) of the variance in the exhaustion dimension of burnout $F(8, 510) = 13.479, p < .001$. Unlike the disengagement dimension, doubts about action emerged as the first predictor, demonstrating a positive relationship with exhaustion ($\beta = .163, t = 3.744, p < .001$) and eventually indicating that a higher score of doubts about action is related to higher exhaustion levels. The hypercriticism facet was the other significant positive predictor of exhaustion ($\beta = .161, t = 3.752, p < .001$).

Similar to the results of disengagement, cognitive reflection emerged as a significant negative predictor of exhaustion ($\beta = -.263, t = -6.138, p < .001$). However, workplace factors played a relatively more significant role in predicting exhaustion compared to the disengagement dimension of burnout. The institution participants worked at was positively related to exhaustion ($\beta = .130, t = 2.986, p = .003$), while the department indicated a negative relationship ($\beta = -.116, t = -2.831, p = .005$). The educational background of the participants was a positive predictor ($\beta = .120, t = 2.727, p = .007$), while age ($\beta = -.089, t = -2.077, p =$

.038) and the department of graduation ($\beta = -.086$, $t = -2.047$, $p = .041$) were negative and weak predictors of exhaustion.

The results revealed that Turkish EFL teachers exhibit moderate levels of burnout and perfectionism, with higher engagement in reflective practices. Disengagement and exhaustion, two dimensions of burnout, were both moderately present. Among perfectionism dimensions, rigid perfectionism was most prominent, while narcissistic perfectionism was the least. Metacognitive and affective reflection were the most engaged, whereas practical reflection was less common. Correlation analyses showed a positive relationship between burnout and perfectionism, a positive relationship between perfectionism and reflection, and a negative relationship between burnout and reflection. Multiple regression analyses identified cognitive, practical, and metacognitive reflection as protective factors against burnout, while self-critical perfectionism, critical reflection, and certain demographics contribute to higher burnout levels. Further analysis also showed that the two facets of perfectionism, doubts about action and hypercriticism, were prominent predictors of burnout experienced among Turkish EFL teachers. Overall, reflective practices appeared to mitigate burnout, whereas perfectionist tendencies were increasing.

4.3. Turkish EFL Teachers' Perceptions of Burnout, Perfectionism, and Reflection

The second research question aimed to investigate the participants' perceptions of their own burnout, perfectionism, and reflection. Initially, they were asked to complete the Open-ended Questions part given at the end of the questionnaire in the first set of data. There were four questions provided. Of all participants, 330 instructors took part and answered the questions. In addition, semi-structured interviews were conducted with 12 Turkish EFL teachers as the second data set to understand participants' perceptions precisely. The qualitative findings reached through these two data sets are provided below for each set of data to answer the second research question.

The analysis of the perceptions of the participants regarding the first set of data revealed 1119 codes in total, while the number of codes for the second data was 263. The results of the first data set are provided in the following section.

4.3.1. The Results of Open-ended Questions

To answer the second research question, two main categories were established with several sub-categories to construe in detail. Namely, the main categories are called *Drivers of*

Challenges (655 codes) and *Coping Mechanisms* (464). The main categories identified in the first data set are shown in Table 4.11.

Table 4.11. *The Main Categories Regarding the Participants' Perceptions*

Main Categories	N
Drivers of Challenges	655
Coping Mechanisms	464
Total	1119

N: Number of codes

4.3.1.1. Drivers of Challenges

The first main category that emerged from the views of the Turkish EFL teachers was *Drivers of Challenges* (655 codes); at the same time, its sub-categories are covered as *External Factors* (377 codes) and *Internal Factors* (278 codes). It was revealed that Turkish EFL teachers' perceptions of their own perfectionism, reflection, and burnout included external and internal factors. These two main sub-categories that emerged from the main category also comprise sub-categories. Namely, *External Factors* covers 9 sub-categories, embodying 377 codes. *Internal Factors*, on the other hand, consists of 6 sub-categories with 278 codes in total. The sub-categories portrayed that the participants experienced some challenges in their teaching practice, which can stem from the internal factors the teachers face, including a perfectionist mindset and external factors that lead to experiencing occupational burnout. The main sub-categories are displayed in Table 4.12.

Table 4.12. *The Main Sub-Categories Related to the Drivers of Challengers*

Main Sub-categories	N
External Factors	377
Internal Factors	278
Total	655

N: Number of codes

4.3.1.1.1. External Factors

The primary sub-category encompassing the external factors that lead to burnout among Turkish EFL teachers consisted of 9 sub-categories. Together, these sub-categories comprised a total of 377 codes. The sub-categories showed that *Over-loaded Work Conditions* (130 codes),

Student Reluctance (101 codes), *Institutional Pressure and Expectations* (55 codes), *Over-packed/ Insufficient Curriculum* (35 codes), *Conflicts with Colleagues* (25 codes), *Low Income* (9 codes), *Devaluation of Teachers* (8 codes), *Generation Gap* (8 codes), and *Cultural and Societal Facets* (6 codes) were among the reasons participants experienced burnout. The external factors drew a picture of a profession struggling with excessive demands, misaligned expectations, and systemic challenges that collectively affect teachers' well-being. The sub-categories of *External Factors* are demonstrated in Table 4.13.

Table 4.13. *The Sub-Categories of External Factors*

External Factors	N
Over-loaded Work Conditions	130
Student Reluctance	101
Institutional Pressure and Expectations	55
Over-packed/ Insufficient Curriculum	35
Conflicts with Colleagues	25
Low Income	9
Devaluation of Teachers	8
Generation Gap	8
Cultural and Societal Facets	6
Total	377

N: Number of codes

As demonstrated in Table 4.13., External Factors covered multifarious topics that affected the participants' burnout. The most striking reason for experiencing any type of burnout was the sub-category *Over-loaded Work Conditions* (130 codes). Some of the responses are quoted below to illustrate how *Over-loaded Work Conditions* contribute to the burnout experienced by Turkish EFL teachers:

P13: “*I sometimes have heavy workloads, including lesson planning, grading, meetings, etc. The sheer volume of responsibilities can contribute to exhaustion. Maintaining a high level of engagement and interaction with students throughout the day [and] weeks requires sustained mental and emotional effort. So, I need to be constantly attentive and responsive. While passion for teaching is a positive aspect, it can also lead educators to invest significantly in their work. This level of commitment can contribute to feeling worn out.*”

P15: “*A lot has changed in my institution. I mean, many people retired, our building changed, the administration changed, working hours have changed, and now they take up too much time, our job descriptions have also changed, and like most of my colleagues, I have been given too much extra workload in addition to my teaching hours. I had never thought I would feel like this one day, but here I am, feeling worn out and burnt out...*”

P32: “*Sometimes I feel like I cannot cope with all the workload, lesson prep, being active in class, grading papers on top of what is going on at home, and I feel a slight rush of anxiety.*”

P33: *"I have a lot of responsibilities and workload. Sometimes trying to do your best or your job well can become a punishment."*

P42: *"There is so much teaching and admin-related work that I have to do that I end up working after school, in the evenings, and at the weekend as well."*

P67: *"Occasionally, I experience fatigue and exhaustion due to the excessive workload, which includes the severity of the courses, administrative and academic tasks, and course preparation."*

P73: *"Too much work to do: lesson planning, preparing and assessing exams, preparing assignments, checking them, meetings, makeup lessons, trying to prepare new, innovative ways of teaching a subject, trying to increase students' motivation, etc."*

The responses, which have an astonishing 130 codes, unveiled that the most significant external factor contributing to burnout among Turkish EFL teachers was *Over-loaded Work Conditions*. As shown in the extracts derived from the first data set, participants collectively painted a clear picture of a profession struggling with overwhelming responsibilities. Their experiences demonstrated that the workload extends far beyond classroom instruction, encompassing intensive lesson planning, grading, meetings, exam preparation, and administrative duties, on top of creating engaging teaching materials. Many felt worn out and overwhelmed by the sheer amount and variety of these tasks. Altogether, these narratives revealed that overloaded work conditions constitute a systematic problem in the Turkish EFL setting, pushing many committed teachers to the edge of experiencing burnout.

Another sub-category was related to *Student Reluctance* (101 codes). This category explores how students' attitudes and expectations contribute to their teachers' emotional exhaustion and well-being. The quotes below show the participants' perception of the student reluctance:

P41: *"...the expectations of the students that they feel that they need to enjoy everything they do. Not all the lessons could be enjoyable, and there are certain things that we need to do where there is less room for fun."*

P67: *"They [the students] wish you always chatted with them and let them do whatever they want, but we cannot always do that."*

As P41 and P67 suggested, this misalignment exists between students' desire for constant enjoyment and educational realities. Having grown into the digital and technological era, students expect gamified experiences in every learning activity. However, such expectations contradict the pragmatic approach that some subjects, such as grammar drills or vocabulary items, are inherently "less fun" to teach and learn, as P41 mentioned. P67 further illustrated the desire for continuous casual interaction and complete autonomy that the students wish to have in the classroom setting. Both statements showed the value attributed to the

enjoyment and personal choice by the students, concurrently revealing the challenging dilemma the teachers find themselves in: Embracing the student-centered classes every teacher works hard to create versus fulfilling their professional responsibilities to ensure the required measurable progress in mostly structured curricula.

In addition, the student reluctance category unfolded more aspects of how student disengagement affects teacher burnout in the Turkish EFL setting. The participants further highlighted the direct and emotional impacts the students with low proficiency levels and willingness have on their teaching enthusiasm. P94 and P142 stated the perception as follows:

P94: *“The students’ lack of motivation kills my enthusiasm as well.”*

P142: *“I have actually felt worn out a lot. The low level of students and unwillingness makes me feel so.”*

As seen from the statements, this sentiment is strongly echoed by the destructive effect student demotivation has on teacher enthusiasm. In an ideal setting, active participation plays a crucial role in the language learning process. Motivated learners rejuvenate the class and make teaching even more rewarding. Conversely, as P94 and P142 mention, a lack of interest and motivation in learners led to demotivated teachers.

On another note, teachers put a strong emphasis on the student profile and its progressive downtrend in quality. The extracts provided below show a belief that the students today fundamentally differ from those of the past, and not in a positive way:

P13: *“With the changing dynamics of students, particularly post-pandemic, there’s been a noticeable decline in motivation and increased disengagement.”*

P38: *“I observe that their [students’] language and awareness levels get lower every year.”*

P241: *“The level and mindset of students is getting worse.”*

P242: *“Student profile is getting worse year by year.”*

It is also apparent that the terms “profile” P242 and “mindset” P241 implied a holistic view of not only students’ academic skills but also their personal characteristics throughout the statements provided by the participants. These comments revealed the perception that the student reluctance issue only worsens over time. Teachers believed each new cohort was less prepared, aware, and motivated than the previous one. This perceived belief showed a crushed teaching enthusiasm in teachers and a growing sense of ineffectiveness and insufficiency, as P93 clearly states:

P93: *“I feel not enough when they are not motivated / when I cannot motivate them enough.”*

The statement above highlighted a critical aspect of teacher burnout that extends beyond the external issues; it touches on the teacher's professional identity. Unlike previous quotes, which focused on student attitudes and their direct impact on teachers' well-being, this statement demonstrated how student disengagement might lead to significant self-doubt and inadequacy in educators. That is, when students appear unmotivated, the teacher internalizes this as a personal shortcoming. It is not just that the students are not motivated; the teacher feels they have failed in their attempts to inspire them. This implies a constant striving, a push to do more, be more engaging, and more inspiring.

According to the perspectives of Turkish EFL teachers on their own perfectionism, reflection, and burnout, *Institutional Pressure and Expectations* (55 codes) also contributed to experiencing perfectionism and burnout. Participants highlighted that institutional pressure and high expectations directly led to burnout and affected their well-being. They stressed that this burden creates a sense of alienation towards teaching and the teaching environment. Some of the responses are quoted below to illustrate how *Institutional Pressure and Expectations* contribute to the burnout experienced by Turkish EFL teachers:

P16: *"As I have been teaching for about 19 years, the students are changing, and the world is changing, and these days, it is very practical for the teachers to find innovative ways to teach. However, institutions put a lot of pressure on us, so we do not have enough time to think about different ways to teach. So, we need to obey the rules and the traditional ways."*

P132: *"Mostly the reason why I feel worn out is when I am left alone with the problems/trouble by supervisor or admin."*

P137: *"It's mostly emotional fatigue instigated by administrators and corporate teaching environments which do not make their employees feel welcomed."*

P140: *"School management and some illogical decisions made at the workplace bore and tire me. I feel I don't want to work in my workplace anymore."*

P217: *"The philosophy of the institution I work for generally contradicts mine."*

Upon a closer look, the quotations provided above shared a common theme and collectively pointed to a severe sense of alienation in Turkish EFL teachers' professional settings. This alienation stemmed from an adhered institutional culture and practice as well as a perceived disconnect between the teachers' needs, values, and professional autonomy. For instance, P140 reflected on the gap between institutional choices and classroom realities. Teachers were obliged to enact policies that were illogical in their teaching philosophy. The outcome of boredom and fatigue reached a point where the teacher no longer aspired to be a part of that community. P132 highlighted another facet of alienation: abandonment. Concurrently, P137 and P217 showed a state of cognitive dissonance, the discomfort

experienced when there is a conflict between the attitudes or beliefs and the actions a person produces (Harmon-Jones & Mills, 2019). When a teacher's values and the principles of an institution do not align, this clash leads teachers to feel like outsiders within their own field, questioning their place and purpose. However, P16 concluded by reflecting on their loss of professional autonomy, underlining conformity over creativity.

To further delve into the other facet of the *Institutional Pressure and Expectations* category, it is a prerequisite to remember the concept of Socially Prescribed Perfectionism (SPP) coined by Flett and Hewitt (1991), which has been mentioned in the literature review above. SPP is the belief that others hold unrealistically high expectations for oneself, coupled with a solid need to meet them and avoid disapproval.

In the context of this research, the institution embodied this "other" that defines the so-called expectations. Several participants expressed a strong sense of high expectations from their institutions, mirroring the critical aspects of SPP. Below are the quoted responses provided by the participants:

P28: *"However, teachers are constantly being observed for appraisal purposes. This automatically makes us think that our teaching is important to our supervisors/managers."*

P117: *"Yes - this has become the new normal. Teaching suffers when institutional expectations are unrealistically high."*

P165: *"Sometimes I feel tired because of the expectations from my institution."*

As can vividly be seen from P28, it was believed that the constant observations result in the perception of high standards defined by the supervisors or managers. Just like the individuals who are high in SPP and think others will merely accept them if they are perfect, this teacher perceived that their value was tied to the eyes of supervisors, depending on teachers' abilities to execute flawless teaching performances. Similarly, P165 captured the core of SPP. The urge to meet these standards put by the institutions resulted in experiencing burnout. This link was further supported by P117. Since they characterized these expectations as "unrealistic," this reflected the belief that unachievably high standards were set by others, which mirrored the key feature of SPP.

However, some traits of SPP can be concluded from the previous extracts provided above in the *Institutional Pressure and Expectations* category. In SPP, individuals often suppress their own values to meet others' expectations. Looking back at P16 or P132, having no or little control over others' expectations or being lonely when faced with challenges can

intensify some sense or fear of disapproval, reinforcing the belief that the institution rejects any result less than the perfect one perceives.

Another sub-category focusing on burnout Turkish EFL teachers experience was *Over-packed/ Insufficient Curriculum* (35 codes). Participants reported various aspects of how curricular issues can strain teachers and damage their sense of efficacy. It was stated that lack of autonomy, heavy pressure, and inflexibility in the curriculum created tension among teachers. Given are some of the extracts derived from the open-ended data:

P7: *"I have felt I was not enough when I did not have control over the content of the course."*

P8: *"I felt inadequate for my classes due to trying to catch up with the syllabus. Time is always a problem. It goes two ways; either we do a good job and reach the objectives but overrun the time allocated, or we do what we can in the allocated time, and whether we have reached the objectives is a mystery. Both ways have made me feel guilty as either I leave it to my co-teachers to catch up with the syllabus, or it is questionable whether we have reached our goals in the class."*

As stated by P7, teachers lacked the authority to shape the curriculum. The teacher directly linked the feeling of not being enough to their inability to control what they teach. P8, on the other hand, commented on the practical challenges of an insufficient curriculum. They uttered a lose-lose situation, where both sceneries lack a crucial component of a lesson, and this dilemma the teacher experiences revealed a constant self-blame against not only the teacher but also the co-teachers. This indicates that teachers' sense of value may be weakened when they are mere executors of a pre-set curriculum rather than active designers of learning experiences.

Furthermore, participants echo the theme of curricular inflexibility and poor curriculum design. As reflected in the statements given below, when teachers are bound to inflexible, poorly designed programs, and the curriculum allows no room for adaptation or personalization, this situation strikes at the core of teachers' professional identity, reducing them to mere content deliverers.

P59: *"Problems with poorly organized syllabi and tasks that don't make sense take up precious time, already too much to cover in a short time."*

P66: *"When there is no room for adjustments or alterations needed depending on the learners' needs, as a teacher, feeling worn out just because you have to dedicate your own [plus] your students' time [plus] energy just to follow a generic program within a specific scheme is inevitable."*

The next sub-category, *Conflicts with Colleagues* (25 codes), sheds light on another dimension of teacher burnout, which is the lack of professional relationships. When participants were asked if they had ever felt worn out at the end of a workday, they shared the critical role

of communicating with their colleagues and how its absence can contribute greatly to experiencing burnout. Some of the responses are provided below:

P9: *"It's related to the work environment. I really believe that your relationships with colleagues can energize you a great deal. If I am forced to be lonely in and out of the classroom while doing the job, then I really dread it."*

P76: *"I have been demotivated about the profile of my colleagues and head, and the mindset of the instructors who I have been working with for a long time. I feel hopeless and desperate about everything about my work and career."*

As shown in the statement of P9, they directly explained the reason for experiencing weariness as their relationship with their colleagues. The statement underscored the potential of positive colleague interactions to support and energize teachers, and conversely, isolated work environments can drain teachers' emotional well-being. Similarly, P76 delved into the demoralizing effect of being surrounded by colleagues who do not share one's values and mindset. They mentioned not a temporary challenge but a chronic condition of the work environment that they were in, as they highlighted a long period of time.

Additionally, the sub-category illustrated various ways in which these conflicts with colleagues contributed to feelings of isolation, frustration, and disengagement, highlighting the need for a supportive working environment, particularly one that allows for constructive feedback. P28 and P38 stated their views as follows:

P28: *"However, for these things to work efficiently, the working environment is of great importance. It seems meaningless when your colleagues do not approve of constructive criticism as they consider themselves 'perfect instructors.'"*

P37: *"To be honest, I don't think I have someone around to consult. I just do my job and leave the school."*

P28 revealed that if colleagues are unwilling to engage in reflective critique, it damages the purpose of collaboration. At the same time, P37 painted a picture of profound disconnection, mentioning the lack of a colleague to consult. The result was a teacher who went through an emotional detachment without a sense of belonging or investment in the school community.

Another point highlighted by the Turkish EFL teachers was the absence of shared academic interests. They noted the lack of common intellectual desires and how the relationships among colleagues remain superficial and transactional without these interactions. The following extracts clearly show the perceptions of the teachers on the issue:

P22: *"Most teachers are quite unaware of their classroom practices, social justice, their beliefs as teachers, teacher's identity, curriculum, etc. I have difficulty finding common grounds to discuss teaching practices with most colleagues. You know the saying. Ignorance is bliss. I really feel it these days."*

P25: *"I don't even have a common topic or academic interest with most of my colleagues, so we rarely come together outside the school."*

As interpreted by P22 and P25, a lack of shared pedagogical and academic interests points to the source of conflicts with colleagues, a disconnection not only in personal traits but also in fundamental professional values. It is also concluded that there is a potential interaction between the teachers at school; however, there is no meaningful connection beyond that. Moreover, the *"difficulty finding common grounds to discuss teaching practices"* (P22) suggested that the teachers struggle to engage in reflection in an environment where such discussions are rare.

The following sub-category of external factors was *Low Income* (9 codes). Some participants identified it as the main problem causing burnout, overshadowing the other potential factors, and stressed the importance of financial security in sustaining teachers' well-being and avoiding burnout. Additionally, teachers in private institutions revealed that they are paid far behind their colleagues in state universities. Below are the quotes retrieved from the open-ended data:

P88: *"The main problem causing me to feel worn out is low income."*

P171: *"Private universities drain your energy. Lots of working hours, lots of tasks, you are paid less than a state university."*

P179: *"There is a great discrepancy between the monthly wages, and it affects me emotionally and economically."*

The theme of *Low Income* emerged as a challenging concern faced by Turkish EFL teachers regardless of the institution type. However, there was an emphasis on the income gap between the state and private institutions, stressing the systematic issue that grew across institutional boundaries and affected Turkish EFL teachers financially and emotionally in diverse settings.

The code *Devaluation of Teachers* (8 codes) was the next one to shed light on another external factor contributing to experience burnout among Turkish EFL teachers. The participants revealed a ubiquitous sense of devaluation and lack of respect for teachers, stemming from a number of sources within the educational ecosystem, including private universities, students, and administrators. The quotes provided below show their perceptions of how private universities contribute to the feeling of devaluation experienced by teachers:

P5: *"I have worked at a private university as a contracted instructor without much legal protection for four years. This took its toll on me, and I have become this employee who is very much protective about what goes down in my teaching. My survival instinct just kicks into full gear."*

P66: *"Teaching is not a regular job that requires you to work from 8 to 5. There should be fewer working hours, yet of course, private universities don't give a care about it, and there are no rules or a labor union to protect our rights, so worn outs/burnt outs are inevitable."*

As P5 highlighted, private institutions' perceptions regarding teachers and their rights picture an environment where teachers feel vulnerable and unsupported. The absence of legal protection and the need to develop a "survival instinct" pointed to a work environment where teachers do not feel valued. This perpetual devaluation, echoed once again by P66, added another face to the same issue: the failure to recognize the need for institutional backup for teachers' rights. When institutions fail to value and protect the rights of their academic staff, burnout becomes an inevitable outcome.

On the other hand, some participants also reported a different perspective on the devaluation of teachers, that was, students. They stressed that the shift in the attitudes of students toward the teaching profession contributes to their burnout. This changing perception of the teacher's role and its effect on the teachers are shown in the extract given below:

P48: *"Unfortunately, I feel worn out more and more these days. I believe this is because the demographics are changing in our classes, the way students perceive school, and the role of teachers. I end up more tired than before after most classes at school."*

In addition to the participants who shared the student perspective on the devaluation of teachers, some highlighted another dimension to contribute to feeling devalued by teachers as the institutional administrations.

P72: *"Especially when I surprisingly learn about the decisions that directly affect me but are taken by the administration without a notice, or when we learn about the changes via the announcements made to students, I would like to be seen and not ignored!"*

The experience uttered by P72 highlighted the lack of transparency and collaboration in decision-making processes that directly affect teachers, combined with the experience of being "ignored," providing a profound sense of disregard for their perceptions of professional worth. Collectively, all these participants reported an alarming trend of teachers being devalued by students, administrations, and namely private universities.

While less frequent, the next sub-category that emerged from the open-ended data was *Generation Gap* (8 codes). Participants highlighted the challenges posed by the generational

differences between themselves and their students, particularly those belonging to Generation Z. The following excerpts illustrate their experiences:

P125: *"I have felt as if I'm not enough, but it is because they are really younger than me."*

P141: *"I sometimes feel that I can't keep up with Gen Z."*

As evident from the statements above, the participants acknowledged a sense of inadequacy and struggle to establish a meaningful connection with their younger students. Participant P125 explicitly attributed their feelings of insufficiency to the considerable age gap between themselves and their learners. In a similar vein, Participant P141 expressed the occasional sentiment of being unable to "keep up" with the unique characteristics and preferences of Generation Z students.

The following and last sub-category to contribute to experience burnout among Turkish EFL teachers was *Cultural and Societal Facets* (6 codes). Turkish EFL teachers noted the challenges posed by the varying sociocultural backgrounds of their students, as well as the influence of the broader social context on student motivation and educational priorities. Provided are some of the responses given by the participants:

P49: *"I encounter challenges in effectively imparting knowledge to my students due to their comparatively low socio-cultural backgrounds."*

P37: *"In my opinion, the lack of free time for self-development and the cultural, social, economic, and political climate that has failed to create a real motivation for the education of the younger generations as a whole are both direct and indirect sources of these problems."*

P72: *"I had students who had much better field and technical knowledge than I had. So, yes, there were times I felt incompetent."*

As can be concluded from the quotes, the *Cultural and Societal Facets* sub-category underscored the difficulties related to transmitting knowledge to students from relatively low socio-cultural backgrounds. This suggested a potential gap in prior knowledge and cultural capital that could hinder effective teaching and learning.

Many sub-categories of *External Factors* united to create an intimidating atmosphere laden with forces that might lead to burnout among Turkish EFL teachers. The shared statements of the participants concurrently portrayed the feelings of pessimism, demoralization, and inadequacy that arise from these challenges. Ultimately, the results regarding external factors highlighted the multidimensional nature of burnout in the Turkish EFL context.

4.3.1.1.2. Internal Factors

The findings demonstrated a variety of internal factors emerging from personal traits, expectations, and perceptions, in addition to the impact that external factors played in contributing to burnout among Turkish EFL teachers. The *Internal Factors*, divided into 6 sub-categories with a total of 278 codes, provided insight into the attitudes, emotional states, and motives influencing participants' experiences and potentially increasing their vulnerability to burnout. The sub-categories included *High Self-Expectations* (102 codes), *High Expectations from Students* (66 codes), *Need for Appreciation and Recognition* (46 codes), *Perceived Teaching Inadequacy* (35 codes), *Emotional and Physical Fatigue* (25 codes), and *Lack of Digital Knowledge* (4 codes). These internal factors demonstrated the challenges in Turkish EFL teachers' personal and professional lives, emphasizing the intense emotional labor and personal commitment needed for the teaching profession. The sub-categories of internal factors are outlined in detail in Table 4.14.

Table 4.14. *The Sub-Categories of Internal Factors*

Internal Factors	N
High Self-Expectations	102
High Expectations from Students	66
Need for Appreciation and Recognition	46
Perceived Teaching Inadequacy	35
Emotional and Physical Fatigue	25
Lack of Digital Knowledge	4
Total	278

N: Number of codes

As can be concluded from Table 4.14., Turkish EFL teachers' perceptions of the drivers of challenges revealed that the most prominent internal factor contributing to burnout was *High Self-Expectations* (102 codes). The participants expressed a strong tendency toward perfectionism, an intolerance for mistakes or poor performance, and an urge to set unrealistically high standards for themselves. Moreover, they also added the possible relationship between burnout and perfectionism. The quotes provided below illustrate their self-imposed pressure for perfection:

P8: "Unfortunately, I am a perfectionist. Therefore, I tend to feel unsuccessful when things do not go my way."

P26: "I can't tolerate my mistakes or poor performance. I have high expectations of myself because I know myself better than anyone."

P195: *"I have always aspired to be perfect in what I do."*

P218: *"I know how perfect I am in doing my job."*

It was evident from the extracts shown above that the participants acknowledged their perfectionist tendencies. They expressed their inability to accept mistakes or failures in their performance. P8 also highlighted how this perception of theirs led to the feeling of lack of success when outcomes did not align with their expectations. P218, on the other hand, illustrated their confidence in implementing their job and highlighted their firm belief in their perfectionistic tendencies within their professional role.

Some participants pointed out that being aware of their perfectionist tendencies and high expectations of themselves, they experienced feelings of inadequacy and not being "good enough" for their job. The excerpts below visibly show the sense of insufficiency experienced by the participants:

P76: *"In fact, I sometimes feel that I am not good enough for my job because I have high expectations of myself."*

P117: *"From time to time, I feel that I am not enough for my classes. It is because I have high expectations from myself."*

P164: *"Expecting more and more from myself sometimes causes a sense of inadequacy."*

Despite their drive for perfection, these quotes demonstrated that the participants' high self-expectations remarkably led to feelings of inadequacy. They openly stated feeling "not good enough" for their job and classes, with P164 directly attributing this sense of insufficiency to their constant raising of the standards for themselves.

On another dimension, the following quote illustrated the participants' tendencies for prolonged self-evaluation and reflection as they considered ways to improve their performance or better manage their time to fulfill their perfectionistic expectations:

P95: *"Because of high expectations from myself, I always think about what I could have done better or how I could have managed time perfectly."*

In addition to the participants who tacitly reported that their perfectionist selves led to feelings of inadequacy in their teaching, some participants explicitly described and acknowledged their perfectionistic mindsets and tendencies across both their professional and personal lives:

P140: *"I do have very unrealistic expectations about myself both as a teacher and as a person."*

P146: *"I'm the kind of person and professional who always seeks perfection."*

P155: *"I tend to set the bar too high for myself."*

As shown in the quotes above, the participants overtly uttered their perfectionistic traits. P140, for example, acknowledged having "very unrealistic expectations" about themselves not just in their role as a teacher but also as an individual in their personal life. This idea was further supported by P146 and P155, who described themselves as people who "always seek perfection" and "set the bar too high" for themselves. Collectively, these excerpts provided a direct and explicit insight into the participants' self-perceptions. They did not merely hint at a tendency toward perfection; they unequivocally defined themselves as individuals who constantly strive for perfection, maintain unrealistic expectations, and push themselves beyond the limitations of their professions and into their personal lives.

On another note, some participants directly attributed their experiences of mental and emotional exhaustion and burnout to their perfectionistic tendencies. The following excerpts are related to this connection between perfectionism and burnout:

P4: *"You got me [laughs]. I usually feel drained because of the things that I have to do (perfectly-in my own way). The stress of keeping up with the curriculum, some misunderstandings-arguments in class or with colleagues or administration, some problem students, online education, etc., are also other factors that make me feel drained. To be honest, most importantly, roleplaying at work is too demanding. I have to role play in certain situations, e.g., to ignore some problem students, to maintain classroom order, to seem to be energetic, enthusiastic, motivated, tolerant, etc., all the time, to act like a professional in a crisis, etc. All these "striving-to-be-a-professional" efforts drain me."*

P80: *"I still do not know how to use my energy more economically after all these years. It may be due to some perfectionist and controlling attitude that, as a teacher, I have to make the most of my time for my students' benefit."*

P218: *"Being the best all the time wears me out."*

As stated, P4 provided an in-depth account of how their pursuit of perfectionism contributed to feeling drained, attributing this feeling to the continuous effort required to "do things perfectly" while navigating many demanding aspects of their job. The participant highlighted the toll of "striving-to-be-a-professional" and fulfilling perfectionistic standards as a major source of emotional exhaustion. P80, similarly, suggested the difficulty in managing their energy efficiently over the years may stem from a "perfectionist and controlling attitude" driven by the desire to make the most of their time in order to help the students. Concisely, P218 captured the cost of continual perfectionism, stating that the perpetual pursuit of "being the best all the time" is emotionally and psychologically demanding and inevitably results in experiencing burnout.

Apart from their personal drives toward perfection, the participants also identified having high expectations from their students as another prominent internal factor. This sub-category, *High Expectations from Students*, revealed 66 codes from the open-ended data. The following quotes illustrate how the participants acknowledged maintaining these high standards for their students' performances and achievements, which potentially added to their overall sense of burden and emotional states:

P23: *"To be honest, when it comes to my students, I have high standards."*

P29: *"I have realized that 'being ambitious' is one of my weaknesses in my job as I have found myself forcing each of my students to succeed and fully concentrate on the tasks."*

P44: *"Personally I have high expectations of myself, but it seems lately that I have higher expectations from my social circle and the students. Therefore, I have started to judge them more as a way to escape from judging myself."*

P63: *"Quite often, I have high expectations from my students. When they are not met, I may feel so resentful."*

P174: *"Usually, I do have quite high expectations from my students."*

These excerpts clearly showed the participants' acknowledgment of having high expectations and standards for their students. P23 and P174 explicitly mentioned their desire to maintain "high standards" and "quite high expectations" on the performance and accomplishments of their students. P63 added another dimension by highlighting the emotional toll of unmet expectations, leading to feelings of dissatisfaction. P29 attributed this tendency to being overly "ambitious," leading them to "force" their students to succeed and remain focused on tasks. P44 additionally indicated that their high standards extend not just to themselves but also to their students and social group, presumably as a means to avoid self-judgment.

Another sub-category related to the internal factors contributing to burnout was *Need for Appreciation and Recognition* (46 codes). The participants emphasized various reasons spanning childhood experiences, a desire for acknowledgment from students and colleagues, their identity as teachers, and the motivating effects of appreciation with the discouraging impact of lack thereof. The quotes below illustrate these aspects:

P72: *"I have been thinking whether I am enough for my students or not. I think it is because I grew up as a child who wasn't appreciated enough and was constantly criticized. It affected my self-confidence, and no matter how well I do, I still don't find myself successful enough."*

P53: *"When people, especially my managers, do not realize my effort, I feel depressed and insufficient."*

These quotes highlighted how a lack of appreciation can deeply impact the participants' self-confidence and sense of worth. P72 traced their self-doubts and feelings of inadequacy

back to childhood experiences of not being appreciated, suggesting a long-standing need for validation. P53 echoed similar thoughts, expressing beliefs of inadequacy when their efforts go unrecognized, particularly by those in administrative roles.

In addition, some participants expressed their desire to be appreciated by their students, extending it beyond the appreciation provided by the institutions or administrations:

P2: *“My students also play a big role, and I am striving for their acknowledgment in a way. I give a lot of myself into my teaching, I become vulnerable in the lesson so that they could be vulnerable with me as well. They need to be vulnerable with me in order to not be afraid or hesitant to make mistakes and learn from their mistakes. But I want to be ‘seen’. If I’m not ‘seen’, why am I doing this?”*

P5: *“While I may not actively seek validation from others, occasional recognition and appreciation do make me feel valued and affirmed in my profession.”*

The quotes suggested the desire of participants to be acknowledged and recognized by their students. P2 revealed a vulnerability in their teaching approach, emphasizing the need for the teacher to be “seen” and have their efforts acknowledged while simultaneously attempting to foster a learning atmosphere where mistakes can be learned from. P5, although not actively seeking validation, appreciated the affirmation and sense of value that comes with occasional recognition.

Furthermore, some participants added the motivating effect of being appreciated not only by students but also by colleagues as well. The quotes below highlight the participants’ need for appreciation in this sense:

P41: *“I feel the need to be appreciated by my colleagues because I work a lot, and I want it to be seen and appreciated. Not because I’m a narcissist but because it feels good to be appreciated. It motivates me to do more.”*

P61: *“This is important to me. I really want to be approved by my colleagues and especially by my students. Hearing compliments is one thing that motivates me about my job.”*

As can be seen from the extract above, P41 similarly clarified that their need for appreciation stemmed from a desire to have their hard work recognized, to be “seen,” and that appreciation served as a motivating factor. P61 affirmed this perspective, expressing the importance of approval and praise as a source of motivation in their job.

On another dimension, some participants closely tied their need for appreciation to their identity as teachers and its place in their lives. Below are the extracts illustrating this link:

P49: *“Being a teacher is an important part of my identity. I want to be good at it and be acknowledged for sure. Being appreciated as a teacher or colleague makes me feel like I am on cloud nine.”*

P76: *“Because my profession is one of the things I define myself with, it is important to be acknowledged and appreciated in that manner.”*

As stated, these participants’ identities as educators were inseparably related to their desire for recognition and appreciation. P49 emphasized the significance of being recognized for their competence as a teacher, with appreciation bringing a feeling of exhilaration. Likewise, P76 underscored the importance of being acknowledged and appreciated in their professional role, as it was a central aspect of their self-definition.

Another point that the participants highlighted was the comparison of the encouraging benefits of appreciation and the discouraging impacts of its absence. The quotes below demonstrate this contrast:

P50: *“When I am appreciated by others, I tend to feel more motivated towards my job. However, negative feedback discourages me to the point that I find myself almost unable to continue my job.”*

P83: *Mostly because I always compensate for the gaps in the syllabus, which go unnoticed and unappreciated by both the students and others in the working environment. I invest a great deal of time and effort, even outside of work. As a result, I feel apathy towards my job and my students. I feel like none of my efforts are and will be appreciated.*

As reflected in the statements of the participants, the varied effects of appreciation, or lack thereof, on their motivation and attitudes toward their work were emphasized. P50 stated feeling motivated by appreciation but deeply discouraged by negative feedback to the point of nearly being unable to continue their job. In like manner, P83 criticized the lack of appreciation for their efforts to fill in the gaps in the syllabus, which bred apathy and a belief that no matter how much work they put in, it would go unappreciated.

The next sub-category that the open-ended data revealed was *Perceived Teaching Inadequacy* (35 codes). The participants addressed a variety of instances and experiences that led them to question their abilities and competence as teachers. These perceptions of inadequacy resulted from various sources, including initial challenges faced as novice educators, a lack of experience or expertise in the field, insufficient preparation, and a more generalized sense of skill deficiency. Some participants reflected on their initial experiences as teachers, acknowledging the challenges and difficulties faced during those early stages, which contributed to their sense of inadequacy. The quotes provided below illustrate the participants’ feelings of incompetence in their teaching roles:

P3: *“I remember my first year of university-level teaching was a bit rough. I felt challenged.”*

P19: *"This last term, I had to teach 'hybrid' for two weeks, and frankly, I felt I hit the bottom rock in those classes. That was my first time trying such a thing; even though I am tech-savvy, I botched most of the steps and couldn't manage the classes well. I hope we will never have to go down that road again."*

As can be concluded from the quotes, the participants highlighted their perceptions of inadequacy during their initial teaching experiences, whether it was the overall challenge of their first year or the specific struggle with a new teaching paradigm. However, some participants directly linked the feeling of inadequacy to their status as novice teachers who lacked the experience and confidence of their more senior colleagues:

P64: *"As I'm a young teacher, I sometimes feel inadequate when I face a problem in the class."*

P107: *"When I was a novice teacher, maybe I had some breakdowns like feeling not competent enough or classroom management issues, but with experience and time, you learn how to handle any situation."*

P111: *"In my first years at my job, I felt unconfident and inexperienced."*

These quotations clearly connected the participants' views of their inadequacy and inexperience as young teachers. They highlighted the challenges faced by novice teachers, such as classroom management issues and feelings of incompetence, which can contribute to a sense of inadequacy. However, P107 also suggested that these feelings can be overcome with time and the accumulation of experience.

Furthermore, some participants addressed another side of perceived teaching adequacy: Lack of lesson planning and subject knowledge. They highlighted that such incidents led them to experience the feeling of not being enough for their students. The quotes below are related to this aspect of perceived teaching inadequacy:

P7: *"Whenever I was in class, I felt a bit insecure because students could come up with questions that I had no idea, or they could use Fashion terminology that I didn't see or hear before."*

P100: *"If I am not prepared enough for the lesson, I sometimes feel not enough as I did not give enough time and effort to prepare myself."*

P110: *"It is because of the fact that I have not prepared enough or do not have suitable teaching material and technology."*

As stated, these quotes revealed that a lack of preparation or subject knowledge frequently aggravated the participants' feelings of inadequacy. The concern of being unable to address students' questions or unfamiliar terminology, as well as the absence of suitable teaching materials or technology, contributed to their sense of insecurity and inadequacy in the classroom setting.

From another standpoint, participants also shared a glimpse of their self-reflection processes, expressing more generalized feelings of incompetence and lack of skills as teachers that extended beyond specific situations or experiences. P42 and P89 stated their views as:

P42: *"I quite frequently think about my own abilities regarding teaching and overall language proficiency, and oftentimes I arrive at the conclusion that my skills as a teacher are lacking. I usually do tend to feel incompetent."*

P89: *"I find myself far behind the theoretical and general knowledge of a good language teacher must possess."*

As can be understood from the excerpts above, the participants illustrated a broader and more pervasive feeling of perceived inadequacy. The participants suggested an ongoing struggle with self-doubt, where they frequently questioned their teaching abilities, language proficiency, and theoretical knowledge, often concluding that they fell short of the necessary skills and competencies required for effective teaching.

The following sub-category of internal factors among Turkish EFL teachers emerged as *Emotional and Physical Fatigue* (25 codes), emphasizing the participants' experiences of feeling physically, cognitively, and emotionally exhausted due to the demands of their teaching roles. The following set of quotes illustrates the participants' struggles with different facets of fatigue:

P25: *"I often feel psychologically and emotionally worn out at the end of the workdays."*

P35: *"Balancing the demands of teaching, grading, and administrative responsibilities can take a toll, leading to physical and emotional fatigue."*

P93: *"Almost every day, I just want to go home and isolate myself for a couple of hours because I feel drained and in need of isolating myself in order to get my energy back (not just physically, but mentally)."*

As mentioned earlier, these quotes provided insights into the participants' experiences of emotional, psychological, and physical fatigue caused by their teaching roles. P25 directly acknowledged feeling psychologically and emotionally worn out by the end of their workdays. P35 attributed this fatigue to the multiple demands of teaching, grading, and administrative responsibilities, highlighting the toll these combined factors can take. P93 echoed a similar perception, expressing a daily need for isolation and a break from feeling mentally and physically drained to restore energy.

Additionally, the participants specifically addressed the cognitive and emotional demands of effective teaching and the burden it holds for the teacher throughout the teaching process. Below are the extracts that directly demonstrate this aspect of experiencing fatigue:

P26: *"This happened recently. I ended up crying out loud at the end of a teaching session. I had trouble in effectively communicating with my students and it turned into an argument. I couldn't handle the situation well and had to finish the class early, with a negative tone and feeling."*

P36: *"The cognitive and emotional energy required for effective teaching and learning engagement can further intensify this sense of fatigue."*

P93: *"Physical exhaustion is only a part of it. Most of the time, frequent interaction during class hours, being cognitively busy due to the structure or the nature of a class makes my energy drained most of the time."*

As can be implicitly seen from P26's statement, the participant recounted a recent incident where the emotional toll of ineffective communication and conflict with students led to an overwhelming emotional response, forcing them to end the class prematurely. P36 directly attributed this fatigue to the cognitive and emotional energy required for effective teaching and learning. P93 validated this idea, stating that physical exhaustion is only one component, with frequent interactions and cognitive demands during class hours also contributing to their overall exhaustion.

Another sub-category that emerged from the data was *Lack of Digital Knowledge* (4 codes). Despite being less frequently mentioned, participants highlighted challenges related to keeping up with technological advancements and integrating digital tools into their teaching practices, particularly in the context of the post-pandemic educational landscape. The quotes provided below illustrate this issue:

P2: *"I also feel this way when I think that there are some alternative techniques that would appeal better to my students in the new generation (e.g., technological tools, materials, or apps) but that I don't feel that confident in using."*

P9: *"Traditionally, I know how to teach face-to-face and how to interact with students in the physical classroom, but after the pandemic and after the flipped classroom/blended classroom (using apps to grab the attention of students) teaching model, I sometimes think that I'm not enough for my class."*

In their statement, P2 acknowledged the potential benefits of incorporating technological tools, materials, or apps into their teaching to better engage with the younger generation of students. However, they expressed a lack of confidence in their ability to effectively utilize these digital resources, contributing to feelings of inadequacy. In a similar way, P9 uttered a sense of insufficiency in adapting to these new teaching approaches (flipped classroom/blended classroom), potentially due to a lack of familiarity or expertise with digital tools and technologies.

All in all, the findings related to internal factors revealed the challenges faced by Turkish EFL teachers that contribute to their experiences of burnout. The sub-categories demonstrated

the relationship between personal traits, emotional states, and professional demands of teaching. The data highlighted the intense emotional labor and personal commitment the teaching profession demands, as well as the vulnerability to burnout that arises from these internal factors. Notably, the perfectionist tendencies and the corresponding emotions of inadequacy emerged as predominant factors in spite of the participants' efforts and accomplishments. Furthermore, the need for validation, appreciation, and recognition emerged as a motivating force, with its absence potentially leading to burnout. The participants' reflections, which included both the practical challenges and the emotional and psychological toll of their role as educators, shed light on the nature of their teaching experiences.

4.3.1.2. Coping Mechanisms

The second main category that emerged from the views of the Turkish EFL teachers was *Coping Mechanisms* (464 codes), deriving from three sub-categories related to the strategies used by Turkish EFL teachers to overcome the difficulties faced in the teaching profession. These three main sub-categories were, namely, *Feedback & Validation* (378 codes), *Lesson Planning* (77 codes), and *Anticipating the Problems* (9 codes). The sub-categories portrayed that the participants employed various coping mechanisms to manage and minimize the challenges they encountered. These sub-categories provide valuable insights into the proactive approaches and adaptive techniques utilized by Turkish EFL teachers to navigate the demands of their profession and reduce the risk of burnout. The main sub-categories are displayed in Table 4.15.

Table 4.15. *The Main Sub-Categories Related to the Coping Mechanisms*

Main Sub-categories	N
Feedback & Validation	378
Lesson Planning	77
Anticipating the Problems	9
Total	464

N: Number of codes

4.3.1.2.1. Feedback & Validation

Emerging as the most prominent coping mechanism employed by Turkish EFL teachers, the sub-category of *Feedback & Validation* (378 codes) highlighted the pivotal role that seeking affirmation, recognition, and constructive feedback plays in managing the challenges and

minimizing the risk of burnout. This sub-category encompasses four distinct areas, which are *Colleague-Oriented Feedback* (238 codes), *Student-Oriented Feedback* (53 codes), *Self-Confidence and Teacher Autonomy* (50 codes), and *Self-Reflection* (37 codes). The sub-categories are outlined in Table 4.16.

Table 4.16. *The Sub-Categories of Feedback & Validation*

Feedback & Validation	N
Colleague-Oriented Feedback	238
Student-Oriented Feedback	53
Self-Confidence and Teacher Autonomy	50
Self-Reflection	37
Total	378

N: Number of codes

As seen in Table 4.16., the most prominent sub-category that emerged under Feedback & Validation, which was also the most helpful mechanism that Turkish EFL teachers benefitted from, was *Colleague-Oriented Feedback* (238 codes). This sub-category highlighted the pivotal role that interactions and exchanges with colleagues play in helping Turkish EFL teachers cope with the challenges and demands of their profession. The first of many aspects of support colleague-oriented feedback provided was consulting someone with more experience than oneself. The following excerpts provide insights into this aspect of colleague-oriented feedback:

P5: “*Depends on who I am talking to actually. If I speak to a senior teacher with no administrative duty/power, I can be quite vulnerable with them. I believe it's important to learn from their experience. With my peers/younger teachers, not so much because I guess I am afraid of being ridiculed in a way.*”

P98: “*Especially talking with colleagues who have more experience in teaching than me and know me well helps a lot.*”

P107: “*In my first years at my job, as I felt unconfident and inexperienced, I was talking to my experienced colleagues.*”

As stated, the participants expressed a sensible desire to seek guidance and advice from more experienced colleagues, particularly in situations where they feel uncertain or challenged. They acknowledged the value of learning from the wisdom and experiences of senior teachers, whom they perceive as non-threatening and trustworthy sources of support. For novice teachers like P107, consulting experienced colleagues served as a valuable coping strategy during their initial years in the profession, when feelings of incompetence and lack of experience were more pronounced.

Another topic discussed by the participants was the feeling of comfort derived from having supportive colleagues to share challenges with and seek help from. This feeling of trust and security is emphasized in the quotes that follow:

P10: *"I ask my colleagues what they are doing in their lessons. When I have a problem or hesitation about the overall success of my teaching process, I prefer talking and even asking for their help. It makes me feel more secure."*

P11: *"Having helpful colleagues is a total bonus. Feeling comfortable to share your challenges and trusting them to ask for advice and help is not something everybody can experience. I believe it is a luxury."*

P24: *"I talked to my colleagues a lot, and indirectly, I feel that it helped me feel more comfortable."*

P27: *"When some inconsistency occurs, I discuss the issue with the management and my colleagues. This gives me comfort in my teaching practices."*

The statements highlighted the immense value participants place on having helpful and trustworthy colleagues with whom they can share their struggles openly. The presence of such supportive peers was described as a "luxury" (P11) and a "total bonus," demonstrating the rarity and significance of these relationships in coping with the demands of their roles. As collectively mentioned, engaging in candid conversations and seeking advice from colleagues appeared to reduce feelings of uncertainty, hesitation, and discomfort, providing a sense of security and reassurance in their teaching practices.

Another aspect the participants addressed was reflecting on one another and the importance they attributed to reflection. The value the participants gave to having thoughtful conversations and engaging in reflective dialogues with their colleagues was emphasized. Provided are the quotes showing this connection:

P18: *"Talking to my colleagues also benefits me in two ways: I learn from others' ways of dealing with challenges, and I reflect on my teaching while talking to them."*

P31: *"I have a critical friend with whom I share my reflections daily. Talking to her might have been the best thing that happened to me as a teacher. Having a more experienced teacher share her wisdom and ideas with me is incredibly helpful."*

P34: *"I have a critical friend who has mentored me throughout the years. Talking to her about what happened in the class and how I feel is a blessing. I have discovered my weaknesses and strengths through my dialogues with her."*

P66: *"There are a lot of ways for us to develop professionally, but peer reflection is one of the most valuable ways for me to improve my teaching."*

P70: *"It is vital (what my colleagues think). Peer observation is something that shouldn't be ignored in teaching as it reflects on solid practice in the classroom."*

As stated by P18, these exchanges provided opportunities not only to learn from others' experiences in dealing with challenges but also to reflect deeply on their own teaching practices.

P31 and P34 also described having “critical friends” or mentors who facilitate this reflective process, enabling self-discovery and the identification of personal strengths and areas for improvement. It was noted that the ability to share reflections and engage in meaningful discourse was “incredibly helpful” and a “blessing,” highlighting the impact of these exchanges on professional growth.

Another point highlighted by the participants and emerged within this sub-category was the sense of realization that one is not alone in experiencing such challenges faced in the teaching profession, as shown by the following quotes:

P51: *“Talking to a colleague and seeing they may also struggle with the same things as me makes me feel that I’m not the only one who has work-related issues.”*

P52: *“I realize that I’m not the only person going through this, so these exchanges are quite helpful.”*

P53: *“It makes me feel comfortable. When we discuss our students and things that we faced in class, it makes me feel that I’m not the only person or teacher that experiences it.”*

P57: *“Especially when I see that other people have similar feelings, it makes me feel that I am not alone, and I think that gives me a certain amount of comfort.”*

P72: *“We all get that feeling from time to time, you know, ‘was it just me?’, and when I talk to someone, I remember that it is not only me.”*

These quotes captured the sense of relief and comfort participants experienced in realizing they were not alone in facing work-related challenges. Conversations with colleagues unveiled shared struggles and experiences, alleviating the feelings of loneliness and isolation. It was also stated that when participants put their experience in perspective and realized that others in the profession have similar emotions and difficulties, this provided a certain amount of comfort and validation, helping participants to feel a sense of community.

Another aspect that emerged from the Feedback & Validation category was its sub-category *Student-Oriented Feedback* (53 codes). This aspect revealed the participants’ desire for acknowledgment and validation from their students. This desire seemed to be related to a deep-rooted need for approval and recognition, which has been found to be an internal factor that led to burnout earlier. The fact that some participants appeared to seek their students’ validation as a coping mechanism to address this need highlighted the critical place student feedback held in teachers’ well-being and occupational fulfillment. The following quotes illustrate this compelling drive for student acknowledgment:

P2: *“My students also play a big role, and I am striving for their acknowledgment in a way.”*

P40: *“I need validation more from my students than from my colleagues, to be honest.”*

P59: *“Discussing the process in my classroom helps me evaluate my teaching practice since I know I can do better in the next class as a result of this. It’s comforting.”*

As can be concluded, P2 and P40 directly stressed that students play a crucial role. P2 stated that they actively strive for their students' acknowledgment, while P40 expressed the need for the validation they expect from them. P59 further emphasized the value of discussing classroom processes with students, as it allowed for self-evaluation and the opportunity to improve, which was described as "comforting."

Additionally, the participants pinpointed the importance they attributed to their students' perception of their teaching. The following extracts demonstrate this focus:

P8: *"I care what my learners think about my teaching in general. For that purpose, I have anonymous learner feedback at the end of each term, which helps me clearly see what goes well and wrong not only regarding my teaching but also my attitude, approach, communication, and other aspects in class."*

P33: *"What my students think matters. That's why I ask my students to survey my teaching style at the beginning and end of each period."*

These quotes explicitly showed the value the participants give to their students' opinions and feedback. P8 regularly sought anonymous learner feedback at the end of each term to gain insights into various aspects of their teaching, including attitude, approach, and communication. Similarly, P33 valued the views of their students and administered surveys to gather feedback on their teaching style at the beginning and end of each period.

Another point highlighted by the participants was the impact of the reflection that they received from their students on their self-confidence and its high value acknowledged by the teachers, as revealed by the following quotes:

P67: *"I take my colleagues' or my students' reflections as feedback on my teaching. Maybe, subconsciously, it helps me improve my self-confidence."*

P227: *"The best reflection comes from the students."*

As clearly stated in the participants' statements, they acknowledged the merits and benefits of student reflection. Furthermore, P67 suggested its possible subconscious boost in their self-confidence. P227, at the same time, explicitly expressed the belief that the best reflection comes from students.

The next sub-category to demonstrate the perceptions of the participants regarding their coping mechanisms was *Self-Confidence and Teacher Autonomy* (50 codes). This facet presented the participants' perspectives on how their growing self-confidence and autonomy as teachers have helped them avoid burnout. The following quotes illustrate the role of self-confidence and teacher autonomy as the core of coping mechanism:

P43: *"In the first years of my career, I cared about what others thought about my teaching. But now, in my 20th year, I do not. The reason is that I have managed to become an effective teacher and invested in myself."*

P92: *"As I do have a vast teaching experience, I can deal with most of the obstacles that might occur in the teaching environment."*

P141: *"It is already 10 years now. I feel experienced enough to cope with the problems that may come out unexpectedly."*

P105: *"I don't feel that way, maybe because I have been teaching for 20 years. I used to feel that way when I first started teaching."*

These quotes demonstrated how participants have developed a sense of self-confidence and autonomy as they have accumulated more teaching experience over the years. All participants state that their growing self-confidence as they progress in their teaching careers resulted in feeling more capable and experienced in handling challenges and obstacles, as P92 expressed, "I can deal with most of the obstacles," and P141 added, "I feel experienced enough to cope with the problems." Accordingly, they became less dependent on external validation and more self-confident in navigating challenges.

Another emphasis the participants put while sharing their perceptions was on the comfort the teaching experience and teacher autonomy brought. The following additional quotes further illustrate the role of self-confidence and teaching experience as a coping mechanism:

P4: *"It would be a lie if I said I don't care what others think about my teaching as my job is a part of my identity; however, it is less so compared to when I first started teaching because I am much more comfortable and in peace with the mistakes I make now."*

P5: *"While it's essential to maintain a sense of autonomy and confidence in my abilities, it's important to strike a balance and not let external opinions overshadow my own sense of self-worth and accomplishment."*

P62: *"I don't need approval of others. I have enough self-confidence."*

P152: *"My degree, experience, and proficiency give me extra courage and self-confidence."*

P155: *"I have enough experience to feel comfortable in the class."*

These quotes from P4, P5, and P62 further provided evidence of the participants' growing self-confidence and autonomy as they progressed in their teaching practice. Furthermore, P152 and P155 attribute their self-confidence and autonomy to factors such as their education, teaching proficiency, and investments in self-development.

The following facet was identified as *Self-Reflection* (37 codes). This facet addressed the participants' experiences of engaging in self-evaluation and critical reflection to cope and

improve their teaching practices. The following quotes illustrate one of the various aspects of self-reflection as a coping mechanism:

P81: *"When I feel that I'm not enough for my classes, I tend to evaluate myself first."*

P199: *"I don't feel as if I'm not enough for my classes because I often reflect on my teaching."*

As can be seen from the extracts, self-reflection served as a way for participants to assess their own abilities and competence as teachers, particularly when they experienced feelings of inadequacy or self-doubt. They suggested that once they felt like they were not enough for their classes, they immediately reflected on themselves to overcome this feeling.

More specifically, some participants pointed out the place of reflection in their teaching: identifying areas for improvement, recognizing strengths and weaknesses, and developing strategies to address challenges. The extracts below demonstrate this deeper side of self-reflection:

P6: *"I am also very reflective. I ask questions to myself about my classes and try to find ways to make them better."*

P25: *"Reflection teaches better than going to seminars, conferences, or reading articles. If you feel uncomfortable with sth in your teaching, this means you have completed the foremost condition to change yourself. Recognition. Awareness."*

P43: *"I think all teachers need to critically reflect on their practices, identify strengths and challenges, and develop a strategy to further improve their strengths and deal with challenges."*

As stated, the participants engaged in a process of self-questioning, critically examining their teaching practices and seeking ways to enhance them. P6 emphasized the active nature of this process. Notably, P25 positioned self-reflection as a more valuable learning experience than traditional professional development activities like seminars or conferences. P43 further underscored the importance of critical self-reflection as a necessary practice for all teachers. Altogether, these quotes highlighted the cyclical nature of self-reflection, where teachers continuously evaluate, strategize, and adapt their practices based on their reflections.

Furthermore, some participants explicitly uttered self-reflection, illustrating the various ways in which participants engage in self-reflection, such as keeping reflection journals, incorporating others' feedback, and using concrete evidence to evaluate their teaching practices. Below are the quotes related to this approach:

P20: *"What I find most beneficial is keeping a self-reflection journal; later, this turned into an automatic self-reflective thinking habit."*

P32: *"I support the idea of self-reflection and self-awareness. With the help of others' ideas and feedback, I can evaluate and reflect on and reflect on myself."*

P62: *"Self-reflection helps me adapt my planning, materials, task types, etc."*

P86: *"I prefer to reflect on my teaching practices through self-reflection and concrete evidence and seek ways of enhancing my professional practice."*

The statements provided insights into the practical methods and benefits of self-reflection experienced by the participants. P20 highlighted the value of keeping a self-reflection journal, which eventually became an "automatic self-reflective thinking habit." At the same time, P32 acknowledged the importance of self-reflection and self-awareness and also recognized the role of external input. P62 and P86 also provided details about the impact self-reflection has on their teaching practices. P62 noted that self-reflection helped in adapting various aspects of their teaching, such as planning, materials, and task types. Similarly, P86 expressed a preference for reflecting on their teaching practices through self-reflection, with the aim of enhancing their overall professional practice. To sum up, the sub-category, *Self-Reflection*, indicated that the participants acknowledged the need to critically analyze and reflect on themselves in order to avoid burnout and enhance their teaching practices.

4.3.1.2.2. Lesson Planning

The second sub-category that emerged as one of the coping mechanisms from the perspectives and views of the Turkish EFL teachers on their perfectionism, reflection, and burnout was *Lesson Planning* (77 codes). The sub-category reflected the importance Turkish EFL teachers place on preparation in their teaching practices, highlighting the perceived benefits of meticulous lesson planning in fostering a sense of comfort, confidence, control, and overall teaching effectiveness. The following quotes illustrate several facets of lesson planning as a coping mechanism:

P9: *"We design the lessons knowing that there will always be ups and downs, so we prepare lesson plans/flows, which makes us more comfortable and confident in class."*

P13: *"I constantly plan lessons by incorporating some novel approaches and topics, and personally evaluating how my newly planned lesson has gone down gives me some comfort and motivation."*

P22: *"Planning the lesson certainly helps me feel comfortable."*

P38: *"Planning is the key aspect of good and effective teaching, in my opinion; if I do not plan in advance, I feel less confident in the classroom even if I have experience in teaching the same course for a long time."*

P46: *"Planning a lesson really helps me to feel comfortable with my teaching because I feel more confident when I know what I am going to teach and how I am going to do it."*

P82: *"It does make me feel more confident to know what I will do in a class that day and be prepared for different discussions with my students."*

P83: *"Definitely, the more prepared I am for the class, the more confident I feel, which helps me feel comfortable and flexible during the class."*

As clearly stated by a number of participants, planning the lesson thoroughly contributed to a higher sense of comfort and confidence in the classroom environment. For instance, P13 highlighted the need to prepare for the class, anticipate potential challenges, and incorporate novel approaches, which they described as factors that increase comfort levels and instill a greater sense of confidence and motivation. Similarly, P38 stated that without lesson planning, they felt less confident even though they had been teaching the same course for years. More profoundly, participants P46 and P83 reported feeling more confident and comfortable when they have a clear plan for what they will teach and how they will approach the lesson.

Beyond engendering comfort and confidence, the participants revealed that lesson planning also cultivates a sense of control over the teaching environment, enabling a better understanding of student needs and outcomes. The quotes below demonstrate this perspective:

P2: *“Planning a lesson carefully gives me confidence and more control over my teaching and student outcome, which helps address weaknesses of students.”*

P16: *“Planning helps me feel more in control and prepared.”*

As both P2 and P16 stated, the urge to control the whole lesson comes from careful lesson planning, ending up experiencing confidence and potentially avoiding the probability of experiencing burnout.

Additionally, participants also noted dissatisfaction, a sense of inadequacy, or a feeling of not meeting their own standards when lessons are conducted without proper planning. The extracts below show what the participants think about the deficiency of lesson planning:

P54: *“When I cover the lesson without planning it, I don’t feel satisfied. Planning lessons is the fundamental part of teaching.”*

P100: *“Plan makes perfect. It is always necessary to have a map in teachers’ minds to delve into the depths of the teaching.”*

P111: *“I try to be more than enough for my class through effective and efficient lesson planning beforehand and reflections afterward.”*

As echoed by the participants, planning is described as a “fundamental part of teaching” (P54) and a necessary “map” (P100) to delve into the depths of the subject matter. P111 expressed the desire to be “more than enough” for their class through effective planning and reflection, suggesting that a lack of planning can contribute to feelings of insufficiency. All in all, the statements of the participants elevated lesson planning from a mere practical consideration to a fundamental tenet of effective teaching practice, demonstrating that lesson

planning was a profound coping mechanism that fostered comfort, confidence, control, and a sense of professional fulfillment.

4.3.1.2.3. Anticipating the Problems

The next sub-category concluded from the open-ended data was *Anticipating the Problems* (9 codes), highlighting the participants' perceptions on proactively identifying and addressing potential challenges or obstacles that may arise during their lessons. Although relatively small in number, with nine coded instances, the quotes within this category revealed a thoughtful approach to navigating the challenges of the teaching environment and perfectionist tendencies. The following ones show this perspective of coping mechanisms the participants apply in their teaching:

P4: *"With the journey of time as well as a growing body of my experience, I began to adopt a more pragmatic approach, tailoring my actions to align with the specific circumstances, capabilities, interests, and aptitudes of my students rather than adhering rigidly to my own expectations. I gained a heightened awareness of the disparities present inside the classroom."*

P14: *"Sometimes I might not be able to understand my students' needs or attitudes towards learning English, so I take a break and try to discuss and find out about these in order to be able to deliver better classes."*

P19: *"I used to feel I was never enough for my classes. I don't feel that anymore. I realized it was related to my personality. I have been working on it for the past 5 years. I was a perfectionist and had very high expectations of myself. This made me have low self-confidence, but now I have more self-confidence, and I trust my abilities, skills, and knowledge as a teacher."*

P18: *"Planning the lesson and anticipating the upcoming possible problems that may occur during class certainly help me have a better lesson with my students."*

As can be seen, P4 summarized the wisdom gained through experience, where they learned to adapt their approach to their students' unique dynamics and needs rather than rigidly relating to the expectations they hold when it comes to students. P14 further reinforced this idea of flexibility and responsiveness, acknowledging the potential for misalignment between their assumptions and the students' needs, and consciously sought to bridge that gap through open discussion and tailored adjustments. P19, on the other hand, revealed a journey of self-discovery, where they confronted their own tendencies towards perfectionism and high self-expectations and consciously worked to develop greater self-confidence and trust in their abilities. Finally, P18 directly addressed the act of anticipating problems, pointing out the importance of proactive planning and problem anticipation as a means of enhancing the overall learning experience for students. Collectively, the extracts depicted experienced educators who have mastered the art of embracing flexibility, responsiveness, and self-awareness in their

teaching practices, recognizing the complexities unique to the classroom setting, and developing strategies to identify and resolve potential challenges.

4.3.2. The Results of the Interviews

To further answer and explain the second research question, the two main categories established earlier were employed to construe the interviews with 12 interviewees in detail. Namely, the main categories are called *Drivers of Challenges* (230 codes) and *Coping Mechanisms* (71 codes). The main categories identified in the first data set are shown in Table 4.17.

Table 4.17. *The Main Categories Regarding the Interviewees' Perceptions*

Main Categories	<i>f</i>
Drivers of Challenges	230
Coping Mechanisms	71
Total	301

f: Frequency of Codes

4.3.2.1. Drivers of Challenges

Similar to the results of open-ended questions, the interviews demonstrated *Drivers of Challenges* (230 codes) as the first main category, with *External Factors* (130 codes) and *Internal Factors* (100 codes) being the main sub-categories. Additionally, both external and internal factors embodied 6 sub-categories, portraying the challenges faced by the interviewees. The main sub-categories are displayed in Table 4.18.

Table 4.18. *The Main Sub-Categories Related to the Drivers of Challengers*

Main Sub-categories	<i>f</i>
External Factors	130
Internal Factors	100
Total	230

f: Frequency of Codes

4.3.2.1.1. External Factors

The first main sub-category consisted of 6 sub-categories. Together, these sub-categories encompassed a total number of 130 codes. The results showed that *Institutional*

Constructs (31 codes), *Student Disengagement* (30 codes), *Perceived Professional Marginalization* (27 codes), *Oppressive Workload* (20 codes), *Inflexible Curriculum Constraints* (15 codes), and *Conflicts with Colleagues* (7 codes) were among the external reasons for interviewees to experience burnout. The sub-categories of *External Factors* are demonstrated in Table 4.19.

Table 4.19. *The Sub-Categories of External Factors*

External Factors	<i>f</i>
Institutional Constructs	31
Student Disengagement	30
Perceived Professional Marginalization	27
Oppressive Workload	20
Inflexible Curriculum Constraints	15
Conflicts with Colleagues	7
Total	130
<i>f</i> : Frequency of Codes	

As illustrated in Table 4.19., the external factors affecting teacher burnout among the interviewees covered multiple topics. *Institutional Constructs* (31 codes) emerged as the first of many external factors affecting the interviewees. They showed a sense of frustration against the administration. The quotes below illustrate their perceptions:

I4: “*The administration’s expectations are high. They want us to do everything very well. They want everything to be perfect, but there are so many obstacles right now.*”

I1: “*We are alone with the students in the classroom. We have to solve every problem by ourselves. When it comes to students and the administration, the administration generally sides with the students. They are not usually in a stance that supports or protects the teachers. They look at everything from the ‘the student says this, so the student must be right,’ perspective.*”

I9: “*But on the other hand, our relationship with the administration, the decisions made, and the changes implemented also exhaust me. Apart from my teaching, I have to sit and evaluate whether these decisions benefit the students, and most of them did not benefit the students this term, for example. This has really drained me.*”

As I4 highlighted, there is a misalignment between the administrative expectations and the realities of the teachers. Furthermore, I1 and I9 concurrently stated that they felt alone and outside of the decision-making process, leading to experiencing exhaustion and feeling drained.

Additionally, I12 emphasized their frustration stemmed from the top-down approach of the administration, in which the teachers are excluded from decision-making that directly influences their teaching practices. The quote is illustrated below:

I12: *"When you look at the administration hierarchically, it is more of a top-down process management. The decisions made, especially those made independently of you, in cases where you are not included in the decision-making processes and in processes that progress entirely top-down, you see that the decisions made do not have a pedagogical reflection or priority. When you see that the teacher's well-being is not considered at all, or when the consistency of an existing application that has yielded certain performance and results is replaced with something that has no logic or rationale—and the rationale is not even shared with you—when you are faced directly with the result and cannot make sense of it with your logic, experience, or knowledge, you reach the point of asking, 'What are we doing now? Why did this happen?' These situations make me feel the most helpless and stuck. I try very hard, both in the classroom and in my office, but you say to yourself, 'They don't hear me; they don't even want to hear me.' This situation, I can say, was the biggest source of my frustrations."*

Similar to the first data set results, one of the prominent factors was *Student Disengagement* (30 codes). The interviewees reported the challenges with students' low motivation, resistance to learning, and lack of effort. The following quotes demonstrate this perception altogether:

I1: *"We face students who are resistant to learning. Breaking that resistance is nearly impossible. I struggle greatly with this. Their motivation is very low. Their desire to learn is very low. Many of them don't know how to learn. They just want to take what's given to them and move on. They don't want to put in any effort. This is exhausting."*

I2: *"Students are really being raised with the consciousness that the world revolves around them and that everyone around them exists only to serve them. They don't understand concepts like respect, authority, or levels. Of course, I'm not talking about hierarchy or anything like that. You probably understand what I mean, but truly, at some point, they are growing up in a very self-centered manner. We go too far in trying to ensure their psychology isn't harmed and that they get everything they want."*

I4: *"Students, for instance, completely lack that perspective: Being organized and disciplined, having study habits—these are completely absent. I see a lot of complacency in the students. Despite it [the course] being mandatory, there is an indifference. They draw strength from one another."*

As highlighted by I1, teachers struggle greatly when faced with student apathy and resistance to learning. Combined with the change in student attitudes I2 mentioned and the lack of discipline and study habits I4 highlighted, all these factors collectively contribute to teacher exhaustion.

The following external factor to lead burnout emerged as *Perceived Professional Marginalization* (27 codes). The interviewees reported the devaluation of their profession, with claims of being replaceable in their positions. The extracts below illustrate these perspectives:

I1: *"Right now, the respect for teaching is at an all-time low, and seeing this upsets me. I don't want to see it this way. I want to work in an environment where teachers are respected and where they show respect."*

I2: *"In the past, I used to feel valued where I worked. There were practices and statements from our rector and vice-rectors that made me feel this way. Over the years, this has gradually changed. Now, it feels like they view us as very replaceable. They convey the sentiment that if you leave, there are a thousand people we can replace you with, and frankly, your profession or academic group is not essential to us. They have started to make us feel this very clearly."*

I3: *"I believe our field is unfortunately seen as a lesser profession. Despite being recognized as important, English language teaching has always retained its status as a second-class subject. Sadly, I think English teaching is considered a second-class teaching profession."*

The interviewees collectively highlighted the lack of respect for the teaching profession, affecting the perceptions and job satisfaction of the teachers. Additionally, I2 emphasized the perception shift in administrations from valued teachers to "easily replaceable" and "not essential academic groups." I3 further noted that they view EFL teaching as a lesser profession, and it is considered a second-class field.

Oppressive Workload (20 codes) was another external factor mentioned by the interviewees. They reported excessive workloads that extend beyond teaching responsibilities, including tasks outside job descriptions. The quotes below highlight these perspectives:

I6: *"It [the accreditation process] is a tremendous amount of stress, sometimes even anger. The workload is immense; it brings so much additional paperwork that needs to be managed on top of the already heavy burden of teaching and education."*

I8: *"I believe teaching is a very challenging and exhausting profession, one that consumes people. However, I also think that what exacerbates this is the system and conditions. External pressures, expectations, and not just expectations—rather, the perspective on teaching, the additional tasks and workload expected beyond teaching itself—all contribute to this."*

The interviewees named several topics that count as workload; however, the most mentioned tasks were the accreditation processes, along with systematic issues and outside interventions.

The following external factor to burnout among the interviewees was *Inflexible Curriculum Constraints* (15 codes). The interviewees mentioned the challenges related to overpacked syllabi, standardized coursebook materials, and time constraints. Provided are some of the responses given by the interviewees:

I1: *"We have a very packed syllabus in class. There are a lot of things we need to cover, are expected to cover, within that syllabus in the 50-minute sessions."*

I3: *"Lately, the materials we use have been causing a severe burnout that we've noticed a lot. There are a few companies in Turkey. They have monopolized the market. You can't use any resources besides those they impose on you. Everything is standardized. I teach for 4 hours a day, but I don't have 4 minutes to behave like myself. I can't bring my own materials and use them in class for even 4 minutes."*

I10: *"Already, a very packed curriculum is being implemented. If I miss something and a word appears on a quiz, students complain that I didn't show it to them."*

As highlighted by I1 and I5, teachers feel pressured to cover extensive material in a limited time. At the same time, I3 touched upon the problems related to the lack of flexibility in choosing teaching materials, excluding teachers from such decisions.

The last and least mentioned external factor was *Conflicts with Colleagues* (7 codes). Participants reported challenges related to lack of support and negative work environments. Given are the quotes illustrating these perceptions:

I3: “*We organized an event. There are over a hundred instructors. Not a single one came and said, ‘Let me stay with you after class so I can share in your excitement with the students.’ This is a serious motivation issue for me. They were like, ‘What’s the point of this?’ One swallow does not make a summer, and it didn’t happen just with my effort.*”

I6: “*This happened today; a friend said, ‘Everyone at work hates each other.’ Sometimes I hate my colleagues, too.*”

As illustrated by I3, the lack of support and shared enthusiasm among teachers can be demotivating for the ones who believe in putting extra effort into their work. Similarly, the negative impact of the work environment may also lead to burnout.

4.3.2.1.2. Internal Factors

The findings of the interviews revealed a range of internal factors stemming from personal characteristics, expectations, and self-perceptions that contribute to burnout among Turkish EFL teachers, alongside the previously discussed external factors. These Internal Factors, categorized into 6 sub-categories with a total of 100 codes, provided insights into the attitudes, emotional states, and motivations that shape interviewees’ experiences with burnout. The sub-categories identified were *Perfectionist Mindset* (37 codes), *Crushed Teaching Enthusiasm* (24 codes), *Idealism* (14 codes), *High Expectations from Students* (10 codes), *Profession-Centered Life* (8 codes), and *Seeking Appreciation & Approval* (7 codes). The sub-categories of internal factors are detailed in Table 4.20.

Table 4.20. *The Sub-Categories of Internal Factors*

Internal Factors	<i>f</i>
Perfectionist Mindset	37
Crushed Teaching Enthusiasm	24
Idealism	14
High Expectations from Students	10
Profession-Centered Life	8
Seeking Appreciation & Approval	7
Total	100

f: Frequency of Codes

Among the internal factors, *Perfectionist Mindset* (37 codes) was the first one to be mentioned by the interviewees, reporting high personal standards, a desire for control, and difficulty accepting imperfections in their teaching. Given the extracts showing these perceptions:

I1: *"I want to have everything under control. I want to know everything. When a student asks a word, I don't want to say, 'What was that?' This actually affects my teaching methods because, if you observe my classes, my teacher talking time is very high. I'm constantly intervening or echoing when a student gives an answer. I'm also echoing the answer. It's unnecessary; other students can hear it from them, but I try to control everything. I want everyone to hear it, but this definitely affects my burnout. Because I'm constantly trying to ensure everything is under control, perfect, and runs the way I envision, it definitely impacts my burnout."*

I2: *"I'm the kind of person to do something in the best, even perfect, flawless way possible, and I get angry and annoyed when it doesn't happen. This isn't sustainable. It's something that wears me down in many areas of my life. That's a professional ailment in itself. In fact, when I took CELTA, all my tutors' common feedback was always about reducing TTT [Teacher Talking Time]."*

I5: *"I have very high expectations from myself. In fact, I've noticed that when something goes wrong in the classroom, I dwell on it a lot. I believe perfectionism affects my professional development. For example, if a student asks something and the answer I give at that moment doesn't satisfy me, or a student asks for the seventh meaning of a word, asking if it has such a meaning or something completely unrelated. I answer it, but then it never satisfies me. I end up searching it thoroughly and then think, 'Oh, this is what it is.' For example, I've noticed that I repeat students a lot. This was also pointed out to me; apparently, I echo a lot."*

As stated in all the extracts above, the desire for complete control and comprehensive knowledge in the classroom leads to excessive teacher talking time and echoing. On another note, this striving for the perfect performance and coverage of the subject knowledge may lead to burnout.

Furthermore, the interviews also reported a deeper tendency for perfection both as a teacher and a person. The following quotes illustrate their perceptions:

I6: *"I have an ideal working environment in my mind. For example, as a teacher who advocates for things to be perfect, not seeing this reflected in the outside world leads me to burnout."*

I8: *"I mostly have a tendency to aim for perfect teaching from myself. I don't want the lesson to be wasted. I don't want students to get bored. I want students to try to create something, to read something. I want to see that, and sometimes, when students can't do this, I think it's related to me."*

I12: *"I've come to realize over time that as a lifestyle and philosophy, I tend towards perfectionism or striving for the best possible standards in every situation where I think things should be better. I often set out with that goal and generally find motivation in it as a character trait. Winston Churchill has a saying, 'I am easily satisfied with the very best.' When I first learned this, I said, okay, Winston Churchill said it for me. This is roughly what I wanted to say about life. So, unless the best possible realistic outcome is achieved among the possibilities, unfortunately, I fail in starting, sustaining, and ending what I do."*

As can be seen in I8's statement, a self-critical attitude toward oneself may contribute to experiencing burnout. Furthermore, the disconnect between idealized expectations and the reality outcome led to burnout, as stated by I6. However, the perfectionist mindset can become unsustainable for the well-being of teachers, as I12 clearly stated: *"So, unless the best possible realistic outcome is achieved among the possibilities, unfortunately, I fail in starting, sustaining, and ending what I do."*

The second internal factor the interviewees mentioned the most was *Crushed Teaching Enthusiasm* (24 codes). The interviewees reported a loss of passion for their profession and the view toward the job they once deeply loved, which is seeing it merely as a source of income. Given the extracts demonstrating this perception:

I1: *"All these things occasionally damage my belief. So, when I leave the class, I often say I don't want to do it, I'll quit this profession, and I'll do something else."*

I2: *"Over the years, thankfully, this feeling has gradually become more and more damaging. Now, looking back from where I am, I can honestly say it has diminished to just being a source of income for me. It has truly become a means for me to sustain my life and to afford me the time, money, and opportunities to do the things I truly enjoy and find pleasure in life. So, it is no longer a profession that brings me happiness, frankly speaking."*

I3: *"Now, when I go to work, I feel like I'm dragging my feet. I'm in a completely different mindset compared to before, diametrically opposed."*

I7: *"Right now, there are many things in school that I see as not working. I don't care. I really don't care. Does it bother me? Does it matter if the school burns down? I mean, right now, I don't care. I formed an Instagram page. Let me tell you why: To be able to resign."*

As stated in all the quotes given above, the interviewees reported a gradual loss of enthusiasm for teaching, with the profession becoming a habit and a source of income. I7 further showed the detachment and apathy growing toward teaching.

The following internal factor emerged as *Idealism* (14 codes). Interviewees reported a clash between their idealistic expectations in their early careers and the realities of teaching. Provided are some of the responses given by the interviewees:

I1: *"Back then [first day of teaching], I was very panicked, I went to class with a thousand activities, but none of them worked. I would've told myself not to exhaust myself too much."*

I2: *"In the early years of my profession, I was much more idealistic, much more perfectionistic, and had much higher expectations as a teacher. However, over time, honestly, I have decreased my standards. I can say that the pressure I used to feel on myself has now diminished."*

I5: *"In practice, I always find myself striving to reach that ideal we learned. Perhaps more experienced teachers might be better at this because, after teaching so many classes, they may understand better that there isn't just one ideal."*

I10: *"When I started working, I was very idealistic. Once you get into the thick of it, you realize it's not like that at all. Because you can't control everything."*

I1 highlighted how a full-prepared teacher can be disappointed when reality does not match the expectations, while I2 and I10 concurrently emphasized how teachers often need to adjust their ideals over time to cope with the realities of the profession.

Another internal factor emerged as *High Expectations from Students* (10 codes). Interviewees reported setting exceptionally high standards for their students, extending beyond mere academic performance. Given are some of the extracts derived from the interviews:

I3: *"I have students whom I want to be perfect. As I said, I'm not just interested in them learning English. I need to have an impact on their lives. When the students don't do the assignment I gave them, I feel disappointed."*

I11: *"As an educator, if I don't have high expectations for the performance of all 20-25 students in my class, then I believe I shouldn't be doing this job anymore."*

I12: *"I tell my students from the first hour that they can pass the course with an average essay and average performance, they can achieve a passing grade, and they can graduate from university, but I also tell them that my expectation from each of them is the best possible scenario, which is an AA grade."*

As I3 stated, the desire to touch students' lives may lead to disappointment when students fall short of these expectations. Additionally, I11 and I12 mentioned the high expectations they hold for every student, and I12 highlighted their expectation of the "best scenario" from each student. While well-intentioned, such expectations may create pressure on teachers, leading to experiencing teacher burnout.

The following internal factor was *Profession-Centered Life* (8 codes). Interviewees stated difficulty in maintaining a healthy work-life balance, frequently allowing their professional lives to dominate their personal time and emotional energy. Some interviewees stated their perceptions as follows:

I7: *"I'm not someone who can leave things at school and just move on with life. For example, if I argue with you at school, I continue that argument at home."*

I8: *"If I could go back, I would tell myself that work isn't the most important thing in your life. Because initially, that's what I did. My work was at the center of my life; I had a great working environment, and I made all these sacrifices. Now, I would say that work is just a small part of your life."*

I9: *"I'm really struggling at the moment when I think about it [general]. I feel like I can't keep up with anything. But among all this, I prioritize my teaching."*

As stated by I7, work-related issues can interfere with personal life, while I8 also reflected a common realization among teachers that over-prioritizing work can lead to burnout. Similarly, I9 also revealed that teachers tend to place their professional responsibilities above their well-being at times.

The last internal factor to emerge as subtle yet influential in experiencing burnout was *Seeking Appreciation & Approval* (7 codes). The interviewees expressed a desire for recognition and validation of their efforts, feeling underappreciated despite their hard work. I3 and I10 presented their views as follows:

I3: “Everyone is in this aura of being extraordinary. ‘I’m better, I’m amazing.’ Everyone wants to be seen, to be recognized. I’ve never been that kind of person, but I’ve found myself trying to showcase myself at times.”

I10: “You are really not appreciated; on the contrary, more workload is assigned to those of us doing our job properly. Moreover, those who do not work are not penalized or given sanctions, so why am I working then?”

The statement of I3 revealed how even those who do not naturally seek attention may feel compelled to show such a tendency in a competitive environment. Furthermore, I10 highlighted the perception of inequity, where the additional effort seems to lead to more work rather than recognition, possibly resulting in disappointment and demoralization.

In conclusion, the internal factors presented in this section highlighted the personal and psychological dimensions of the teaching profession, demonstrating that burnout is not merely a result of external pressures but also internal processes and perceptions.

4.3.2.2. Coping Mechanisms

The second main category was *Coping Mechanisms* (71 codes), with interviewees stating various strategies to manage burnout and maintain their well-being. The coping mechanisms identified were *Detaching for Wellbeing* (19 codes), *Coping Through Reflection* (17 codes), *Building Rapport* (13 codes), *Feedback from Colleagues* (10 codes), *Lesson Planning* (7 codes), and *Going Therapy* (5 codes) and are displayed in Table 4.21.

Table 4.21. *The Main Sub-Categories Related to the Coping Mechanisms*

Coping Mechanisms	<i>f</i>
Detaching for Well-being	19
Coping Through Reflection	17
Building Rapport	13
Feedback from Colleagues	10
Lesson Planning	7
Going Therapy	5
Total	71

f: Frequency of Codes

The first of many coping mechanisms used by the interviewees was *Detaching for Well-being* (19 codes). The interviewees reported the importance of setting boundaries between work and personal life. Given are some of the responses regarding detachment for well-being:

I2: *"Whatever it may be related to work—the administration, a colleague, my partner, or the students—if something creates negative emotions, anger, unhappiness, or sadness in me, I try to let it flow over me instead of sticking to me. This is something I actively and consciously make an effort to do."*

I3: *"I started removing things from my life that I realized I couldn't fix. I learned to leave school at school. This was a very serious enlightenment for me."*

I9: *"The decisions made outside of my teaching really drained me. I've had a really tough time with this. I found the solution by distancing myself from the administration or decision-making processes. I've pulled back a bit and decided I need to clear my head."*

As can be seen, all interviewees reported a unique strategy to cope with the difficulties they faced, whether it was an emotional state, personal realization, or administrative issue. However, all were aimed at the same outcome: Maintaining long-term well-being in the teaching profession.

The second coping mechanism emerged as *Coping Through Reflection* (17 codes). The interviewees mentioned engaging in self-reflection and discussion with colleagues as ways to process their experiences and improve their teaching. The following extracts illustrate their perceptions:

I1: *"I have an office-mate. I talk to her a lot about these topics. After every class, I always share the highlights of the lesson with her. This includes my exhaustion, of course. I also try to meet with my close friends at least once a week. Naturally, I share this topic with them as well."*

I6: *"We learned how to do reflection in in-service training. I really became aware of it during my PhD. When I realized this during my PhD, I had been a teacher for five years. So, it feels like it came a bit late to me. But actually, it's something we have always done and should always do."*

I9: *"Without self-reflection, you can't check yourself and you fall into a routine. For instance, today, I talked to my colleague in the office. I asked them, 'How did that material work for you? They [the students] had a lot of trouble understanding this paragraph or this grammar topic. Do you have a similar reaction? Is it related to me? The program? The course plan? Is it from the students' side?' I focus on understanding what it is and think about it. If I discover something, I make sure to bring it up in the next lesson. I also have a Google document. I track what I do every day and share it with my partner. Then, I create an Excel file for each of my classes. I take notes for the students. I make them notice. I like keeping logs this way. It keeps the students updated as well."*

The interviewees reported multiple reflective approaches ranging from regular reflective practices through professional development to self-reflection processes to identify the areas for improvement and managing negative feelings.

Another sub-category was *Building Rapport* (13 codes). The interviewees highlighted the need to form solid relationships with the students to create a positive, safe, and sustainable classroom environment. The quotes below illustrate this aspect:

I2: *"Of course, every student and even every class has different needs. We can enter very variable and dynamic classrooms. Therefore, being able to accurately identify the internal dynamics of each class, observe each student's individual needs, and create a remedial approach is valuable."*

I8: *"I feel that I need to be student-centered. I have a strong sense that I need to build a connection with the students first. When you can build rapport in the classroom and build a connection, everything goes better. That's why I learn the names of all my students right from the start and always address them by their names."*

Both statements provided above revealed the role of adapting different approaches to different classroom dynamics while focusing on building meaningful relationships with the students with the purpose of creating supportive and engaging learning environments.

The following prominent mechanism identified by the interviewees emerged as *Feedback from Colleagues* (10 codes). The interviewees highlighted that sharing concerns and receiving support from peers helped them view perfectionist tendencies differently and gain awareness. Given are the quotes related to the interviewees' perspectives:

I5: *"Sometimes I share my concerns with my colleagues, those who are more secure than I am, and when they say, 'You might not be able to explain it, it might not come to mind at that moment. It's very normal,' it becomes a bit more realistic. I think getting feedback from someone breaks that perfectionism."*

I8: *"Firstly, the support among teachers is really important. I was especially affected by this at the beginning of my career. But as I talked more with my friends, I started to realize these things. Like, it's not all about you."*

I12: *"It is something that increases a teacher's awareness, even at a point where they have never experienced or didn't realize they had any awareness. In that sense, we talk about it, and I share it with my colleagues and my friends. It is definitely one of the essential and indispensable aspects of our profession."*

The statements demonstrated the role of a peer support system in managing personal struggles. Additionally, I8 highlighted the help peer feedback provided for self-reflection, while I12 pointed out its place in raising awareness among colleagues.

Another coping mechanism adopted by interviewees was *Lesson Planning* (7 codes). I5 and I8 presented their perceptions as follows:

I5: *"You need to be well-prepared. If, as a teacher, you don't have anything beyond language skills and are solely focused on English, I think that could be a bit problematic. Because students expect more than that, and lesson planning is beneficial in that sense."*

I8: *"Goal-setting is absolutely important. I've been teaching for 15 years. I don't remember a day going to class without a plan."*

As the interviewees clearly stated, planning, preparing, and being consistent in implementing these processes brings a sense of confidence in the classroom setting against unexpected student questions.

The last mechanism reported by the interviewees emerged as *Going Therapy* (5 codes). The interviewees highlighted their professional therapy preferences to maintain a healthy mindset and mentality. Given are the extracts explaining this aspect:

I2: *"After many years, recently, I have started therapy again for a few years now. Realistically, at the end of the day, it seems I'll be here for a while longer. So, I'm getting this help to cope with this place [workplace]."*

I6: *"Let me put it this way: I spend a lot of money and time to maintain my mental health. That's the summary. You know, there's that saying, 'Ignorance is bliss.' If I were truly ignorant, unaware, uninformed, and carefree, I would probably be very happy and would do this job for a long time. But unfortunately, I'm fully aware. To maintain and sustain my mental and emotional well-being, to be able to go to work every day, I try to engage in mindfulness activities, for example."*

I7: *"I experienced difficulties at school and went through the COVID-19 period. I started therapy, and it brought about awareness related to that."*

All interviewees emphasized the need to receive therapy as a means of coping with work-related challenges and investing in mental health to endure obstacles faced in the teaching profession.

All in all, the exploration of coping mechanisms among Turkish EFL teachers revealed a diverse approach to managing the challenges inherent in their profession. The identified strategies in this section showed the varied choices educators implement to maintain their well-being and mental health, including reflection, collaboration, and personal precautions.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

“And now that you do not have to be perfect, you can be good.”

John Steinbeck, *East of Eden*

5.1. Discussion

The present study aimed to investigate the relationship between perfectionism, reflection, and burnout among Turkish EFL teachers working in higher education and unearth the perceptions of the participants regarding perfectionist tendencies, reflective practices, and burnout experiences. In line with these aims, the first research question addressed whether there was a meaningful relationship between these three constructs. To delve deeper into the understanding of the participants to uncover the possible relationship between perfectionism, reflection, and burnout, the second research question was formed. Throughout this chapter, the findings of these research questions were compared in relation to the existing research and further discussed.

5.1.1. The Relationship between Perfectionism, Reflection, and Burnout

The primary purpose of the study was to unveil the relationship between perfectionism, reflection, and burnout in the Turkish EFL context. To have a deeper understanding of the study, data sets were studied in three dimensions: The first presented the quantitative data interpretation according to the levels of perfectionism, reflection, and burnout; the second further investigated the quantitative data interpretation according to the dimensions of perfectionism, reflection, and burnout; and lastly, the analysis encompassed quantitative data interpretation according to the demographic background variables. Regarding the levels, the results of the study revealed that the participants in this study exhibited medium levels of burnout, which aligns with some previous findings (e.g., Fadlelmula, 2014) while contrasting with other studies (e.g., Bal, 2019). This variation in the findings of different research might be related to the differences in the contexts or tools used in data collection. The qualitative data provides context for these moderate burnout levels. Participants reported various challenges contributing to burnout, including heavy workloads extending beyond school hours, emotional labor involved in teaching, and struggles with student disengagement. The medium levels of perfectionism that were found relatively differ from previous research on Turkish instructors

(Kıral & Çavuş, 2017), potentially highlighting the unique characteristics or vast number of the Turkish EFL teachers in this study. However, the moderate-to-high levels of reflective practices among the participants align with the previous studies on Turkish EFL teachers (Korumaz & Karakaş, 2014), indicating a consistent trend in reflective practices in the profession.

In the following part of the research, an evaluation of the findings on the relationship between perfectionism and burnout revealed a positive correlation, supporting the previous findings between burnout and perfectionism (Stoeber & Rennert, 2008). Correspondingly, these findings suggest that perfectionistic tendencies may indeed contribute to burnout risk among teachers. The qualitative data further provides insight into this relationship. Many participants expressed high self-expectations, a key characteristic of self-oriented perfectionism. As detailed in the findings section, one participant described their tendency to strive for perfection in every task, expressing frustration when falling short of their own high standards. They acknowledged that this perfectionist approach was unsustainable and contributed to their exhaustion in various aspects of their life, viewing it as a professional ailment. This perfectionist tendency, while initially motivating, often led to feelings of inadequacy and emotional exhaustion when these high standards were not met. Even though the correlation was not at a high level, the parallels between both data sets align with the quantitative relationship between perfectionism and burnout.

Additionally, the negative correlation between burnout and reflection tallies with recent research (Mahmoodi & Ghaslani, 2014; Shirazizadeh & Moradkhani, 2018), unearthing the potential mediating role of reflective practices against burnout (Moradkhani et al., 2017). The open-ended data and interviews profoundly support this negative correlation, revealing that participants who engaged in reflective practices often felt better equipped to handle workplace challenges. Multiple participants emphasized the importance of self-reflection in their teaching practice. They described how they prefer to reflect on their teaching methods through concrete evidence, actively seeking ways to enhance their professional practice. This suggests that reflection serves as a protective factor against burnout, allowing teachers to process their experiences and develop coping strategies.

Remarkably, the study unveiled a positive correlation between perfectionism and reflection, a relationship that has not been addressed in earlier research. Similarly, the qualitative findings also revealed that some participants with perfectionistic tendencies often reported engaging in more reflective practices as a means of improving their performance. This finding suggests that perfectionism may drive increased reflection, although it is important to

note that not all forms of reflection were equally beneficial in reducing burnout. Specifically, the rigid perfectionism dimension, which includes SOP as its facet, correlated highly with cognitive and metacognitive practices. This novel finding supports those of results reported by Kilbert et al. (2005), implying that SOP may contain some adaptive aspects: “In fact, self-imposed high standards, particularly in the absence of perceived pressure from others, may motivate an individual to achieve, may foster self-control and enhance self-esteem, while providing some protection against depression, guilt, and suicidality” (p. 154).

Considering the meaningful relationship between the three constructs, further analyses were conducted to detect the predictors behind those relationships precisely. The final regression analysis model revealed multiple relationships between the dimensions of perfectionism, reflection, and burnout. One of the most prominent predictors of burnout emerged as self-critical perfectionism, showing consistency with previous research (Flett et al., 1995; Saddler & Sacks, 1993; Stoeber & Rennert, 2008). The qualitative responses illustrate why self-critical perfectionism strongly predicts burnout. Many participants expressed doubts about their actions and hypercriticism, key facets of self-critical perfectionism. As noted in the findings, one participant shared their occasional feelings of inadequacy in the classroom, attributing this to their high self-expectations. Another teacher echoed this view, stating that their continually increasing self-expectations sometimes led to feelings of insufficiency. This constant self-doubt and criticism appeared to contribute to emotional exhaustion and disengagement among Turkish EFL teachers, the core components of burnout.

Moreover, the mediating role of reflection previously mentioned was further analyzed. Its cognitive, practical, and metacognitive dimensions were the protectives against burnout, aligning with recent findings (Shirazizadeh & Karimpour, 2019), showing the potential benefits of implementing these reflective practices in teacher training and professional development programs. In addition to this, participants frequently mentioned strategies such as keeping reflective journals and seeking feedback from colleagues. They explained that regularly reflecting on their teaching methods and discussing challenges with their peers helped them stay grounded and overcome the side effects of burnout. Notably, critical reflection was positively related to burnout, complying with the results that teachers often lacked a clear understanding of reflection and struggled with critical reflection, emphasizing the need for guidance in reflective practices reported by Odabaşı-Çimer and Paliç (2012). Additionally, this result implies that not all reflective practices can be as effective in reducing burnout. However, research on teachers’ reflective practices has shown varied results across different contexts. While studies by Choy and Oo (2012) and Cirocki et al. (2014) found limited reflective

practices among teachers in Malaysian and Sri Lankan settings, respectively, the present research revealed a contrasting scenario with Turkish EFL teachers demonstrating higher levels of reflective practices. Moreover, since the education level of the participants was high, with 85.4% having pursued or completed a graduate-level program, and the reflective practices were above average, these results compiled with the findings of Gözüyeşil and Aslandağ-Soylu (2014), who found that higher academic degrees (e.g., PhD) were related to more engagement in reflective practices.

Another model regarding regression analysis focused on each dimension of burnout to determine whether they were affected by perfectionism or reflection. The results concluded that reflective practices, namely practical and cognitive practices, were the strongest predictors of disengagement, suggesting that the teachers adopting practical and cognitive practices are at lower risk of experiencing burnout. Remarkably, the next predictor of experiencing burnout emerged as the demographic background variable, age, which was negatively related to burnout. This finding is in line with the previous research (Erçen, 2007; İlyas, 2023; Kokkinos, 2007), highlighting the importance of considering contextual and individual factors in understanding teacher burnout. The qualitative data further offered context for why older teachers might experience less burnout. More experienced teachers often reported feeling more confident in their abilities and having developed effective coping strategies over time. As detailed in the findings section, one veteran teacher expressed confidence in dealing with most obstacles in the teaching environment due to their extensive experience. Another participant with a decade of experience similarly noted feeling equipped to handle unexpected problems that might arise. This suggests that the negative relationship between age and burnout may be due to the development of resilience and coping mechanisms over time.

To further analyze the predictors of burnout among Turkish EFL teachers, the facets of perfectionism and the demographic backgrounds of the participants were included. The new model indicated that cognitive practices were still the most prominent predictor of burnout. However, it was revealed that the facet of self-critical perfectionism, namely doubts about action, was the second predictor contributing to burnout. Another facet called hypercriticism emerged as the third predictor, weakly and negatively correlating with disengagement. However, age was another prominent predictor of disengagement, illustrating that age was mainly related to disengagement rather than exhaustion. When exhaustion was considered, on the other hand, doubt about action emerged as the first predictor of exhaustion among Turkish EFL teachers, followed by hypercriticism. Other predictors regarding the demographic backgrounds of the participants were their workplaces and educational backgrounds, positively

relating to the exhaustion dimension of burnout. These results aligned with the relevant literature, demonstrating the influence of workplace and graduate studies on experiencing exhaustion (Bal, 2019; Kokkinos, 2007).

All in all, the findings regarding the quantitative data highlighted the interrelationships between perfectionism, reflection, and burnout, unveiling the potential protective role of certain reflective practices against burnout while also revealing the destructive effects of self-critical perfectionism. Demographic factors, particularly age, also played a role in predicting burnout, suggesting that experience and coping mechanisms may contribute to developing some kind of immune system in time. However, to fully appreciate the lived experiences of Turkish EFL teachers and the details behind these statistical relationships, it is a must to turn to qualitative data. The following section delves into the perceptions and experiences shared by the participants, providing rich context and deeper insights into the quantitative results.

5.1.2. Perceptions Regarding Perfectionism, Reflection, and Burnout

To answer the second research question, the participants voluntarily responded to a number of questions, while additional interviews were later conducted. The findings regarding the perceptions of the Turkish EFL teachers varied greatly, however, the analysis based on the views of the participants unearthed two main categories, namely, drivers of challenges and coping mechanisms. The overall and collective findings stemmed from the answers given to the open-ended questions, and the interviews conducted shed light on the burnout experiences, perfectionist tendencies, and reflective practices of Turkish EFL teachers, as well as the reasons for such experiences and strategies they use to overcome these struggles. Complying with the relevant literature, it was revealed that the teachers were greatly affected by the workload, including lesson planning, grading, meetings, exam preparation, and administrative duties (Weisberg & Sagie, 1999). The participants reported work extending beyond school hours, including evenings and weekends, damaging the work-life balance and boundaries and eventually creating a risk factor for experiencing burnout (Skaalvik & Skaalvik, 2011). Moreover, the emotional labor involved in teaching—maintaining high engagement, actively seeking to boost student motivation, and constantly attending to student needs—added another layer of emotional and mental pressure.

Another point that was made by Turkish EFL teachers was student disengagement, encompassing the misalignments between students' expectations for constant enjoyment or the demotivation and apathy toward the lesson. In an ideal setting, active participation can play a

crucial role in the language learning process. Motivated learners rejuvenate the class and make teaching even more rewarding. Conversely, such disconnection between the teacher and the student is associated with higher emotional exhaustion (Klassen et al., 2012; Spilt et al., 2011; Stoeber & Rennert, 2008; Uğuz, 2016; Weisberg & Sagie, 1999; Wood & McCarthy, 2002). Furthermore, participants reported a sense of alienation (Maslach & Leiter, 1997) stemming from a disconnect between institutional policies, mentioning that their values and professional judgments were at odds with institutional expectations. As noted in the literature review, SPP involves the belief that others hold unrealistically high expectations for oneself (Hewitt & Flett, 1991). Accordingly, it was highlighted that the administrations embodied this ‘other’ in the teaching context, creating an environment where teachers felt constantly judged and pressured to meet unattainably high standards (Brunsting et al., 2014; Larrivee, 2012; Skaalvik & Skaalvik, 2011). Moreover, the lack of control over course content (Ingersoll, 1994), lack of communication with colleagues (Brunsting et al., 2014; Skaalvik & Skaalvik, 2011), marginalized profession (Johnston, 1997), low salaries (Weisberg & Sagie, 1999), and the changing nature of student-teacher relationships in the digital age (Prensky, 2001) collectively pushed and frustrated the participants, as reported.

On another dimension, the present study unveiled that the participants also faced personal, psychological, and emotional challenges. Regarding these factors, Turkish EFL teachers exhibited high self-expectations, exemplifying the core characteristic of SOP as described by Hewitt and Flett (1991). While Klibert et al. (2005), as mentioned earlier in the chapter, suggested that SOP might have some adaptive aspects, the findings from this study indicated that for many Turkish EFL teachers, these high self-expectations were predominantly associated with negative outcomes. Many participants reported feelings of inadequacy stemming from their high self-expectations, which aligns more closely with the earlier conceptualizations of perfectionism as a potentially destructive trait (Burns, 1980; Pacht, 1984). The relationship between perfectionism and burnout, as expressed by the participants, supported the findings of Shirazizadeh and Karimpour (2019), who investigated the relationship between perfectionism, reflection, and burnout among Iranian EFL teachers. While their study did not find a direct relationship between perfectionism and burnout, the current findings suggested that, at least for some Turkish EFL teachers, there was a relationship between their perfectionistic tendencies and experiences of emotional exhaustion and disengagement from work. This disengagement manifested as crushed teaching enthusiasm and eroded idealism, particularly among teachers who had entered the profession with high hopes and aspirations.

Additionally, the participants in this study also addressed the experiences that led them to question their abilities and competencies as teachers, including the initial challenges faced by novice teachers, limited experience or expertise in the field, insufficient preparation, and an overall perception of skill deficiency. These instances align with Farrell's (2016) research, which highlighted that novice teachers believe that once they have graduated, they aspire to apply everything they have learned during their first year and "have high expectations as they begin to fulfill their long-desired dream of becoming a teacher" (p. 13). This quote indicates the traces of self-oriented perfectionism (SOP) and the pressure that novice teachers put on themselves. Nevertheless, this is not the only reason for those teachers to feel insufficient in their profession because "from their very first day however, and unlike in many other professions, novice teachers are asked to carry out all of the same activities as their most experienced teacher colleagues" (Farrell, 2016, p. 13). This type of expectation can be associated with socially prescribed perfectionism (SPP), which is the expectation of others to perform the desired teaching processes as more experienced teachers do. Furthermore, these results resonate with the findings of Mahmoodi-Shahreabaki (2019), who observed that English language teachers face an implicit yet common expectation of possessing near-native or native-like proficiency. As Mahmoodi-Shahreabaki notes, "This tacit expectation puts language teachers under unrelenting pressure in whatever context they work or with whatever language they teach" (2019, p. 4). Such expectations may bring about a feeling of inadequacy, particularly among novice teachers or those who perceive gaps in their skills or preparation, sometimes leading to their departure from the profession altogether.

Another personal factor was the participants' high expectations of their students. This finding can be interpreted through the lens of other-oriented perfectionism (OOP), as described by Hewitt and Flett (1991). While OOP typically refers to having unrealistic expectations for significant others, in the context of teaching, it appeared that these high standards are being applied to students. Many participants acknowledged having high standards and expectations for their students. This tendency, while it might be motivating for some students, can also lead to increased stress and emotional burdens for teachers when these expectations are not met. Unmet expectations can lead to feelings of dissatisfaction, which may contribute to emotional exhaustion, a key component of burnout, as described by Maslach and Jackson (1981). The high expectations from students, combined with the teachers' own high self-expectations, may create a potentially stressful environment that goes hand in hand with the findings of Stoeber and Rennert (2008), who found that adverse reactions to imperfection and pressure the teachers perceived from students could contribute to job-related stress and occupational burnout among

teachers. However, this pressure somewhat led to a profession-centered life, where teachers struggled to maintain a healthy work-life balance. Contrastingly, Akin and Oğuz (2010) explored a correlation between burnout and workaholism among teachers in Ankara, revealing a negative correlation between teachers' burnout and workaholism. This may suggest that while a profession-centered life may initially seem productive, it could potentially lead to burnout in the long run.

Interestingly, one of the topics the participants highlighted was the need for appreciation and recognition. The participants collectively expressed their desire to receive external validation, directly connecting to the concept of socially prescribed perfectionism (SPP) as described by Hewitt and Flett (1991). SPP involves the perception that others hold unrealistically high standards for oneself, and in the context of Turkish EFL teachers, there appeared to be a strong desire to meet these perceived expectations and receive acknowledgment for their efforts. Several participants expressed how a lack of appreciation can lead to feelings of depression and inadequacy, aligning with research by Flett et al. (1995), who found a positive correlation between SPP and various aspects of teacher stress.

Contrary to the challenges faced by Turkish EFL teachers, the study also revealed the coping mechanisms utilized by the participants. The most prominent mechanism uttered by the participants was colleague-oriented feedback, pointing to collaborative reflection in teaching practice, as emphasized by many researchers (Hatton & Smith, 1995; Tigelaar et al., 2008). The desire for guidance from more experienced colleagues, especially for novice teachers, echoes the concept of reflection as a social practice (Zeichner & Liston, 2013). This reflection on professional growth through peer interaction complies with the idea that sharing experiences and exchanging ideas with colleagues is required to enhance the quality of reflection (Hatton & Smith, 1995; Horn & Little, 2010; Meijer et al., 2011). Moreover, it was revealed that self-confidence, teacher autonomy (Huang, 2005), and self-reflection (Dewey, 1933; Schön, 1983) were among the coping mechanisms employed by Turkish EFL teachers, painting a picture of the participants who have developed a sense of confidence and autonomy, manifesting in feeling more comfortable in classrooms, putting their own sense of value above that of others, and acknowledging their experience, and professional growth. The development of self-confidence and teacher autonomy appeared to be closely linked to building rapport with students, which participants found crucial in creating a positive classroom environment and reducing the overall stress in classroom.

Furthermore, the view of self-reflection as a valuable tool for professional growth confirms the work of researchers like Admiraal et al. (2012) and Korthagen and Vasalos (2005), who emphasized the role of reflection in continuous professional development. The specific methods mentioned by participants, such as keeping reflective journals and receiving feedback from others, align with the research provided by several scholars, noting that reflective journals help in-service EFL teachers become more aware of their teaching environments and develop their professional knowledge (Abdenia et al., 2013; Genç, 2010; Gün, 2011). Additionally, the findings were relevant to previous studies that unearthed group reflection and online collaborative reflection have also been found beneficial, particularly for novice EFL teachers (Burhan-Horasanlı & Oraçtepe, 2016; Farrel, 2016). This aligns with the concept of a community of practice (Wenger, 1998), where teachers collectively engage in professional development and support each other's growth.

On an additional note, some participants highlighted the importance of detaching from work for well-being and recognizing the need for a healthy work-life balance. This strategy, along with seeking professional help through therapy, demonstrates a growing awareness of mental health in the teaching profession. These findings compile with the study conducted by Betoret (2008), which found that teachers who received external support experienced lower levels of stress and burnout. The willingness to seek therapy and feedback from colleagues suggests a shift towards a more open and supportive professional culture and environment. Lastly, effective lesson planning (Enow & Goodwyn, 2018) emerged as a crucial coping mechanism. Participants noted that thorough preparation helped reduce anxiety and increase confidence in the classroom. This proactive approach to teaching aligns with the concept of teacher autonomy and self-efficacy, contributing to overall job satisfaction.

In conclusion, the drivers of challenges and coping mechanisms categories highlighted in the qualitative data demonstrated the perceptions regarding the relationships between perfectionism, reflection, and burnout while exhibiting the strategies used to avoid burnout among Turkish EFL teachers. The findings concurrently pointed out the place of reflection in mediating burnout and the downsides of perfectionist tendencies.

5.2. Conclusion

The current study investigated the relationship between perfectionism, reflection, and burnout among Turkish EFL teachers in higher education, utilizing a mixed-method design. The findings related to exploring the relationship between these three constructs and

perceptions of Turkish EFL teachers unveiled that the participants demonstrated medium levels of burnout and perfectionism while moderate-to-high levels of reflective practices. It was revealed that there was a positive correlation between perfectionism and burnout, supporting previous research and suggesting that perfectionistic tendencies may indeed contribute to burnout risk among teachers. Conversely, a negative correlation was observed between burnout and reflection. Notably, the study uncovered a previously not mentioned positive correlation between perfectionism and reflection, namely between the dimensions of rigid perfectionism and cognitive and metacognitive practices.

Further analysis identified self-critical perfectionism as the prominent predictor of burnout, while cognitive, practical, and metacognitive reflective practices emerged as protective factors against burnout. These findings highlighted the value of implementing reflective practices in teacher training and professional development programs.

Similarly, qualitative data further supported the preliminary findings, providing rich insights into the perceptions of Turkish EFL teachers regarding perfectionism, reflection, and burnout. The study concluded two main categories regarding participants' perceptions: drivers of challenges and coping mechanisms. The drivers of challenges included workload, student disengagement, institutional policies, insufficient curriculum, low income, and personal factors such as high self-expectations, crushed teaching enthusiasm, and the need for recognition. Coping mechanisms, at its core, were identified as colleague-oriented feedback, self-confidence, teacher autonomy, self-reflection, building rapport, detaching for well-being, going to therapy, and lesson planning. These findings produced two rigid implications for the field of EFL teaching and teacher education: The first is there is a need for balance in perfectionist tendencies. The study concluded that while some aspects of perfectionism may be adaptive, excessive self-critical perfectionism can contribute to burnout. The second one concerned the value of reflective practices. Given the protective role of certain reflective practices against burnout, there is a clear need to incorporate structured and constantly working reflective activities into teacher training and ongoing professional development.

In conclusion, this study contributed to the understanding of the relationship between perfectionism, reflection, and burnout in the Turkish EFL teaching context. By shedding light on both the challenges faced by teachers and the strategies they employed to cope with these challenges, this research provides insights for teacher educators, institutional administrators, and teachers themselves. As the field of EFL teaching continues to evolve, it is pivotal that we

continue to explore and address the factors that contribute to teachers' well-being, eventually benefiting both educators and learners in the ever-evolving landscape of language education.

5.3. Implications and Recommendations for Further Research

While the present study offered insights into the interconnectedness of perfectionism, reflection, and burnout among Turkish EFL teachers in higher education, there are several important implications and avenues for future research that could enrich the field in this specific domain.

5.3.1. Suggestions for In-service Teachers/Instructors

For in-service teachers and instructors, developing effective coping strategies is crucial to lessen the impact of burnout and perfectionism on their professional lives. Regular engagement in reflective practices can enhance teachers' understanding of their methods and emotional responses in the classroom. Participation in mentorship programs, either as mentors or mentees, can provide much-needed emotional support and opportunities for professional growth. Additionally, attending professional development workshops, particularly those focused on addressing the emotional dimensions of language teaching, such as Mindfulness-Enhanced Language Teaching (MELT) training (Gönen, 2022), can significantly contribute to teachers' overall well-being and effectiveness.

5.3.2. Suggestions for Pre-service Teachers

In the realm of pre-service teacher education, it is essential to incorporate awareness-building modules on perfectionism, reflection, and burnout into teacher training programs. This can help prepare future teachers for the emotional aspects of the profession. Introducing goal-setting exercises and integrating reflective practice training into the curriculum can foster realistic expectations and cultivate habits of constructive self-evaluation among aspiring teachers.

5.3.3. Suggestions for Institutions/Administrations

For institutions and administrations, implementing comprehensive support systems for teachers is paramount. This includes developing mentorship programs and creating peer-supportive environments that reinforce communities of practice (Wenger, 1998). Providing

regular professional development opportunities through workshops and training sessions on topics such as emotional well-being, stress management, and reflective teaching practices can significantly enhance teacher effectiveness. Moreover, institutions should regularly review teacher workloads and expectations to ensure they are realistic and conducive to maintaining teacher engagement.

5.3.4. Recommendations for Future Research

While this study provides a solid foundation for understanding the relationship between perfectionism, reflection, and burnout in the field of ELT, there are several avenues for future research that could further enrich general understanding. Given the cross-sectional nature of this study, which provided a glimpse of teachers' experiences at a specific point in time, future research could benefit from longitudinal studies. Conducting long-term studies can track how the relationships between perfectionism, reflection, and burnout evolve throughout a teacher's career, offering a more comprehensive view of these constructs. Furthermore, while this study focused on Turkish EFL teachers in higher education, future research may delve deeper into these constructs across different educational levels and in various cultural contexts to include comparative studies and consider incorporating long-term methods for data collection, such as classroom observations, teacher journals, or peer assessments.

On another dimension, investigating the impact of teacher perfectionism and burnout on student learning outcomes and motivation may offer a more comprehensive understanding and a multitude of perspectives on the issue. Such a study could involve surveys and interviews with students to understand how they perceive and position (Kayı-Ayder, 2019) their teachers and how they are affected by their teachers' perfectionist behaviors and potential burnout symptoms. Additionally, collaborating with researchers in the fields of psychology and occupational health may execute a better understanding of the psychological mechanisms underlying the relationship between perfectionism, reflection, and burnout in the teaching profession. Assessing the effectiveness of existing professional development programs in addressing perfectionism and promoting healthy reflective practices could also inform the design of specifically tailored training modules for both pre-service and in-service EFL teachers.

Lastly, in addition to conducting longitudinal studies, narrative inquiry research and case studies can be carried out with the aim of gaining individual insights into teachers' perfectionism, reflection, and burnout experiences. Even if the present study might provide a

solid foundation for the relationship between perfectionism, reflection, and burnout in the field, ELT continues to grow and evolve. As it flourishes, ongoing research in these areas will be momentous in developing tailored strategies to support teachers throughout their careers, from beginning to end.



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APPENDICES

Appendix A – Questionnaires & Open-ended Questions

The Interconnectedness of Perfectionism, Reflection, And Burnout: Does Perfectionism Cause Occupational Burnout Among Turkish EFL Teachers?

Dear Participant,

You are invited to participate in a research study entitled “*The interconnectedness of perfectionism, reflection, and burnout: Does perfectionism cause occupational burnout among Turkish EFL teachers?*”. This study is conducted by Gözde Kırmızı under the supervision of Asst. Prof. Dr. Simla Course in English Language Teaching Master’s Program at Akdeniz University. It is designed to examine the association of English language teachers’ burnout levels with reflection and perfectionism.

The study will be conducted with individuals teaching English in Higher Education in Türkiye, and participation is entirely voluntary. However, you may decline altogether or leave the optional questions you do not wish to answer blank. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your answers to this questionnaire.

The study consists of two phases. The first stage being this questionnaire is divided into three parts. The second stage involves interviews with twelve people who will be selected from among the participants. For this reason, your e-mail address is requested in the questionnaire only if you wish to share.

It should take 10 minutes to complete. It is pivotal for the study that you give your answers carefully to obtain precise results. Thank you in advance for contributing to this study and for your time. If you have any questions about this research, feel free to contact Gözde Kırmızı at

CONSENT FORM

I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study and accept the use of the information I share for scientific publications.

☐ I confirm that I have read and agreed.

DEMOGRAPHIC INFORMATION FORM

The demographic profile of the participant is requested below for use in the research only. Please fill in accordingly.

E-mail: (It is required for the second phase of the research.)

Age:

Gender: ☐ Female ☐ Male ☐ Other

Department of Graduation: (ELT, English Language Literature, etc.)

Education Level: (BA, MA, PhD, etc.)

Workplace (Institution): (Public, Private university, etc.)

Teaching Experience: (6 months, 2 years etc.)

Proficiency L. of Teaching: (Beginner etc.)

PART I

Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by marking the box that corresponds with each statement. There are *four* possible responses to each statement ranging from *Strongly Disagree* to *Strongly Agree*.

PART I		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I always find new and interesting aspects in my work.				
2.	There are days when I feel tired before I arrive at work.				
3.	It happens more and more often that I talk about my work in a negative way.				
4.	After work, I tend to need more time than in the past in order to relax and feel better.				
5.	I can tolerate the pressure of my work very well.				
6.	Lately, I tend to think less at work and do my job almost mechanically.				
7.	I find my work to be a positive challenge.				
8.	During my work, I often feel emotionally drained.				
9.	Over time, one can become dis- connected from this type of work.				
10.	After working, I have enough energy for my leisure activities.				
11.	Sometimes I feel sickened by my work tasks.				
12.	After my work, I usually feel worn out and weary.				
13.	This is the only type of work that I can imagine myself doing.				
14.	Usually, I can manage the amount of my work well.				

15.	I feel more and more engaged in my work.				
16.	When I work, I usually feel energized.				

PART II

Listed below are a number of statements concerning personal characteristics and traits. Please answer each statement by choosing the response that best reflects your degree of agreement or disagreement with the following statements. There are *five* possible responses to each statement ranging from *Strongly Disagree* to *Strongly Agree*.

PART II		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1.	I have a strong need to be perfect.					
2.	It is important to me to be perfect in everything I attempt.					
3.	Striving to be as perfect as possible makes me feel worthwhile.					
4.	My opinion of myself is tied to being perfect.					
5.	The idea of making a mistake frightens me.					
6.	When I notice that I have made a mistake, I feel ashamed.					
7.	I have doubts about everything I do.					
8.	I judge myself harshly when I don't do something perfectly.					
9.	I feel disappointed with myself, when I don't do something perfectly.					
10.	People are disappointed in me whenever I don't do something perfectly.					
11.	I expect those close to me to be perfect.					
12.	I am highly critical of other people's imperfections.					
13.	I feel dissatisfied with other people, even when I know they are trying their best.					
14.	It bothers me when people don't notice how perfect I am.					
15.	I deserve to always have things go my way.					
16.	I know that I am perfect.					

PART III

This questionnaire is devised with the aim of looking into your actual teaching practices as a professional teacher. To that end, your careful completion of the questionnaire will contribute to obtaining real data which is crucial for more accurate findings. Therefore, please check the box which best describes your actual teaching practices. There are *five* possible answers ranging from *Never* to *Always*.

PART III		Never	Rarely	Sometimes	Often	Always
1.	I have a file where I keep my accounts of my teaching for reviewing purposes.					
2.	I talk about my classroom experiences with my colleagues and seek their advice/feedback.					
3.	After each lesson, I write about the accomplishments/failures of that lesson, or I talk about the lesson to a colleague.					
4.	I discuss practical/theoretical issues with my colleagues.					
5.	I observe other teachers' classrooms to learn about their efficient practices.					
6.	I ask my peers to observe my teaching and comment on my teaching performance.					
7.	I read books/articles related to effective teaching to improve my classroom performance.					
8.	I participate in workshops/conferences related to teaching/learning issues.					
9.	I think of writing articles based on my classroom experiences.					
10.	I look at journal articles or search the internet to see what the recent developments in my profession are.					
11.	I carry out small scale research activities in my classes to become better informed of learning/teaching processes.					
12.	I think of classroom events as potential research topics and think of finding a method for investigating them.					
13.	I talk to my students to learn about their learning styles and preferences.					
14.	I talk to my students to learn about their family backgrounds, hobbies, interests, and abilities.					
15.	I ask my students whether they like a teaching task or not.					

16.	As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.					
17.	I think of the ways my biography, or my background affects the way I define myself as a teacher.					
18.	I think of the meaning or significance of my job as a teacher.					
19.	I try to find out which aspects of my teaching provide me with a sense of satisfaction.					
20.	I think about my strengths and weaknesses as a teacher.					
21.	I think of the positive/negative role models that I have had as a student and the way they have affected me in my practice.					
22.	I think of inconsistencies and contradictions that occur in my classroom practice.					
23.	I think about the instances of social injustice in my own surroundings and try to discuss them in my classes.					
24.	I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.					
25.	In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.					
26.	I think about the political aspects of my teaching and the way I may affect my students' political views.					
27.	I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.					
28.	I think about the ways gender, social class, and race influence my students' achievements.					
29.	I think of outside social events that can influence my teaching inside the class.					

Do you ever feel as if you are not enough for your class? If yes, is it because you have high expectations from your students or yourself?

Does planning the lesson, acknowledging the ups and downs of the lesson, or talking to a colleague help in feeling comfortable with your teaching?

Is it important what others think about your teaching (your colleagues or family etc.)? Why?

Have you ever felt worn out at the end of a workday in school? Explain why (What problems caused this situation?)

*This part is not compulsory to complete. However, it will better the study with your contributions.

Appendix B – Interview Invitation Messages

Sevgili <<Ad>> Hocam merhabalar,

Umarım iyisinizdir ve her şey yolundadır. Sizinle geçtiğimiz aylarda iletişime geçmiş, tez çalışmam için anketime katkıda bulunmaya davet etmiştim. Bir kez daha kabul ederek katılım gösterdiğiniz için teşekkür ederim. Bu e-maili ise veri toplama sürecinin ikinci aşaması olan görüşme (interview) amacıyla yazıyorum.

Anket verilerinin sonuçlarına göre görüşme yapabilmek için hedeflenen kitlenin içerisinde bulunuyorsunuz. E-mailinizi paylaşmış olmanız nedeniyle size ulaşıyorum. 30 dakika (maksimum) sürecek şekilde planladığım görüşmelere katılmayı kabul ederseniz çok mutlu olurum. Bu şekilde öğretim görevlisi öğretmenlerimin burnout, perfectionism ve reflection hakkındaki düşüncelerine dair derinlemesine bilgi sahibi olmayı umuyorum.

Katılmayı kabul etmeniz durumunda mümkünse bu hafta, değilse önümüzdeki hafta dilediğiniz bir saatte sizlerle çevrimiçi olarak Zoom üzerinden buluşup paylaşımlarda bulunmaktan mutluluk duyarım. Zoom toplantı linkini her duruma karşı aşağıda iletiyorum. Dilerseniz Doodle üzerinden de benim için en uygun olan gün ve saatleri (sizin müsaitliğinize göre bir saati de maille dönüşte bulunabilirsiniz hocam) kontrol edebilir, tercih etmeniz durumunda size uygun bir gün ve saate isim girişi yapabilirsiniz. E-mail yoluyla veya 05** *** ** ** numaralı hattımdan da bana dilediğiniz gibi ulaşabilirsiniz.

Haberlerinizi heyecanla bekliyorum hocam.

Saygılarımla,

Gözde

--

Zoom Meeting ID: 2910 1923 23

Passcode: 29101923

Doodle 1v1 Interview Schedule: <https://doodle.com/meeting/participate/id/erMmp9pd>

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Res. Asst. Gözde Kırmızı
Middle East Technical University
Faculty of Education
Department of Foreign Language Education
Ankara, Turkey 06800

Appendix C - Semi-Structured Interview Questions

1. Mesleğinizle ilgili neler paylaşmak istersiniz?
 - 1.1. Başarılı/iyi bir öğretmen olmak için hedef belirleme önemli mi?
 - 1.2. İş hayatınızda hedef belirlemeyi tanımlamaya nasıl yaklaşıyorsunuz?
 - 1.3. Bunlar öğretim yaklaşımınızı etkiledi mi?
 - 1.4. Öğretmenlikte kendiniz için yüksek standartlar belirleme ve/ya kaçınma durumları oluyor mu?
 - 1.5. Bu iki durum arasındaki dengeyi sağlayabiliyor musunuz?
2. Peki sizce reflection (yansıtma) öğretmenlikte önemli midir?
 - 2.1. Öğretmenliğe ne ölçüde katkı sağlar?
 - 2.2. Bir öğretmen olarak self-reflection (öz-yansıtma) sürecinizi detaylandırabilir misiniz?
 - 2.3. Örnekleri paylaşabilir misiniz?
3. Tükenmişlik öğretmenlikte yaygın bir sorundur. Mesleki tükenme veya yorgunluk dönemleriyle karşılaştınız mı?
 - 3.1. Karşılaştıysanız, bu deneyimlere hangi faktörlerin katkıda bulunduğunu düşünüyorsunuz?
4. Öğretmenliğin gerektirdiklerini dengelemek zor olabilir. İyilik halinize öncelik vermek ve sağlıklı bir iş-yaşam dengesini korumak için önlemler alıyor musunuz?
 - 4.1. Alıyorsanız, bu önlemler nelerdir?

Appendix D – Ethics Committee Approval

Evrak Tarih ve Sayısı: 11.01.2023-550919



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 10.01.2023
TOPLANTI SAYISI : 01
KARAR SAYISI : 22

Üniversitemiz Eğitim Fakültesi Yabancı Dil Eğitimi Bölümü **Dr. Öğr. Üyesi Simla COURSE**'in danışmanlığını, **Gözde KIRMIZI**'nin araştırmacılığını üstlendiği, *"Mükemmeliyetçilik, Reflektif Düşünme ve Tükenmişlik Arasındaki Bağlılık: Mükemmeliyetçilik Yabancı Dil Olarak İngilizce Öğretiminde Türk Öğretmenlerde Mesleki Tükenmişliğe Yol Açmakta mıdır?"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucuya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

Başkan
Prof. Dr.
Hilmi DEMİRKAYA

Başkan Yrd.
Prof. Dr.
Sibel MEHTER AYKIN

Üye
Prof. Dr.
Ebru İÇİGEN

Üye
Prof. Dr.
Nurşen ADAK

Üye
Prof. Dr.
Sibel PAŞAOĞLU YÖNDEM

Üye
Prof. Dr.
Taner KORKUT

Üye
Prof. Dr.
Gökhan AKYÜZ

Appendix E – A Portion of Qualitative Data Analysis

Open-Ended Data Analysis

Participant
number

21. Yes, I do. I have high expectations from myself. Our curriculum is a bit outdated, course materials are not interesting or updated as well, so I need to spend hours every day to create alternative course designs. That is tiring and I feel alone, unsure of my way of teaching and my choices regarding the course design.
22. Mostly because of me, I'm too tolerant for others but I can't tolerate my mistakes or poor performance. I have high expectations of myself because I know myself better than anyone. I'm not a workaholic. I don't think my profession defines who I am neither. I just want to be a good teacher.
23. I usually feel that I can do more. To be honest, when it comes to my students, I have high standards. Then, I consider their situations—I know that they are

Code: High Self-Expectations

Code: Over-
packed/Insufficient
Curriculum

Code: Lesson
Planning

Code: Emotional and Physical Fatigue

Code: High Expectations from Students

Interview Analysis

Derken yani her gelen de tabii kendi sistemini kurmaya çalışıyor, kendi ekibini kurmaya çalışıyor. Bir şeyler değiştireyim derken ve maalesef hep dışarıdan devşirme insanlar getiriyorlar bize. Bizim kendi içimizden birini tutup bizim öğrencimizi, sistemimizi, hocalarımızı, kültürümüzü, kurum kültürümüzü bilenler değil de bunlara tamamen yabancı dışarıdan gelen insanlar oluyorlar.

Code: Institutional
Constraints

Getirilen, atanan müdürlerimiz. Ve hepsi kendi bir şeyler başarmaya çalışırken iyice ne diyelim berbat ediyorlar bazı şeyleri. Tabii ki iyi yapılan şeyler de var.

Tabii ki en azından yapılan iyi şeylerin devamını getirenler de var. Fakat bu yönetimler gitgide aldıkları farklı kararlar sonucunda benim kuruma aidiyetimi çok azalttılar. Sadece hazırlık yönetimi değil, üst yönetim için de aynısı geçerli.

Rektörlük için de aynısı geçerli. Eskiden ben gerçekten çalıştığım yerde değer gördüğümü hissedirdim. Bunu bana hissettiren uygulamaları, söylemleri olurdu.

Code: Perceived
Professional
Marginalization

Rektörümüzün, rektör yardımcılarımızın falan. Gitgide yıllar içinde bu da şeye döndü. Çok replaceable.

Sokakta sen gitsen yerine koyabileceğimiz bin kişi olan ve benim için açıkçası çok da elzem olmayan bir mesleksin. Sen meslek grubusun ya da bir akademisyen grubusun. Hissiyatını çok hissettirmeye başladılar bize.

İnsanın tabii yaptığı işe, ona duyduğu saygıya, onun için harcadığı emeğe tabii çok yansıyor. Ben bu sebeple artık eskiye kıyasla çok daha az ders hazırlama zamanı harcıyorum. Daha çok daha az umursuyorum öğrencilerin memnuniyet tatmin seviyesini falan.

Code: Crushed
Teaching
Enthusiasm

Demek istediğim, hem gördüğüm muameleyi yansıtmaya çalışıyorum, hem genel olarak iş koşullarım, çalışma koşullarım neyi hak ediyorsa minimum olarak o minimumda bırakmaya çalışıyorum. Bir adım ötesinde eskiden yaptığım gibi artık geçmemeye çalışıyorum. Hepsini bir yana koyup, bütün bunlara rağmen yine de burada katlanıp dayanıp belki çalışmaya devam ederdim.

Appendix F – Originality Report

The Interconnectedness of Perfectionism, Reflection, and Burnout Does Perfectionism Cause Occupational Burnout among Turkish EFL Teachers

ORIGINALITY REPORT

14%

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9%

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1

Marzban, Amin, and Neda Ashraafi.
"Assessing reflective thinking skills in EFL/ESL
instructors based on differences in
graduation degree and nationality", Reflective
Practice, 2016.

Publication

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CURRICULUM VITAE

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Gözde KIRMIZI

Doğum Yeri ve Tarihi :

Eğitim Durumu

Lisans Öğrenimi : Gazi Üniversitesi, Gazi Eğitim Fakültesi, İngiliz Dili Eğitimi Bölümü

Yüksek Lisans Öğrenimi : Akdeniz Üniversitesi, İngiliz Dili Eğitimi Yüksek Lisans Programı

Bildiği Yabancı Diller : İngilizce

İş Deneyimi

Çalıştığı Kurumlar : Araştırma Görevlisi, Orta Doğu Teknik Üniversitesi,
Yabancı Diller Eğitimi Bölümü, Ankara

İletişim

E-Posta Adresi :

Tarih : 14.07.2024

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- ☐ Tezimin tamamı her yerden erişime açılabilir.
- ☐ Tezim sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir. Tezimin ... yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

14.07.2024

Gözde KIRMIZI